

Vision Empower & XRCVC

Teacher Instruction KIT

14. Money

Syllabus: Karnataka State Board

Subject: Mathematics

Grade: First

Textbook Name: Text cum Workbook(Revised)-First Standard

Chapter Number & Name: 14. Money

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objectives:

- Have an understanding of the concept of currency as well as currency notes and coins
- Be able to list multiple ways of tendering a given amount using notes and coins of different denominations
- Be able to perform simple transactional operations (like adding and subtracting)
- To be able to relate the cost of the material with currency

Prerequisite Concept

- Arithmetic (addition, subtraction) and number sense.

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*Kindly Note: Activities marked with * are mandatory*

OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

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2. LEARN

2.1 KEY POINTS

Money is an object that is generally accepted as payment for goods and services, it is performing a function as a medium of exchange. The value or price of an item or service is paid for using money.

2.2 LEARN MORE

None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Let's make some noise with coins

Materials Required: Metal box and coins

Prerequisites: None

Activity Flow

The teacher can recite the following poem on "Money" and also demonstrate the sound made by coins as they are dropped into the metal container.

Money, Money, Money

Coins are many

Drop them all

One by one
Hear the sound
Tun, Tun, Tun.

Ask the student how much they know about money. They will have some familiarity as they would have heard about it from their family members. Interact with the student to find out how much they know about money, so that you can build upon their existing knowledge. Get them excited about money by asking them what they like to buy and what they think the cost of those items might be.

3.2 CONCEPT INTRODUCTION ACTIVITIES

Why do we need money?

Activity 2: Role Play-Shopping

Materials Required: Basket, some items with braille price tags, wallet with fake currency

Prerequisites: None

Activity Flow

Ask students to think about different goods and services people pay for. Help students to think about all the different ways people spend their money.

It's time to go shopping! We will have fun pretending to shop at a store that is setup in the classroom today. One student can pretend to be the shopkeeper and the other student can be the customer. One student can go to the store without a wallet and fake notes and the other student can visit the store with a wallet and fake notes. Ask the children who can buy things from the store? We all need money to buy things like pencils, fruits, balloons, ice-cream etc.

Money is important because it facilitates people to buy things they need and want. Money needs to be earned, saved and spent appropriately.

Activity 3: Introduction to coins and notes

Materials Required: Coins-50 paisa, one-rupee coin, two-rupee coin, five-rupee coin, ten-rupee coin, normal paper cut into the size of notes of Rs 1, Rs 2, Rs 5, Rs 10, Rs 20 and Rs 50 or fake notes, real notes of Rs 1, Rs 2, Rs 5, Rs 10, Rs 20 and Rs 50, Tactile diagram of ₹

Prerequisites: None

Activity Flow

As we are well aware that we need money to buy things. Let's take a look at the different coins and currency notes of different values.

Introduce the class to coins first. We have coins of various denominations. 50 paise, one rupee, two rupees, five rupees and ten rupees. Pass the real coins and let each student touch and feel the coins. Encourage children to differentiate the coins based on their size, thickness and texture.

We also have currency notes of rupees 1, rupees 2, rupees 5, rupees 10, rupees 20, rupees 50. They come in different sizes. The teacher can pass the real currency notes and the fake currency notes and help children identify the difference between them by feeling the texture. On each coin and currency note there is a number present which shows its value. The symbol of Rupee can also be introduced through a tactile diagram of '₹'. Also note, 1 Rupee = 100 paise

Additional Information:

In the earlier days, India had coins for one paise, two paise, five paise, 20 paise, 25 paise. These are no longer in use.

Make sure the student is aware which denominations have a note or coin and which do not. Encourage the student to make a list of these if the student is having difficulty remembering the list of all existing currency notes and coins. Students can be encouraged to place the notes of various denominations in a separator pouch for easy identification.

Addition of Money

Activity 4: Money Addition

Materials Required: Piggy bank/box, fake braille coins, fake braille notes, few objects (crayons, pencils, chalks, chocolates), bowls

Prerequisites: basic addition concept

Activity Flow

It is essential to have braille play money before beginning the sessions. To make play money, cut up braille paper into small rectangles. Then write down the values in Braille: 5, 10, 20, 50, 100. Then make some small round coins to represent 50 paise, 1, 2, and 5 rupees. The coins can be represented as small rough circles of braille paper and be added to the piggy bank/box. Introduce the play money to them. Explain that real money is somewhat similar, but in print.

Saina collects coins and notes of different denominations in her piggy bank/box. She now wants to count how much she has collected as she wants to buy herself a lollipop worth rupees 10. Let's help Saina find out the amount she has collected in her box. Let's separate the coins of the same denomination in separate bowls.

She has collected

10 of Rs 5 coins

2 of Rs 2 coins

1 of Rs 1 coin

7 of 50 paise coins

She has collected a total of $10+2+1+7=20$ coins.

Can Saina buy herself a lollipop worth ₹ 10? Yes, she can. From the 5 rupees bowl she gives the shopkeeper two 5 rupee coins. Let's count if two 5 rupee coins make 10. ($5+5=10$). Yes, it does.

Ravi wants to gift a pen to his friend. He has one ₹10 note and one ₹5 note with him. The shopkeeper tells Ravi the cost of the pen is ₹ 15. Will Ravi be able to buy the pen? Few more such examples can be worked out with children.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

- Daily monetary transactions for buying and selling products or services

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 5: Game-Market

Materials Required: Braille play money (notes and coins), objects like books, toys, grocery items to set up the stores

Prerequisites: *Number Identification*

Activity Flow

Refer to Play Plan-Market

<https://docs.google.com/document/d/1K7QtWqXvopehwJujuNBiDhvR-n71gTf5/edit#>

Teaching Tips:

If there are any additional teaching tips then utilize this section to mention them.

References:

None

4.2 IMPORTANT GUIDELINES*

Exercise Reading

It is very important that the children practice their learnings as well as their Reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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