Money

Curriculum Objectives

- Recognise coins up to 5 cent

Pages in the textbook: 122 and 123

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Maths skills used in this topic

Applying and problem-solving

- Select appropriate materials and processes for mathematical tasks
- Select and apply appropriate strategies for completing a task or solving a problem
- Recognise solutions to problems

Communicating and expressing

- Discuss and explain mathematical activities
- Record the results of mathematical activities concretely and using diagrams, pictures and numbers
- Discuss problems presented concretely, pictorially or orally

Integrating and connecting

- Connect informally acquired mathematical ideas with formal mathematical ideas
- Recognise mathematics in the environment
- Recognise the relationship between verbal, concrete, pictorial and symbolic modes of representing numbers
- Carry out mathematical activities that involve other areas of the curriculum

Reasoning

- Classify objects into logical categories
- Justify the processes or results of activities

Implementing

- Devise and use mental strategies and procedures for carrying out mathematical tasks
- Use appropriate manipulatives to carry out mathematical tasks and procedures

Understanding and recalling

- Understand and recall terminology

Concrete materials

Coins (1 cent, 2 cent, 5 cent), shop items, lollipop sticks, shells, counters, buttons, bears, cubes, bottle tops

Vocabulary

One, two, three, four, five, cent, how much? buy, sell, spend, coins, count, the same as, match, the same amount as, more, less

Linkage

Number: Counting

Integration

English: Use coins in visual discrimination activities (e.g. matching, sorting)

Pre-page ideas

1. Talk to the children about money. 'What do you know about money?' 'Why do we need it?' 'What money have you seen?' Coins and paper money. 'Where is money kept?' In a bank/ post office. 'Who has a piggy bank?', 'Do you get pocket money?', 'What do you buy with your money?', 'What can you buy with 1 cent/2 cent /3 cent?', 'Watch out for prices in the supermarket, where is the price written?'

2. Create a shop using items the children bring in (toys, books, old cereal boxes, tins, etc). Price the items from 1 cent to 5 cent. Use plastic coins in the shop.

3. Distribute 1 cent plastic coins. How many coins have you? Give 2 cent to John. Give 3 cent to Grace, etc. Let the children experience the coins and the fact that 1 cent and 1 cent makes 2 cent.

4. Introduce the 2 cent and 5 cent coins. Some children will be quicker to realise the 2 cent is worth 1 cent and 1 cent. Make 3 money boxes with 1 cent, 2 cent and 5 cent on them. Let the children sort out an array of different coins into the boxes.

5. Make coin rubbings of the coins and combine to make one big picture.
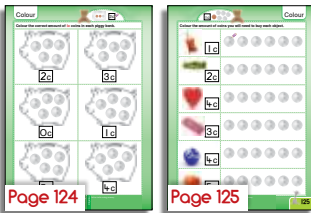
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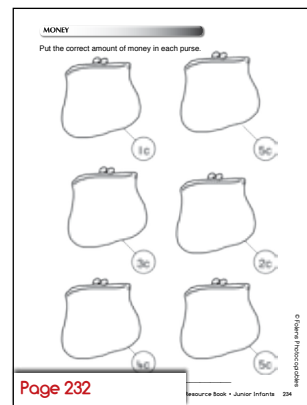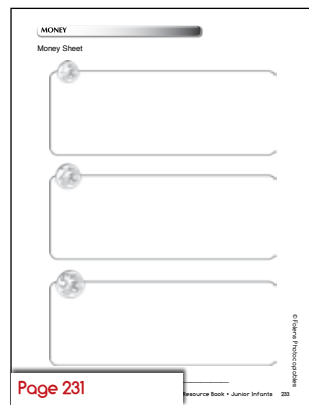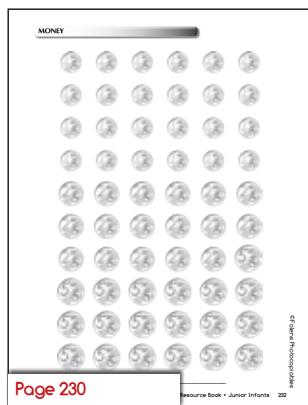
Money

Curriculum Objectives

• Solve tasks and problems using money

Pages in the textbook: 124 and 125

Page 124

Page 125

Maths skills used in this topic

Applying and problem-solving

• Select appropriate materials and processes for mathematical tasks
• Select and apply appropriate strategies for completing a task or solving a problem
• Recognise solutions to problems

Communicating and expressing

• Discuss and explain mathematical activities
• Record the results of mathematical activities concretely and using diagrams, pictures and numbers
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Integrating and connecting

• Connect informally acquired mathematical ideas with formal mathematical ideas
• Recognise mathematics in the environment
• Recognise the relationship between verbal, concrete, pictorial and symbolic modes of representing numbers
• Carry out mathematical activities that involve other areas of the curriculum

Reasoning

• Classify objects into logical categories
• Justify the processes or results of activities

Implementing

• Devise and use mental strategies and procedures for carrying out mathematical tasks
• Use appropriate manipulatives to carry out mathematical tasks and procedures

Understanding and recalling

• Understand and recall terminology

Concrete materials

Coins (1 cent, 2 cent, 5 cent), shop items, lollipop sticks, shells, counters, buttons, bears, cubes, bottle tops, etc.

Vocabulary

One, two, three, four, five, cent, how much? buy, sell, spend, coins, count, the same as, match, the same amount as, more, less

Linkage

Number: Analysis of number

Integration

Arts and crafts: Use plastic or real coins and show the children how to do coin rubbings. Use a whole page for the rubbings or ask the children to cut them out.

Pre-page ideas

1. Give plenty of experience is handling the 3 different coins. Distribute them among a group of children. Use the items in the shop, e.g. a toy car priced at 3 cent. Ask the children if they want to buy the car. What coins do you need? Some may pay with three 1 cent coins but some may pay with a 1 cent and a 2 cent. Repeat with a range of items and prices.

2. Distribute a large number of 1 cent coins and ask the children to make up groups of 2 cent and 5 cent. Show them how the sets can be swapped for 2 cent and 5 cent coins.

3. Play an exchange game. 'I have a 5 cent coin but I want to break it up. What can you give me?' 5 x 1 cent coins, 2 x 2 cent coins and a 1 cent coin. Explore all the various options if the children are able for this.
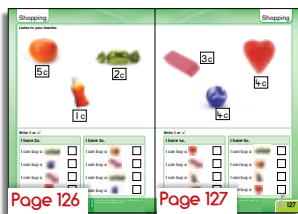
Notes

Money

Curriculum Objectives

- Use correct vocabulary, e.g. buy, sell, spend, etc
- Solve problems using money

Pages in the textbook: Poster Pages 126 and 127

The purpose of the 5 double-page Poster Pages is to introduce or revise a strand or strand unit(s) through talk and discussion. More formal engagement with the strand or strand unit will follow at a later stage.

Maths skills used in this topic

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- Select and apply appropriate strategies for completing a task or solving a problem
- Recognise solutions to problems

Communicating and expressing

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- Record the results of mathematical activities concretely and using diagrams, pictures and numbers
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- Classify objects into logical categories
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- Devise and use mental strategies and procedures for carrying out mathematical tasks
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Understanding and recalling

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Concrete materials

Coins (1 cent, 2 cent, 5 cent), shop items, lollipop sticks, shells, counters, buttons, bears, cubes, bottle tops, etc.

Vocabulary

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Linkage

Number: Analysis of number

Integration

SPHE: Set up a shop with items the children bring in. Put simple prices on them, e.g. 1 cent, 2 cent and 5 cent. Let various groups engage in shopping activities.

Pre-page ideas

1. I have 5 cent. What can I buy with it? Look at the items in the shop and explore all the options. Repeat for other amounts.
2. I want to buy a book, a toy and a ball. I have 5 cent. Do I have enough money? Ask the children to make shopping lists (in their heads).

Poster-Page questions

1. What can you buy for 2 cent/3 cent/4 cent/5 cent?
2. If the children's understanding of addition is sufficiently developed you can ask them:
    (a) What can I buy for 2 cent? (could be 2 1 cent items)
    (b) What can I buy for 3 cent? (could be a 2 cent and a 1 cent item)
    (c) What can I buy for 4 cent? (could be 2 items at 2 cent each)
    (d) What can I buy for 5 cent? (could be a 2 cent and a 3 cent item)
3. How much would:
    (a) an orange and a cola bottle cost me?
    (b) a rubber and a marble cost me?
    (c) a cola bottle and a sweet cost me?
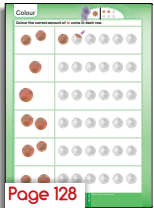   **(d)** a heart and an orange cost me?

Notes

Money

Curriculum Objectives
• Solve task using money

Page in the textbook: 128

Page 128

Maths skills used in this topic

Applying and problem-solving
• Select appropriate materials and processes for mathematical tasks
• Select and apply appropriate strategies for completing a task or solving a problem
• Recognise solutions to problems

Communicating and expressing
• Discuss and explain mathematical activities
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Integrating and connecting
• Connect informally acquired mathematical ideas with formal mathematical ideas
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Reasoning
• Classify objects into logical categories
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Implementing
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Linkage

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Integration

English: Play memory games within groups of children. Child 1: 'I have 5 cent and I bought a teddy.' Child 2: 'I have 5 cent and I bought a teddy and a ball, etc.'

Activity page

Repeat page 128 of textbook but change the order of the amounts in the margin, e.g. put 2 cent first, 5 cent second.

Pre- page ideas

1. Use the money sheet for sorting to revise the identification of the coins. The children sort the coins into the correct section on the sheet.
2. If you've insufficient plastic coins for all the children use the coins sheet (see page 232). Demonstrate 'exchanging' amounts of money. 5 cent = 5 x 1 cent coins, 3 x 1 cent coins = 2 cent and 1 cent, etc.
3. Use the money sheet with purses on it (see page 234) . The children place different quantities of coins in each purse (depending on the amount stated, e.g. 3 cent, etc).
4. Do simple oral problems involving money.
   (a) I have 2 cent. I get 1 cent. How much do I have now?
   (b) I have 3 cent. I get 1 cent. How much do I have now?
   (c) I have 2 cent. I get 2 cent. How much do I have now?

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