

Mathematical Development		Week: 32	Topic: Money	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Recognize coins, notes and identify their values.</p>	<p>Recap: Ask the students what the time is, using the clock present in class.</p> <p>We Are Learning to: Recognize coins, notes and identify their values.</p> <p>What I am looking for: How well you Recognize coins, notes and identify their values.</p> <p>Gained skill: It helps us to enhance our counting, cognitive and visual skills.</p> <p>Introduction: Ask students what they know about money. Ask questions: What is money? Why do we need to learn about money? How is money used in real life? Who uses money? Where is money used? Money is a special coin of metal and a piece of paper is called currency note. Money includes notes and coins. Ask your students to name the different notes used in the Pakistan. Show the student different coins, and tell them what each coin is called. Start by letting students play with real money and by teaching them the names of the coins. Small group activities such as weighing two different types of coins in balance buckets or building patterns with coins will help students to learn money vocabulary in a natural way. Include activities involving role playing to help young students recognize money and learn about its value. Use real coins in the classroom as much as possible, let the students handle them and play group games to help students identify the differences in coins and notes. I recommend only using play money after the c can easily identify the real coins.</p> <p>Focused task: Provide each student has a small jar filled with "candy" (small craft pom-poms). Make money cards by hot-gluing real pennies to poster board pieces (or add coin stickers to index cards). Students pick a card and "purchase" the same amount of gumballs by taking them from the jar. Play until the jar is empty. Ask students to open book pg. no 78. Ask them about the pictures. Look at the coins and note given. Ask them look the coins and notes carefully and write the number of coin and notes. Explain that the both sides of coins and notes are different. Tell them look at the 50 Rs note on front side there is a picture of Quaid-e-Azam and on back side picture of K2 the second highest mountain of the world. Show real currency in class. First show coins of 1, 2, 5 rupees</p> <p>Wrap up: Students will be shown different coins/notes and asked them which amount is this.</p> <p>Reflection :</p>			<p>5 mins</p> <p>5 mins</p> <p>25 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Recognizing coins, notes and identify their values.</p>	<p>Flashcards</p> <p>Pom-poms, jar, real or fake money</p> <p>Book pg. no 78</p>

Mathematical Development		Week: 32	Topic: Money	Day: 2	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Recognize coins, notes and identify their values.</p>	<p>Recap: Students will be shown different coins and notes and asked their value.</p> <p>We Are Learning to: Recognize coins, notes and identify their values.</p> <p>What I am looking for: How well you Recognize coins, notes and identify their values.</p> <p>Gained skill: It helps us to enhance our counting, cognitive and visual skills.</p> <p>Introduction:</p> <p>Pre-teach coin names and values to students prior to the lesson and have students orally share the names and values with you after the lesson to check for understanding. Provide students with a chart that lists the names on the coins with corresponding visuals and the coin's worth. Have students do a think-pair-share, explaining the different coin names to their partners. Ask students to repeat the names of the coins aloud after you say them. Make a shop with students with a couple of school desks or small tables and a shelf or two arranged in the play corner. Ask parents to send empty, clean cereal, pasta, and other boxes, plastic drink and yogurt containers and other items to "sell". Tape the lids shut. Teach the students how to make a rupee and have them make price tags to tape on the containers, a great way to practice making numbers. The students can take turns being the sellers and the buyers. Set up a roster if taking turns is a problem.</p> <p>Focused task:</p> <p>Provide the deck of cards that show a different amount of money, students will show one card and then figure out how many different coin combinations they can use to create that amount. This gives students lots of practice counting coins. Once they have a combination of coins that matches the target value. Students must then use coins to represent that amount in different ways.</p> <p>Ask students to open book pgs. no 79 & 80. Ask them about the pictures. Ask students tell them we can exchange the bigger number of coins and notes with the smaller number of coins and notes. Use real currency in class to demonstrate that how can we exchange money with coins and notes. Tell them We can exchange money with money.</p> <p>Wrap up:</p> <p>Students will be shown different coins/notes and asked them which amount is this.</p> <p>Reflection :</p>			5 mins	Students will be assessed on	Flashcards	
	5 mins	Recognizing coins, notes and identify their values					
	25 mins	Money cards, coins					
	5 mins	Book pg. no 79 & 80 Book pg. no 83					
<p>Homework: Do the book pg. no 83.</p>							

Mathematical Development		Week: 32	Topic: Money	Day: 3	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology				Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Recognize coins, notes and identify their values</p>	<p>Recap: Students will be shown different coins and notes and asked their value.</p> <p>We Are Learning to: Recognize coins, notes and identify their values.</p> <p>What I am looking for: How well you Recognize coins, notes and identify their values.</p> <p>Gained skill: It helps us to enhance our counting, cognitive and visual skills.</p> <p>Introduction:</p> <p>Start with one coin and work through the steps. When students can count multiples of each individual coin then move to two different coins in the group and work through the steps. Once students can count two different coins then add a third coin and work through the steps. Just slowly build upon the last lesson as students show that they are ready! Explain to your students that today they will practice counting mixed coins and working on word problems with money. Tell the students that today they are going to continue learning about money through word problems. Use an analogy explaining that in life and real-world situations, math is not always a given equation. Rather, it is often in the form of word problems. Explain that if you have 50 Rs and go to the store to buy an item for 35 Rs, then you have to figure out if there is enough money, how much will be spent, and how much change will be left over. Ask students to rephrase the key ideas to think about when solving money word problems.</p> <p>Focused task:</p> <p>Play with coins! Hides them around the classroom. Then, the students look for and collect the coins. When they find them, they must add to find their total. You could offer a prize to the winner with the most money, or for accurate counting, or for who found the most coins etc.</p> <p>Ask students to open book pg. no 81. Ask them tell the name of pictures. Read the word problem with the students. Ahmed has 5 one rupee coins for buying ice-cream How much money does he has in total. Read the other statement and solve the problem. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.</p> <p>Wrap up: Students will be shown different coins/notes and asked them which amount is this.</p> <p>Reflection:</p>				5 mins	<p>Students will be assessed on</p> <p>Recognizing coins, notes and identify their values</p>	<p>Flashcards</p> <p>Coins</p> <p>Book pg. no 81</p>
	5 mins						
	25 mins						
	5 mins						



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Student Name: _____ Date: _____

How much money is there?



Mathematical Development		Week: 32	Topic: Money	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Recognize coins, notes and identify their values</p>	<p>Recap: Students will be shown different coins and notes and asked their value.</p> <p>We Are Learning to: Recognize coins, notes and identify their values.</p> <p>What I am looking for: How well you Recognize coins, notes and identify their values.</p> <p>Gained skill: It helps us to enhance our counting, cognitive and visual skills.</p> <p>Introduction: Begin the lesson by asking your students what they use to purchase items. Tell students that they will be learning about money today. Take out plastic coins, and ask students the values of coins. Show them 5 Rs and a 2 Rs coins, and ask which they would rather have. Explain that more coins doesn't necessarily equal more money! Write the value of each coin on the board. Have students skip count by 1's, 5's, 10's, and 25's. Write this on board, and repeat multiple times if students are having trouble with fluency. Ask a student about an item that he plans to purchase at lunch, and ask for the price. Model the rupee signs when you write the price, and explain that the rupee sign comes at the end of price. Have the rest of the class come up with the appropriate coins to purchase that item. Repeat these steps multiple times.</p> <p>Focused task: Give your student a purse with one or two of each coin. Play shop with your student. This costs 2rs, what coin do you need to give me? Begin with things that they will only need 1 coin (don't give any change). Tell them that something costs 3 rs. How could we pay for it? Will one coin be enough? Show them that 2rs and 1rs is worth 3rs. Repeat with more examples until it is understood (6rs, 11rs, 12rs..).</p> <p>Ask students to open book pg. no 84. Ask about the pictures. Tell them Naila goes to bakery to buy some sweets. Encircle the correct amount of money. Naila needs to buy each sweet. Bring students to tuck shop of school and practice buying things. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.</p> <p>Wrap up: Students will be shown different coins/notes and asked them which amount is this.</p> <p>Reflection :</p> <p>Homework: Do the worksheet.</p>			<p>5 mins</p> <p>5 mins</p> <p>25 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Recognizing coins, notes and identify their values</p>	<p>Flashcards</p> <p>Purse, coins, concrete objects having price tags</p> <p>Book pg. no 84</p> <p>Worksheet</p>



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Student Name: _____ Date: _____

Read the price of an item and tick (✓) the correct notes and coins.

