

### LESSON PLAN: MONEY

Subject	Mathematics
Content Area	Numbers, operations and relationships
Topic	Money
Concept	Shopping
Educator	Wendy Konar Ernest
School	Hillside Primary
Grade	3

#### Dear Teacher

I hope that the following lesson description will help to improve your teaching strategy in your classroom. It was particularly designed with you the teacher in mind. The methods used are fun, easy and cost effective. I hope you will find it useful and apply the methodology with a positive and enthusiastic approach.

#### Before we can begin any lesson we must understand the following:

##### WHAT IS MATHEMATICS?

Mathematics is a language that makes use of symbols and notations for describing numerical, geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and qualitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving that will contribute to decision-making. ( quoted from the CAPS document)

Every Mathematics lesson should be **hour 24 minutes per day for Grades 1 to 3.**

##### SPECIFIC SKILLS

To develop essential mathematical skills the learner should:

- develop the correct use of the language of Mathematics;
- develop number vocabulary, number concept and calculation and application skills;
- learn to listen, communicate, think, reason logically and apply the mathematical knowledge gained;
- learn to investigate, analyse, represent and interpret information (quoted from the CAPS document)

### WEIGHTING OF CONTENT AREAS IN FOUNDATION PHASE

Weighting of content area				Time
	Grade 1	Grade 2	Grade 3	Time per week
Numbers, Operations and Relationships*	65%	60%	58%	120 minutes
Patterns, Functions and Algebra	10%	10%	10%	80 minutes
Space and Shape (Geometry)	11%	13%	13%	80 minutes
Measurement	9%	12%	14%	80 minutes
Data Handling (Statistics)	5%	5%	5%	60 minutes

**Note:** This lesson plan is only part of an entire daily Mathematics lesson.

You should include as part of this lesson plan:

- Counting
- Mental Mathematics
- Consolidation of concepts
- Problem Solving
- Group work
- Independent Activities

Content Area	Topic	Concept and skills for the year Grade 1	Concept and skills for the year Grade 2	Concept and skills for the year Grade 3
<b>Numbers, Operations and Relationships</b>	Money	Recognise and identify the South African coins (5c, 10c, 20c, 50c, R1, R2, R5) and bank notes R10 and R20	Recognise and identify the South African coins (5c, 10c, 20c, 50c, R1, R2, R5) and bank notes R10, R20, R50	Recognise and identify all the South African coins and bank notes
		<ul style="list-style-type: none"> <li>• Solve money problems involving totals and change to R20 and in cents up to 20c</li> </ul>	<ul style="list-style-type: none"> <li>• Solve money problems involving totals and change to R99 and in cents up to 90c</li> </ul>	<ul style="list-style-type: none"> <li>• Solve money problems involving totals and change in rands or cents</li> <li>• Convert between rands and cents</li> </ul>

<b>Apparatus</b>	<ol style="list-style-type: none"> <li>1. Printed play money including new notes</li> <li>2. Flash cards of pictures on money</li> <li>3. Play items to buy</li> </ol>												
<b>Definition</b>	<p><b>Currency:</b> A generally accepted form of money, including coins and paper notes, which is issued by a government and circulated within an economy. Used as a medium of exchange for goods and services, currency is the basis for trade.</p> <p><b>Rand:</b> The <b>rand</b> is the currency of South Africa. It takes its name from the Witwatersrand (<i>White-waters-ridge</i> in English. The ridge upon which Johannesburg is built and where most of South Africa's gold deposits were found.</p>												
<b>Teaching Methods</b>	<p>Introduce South African currency by using actual notes or colour photo copies. Discuss the items on each coin or note. Make flash cards of all items on the currency to display later in the classroom.</p> <p>Remind the learners that the animals on the notes belong to the big five. Explain the significance of the big five.</p> <p>Introduce our new currency and share a few interesting facts:</p> <ul style="list-style-type: none"> <li>✓ South African bank notes will bear the image of President Mandela, the President of a free, democratic South Africa.</li> <li>✓ It still had the big five on it.</li> <li>✓ The new notes will have enhanced security features, as well as features that will make them easier to read for visually impaired people</li> <li>✓ The new banknotes will have similar dimensions to the current notes. There are no plans to release a R500 note.</li> <li>✓ The rand was introduced on 14 February 1961.</li> </ul> <p>Recognition of coins and notes...</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1c - Sparrow</td> <td style="width: 50%;">R10 - Rhino</td> </tr> <tr> <td>2c - Fish eagle</td> <td>R20 - Elephant</td> </tr> <tr> <td>5c - Blue crane</td> <td>R50 - Lion</td> </tr> <tr> <td>10c - Arum lily</td> <td>R100 - Buffalo</td> </tr> <tr> <td>20c - Protea</td> <td>R200 - Leopard</td> </tr> <tr> <td>R1- Kudu</td> <td></td> </tr> </table> <p>Once this part of the lesson is complete divide the class into working groups. Learners are told and given instruction on what to complete in their groups or table.</p> <p><u>Group 1</u> - complete worksheet and cut out money</p> <p><u>Group 2</u> - complete worksheet and design a R500 note.</p> <p><u>Group 3</u> - will participate in a lesson on the mat.</p>	1c - Sparrow	R10 - Rhino	2c - Fish eagle	R20 - Elephant	5c - Blue crane	R50 - Lion	10c - Arum lily	R100 - Buffalo	20c - Protea	R200 - Leopard	R1- Kudu	
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GROUP 3...(20min)

Each learner will be given a shopping list and a plastic bag. There will be a shopping corner where items are placed with the cost written on them. Learners will place 3 items into their packet and return to their places and calculate the cost of all the items on their list.

They will add in rands and cents.e.g.

Baby powder R12

Dog food R11

Tissues R7

Total =R30

They will write the sum :  $R12 + R11 + R7 = R30$

Educator will give each learner in the group the opportunity to discuss their shopping experience and how they calculated the cost of their items.

Educator concludes lesson by a quick 5min revision of the lesson (concept taught) through question and answer.

- ✓ why did you choose those items?
- ✓ which part of the lesson was easy?
- ✓ which part of this lesson did you find difficult?
- ✓ did you calculate correctly?

Learners will return to their seats and complete a calculation activity sheet.

### REFERENCES:

[www.mathsisfun.com](http://www.mathsisfun.com)

[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)

[www.sparklebox.co.uk/sa](http://www.sparklebox.co.uk/sa)

