MINISTRY OF EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

MATH COUNTS

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Grade: 1

Topic: Money

Subtopic: Combining Money

Duration: 60 minutes

Specific Objectives: By the end of the lesson, students should be able to

- Tell the worth of a set of coins and notes (dollars only)
- Appreciate the opinions of others

Prerequisite Knowledge

Counting by 1, 5, 10 and100, Names of Jamaican notes and coins, Value of each Jamaican note and coin, what each note and coin looks like, how to add.

Materials: Model Money (money photocopied or printed and laminated), Price tags (made from Cartridge paper), Objects/Item to be sold (Teddy Bear, Cap, Books, Games, etc)

Engage: (About 5 minutes)

Students will play a round of "Musical Math", where music will be played and a bag or box containing questions or an activity to be carried out, will be passed around the class. When the music stops, whoever has the bag/box, will remove a question/activity and answer same. Examples of questions/activity are:

- Count by 10 to 100

- What is the value of this note ?

Explore and Explain:

- Students will work in groups of threes. Each group will be given model money amounting to 100 dollars. Items will be displayed at the front of the class with price tags attached to them. Each group will select one item that they would like to purchase. They

will then draw a representation of the notes/coins that they have decided would be equivalent to the cost of the item.

- The teacher will observe students as they work and note the misconceptions. Use two groups (strategically – those with the identified misconceptions) to share their items and the combination of notes/coin that they decided to use. The teacher will facilitate the discussion through guided questions and will allow other students to respectfully share their thoughts on the group's decision.
- The teacher will use the cost of one item for example $85 to demonstrate two ways in which the monies could be represented.

Method 1

- *I am going to use a $50. Do you agree? How much more do I need?*
- *I will add a $10 to my $50. How much do I now have? How much more do I need? What do you suggest that I do next?*
- *I will add another $10. How much do I now have?*
- *I will add another $10 and a $5. How much do I now have*

Method 2

- *Can you think of another way that I could get my $85? Let me start with $20, how much more would I need?*
- *If I added two more $20 would I be at $85? Why? Why not?*
- *If I added another $20 would I be at $85? What do you think I should do?*
- *What if I exchanged my $20 for one $10 and two $5 how much should I remove to get my $85*

Elaborate:

Provide students with an assortment of notes and coins. Have them complete the following (add columns if needed)

How many ways can I represent $50?

First way	$20	$20	$10
Second way			
Third way			
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Evaluate:

Rick and Ray wanted to buy their own toy plane. The plane costs $57. Rick has 2 ten dollar coins, 4 five dollar coins, and 7 one dollar coins. Ray has 1 twenty dollar coin, 1 ten dollar coins, 3 five dollar coins, and 12 one dollar coins.

1. Who can buy the plane? Why or Why not?

2. What is another way you can pay for the plane? Draw the coins below.

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Evaluation:

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