**<Addition of Money-Decimal>**

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| **Subject:** | Mathematics | **Level:** | Pri 3 |
| **Unit:** | 9 |  |  |
| **Topic:** | Money |  |  |

**Summary**

Pupils come into contact with money almost everyday of their lives. As pupils deal with daily purchases, especially on their own, it is imperative that they are able to perform basic calculations involving money mentally. Since the concept of decimals will only be taught in Primary 4, the decimal point in money should be presented as a dot separating dollars from cents. In making change for $1 (100¢), pupils can think of 100 as 9 tens and 10 ones.

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| **Prior Knowledge:** | Students should already know:  1. ‘$’ stands for dollars while ‘¢’ stands for cents, and the dot separates the cents from the dollars.  2. 100¢ = $1  3. How to add dollars and cents with regrouping using mental strategies. |
| **Learning Objectives:** | By the end of the lesson, students should be able to:   1. Add money in decimal form 2. Code simple programme using Makecode and micro:bit 3. Build simple prototype to achieve objectives |

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| **Time** | **Teacher Activities** | **Purpose** | **Resources Needed** |
| **Introduction/Pre-activity** | | | |
| **Tuning In:**  **[ 10 minutes]** | Discuss the value of $1000 (e.g. things that can be bought with a $1000 note)  How many $100 to make $1000?  How many $10 to make $1000?  How many $1 to make $1000?  How about coins?  How many 10c to make $1?  How many 20c to make $1?  How many 50c to make $1? | Recap on prior knowledge | Whiteboard |
| **Lesson development/Main activities** | | | |
| **Lesson Development**  **[ 45 minutes** | Code and build a simple digital coin bank using the micro:bit as a coin counter    Button A – Add 10c  Button B – Add 20c  Button AB – Add 50c  Shake – Add 100c ($1)  Build the digital coin bank using straws, connectors and recycled materials.  \* add in measurements by restricting the shape and size of the digital coin bank; e.g. 10cmx10cm  As a class discuss and test all the combinations to achieve $1 using just the buttons. | Application on knowledge of adding money in dollars and cents. | Microbit, Laptops, Recyclable materials |
| **Closure and consolidation/Post-activity** | | | |
| **Conclusion**  **[5 minutes]** | Discuss about using dollars and coins in real-world situations such as shopping and budgeting  Exercise 1 (My Pals WB) requires pupils to apply mental strategies for addition of money with and without regrouping. |  | My Pals WB |

Please send this template, together with any additional resources, e.g. Powerpoint slides, worksheets and .hex file, to: [digital\_maker@imda.gov.sg](mailto:digital_maker@imda.gov.sg).

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| **Contributed by:**  Name of School: East Coast Primary School  Name of Teacher (Optional):  Date: 8 March 2018 |