CHANGING MONEY INTO SMALLER UNITS

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Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Changing money not exceeding n20 into smaller units

Objectives

Students should be able to;

1. Change money not exceeding N20 into smaller units.

Activity Starter/Instruction

1. Ask the students: "does anyone know what money is?"

2. What does the "N" symbol mean? (The naira sign - it's a symbol representing money)

3. Explain to the students "Money comes in two forms: coins and paper money."

4. While holding each, ask the students "What is the difference between the two?"

Teacher Practice

Lesson **1-20 Mins**

1. Tell the students "Nigeria has three denominations of coin money in N2, N1 and 50 kobo."

2. Explain to them that they can put money together to make bigger money

3. Illustrate with examples: hold two piece of 50K coin and ask how many Kobo does it makes? 100Kobo

4. Tell the students 100Kobo is equal to N1 i.e.

Guided Practice

Lesson 1-15 Mins

1. Ask the students: "How many numbers of 50K do we have in a N2?"

2. Remind them that 100Kobo is equivalent to N1

2. Guide them to understand that there are 4 (50K) in a N2

3. Now ask "How many N2 is there, in a N20?"

4. Explain to students that N2 in ten places will give N20. Try with division also. Students should make use of their manipulative to

Materials Required

-Hundred chart

-White board

-White board marker

-Sample money (real or manipulative)

Additional Resources

-https://www.education.com/lesson-plan/time-money-and-temperature

-https://www.education.com/lesson-plan/add-it-up-counting-money

-https://www.education.com/lesson-plan/el-support-lesson-money-values

-https://www.education.com/lesson-plan/money-math

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Additional Notes

1. Pair the students to solve different questions to further understand the concept.

50K + 50K = 100K and 100K = N1

5. Likewise having N5 + N10 = N15

6. Now ask the students "If I give (students A) N10 and (student B) N2, how much have I given out altogether?"

7. Guide students to understand that putting money together is the same as adding of numbers.

have a visual understanding of the concept

5. Ask the students "Are there any other combinations you can think of?"

6. Call three students out. Give (student A) a real or manipulative N5, (student B) two 50Kobo coin, and (student C) N10.

7. Ask "How much did I give out altogether?"

Summary

1. Engage the students in discussions on what they can find on the paper money i.e. pictures of famous Nigerians.