

Your child will be revising work done in First Class on 1c, 2c, 5c, 10c, 20c and 50c coins over the coming days. They will also be introduced to the €1 coin. This will be done by means of games and activities using play money or real coins. Your child needs to know the mathematical language associated with money – dear, expensive, cheap, cheaper, Which is cheaper?, How many?, count, purse, piggy bank, shop, money, brown, copper, least number, money holder, amounts, different ways, bought, cost, more, cent, etc.

Coins – to 50c

Target money numbers

Give your child a selection of real/play/cardboard 1c, 2c, 5c, 10c, 20c and 50c coins. Pick a target number and write it on a Post-it note or piece of paper, for example, 48c. Ask your child to make this target number using the least number of coins possible. Encourage your child to start with the biggest coins and work down to the smaller coins, for example:

$$48c = 20c + 20c + 5c + 2c + 1c$$

Choose other target numbers, for example:

$$39c = 20c + 10c + 5c + 2c + 2c$$

$$64c = 50c + 10c + 2c + 2c$$

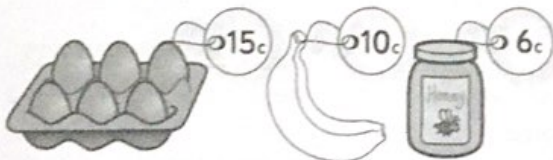
$$76c = 50c + 20c + 5c + 1c$$

$$87c = 50c + 20c + 10c + 5c + 2c$$

$$98c = 50c + 20c + 20c + 5c + 2c + 1c$$

Price tags

Ask your child to make some price tags for items with prices up to 50c only. Put the price tags on a range of items you have in your home – beans, peas, potatoes, carrots, bananas, etc.



Give your child some real coins from 1c to 50c. Ask some or all of the following questions. There will be a number of answers for some questions, which should lead to discussion.

- What item is the dearest/most expensive?
- What item is the cheapest/least expensive?
- What items are the same price?
- How much dearer is the book than the carrot?
- How much cheaper is the orange than the beans?
- Which two items together cost the same as the biro?
- Which three items together cost the same as the grapes?

Invite your child to act as the shopkeeper and you can be the shopper. Have him/her add the totals of the purchases and give you the correct change. Reverse the roles.

Coins – to €1

Making €1

Give your child a selection of real/play/cardboard 1c, 2c, 5c, 10c, 20c and 50c coins. Explain to your child that you want him/her to use coins to make €1 in a variety of ways. When your child has made €1, ask him/her to record the coins s/he used. Encourage your child to discover as many combinations of coins that make €1 as possible.

$$€1 = 20c + 20c + 20c + 20c + 20c$$

$$€1 = 50c + 50c$$

$$€1 = 50c + 20c + 20c + 10c$$

$$€1 = 50c + 10c + 10c + 10c + 10c + 10c$$

$$€1 = 50c + 20c + 20c + 5c + 5c$$

$$€1 = 50c + 20c + 10c + 10c + 5c + 5c$$

$$€1 = 20c + 20c + 20c + 20c + 10c + 5c + 5c$$

Let's go shopping!

When you bring your child shopping with you, encourage him/her to read the prices on the various items. Try to get him/her to identify the € symbol. Your child will not understand decimals at this stage as they are not introduced until Third Class. Ask him/her to decide which item is dearer/cheaper. Use language such as: *Which of these two items is dearer/cheaper? Which costs more/less – the peas or the beans? How much dearer/cheaper are the beans than the peas? How much dearer are the pears than the bananas? How much cheaper are the pears than the bananas?* If the bananas cost 47c, you could ask: *If I buy these bananas, what change will I get from 50c? If I buy these bananas, what change will I get from €1?*

When paying for your shopping, ask your child to help you count out the money to pay or ask him/her to count the change for you.

Your child will be dealing with coins up to and including the €2 coin over the coming days. This will be done by means of games and activities using play money or real coins. Your child needs to know the mathematical language associated with money – dear, expensive, cheap, cheaper, Which is cheaper?, How many?, count, purse, piggy bank, shop, money, euro, €1, €2, coins, equal, the same amount as, blank, least number, amounts, different ways, bought, cost, more, cent, How much change?, I had, spent, left, between, items, etc.

Target money numbers

Give your child a selection of real/play/cardboard 1c, 2c, 5c, 10c, 20c, 50c, €1 and €2 coins. Pick a target number and write it on a Post-it note or a piece of paper, for example, €1.48. Ask your child to make this target amount using the least number of coins possible. Encourage your child to make the target number by starting with the biggest possible coins and working down to the smaller coins, for example:

- €1.48 = €1 + 20c + 20c + 5c + 2c + 1c
- €1.36 = €1 + 20c + 10c + 5c + 1c
- €1.39 = €1 + 20c + 10c + 5c + 2c + 2c
- €1.64 = €1 + 50c + 10c + 2c + 2c
- €1.76 = €1 + 50c + 20c + 5c + 1c
- €1.87 = €1 + 50c + 20c + 10c + 5c + 2c
- €1.95 = €1 + 50c + 20c + 20c + 5c
- €1.99 = €1 + 50c + 20c + 20c + 5c + 2c + 2c

Price tags

Ask your child to make some price tags for items with prices up to €1.50 only. Put the price tags on a range of items you have in your home – cereals, lunchbox, schoolbag, oranges, peas, carrots, bananas, etc. Give your child some real coins from 1c to €1. Ask some or all of the questions below. There will be a number of answers for some questions, which should lead to discussion.

- Which item is the dearest/most expensive?
- Which item is the cheapest/least expensive?
- Which items are the same price?
- How much dearer is the orange than the peas?
- How much cheaper is the cereal than the carrots?
- Which three items together cost the same as the pencil?
- Which two items together cost the same as the schoolbag?

Invite your child to act as the shopkeeper and you can be the shopper. Have him/her add the totals of the purchases and give you the correct change. Reverse the roles.

Making €2

Explain to your child that you want him/her to use coins to make €2 in a variety of ways. When your child has made €2, ask him/her to record the coins s/he used. Now ask him/her to make €2 using a different combination of coins. Encourage your child to discover as many combinations of coins that make €2 as possible.

- €2 = €1 + 20c + 20c + 20c + 20c + 20c
- €2 = €1 + 50c + 50c
- €2 = €1 + 50c + 20c + 20c + 10c
- €2 = €1 + 50c + 10c + 10c + 10c + 10c + 10c
- €2 = €1 + 50c + 20c + 20c + 5c + 5c
- €2 = €1 + 50c + 20c + 10c + 10c + 5c + 5c
- €2 = €1 + 20c + 20c + 20c + 20c + 10c + 5c + 5c

Let's go shopping!

When you bring your child shopping with you, encourage him/her to read the prices on the various items. Try to get him/her to identify the € symbol and the decimal point. Your child will not understand decimals at this stage as they will be introduced in Third Class. However, you can explain that the dot (decimal point) separates the euro from the cent. Show your child two different price tags in the shop, for example, €1.72 and €1.36 (don't go beyond €1.99 at this stage). Ask him/her to decide which item is dearer/cheaper. Use language such as: *Which of these two items is dearer/cheaper? Which costs more/less – the tomatoes or the turnips? How much dearer/cheaper is brown bread than the white bread? How much dearer are the pears than the bananas?*

If the bananas cost €0.54, you could ask: *If I buy these bananas, what change will I get from €1. If I buy these bananas, what change will I get from €2?*

When paying for your shopping, ask your child to help you count out the money to pay or ask him/her to count the change for you.