

Title: Innovative Practice for Maths

Introduction

Teaching numbers from 1 to 50 can be a magical journey when children are allowed to explore them through real-life situations. In my classroom, I adopted an innovative, experiential approach inspired by daily life, movement, and storytelling. This helped children not only recognize numbers but also understand their meaning and use in the world around them.

The Innovation: “Math in the Market” Classroom Setup

Instead of beginning with worksheets and rote counting, we transformed our classroom into a mini-market. The idea was simple: let children become shopkeepers and customers using play money, labels, and real objects like fruits, toys, and school supplies.

Real-Life Application: The Mini-Market Activity

Objective: Teach number recognition, counting, sequencing, and comparison from 1 to

50. Step-by-Step Implementation:

1. Setting the Scene:

- o Each child brought an item from home (e.g., an empty cereal box, a plastic apple, or a toy).
- o We labeled the items with prices ranging from 1 to 50.
- o Play money was provided in denominations of 1, 5, and 10.

2. Becoming Shopkeepers and Customers:

- o Students took turns running a stall and shopping.
- o As customers, they had to count the money and find the right amount to pay.
- o Shopkeepers gave change and kept records of sales using a simple tally chart.

3. Integration with Other Subjects:

- o In language, we practiced dialogues like “How much is this?” or “Can I buy this toy for 25?”
- o In art, children created signs and price tags with decorative numbers.

Reflection Time:

- o After the market closed, we gathered to reflect. We asked questions like:
 - “Who had the item that cost the most?”
 - “Which numbers did you use today?”
 - “How did you give change?”

Learning Outcomes Observed

- **Number Recognition:** Children confidently identified numbers up to 50.
- **Sequencing:** They arranged items by increasing or decreasing price.
- **Comparison:** They used language like “more than,” “less than,” and “equal to” naturally.
- **Basic Addition and Subtraction:** Students practiced these while paying and giving change.

Why It Worked

- **Hands-On Learning:** Children used their senses—touching, seeing, and even pretending to hear and talk in a real-world context.
- **Social Interaction:** The activity encouraged communication, cooperation, and turn taking.
- **Meaningful Context:** Numbers weren't abstract—they were connected to something children understood and enjoyed.

Extension Ideas

- **Treasure Hunt:** Hide number cards (1–50) around the classroom or playground with clues involving simple math.
- **Number Stories:** Create short tales about characters who need to count apples, books, or animals.
- **Birthday Graph:** Use the children's ages and birthdays to create a number chart up to 50.

Conclusion

By turning our classroom into a mini-market, math came alive. The children were not just learning to count—they were *using* numbers with purpose and joy. This innovative practice made the numbers from 1 to 50 both memorable and meaningful, laying a strong foundation for future math learning.