

WHAT'S THE PRICE?

Ages 4 to 7 (Level 1)

Description:	Learners will explore many numeracy and literacy concepts including measurements, numbers, shapes, prices, addition – subtraction and labeling as they set up their own shop
Leading question:	Can you set up your own shop?
Age group:	4 -7 years
Subjects:	Numeracy and Literacy
Total time required:	5 hours for 4 days
Self-guided / Supervised activity:	Medium
Resources required:	Paper, Colours, Scissors

Day	Time	Activity and Description								
1	10 minutes	Learners will think of the shops that they have visited and think of the purpose of these shops e.g. grocery shop, pharmacy, clothes shop etc. For this project they will design a general-purpose neighborhood shop that has a range of items								
	20 minutes	Learners will gather information about the most useful items for all the family by making a tally chart. Learners will ask family members what the most consumed items in the home are. They will write or illustrate these items and making a tally-chart on what family members agree on using the most e.g. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Item</th> <th>Family Members Using the Item</th> </tr> </thead> <tbody> <tr> <td>1. Milk</td> <td>III</td> </tr> <tr> <td>2. Toothpaste</td> <td>II</td> </tr> <tr> <td>3. Pencils</td> <td>IIII</td> </tr> </tbody> </table>	Item	Family Members Using the Item	1. Milk	III	2. Toothpaste	II	3. Pencils	IIII
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20 minutes	Learners will decide what items they would like to sell and make an inventory list of 10-15 items (these can be illustrated and written in a list format) that they think will be most “popular” for people to buy e.g. <ul style="list-style-type: none"> - Clothes: i) T -Shirts; ii) Pajamas; iii) Pants - Fruits: i) Apples; ii) Bananas, iii) Oranges - Drinks: i) Milk, ii) Juice; - Provisions: i) Bread; ii) Cereal - Books: i) Storybooks; ii) Magazines - Other: i) Jars; ii) Toothpaste; iii) Pencils etc. 									

2	<p>20 minutes</p> <p>10 minutes</p>	<p>Learners will determine the “price” of each item or how much they want to sell each item for. This can be based on their research / understanding of actual prices or how much they value each of these items</p> <p>If learners decide to research the price of the item – they can look up the MRP (Maximum Retail Price) that is usually on the box of the item or look at the receipts or consult a family member on the price</p> <p>On the previously created inventory list, add the prices for each the items except the fruits and vegetables e.g.</p> <ul style="list-style-type: none"> - Books – 10 - Milk – 8 - Bread – 4 - Toothpaste – 9 <p>Learners will create paper money for their shop – this can be designed as a different colour and shape for each currency note e.g. 1 is a yellow star, 2 is a pink circle or it can be done similar to real currency with an illustration of a famous figure etc. Learners will make 2 – 3 note for 1 – 20 in their currency and cut these out</p>
3	<p>20 minutes</p> <p>10 minutes</p>	<p>Learners will design the weighing scale for the fruit and vegetables.</p> <ul style="list-style-type: none"> - Cut a hole on the upper edges of two paper / plastic cups, - Use a thick thread, twine or rope through these holes and make a knot at the end of this rope. The rope or twine should look like the handle of a bucket - Hang the two ropes tied on the plastic / paper cups on the notches of a clothes hanger (or any stick on which there can be two notches) - Mark the plastic cups as 1 and 2 or A and B <div data-bbox="410 1236 1005 1572" style="text-align: center;"> </div> <p>Learners will weigh different objects in their scale and create a “standard weight”. We can explain to learners that we cannot price the vegetables and fruits based on number since some are much bigger than others for example two tomatoes are not the same size or two potatoes etc. Learners can take small heavy stones, a paperweight, an eraser or any small and heavy object. Learners will weigh the fruits and vegetables in Cup B and the standard measure (stone, paperweight etc.) in Cup A.</p>

	20 minutes	<p>Assume the standard measure is 1 gm for younger learners or 100 gms for older learners in Cup A. Put an object e.g. a tomato in Cup B.</p> <p>Is the object in Cup B heavier (does it weigh down like a seesaw)? If so, it is heavier than 1 gm / 100 gm. Add another standard measure (another stone) to Cup A and try it again.</p> <p>If the object in Cup B is lighter (Cup A weighs down like a seesaw) then reduce some weight from Cup A.</p> <p>Learners will weigh all the fruits and vegetables chosen and make a numerical representation of greater than (>) / lesser than (<) e.g.</p> <p>Oranges > Bananas > Grapes</p> <p>Explain to the learners that usually in grocery stores, we know the price of fruits and vegetables by weighing them and then calculating their price per gram</p> <p>For younger learners who have not learned multiplication, they will assume and write the price of the fruits and vegetables based on how heavy they are e.g. the heaviest will be the most expensive</p> <p>For older learners they will set a price per 100 gms, and then do simple multiplication to get the price e.g. 1 Tomato is 300 gms – the price per gm is 5 so the price for 1 tomato is (3*5=15)</p>
4	15 minutes	Learners will think of a name for their shop and create an attractive poster with the name and a logo (*if they would like to make one)
	15 minutes	Learners will create price tags for all their items and set up their shop by arranging all available items
	30 minutes	Learners will invite family members to come to their shop to “buy” items and distribute money giving some of the larger currency to family members and keeping the smaller currency for themselves
	30 minutes	Learners will calculate the price of the total bill based on what customers have purchased and / or calculate the difference and give the customers the change back
		Older learners can make a bill or purchase receipt for each customer with the name of the item and the mathematical formula of amount paid – cost of item and difference paid back
		Learners will calculate their total earnings at the end of the game by adding all the money they made
	Assessment Criteria:	<p>Selection and creation of inventory list based on research gathered from family</p> <p>Determining prices of the different objects based on the MRP or research</p> <p>Design and clarity of the currency notes</p>

	Effectiveness of the weighing scale Money management when role-playing the shopkeeper
Learning outcomes:	Concept of standard weights and measuring scale Basic addition, subtraction and multiplication functions Completing and computing tally charts Shapes and writing of numbers Concept of price, inventory lists and advertisements
Required previous learning:	Visited a shop
Inspiration:	N/A
Additional enrichment activities:	Learners can calculate the percentage of different objects sold Learners can also create numerical functions for the money
Modifications to simplification:	Removing the weighing scale activity for younger learners