

Material can be found at ”newmero academy”: www.newmero.net

Age: 7 - 8 years

Purpose of the exercise:

- Teach children a way to determine the difference between two numbers by counting from the lowest to the highest.
- Teach the children that the difference (“the money back”) can be “build” in many different ways through addition of a limited set of numbers (“coins and notes available”).

What should the children discover themselves:

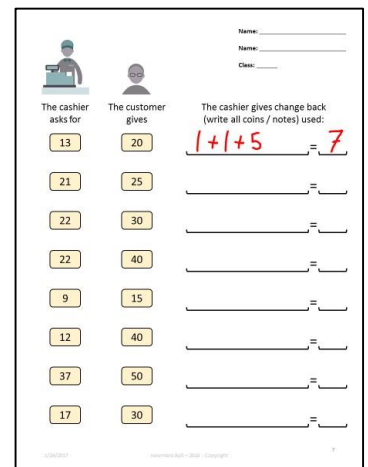
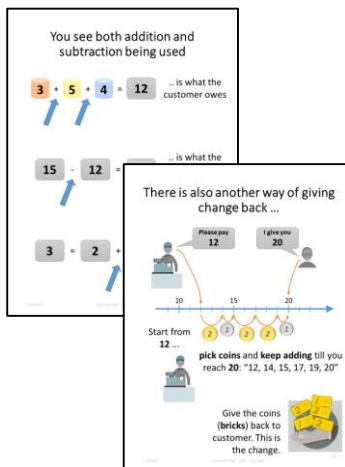
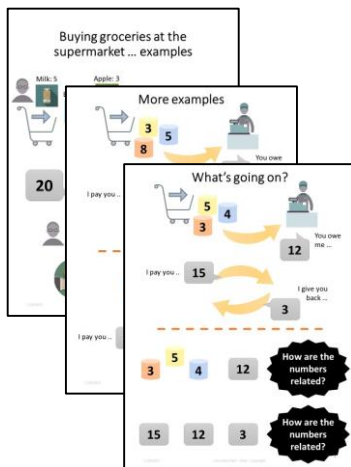
- The children should find out that buying items at the supermarket is actually about subtraction and addition.

How should the teach be helpful without giving the answers directly:

- The teacher can show a series of items being bought at show which amounts change hands. Using simple figures, the children should discover that they are looking at a subtraction.
- The Teacher can show that they can use counting and addition to solve the problem of returning money.

Which material should be used for the lecture:

- The bricks corresponding to the coins and notes denominations, e.g. “1”, “2”, “5”, “10”, “20”.
- Some printouts for distribution – The “Pupil material” pages.
- A smartboard/large screen could be used to show the following pages so the children know how to use the bricks to complete the “Pupil material” pages.

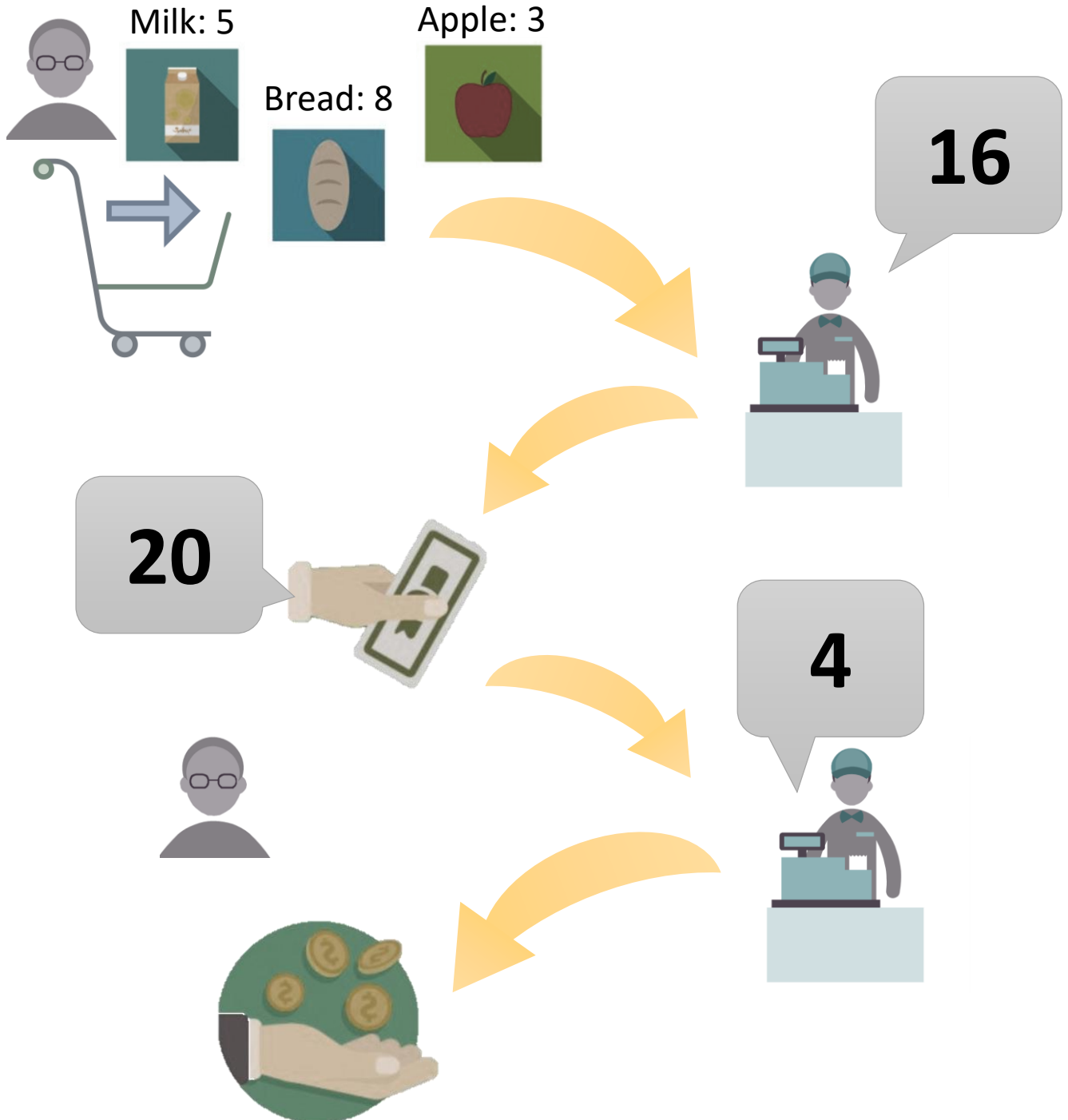


Start by showing how items are bought at a supermarket, showing how notes and coins are exchanged ...

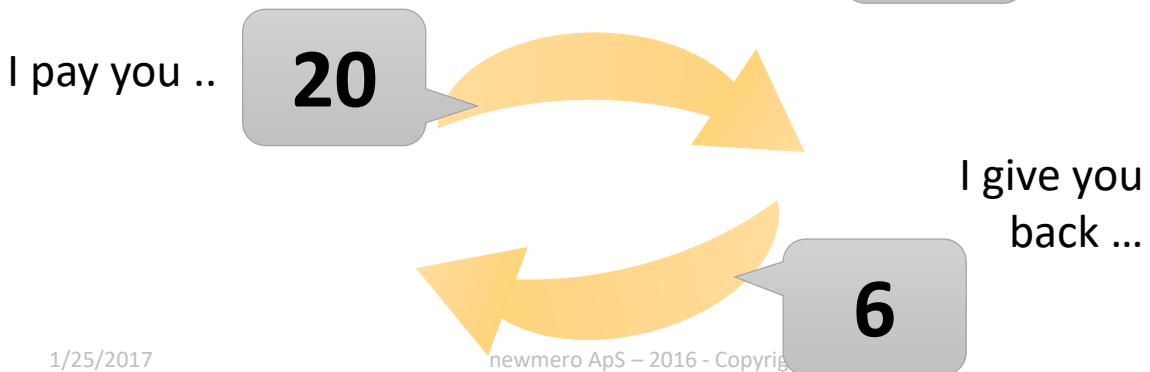
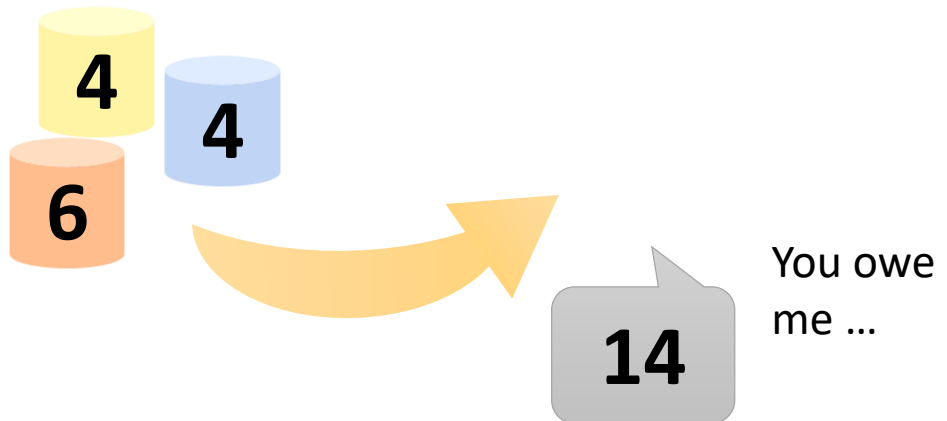
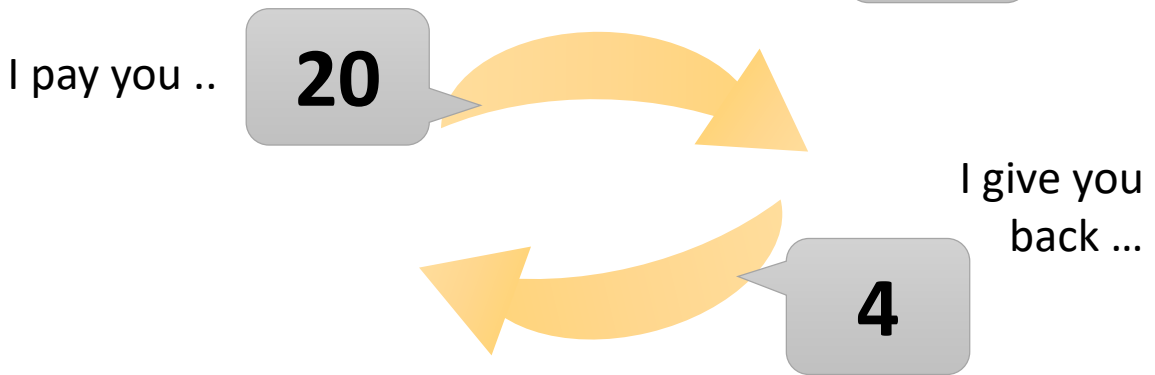
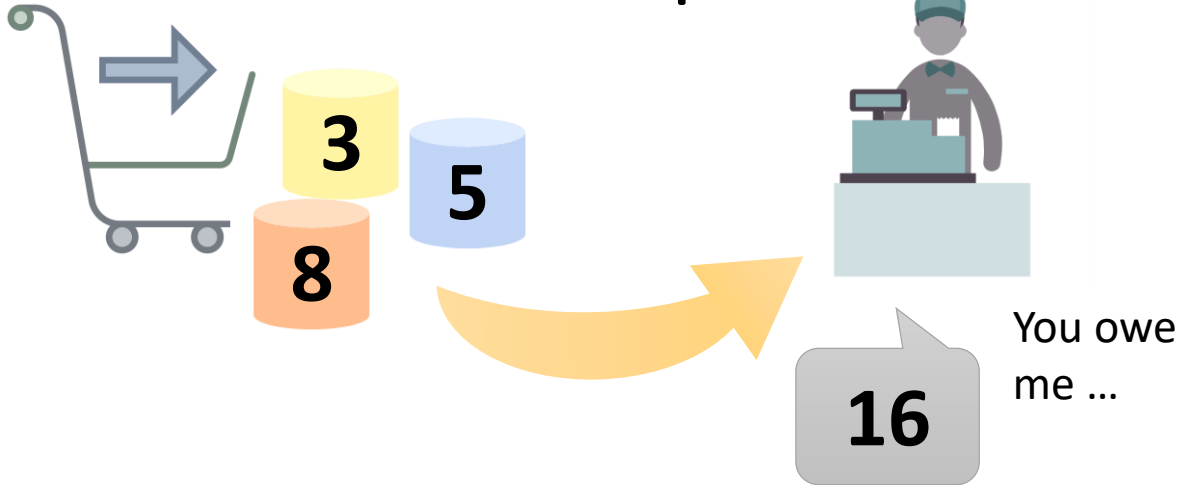
... then show how giving money can be done either using a subtraction and additions or “counting and adding up” ..

.. and show examples of how the answers are noted down

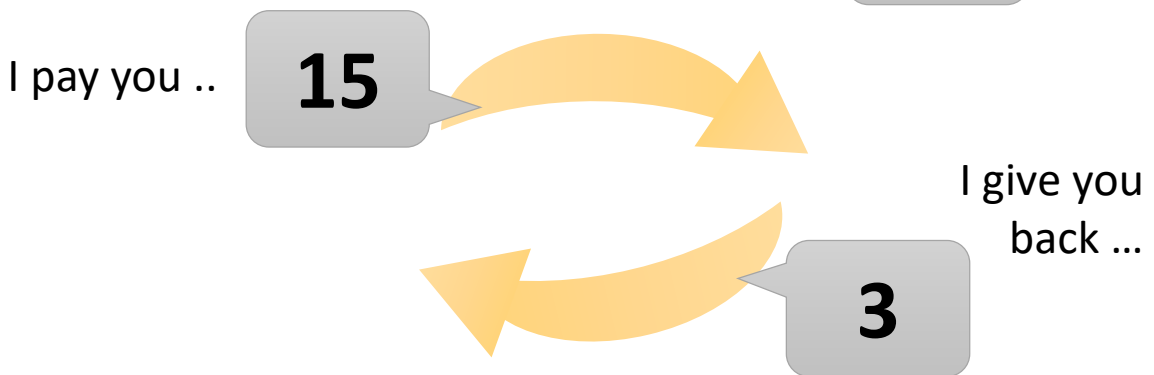
Buying groceries at the supermarket ... examples



More examples



What's going on?



How are the numbers related?



How are the numbers related?

You see both addition and subtraction being used

$$3 + 5 + 4 = 12$$

.. is what the customer owes

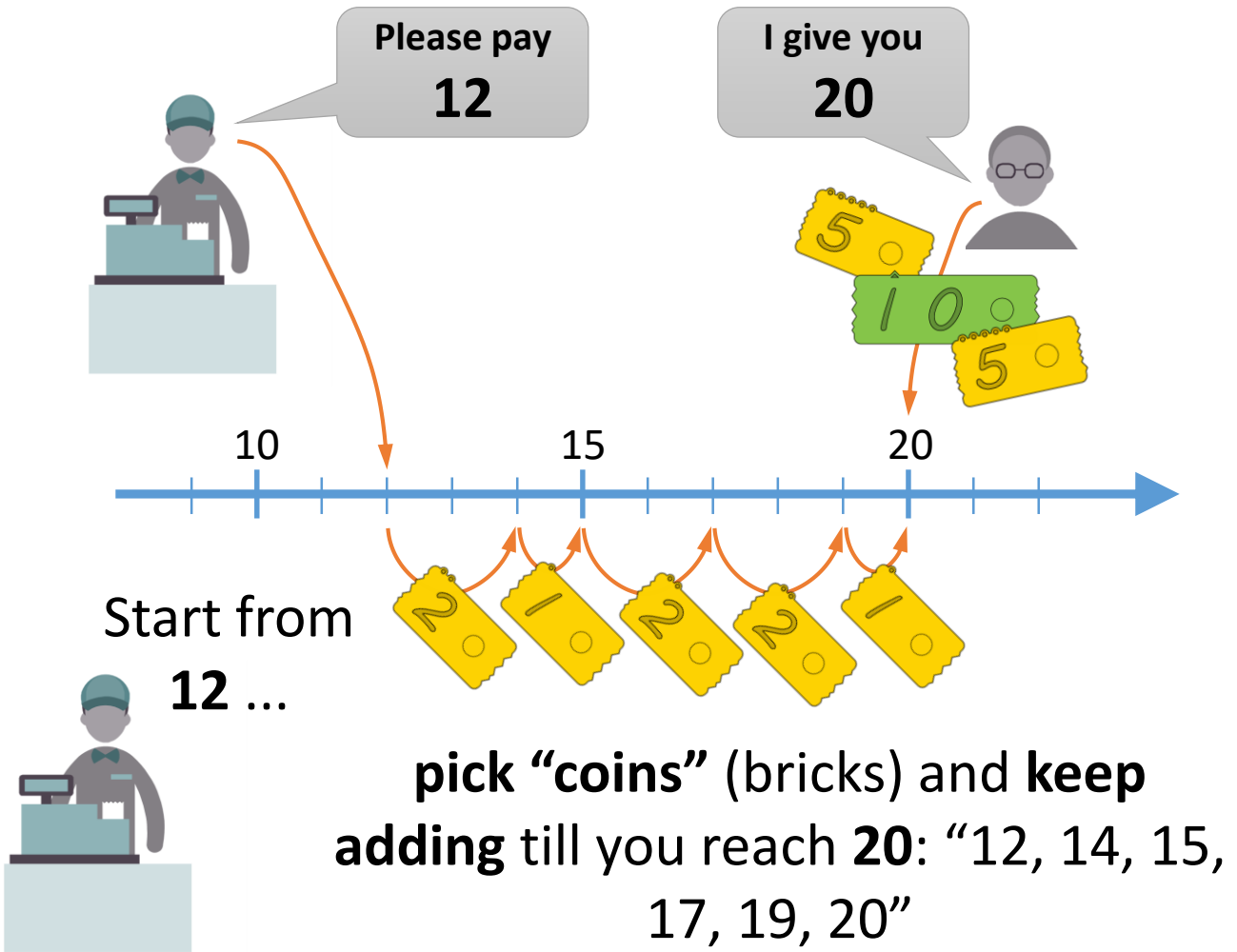
$$15 - 12 = 3$$

.. is what the customer gets back

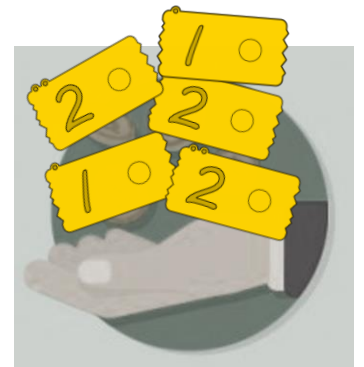
$$3 = 2 + 1$$

.. in small change

There is also another way of giving change back ...



Give the "coins" (bricks) back to customer. This is the change.



Name: _____

Name: _____

Class: _____



The cashier asks for

The customer gives

The cashier gives change back
(write all coins / notes) used:

13

20

$$\underline{1 + 1 + 5} = \underline{7}$$

21

25

$$\underline{\quad\quad\quad} = \underline{\quad\quad}$$

22

30

$$\underline{\quad\quad\quad} = \underline{\quad\quad}$$

22

40

$$\underline{\quad\quad\quad} = \underline{\quad\quad}$$

9

15

$$\underline{\quad\quad\quad} = \underline{\quad\quad}$$

12

40

$$\underline{\quad\quad\quad} = \underline{\quad\quad}$$

37

50

$$\underline{\quad\quad\quad} = \underline{\quad\quad}$$

17

30

$$\underline{\quad\quad\quad} = \underline{\quad\quad}$$