

**Post-primary school A - Lesson 2: Using shopping receipts to carry out calculations in mathematics**

**Sample teaching and learning activities**

<b>Junior Certificate subjects</b>	<b>Topics</b>	<b>PLUs</b>	<b>Elements</b>	<b>Learning outcomes</b>
Maths	Money	Numeracy	Managing money	<p>Recognise frequently used Euro notes and coins</p> <p>Explain a shopping receipt, in relation to what was bought, money tendered and correct change given</p> <p>Recognise the difference between using money to buy essential items and luxury items</p>
<b>Keywords</b>	Essential, Luxury, estimate, receipt, calculate, total			
<b>Pre-learning</b>	Students should be familiar with using a calculator for the purpose of addition and subtraction. The key words should also be familiar to the level 2 student prior to this lesson.			
<b>Resources</b>	<p>Internet, receipts, some luxury and essential items</p> <p><a href="http://www.ecb.eu/euro/html/eurocoins.en.html">http://www.ecb.eu/euro/html/eurocoins.en.html</a> visual for euro coins &amp; notes (1)</p> <p><a href="#">Luxury or essential items Worksheet</a> (2)</p> <p>Receipts Worksheets 1-3 (3)</p>			
<b>Brief description of the lesson</b>	<p>Students begin by looking at euro coins and notes and progress onto identifying luxury and essential items and estimating the cost of these items.</p> <p>Students then work with receipts to add subtract multiply and divide to get an end result of either a total or the price of a missing item.</p>			
<b>Introduction</b>	The teacher puts up a website (1) on the data projector to show euro notes and coins. Brief discussion around this topic.			

<b>Main activity</b>	<p>Students are divided into pairs to estimate the cost of common shopping items. They are asked to record their estimate in a copy.</p> <p>Two stations of luxury items and essential items are set up and students investigate the items and guess their prices. Feedback from students to the teacher creates a group discussion.</p> <p>Students given a worksheet (2) to decide on what a luxury item is and what an essential item is.</p> <p>Students are divided into small groups and are given 3 “receipts” worksheets (3).</p> <p>Prior to students beginning work on the receipt worksheets, the teacher will discuss the structure of a receipt: items, total, date, shop title etc.</p> <p>The 1<sup>st</sup> receipt worksheet has a list of items and they must estimate the total. The level two students will use the calculator to check if the group are correct.</p> <p>The 2<sup>nd</sup> receipt worksheet has the total and the cash paid. The group must estimate the change.</p> <p>The 3<sup>rd</sup> receipt worksheet has a list of items and the students must estimate the price of a missing item.</p>		
<b>Closure</b>	<p>Teacher recaps on main points by questioning the students on their ability to identify luxury and essential items, using the props from the main activity. The students are also questioned on receipt structure and calculations completed.</p>		
<b>Follow up Lessons/Activities</b>	<p>Resource classes should be used to actually go to the shop and purchase items</p>		
<b>Gathering evidence of learning</b>	<p>The worksheet worked on during class could be kept for the portfolio.</p> <p>Photos of successful transactions at the shops could be taken</p> <p>Video of the student explaining the receipt</p>		
<b>Criteria for success</b>	<b>Can the student identify four of the follow information on the receipt?</b>	<b>Yes/No</b>	
	Date		
	Shop		
	Items bought		
	Money tendered		
	Change given		