

MONEY

The corresponding theme in Environmental Studies for this unit is *Travel and Transport*

Learning Outcomes
<ul style="list-style-type: none"> ● Convert rupees to paise and paise to rupees ● Add and subtract amounts using column addition and subtraction with regrouping ● Calculate the total amount, the amount of change, multiple costs and the unit cost ● Estimate the total cost

Integration	
Art	Project
Environmental Studies, General Awareness, Language, Geography	Warm-up, Find Out 1, Do You Know?, Exercise, Project, Find Out 2
Wellness	Exercise
Heritage	Find Out 1
Life skills and values	Maths Lab Activity, Exercise, Project
Multiple intelligences	Project
Digital	Weblink, Picture Galleries

Suggested Number of Sessions: 14

Session 1: Recall, Warm-up

Session 2: Warm-up (continued), Representing rupees and paise, Find Out 1, Digital asset: Picture Gallery (*Currency notes printed by RBI*)

Session 3: Converting rupees and paise, Addition of money

Session 4: Exercise questions 1 and 2, Subtraction of money

Session 5: Exercise questions 3 and 4, Digital asset: Weblink (*Exploring Indian Railways website for booking train tickets online*)

Session 6: Total cost and the amount of change, Do You Know?

Session 7: Maths Lab Activity

Session 8: Exercise questions 5 to 7

Session 9: Multiple costs and unit cost, Exercise question 8

Session 10: Find Out 2, Instructions for question 2 of Find Out 2, which is to be given as home assignment

Session 11: Project (the part that involves estimation and the actual calculation of the amount spent on the trip)

Session 12: Digital asset: Picture Gallery: (*Sample travel journal*), Project (continued) Instructions for the part of the project that involves making a scrapbook travel journal (this part is to be given as home assignment)

Session 13: Exercise questions 9 to 12, Worksheets

Session 14: Worksheets (continued), other pending work

Teaching Guidelines

Recall

- Guide students in completing the **Recall** exercises.

S Instruct students to observe the images given for **Warm-up**. Initiate a brief discussion on the different kinds of work people do. Encourage students to talk about what they would like to become when they grow up. Ask them to find out what work tourist guides do. This is integration with Environmental Studies as students learn about an occupation (that of tourist guides) in the travel industry.

- Ask students:
 - How many of you have the habit of saving your pocket money?
 - How do you spend the money you have saved?
 - Have you travelled to any part of India? If so, where?
- Ask them to read the text about Asha. Explain that travelling to different places helps us learn many things that we cannot learn if we stay at one place. It gives us a lot of experiences that are very useful in life. Encourage them to travel to different places when they are old enough to take care of themselves without help.
- Instruct them to attempt the sum given in the Warm-up section. Guide them if needed.

Representing rupees and paise

- Help students recall how rupees and paise are written.
- Reinforce their prior knowledge with the help of examples given in the Coursebook.

S Point to the words 'Reserve Bank of India' on the image of the currency note in **Find Out 1**. Explain the important work done by the Reserve Bank of India. Tell students that each currency note in India has the denomination (value) written in 17 languages, English and Hindi in front and 15 others on the back, illustrating the diversity of the country. If possible, show students a few currency notes and ask them to observe the language panel. There is integration with General Awareness and Language here. Students learn about the Reserve Bank of India and its role in printing currency notes. They learn what minting is. They also come to know about the different regional languages and what money is called in their home language. There is integration with Heritage. Encourage students to identify the different heritage sites printed on the currency notes. Initiate a discussion on the beauty and magnificence of these monuments and help students appreciate these symbols of our culture.

S Open the Picture Gallery on the notes printed by RBI from India's independence till date. Encourage students to observe each note and tell you if it is in use now. Ask them to observe the various changes the rupee notes have undergone in design, size and so on. This is Digital integration. Students learn with the help of digital technology.

Converting rupees and paise


- Explain / Help students recall the conversion of rupees to paise and paise to rupees with the help of examples given in the Coursebook.

Addition of money

- Tell students that adding money is the same as adding numbers.
- Explain how we add different amounts of money, using the text and examples given in the Coursebook. Explain the importance of arranging the amounts one below the other correctly as per the place order before they are added.
- Instruct students to attempt questions 1 and 2 of the Exercise. Guide them where required.


Subtraction of money


- Tell students that subtracting money is the same as subtracting numbers.
- Explain subtraction of money using the examples given in the coursebook. Underline the importance of arranging the amounts as per the place order before subtracting.
- Instruct students to attempt questions 3 and 4 of the Exercise. Guide them where required.

 Encourage students to scan the QR code to access the link to the IRCTC website. Ask them to explore the website in the presence of an adult at home to understand how to book train tickets online. This is Digital integration. Students learn an important life skill using digital technology.

Total cost and the amount of change

- Explain what 'total cost' is and how to calculate the amount of change, with the help of the example given in the coursebook. Highlight the fact that both addition and subtraction are involved in such a calculation.

 Instruct students to read the text given in the **Do You Know?** section. Ask them to explain the word 'concession' as they have understood it and why it is given to sportspersons. This is integration with General Awareness.

 Arrange for the materials required for the **Maths Lab Activity**. Put students in pairs and explain the instructions. Supervise students as they play the role of shopkeepers and customers and 'buy' and 'sell' different things. Check if they have calculated the total 'cost' correctly and if the correct change, if any, has been returned. There is integration with Life Skills here. Students gain the experience of buying and selling things and of engaging in cash transactions.

- Instruct students to attempt questions 5 to 7 of the Exercise. Guide them where required.

Multiple costs and unit cost

- Explain that if the cost of one item is given (unit cost) and the cost of many such same items is asked (multiple costs) then you have to multiply the unit cost by the number of items.
- If the multiple costs and the number of items is given, then we have to divide the multiple cost by the number of items to get the unit cost.
- Use the examples given in the Coursebook to elucidate the concepts.
- Instruct students to attempt the question 8 of the Exercise. Guide them where required.

S There is integration with Values in question 8 c of the Exercise. Students are encouraged to think whether it is right to take what does not belong to them.

S There is integration with General Awareness in question 8 d of the Exercise. Students are familiar with the concept of offers offered by shops and business. They relate to the scenario in this question as they hear offers being discussed in their family. On the basis of this knowledge, ask them to explain how an offer benefits the buyer. Then initiate a discussion on why shops and businesses give discounts. Allow students to brainstorm. They should be able to infer that buyers also compare prices while buying. They buy things which are less expensive. By offering discounts, businesses are able to attract more buyers.

S There is integration with Wellness in question 8 e of the Exercise. Students compare home-cooked meals and ordering food from restaurants or eateries in terms of cost and also in terms of health. They solve the sum and conclude that cooking food at home is cheaper than buying food. They also draw from their own experience to conclude that at home, food is prepared in a hygienic manner, using good quality ingredients. So home-cooked food is better for health than food ordered from restaurants or eateries which may not follow standard rules for hygiene and quality.

S Ask students to read the text given for **Find Out 2**. Instruct them to calculate the total amount the teacher spent on the children and write it down in their notebooks. There is integration with Geography in question 2 of this section as students find out the name of the beach in their city or town / or the names of the towns and cities with beaches that are closest to the places where they live. There is also integration with Language as students imagine that they have visited a beach and write about their trip.

S Ask students to study the example of a travel journal given for the **Project** and create a similar travel journal based on one of their trips. There is integration with Art as students are required to draw pictures of the places they visited. There is integration with Life Skills as students include a record of the expenses for the trip in the journal. There is integration with Language as students write about the travel experience. There is also integration with Multiple Intelligences (Verbal-Linguistic intelligence) as students use their language skills to write an interesting journal. (**Note:** A scrapbook is a book with empty, unruled pages. A travel journal is a record made by a traveller about his or her travel experiences.)

S Encourage students to watch the Presentation in the link that shows a sample travel journal. This is Digital integration. Students learn with the help of digital technology

- Instruct students to complete questions 9 to 12 of the Exercise given under the heading Mind Game.

QUESTION BANK WITH ANSWERS

Money

A. Add.

1. ₹ 5947.50 and ₹ 387.50

	Rupees (₹)	Paise (p)

2. ₹ 4895.50 and ₹ 4967.50

	Rupees (₹)	Paise (p)

Ans: 1. ₹ 6335 2. ₹ 9863

B. Subtract.

1. ₹678.50 from ₹ 5760

	Rupees (₹)	Paise (p)

2. ₹ 878.50 from ₹ 3050

	Rupees (₹)	Paise (p)

Ans: 1. ₹ 5081.50 2. ₹ 2171.50

C. Solve.

- Avni has ₹ 5830 in one bank account and ₹ 4970 in another bank account. She takes out money from both the accounts after leaving a minimum balance of ₹ 1000 in them. How much money does she take out in all?
- Mr Bhutia bought a pair of shoes for ₹ 899.50 and a pair of socks for ₹ 179.50. If he paid for the two items with a ₹ 2000 note, what amount did he get back as change?

Ans: 1. ₹ 8800 2. ₹ 921

D. Choose the correct answers.

- On adding ₹ 1241.50, ₹ 352, ₹ 3845, ₹ 4342.50 and rounding the total to the nearest ten, we get:
a. 9790 b. ₹ 9780 c. ₹ 9700 d. ₹ 9800
- What is the unit cost if 4 things cost ₹ 500?
a. ₹ 125 b. ₹ 2000 c. ₹ 250 d. ₹ 1000

Ans: 1. b. ₹ 9780 2. a. ₹ 125

A. Do as directed.

1. Add ₹ 2530 and ₹ 520.50

	Rupees (₹)	Paise (p)

2. Subtract ₹ 630.50 from ₹ 780

	Rupees (₹)	Paise (p)

B. Solve.

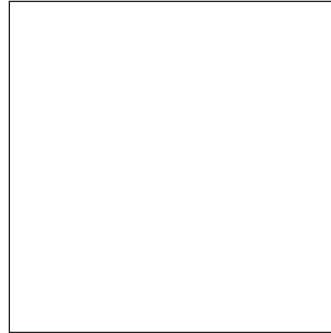
1. Rita went to a shoe shop and chose a pair of shoes for ₹ 350. The shopkeeper asked her to pay ₹ 50 less for the shoes. How much money did she get back as change if she gave the shopkeeper a ₹ 500 note?

2. A family spent ₹ 700 on lunch and ₹ 800 on film tickets on a holiday. The parents had thought of spending ₹ 1200 on that day, how much or less did they actually spend?

3. A shop decided to reduce the price of a packet of wheat flour from ₹ 50 to ₹ 45, a tea packet from ₹ 115 to ₹ 105 and packet of oil from ₹ 235.50 to ₹ 215. If Rema bought one packet each of the three items, how much money did she save in all?

C. Find the total cost.

₹ 1563.50; ₹ 360; ₹ 890.50; ₹ 2000



D. Find the multiple costs.

1. Amount: ₹ 400; Quantity: 15 _____

2. Amount: ₹ 500; Quantity: 12 _____

E. Find the unit costs.

1. Amount: ₹ 720; Quantity: 8 _____

2. Amount: ₹3600; Quantity: 10 _____

ANSWER KEY FOR THE WORKSHEET

MONEY

A. 1. ₹ 3050.50 2. ₹ 149.50

B. 1.

Price of shoes that Rita bought	₹ 350
Amount of discount given by the shopkeeper	₹ 50
Final price of shoes	₹ 350 – ₹50 = ₹ 300
Amount Rita paid	₹ 500
Amount she got back as change	₹ 500 – ₹ 300 = ₹ 200

2.

Amount the family spent on lunch	₹ 700
Amount the family spent on film tickets	₹ 800
Amount the family spent in all	₹ 700 + ₹ 800 = ₹ 1500
Amount the family had thought of spending	₹ 1200
Amount the family spent more	₹ 1500 – ₹ 1200 = ₹ 300

3.

Money saved in buying wheat flour packet	= ₹ 50 – ₹ 45 = ₹ 5
Money saved in buying tea packet	= ₹ 115 – ₹ 105 = ₹ 10
Money saved in buying oil packet	= ₹ 235.50 – ₹ 215 = ₹ 20.50
Money saved by Rema in all	₹ 5 + ₹ 10 + ₹ 20.50 = ₹ 35.50

C. ₹ 4814

D. 1. ₹ 6000 2. ₹ 6000

E. 1. ₹ 90 2. ₹ 360