

SETTING UP A STORE (LEVEL 2)

Description	The learner will use basic household items to set up their own store at home. The learner will identify the items that customers might be interested in buying, estimate their costs, and compare the costs of the different items.
Leading Question	How much do the things around your home cost? Which cost more?
Total Time Required	~45-60 min a day over 4 days
Supplies Required	Pencil, paper, color pencils (optional)
Learning Outcomes	<ol style="list-style-type: none"> 1. Assign prices to specific items based on their understanding of the idea of value 2. state the typical cost of everyday items 3. Add and subtract the prices of 2 or more everyday items 4. Compare prices using greater than, less than and equal to. 5. Arrange items in the order of their prices 6. Present their work and critically incorporate feedback
Previous Learning	<ul style="list-style-type: none"> • Whole numbers • Addition • Subtraction • Understand the concept of money

DAY 1

Today you will think of creating a small shop at home!

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Ask the learner to imagine they are creating a small shop. The shop will be filled with items typically found around the home. This can include food items, like a bag of beans, clothes, and other household items such as a pot, pens, pencils, etc.
10 minutes	<ul style="list-style-type: none"> • The learner will decide on a name and theme for their store (based on what the store will be selling), then will create a list of 10-15 items they would like to include in their shop.

20 minutes

- The learner will ask a family member what each item typically costs. The learners will use the list of items that they created and will write the price of each item next to its name. Use simple whole numbers e.g. \$10, \$210, \$3000, etc. unless the learner is comfortable with decimal places e.g. \$10.50
E.g., Pot, \$20
T-shirt, \$10
- Learners should state the money in their own local currency.
- Learners can use the table below to summarize the information collected.

Item	Price of the item
Pot	\$20
T-shirt	\$10
Pencil	\$3

15 minutes




- Write a welcome message for customers (e.g., “Welcome to All You Need Grocery Store!!! We sell the best home items in this area.”) and a brief description of the types of items that can be found in their store. Be creative and persuasive with this message and description

5-10 minutes

- Think about some of the reasons why different items have different prices. Try to hypothesize some reasons and then consult with family members if you have some difficulties coming up with some of the reasons.
- Some of the reasons could be:
 - Differences in the costs of producing the items
 - Some materials are harder to find than others and therefore more expensive
 - Some items are more needed than others
 - Governments may determine the prices

DAY 2

Today you will make a list of products you will sell in your store and the prices they will be.

Suggested Duration	Activity and Description														
60 minutes	<ul style="list-style-type: none"> Ask the learner to imagine they are going to be drawing a catalogue of their small shop and the items in it. Underneath the drawing of each item, they will write the name and cost of the item. <p>E.g.</p> <table border="1" data-bbox="451 676 1385 1438"> <tbody> <tr> <td data-bbox="451 676 764 989"> Item 1  <i>T-shirt, \$10</i> </td> <td data-bbox="764 676 1073 989"> Item 2 Drawing of item 2 <i>Name of item, Price</i> </td> <td data-bbox="1073 676 1385 989"> Item 3 Drawing of item 3 <i>Name of item, Price</i> </td> </tr> <tr> <td data-bbox="451 989 764 1274"> Item 4 Drawing of item 4 <i>Name of item, Cost</i> </td> <td data-bbox="764 989 1073 1274"> Item 5 Drawing of item 5 <i>Name of item, Cost</i> </td> <td data-bbox="1073 989 1385 1274"> Item 6 Drawing of item 6 <i>Name of item, Cost</i> </td> </tr> <tr> <td data-bbox="451 1274 764 1354"></td> <td data-bbox="764 1274 1073 1354"></td> <td data-bbox="1073 1274 1385 1354"></td> </tr> <tr> <td data-bbox="451 1354 764 1438"></td> <td data-bbox="764 1354 1073 1438"></td> <td data-bbox="1073 1354 1385 1438"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> On a sheet of paper, the learner will draw each item. If possible, have the learner place the item in front of them as they draw it. They may also choose to color and/or decorate the items they draw. Under each item, the learner will write the name of the item and the price of the item (refer to the list of 10-15 items the learner created yesterday). 			Item 1  <i>T-shirt, \$10</i>	Item 2 Drawing of item 2 <i>Name of item, Price</i>	Item 3 Drawing of item 3 <i>Name of item, Price</i>	Item 4 Drawing of item 4 <i>Name of item, Cost</i>	Item 5 Drawing of item 5 <i>Name of item, Cost</i>	Item 6 Drawing of item 6 <i>Name of item, Cost</i>						
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15 minutes	<p>Critique and revision:</p> <p>Present all the day’s work (welcome message, list of items, and individual prices) to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following prompts:</p> <ul style="list-style-type: none"> - What makes the welcome message appealing or unappealing? - Are the items attractive for a local customer? - Are the prices fair? Are the prices competitive? - Two reasons why you would you recommend the learner’s store to a new customer <p>Make edits to your list of items and prices to improve your store’s chances of success.</p>
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DAY 3

Today you will work with someone in your family to practice adding up prices in the store.

Suggested Duration	Activity and Description															
5 minutes	<ul style="list-style-type: none"> ● Using the “catalogue” the learner created the day before, a family member will point to several items and ask, “how much does <name of item> cost?” The learner should state the cost of each item e.g. 10 dollars. 															
20 minutes	<ul style="list-style-type: none"> ● The learner should state the price of each item e.g., 10 dollars and then calculate the total cost in case someone would be interested in buying them all. Using the catalogue, the learner will write down their total cost by adding up the prices of combinations two items e.g., if a pot costs \$20 and a t-shirt costs \$10, they might write “\$20 + \$10 = \$30” or “a pot and a t-shirt cost \$20 plus \$10, which is \$30 total”. 															
30 minutes	<ul style="list-style-type: none"> ● Use the table below to do the computations: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Item 1</th> <th>Plus</th> <th>Item 2</th> <th>Equals</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Pot \$20</td> <td style="text-align: center;">+</td> <td style="text-align: center;">Tshirt \$10</td> <td style="text-align: center;">=</td> <td style="text-align: center;">\$30</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Item 1	Plus	Item 2	Equals	Answer	Pot \$20	+	Tshirt \$10	=	\$30					
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- Then add up the prices of all items within the store e.g., if a pot costs \$20, a t-shirt costs \$10, a pencil costs \$3, and a pen is \$5, write “\$20+\$10+\$3+\$5 = \$38”
- Using the information from the previous activity, make comparisons and respond to the following questions:
 - What is the most expensive item in their store? Hint: Item with the highest price.
 - What is the least expensive/cheapest item in their store? Hint: item with the lowest price.
 - What two items when added together get you the highest price?
 - What two items when added together give you the lowest price?

15 minutes

Critique and revision:

- Present all the day’s work (the additions for a combination of items and comparisons) to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following prompts:
 - Praise: What are some strengths in the learner’s work?
 - Questions of clarification: Any questions or clarifications you have about the work?
 - Suggestions: In what areas does the learner need to improve their work?
- Learners make the edits and work on suggestions (if any) to their work to make it better.

DAY 4

Today you will continue adding products together and also subtracting to see the difference in price

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

between products.

Suggested Duration	Activity and Description								
20 minutes	<ul style="list-style-type: none"> Using the “store” the learner created, an older sibling or family member will point to 2 items and ask, “how much <i>more</i> does <name of item> cost compared to <name of item>? The learner should use subtraction to identify the difference in cost e.g. “The pot costs more than the t-shirt. \$20 minus \$10 is \$10. The pot costs \$10 more than the t-shirt.” Repeat this exercise at least 10 times using different combinations of items. 								
30-45 minutes	<ul style="list-style-type: none"> The learner will rank the items in their “store” according to price, from most expensive to least expensive. E.g., Pot, \$20 T-shirt, \$10 Pencil, \$1 They will then write the difference in cost between the items. E.g., Pot, \$20 } \$10 T-shirt, \$10 } \$7 Pencil, \$3 Learners will then make some comparisons for the prices of the various items for the various items in the “store”. Using the greater than, less than and the equal sign e.g., if the price of a pot is \$20, t-shirt - \$10, pen - \$5, shoes - \$20 etc., you would say: <table border="1" data-bbox="511 1302 1388 1669"> <thead> <tr> <th>Comparisons in words</th> <th>Comparisons in numbers</th> </tr> </thead> <tbody> <tr> <td>The price of the pot is greater than the price of a pen</td> <td>\$20 > \$5</td> </tr> <tr> <td>The price of the t-shirt is less than the price of the shoe</td> <td>\$10 < \$20</td> </tr> <tr> <td>The price of the pot is equal to the price of the shoe</td> <td>\$20 = \$20</td> </tr> </tbody> </table> <p>Do this for all these comparisons items.</p>	Comparisons in words	Comparisons in numbers	The price of the pot is greater than the price of a pen	\$20 > \$5	The price of the t-shirt is less than the price of the shoe	\$10 < \$20	The price of the pot is equal to the price of the shoe	\$20 = \$20
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DAY 5

Today you will learn about how many different combinations of products you can buy with your money.

Suggested Duration	Activity and Description
45-60 minutes	<ul style="list-style-type: none"> An older sibling or family member tells you that they are entering the store with a <i>budget</i> of \$<an amount you decide> (that's all the money that they have to spend on the store). They want to know the different combinations of items you can buy with this amount of money. List each combination of items where the total cost gets close to (but does not exceed) the total amount of money you have.
10 minutes	<p>Reflection: Now think about all the exercises you have done all week and take note of "TWO" of the following:</p> <ul style="list-style-type: none"> What is the most important lesson you have learnt through this project? What are you found challenging, puzzling or difficult to understand? What question would you most like to discuss? What is something you found interesting?

ASSESSMENT CRITERIA

- The "store" from Day 2 is created. 10-15 items are drawn and labeled with their name and cost.
- The learner can add the cost of at least 2 items correctly.
- The learner can determine which of 2 items cost more.
- The learner can correctly subtract the cost of 1 item from another.
- The learner can apply both addition and subtraction concepts together to figure out what they can purchase with a fixed amount of money.

ADDITIONAL ENRICHMENT ACTIVITIES

- The learner can do the exercise with more household items.
- The learner can add or compare the cost of multiple items. E.g. select 3 items, identify which item costs the *most*, and how much more it costs compared to the other two items.