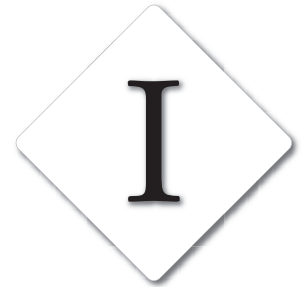


Retail Assignment I

Here's Your Change

- Handling money
- Making exact change
- Role playing retail situation



Assignment Summary

In this assignment, the learner will

- count money of various denominations
- make change using fewest number of bills and coins
- make change when certain denomination bills or coins are unavailable
- role play with partner a money transaction
- use a calculator to simulate cash register use.

Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- Use of calculator for addition and subtraction
- Values of bills and coins
- Counting money

Teaching Planning Notes

- Provide “money” of various denominations, including \$20, \$10, \$5, \$2, \$1, quarters, dimes, nickels, pennies
- Provide simple calculator

With learner

- Review values of money
- Review adding money, especially counting by 25s, 10s, 5s
- Teach vocabulary: “amount tendered”

Achievement Indicators

- Counts “money”
- Makes change
- Problem solves to make change in variety of ways
- Identifies learning on self-achievement chart

FOCUS ON LEARNING

ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Reading Text	■				
Writing	■				
Numeracy	■				
Oral Communication	■				
Thinking Skills	■				
Working with Others					

LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
Communication					
Read with Understanding				■	■
Write Clearly				■	
Speak and Listen Effectively				■	
Numeracy					
Number Sense and Computation				■	■

Self-Management and Self-Direction

Concentration and Memory	
Problem Solving	
Self-Assessment	
Self-Confidence	
Thinking Skills	
Time Management and Organization	
Working with Others	

Ontario Curriculum Linkages

Locally Developed Compulsory Credit Course, Mathematics, Grade 10 (MAT2L)

Extending Money Sense – Overall Expectations

EMSV.01 – solve problems drawn from everyday situations involving money, demonstrating skills, and understanding in the use of decimal numbers

Understanding and Using Decimal Numbers in Solving Problems – Specific Expectations

EMS1.01 – read and interpret money values given in words, write money values as decimals, and round money values appropriately, in solving problems found in everyday contexts

Locally Developed Compulsory Credit Course, English, Grade 9 (ENG1L)

Developing Listening and Talking Skills – Overall Expectations

DLTV.02 – use talk to develop thinking skills in small and large group interactions

Developing Thinking Skills through Talk – Specific Expectations

DLT2.02 – use talk to focus understanding of an idea or concept using teacher-provided prompts (e.g., “Give me some details about...,” “What do you mean by...,” “Tell me more about...,” “Are you saying...,” “I’m confused about...,” “What data justifies...”)

Ontario Secondary School Literacy Course, Grade 12 (OLC40)

Building Reading Skills – Overall Expectations

- BRV.01 – demonstrate the ability to read and respond to a variety of texts;
- BRV.03 – demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies

Reading and Responding to Texts – Specific Expectations

- BR1.04 – use oral language skills, in English or a first language, to support and enhance their reading experiences (e.g., by activating and building on prior knowledge through small-group discussion; by asking questions to gather relevant information before reading or to clarify instructions for reading tasks)
- BR3.06 – use appropriate strategies to locate information in different types of texts, including:
Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)

Using Reading Strategies to Understand Texts – Specific Expectations

During and After Reading

- BR3.06 – use appropriate strategies to locate information in different types of texts, including:
Informational texts (e.g., search for key words from a question about the selection to locate specific information)
Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)
- BR3.07 – use appropriate strategies to make inferences about and interpret different types of texts, including
Informational texts (e.g., while reading, predict a writer’s intentions, conclusions, or biases based on his/her presentation of the facts)
Graphic texts (e.g., compare the sizes of different visual features to identify the elements that are most/least important in an advertisement)



Here's Your Change

Valerie is starting a job at a local coffee shop. She will be using a cash register to both enter the orders and calculate the total bill. However, she must be able to take the money the customer gives her, count it and enter the amount. Then the cash register will tell her how much change to give the customer.

She should always try to give the change using as few bills and coins as possible, choosing the largest denomination of each to make the amount.

Sometimes she doesn't have enough of a certain bill or coin, and she must substitute other denominations.

Part A

For the following situations, tell how much cash Valerie must enter as “cash tendered”.

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Here's Your Change (cont'd.)

Part C

For the amounts given in the previous question, show 2 other ways to give that amount of change. For example, if you did not have enough quarters, what would you do? Or what if you had no \$10 bills?

- Use “money” provided by your instructor. Show your instructor; then write a tally to show the amount.

For example: \$3.14 = 1 X \$2 OR 1 toonie
 1 X \$1 1 loonie
 1 X \$0.10 1 dime
 4 X \$0.01 4 pennies

\$3.45		
\$12.69		
\$8.95		
\$16.04		
\$33.86		

Here's Your Change (cont'd.)

Part D

- With a partner, role play a cashier / customer interaction. Use a calculator for the cash register.
- The customer makes purchases: \$3.69, \$0.85, \$1.15.
- The cashier enters those amounts on the calculator and totals them. The cashier tells the customer the total bill.
- The customer chooses from the bills and coins an appropriate, but not exact, amount to give the cashier.
- The cashier uses the calculator to enter the “amount tendered”, then subtracts the total owing. The answer is the “change due”.
- The cashier chooses from the bills and coins, using the fewest possible to make the exact amount due.

Now trade jobs! Make up new amounts for the purchases.