



Master Lesson Plan

For

Rupees and Paise

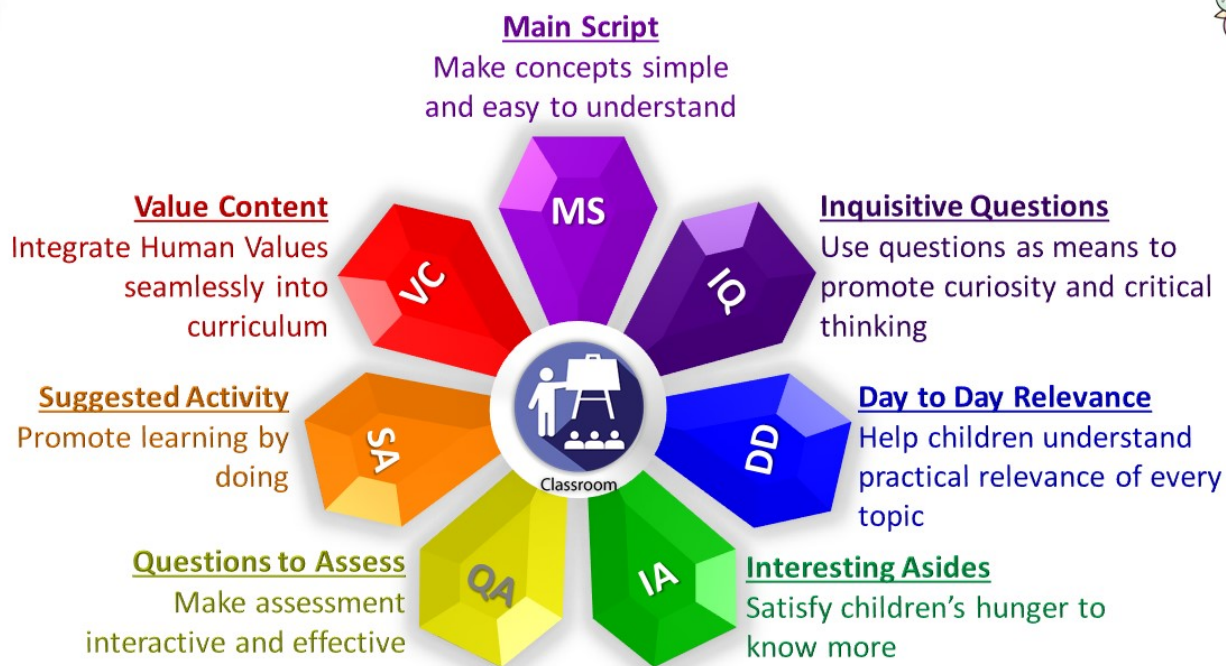
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	Rupees and Paise	English	Rupees and Paise	2021-04-12 11:34:02

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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

Rupees and Paise

1. MS_Objectives_Rupees and Paise

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter.

It states the asset objectives of the MLP.

This asset is for teacher's reference and need not be taught to the students.

Students will be able to:

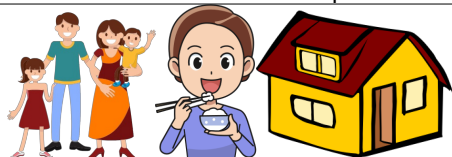
- Relate to different situations in their day to day life where money is required.
- Identify the different ways in which a certain amount can be made using notes & coins of different denominations.
- Convert Paise into Rupees and Rupees into Paise.
- Add, subtract & multiply different amounts of money.
- Identify some common features of the Indian Currency note.
- Understand the terms Salary & Wage.
- Understand the terms Bill & Receipt.
- Create a bill for a purchase, when given the cost of individual items.
- Identify what items can be purchased within a certain budget.
- Learn some interesting facts about currency.
- Get an introduction to credit cards.
- Do an activity where they can research & learn the currencies of different countries of the world.
- Practice their understanding of Rupees & Paise with assessment questions.

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Main Script	Money	Addition of Money, Addition of Money

2. DD_Why we need Money

The teacher could explain the importance of money with the help of the following examples:

1. Money is useful to fulfill our basic needs like food, water and shelter and also to lead a comfortable life.



1) We need money to buy most of the things we require in our daily lives.



2) It is used to help the needy.



3) We need money for travelling, education, health care, buying household items etc.



4) But with money we can't buy love, happiness, time.



List of the image links in the asset:

- 1) <https://openclipart.org/detail/284331/man-eating-rice>
- 2) <https://openclipart.org/detail/298415/yes-potable-water>
- 3) <https://openclipart.org/detail/179978/yellow-detached-house>
- 4) [https://openclipart.org/detail/285111/very-happy-smiling family](https://openclipart.org/detail/285111/very-happy-smiling-family)
- 5) <https://pixabay.com/photos/grocery-store-man-shopping-market-3802358/>
- 6) <https://pixabay.com/photos/poor-kids-beggar-street-kids-3196270/>
- 7) <https://pixabay.com/photos/locomotive-steam-locomotive-train-221159/>
- 8) <https://pixabay.com/photos/school-india-children-ahmedabad-330580/>
- 9) <https://pixabay.com/photos/surgery-operation-hospital-79584/>
- 10) <https://www.pexels.com/photo/variety-of-vegetables-on-display-1508666/>
- 11) <https://pixabay.com/photos/family-joy-kid-happy-together-2655509/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Money	Payment, Payment

3. MS_Value of Money and Conversion

Note: The teacher shall start the class by showing an Indian rupee and ask, "what it this?".

Students will say that it is 'money'.

Then ask "What is Money?".

Ans: Money is something we exchange in place of goods/things or services. We need money to buy things.

Currency

- Money that is used in a particular country is called currency.
- Each country has a different currency.
- The currency of India is the Rupee.

1 Rupee = 100 Paise

The symbol of Rupee is ₹ and that of Paise is p

**₹ 500**

Size : 66 mm x 150 mm
 Colour : Stone grey
 Montif : Redfort

**₹ 2000**

Size : 66 mm x 166 mm
 Colour : Magenta
 Montif : Mangalyaan

**₹ 200**

Size : 66 mm x 146 mm
 Colour : Yellow
 Montif : Sanchi Stupa

**₹ 100**

Size : 66 mm x 142 mm
 Colour : Lavender
 Montif : Rani Ki Vav

**₹ 50**

Size : 66 mm x 135 mm
 Colour : Fluorescent Blue
 Montif : Hampi with Chariot

**₹ 20**

Size : 63 mm x 147 mm
 Colour : Red Orange
 Montif : Mount Harriet in Andaman
 Nicobar Island.

**₹ 10**

Size : 66 mm x 123 mm
 Colour : Chocolate Brown
 Montif : Sun temple at Konark

**₹ 5**

Size : 63 mm x 117 mm
 This note is replaced with coin now.

Coins:



1 Rupee coin

2 Rupees coin



5 Rupees coin

10 Rupees coin



50 Paise coin

A dot is used to separate the rupees and paise.

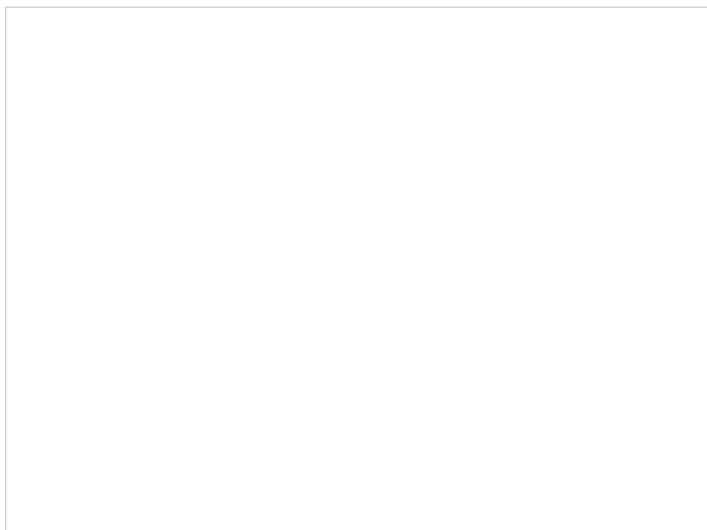
Rupees are written on the left side of the dot and paise on the right side of the dot.

For E.g. ₹ 55.50

In the above example, 55 is the rupees and 50 is the paise.

Note: The teacher shall show some rupee notes and some coins and read out the amount.

Always start counting the bigger amount and then move to the smaller amount.



Note: The teacher shall write an amount on the board and show the amount using currency.

Eg. 1

₹ 56.50



50 Rupees



5 Rupees



1 Rupee



50 Paise

Eg. 2

₹ 120.50



100 Rupees



20 Rupees



50 Paise

Note: The teacher shall explain to the class that ₹120.50 can be made with other combinations too.



50 Rupees



50 Rupees



20 Rupees



50 Paise

Note: The teacher may show some more examples.

Conversion of Money

Note to the teacher:

Ask the students, "how many paises make one rupee?". Get their inputs and then proceed to explain the concepts.

1 Rupee = 100 Paises

To convert Rupees into paise, multiply the number of rupees by 100. Also add paise if already present.

E.g. 1

$$₹ 25.00 = 25 \times 100 \text{ p} = 2500 \text{ p}$$

E.g. 2

$$₹ 5.50 = (5 \times 100 \text{ p} + 50) = 500 + 50 = 550 \text{ p}$$

E.g. 3

$$₹ 78.50 = (78 \times 100 \text{ p} + 50) = 7800 + 50 = 7850 \text{ p}$$

To convert Paise into rupees and paise

-Divide the number by 100

-Or another easy method is to start from the right, count 2 digits to the left, now put a dot to separate rupees and paise.

E.g. 1

E.g. 2

E.g. 3

List of the image links in the asset:

OC: Self Clicked:

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Money	Units of money, Indian Currency, Conversion of Rupee and Paise, Units of money, Indian Currency, Conversion of Rupee and Paise

4. QA_Find the Amount

Content:

Answer the following questions:

1. Using different combinations of ₹1, ₹ 2 and ₹ 5 coins, make ₹ 10. Use only the number of coins shown.



2. Write the amount.

a.



b.



c.



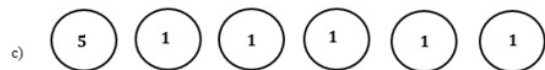
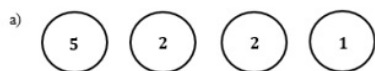
3. Write ₹ 5.50 in words.

4. Write Fifty Rupees in short form. _____

5. Are ₹ 25.50 and Twenty Rupees and Fifty paise the same?

Answers:

1. Using different combinations of ₹1, ₹ 2 and ₹ 5 coins, make ₹ 10. Use only the number of coins shown.



2. Write the amount.

a.



21

b.



200

c.



3. Write ₹ 5.50 in words. Five Rupees and Fifty Paise.

4. Write Fifty Rupees in short form - ₹ 50.00

5. Are ₹ 25.50 and Twenty Rupees and Fifty paise the same?

No, they are different.

List of the image links in the asset:

Rupees Notes: OC:

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Assessments	Money	Arithmetic operations on money, Addition of Money, Arithmetic operations on money, Addition of Money

5. IA_Facts About Currency

There are 180 different currencies across the world which are approved by the United nations.

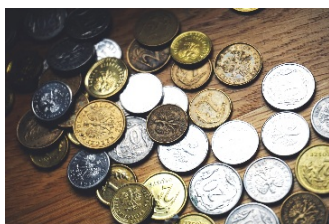


1) Kuwaiti Dinar is the strongest currency in the world.

1 Kuwaiti Dinar = 234 Rupees



2) The place where coins are made is called the mint. It is owned by the government.



3) Iranian Rial is the weakest currency in the world.



1 Rupee = 590 Iranian Rial

4) China was the first country in the world to use paper currency.



5) The first paper currency issued in India by Reserve Bank of India (RBI) is the 5 rupees note.



List of the image links in the asset:

1. <https://www.pexels.com/photo/one-u-s-dollar-beside-100-philippine-pesos-164560/&sa=D&ust=1567862705385000>
2. <https://www.pexels.com/photo/close-up-of-coins-on-table-325154/&sa=D&ust=1567862705385000>
3. slide-Dinar 1Front:OC: vinujps@gmail.com
4. Dinar 1Back:OC: vinujps@gmail.com
5. <https://pixabay.com/photos/globe-world-europe-turkey-2234559/&sa=D&ust=1567862705386000>
6. <https://pixabay.com/illustrations/china-flag-map-country-nation-1020914/>
7. <https://pixabay.com/photos/indian-currency-money-rupees-2386888/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Money	Currency, Currency

6. SA_Currency of the World

Currency of The World

Aim: To find the currency of the different countries.

Resources Required:

1. General knowledge book or resources on the internet
2. Written table on the board or printouts of the table for each student.

Procedure:

Using the General knowledge book or internet, find the currency of the 8 countries given in the table, find their symbol and the fractional unit too.

Sl No.	Country	Currency	Symbol	Fractional Unit
1	United States			
2	China			
3	Australia			
4	Egypt			
5	France			
6	Japan			
7	Nepal			
8	United Kingdom			

Conclusion:

The completed table should look like this:

Sl No.	Country	Currency	Symbol	Fractional Unit
1	United States of America	United States Dollar	\$	Cent
2	China	Chinese Yuan	¥ or 元	Fen
3	Australia	Australian dollar	\$	Cent
4	Egypt	Egyptian Pound	£	piastre
5	France	Euro	€	Cent
6	Japan	Japanese Yen	¥	Sen
7	Nepal	Nepalese Rupees	Rs	Paisa
8	United Kingdom	British Pound	£	Penny

Note to the teacher: This is an individual activity which could be given as a homework assignment as well.

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Money	Currency, Currency

7. DD_Common Features of an Indian Currency Note

Note: The teacher may ask the students, "Name different types/denominations of the Indian currency notes that you have seen recently".

The teacher should ask, "Did you observe any common features in those notes?".

After the students come up with some common features, the teacher could discuss some more by showing a few currency notes and noting the common features.

In all the Indian currency notes we see:

1. Father of our Nation, Mahatma Gandhi's photo
2. Our National Emblem
3. RBI Governor's signature
4. Value of the currency is written in 17 different languages in the note, Hindi and English in the front and 15 other languages at the back.
5. All the notes have a Silver security band which is visible when held against the light.



Images contributor: OC:

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Money	Indian Currency, Indian Currency

8. MS_Operations with Money

Note to the teacher:

Ask the students, "How can we add two amounts of money?". Get their inputs and then proceed to explain the concepts.

Addition of Money -

Note: The teacher shall tell the students that money is added in the same way we add other numbers.

After adding, put the point two places from the right. The point separates the rupees from paise.

E.g. 1

$$\begin{array}{r}
 ₹\ 1\ 7\ .\ 5\ 0 \\
 +\ ₹\ 2\ 8\ .\ 0\ 0 \\
 \hline
 ₹\ 4\ 5\ .\ 5\ 0
 \end{array}$$

E.g. 2

$$\begin{array}{r}
 \textcircled{1}\ \textcircled{1} \\
 ₹\ 1\ 4\ 5\ .\ 5\ 0 \\
 +\ ₹\ 1\ 1\ 5\ .\ 5\ 0 \\
 \hline
 ₹\ 2\ 6\ 1\ .\ 0\ 0
 \end{array}$$

Add 145 rupees 50 paise and 115 rupees 50 paise.

Remember to write the amount using decimal separating rupees and paise.

E.g. 3

Ankita bought a bag for ₹ 560.50 and a shoe for ₹ 980.00. How much money did she spend for the purchase?



$$\begin{array}{r}
 \textcircled{1} \\
 \text{₹ } 560.50 \\
 + \text{ ₹ } 980.00 \\
 \hline
 \text{₹ } 1540.50
 \end{array}$$

Ankita spent ₹ 1540.50

Subtraction of money -

Note: The teacher shall tell the students that money is subtracted in the same way we subtract other numbers.

After subtracting, put the point two places from the right. The point separates the rupees from paise.

Write the bigger number first.

E.g. 1:

Subtract ₹ 32.50 from ₹ 58.50

$$\begin{array}{r}
 \text{₹ } 58.50 \\
 - \text{ ₹ } 32.50 \\
 \hline
 \text{₹ } 26.00
 \end{array}$$

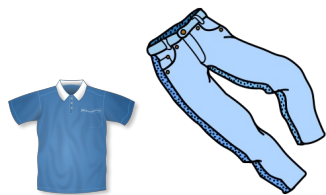
E.g. 2:

Subtract ₹ 498.50 from ₹ 653.00

$$\begin{array}{r}
 \textcircled{5} \textcircled{14} \textcircled{12} \textcircled{10} \\
 \text{₹ } 653.00 \\
 - \text{ ₹ } 498.50 \\
 \hline
 \text{₹ } 154.50
 \end{array}$$

E.g. 3 :

The cost of a pant and a shirt together is ₹ 857.50. Find the cost of the shirt if the cost of the pant is ₹ 368.00.



$$\begin{array}{r}
 \textcircled{7} \textcircled{14} \textcircled{17} \\
 \text{₹ } 8 \ 5 \ 7 \ . \ 5 \ 0 \\
 - \text{ ₹ } 3 \ 6 \ 8 \ . \ 0 \ 0 \\
 \hline
 \text{₹ } 4 \ 8 \ 9 \ . \ 5 \ 0
 \end{array}$$

The cost of the shirt is ₹ 489.50.

Multiplication of money -

Note: The teacher shall show how multiplication is done using money.

Remember to put the point two places from the right after multiplying. The point separates the rupees from paise.

E.g. 1

Multiply ₹ 14.50 by 7

$$\begin{array}{r}
 \textcircled{3} \textcircled{3} \\
 \text{₹ } 1 \ 4 \ . \ 5 \ 0 \\
 \times \qquad \qquad \qquad 7 \\
 \hline
 \text{₹ } 1 \ 0 \ 1 \ . \ 5 \ 0
 \end{array}$$

E.g. 2

Multiply ₹ 264.50 by 6

$$\begin{array}{r}
 \textcircled{3} \textcircled{2} \textcircled{3} \\
 \text{₹ } 2 \ 6 \ 4 \ . \ 5 \ 0 \\
 \times \qquad \qquad \qquad 6 \\
 \hline
 \text{₹ } 1 \ 5 \ 8 \ 7 \ . \ 0 \ 0
 \end{array}$$

E.g. 3

The cost of a book is ₹ 78.50. Find the cost of 9 such books.



$$\begin{array}{r}
 \text{₹ } 78.50 \\
 \times \quad 9 \\
 \hline
 \text{₹ } 706.50
 \end{array}$$

The cost of 9 books is ₹ 706.50.

List of the image links in the asset:

1. <https://openclipart.org/detail/238204/sacdecourcol>
2. <https://openclipart.org/detail/223855/cute-red-womens-shoes>
3. <https://openclipart.org/detail/177398/blue-polo-shirt-remix>
4. <https://openclipart.org/detail/213788/trousers-coloured>
5. <https://openclipart.org/detail/219894/book-icon>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Money	Arithmetic operations on money, Arithmetic operations on money

9. IQ_What can you buy

The students will be able to evaluate the items they can buy, based on their budget. The items and prices tags mentioned below should be displayed. The teacher could ask some questions and summarize the responses given by the students.

 - ₹ 15.00

 - ₹ 7.00

 - ₹ 10.00

 - ₹ 5.00

 - ₹ 35.50

 - ₹ 42.50

 - ₹ 25

1. The teacher should ask the students what they can buy, if they have a fifty rupees note?

- _____
- _____
- _____

2. Dahri has ₹ 40.50. He wants to buy 2 pens. Each pen costs ₹ 15.50. Is the amount enough for Dahri to buy the pens?

Answer:

1. The teacher shall ask the students what they can buy if they have a fifty rupees note?

- 2 chocolates, 1 Banana, 1 Biscuit pack - $(15 \times 2) + 10 + 7 = ₹ 47$
- 1 Ball, 1 Chocolate and 1 Banana - $25 + 15 + 10 = ₹ 50$
- 1 Ball, 2 Biscuits and 2 Erasers - $25 + (7 \times 2) + (5 \times 2) = ₹ 49$

2. Cost of one pen is ₹ 15.50 

Dahri bought 2 pens,  

therefore cost of two pens is ₹ $15.50 \times 2 = ₹ 31.00$

Dahri has ₹ 40.50 which is more than the cost of two pens. So, this amount is enough for Dahri to buy the pens.

List of the image links in the asset:

1. <https://openclipart.org/detail/215597/realistic-soccer-ball>
2. <https://openclipart.org/detail/73711/classic-car>

3. <https://openclipart.org/detail/194983/pen>

4. <https://openclipart.org/detail/3981/eraser>

5. <https://openclipart.org/detail/192544/banana>

6. <https://openclipart.org/detail/16546/lotte-ghana-chocolate>

7. <https://pixabay.com/vectors/milk-cookies-drink-breakfast-159348/>

8. <https://openclipart.org/detail/194983/pen>

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Inquisitive Questions	Money	Budget list, Budget list

10. QA_How Much Does it Cost

Answer the following questions :

1) $50 \text{ p} + \underline{\hspace{2cm}} = ₹ 1$

2) We separate Rupees from Paise by putting a between them.

3) $650 \text{ P} = ₹ \underline{\hspace{2cm}}$

4) Add ₹ 652.50 and ₹ 72.00

5) Subtract ₹ 89.50 from ₹ 97.50

6) ₹ 12.50 = P

7) Cost of one pencil box is ₹ 35.50. Find the cost of 7 such pencil boxes?



8) Deepti bought a notebook for ₹ 25.50 and a Geometry box for ₹ 125.00.



How much did she spend ? Deepti Spent ₹_____

9) Beena had ₹ 75.00. She bought an ice cream for ₹ 35.00. How much money is left with her.

Beena is left with ₹_____



Answers:

1) $50 \text{ p} + 50 \text{ P} = ₹ 1$

2) We separate Rupees from Paise by putting a dot between them.

3) $650 \text{ P} = ₹ 6.50$

4) Add ₹ 652.50 and ₹ 72.00

$$\begin{array}{r}
 \textcircled{1} \\
 ₹ \quad 6 \quad 5 \quad 2 \quad . \quad 5 \quad 0 \\
 + \quad ₹ \quad \quad 7 \quad 2 \quad . \quad 0 \quad 0 \\
 \hline
 ₹ \quad 7 \quad 2 \quad 4 \quad . \quad 5 \quad 0
 \end{array}$$

5) Subtract ₹ 89.50 from ₹ 97.50

$$\begin{array}{r}
 \textcircled{8} \textcircled{17} \\
 \text{₹ } 97.50 \\
 - \text{ ₹ } 89.50 \\
 \hline
 \text{₹ } 08.00
 \end{array}$$

6) ₹ 12.50 = 1,250 P

7) Cost of one pencil box is ₹ 35.50. Find the cost of 7 such pencil boxes?

$$\begin{array}{r}
 \textcircled{3} \textcircled{3} \\
 \text{₹ } 35.50 \\
 \times \quad \quad \quad 7 \\
 \hline
 \text{₹ } 248.50
 \end{array}$$

The cost of 7 pencil boxes is ₹ 248.50

8) Deepti bought a notebook for ₹ 25.50 and a Geometry box for ₹ 125.00. How much did she spend in all.

Deepti Spent ₹_150.50_____

$$\begin{array}{r}
 \textcircled{1} \\
 25.50 \\
 + 125.00 \\
 \hline
 150.50
 \end{array}$$

9) Beena had ₹ 75.00. She bought an ice cream for ₹ 35.00. How much money is left with her?

Beena is left with ₹_40.00__

$$\begin{array}{r}
 \textcircled{1} \\
 75.00 \\
 - 35.00 \\
 \hline
 40.00
 \end{array}$$

List of the image links in the asset:

1. Pencil box: OC:

2. bookOrangeClear:SA: <https://openclipart.org/detail/153163/book-orange>

3. Geometry box:OC:

4. Ice-Cream-and-Sugar-Cone:SA: <https://openclipart.org/detail/282451/ice-cream-and-sugar-cone%20animation>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Money	Arithmetic operations on money, Addition of Money, Arithmetic operations on money, Addition of Money

11. VC_The Joy of Giving

The Joy of Giving:

If your mom gave you fifty rupees, what can you buy with that?

Will you buy a packet of chips and some juice? Or, will it be some chocolates?

Yes, you have many choices.

Do you know that the same fifty rupees means a full meal for a poor person? A poor mother can get milk to feed her little child.



Children, money is important to everyone. For poor people, it is far more important. They can buy the things that are necessary!

STORY: His need is greater than mine

Summer holidays have begun! Schools are closed after examinations and children are having a good time.

Mother called Krishna and Sanjeev after breakfast and said, “Children, I have a special project for you two. If you can tidy up the cupboards and your book racks, I will give you a nice reward! I will give you twenty rupees each. You can buy whatever you want from Amrut Stores next door!”



Krishna and Sanjeev loved this challenge. They started dreaming about what they can buy with the money, once their job is done. They started the work immediately. They took out all the clothes from the cupboard and all the books from the racks. They dusted the shelves and racks and laid fresh news papers on each shelf. Then they folded the clothes neatly and arranged them in rows. They dusted the books, removed waste paper and stacked them neatly in the racks.

Mother was very happy. In the evening, she gave them Twenty rupees each and allowed them to go to Amrut stores in the next block.

After some time, Krishna and Sanjeev came home from the shop. Mother asked them to show what they got.

They looked at each other and smiled. Mother was puzzled.

She asked, “What did you buy? Did you buy something to eat or something to play with?”

Sanjeev answered in a low voice.

“Neither, Mother. We wanted to buy toffees but...”

Krishna added, “We saw the less privileged children from the neighboring area looking at us. They looked very hungry”.

Sanjeev then concluded, “So, we bought some buns and gave them to those children. They were very happy”.

Mother was pleased.

She praised Krishna and Sanjeev and told them that she was very proud of them.

The children made the right choice; The money they earned helped to feed the hungry.

They can have toffees another day!

List of the image links in the asset:

<https://pixabay.com/de/photos/die-armen-kinder-bettler-3196270/>

<https://pxhere.com/th/photo/1174098>

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Love	Compassion	Stories

12. DD_Bills and Receipts

Bills

The teacher shall ask the students to bring some bills and then discuss them.

1. A bill is a document requesting payment for some services or items.
2. Every month we get a bill each for usage of telephone, water and electricity.
3. We must pay the bills before the due date.

[illegible]

A receipt is a document that states that payment has been received for some services or items, once the payment is made.



<https://pixabay.com/photos/receipts-receipt-pay-shopping-1372961/>

OC: vinujps@gmail.com

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Day-to-day Relevance	Money	Bills and Receipts, Bills and Receipts

13. MS_Buy Sell and Billing

Note: The teacher could explain the concept of bills with the help of the following examples:

Materials Required: Power point presentation, and different Indian currency notes and coins.

The below list of items & their costs have to be displayed.

1.

 - ₹ 15.00

 - ₹ 7.00

 - ₹ 10.00

 - ₹ 5.00

 - ₹ 35.50

 - ₹ 42.50

 - ₹ 25.00

2. The cost of one ball and a toy car is ₹ 25 + ₹ 42.50 = ₹ 67.50

In the above scenario the buyer **buys** one ball and a toy and **pays** the amount ₹ 67.50 and the seller **sells** one ball and

a toy and **gets** the money.

3. The cost of one pen and an eraser is ₹ 35.50 + ₹ 5.00 = ₹ 40.50

In the above example, the buyer **buys** one pen and an eraser and **pays** the amount ₹ 40.50 and the seller **sells** one pen and an eraser and **gets** the money.

4. The cost of two bananas and a chocolate is $(2 \times ₹ 10.00) + ₹ 15.00 = ₹ 20.00 + ₹ 15.00 = ₹ 35.00$

5. The cost of a pack of biscuit and a toy car $₹7.00 + ₹ 42.50 = ₹ 49.50$

Note: Now the teacher shall explain how to prepare a Bill.

6. A **bill** is a statement which tells us how much money we must pay for our purchase.

7. Create a bill for the purchase of two toy cars, four easers, three chocolates and five biscuit packs.

Total cost of each item is the rate of one item multiplied by its quantity.

Total cost = Unit rate x Quantity

8. Here is the bill:

Sairam Stores				
56 3 rd Main, 2 nd Cross, Lalbagh Road Bangalore – 560035, Ph: 56667344				
Sold by : <u>Rajeev</u>		Date : <u>15-1-2019</u>		
Name: <u>Mr.Jagan</u>				
Address: <u>45 Daisy Apartments, Marthahalli, Bangalore</u>				
		Phone: _____		
No.	Item	Unit Rate	Quantity	Total Cost
1	Toy Car	₹ 42.50	2	₹ 85.00
2	Eraser	₹ 5.00	4	₹ 20.00
3	Chocolate	₹ 15.00	3	₹ 45.00
4	Biscuit	₹ 7.00	5	₹ 35.00
			Grand Total	₹ 185.00

9. Create another bill for a different purchase of two balls, three bananas, two pens and two biscuit

packs.

Sairam Stores, 56 3rd Main, 2nd Cross, Lalbagh Road Bangalore – 560035 Ph: 56667344				
Sold by : <u>Rajeev</u>		Date : <u>15-1-2019</u>		
Name: <u>Mr. Jagan</u>				
Address: <u>45 Daisy Apartments, Marthahalli, Bangalore</u>				
Phone: _____				
No.	Item	Unit Rate	Quantity	Total Cost
1	Ball	₹ 25.00	2	₹ 50.00
2	Banana	₹ 10.00	3	₹ 30.00
3	Pen	₹ 35.50	2	₹ 71.00
4	Biscuit	₹ 7.00	2	₹ 14.00
			Grand Total	₹ 165.00

List of the image links in the asset:

1. <https://openclipart.org/detail/215597/realistic-soccer-ball>
2. <https://openclipart.org/detail/73711/classic-car>
3. <https://openclipart.org/detail/194983/pen>
4. <https://openclipart.org/detail/3981/eraser>
5. <https://openclipart.org/detail/192544/banana>
6. <https://openclipart.org/detail/16546/lotte-ghana-chocolate>
7. <https://pixabay.com/vectors/milk-cookies-drink-breakfast-159348/>
8. Bill: OC:

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Money	Buying and Selling, Bills, Buying and Selling, Bills

14. QA_Let us make a Bill

Answer The Following Questions:

- 1) Imagine that you went to a restaurant with a friend. You have ₹ 125 with you. Order your food such that the total

amount does not exceed ₹ 125. Prepare a bill for the same.

Menu card		
1	Dosa	₹ 55.00
2	Vada	₹ 15.00
3	Spring roll	₹ 30.00
4	Sandwiches	₹ 30.50
5	Coffee	₹ 25.00
6	Tea	₹ 15.50
7	Milk	₹ 20.00

Answer:

Note for the teachers - The answer to this question will vary depending on the items chosen by the students.

Date : 15 – 1- 2019 BILL Table No. 10				
No.	Item	Unit Rate	Quantity	Total Cost
1	Spring roll	₹ 30.00	2	₹ 60.00
2	Tea	₹ 15.50	2	₹ 31.00
3	Vada	₹ 15.00	2	₹ 30.00
			Grand Total	₹ 121.00

2) The cost of few items are given:

 - ₹ 15.00

 - ₹ 7.00

 - ₹ 10.00

 - ₹ 5.00

 - ₹ 35.50

 - ₹ 42.50

 - ₹ 25.00

Find the cost of 3 pens, 5 bananas, 2 biscuits and 2 balls. Prepare a bill.

Answer:

Sairam Stores 56 3rd Main, 2nd Cross Lalbagh Road Bangalore – 560035 Ph: 56667344				
Sold by : _Rajeev_____ Date : __15 -1-2019__ Name: __Mr.Jagan_____ Address: __45 Daisy Apartments, Marthahalli, Bangalore_____ Phone: _____				
No	Item	Unit Rate	Quantity	Total Cost
1	Pens	₹ 35.50	3	₹ 106.50
2	Banana	₹ 10.00	5	₹ 50.00
3	biscuits	₹ 7.00	2	₹ 14.00
4	Ball	₹ 25.00	2	₹ 50.00
			Grand Total	₹ 220.50

The total amount for the purchase is ₹ 220.50

List of the image links in the asset:

1. <https://openclipart.org/detail/215597/realistic-soccer-ball>

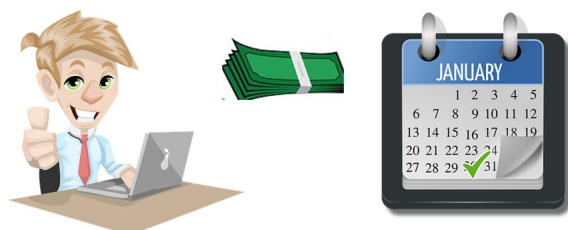
2. <https://openclipart.org/detail/73711/classic-car>
3. <https://openclipart.org/detail/194983/pen>
4. <https://openclipart.org/detail/3981/eraser>
5. <https://openclipart.org/detail/192544/banana>
6. <https://openclipart.org/detail/16546/lotte-ghana-chocolate>
7. <https://pixabay.com/vectors/milk-cookies-drink-breakfast-159348/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Money	Bills, Bills

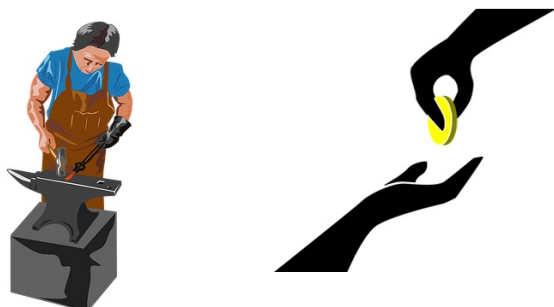
15. IA_Salary and Wages

The teacher shall ask the students to find out the difference between salary and wages.

Salary is the fixed amount paid to an employee on a regular interval like once in fifteen days or once a month.



On the other hand, wages are paid to labourers on an hourly basis for the amount of work done in a day. Labourers get paid every day. Their pay is usually less compared to other salaried workers or employees.



List of the image links in the asset:

1. <https://pixabay.com/vectors/calendar-january-month-organizer-152139/>
2. <https://pixabay.com/illustrations/man-adult-businessman-laptop-1459246/>
3. <https://pixabay.com/illustrations/value-income-balance-low-increase-3674426/>
4. <https://pixabay.com/vectors/check-mark-tick-mark-check-correct-1292787/>
5. <https://pixabay.com/vectors/blacksmith-occupation-profession-23791/>
6. <https://pixabay.com/vectors/donation-donate-charity-give-help-1288390/>

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Interesting Asides	Money	Payment, Payment

16. SA_Let Us Create a Bill

Creating a Bill

Aim: To learn to create a bill.

Resources Required: Menu card, write it on the board or take a print out and give it to each student.

Procedure: Give a sample menu card like the one given below to the students. Ask them to order food and create a bill for the same.

Menu card		
1	Dosa	₹ 55.00
2	Vada	₹ 15.00
3	Spring roll	₹ 30.00
4	Sandwich	₹ 30.50
5	Coffee	₹ 25.00
6	Tea	₹ 15.50
7	Milk	₹ 20.00

Ask them to prepare a bill for the order 2 dosas, 3 teas and 1 sandwich.



Conclusion:

Date : 15 – 1- 2019 BILL Table No. 10				
No. Item		Unit Rate	Quantity	Total Cost
1	Dosa	₹ 55.00	2	₹ 110.00
2	Tea	₹ 15.50	3	₹ 46.50
3	Sandwich	₹ 30.50	1	₹ 30.50
			Grand Total	₹ 187.00

The final bill will look like this:

They have to pay ₹ 187.00 for their order.

Instructions to Teacher: This is an individual activity. Can be given as home work.

List of the image links in the asset:

1. <https://www.pexels.com/photo/fried-food-besides-fillings-221143/>
2. <https://www.pexels.com/photo/shallow-focus-photo-of-orange-ceramic-mug-on-white-saucer-1058918/>
3. <https://www.pexels.com/photo/wheat-bread-sandwich-1209029/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Money	Bills, Bills

17. IA_What are Credit Cards

What are Credit Cards?

1) Credit card is the plastic card issued by the bank allowing us to buy things and services on **credit**.

NOTE: The teacher should explain the term '**credit**' to the students before moving on to the next point.

Buying things on '**credit**' means that we purchase items that we need (a record of the purchases is maintained) and the payment is made later, usually within a due date.



2) Diners club is the world's first credit card which was introduced in the year 1950.

3) Two major credit card networks are Mastercard and Visa card.



4) Teacher shall show a credit card to the students.

List of the image links in the asset:

1. <https://www.pexels.com/photo/shopping-business-money-pay-50987/>

2. <http://www.pexels.com/photo/bank-banking-business-cards-462368/>

Time to teach	Asset Type	Theme	SubTheme
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3 Minutes	Interesting Asides	Money	Payment, Payment
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18. MS_Summary_Rupees and Paise

Summary

In this lesson we discussed:

- The Indian currency 'Rupee' & its different denominations. Conversion Rupees to Paise & vice versa.
- What do the terms salary, wage, bill, receipt, & credit card mean?
- Creating a bill, when we are given an order & cost of individual items.
- Some interesting facts about the Indian currency & world currencies.
- Different combinations of notes & coins to add up to a certain amount.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Money	Addition of Money, Addition of Money

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.

How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.