

Measurement and Money Challenge

Introduction

The learners are introduced to Euros and given a brief history of the money.

A brief comparison of imperial and metric measures.

Possible Prior Experiences

Discussion with the learners about their experience of using Euros in different countries.

Discussion about standard units of measurement *e.g. g, kg, and* the link between the metric system and place value.

Support Notes for Challenge

Euro coins and notes can be printed from www.activityvillage.co.uk: [coins](#) : [€10 notes](#): [€20 notes](#)

There can be a brief comparison of imperial and metric measures. This gives the learners awareness that in France, it is only the metric system which is used.

The following web links can be used to introduce measure and money:

Measure: weight

- [Reading scales](#)
- [Scale reader](#)
- [Reading weights and balancing scales](#)

Measure: money

- [Change Exchanger](#)
- [Teaching Money](#)

Introduce the learners to the food cards provided . Explain that there is a lot of new food vocabulary to learn but they will learn this gradually, as they complete the numeracy challenges. Draw the learner's attention to names of fruit and vegetables which are similar in English.

As a class, focus on the question « Combien ça coûte, un kilo de... ? » This will familiarise the learner with the names of the fruit and vegetables as they read them. The cards can be displayed on the whiteboard for this task. It is also useful to print out an enlarged set to use as flashcards. The learners need only answer with the correct price to begin with. You may use the cards which already have the prices written on them or if you wish to have simple prices in Euros, without *centimes*, you may add these to the blank cards.

Continue with this question/answer session until the learners gain confidence in reading the names on the cards.

They may then work in pairs, with a set of cards, taking turns to ask each other the question “Combien ça coûte, un kilo de... ?”. They can also ask: “Quel fruit coûte 3€ le kilo ?” etc.

At the end of this task, assess the learner's knowledge by asking them to show specific cards on request, e.g. “Montre-moi les pommes” or “Montre-moi le légume qui coûte 2€ le kilo”. In their pairs, the learners can take turns to hold up the correct card.