

Candidate's name: Aurora Mernickle

Grade/Class/Subject:	Grade 2 – Math	School:	Dragon Lake Elementary
Date:	March 8, 2023	Allotted Time:	45min
Topic/Title:	Financial Literacy – How much can I buy?		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<p><i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i></p> <ul style="list-style-type: none"> - Students are building financial literacy and it is important for them to make connections with shopping food items so that they can apply the concept to daily life necessities. - The students have been practicing identifying coins and how they can add the different coins to make a total value. - Students benefit from repetition and retrieval so they will be using skills developed in previous lessons of coin value and addition while engaging in play. Play is essential for this age group as it gives students the sense of autonomy in their learning and enhances personal connection. - Students are also building social and emotional awareness and skills so working collaboratively will help them with this learning process
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2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> -Students will share ideas about what they will buy with their money and how much it will cost. -Students will reflect on how this knowledge is useful and meaningful to them and society. -Students will reflect and make connections to previous learning to understand a new concept. -Students will share how they understand the use of money to purchase necessary items. -Students will make connections with family and community with regards to how this is meaningful. -Students will develop an understanding regarding how each student can have different ideas but still be correct and work collaboratively. Acceptance & tolerance.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.	<ul style="list-style-type: none"> -Students will make connections with how this might be useful in a community where

<input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>food and resources are shared.</p> <p>-Students will acknowledge how helping each other can be fun and meaningful.</p> <p>-Students will recognize that they are learning together and that it takes time and practice to gain skills.</p>
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>-Numbers to 100 represent quantities that can be decomposed into 10s and 1s.</p> <p>-Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p><u>Reasoning and Analyzing</u></p> <p>-Model mathematics in contextualized experiences</p> <p><u>Understanding and solving</u></p> <p>-Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</p> <p>-Visualize to explore mathematical concepts</p> <p>-Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</p> <p><u>Communicating and representing</u></p> <p>-Communicate mathematical thinking in many ways</p> <p>-Use mathematical vocabulary and language to contribute to mathematical discussions</p> <p>-Explain and justify mathematical ideas and</p>	<p>-number concepts to 100</p> <p>-benchmarks of 25, 50, and 100 and personal referents</p> <p>-addition and subtraction facts to 20 (introduction of computational strategies)</p> <p>-financial literacy — coin combinations to 100 cents, and spending and saving</p>

<p>decisions</p> <p>-Represent mathematical ideas in concrete, pictorial, and symbolic forms</p> <p><u>Connecting and Reflecting</u></p> <p>-Connect mathematical concepts to each other and to other areas and personal interests</p>	
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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p><u>Formative assessment:</u> (used to ensure that the information is available and students are getting the most from their learning)</p> <p>Are the students connecting with the material through inquiry and discovery?</p> <p>Are the students making connections with the previously taught lesson and able to recognize how the values of coins can be added together?</p> <p>Are the students making connections with left over or remainder change?</p> <p>Are the students engaged in a positive way (thumbs up, smiles, collaboration, sharing stories and showing interest)?</p> <p>Are students able to extend their learning of these concepts into other aspects of their lives and experiences?</p> <p><u>Summative assessment</u></p> <p>This lesson will be used to add to multiple assessments for a final summative evaluation. This lesson is in the middle of the financial literacy unit so the students will be continuously be practicing and gaining confidence with financial literacy. The menu or sandwich list (students will choose which one that they want) will serve as a contribution to the final summative assessment towards the financial literacy unit.</p>

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

<p><i>Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion</u> of diverse needs, interests, cultural safety and relevance; <u>higher order thinking</u>; <u>motivations</u> and <u>specific adaptations or modifications</u> for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.</i></p>
<p>-Students will have multiple sources of material to connect the understanding (experiential, written and verbal).</p> <p>-We will have an extra person (EA) that will help support class activity.</p> <p>-Students will be able to work collaboratively and support each other through the learning process.</p>
<p>Required preparation: <i>Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.</i></p>
<p>-We will need to print 22 copies of the following 2 worksheets.</p> <p>https://www.mrsmerry.com/pretend-play-restaurant-menus-breakfast-lunch-dinner-free-printables/</p> <p>https://www.pinterest.ca/pin/55521007896995595/</p> <p>-We will need play coins – loonies, nickels, quarters and dimes.</p>

-We will need 22 whiteboards and 22 whiteboard markers

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>-Teacher will ask for student attention and wait for all students to listen. Then teacher will ask if students would like to play restaurant.</p> <p>-Teacher will then explain that we are going to be using some of the skills that we have been working on in math to go to a pretend restaurant and place an order.</p> <p>-Teacher will ask students to meet at the carpet to see what our menus look like.</p>	<p>5 min</p>
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>-As students gather at the carpet in a circle. Teacher will remind students to sit in the spots where they will be the least distracted and help the students to ensure that there is enough space between them.</p> <p>-Teacher will explain that we are going to take turns being the restaurant owner and the customer.</p> <p>-Teacher will show students the menus and explain how one of the menus is a complete lunch menu and the other is a make your own sandwich menu. The students will be allowed to choose which menu after instructions are given.</p> <p>-Teacher will then explain that each student (customer) will have \$1.00 to spend on their meal and that they must add up the amount that they will be spending using the money that they will be given. They will also be given a whiteboard and marker to help them add up their items.</p> <p>-The restaurant owner will be able to help them get the correct amount of items.</p> <p>-Teacher will also explain that they do not have to spend all of their money but they must determine what they have left over.</p> <p>-Teacher will show an example from the lunch menu: If I order a bowl of macaroni and cheese, which is 50 cents and a salad, which is 25 cents and a piece of avocado, which is 10 cents,</p> <p>how much will that be and how much money will I have left over for a cup of coffee later?</p> <ul style="list-style-type: none"> • Teacher will show the addition with the 2 quarters + 2 dimes and a nickel (while explaining what they are called and how much each is worth). • Teacher will write the value down on the whiteboard. • Teacher will then add another dime while giving its name and value and writing them on the whiteboard. • Teacher will then ask students to help add it up. 	<p>3 min</p> <p>10 min</p>

- Once the value of 85 cents is determined, teacher will ask “how much money do I have left over?”
- Teacher will help students to see that 100 cents = 1 dollar and 100 cents minus 85 cents = 15 cents.

Teacher will show students that 15 cents is 1 dime and 1 nickel
 -Teacher will explain that this food is pretty cheap compared to real life but we are pretending so it is ok.

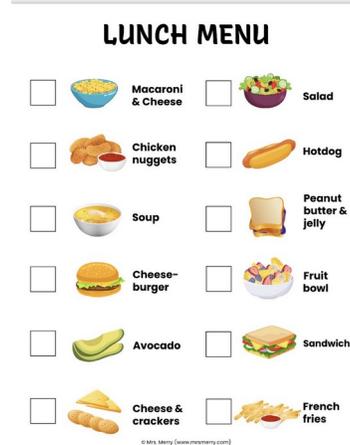
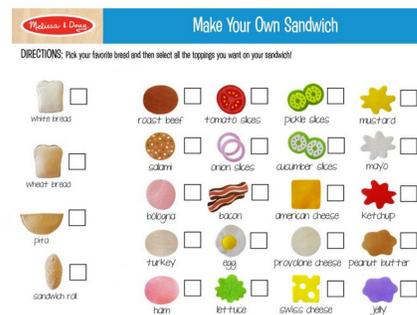
-Teacher will explain that half of the class will be the customers and half will be the restaurant owners. Once each person has gone to the restaurant and selected their items as well as added them up and determined money left over, they can quickly bring it to teacher or EA to check it.

-Once checked, students can then change places with their partners and repeat the process.

-Students will be encouraged to support each other and expected to be kind and patient with each other. (Partners will be predetermined to support the wellbeing of all students).

2 min

-Teacher will then ask students if they have any questions before we hand out the supplies.



Teacher will add prices under \$1.00 in each of the empty squares before photocopying.

-After all students understand the task, teacher will inform students of the partners and ask them to come up to the rainbow table to get their supplies (one menu sheet each, one whiteboard and marker between them, one set of coins adding to \$1.00 between them). Teacher will direct students as to which one is the customer first.

20 min

-Teacher will then inform students to go to the restaurant owner’s desk while the customer goes to the other side of the desk for their order and they can get started.

-Teacher will remind students to come to the teacher or the EA once they have their order and students who are the restaurant owners will be asked to be patient while their partners come to get their orders checked.

-Teacher and EA will circulate and support while students are placing their orders.

-Teacher will inform students that play will continue until both partners have had a chance to be the customer. Teacher will also say that if we have time

	we may be able to do a second round but teacher will determine this after they have done one turn each.	
CLOSING: <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<p>-After each student has had at least one turn to be the customer, teacher will ask all students to return to their desks with their menus.</p> <p>-Teacher will ask students if they had fun.</p> <p>-Teacher will then ask students if anyone wants to share what they ordered with the class, how much it cost, and if they had any money left over.</p> <p>-Once a few students have shared teacher inform students that it is time for phonics.</p>	5 min

9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> learning)? • What would you revise if you taught the lesson again? • How do the lesson and learners inform you about necessary next steps? • Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? • If this lesson is being observed, do you have a specific observation focus in mind?
<p>-Did the students enjoy the lesson?</p> <p>-Were intentional connections made and can we build on this process?</p> <p>-Can children have a take home message that they feel good about?</p> <p>-Was the time allotted effective?</p> <p>-Was the material inclusive?</p> <p>-Do the students have connections to past and future learning experiences?</p>

LUNCH MENU



**Macaroni
& Cheese**



Salad



**Chicken
nuggets**



Hotdog



Soup



**Peanut
butter &
jelly**



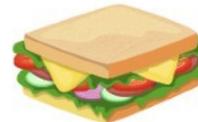
**Cheese-
burger**



**Fruit
bowl**



Avocado



Sandwich



**Cheese &
crackers**



**French
fries**

Make Your Own Sandwich

DIRECTIONS: Pick your favorite bread and then select all the toppings you want on your sandwich!



white bread



roast beef



tomato slices



pickle slices



mustard



wheat bread



salami



onion slices



cucumber slices



mayo



pita



bologna



bacon



american cheese



ketchup



sandwich roll



turkey



egg



provolone cheese



peanut butter



ham



lettuce



swiss cheese



jelly