Unit Title: **Ohio & The US -Goods and Services** Activity Plans # 3: **Study of Money and Economics: identify coins/bills, count by multiples, producer/consumer, market (exchange of goods and services) personal finance: budget, wants vs. needs**

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| *Include full standard statements or abbreviations below – Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)* | | | |
| **Learning Progression** | | | |
| **Deconstructed General Standard Zone** | **OLS-E Zone** | **Building the Base Zone** | **Engagement Zone** |
| * SS.3.18 A market is where buyers and sellers exchange goods and services. | * SS.3.18a Describe the different things you can do in a market (e.g., buy products, ask questions, look at different products, make returns). * SS.3.18b. Match goods/services to markets (e.g., gas to a gas station, bread to the grocery store, haircut to a barber). * SS.3.18c Identify places to buy things in the community (e.g., markets). | * Identify where a desired item could be purchased. * Select items that are needed or wanted. * Virtually or physically visit locations where specific items can be purchased. | * Engage with items that can be purchased at a specific location. |
| * SS.4.20 Tables and charts organized in a variety of formats can help individuals to understand information and issues. | * SS.4.20a Interpret information from a table or chart. * SS.4.20b Compare multiple (more than two) amounts using a bar graph or frequency table (e.g., tally chart). * SS.4.20c Compare two items on a bar graph to determine which is more/less. | * Describe the information that is presented on a given table or chart. * Locate the title of a table or chart. * Understand that tables display information using a series of rows and columns with the resulting cells used to present data. * Understand that charts portray information in various formats and combinations of formats including pictures, diagrams and graphs. | * Engage with images of tables and charts. |
| * SS.4.22 Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income. | * SS.4.22a Describe one way to reduce spending. * SS.4.22b Describe how saving money can be beneficial. * SS.4.22c State one way to save money. | * Discuss the benefits of saving money, such as meeting financial goals (like buying a bike). * State a reason why someone saves money. | * Engage with money or representations of money. |
| * SS.3.20 A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible. | * SS.3.20a Identify examples of income (money you make) and expenses (what you spend money on). * SS.3.20b Make a choice of an item to purchase that fits into a budget. * SS.3.20c Match specific items to their estimated cost (e.g., ). | * Define budget as a plan of how to spend an estimated income (money you earn) within a given amount of time. * Match specific item to its cost. | * Engage with tasks involving money. |
| * SS.3.19 Making decisions involves weighing costs and benefits. | * SS.3.19a Identify negative consequences of not having a job. * SS.3.19b Identify positive consequences of having a job. * SS.3.19c Identify something a person gets as a result of completing a job or chore (e.g., money, stickers, candy). | * Discuss how a student decides whether to complete a task by weighing costs and benefits. * Identify the benefits of completing a task in the classroom or school community. | * Engage in the efforts and benefits of a token economy. |
| * SS.3.17 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services. | * SS.3.17a Given a product or service, identify both the producer and potential consumer (e.g., corn produced by farmers and consumed by biofuels, grocery retailers, animals). * SS.3.17b Identify consumers for products or services (e.g., power plant would be a consumer of coal). * SS.3.17c Match goods or services to the producer (e.g., corn to a farmer, bread to a baker, mail to a postmaster). | * Identify the people who provide goods and services in the school (such as cafeteria staff, custodian). | * Engage with representations of goods (such as a notebook, crayons) that students use in the classroom. |
| * SS.3.16 Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off. | * SS.3.16a Explain the “opportunity cost” when choosing which item or items to purchase.(e.g., Buy 3 of an item or just 1 of an item). * SS.3.16b Identify what is gained as a result of choosing not to make a purchase. * SS.3.16c Identify what is gained as the result of a purchasing decision. | * Exchange one thing for another. | * Engage during purchase making. * Engage in choice making. |
| * SS.3.15 Both positive and negative incentives affect individuals’ choices and behaviors. | * SS.3.15a Compare positive and negative cause and effect of a behavior (e.g., late library book versus reward for chore). * SS.3.15b Categorize examples of positive and negative incentives that affect a person’s choice. * SS.3.15c Identify a positive or negative outcome of a choice or behavior. | * Identify negative consequences (classroom disincentives) that are the result of a given behavior. * Identify positive consequences (classroom rewards) that are the result of a given behavior. | * Engage with representations of positive outcomes in place for the classroom or school-wide behavioral supports system (i.e., certificate, sticker, chart, bulletin board). |
| * SS.3.10 Individuals make the community a better place by taking action to solve problems in a way that promotes the common good. | * SS.3.10a Identify a problem in the community and how you would correct it. * SS.3.10b Match problems with action pictures that promote the common good. * SS.3.10c Identify individuals in the community who solve problems (e.g., firefighter puts out fires, doctor helps the ill). | * Match images of community members to images of the problems they solve (e.g., firefighter and a fire). | * Engage with representations of community members responsible for solving problems (e.g., firefighters, police officers, custodians, veterinarian). |
| * 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. | * 4.OA.5a Given a rule for a pattern and its visual and/or physical representation, extend the pattern or identify or exclude objects or numbers that don’t fit the rule of the pattern from physical and/or visual representations. * 4.OA.5b Extend a shape or number pattern up to five terms given physical and/or visual representations. * 4.OA.5c Extend a shape pattern two terms using a visual or physical representation (manipulatives). | * Create a two-dimensional shape using triangles, rectangles, or squares when given physical objects such as pattern blocks. * Create a two-dimensional shape using triangles, rectangles, or squares. * Compose a larger two-dimensional shape from an original two-dimensional using triangles, rectangles, or squares when given physical objects such as pattern blocks. * Match a given pattern composed triangles, rectangles, or squares. * Identify the differences between an initial shape and its grown shape. * Larger or smaller * Colors of shapes * Orientations * Specific additions of shapes | * Interact with physical objects (blocks) or drawings. |
| * L.3.4 Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content,choosing flexibly from a range of strategies.   a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the  new word formed when a known  affix is added to a known word (e.g., agreeable/disagreeable,  comfortable/uncomfortable,  care/careless, heat/preheat).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company,  companion).  d. Use glossaries or beginning  dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | * L.3.4a Identify the meaning of a word or phrase based on how it is used. * L.3.4b Identify a word to its correct meaning based on how it is used. * L.3.4c Select a picture or object that matches the meaning of a word. | * Identify a picture or object that matches the meaning of a word * Identify word origin of unknown word using dictionary resources * Identify preffixes, suffixes within unknown word * Identify morphemes within unknown word * Identify the root word within an unknown word * Identify syllables within an unknown word * Recognize alphabetical order | * Actively engage in word study * Engage in the sharing of grade-level text containing unknown words |
| * 3.NF.1 Understand a fraction 1 /b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a /b as the quantity formed by a parts of size 1 /b. | * 3.NF.1a Match fractions with their model (limit to fractions with denominators of 2, 3, 4, 6, 8). * 3.NF.1b Match fractions with their model (limit to 1 /3, 2 /3, ¼, ½, and 3 /4). * 3.NF.1c Identify a unit fraction (1 /4 or ½) as part of a whole when shown as a physical and/or visual representation. | * Identify a whole partitioned into 2 or 4 equal shares. * Describe the equal shares of a whole as halves or fourths, or half of or a fourth of. * Describe the whole as two halves or four fourths. | * Interact with fraction models. |
| * 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | * 3.NBT.2a Add and subtract within 500 using strategies based on place value, and the relationship between addition and subtraction (no calculator). * 3.NBT.2b Add and subtract within 100 using strategies based on place value, and the relationship between addition and subtraction (no calculator). * 3.NBT.2c Add and subtract within 20 using strategies based on place value, and the relationship between addition and subtraction (no calculator, but could include concrete objects or number charts). | * Represent a number with a set of physical objects or a drawing. * Understand addition is the combining of two (or more) sets of objects. * Understand subtraction is taking away of one amount of objects from another. * Understand that addition and subtraction are opposites. * Know the symbols for addition (+), subtraction, (–), and equals (=). * Relate counting to addition and subtraction, e.g., by counting on 2 to add 2. * Add and subtract within 10 using strategies. Strategies may include:   + Counting on   + Making ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)   + Decomposing a number leading to a ten (13 − 4 = 13 − 3 − 1 = 10 − 1 = 9)   + Using the relationship between addition and subtraction; knowing that 8 + 4 = 12, one knows 12 − 8 = 4 and   + Creating equivalent but easier or known sums (adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | * Interact with physical objects (blocks) or drawings (may include 100s chart) representing whole numbers within 20. |
| * 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10–90, e.g., 9 × 80, 5 × 60, using strategies based on place value and properties of operations. | * 3.NBT.3a Multiply one-digit whole numbers by multiples of 10 using visual and/or physical representation. * 3.NBT.3b Multiply one-digit whole numbers by 10 (e.g., 3 × 10 = 30). * 3.NBT.3c When shown a number sentence of one digit whole number multiplied by 10, match the product to the number sentence when shown 2 possible products (e.g., 5x10= 50 or 80). | * Count to 10. * Count to 10 using objects. * Create multiple groups of 10 using objects. * Repeatedly add groups of 10 using physical objects. * Relate counting to addition by counting on 10 to add 10. * Know the symbols for multiplication (×) and equals (=). * Relate multiplication to repeated addition by writing a number sentence. * Represent a number with a set of physical objects or a drawing. | * Interact with physical objects (blocks) or drawings (100s chart or multiplication chart) |
| * 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.   **a.** Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.  **b.** Recognize and generate simple equivalent fractions, e.g., 1 /2 = 2 /4, 4 /6 = 2 /3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.  **c.** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3 /1; recognize that 6 /1 = 6; locate 4 /4 and 1 at the same point of a number line diagram.  **d.** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. | * 3.NF.3a Use a visual fraction model to identify greater than, less than, and equal to when comparing 2 fractions. * 3.NF.3b Use visual fraction models to identify equivalent fractions with denominators of 2, 4, 6, and 8. * 3.NF.3c Identify equivalent fractions of ½ and ¼ when represented with visual fraction models (e.g. matching model of ½ and 2/4 on a number line). | * Identify the same sized whole partitioned into 2 and 4 equal shares. * Describe the equal shares of a whole as one half of or two fourths of. * Describe the whole as two halves or four fourths. | * Interact with area (rectangles) and length (number lines) fraction models. |
| * 3.MD.1 Work with time and money.   **a.** Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock.  **b.** Solve word problems by adding and subtracting within 1,000, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the $ and ₵ symbol appropriately (not including decimal notation). | * 3.MD.1a1 Tell time to the nearest 15 minutes on an analog clock. AND 3.MD.1a2 Name and/or identify equivalent combinations of coins and/or bills. * 3.MD.1b1 Tell time to the nearest 30 minutes on an analog clock. AND 3.MD.1b2 Identify, name, and state value for all coins and bills (coins: pennies, nickels, dimes, quarters; bills: $1, $5, $10, $20). * 3.MD.1c1 Tell time to the nearest hour on an analog clock. AND 3.MD.1c2 Identify and name all coins and bills. | * Count to 12. * Tell time using a digital clock. * Know the meaning of the hour and the minute hands on an analog clock. * Count to 12 using an analog clock. * Read the hour hand on an analog clock at different times of a day. * Describe differences between U.S. coins. * Describe differences between U.S. bills. * Find numerals on U.S. bills ($1, $5, and $10). | * Interact with a clock and U.S. currency (pennies, nickels, dimes, quarters, $1, $5, and $10). |
| * 4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | * 4.OA.3a Determine the operation and correctly solve one-step word problems with remainders when given visual and/or physical representations (whole numbers within 1,000). * 4.OA.3b Determine the operation(s) and correctly solve two-step word problems, without remainders, when given visual and/or physical representations (whole numbers; sums to 100). * 4.OA.3c Solve a one-step word problem using a given visual and/or physical model (whole numbers; sums to 30; factors of 1s, 2s, 5s, and 10s). | * Identify a number sentence. * Count the number of objects in an array. * Recognize the symbols for addition (+), subtraction, (–), multiplication (×), division (÷), and equals (=). * Read and interpret a traditional one-step number sentence (2 × 3 = ). * Relate a picture or objects to a number sentence. * Know that a symbol can represent a missing value. * Count to 30. • Count physical objects up to 30. * Identify groups of blocks 2s, 5s, and 10s. * Build groups of blocks into rows and columns (arrays). • Count the number of blocks in a given array. * Build an array and count the number of blocks. * Identify the number of blocks in each row and each column. * Match an array to its factors. | * Interact with physical objects (blocks) or drawings representing addition, subtraction, or multiplication word problems. |
| * 4.NBT.2 Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. | * 4.NBT.2a1 Use place value knowledge to compare 2 numbers using >, =, and < symbols along with physical and/or visual representations (whole numbers 1– 10,000). * 4.NBT.2a2 Read and write numbers up to 10,000 in standard and expanded form. * 4.NBT.2b1 Use place value knowledge to compare 2 numbers using >, <, = symbols along with physical and/or visual representations (whole numbers 1– 1000). * 4.NBT.2b2 Given a number in standard form or word form, write the number in expanded form. For example, 206 = 200 + 6 (whole numbers 1–1000). * 4.NBT.2c Match the word form or standard form of two-digit whole numbers with physical and/or visual representations of objects and place values. For example, “25” or the word “twentyfive” is matched to a set of 25 objects and/or 2 tens and 5 ones cubes (whole numbers to 99). | * Recognize the numerals from 1 to 100. * Represent numbers from 1 to 100 using physical objects. * Know the word names for the numbers 1-100. * Write numerals from 0 to 100. * Explore place value tools.   + Base-10 blocks   + Place value chart   + 100’s chart   + Cuisenaire rods   + Unifix cubes * Distribute objects into groups of tens and ones. * Record the number of tens and ones in a group of objects or drawings. * Understand that the two digits of a two-digit number represent amounts of tens and ones. * Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten;” * Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). * Identify the location of the ones and tens on a place value chart. * Recognize the standard form of a number when given the word name. | * Interact with physical objects (blocks) or drawings. |
| * 4.NBT.4 Fluently add and subtract multi-digit whole numbers using a standard algorithm. | * 4.NBT.4a Add and subtract (with regrouping) 3-digit whole numbers using place value strategies and/or physical or visual representations (sums within 10,000). * 4.NBT.4b Add and subtract up to two 3-digit whole numbers using place value strategies and/or physical or visual representations (including: adding two 2-digit whole numbers whose sums are less than 100 and may require regrouping; and adding two 3- digit numbers without regrouping whose sums are less than 1000; subtraction of two 2-digit or two 3-digit numbers without regrouping). * 4.NBT.4c Add and subtract whole numbers using place value strategies and/or physical or visual representations. (Including sums of three one-digit whole numbers within 30, sums of 1-digit and 2-digit whole numbers with regrouping allowed in ones, and sums of two 2- digit whole numbers whose sums are within 100 without regrouping; subtraction of up to two 2-digit numbers without regrouping whose sums are within 100). | * Represent a number with a set of physical objects or a drawing. * Understand addition is the combining of two (or more) sets of objects. * Understand subtraction is taking away of one amount of objects from another. * Understand that addition and subtraction are opposites. * Know the symbols for addition (+), subtraction, (– ), and equals (=). * Add and subtract within 20 using strategies. Strategies may include:   + Counting on   + Making ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)   + Decomposing a number leading to a ten (13 − 4 = 13 − 3 − 1 = 10 − 1 = 9)   + Using the relationship between addition and subtraction; knowing that 8 + 4 = 12, one knows 12 − 8 = 4 and   + Creating equivalent but easier or known sums (adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | * Interact with physical objects (blocks) or drawings (may include 100s chart) representing whole numbers within 30. |
| * SL.3.3 Ask and answer questions about information presented by a speaker, offering appropriate elaboration and detail. | * SL.3.3a Ask and answer a question about information presented by a speaker, offering an appropriate detail. * SL.3.3b Ask a question related to the information presented by a speaker. * SL.3.3c Answer a question about information presented by a speaker. | * Identify information presented by a speaker. * Identify the speaker. | * Demonstrate engagement while listening to a speaker |
| * 4.NF.6 Use decimal notation for fractions with denominators of 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. | * 4.NF.6a Rewrite a fraction with a denominator of 100 as a decimal using place value visual and/or physical representations. For example, rewrite 62/100 as 0.62. * 4.NF.6b Rewrite a fraction with a denominator of 10 as a decimal. For example, rewrite 2/10 as 0.2 using place value, physical and/or visual representations. * 4.NF.6c Match a collection of pennies or dimes to the visual model of the decimal. AND Select the decimal that represents a visual and/or physical model for a collection of pennies or dimes. | * Understand content from 4.NF.5 prior to beginning instruction on 4.NF.6. * Explore place values using place value models. (pennies and dimes) * Recognize pennies and dimes. * Know the names and values of pennies and dimes. * Know the symbols for dollars ($), cents (₵), and decimal point (.). Record the value of a collection of pennies using dollar or cent notation. | * Interact with pennies and dimes. |
| * 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. | * 4.NF.7a Compare two decimals using place value models and the <, >, and = symbols (limit to tenths with tenths and hundredths to hundredths, includes whole numbers to tens). * 4.NF.7b Compare two decimals using place value models and the <, >, and = symbols (limit to tenths with tenths and hundredths to hundredths, no whole numbers). * 4.NF.7c Identify the tenths and hundredths place on a place value chart and in a given decimal using physical or visual representations. | * Understand content from 4.NF.5-6 prior to beginning instruction on 4.NF.7. * Explore place values using place value chart. * Recognize the word names for tenths and hundredths. * Know the symbol for decimal point (.). * Understand the location of the decimal point on a place value chart. * Recognize the value of a decimal in hundredths using a place value chart. * Use language of tenths and hundredths in real world contexts. | * Interact with place value chart. |
| * 4.MD.2 Solve real-world problems involving money, time, and metric measurement.   **a.** Using models, add and subtract money and express the answer in decimal notation.  b. Using number line diagrams, clocks, or other models, add and subtract intervals of time in hours and minutes. c. Add, subtract, and multiply whole numbers to solve metric measurement problems involving distances, liquid volumes, and masses of objects. | * 4.MD.2a1 Solve real-world problems involving addition or subtraction of coins and bills using visual and/or physical representations (limit amounts to less than $100).   AND   * 4.MD.2a2 Solve word problems involving addition and subtraction of time intervals in 15 minutes with visual and/or physical representations. AND * 4.MD.2a3 Solve real-world problems involving mass or volume by selecting appropriate operations with physical and/or visual representations. * 4.MD.2b1 Solve real-world problems with addition of collections of coins or bills with visual and/or physical representations (limit amounts to less than $50).   AND   * 4.MD.2b2 Solve word problems involving addition of time intervals of 30 minutes with visual and/or physical representations. AND * 4.MD.2b3 Solve real-world problems by measuring liquid volumes and masses of objects using standard units of measure with physical and/or visual representations. * 4.MD.2c1 Identify the value of all coins. Find the total of a collection of all pennies or all dimes or all nickels.   AND   * 4.MD.2c2 Solve word problems involving addition of time intervals of one hour with visual and/or physical representation. AND 4.MD.2c3 Solve real-world problems by selecting the appropriate tool to measure metric volume or mass with visual and physical representations. | * Understand content from 4.NF.5-7 before beginning instruction with pennies, nickels, and dimes. * Understand content from 4.MD.2 before beginning instruction on 4.MD.3c. * Explore place values using place value models. (pennies, nickels, and dimes) * Recognize pennies, nickels, and dimes. * Describe differences between U.S. coins. * Know the names and values of pennies, nickels, and dimes. * Know the symbols for dollars ($), cents (₵), and decimal point (.). * Record the value of a collection of pennies, nickels, or dimes using dollar or cent notation. * Relate counting to 12 to telling time on an analog clock. * Tell time using a digital clock. * Read the hour hand on an analog clock at different times of a day. * Know the meaning of the hour and the minute hands on an analog clock. * Use different types of scales to measure mass of objects in kilograms and grams. * Use different types of containers to measure volume of liquids in liters. | * Interact with pennies and dimes. * Interact with analog clocks. * Interact with measurement tools for volume and mass. |
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| **2. Instructional Outline**  *(this plan may span multiple days or weeks – as long as it takes to assess and teach standards outlined above)*  Instructional Timeline/Outline *(includes planning for direct instruction, work groups, small group instruction/guided practice, independent practice, re-teach, Tier’s I and II*  Week I:  Day 1 - Pre-assessment  Introduction/priming *(present problem, project, vocabulary, etc.)*  **Every day** Calendar money, Base Ten number of the day-color and models, addition and subtraction problems with number of day +/- 1, +/- 10  Day 2 - Identification of coins and bills  Day 3 - Counting by 1’s and Counting by 10’s to 100 on 100 charts  Day 4 -Counting by 5’s and 25’s to 100 on 100 charts  Day 5 -Introduction to money mats - Ones, tens and hundreds with coin and bill visuals (stickers)  Week 2: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Money Mat  Day 1 - Practice making money amounts onto money mat with coins and dollars, count back to me after they think they have the right amount (sequence switch/setting for counting, “more” switch, “no” response) \*\*\*use language “\_\_\_\_ dollars($) AND(.) \_\_\_\_cents(￠)”  Day 2 - Practice making money amounts onto money mat with coins and dollars, count back to me after they think they have the right amount  Day 3 - I do & We do - Given 2 money amounts, place on money mat separately (2 spaces) and add up (may need to use fair share for next box up  Day 4 - Given 2 money amounts, place on money mat separately (2 spaces) and add up (may need to use fair share for next box up; Compare two $ amounts to see which is more (Explicitly teach - Mark which is more-use 100 chart to teach which is more)  Day 5 - Compare two $ amounts to see which is more (Mark which is more-use 100 chart)  Week 3: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  To Market to Market: <https://youtu.be/yE5-0O0ur7c> (Read Aloud) set up a market in class - practice buying and selling goods and services  Day 1 - Book share - How does the lady pay for items at the market? What does she buy? How much is each item? -look at grocery ads  Day 2 - Cost of making soup - adding prices - group adding pool money and bank for fair shares 10 pennies=1 dime (pennies dimes dollars)  Day 3 - How do people get money? - working: getting paid for jobs in class - money types: cash, credit card, check, debit card  Day 4 - Vocabulary chart with pictures - producers, consumer, saving, deposit, budget, goods, services, bank, buy, sell, income, cost/price, wants, needs, scarcity, supply, demand, trade-offs, choices, dollars, cents, decimal - produce vocab cards for word ring - Making meaning - sort pictures from real life examples into category charts - i.e. buyers/consumers, sellers, producers, goods, services, dollars, cents  Day 5 - Snack market simulation - 4 sellers at a time then switch roles buyers become sellers and vise versa - sellers set price in money mat - buyers/consumers get money to purchase in money mat and count out to seller  Week 4: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Personal budget - wants vs. needs  Day 1 - Virtual tour or visit to a bank - Why do people go to the bank? What service to they provide?  Day 2 - How much is in my account? How much can I spend? Simulated transaction: bank or ATM <https://edu.gcfglobal.org/en/edlall/atm/1/>  Day 3 -Wants vs. needs discussion and sorting  Day 4 - Check writing adding (deposit) and subtracting (debit) from your account (check register)  Day 5 - Presentation of learning/Summative assessment | | | |
| **3. Providing Access** | **Designing to the Edges**  **Tip-to-tip** | | |
| The items below can be students specific or level specific | Universal Tools/Supports | Activity Specific  Multiple Means/Differentiated Tools | Student Specific Supports/Services/AT  (add student initial or code here is individual support or SDI) |
| **Pre/Post-Assessment**   * Work sample-with √ list, rubric or notes * Captioned photo(s) * Video tape – with data sheet * Benchmark assessment * Diagnostic measure - Specific Skill Set:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Audio recording – with data sheet * Test/Quiz -accessible * √ list –task analysis * Student Growth Measure formatted like AA * Rubric – Learning Progressions * Other | * Learning Progression rubric to track own skill development * Test format like AA * Manipulatives * chunking of tasks/items * access to sensory breaks * cues to refocus attention to task * instructions and/or text read aloud * goods and serves T chart with sorting cards with pictures and words on each card | * social stories * verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) * preferential/flexible seating in the classroom to minimize distraction while working on academic tasks * verbal and/or picture prompting to task * instructions and/or texts read aloud * Pictures, visual cues for reading * Boardmaker picture cues | La-   * flexible seating choice * deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities   Tu-   * customized seating * presentation of communication symbols on the left in a vertical array   R-   * reinforcers   J-   * adult/peer modeling of appropriate behavior/ appropriate social communication * adult/peer modeling/facilitation for calming strategies * Personal communication device * LAMP- Words for Life program for communication   T-   * visual models for correct way to form letters and numbers * picture cues to aide in comprehension   W-   * visual model for writing |
| * **Teaching Materials** * **Student Materials** * **Technology** * **Curricular Resources** | * videos with CC * music * map of Ohio |  | J-   * Personal communication device * LAMP- Words for Life program for communication |
| **Student Specific Supports and Services across the Tiers aligned to this lesson:**  *(Should be pulled from the IEP, reading improvement plan, gifted plan, 504 Plan, behavior plan, ELL plan, diversity profile, etc.)*  *-Assistive Technology*  *-Instructional strategies*  *-Environmental adaptations* | * repetition of instruction * verbal and/or visual cues * visual/auditory timer * Manipulatives * Modeling * information broken down, segmented * chunking of tasks * access to sensory breaks * cues to refocus attention to task * instructions and/or text read aloud * adult support to increase independence in the school environment and during classroom tasks * Paraprofessional to model appropriate behavior, facilitate academic tasks, implement deescalation strategies | * social stories * verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) * preferential seating in the classroom to minimize distraction while working on academic tasks * verbal and/or picture prompting * instructions and/or texts read aloud * Pictures, visual cues for reading * boardmaker picture cues | C-   * ‘wiggle’ chair * deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities   D-   * Wiggle cushion   R-   * reinforcers   J-   * adult/peer modeling of appropriate behavior/ appropriate social communication * adult/peer modeling/facilitation for calming strategies * Personal communication device * LAMP- Words for Life program for communication   T-   * visual models for correct way to form letters and numbers * picture cues to aide in comprehension   W-   * visual model for writing |
| **Aligned IEP/RIMP goals/objectives** |  |  |  |
| **Other** |  |  |  |