

<b>Activity</b>	Planning a class party on a budget using items from the grocery store. ** we are pretending taxes do not exist ** most food items in the quantities we need are not taxed in BC
<b>Big ideas</b>	<ul style="list-style-type: none"> <li>• Fractions and decimals are types of <a href="#">numbers</a> that can represent quantities.</li> </ul>
<b>Curricular competencies</b>	<ul style="list-style-type: none"> <li>• <b>Reasoning and analyzing</b> <ul style="list-style-type: none"> <li>○ Use reasoning to explore and make connections</li> <li>○ <a href="#">Estimate reasonably</a></li> <li>○ Develop <a href="#">mental math strategies</a> and abilities to make sense of quantities</li> <li>○ Use <a href="#">technology</a> to explore mathematics</li> <li>○ <a href="#">Model</a> mathematics in contextualized experiences</li> </ul> </li> <li>• <b>Understanding and solving</b> <ul style="list-style-type: none"> <li>○ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> <li>○ Develop and use <a href="#">multiple strategies</a> to engage in problem solving</li> </ul> </li> <li>• <b>Communicating and representing</b> <ul style="list-style-type: none"> <li>○ <a href="#">Communicate</a> mathematical thinking in many ways</li> <li>○ Use mathematical vocabulary and language to contribute to mathematical discussions</li> <li>○ <a href="#">Explain and justify</a> mathematical ideas and decisions</li> <li>○ Represent mathematical ideas in <a href="#">concrete, pictorial, and symbolic forms</a></li> </ul> </li> <li>• <b>Connecting and reflecting</b> <ul style="list-style-type: none"> <li>○ Connect mathematical concepts to each other and to <a href="#">other areas and personal interests</a></li> </ul> </li> </ul>
<b>Curricular content</b>	<ul style="list-style-type: none"> <li>• <a href="#">financial literacy</a> — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions</li> <li>• addition and subtraction of <a href="#">decimals</a> to hundredths</li> </ul>

<b>Students will be able to (general statement)</b>	<ul style="list-style-type: none"> <li>• plan the menu for a class lunch <ul style="list-style-type: none"> <li>○ must include <ul style="list-style-type: none"> <li>▪ main item (pizza, hot dog, burgers, chicken strips)</li> <li>▪ drink (juice, bubbly water)</li> <li>▪ snack (chips, crackers, frozen fries)</li> <li>▪ sweet (cookie, popsicle, cupcakes, cake, ice cream)</li> </ul> </li> </ul> </li> <li>• decide what to order and from where within a budget (\$100) <ul style="list-style-type: none"> <li>○ flyers/ websites for Superstore and Save on Foods</li> </ul> </li> <li>•</li> </ul>
<b>I need to (access)</b>	<ul style="list-style-type: none"> <li>• choose what will be on the menu</li> </ul>
<b>I must (all)</b>	<ul style="list-style-type: none"> <li>• Choose what will be on the menu</li> <li>• Find the price for one of each item</li> <li>• Find the cost for buying one of each item</li> <li>• Explain why you choose each item and how many you will buy</li> </ul>
<b>I can (most)</b>	<ul style="list-style-type: none"> <li>• Choose what will be on the menu</li> <li>• Find the price for one of each item</li> <li>• Figure out how many of each item we will need to purchase to feed the whole class</li> <li>• Figure out the cost for enough of each item</li> <li>• Figure out the total cost of our lunch</li> <li>• Explain why you choose each item and how many you will buy</li> <li>• Figure out the total cost of our lunch</li> <li>• Determine if you are over or under budget</li> </ul>

<b>I could (few)</b>	<ul style="list-style-type: none"> <li>• Choose what will be on the menu</li> <li>• Find the price for one of each item</li> <li>• Figure out how many of each item we will need to purchase to feed the whole class</li> <li>• Figure out the cost for enough of each item</li> <li>• Explain why you choose each item and how many you will buy</li> <li>• Figure out the total cost of our lunch</li> <li>• Determine if you are over or under budget</li> <li>• Compare the cost between two grocery stores</li> <li>• Add additional items to the order <ul style="list-style-type: none"> <li>○ Plates, napkins, decorations</li> </ul> </li> <li>• Use an excel sheet for planning and calculations</li> </ul>
<b>I can try to (challenge)</b>	<ul style="list-style-type: none"> <li>• Choose what will be on the menu</li> <li>• Find the price for one of each item</li> <li>• Figure out how many of each item we will need to purchase to feed the whole class</li> <li>• Figure out the cost for enough of each item</li> <li>• Explain why you choose each item and how many you will buy</li> <li>• Figure out the total cost of our lunch</li> <li>• Determine if you are over or under budget</li> <li>• Compare the cost between two grocery stores</li> <li>• Add additional items to the order <ul style="list-style-type: none"> <li>○ Plates, napkins, decorations</li> </ul> </li> <li>• Find the tax on the items</li> <li>• Use an excel sheet for planning and calculations</li> </ul>
<b>Essential supports (designed for 1 useful for one)</b>	<ul style="list-style-type: none"> <li>• Choice board for items using PICS or photos</li> <li>• Limit choices (burger or hot dog)</li> </ul>
<b>Targeted supports (designed for some, useful for some)</b>	<ul style="list-style-type: none"> <li>• Print outs of flyers or webpages</li> <li>• Highlight important information on print outs</li> <li>• Guided choice / limit choices</li> <li>• Only do one category</li> <li>• Work with whole number amounts only</li> </ul>

<b>Universal supports (designed for some, useful for all)</b>	<ul style="list-style-type: none"> <li>• Use a graphic organizer for planning</li> <li>• 100 charts</li> <li>• Place value charts</li> <li>• Work on graph paper</li> <li>• Use an online shopping cart to determine the final cost</li> </ul>
<b>Purpose:</b>	Students will practice making real life financial decisions by planning a class party using a \$100 budget. Students will also select a menu that they think their classmates will enjoy. Students will be responsible for completing a whole menu using online or print flyers from local retailers. Students may also use an online shopping cart to help track the cost.
<b>Assessment Methods:</b>	Formative → student observations and discussions during the task Formative → student reflections Summative → completed work and myblueprint post

Part of activity	Time	Students will be able to	Activity	Materials	Adaptations
Number of the day	10 minutes	Represent the number of the day as many ways as possible	<ul style="list-style-type: none"> <li>• \$6.75</li> <li>• Can use: numbers, words, manipulatives, diagrams, pictures</li> </ul>	WODB image Student white boards Smart board	Work with whole number component or decimal to tenths
Review / Warm Up	10 minutes	Addition and subtraction of decimals to hundredths	<ul style="list-style-type: none"> <li>• My favorite no <a href="https://learn.teachingchannel.com/video/class-warm-up-routine">https://learn.teachingchannel.com/video/class-warm-up-routine</a></li> <li>• \$2.35 + \$5.75</li> <li>• 20.00-12.99</li> </ul>	White boards Smart board Teacher phone or ipad	Add/ Subtract whole numbers only

<b>Part of activity</b>	<b>Time</b>	<b>Students will be able to</b>	<b>Activity</b>	<b>Materials</b>	<b>Adaptations</b>
Instruction	20minutes	See I need to, I Must, I can, I could, I can try to above	<ul style="list-style-type: none"> <li>• Introduce project and planning a class party</li> <li>• What would we want for lunch?</li> <li>• We need to feed the class of 28, 1 teacher and 1 SEA.</li> <li>• We only have \$100 to spend how can we make it work?</li> </ul>	Smart board Party planning package	
Work time	Several days		<ul style="list-style-type: none"> <li>• Students will work through the project package with guidance from the teacher checking in to make sure they reach a daily check point</li> </ul>	Party planning package iPad pencils	Adapted party planning package (cross out sections not being done)
Debrief	One block		<ul style="list-style-type: none"> <li>• Students share their party plan with a small group</li> <li>• TAG conference on the party plans</li> <li>• Upload images of your plan to myblueprint</li> <li>• Answer the reflection questions in myblueprint <ul style="list-style-type: none"> <li>○ What was the most interesting thing about this project?</li> <li>○ What was the most challenging?</li> <li>○ How do you think you can use this outside the classroom?</li> <li>○ What would you tell next years grade 4s doing this activity?</li> </ul> </li> </ul>		Debrief 1 to 1 with the teacher