



# Gold Seal Lesson

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> A Birthday Dinner			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8 X	9-12	A	B	C	D X

### Instructional Focus:

#### Number Operation and Concepts

Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.

#### Problem-Solving and Mathematical Reasoning

Students apply a variety of problem-solving strategies to investigate and solve problems from across the curriculum as well as from practical applications.

#### Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

#### Language Arts Integration

Students synthesize individual language arts skills.

### Performance Task

This lesson will provide students with consumer and money management skills.

1. Tell the students that they are to plan a birthday dinner for someone special (their Mom or Dad, their aunt or uncle, etc.). They are in charge of planning and preparing the meal, and have \$ 60.00 to purchase the needed groceries. They are to plan for a total of 10 people at dinner.
2. Have the students plan and create the menu and research the cost of items on their grocery list. They may do this by either visiting the grocery store, using a grocery store flyer, or visiting the Internet. You may want to plan a field trip to the store where students could cost out the items they need. They may need to change or substitute items because they go over budget.
3. Students may use the attached worksheet (A Birthday Dinner Chart 1) to list their items and calculate the costs.
4. Have the students design an invitation or a letter to be sent to the invited guests. This may be done in conjunction with the English, art, and/or graphic arts teachers.

### ICLE Essential Skills

Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions. (m1)

Identify, collect and/or select pertinent information while reading. (ela5)

Present information in well-organized fashion that will be clear to the target audience. (ela11)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela40)

**Scoring Guide:**

See attachment: Charts

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Comprehension Viewing	<b>Algebra</b> Budget Computation Cost analysis Math in daily life Problem solving	<b>Earth Science</b>
<b>Writing</b> Technical writing Organization	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

**Chart 1****SHOPPING FOR GROCERIES**

<b>Grocery Item</b>	<b># of Items</b>	<b>Cost per Item</b>	<b>Total</b>
<b>TOTAL</b>			

## Chart 2

### SCORING RUBRIC

<b>3</b>	<b>BEYOND</b>	Analyzed and readily understood the task. Developed an efficient and workable strategy. Showed explicit evidence of carrying out the strategy. Synthesized and generalized the conclusion.
<b>2</b>	<b>JUST THERE</b>	Understood the task. Developed a workable strategy. Inferred (some evidence) but not always clear. Connected and applied the answer.
<b>1</b>	<b>NOT YET THERE</b>	Partially understood the task. Appropriate strategy some of the time. Possible evidence of a plan – not clear. Partial connection of answer.
<b>0</b>	<b>FAR BELOW</b>	Totally misunderstood. Inappropriate, unworkable strategy. No evidence of carrying out a plan. No connections of answer. Blank.