



Gold Seal:

Copernicus Education Gateway

Author(s): Elizabeth Pierce			Lesson Title: Charles Dickens-Great Expectations-Pip's Budget			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C	D X

Instructional Focus:

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

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

Performance Task

The student reads *Great Expectations* by Charles Dickens. The student understands that despite being given a generous allowance each month, Pip was not able to live within his means and ran into debt.

The student is given an “allowance” or “salary” of a certain dollar amount for the month. The student has certain fixed bills that he or she can count on to deduct from his or her “allowance” (e.g., taxes, health insurance copayment, mortgage/rent, car payment, car insurance, home owner’s/renter’s insurance). The student estimates into his or her allowance bills that he or she can count on but doesn’t know the exact amount of (groceries, electricity, gas for home, gas for car, telephone, clothes, entertainment). Once the budget has been established, the teacher introduces (once a week) a realistic “bill” to the student’s budget (car brakes down and needs repairs, computer printer needs a new cartridge, the cat becomes sick and you have to take it to the vet, you have an interview for a new job and need a new suit). The student’s budget cannot accommodate the new “bills.”

Each week the student writes in a journal how he or she is going to try to finagle his or her finances to accommodate the new “bill.” The student records how it feels to not be able to live as he or she had intended. The student must express how he or she feels about others finding out about how he or she is handling money. The student writes about his or her feelings about the future and how he or she plans to pay for any more unexpected expenses. The student writes about whether he or she will be able to meet his or her long -term goals and how he or she feels if he or she cannot. The student writes suggested answers on what he or she can do to manage these added expenses. If the student suggests asking mom or dad for money, the student writes how he or she feels when mom or dad says, “Sorry.” The student cannot receive money from his or her mom or dad. If one of the student’s responses concerns charging the added expenses on a credit card, see Gold Seal Lesson “Charles Dickens-*Great Expectations*-Pip’s Credit Report”.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling.

1

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.

12

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions.

19

Use writing as a way of expressing personal creativity.

31

Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.

34

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

40

Understand and relate to situations, events and characters in a reading selection.

57

Analyze the **truth value of simple sentences** by stating whether a simple objective statement (closed sentence) is true or false, or whether a statement containing pronouns or variables (open sentence) becomes true or false upon replacement of those pronouns or variables.

12

Analyze the **truth value of compound sentences** that include the connectives AND (conjunction), OR (disjunction), IF-THEN (conditional), and IF AND ONLY IF (bi-conditional) and summarize by creating truth tables.

31

Use **direct proof and indirect proof** sequencing techniques to reach a conclusion. Direct proof uses the Laws of Reasoning to create an orderly arrangement of steps leading to a conclusion. Indirect proof uses an initial assumption that the conclusion is false, and through a series of logically sound reasoning steps the statement may be proved otherwise.

32

Scoring Guide:

Budget Journal

4 Points = The student has a journal entry for each week. The student expresses his or her feelings openly. The student writes several methods he or she might be able to try to finagle the new “bills” into his or her budget. He or she prioritizes his or her criteria in trying to resolve the budget problem. The student demonstrates an understanding of the problem-solving process. No mechanical errors are found (punctuation, capitals, grammar or spelling). The journal is neat.

3 Points = The student has a journal entry for each week. The student expresses his or her feelings. The student writes a couple of methods he or she might be able to try to finagle the new “bills” into his or her budget. He or she tries to prioritize his or her criteria in trying to resolve the budget problem. The student demonstrates an understanding of the problem-solving process. Few mechanical errors are found (punctuation, capitals, grammar or spelling). The journal is neat.

2 Points = The student has some of the journal entries. The student expresses his or her feelings. The student has difficulty thinking of methods he or she might be able to try to finagle the new “bills” into his or her budget. He or she does not make any modifications in his or her budget to prioritize his or her criteria in trying to resolve the budget problem. The student demonstrates only limited understanding of the problem-solving process. Some mechanical errors are found (punctuation, capitals, grammar or spelling). The journal is legible.

1 Point = The student needs an explanation before he or she can begin to write. The conversation is not productive and the student has trouble expressing his or her feelings. The student cannot think of methods he or she might be able to try to finagle the new “bills” into his or her budget. He or she does not make any modifications in his or her budget to prioritize his or her criteria in trying to resolve the budget problem. The student has little, if any understanding of the problem-solving process. Some mechanical errors are found (punctuation, capitals, grammar or spelling). The journal is not clear or logical. There are more than four mechanical errors and the writing is unclear or inconsistent.

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Response Journals Integration	Algebra Cost Analysis Estimation Math in Daily Life Problem Solving	Earth Science
Writing Creative Writing Expository Journals Integration	Geometry	Life Science
Communications	Statistics Inference Prediction Probability Problems Solving Simulations	Chemistry

	Statistics in Daily Life Integration	
Literature Character Fiction Plot Point of View Integration World Literature	Calculus	Physics
Other Charles Dickens-Great Expectations- Pip's Credit Report Budget Budgeting Economics	Trigonometry	Other
	Other	