



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: I Need It or I Want It?			
Grade Span			ICLE Application Model			
K-4 XX	5-8	9-12	A	B	C	D XX

Instructional Focus:

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.

Algebraic Concepts and Relationships –

Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation. Students evaluate and communicate the reasoning used in solving these problems.

Number Operations and Concepts –

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

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Speaking –

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

Performance Task

1. Introduce the lesson by asking students to make a list of everything they would like for their birthday, graduation, holiday, or some special occasion they celebrate.
2. Discuss with the students the difference between "a want" and "a need".
3. Ask students to go back through their lists and indicate whether something is a want or a need. Ask them to total the number of each. Discuss with them the fact that most often our wants outnumber our needs.
4. Ask them to go back through their lists again, estimating the cost of each items and arriving at a grand total, as well as separate totals for wants and needs.
5. Discuss with the students the amount of money it takes to keep their household operating each month. Brainstorm a list of possible expenses with the students. (Items should include rent or house payment, groceries, car payments, utilities, insurance, cable televisions, etc.) List these on the chalkboard or overhead. Ask students to estimate the dollar amount for each of these expenses. Arrive at a total amount.
6. Refer back to the students "wish lists". Ask students if they feel certain items could be deleted based on the information from #5 above.

ICLE Essential Skills

Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions. (m1)
Understand basic algebraic properties (i.e., commutative: $ab = ba$; associative: $ab \odot = a(bc)$; and distributive: $a(b+c) = (ab) + (ac)$). (m3)
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. (math 32)
Follow oral or written directions. (ela 4)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (ela 48)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70)

Scoring Guide:

See Attachment: I Need It or I Want It Scoring Rubric Chart

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra Algebraic Operations Budget Computation Cost Analysis Estimation Math in Daily Life Problem Solving	Earth Science
Writing	Geometry	Life Science
Communications Discussion Listening	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

**Chart
SCORING RUBRIC**

3	BEYOND	<p>Analyzed and readily understood the task.</p> <p>Developed an efficient and workable strategy.</p> <p>Showed explicit evidence of carrying out the strategy.</p> <p>Synthesized information and generalized a conclusion.</p>
2	AT LEVEL	<p>Understood the task.</p> <p>Developed a workable strategy.</p> <p>Some evidence of carrying out the strategy but not always clear.</p> <p>Connected information to apply to the answer.</p>
1	NOT YET AT	<p>Partially understood the task.</p> <p>Appropriate strategy some of the time.</p> <p>Possible evidence of a plan – not clear.</p> <p>Partial connection of information to the answer.</p>
0		<p>Totally misunderstood the task.</p> <p>Inappropriate, unworkable strategy.</p> <p>No evidence of carrying out a plan.</p> <p>No connections of information to an answer.</p> <p>Blank.</p>