



Gold Seal Lesson

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Grade Span			ICLE Application Model			
K-4 X	5-8	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.

Speaking

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

Listening

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

Performance Task

This lesson acquaints students with money and using it as a consumer, including reading prices on products, making change, and determining the combination of coins and bills they would need to make a purchase.

1. You will need a variety of items such as empty boxes, cans of food, candy packages, toys, schools supplies, etc. Using stickers as price tags, assign a price to each item. Set up a classroom store displaying these products in a specific area of the room.
2. Allow students time to look over the products and to practice reading the price tags.
3. Review with the students the different categories of money. Have students identify pennies, nickels, dimes, quarters, ones, fives, and tens.
4. Using play money, allow students to "shop" at the classroom store. Each student should be given a certain amount of money to spend. You could give all the students the same amount of money or you could individualize the task by giving different amount to students, depending on their level of understanding of money.
5. A "cashier" should be assigned. (Each student should have a turn.) Students should practice making change for items purchased.
6. Give students several problems to solve using products from the store as illustrations. For example: A pencil costs 29 cents. What combinations of money would you use to pay for this? (Answers: a quarter and 4 pennies; 2 dimes, a nickel and 4 pennies, etc.) or If you give the cashier \$ 1.00, what coins could she give you for your change? (Answer: 2 quarters, 2 dimes, and 1 penny; 2 quarters, 4 nickels, and 1 penny, etc.) More advanced students may be asked to perform the same task when purchasing 2 or more items.

ICLE Essential Skills

Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions. (m1)
Use direct proof and indirect proof sequencing techniques to reach a conclusion. Direct proof used the Laws of Reasoning to create an orderly arrangement of steps leading to a conclusion. (m32)
Know how to determine combinations (i.e., the various grouping a set may be arranged in without regard to order. (m43)
Follow oral or written directions. (ela4)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela51)
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela69)

Scoring Guide:

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| <p>4 The student:</p> <ul style="list-style-type: none">- selects and applies appropriate mathematical procedures and makes no mathematical errors;- explores alternate solutions or uses additional approaches;- demonstrates a thorough understanding of money and how it is used by the consumer. <p>3 The student:</p> <ul style="list-style-type: none">- completes all parts of task;- correctly selects and applies mathematical processes with minor errors;- uses basic mathematical ideas and procedures appropriately;- demonstrates a good level of understanding of money and how it is used by the consumer. <p>2 The student:</p> <ul style="list-style-type: none">- incompletely selects and applies appropriate mathematical procedures;- makes some errors in mathematical processes;- demonstrates a minimal understanding of money and how it is used by the consumer. <p>1 The student:</p> <ul style="list-style-type: none">- lacks understanding of process and/or uses inappropriate procedures;- demonstrates little, if any, understanding of money and how it is used by the consumer. <p>0 The student:</p> <ul style="list-style-type: none">- makes no attempt or provides an off-topic response;- has no understanding of money or how it is used by the consumer. |
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Keywords

English Language Arts	Mathematics	Science
Reading	Algebra Budget Combinations Computation Cost analysis Manipulatives Math in daily life Problem solving	Earth Science
Writing	Geometry	Life Science
Communications Listening Discussion Role play	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other Coins Consumer Money	