



Gold Seal Lesson

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>A Trip to the Grocery Store</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> <i>XX</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>XX</i>

Instructional Focus:

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.

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.

Performance Task

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

1. Arrange for a field trip to the local supermarket.
2. Tell the students that they have \$40 to spend on groceries. They are in charge of preparing the meal for an anniversary dinner for their Mom and Dad.
3. Have them plan and create the menu and research the cost of items on their grocery list. Were they able to stay with the set budget?
4. Students will develop an invitation to the anniversary. Anticipate 10 people for dinner.
5. Students may use the attached worksheet (A Trip to the Grocery Store Chart 1) to calculate the costs.

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela 5)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)

Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions. (math 1)

Understand the correct order of operations for performing algebraic computations. (math 8)

Chart 2 - 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 and generalized the conclusion.</p>
2	AT LEVEL	<p>Understood the task.</p> <p>Developed a workable strategy.</p> <p>Inferred some evidence of carrying out the strategy but not always clear.</p> <p>Connected and applied 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 answer.</p>
0		<p>Totally misunderstood.</p> <p>Inappropriate, unworkable strategy.</p> <p>No evidence of carrying out a plan.</p> <p>No connections of answer.</p> <p>Blank.</p>