UNIT PLANNING TEMPLATE - Terri Wilkinson

|  | **Unit Topic / Guiding Question: Understanding and Using Money in Everyday life.** | | | | | | |
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|  | **Rationale:**  **This unit will equip the students with essential money skills, such as identifying coins and bills, counting, making purchases, and giving change. Through hands-on activities and real -world scenarios, students connect math to everyday life, fostering financial literacy, problem solving, and independence.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| *Development of computational* [*fluency*](https://curriculum.gov.bc.ca/curriculum/mathematics/3/core#) *in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.* | | | How can we use money to solve real-world problems, make purchases, and make smart financial decisions? | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   students will explain their thinking when counting money, making purchases and giving change using correct language - coins, bills  students work with peers during group activities like the classroom store or money centres | * Creative Thinking * Critical & Reflective Thinking   students will be involved in real world scenarios like determining the best way to pay for an item or calculating change  students explore multiple combinations of coins and bills to represent the same amount of money | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility   students will practice responsibility by help with the “money fair” and the “classroom store”  students practice empathy by considering fairness during transactions and recognizing importance of sharing and helping others in group activities | |
|  | **Learning Standards – Curricular Competencies:**  **Develop** [**mental math strategies**](https://curriculum.gov.bc.ca/curriculum/mathematics/3/core#) **and abilities to make sense of quantities**  **Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving**  **Connect mathematical concepts to each other and to** [**other areas and personal interests**](https://curriculum.gov.bc.ca/curriculum/mathematics/3/core#) | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  [**financial literacy**](https://curriculum.gov.bc.ca/curriculum/mathematics/3/core#) **— fluency with coins and bills to 100 dollars, and earning and payment** | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**   * **the unit has hands on, real world applications of money, which fosters connections between students learning and everyday life (example - classroom store)** * **creating real-world scenarios will allow students to relate to money in meaningful, memorable ways** * **by learning about the importance of money in the students lives and how it is used to meet needs or support goals, students explore their own role as responsible and thoughtful contributors to their community** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * observations during activities and games * worksheets * student participation in class discussions | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * quizzes on identifying and counting money * completion of problem-solving worksheets * performance during the “money fair” and “classroom store” | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
|  | Introduction to Canadian Money | | | **Identify and name Canadian coins and bills**   * **teach students all coins and bills**   **Understand the values of coins and bills**   * **use real/play money to explore coins and bills** * **match coins to their values and sort them from least to greatest** * **activity - example coin and bills worksheet** | | | |
|  | Counting Coins and Bills | | | **Count coins and bills to represent different values up to $20**  **Represent values using multiple combinations of coins**   * **whole class counting different amounts** * **students practice on their own - show a values and have students find multiple ways to make it** * **activity - example play “money match” game** | | | |
|  | Adding and Subtracting Money | | | **Add and subtract money amounts up to $20**  **Solve problems involving addition and subtraction of money**   * **solve addition and subtraction problems involving money** * **activity - example “money math centres” students rotate stations to practice adding, subtracting and counting** | | | |
|  | Making Purchases and Giving Change | | | **Make purchases and calculate change up to $20**  **Apply problem-solving strategies in money related scenarios**   * **read “Berenstain Bears, Trouble with money”** * **activity - example set up a class store for students to “shop”** * **practice making purchases with a partner and giving change** | | | |
|  | Culminating Project and Review | | | **Students demonstrate understanding of money concepts through hands on projects**  **Review all skills learned through unit**   * **Money Quiz** * **Mix and match game** * **Money bingo** | | | |
|  |  | | | **( insert more rows as needed)** | | | |
|  | **Resources needed:** | | | | | | |
|  | * **TPT website** * **Manipulative Canadian coins and bills** * **Whiteboard or paper** * **pencils or markers** * **work sheets** * **task cards** * **possible calculators** * **notebooks** * **money games** * **“classroom store” items** * **visual aids** * **books on money - example, “The Berenstain Bears Trouble with money”** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **ELA**   * **reading books, to explore themes about money** * **use word problems** * **building vocabulary - “currency, budget. coins, bills, change**   **Fine Arts**   * **role-playing in the “classroom store” as customers and cashiers** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |