** LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | Grade 3, Financial Literacy | School: | Thornhill Primary |
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| Date: | February 18, 2025 | Allotted Time: | 25 min |
| Topic/Title: | Building and Writing Money Amounts | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
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| The purpose of the lesson is to help students recognize and use Canadian currency. Students will practice building different amounts using loonies, toonies, and bills while learning how to properly write money amounts with the dollar sign and decimal point. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| --- | --- |
| ☐ COMMUNICATION – Communicating  ☐ COMMUNICATION – Collaborating  ☐ THINKING – Creative Thinking  ☐ THINKING – Critical Thinking  ☐ THINKING – Reflective Thinking  ☐ PERSONAL AND SOCIAL – Personal Awareness and Responsibility  ☐ PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  ☐ PERSONAL AND SOCIAL – Social Awareness and Responsibility | * students will discuss different ways to make a given amount using bills and loonie and toonies. * students will explore different ways to make the same amount using various bill combinations * students will determine the most efficient way to count and represent amounts * students will take responsibility for organizing their materials and following instructions |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
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| *☐* 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. | * students will engage in hands on learning by manipulating fake money and physically building amounts * understanding money and how to count it correctly builds financial literacy in real life situations * money is an important part of daily life, and learning about it helps students with independence and responsibility |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
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| 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. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| --- | --- |
| Use reasoning to explore and make connections  Develop and use [multiple strategies](https://curriculum.gov.bc.ca/curriculum/mathematics/3/core#) to engage in problem solving  Use mathematical vocabulary and language to contribute to mathematical discussions | [financial literacy](https://curriculum.gov.bc.ca/curriculum/mathematics/3/core#) — fluency with coins and bills to 100 dollars, and earning and payment |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
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| Formative Assessments   * observing students counting their money * listening to students explain their thinking * answers during question and discussion time * written worksheet |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
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| * have visuals available * use the hands on manipulatives (fake money) * display the written format of the money amounts |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * fake money manipulatives * document camera * pre-written amounts * worksheets * pencils |

1. **LESSON OUTLINE**

| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| --- | --- | --- |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Introduction - The dollar symbol and writing amounts  Teacher  “So far, we’ve explored Canadian money and built different amounts. Today, we’ll learn how ro write money correctly.”   1. Write these amounts on the board  * 13 * $13 * $13.00  1. Ask - “What do you notice about these numbers?” “What does the $ tell us?” “WHy do we put a decimal?” 2. Explain  * “The $ tell us we are dealing with an amount of money, and always before the number.” * “The decimal point separates dollars from cents. Since we’re only working with whole dollars today, we’ll write two series after the decimal point.”  1. Teach  * write $25 and $25.00 on the board * ask - “do these mean the same thing?” (yes $25 is a shorter way to write $25.00 but remember we are still writing 00 because eventually we will be working with cents.) * have students read aloud “twenty five dollars.” | 7 min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Building and writing money amounts  Teacher  “Now, we’re going to build money amounts using our fake money, and then write them down correctly.”  Activity Instructions   1. each students gets a set of fake money 2. write an amount on the board ($32) 3. students will  * build $32 using their fake money * write the amount correctly on their worksheet  1. repeat with new amounts  * $47 * $65 * $83 * $135   Teacher Observations   * walk around to check if students are   - using the correct bills  - writing the $ before the number  - placing the decimal point correctly  When students have completed all amounts they are to clean up, put materials away and finish the word search. | 15 min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Wrap up  Teacher  “Great job today. We practiced building money amounts and writing them correctly. Next time, we’ll continue practicing writing our amounts, counting and getting ready to move towards a classroom store.” | 3 min |

1. **REFLECTION** *(anticipate if possible)*

| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
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| Overall, the lesson went well and the students were engaged throughout the activity. Upon reflection and talking with my CT, one key area for improvement would be to incorporate more intentional pauses during the lesson to ask guiding questions and check for understanding. While I provided clear instructions, pausing more frequently could have helped identify students who may have been confused or unsure about the steps. |