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| **Making a Savings Plan Behaviours/Strategies** |
| 1. Student chooses a job, but when

making a savings plan, circlesrandom dates, places wrong coin/bill on calendar, or does not place same amount on each date. | 1. Student makes a savings plan,

but does not consider wants andneeds.“I will buy all of the items!” | 1. Student makes a savings plan, but requires support to revise the plan.

“I don’t have enough money.What do I do?” | 1. Student successfully makes a

savings plan and has enoughmoney to buy all the items chosen. |
| **Observations/Documentation** |
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| **Adding and Subtracting Money Amounts Behaviours/Strategies** |
| 1. Student circles dates, but cannot

add quantities to determine totalsavings.“How do I find how much I saved?” | 1. Student chooses items for party,

but cannot add quantities todetermine total cost of items.“$5, $3, $2”“How can I find the total?” | 1. Student adds quantities, but

struggles to subtract quantities tofind how much is left in savings.“How do I find how much is left?” | 1. Student successfully and flexibly

adds and subtracts quantities. |
| **Observations/Documentation** |
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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can use relevant benchmarks to estimate the value of a collection of coins.**(Activity 43)** |  |  |  |  |  |  |  |  |  |
| Student can compare the values of collections of coins/bills.**(Activities 43, 46)** |  |  |  |  |  |  |  |  |  |
| Student realizes that a collection of fewer coins can be worth more than a collection of more coins.**(Activity 43)** |  |  |  |  |  |  |  |  |  |
| Student can decompose money amounts into parts. **(Activities 44, 45)** |  |  |  |  |  |  |  |  |  |
| Student can skip-count to count coins/bills of different denominations.**(Activities 43, 44, 45, 46, 47)** |  |  |  |  |  |  |  |  |  |
| Student can add and subtract dollar amounts to $20. **(Activities 45, 47)** |  |  |  |  |  |  |  |  |  |
| Student can distinguish between wants and needs. **(Activities 45, 46, 47)** |  |  |  |  |  |  |  |  |  |
| Student can write a number sentence to represent an addition/subtraction situation.**(Activities 45, 47)** |  |  |  |  |  |  |  |  |  |
| Student can add and subtract money amounts to 100¢.**(Activities 45, 46)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Uses relevant benchmarks to estimate the value of a collection of coins. **(Activity 43)** |  |  |  |
| Compares the values of collections of coins/bills.**(Activities 43, 46)** |  |  |  |
| Realizes that a collection of fewer coins can be worth more than a collection of more coins.**(Activity 43)** |  |  |  |
| Decomposes money amounts into parts. **(Activities 44, 45)** |  |  |  |
| Skip-counts to count coins/bills of different denominations.**(Activities 43, 44, 45, 46, 47)** |  |  |  |
| Adds and subtracts dollar amounts to $20. **(Activities 45, 47)** |  |  |  |
| Distinguishes between wants and needs. **(Activities 45, 46, 47)** |  |  |  |
| Writes a number sentence to represent an addition/ subtraction situation.**(Activities 45, 47)** |  |  |  |
| Adds and subtracts money amounts to 100¢.**(Activities 45, 46)** |  |  |  |

Strengths:

Next Steps: