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| **Making a Savings Plan Behaviours/Strategies** | | | |
| 1. Student chooses a job, but when   making a savings plan, circles  random 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 and  needs.  “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 enough  money 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 total  savings.  “How do I find how much I saved?” | 1. Student chooses items for party,   but cannot add quantities to  determine total cost of items.  “$5, $3, $2”  “How can I find the total?” | 1. Student adds quantities, but   struggles to subtract quantities to  find 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: