**Unit Two: Money**

**Evaluation Strategies**: Students will develop a portfolio that will be used to assess their understanding of money basics.

Portfolio Assessments are a great means to help “illustrate a student’s progress during an instructional unit or over a longer period of time (Ohio Department of Education).”

“A **student portfolio** is a systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal is to help students assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievement...”

(Venn, 2000, pp. 530-531)

Throughout the unit on money students will gather materials for their portfolio including several key elements:

* + Money Preassessment
	+ Exit slips – Self Assessment
	+ Observations
	+ Math Journal Entries – Problem Solving
	+ Worksheets
	+ Individual reflection on Project based learning experiences – Self Assessment
	+ Portfolio Final Evaluation Questionnaire

**Evaluation Strategies**: The money preassessment will be given at the beginning of the unit on Money basics in order to gauge what the students know about money.

Money Preassessment



$ 4 5 6 2 . 7 8

**Fill in the place value chart below:**

**Identify the value of the currency below:**

$

**Add the currency below:**

$

$

**Add and Subtract MONEY**

$23.93 $45.38 $2.89 $109.87

+45.32 +12.89 +1.78 +34.78

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

$23.93 $45.38 $2.89 $109.87

-45.32 -12.89 -1.78 -34.78

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

**Make purchase below:**

 If you had $5.00 what could you buy below: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Popsicle:

$1.25

Soda:

$3.25

Shoes:

$8.25

Candy:

$2.25

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Popsicle:

$1.25

Soda:

$3.25

Shoes:

$8.25

Candy:

$2.25

**Use greater then and less than symbols (> , <) to compare the money amounts below:**

 $43.65 \_\_\_\_\_\_\_\_\_\_$32.98 $65.98 \_\_\_\_\_\_\_\_\_\_$38.54

 $12.09 \_\_\_\_\_\_\_\_\_\_$12.89 $7.46 \_\_\_\_\_\_\_\_\_\_\_\_$8.43

**Make change using coins and bills.**

If your bill is $12.67 and you give the waiter a $20.00 bill how much change should you get back? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If your bill is $34.78 and you give the waiter a $50.00 bill how much change should you get back? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation Strategies**: The observation checklists below will be used several times throughout each sub – unit in order to check student progress.

Observation

Unit Two: Money

|  |
| --- |
| Goal: Student will name and recognize Coins Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES /Notes** | **NO/Notes** |
| Student can name a quarter |  |  |
| Student can name a nickel  |  |  |
| Student can name a dime |  |  |
| Student can name a penny |  |  |

|  |
| --- |
| Goal: Student will Identifying coin values—penny, nickel, dime, and quarter.Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES / Notes** | **NO / Notes** |
| Student can identify a quarters value |  |  |
| Student can identify a nickels value |  |  |
| Student can identify a dimes value |  |  |
| Student can identify a dimes value |  |  |

|  |
| --- |
| Goal: Student will identify the appropriate place value to one millionName:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES / Notes** | **NO / Notes** |
| Student can identify the ones place |  |  |
| Student can identify the tens place |  |  |
| Student can identify the hundreds place |  |  |
| Student can identify the ten hundred place  |  |  |
| Student can identify the one hundred place |  |  |
| Student can identify the thousands place |  |  |
| Student can identify the ten thousands place |  |  |
| Student can identify the One hundred thousand place |  |  |
| Student can identify the one millions place |  |  |

|  |
| --- |
| Goal: Students will successfully add money Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES / Notes** | **NO /Notes** |
| Student can add change  |  |  |
| Student can add money with three place values  |  |  |
| Student can add money with four place values |  |  |
| Student can add money with regouping |  |  |

|  |
| --- |
| Goal: Students will successfully subtract money Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES / Notes** | **NO / Notes** |
| Student can subtract change successfully |  |  |
| Student can subtract money with three place values  |  |  |
| Student can subtract money with four place values  |  |  |
| Student can subtract money with regrouping |  |  |

|  |
| --- |
| Goal: Students will Use money to purchase items in classroom, school, and community.Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES /Notes** | **NO / Notes** |
| Student can successfully purchase items from the classroom store with correct change |  |  |
| Student can successfully identify how much money is needed to make a purchase |  |  |
| Student can wait for change in the community |  |  |

|  |
| --- |
| Goal: Students will compare money amountsName:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES /Notes** | **NO /Notes** |
| Student can identify which amount is less than  |  |  |
| Student can identify which amount is less than |  |  |
| Student can identify which item costs more |  |  |
| Student can identify which item costs less |  |  |

|  |
| --- |
| Goal: Students will Use overpayment as a method for making purchases and wait for change.Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES / Notes** | **NO/Notes** |
| Student can give the cashier a $5.00 bill for a purchase and can identify how much change he/she will receive back  |  |  |
| Student can give the cashier a $10.00 bill for a purchase and can identify how much change he/she will receive back |  |  |
| Student can give the cashier a $20.00 bill for a purchase and can identify how much change he/she will receive back |  |  |

|  |
| --- |
| Goal: Students will make change using coins and bills.Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  |
|  | **YES / Notes** | **NO/ Notes** |
| Student can make change using coins |  |  |
| Student can make change using paper money  |  |  |
| Student can make change using a combination of paper money and change  |  |  |

**Evaluation Strategies**: Math journals will be utilized as an assessment tool in order to encourage students to write about math and also in order to assure there are no misconceptions within the various concepts.

Math Journal Entries

**Prompt Six**: Oliver had been saving for a new bike and finally had enough money $45.00. When Over went to buy his new bike the total came to $47.25. Why?

**Prompt Five**: If I wanted to go to Cedar Point but I only $100.00 could I go if tickets were $35.00, Parking was $15.00, Lunch was $10.00 and a drink was $3.00? Why or why not? How may I save some money on my trip?

**Prompt Four**: Larry had $2.00, his friend Peter had $4.89 how much did they have together? Did they have enough money to buy a $5.25 combo meal at McDonald’s? Why or why not?

**Prompt Three**: Erica has 4 pennies. Mitch has 5 nickels. How much money do they have in all?

**Prompt Two**: If you had a thousand dollars tell me what you would spend your money on to the very last dollar.

**Prompt One**: Terry buys a plastic crab for 4 pennies. Joe buys a souvenir thimble for 5 nickels. How much money do they spend in all?

**Evaluation Strategies**:

Exit Slips

“Exit Slips are written responses to questions the teacher poses at the end of a lesson or a class to assess student understanding of key concepts. They should take no more than 5 minutes to complete and are taken up as students leave the classroom (West Virginia Department of Education).”

Show What You Know!

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**What is the value of a quarter?**

**Identify the place value that is underlined.**

1,256

 $53.93

 +12.75

 \_\_\_\_\_\_

What did you learn today?

Questions:

Show What You Know!

Show What You Know!

What did you learn today?

Questions:

What did you learn today?

Questions:

**Evaluation Strategies:** The following project based learning experiences will be utilized in order to assure students are benefiting from hands on experiences that are directly related to real world scenarios.

“Project-based learning (PBL) is a model that organizes learning around projects.

According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.” (Jones, 1997)

**Project Based Learning Experiences**

* Utilize real coins to practice naming and recognizing values
* Create individual place value charts
* Utilize manipulatives to manipulate decimals
* Make purchases from the classroom story with paper currency and coins
* Complete online WebQuests focused on money basics
* Utilize local advertisements to simulate making purchases
* Take field trips into the community to make purchases
* Utilize a cash register to complete Sorting / matching activities
* Use receipts to add and subtract money/decimals

**Evaluation Strategies**: Students will utilize the prompts below to reflect on what they learned from project based learning experiences throughout the unit in order to self-assess progress.

Individual reflection on Project based learning experiences

**Prompt One**: During our outing to Pop’s Pizza how did you feel about paying for your lunch? Do you feel like you easily knew how much change you were going to get back? Is there anything you think you may need to work on?

**Prompt Five**: Do you think that the place value chart you created helped you understand the different place values? Do you think you could fill out a place value chart without using the chart you created? Why do you think you need to know place value?

**Prompt Four**: When we went to Miller’s Grocery Store to buy supplies for our party did you feel good about your transaction? Did you feel like you knew how much change you were supposed to get back? Did you have enough money to pay for your groceries?

**Prompt Three**: Did you like using the internet to complete WebQuests? What did you like best about it? What was the one thing you learned that really stuck out?

**Prompt Two**: When you were sorting change in the cash register did you find it to be easy or hard? Did you ever get confused with what coins went where? Do you think you may like a career where you would need to use a cash register and sort change?

**Evaluation Strategies:** The portfolio Final Evaluation Questionnaire will be utilized at the end of the sub-unit in order to fully assure that the portfolio reflects progress/growth.

Portfolio Final Evaluation Questionnaire

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  | Does the portfolio show growth or change over time?  |
|  | Does it include the process by which work is done as well as the final product?  |
|  | Does it demonstrate thoughtful reflection on one's own achievements and learning?  |
|  |  |
|  |  |
|  | Does the portfolio identify or develop goals for further achievement?  |
|  | Does the portfolio contain an adequate amount of information?  |
|  | Does the portfolio contain adequate quality in individual pieces?  |
|  | Does the portfolio contain adequate variety in the kinds of things included? |

Adapted From: M.A. Syverson. The Learning Record. <http://kairos.technorhetoric.net/7.3/coverweb/LRO/porteval.htm>

**Evaluation Strategies:** The money post-assessment will be conducted at the end of the unit as a final summative assessment tool to reflect on what the student has learned throughout the unit as a whole.

Money Post-Assessment



$ 4 5 6 2 . 7 8

**Fill in the place value chart below:**

**Identify the value of the currency below:**

$

**Add the currency below:**

$

$

**Add and Subtract MONEY**

$23.93 $45.38 $2.89 $109.87

+45.32 +12.89 -1.78 -34.78

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

**Identify the place value of the underline number**

12789 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 17365.00**9**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

893 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3209.327 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7462.781 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­ 4**3**875 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Make purchase below:**

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Soda:

$3.25

Popsicle:

$1.25

Shoes:

$8.25

Candy:

$2.25

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$1.25

Soda:

$3.25

Shoes:

$8.25

Candy:

$2.25

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 $12.09 \_\_\_\_\_\_\_\_\_\_$12.89 $7.46 \_\_\_\_\_\_\_\_\_\_\_\_$8.43

**Make change using coins and bills.**

If your bill is $12.67 and you give the waiter a $20.00 bill how much change should you get back? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If your bill is $34.78 and you give the waiter a $50.00 bill how much change should you get back? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_