**Grade** **Level**: 2nd **Dates**: Mar 15 – Apr 15

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Ginn, S. Brown, Echols, Timmons, Huggins  **Buffer**: | **Transdisciplinary Theme**: Where We Are in Place and Time  **Segment of Theme: relationships** between and the interconnectedness of individuals and civilizations  **Over Arching Concept**: Money | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: Identifying the value and uses for money in our society, | | |
| 1. **Key Concepts**: Function , Responsibility, Change | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Duty  Value | There are universal symbols to describe money.  People use money to solve problems. | **DOK Level 3 & 4**  Identify the difference in currency.  Compare the types of currency.  Distinguish the types of currency.  Analyze how different culture uses currency**.**  How does your family budget their groceries? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Problem Solving Skills  Identifying dollar bills, quarters, dimes, nickels, and pennies.  Identify between dollars and cents symbols. | How will you assess student’s understanding of the lines of inquiry?  Students will be assessed with value of money and symbols.  Students reflections on their grocery store project. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| Students will be given an Budget of $10.00.  There will be a mock grocery store on the stage in the cafeteria. They will split in groups to plan a meal to feed a family of four. They will be assigned Breakfast, Lunch or Dinner  Students will need to work together to plan and spend their budget.  The students will be given pictures to identify the areas and budget.  Students will be assessed through a rubric based on spending choices.  -Money Symbols  -Adding and Subtracting Three-Digit Numbers(Money Fluency)  -Communication Skills  -Student Reflection – Students will reflect on their think process, how they planned and spent their money to feed a family of four.  -Students will be able to learn about currency in different countries. | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| KWL Chart  Money assessment – IReady | Exit Ticket  Turn and Talk  Think, Pair and Share  Quizzes (IXL/Myon)  KWL Chart – Venn Diagram  Class Discussions  Stations | IReady Math Assessment – Standards Mastery |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| Compare and Contrast what the class assigned country eats for breakfast verses what we eat for breakfast in the US.   * Australia * Nigeria * Egypt * British Columbia * Ghana   \*Discuss the favorite foods from each country listed above verses the favorite foods from America | **Tuning In:**  Brain Pop – Money  Flocabulary lesson – Money symbols and Money  IXL Money Problem Solving Lessons  SeeSaw – Create/Design, Money Drills, Reading assignment  Max Family Goes Shopping – Myon   * Quiz following the reading   **Finding Out**  Math Stations:  Nicholas Goes Shopping Myon Station  Money Fluency Stations  Money Problem Solving Station  Problem Solving Task Cards – Money  **Sorting Out**  Video – Budgeting  Class discussion – How does your family budget their groceries?  Grocery Store Ads – Students will preview grocery store ads and discuss the pricing of each item. Students will identify the most expensive items as well as the most affordable items  **Going Further:**  Plan a grocery list with your parent/guardian   * Write down the name of the store * Items * Price * Total cost   Students will work on their grocery store project summative assessment | We are will group them according to their I-Ready in Math.  Small group/Pair or option for working individually  Teacher/para assistance as needed  Teacher station for remediation  Modified assignment/culminating task as needed  Enrichment – Allow for students to plan more than one meal or to also plan a dessert. |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| Counting in Spanish  Money names in Spanish  Names of food in Spanish | Connect to the currency of the class assigned country (Nigeria, Egypt, Australia, Canada, Guana) | Students may start to save their own money (allowance) at home after learning about money  Students may start asking their parents about helping with the grocery budget and shopping  Students may ask their parents how they can earn an allowance if they do not already have one. |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| Students get to participate in a mock grocery store experience set up on the stage.  \*Shopping simulation\*  Students are able to earn desk pets as part of a classroom economy system that rewards students with points they can use to buy a desk pet as well as buy additional items for their desk pet such as food. When students earn points they are able to spend those points to buy items for their pet. | | I-Ready,  Studies Weekly  IXL  Readwords  Myon  Benchmark  Brain Pop |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| Ginn 21-22-Students loved the idea in learning how to budget money. They worked into groups, and had to do alot of problem solving to decide what items the could buy. Students were very creative in their spending .  Brown 21-22: My students grasped the concept of money once I connected back to their real life experiences through the different learning experiences. The brainpop video on money helped them to be identify the different coins and bills and understand their worth. Once they understood that the student agency became apparent. They enjoyed the grocery store because they were in charge of their own money and how it would be spent in the mock grocery store.  Huggins 21-22- Students had a great time coming up with different meals and paying for it on a budget for different amounts of people. Students worked in groups of 2 to 4 students and they made breakfast, lunch, and dinner. Students had to figure out how to budget their money based on how many people they were feeding and if they had any money left over they were able to purchase “bonus buy” items like cake, ice cream, etc.  Timmons 21-22: Student were excited when the unit about money was introduced. When asked about how do they received money, they were able to relate it back to their parents working for it or them completing chores around the house. When we did the store activity on budgeting, students soon found out that it was not easy to choice between what they needed to buy versus what they wanted to buy. | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| **Ginn 21-22-** Students that struggled we grouped with others that can help one another. There were a variety of items for them to choose from. Some of the students were able to count , and others took on a higher level of adding.  **Brown 21-22:** The task were differentiated because students were grouped based on their different skill sets.  Huggins 21-22- Groups were balanced out with strong and weak students working together to shop. Students were put together based on their strengths.  Timmons 21-22: As we started reviewing adding coins together, students were giving pictures of ideas with different prices. Students were to use mixed coins to identify the prices, students who struggled where able to use like coins. | | Ginn 21-22-Students learned to count budget the money.  Students learned how to collaborate together in solving the budget for the meal.  Brown 21-22: Students were able to show that they understood the value of money and how to use it. The mock grocery store was a great learning experience for them to show the different strategies they learned while going through this unit.  Huggins 21-22- Students worked on learning the value of money and made mocked meals based on a grocery store list I put together to practice. Students also earned money throughout the school year and purchased items in the classroom store, as well as lost money so they learned about inflation, negative balances, and how to budget their money.  Timmons 21-22: Students worked through the unit to learn about the value of money and how it is used in our society. During an activity students used the classroom money to buy a colored pencil or an eraser. As students lined up most picked the pencils, once the pencils started to run low the price for the pencils went up and the price for the erasers dropped. |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| Ginn 21-22 Students had to become thinkers in this lesson. The more the students studied the more they comprehend.  Brown 21-22: When students made their own grocery list and I had them search through newspaper grocery store ads and online grocery store ads. They researched and used these ad to create a meal for their family.  Huggins 21-22-Using the in class store and mock store scenarios allowed students to thinkers, inquirers, open minded, and reflective on choices that they made. Students enjoyed making meals and budgeting.  Timmons 21-22: Before beginning the store activity students were asked to predict the price of a bottle of Coca-Cola in 5 different countries. The students were able to be risk-takers because they were not familiar with the cost of living in some of these countries. Also, giving them an opportunity to demonstrate the thinker attribute by recalling the countries they were familiar with way of life. Lastly, they were able to show that they were knowledgeable of the value of money when doing their class store to stay within their budget. | | Ginn21-22 - The summative was effective . Students used different strategies and steps to share and create their budget on the meals.  Brown 21-22: The summative was very effective and my students enjoyed every aspect of it. My students enjoyed it because they were able to do it on their own with just a little guidance from Mrs. Long and I. Thery were able to showcase and use what they learned throughout this unit.  Huggins 21-22- Practicing with my students ahead of the grocery store that Mrs. Long set up was great practice and it made it easier for my students to grasp the concept of the store. Being able to actually touch items and purchase them brought the assignment to life.  Timmons 21-22: The summative assessment was very effective it allowed the students to get a real-life experience as to why what they are learning matters. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| Ginn 21-22: Students wanted to know how to make change within the budget.  Brown 21-22: My students wanted to know is money worth the same in all countries in the world? Does money look the same everywhere? Do children in other places help their mom grocery shop? Do children in other countries get allowance?  Huggins 21-22- My students asked if money looked the same in Ghana and I explained that their money is called Cedis and I brought some in so they could see it and explained that the higher the bill the more it worth in Ghana.  Timmons 21-22: Students wanted to know how they could make money. Does having 100 dollars make you rich? | | Ginn 21-22: Students worked on writing strategies that helped them budget the mail.  Brown 21-22: Students started saving money towards helping their parents grocery shop.  Huggins 21-22- Students asked important questions while working on mock scenarios like how many people would they have to shop for and how much money would they have to shop with before I explained what they would be doing.  Timmons 21-22: Students became more interested in saving more rather than spending it, immediately. |
| 1. Any additional notes or changes that need to be considered next year? | | |
| Ginn 21-22: We did not get to do the full effect in the cafeteria, so if students are given the opportunity to do this again it will be great for them to go into the lunchroom.  Brown 21-22: I think a bigger selection in the mock grocery store and more money for them to spend.  Huggins 21-22- I agree with Mrs. Ginn and Ms. Brown.  Timmons 21-22: desk pets. | | |
| **Section 6: Picture Evidence** | | |
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