I Can Earn Money



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Unit 23

MIDDLE SCHOOL
Economics

Unit Overview

I Can Earn Money
In this unit, students will look at money, budgeting and banking services.

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: Portions of this lesson collect student daily performance data.

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Social Studies Connection
I Can Earn Money

Unit 23

MIDDLE SCHOOL
Economics

Instructional Targets

Social Studies Standards for Economics

- Identify ways to earn an income and results of loss of income.
- Identify purposes of banking services.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Create a simple budget plan, including money earned, money to spend and money to save. • Identify and describe banking services, including checking and savings accounts, use of debit cards and loans.	• Identify reasons to earn, spend or save money. • Complete steps of a check-cashing process at a bank.	• Participate in a process to earn, spend or save money. • Identify a bank as a business that helps people by keeping their money safe.

Standards Connection



I Can Earn Money

This unit focuses on money, budgeting and banking services. In the Leveled Book, ***A Bank Is Helpful***, students learn about some of the services a bank provides including checking accounts, savings accounts and loans. Throughout the unit, ask students if they have ever been to a bank and discuss what they may have seen or done there.



In this unit's Chapter Book, ***Mark's Money***, students follow Mark as he gets his first job and starts earning money to buy a video game system. Students learn about banking services, spending and saving money and making a budget plan as Mark manages the income from his job at the grocery store. Encourage students to think about a job they might like to do in the future as well as the importance of saving money.



Jobs Skills and Budgeting

The Life Skills lessons in this unit focus on jobs skills and budgeting money. In Lesson 4, students practice healthy shopping habits by examining a balanced plate and buying groceries to make a balanced healthy meal. Students learn how to get ready for a job interview and demonstrate their interviewing skills in Lesson 6. In Lesson 8, students use their time management skills to answer questions about times related to the main character of the chapter book, Mark, and his weekly schedule. Then, in Lesson 10, students use their problem solving skills as they answer scenarios about saving and spending money while playing a game. In Lesson 12, students practice their money management skills by comparing the prices of items at three different stores and exchanging money for goods in buying scenarios. Finally, in Lesson 14, students learn about different jobs that they can do at a bank and complete job training to perform one of the job tasks.



Money and Banking

The Related Content lessons in this unit help students practice skills related to banking and budgeting. In Lesson 26 students learn about the information included on a check, depositing checks at the bank and the check cashing process. Students practice filling out deposit slips and depositing checks into a bank account in different scenarios. In Lesson 27, students plan a class fundraiser to raise money for something in their classroom, school or community. Students create their own budget plan to include money earned, money spent and money saved from their fundraiser.

The **n2y Library** has several books that may extend understanding of physical change:

- ***Coins: Metals From the Earth*** (Level H/I) presents a description of how various U.S. coins are made.
- ***The People in Town*** (Level E) tells about people in a town and the jobs they do.
- ***Brent's Job*** (Level E) tells how Brent looks for and starts a new job.

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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.
- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

Differentiated Tasks

Level 3 Students will...

- Summarize a story, including the main idea and key details.
- Describe the plot of a story, including the series of events.
- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

Level 2 Students will...

- Use picture supports to retell key details or characters from a story.
- Use picture supports to identify events and the order in which they happened in a story.
- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

Level 1 Students will...

- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event from a story (single option or errorless choice).
- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. This unit's Leveled Book, ***A Bank Is Helpful***, introduces students to some of the services a bank provides. To learn more about how this book develops economics concepts, visit the Social Studies Connection Page in the Unit Overview.

Topic Words

account	earn	safe
bank	job*	save
check	money*	spend

Literacy Words

author	cover	read*
book	illustration/picture*	story*
character	illustrator	title

* Power Words

Benchmark Assessments

- Reading Level Assessment and all Benchmark Assessments in the Reading section of the GPS.
- Phonemic Awareness Phoneme Blending
- Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	Read Aloud 1	Read Aloud 2	Guided/Shared Reading	Self-Selected Reading
See how these activities fit into the **Suggested Monthly Plan**.				
ULS Materials and Resources	***A Bank Is Helpful*** (Level E) **Communication Board**		***A Bank Is Helpful*** (Levels E, C, aa) **Communication Board**	**n2y Library books** **Standards Connection**
	Instructional Guide: Active Participation Scripts **Instructional Guide: Instructional Tips** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**			
Additional Materials	Books from the school or classroom library to use for self-selected reading.			

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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.
- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

Instructional Routine

Before Reading

- Use Lesson 15, Activity 1 to introduce the Topic Words: account, bank, check, earn, job, money, safe, save and spend.
- Talk to students about what they know about the word 'money'. For example, ask a focus question such as, "What can people do when they earn money—spend it, save it or both?"
- Display ***A Bank Is Helpful*** (Level E) and read the title, author and illustrator's names.
- Preview the book. Introduce the characters, Kirk and his mother. For example, say, "Kirk and his mother are taking Kirk's money to a bank. He wants to keep his money in a safe place. Then say, "As I read today, it is your job to remember one way a bank is helpful."
- Review the learning goal with students: **I will remember one way a bank is helpful.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words and phrases that describe how a bank is helpful, such as 'safe', 'checking account', 'savings account', 'loan', 'check', 'debit card' and 'adds money', by emphasizing the words as you read them.
- Emphasize the repetitive phrases, "a bank is helpful" and "a bank is safe" by subtly raising or changing the tone of your voice.

Comment on Characters, Setting and Events

- Think aloud about how a bank is helpful. For example, on page 4, say, "There is a picture of a bank and money, and and symbol for 'safe'. The text says a bank can keep Kirk's money safe until he wants it or needs it. A bank is helpful because it keeps your money safe until you want or need to spend it." Have the students make a connection to their lives by asking them if they have put their money into a bank and why.

After Reading

- Revisit the learning goal. For example, ask, "What is one way a bank is helpful?"

Level 3: Have the student describe one way a bank is helpful. Provide prompts such as, "What can Kirk put his money into at the bank to save it?"

Level 2: Have the student identify one way a bank is helpful. Provide pictures supports such as the Communication Board and illustrations as needed.

Level 1: Have the student identify one way a bank is helpful by making a selecting (may be single option or errorless choice). For example, display the symbol for 'safe'. Say, "Kirk puts his money in the bank. The bank will keep his money _____. What word completes the sentence?"

- Continue the discussion by talking with students about the bank. For example, ask, "Have you ever been to a bank? Why do you think the bank is a safe place?"

Check Understanding

- **Level 3:** Can the student describe one way a bank is helpful?
- **Level 2:** Can the student identify one way a bank is helpful using picture supports?
- **Level 1:** Can the student identify one way a bank is helpful by making a selection (may be single option or errorless choice)?

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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.
- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

Instructional Routine

Before Reading

- Display ***A Bank Is Helpful*** (Level E) and read the title, author and illustrator's names. Present the story using a different media than in the previous activity, such as a computer slideshow, text to speech or read aloud with a paper copy of the story.
- Prompt recall of the text by asking a focus question such as, "What did Kirk and his mother open up at the bank?" Remind students that Kirk and his mother opened up bank accounts for Kirk's money. Kirk can do different things with his money at the bank. Then say, "As I read today, it is your job to remember one thing Kirk does with his money at the bank."
- Review the learning goal with students: **I will remember one thing Kirk does with his money at the bank.**

During Reading

Build Fluency

- Continue reading aloud to model fluent reading, or invite students to read portions of the text aloud.

Build Comprehension

- Point out the pictures of the many things Kirk does with his money at the bank.
- Talk with students about what Kirk does with his money. For example, on page 9 of the book, say, "The book says that Kirk puts some money into a savings account. He can save money for the big things he wants. There is a picture of a video game system. Kirk can save for a video game system by putting his money into a savings account at the bank."
- Discuss other helpful services the bank provides such as loans. Explain the reasons to use each of these banking services. Use text and illustrations to support the discussion.

After Reading

- Revisit the learning goal. For example, ask, "What is one thing Kirk does with his money at the bank?

Level 3: Have the student describe one thing Kirk does with his money at the bank. Provide prompts such as, "What can Kirk put his money in at the bank so he can buy things with a debit card?"

Level 2: Have the student identify one thing Kirk does with his money at the bank. Picture supports such as the Communication Board or the text illustrations may be used as needed.

Level 1: Have the student identify one thing Kirk does with his money at the bank by making a selection (may be single option or errorless choice). For example, display the symbol for 'save'. Say, "Show me what Kirk does with his money at the bank." Symbols can be found in unit illustrations, unit symbols or SymbolStix PRIME.

- Continue discussion by talking with students about banking services. For example, ask, "Does anyone in your family have a savings account at a bank? What is that person saving for?"

Check Understanding

- **Level 3:** Can the student describe one thing Kirk does with his money at the bank?
- **Level 2:** Can the student identify one thing Kirk does with his money at the bank using picture supports?
- **Level 1:** Can the student identify one thing Kirk does with his money at the bank by making a selection (may be single option or errorless choice)?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This Leveled Book is presented in three leveled formats: Level E, Level C and Level aa. Select the level of book and the reading routine appropriate for each student.

Instructional Routine
Guided Reading or

Before Reading	• Introduce the book by having students share what they have learned about banks. • Use the Topic Words, account, bank, check, earn, job, money, safe, save and spend in conversation about the book. Have students locate the words in the book. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: **I will read a book.**
During Reading	• Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the book. • Have students locate the High-Frequency Words: can, in, need, open, put, until, up, use, walk and with.

Instructional Routine
Shared Reading or

Before Reading	• Introduce the book by having students share what they have learned about banks. • Use the Topic Words, account, bank, check, earn, job, money, safe, save and spend in conversation about the book. Help students locate the words in the book. • Review the learning goal with students: **I will read a book.**
During Reading	• Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the book. • Have students locate the High-Frequency Words: can, in, need, open, put, until, up, use, walk and with.

Check Understanding

- **Level 3:** Can the student independently read stories adapted to personal reading level?
- **Level 2:** Can the student read text adapted to personal reading level with support?
- **Level 1:** Can the student actively participate in reading stories adapted to student ability level? How?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

Instructional Routine

Introduce	• Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about a bank or spending money?" Talk with students about their choices. • Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read." • Review the learning goal with students: **I will choose a book to read.**
Model	• Display 4 to 5 books on various topics written at various levels from the class, school or n2y Library. • Model previewing a book to determine if the topic interests you. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read this book." Then read a few pages of a different book and say, "This book is about _____. I really like _____. I would like to read this book." • Next, model previewing a book to determine whether it is too hard, too easy or just right. For example, read a page aloud, counting the number of mistakes you make. Continue modeling until you find a book that you can read with only 2 to 3 mistakes per page.
Provide Practice	**Level 3:** Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?" **Level 2:** Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary. **Level 1:** Using the student's interests and independent reading level as a guide, provide the students with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read.
Review	• Revisit the learning goal. Guide students to recall two things to think about when choosing a book to read. • Choose a new book and different media, such as a movie, to present the story. Use the Standards Connection to compare and discuss the different features of each version of the story.

Throughout the Unit

- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"

Check Understanding

- **Level 3:** Can the student choose appropriate books for independent reading? How?
- **Level 2:** Can the student choose appropriate books to read with supports? How?
- **Level 1:** Can the student choose a book from a field of 2 to 3 choices using an active participation mode? How?

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Instructional Targets

Reading Standards for Literature

- ***Integration of Knowledge and Ideas:*** Compare various ways to read, listen to and view stories and drama (print, multimedia, etc.).

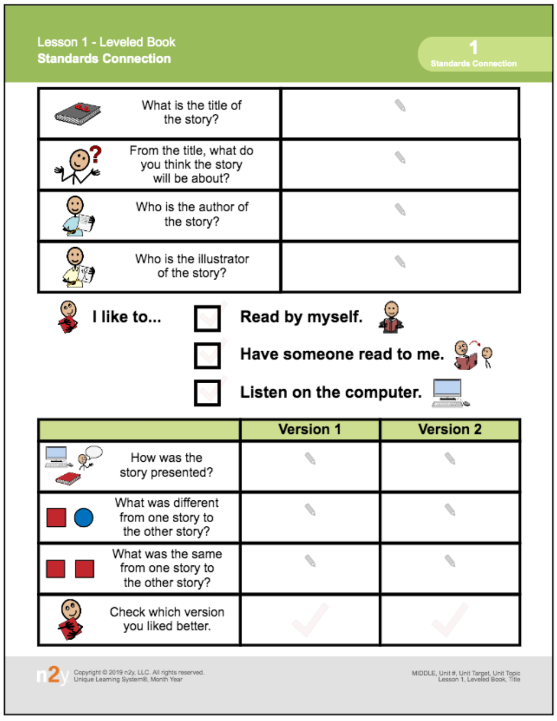
Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Engage in grade level and age-appropriate discussions, including ability to follow rules of discussion, ask questions related to the topic, respond to others' questions, make comments and share ideas.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story. • Share information, ask and answer questions, and make comments during a group discussion.	• Identify similarities and differences between reading a story and experiencing a multimedia version of that story. • Share information, ask and answer questions and make comments during group discussions, using picture supports.	• Select a detail that is similar or different from two different presentations of a story. • Participate in conversational exchanges using communication technology and picture supports.

Have students use a self-selected book and illustrations to discuss, locate and answer questions in the top chart. Use the choices to identify students' preferred ways of reading, listening and viewing texts. Exploring and discussing these options may lead to a lifetime extension of ways that students can gain information. Choose a different media for viewing the story, such as a movie or computer slideshow presentation. Use the bottom chart to compare the different versions of the story the students' interacted with.


Lesson 1 - Leveled Book
Standards Connection

1
Standards Connection

What is the title of the story?	
From the title, what do you think the story will be about?	
Who is the author of the story?	
Who is the illustrator of the story?	

I like to...

- ☐ Read by myself.
- ☐ Have someone read to me.
- ☐ Listen on the computer.

	Version 1	Version 2
How was the story presented?		
What was different from one story to the other story?		
What was the same from one story to the other story?		
Check which version you liked better.		

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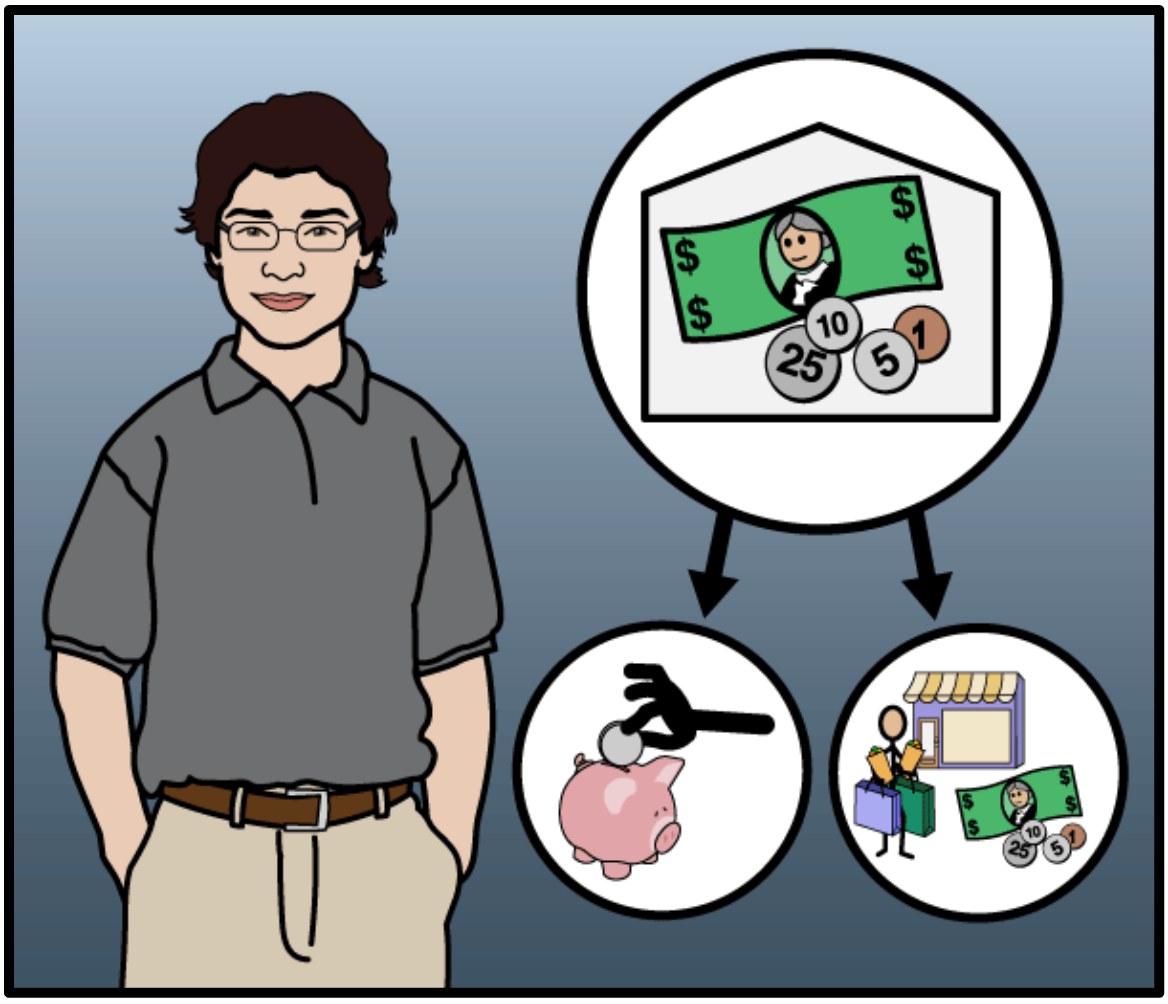
MIDDLE, Unit #, Unit Target, Unit Topic
Lesson 1, Leveled Book, Title

A Bank Is Helpful

Level E



by Katherine Rottman

Illustrated by Alex Wisehart

Bind This End

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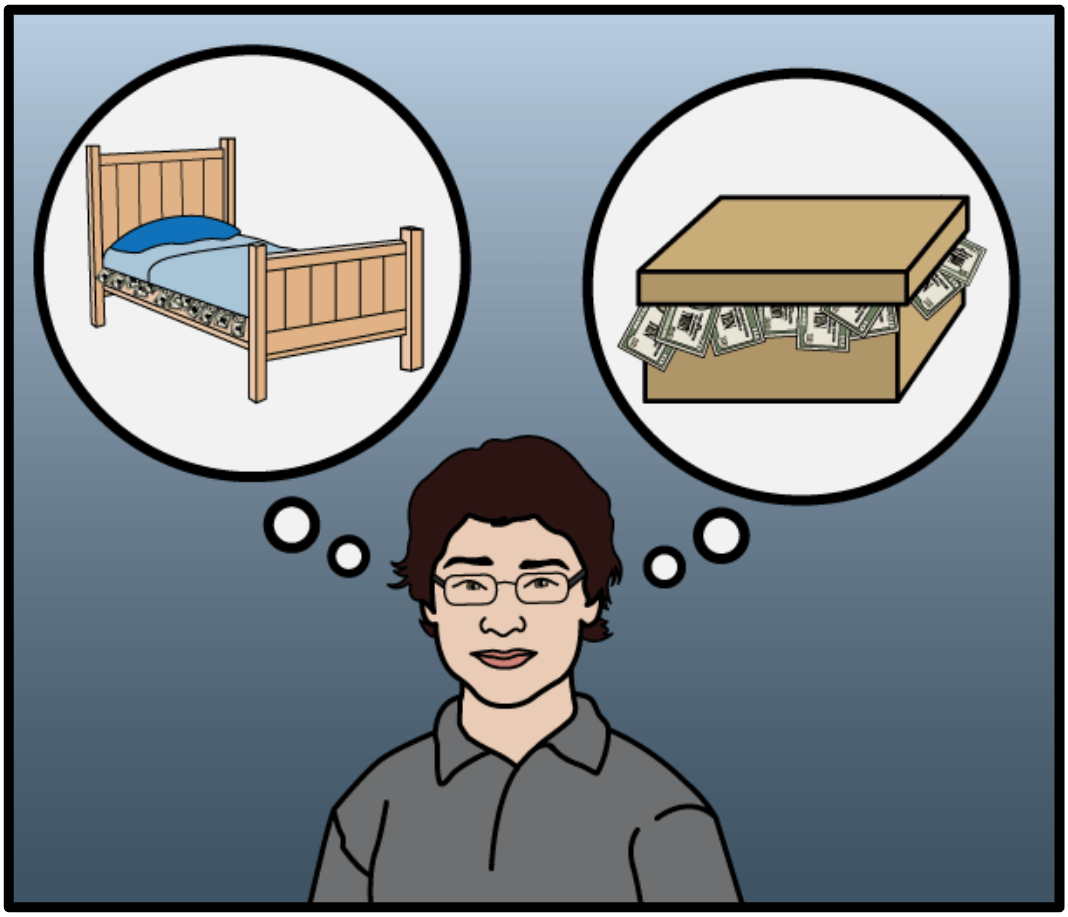
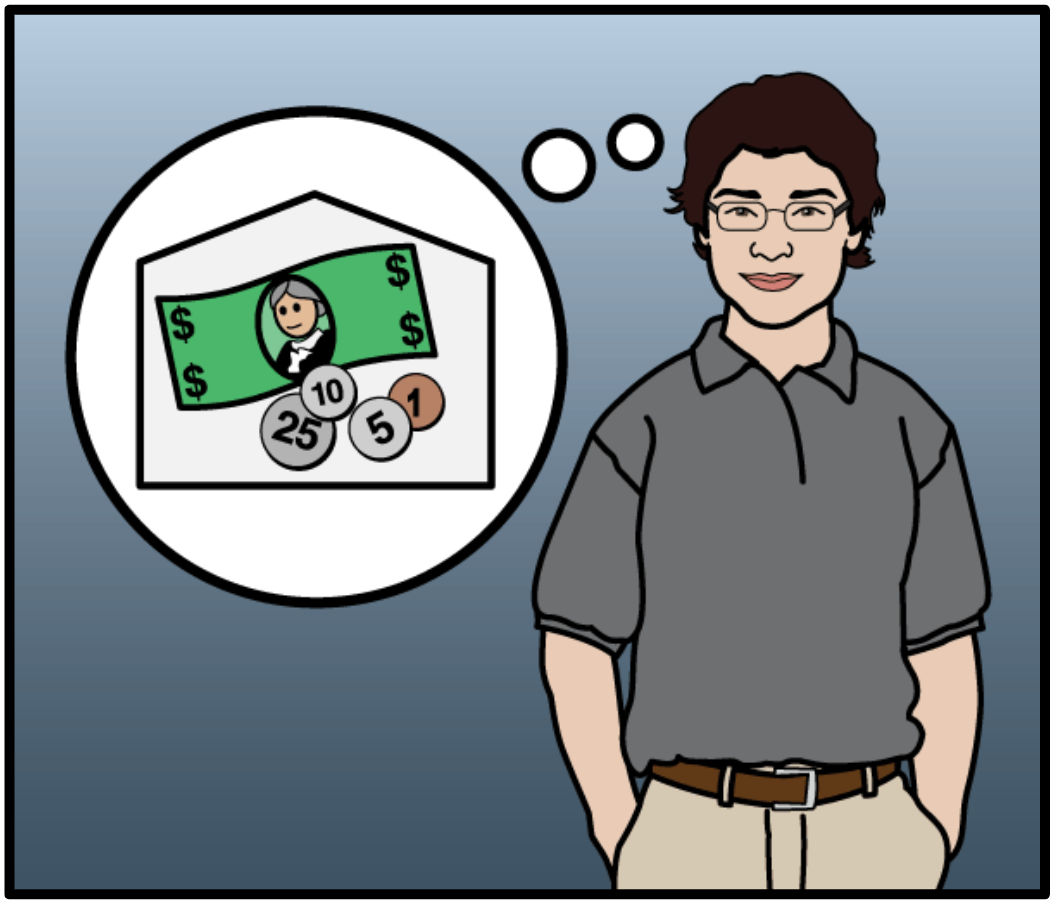
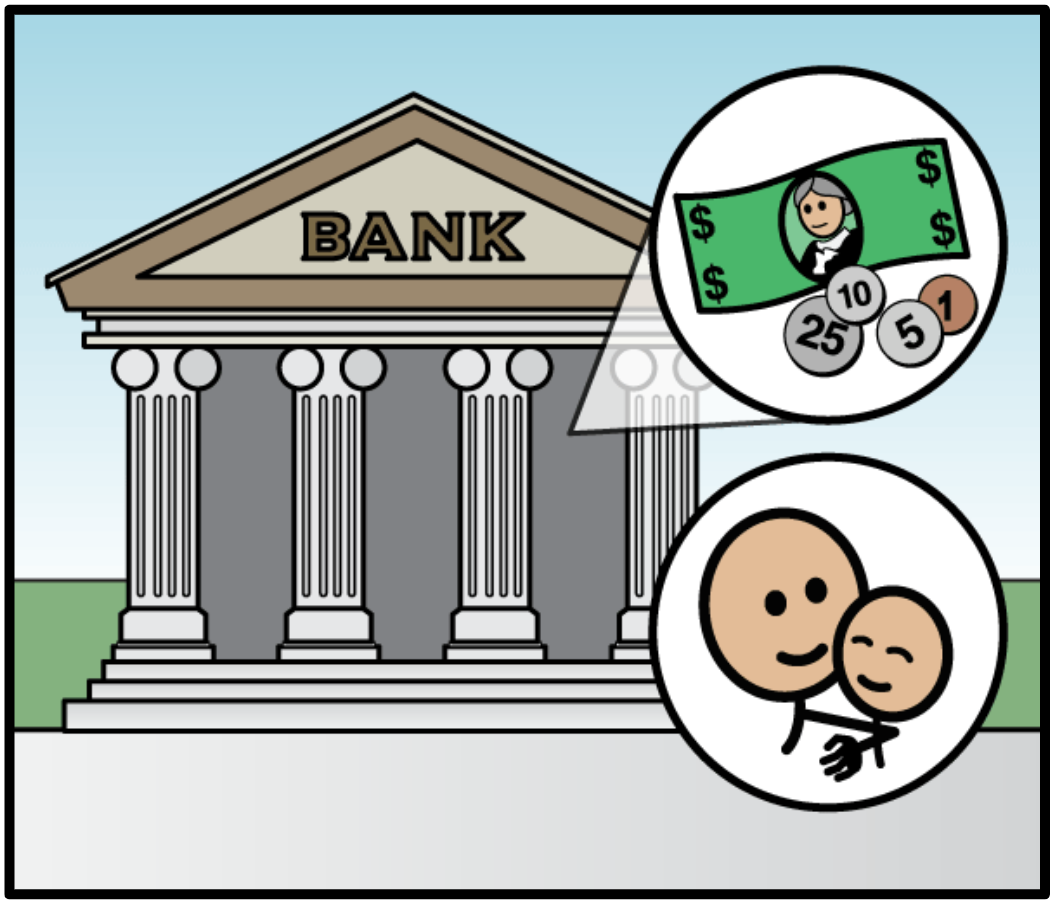
Kirk has money. Kirk earned money from doing his job. Kirk needs a safe place to keep his money.



Where should Kirk put his money? Should he put his money under the bed? Should he put his money in a box?



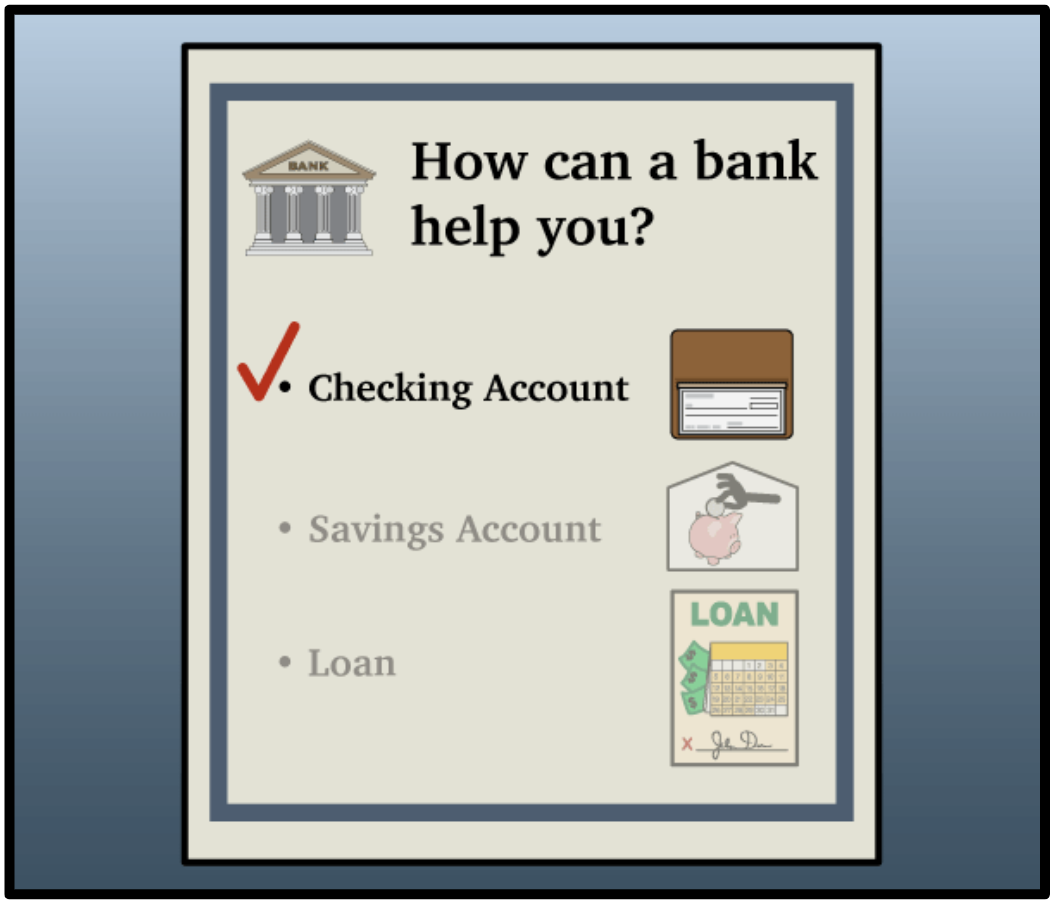
Kirk asks his mother where he can keep his money. She tells Kirk to put his money in a bank. Many people keep their money in a bank.



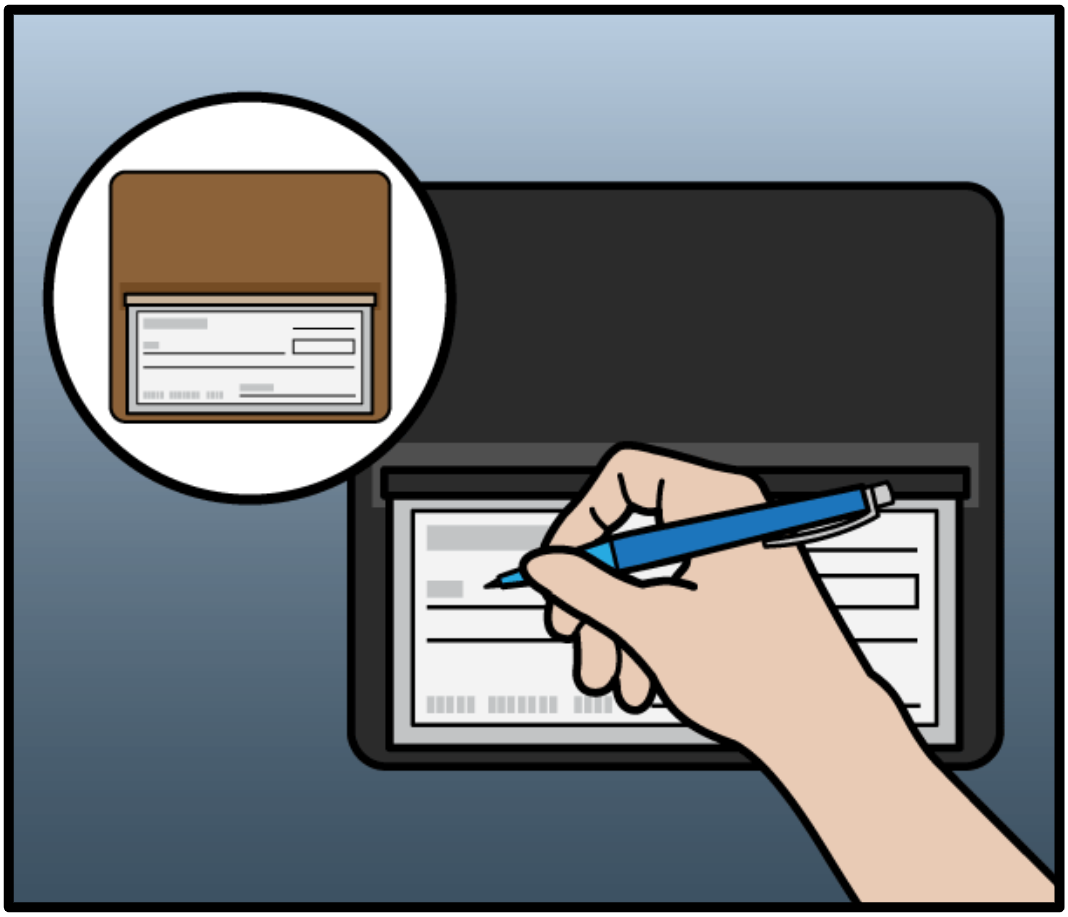
A bank is a safe place. Kirk's money will be safe until he needs or wants it. A bank is helpful. It can help Kirk do many things with his money.



Kirk and his mother go to the bank. They walk up to the counter. Kirk's mother helps him open up bank accounts.



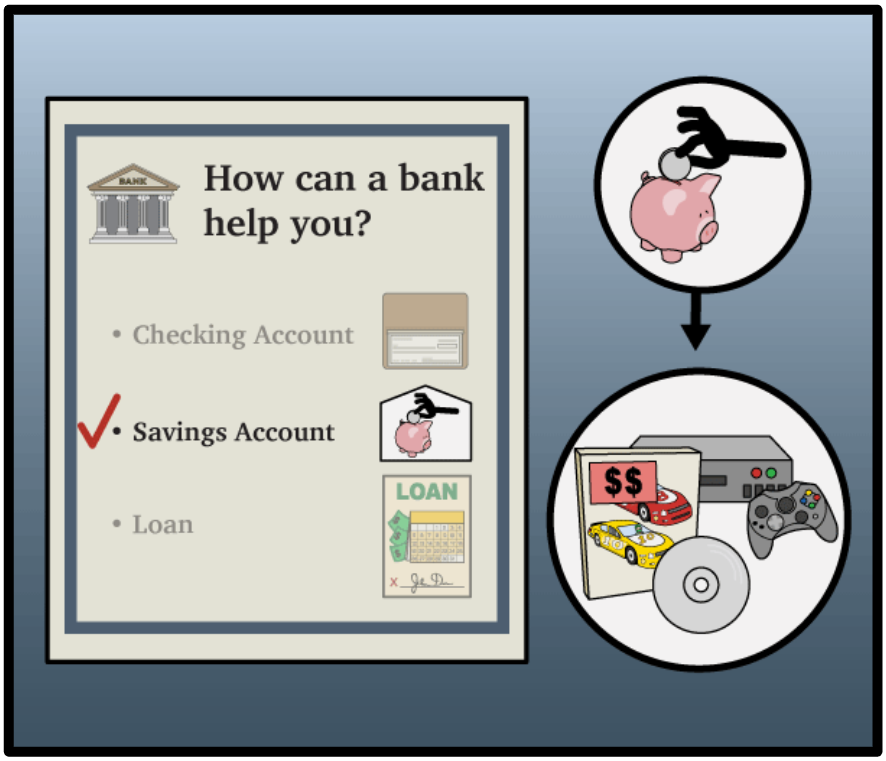
Kirk puts some money into a checking account. The bank keeps the money safe until Kirk wants to spend it. A bank is helpful.



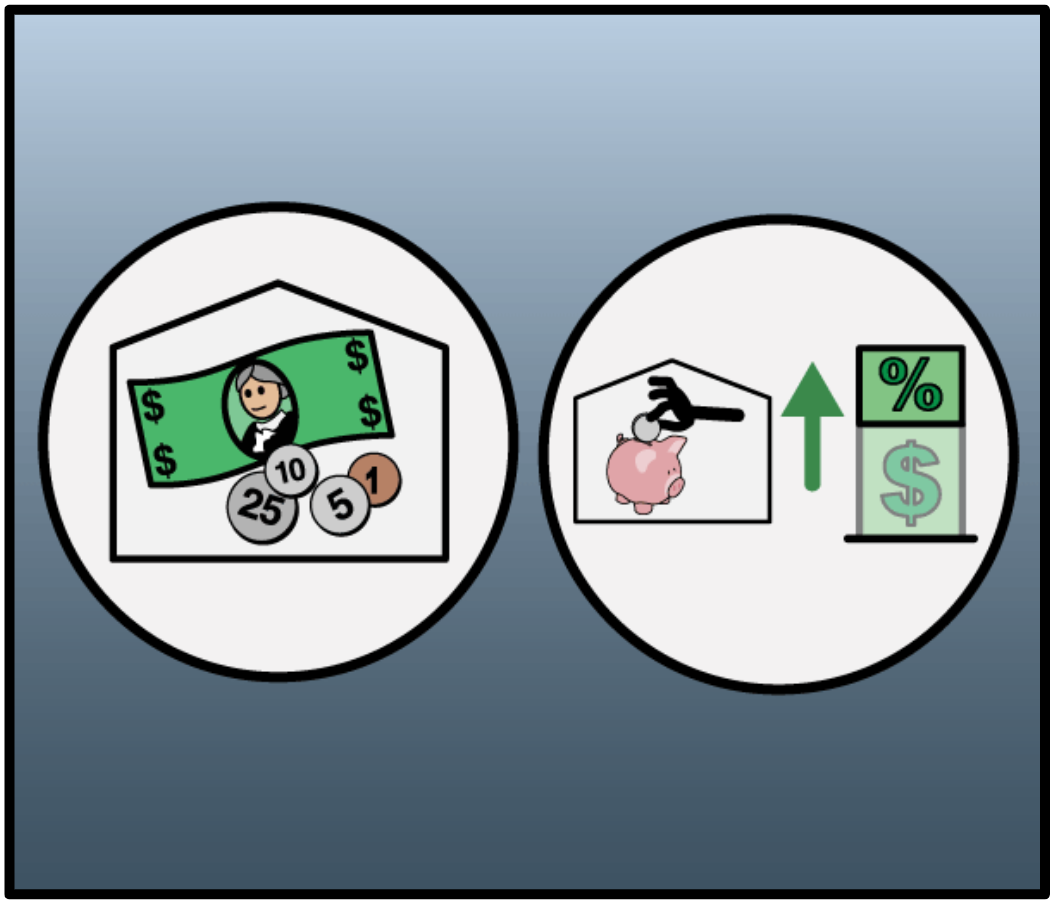
Kirk can use money from the checking account to buy things. He can use a check to pay for them. Checks work like cash.



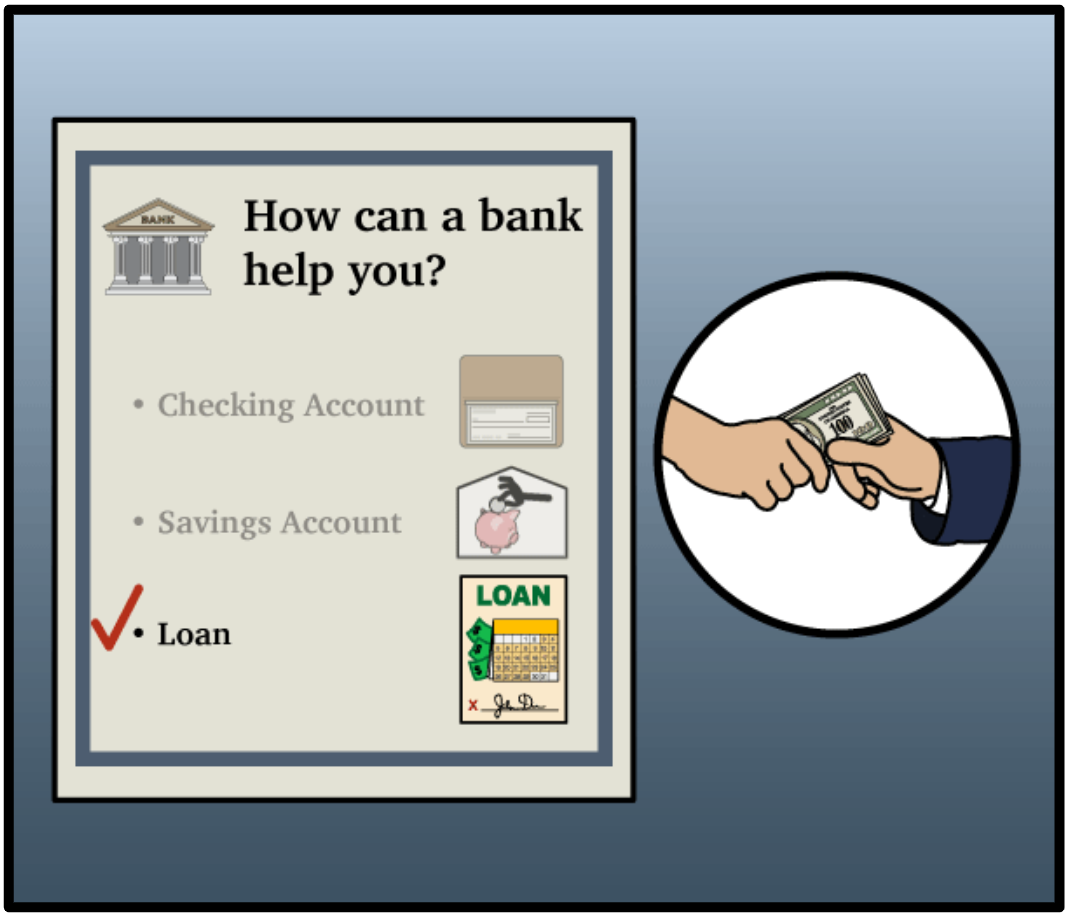
Kirk can use a debit card to pay for things. A debit card works like cash. It uses money from Kirk's checking account.



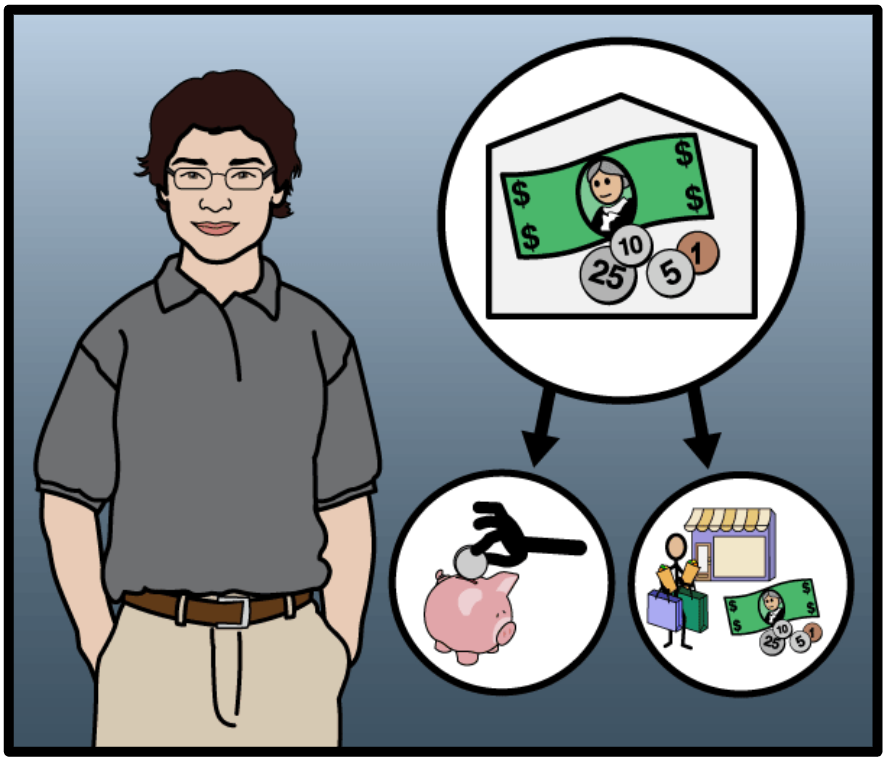
Kirk puts some money into a savings account. Kirk can save money for the big things he wants. The bank keeps the money safe until Kirk wants to spend it.



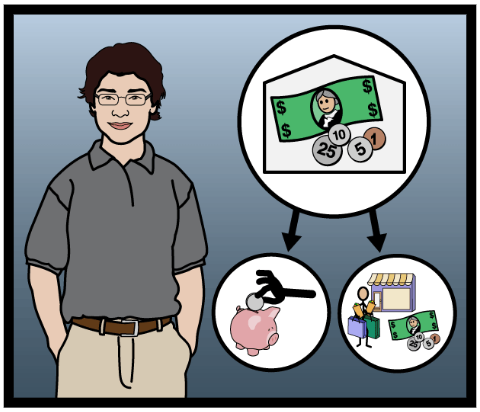
A savings account can earn money. Kirk keeps his money in the bank. The bank adds money to the savings account. A bank is helpful.



Banks give people loans. People can spend the money now. Then, they pay the money back later. A bank is helpful.



Kirk is glad he put his money in the bank. The bank will keep his money safe. The bank helps Kirk save and spend his money. Now, Kirk knows a bank is helpful.



The End

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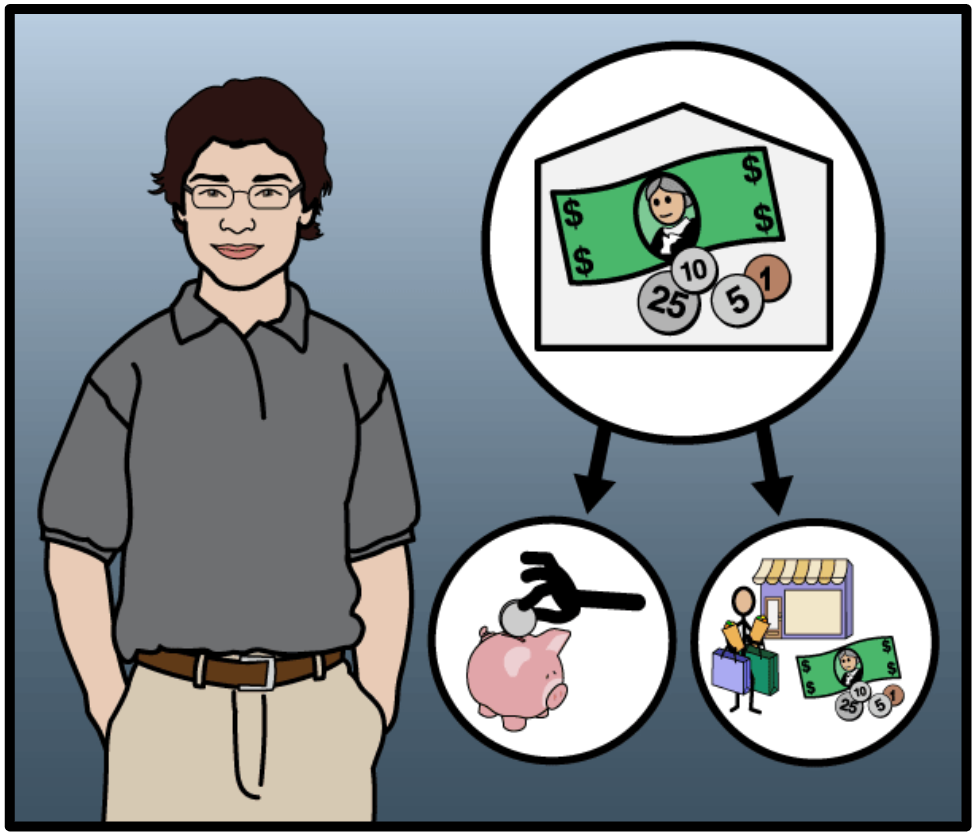
A Bank Is Helpful

Level C



by Katherine Rottman

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Bind This End

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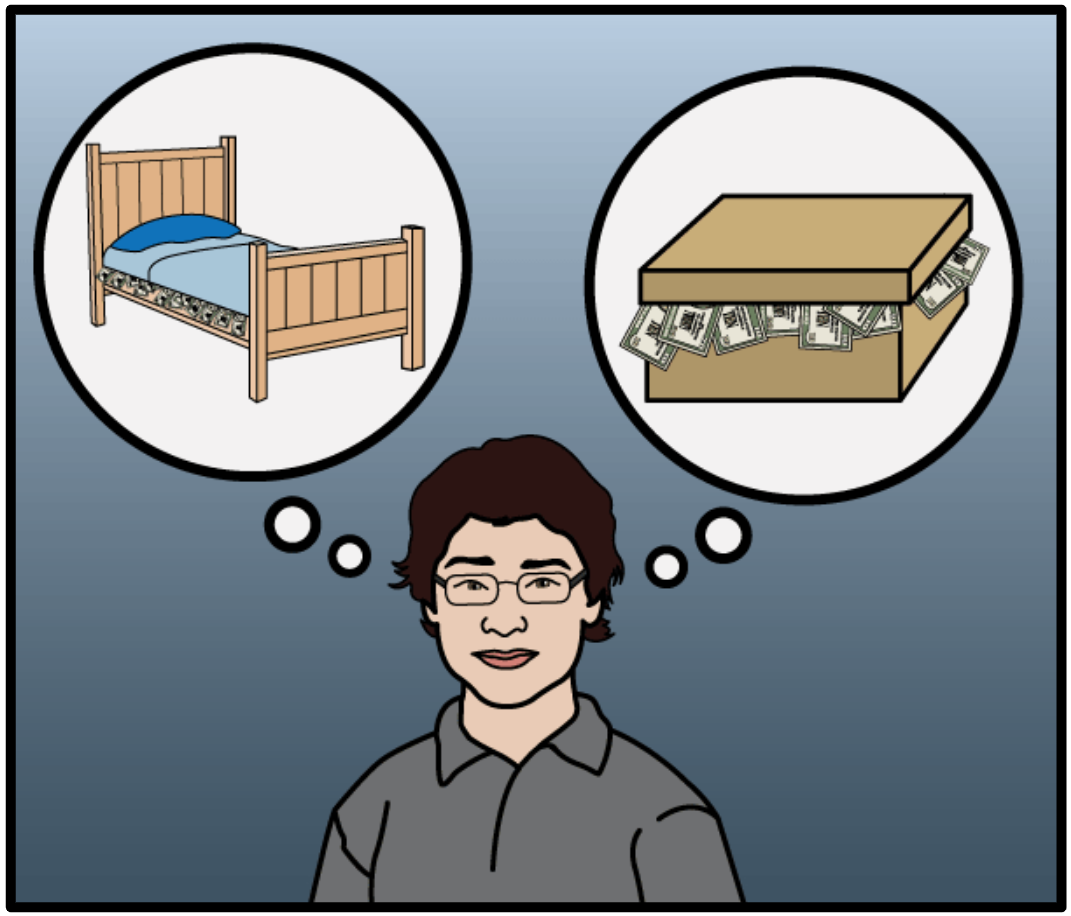
Kirk has money.

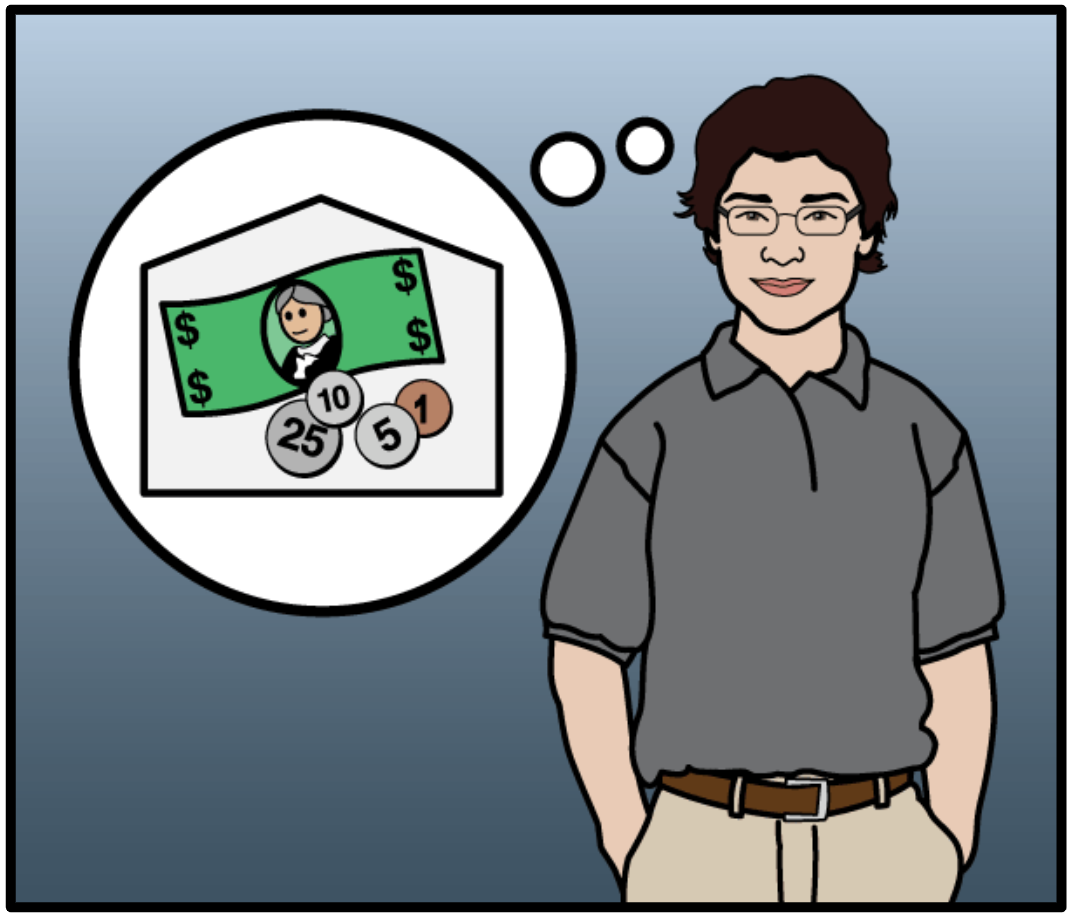
He needs a safe place to keep it.



Where can Kirk keep his money ?

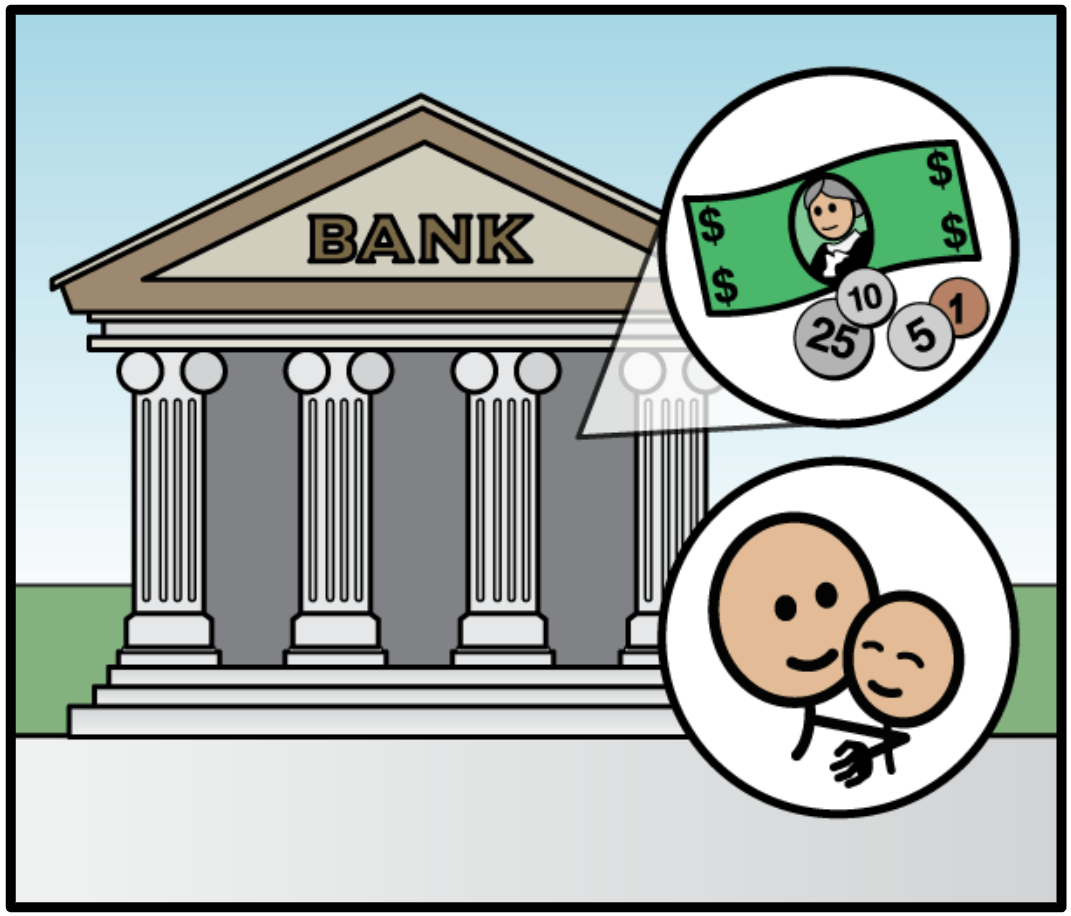
Under the bed ?

In a box ?



Kirk can put his money in a bank.

People keep their money in a bank.



A bank is safe.

A bank is helpful.

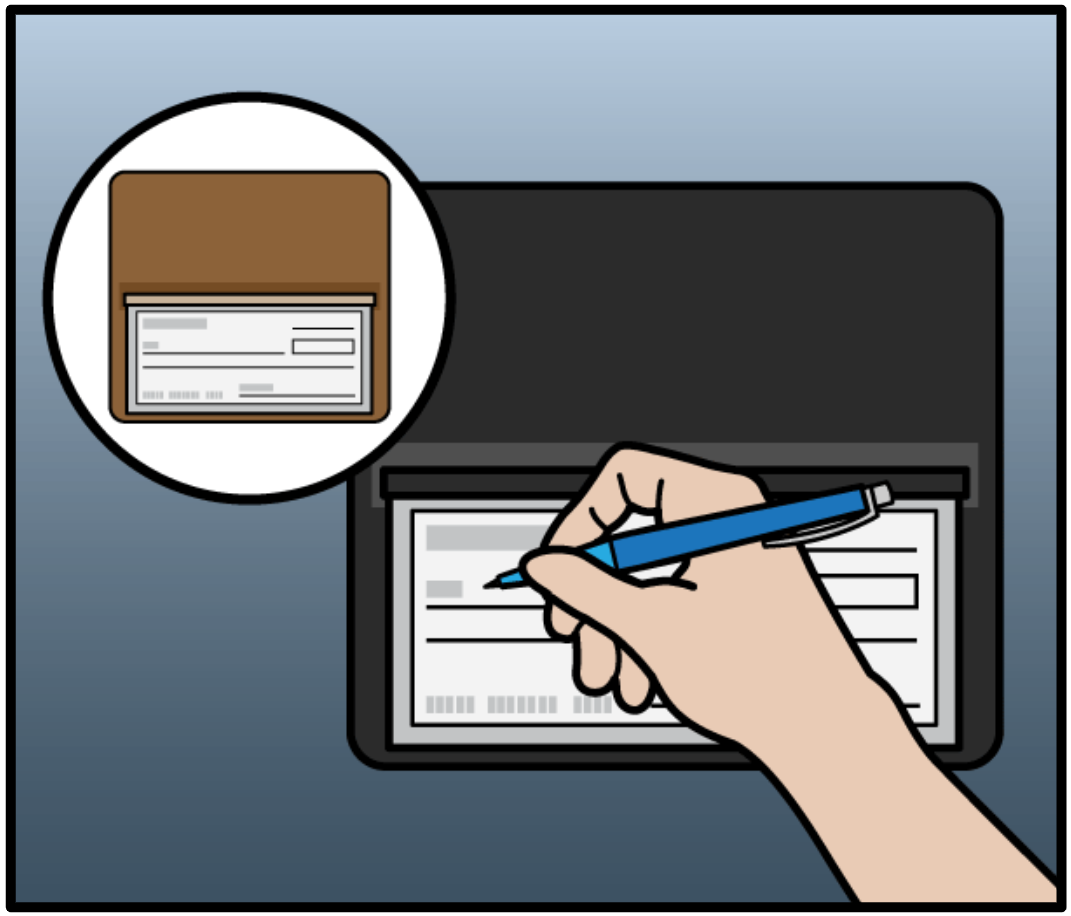


Kirk and his mother go to the bank.

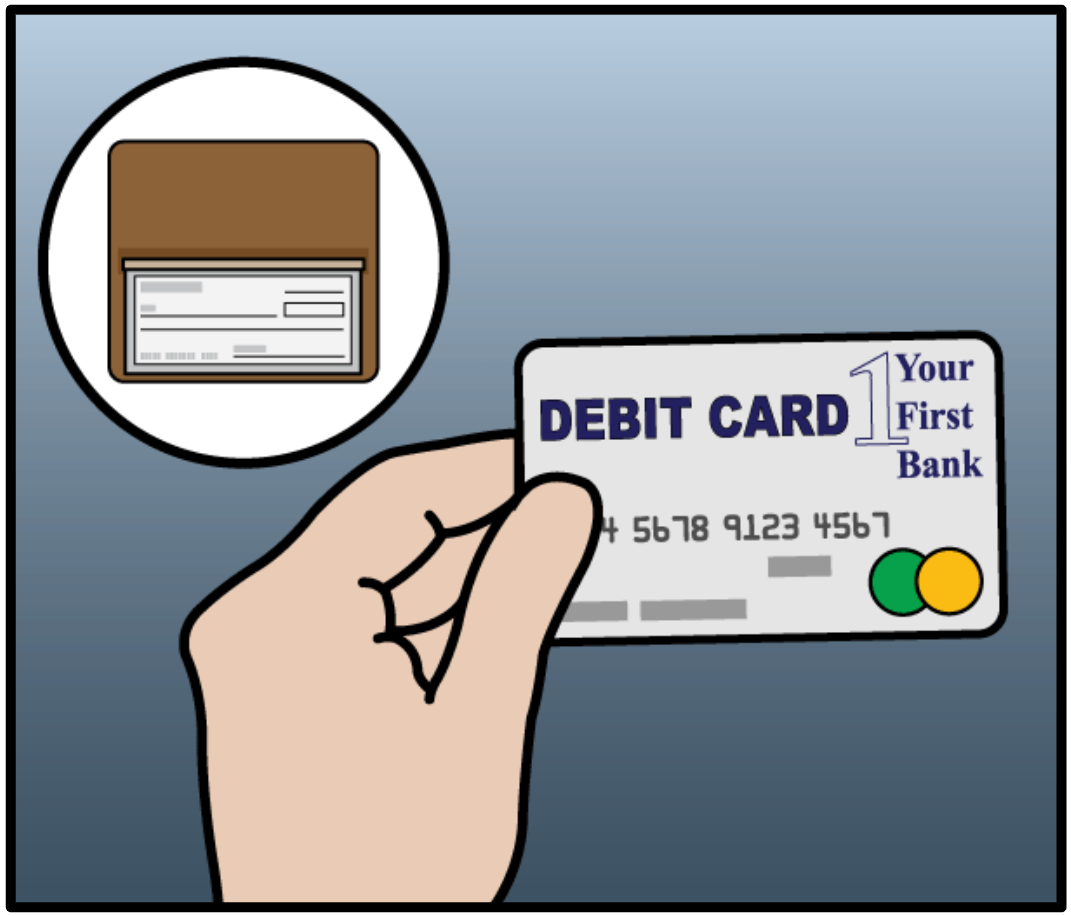
Kirk opens up bank accounts.



Kirk puts money into a checking account. The bank will keep his money safe.

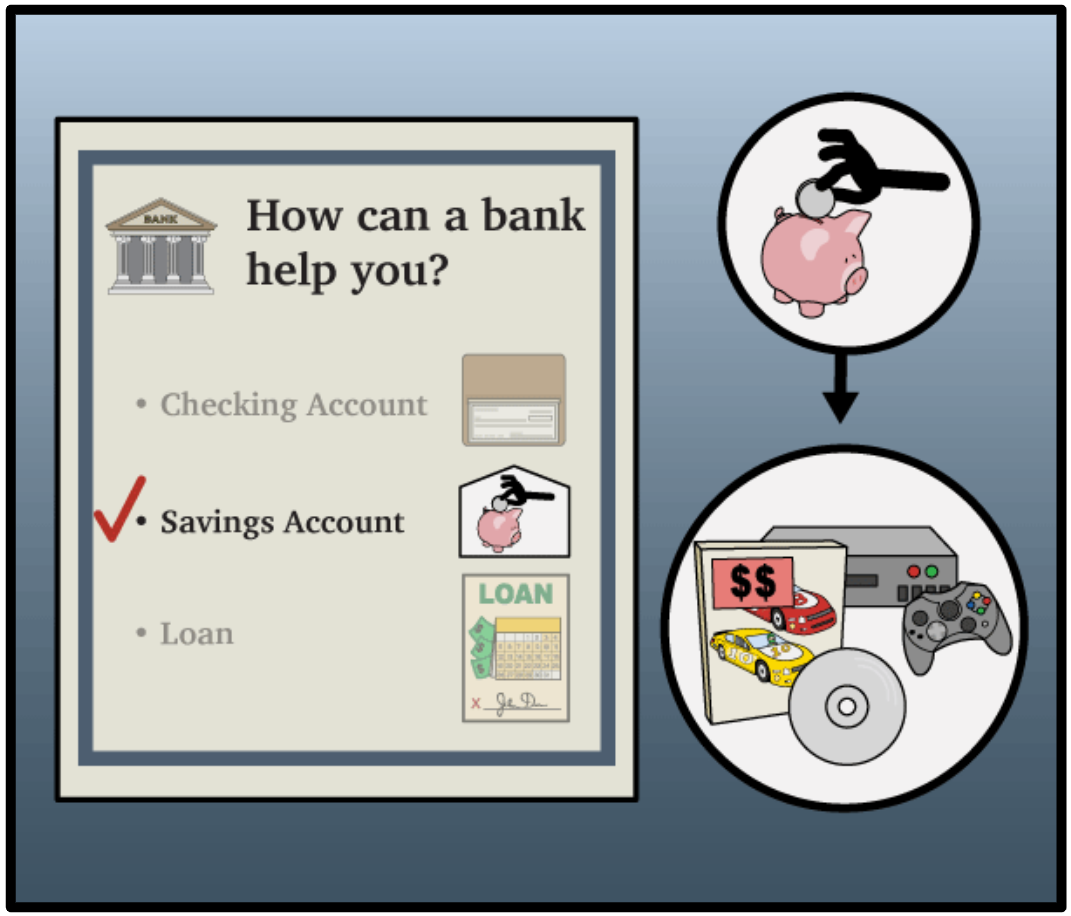


Kirk can use his money to buy things.
He can use a check to pay for them.



Kirk can use a debit card to buy things.

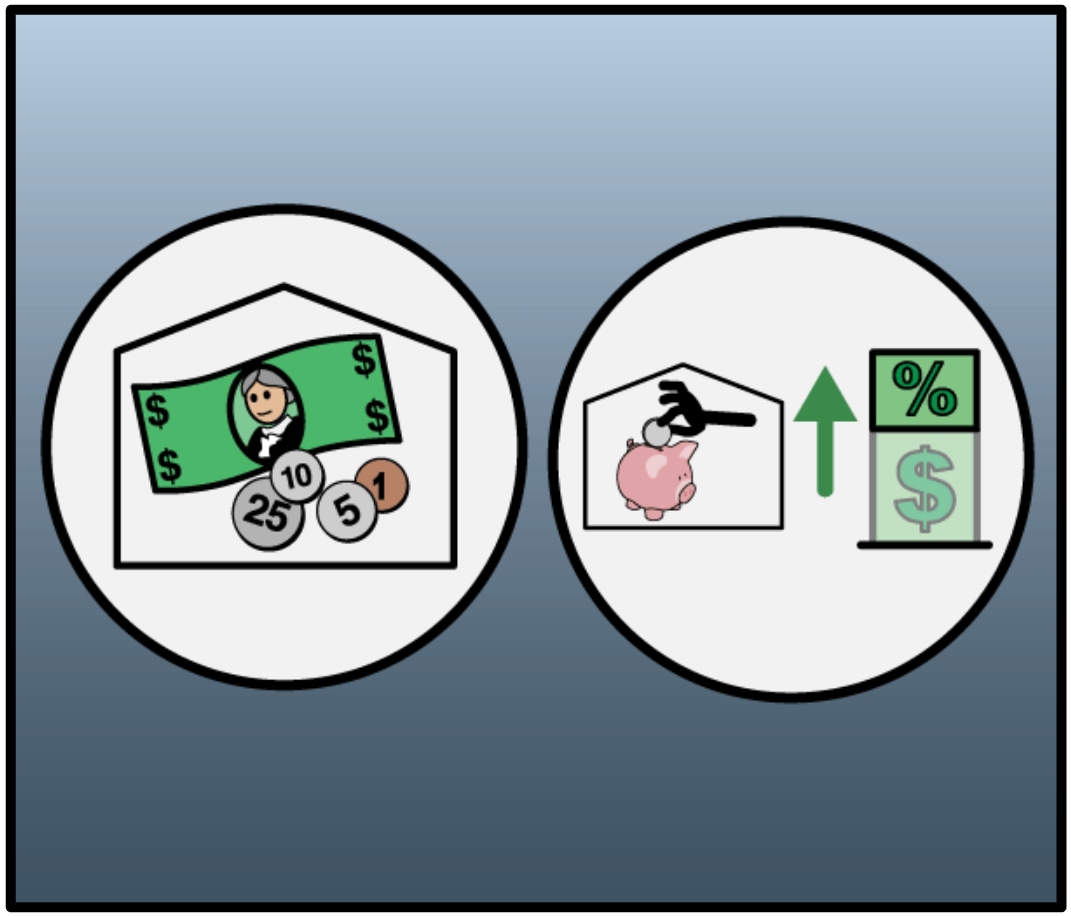
The money comes from his checking account.



Kirk puts money into a savings account.

He wants to save for big things.

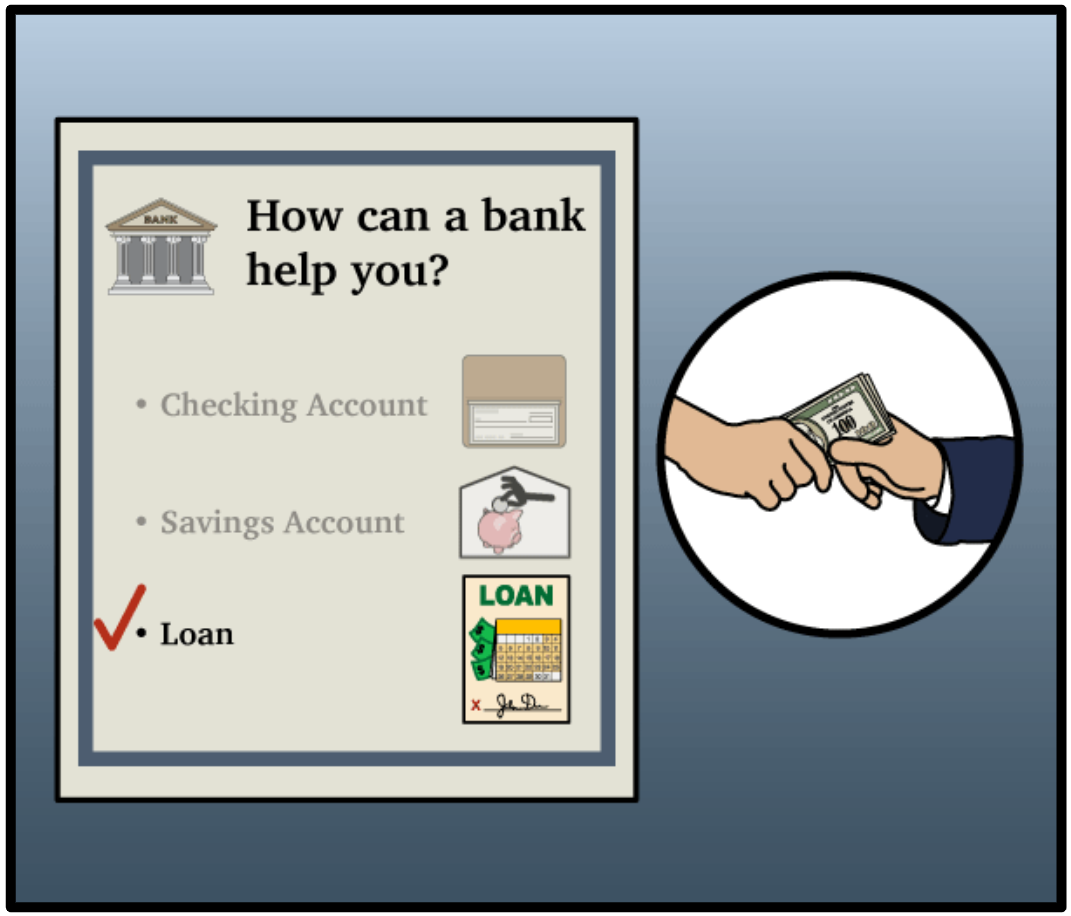
The bank will keep his money safe.



Kirk can earn money from his savings account.

Kirk keeps his money in the bank.

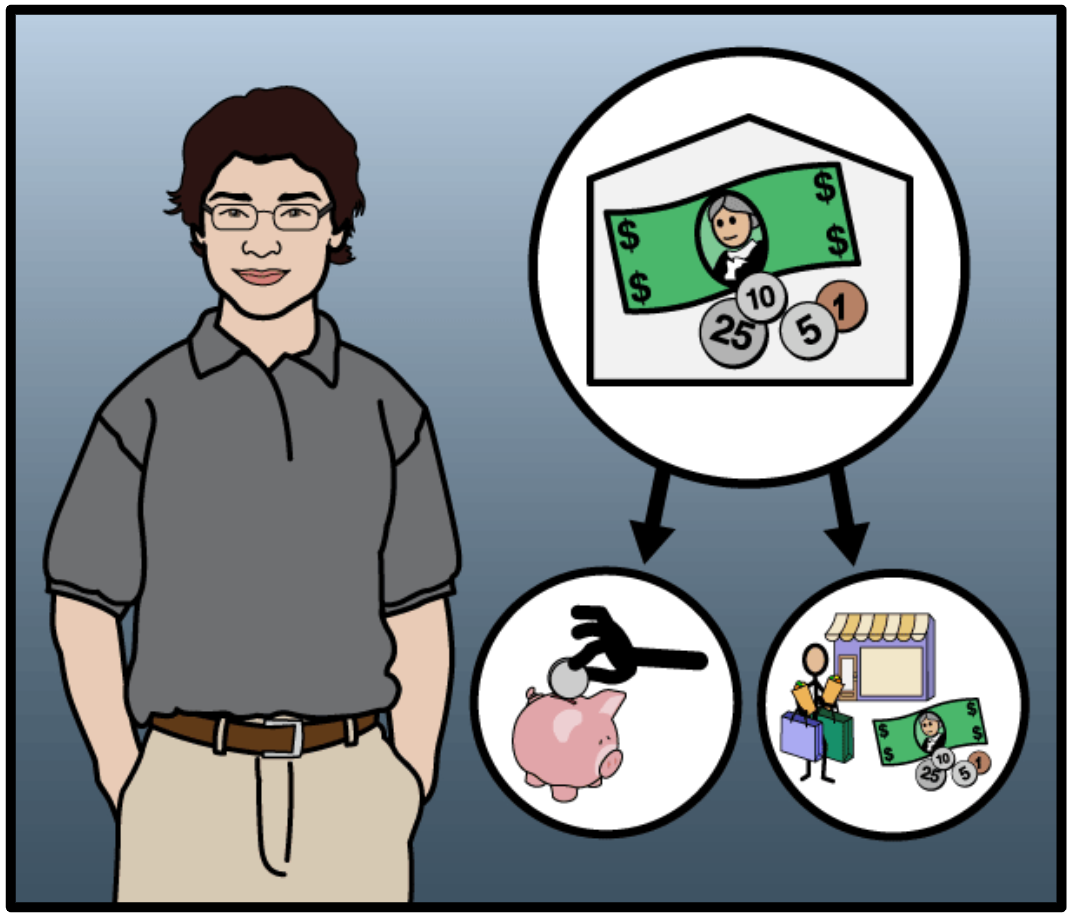
The bank gives him more money.



People can get a loan from the bank.

They use the money now.

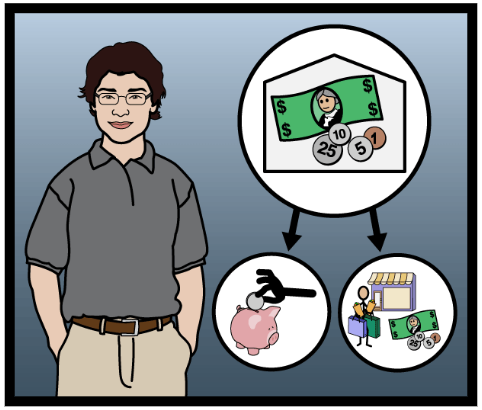
They pay the money back later.



A bank is helpful.

A bank keeps Kirk's money safe.

It helps him save and spend his money.



The End

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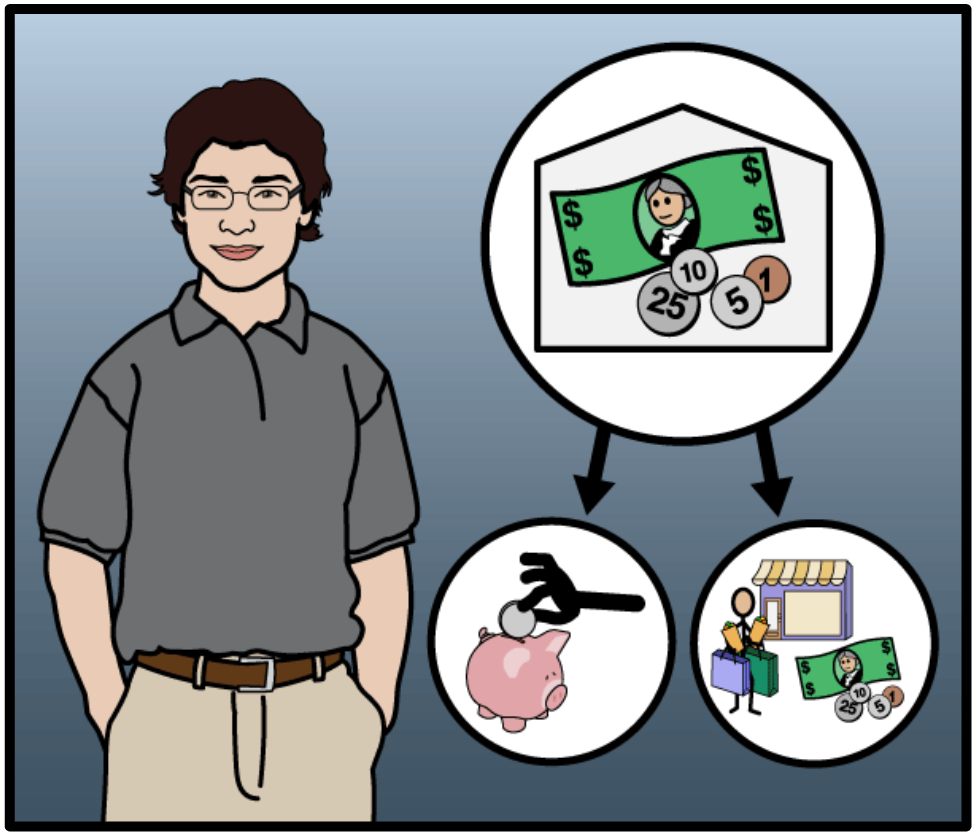
A Bank Is Helpful

Level aa



by Katherine Rottman

Illustrated by Alex Wisehart

Bind This End

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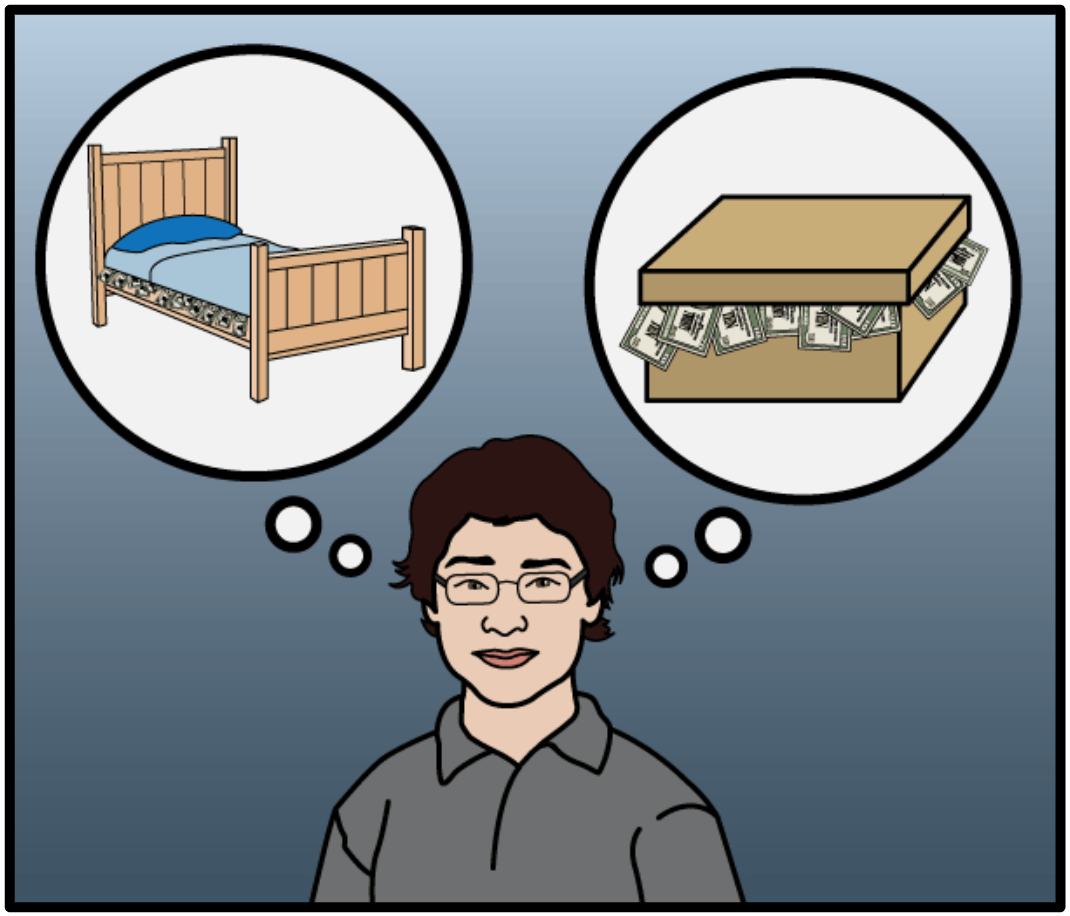
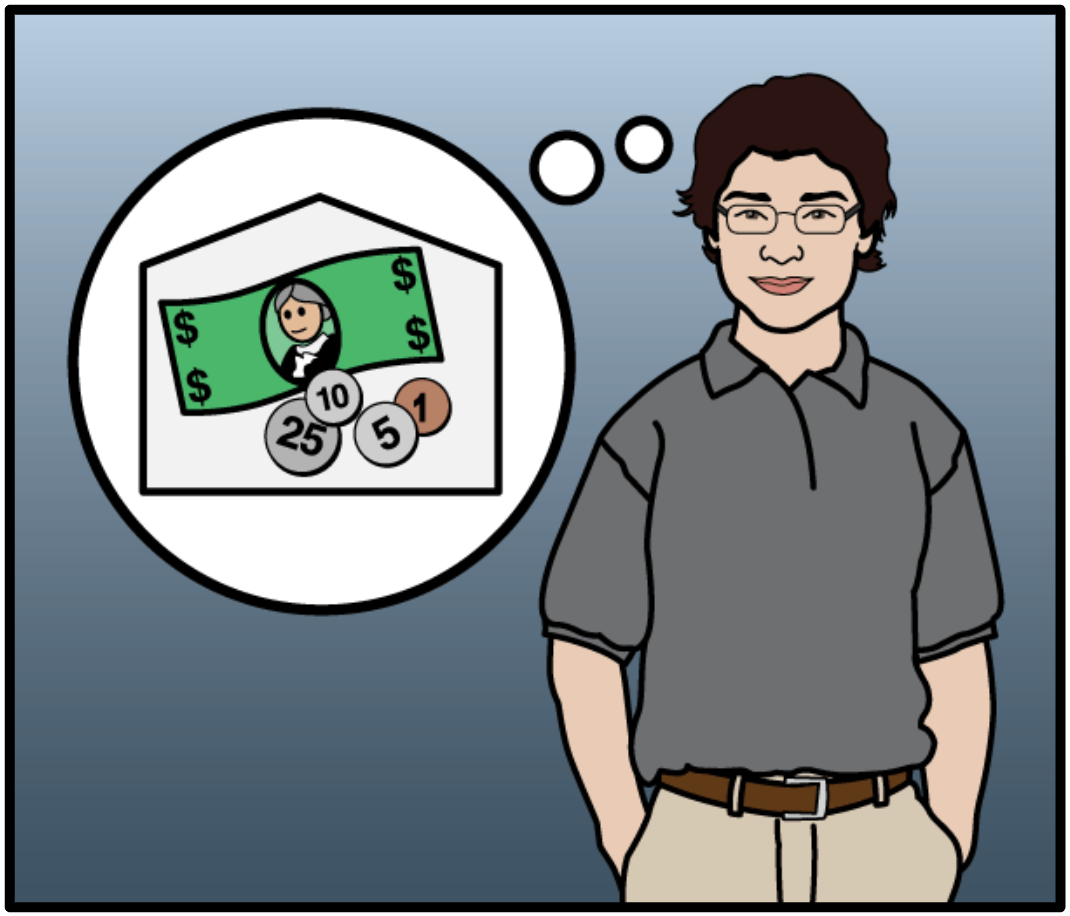
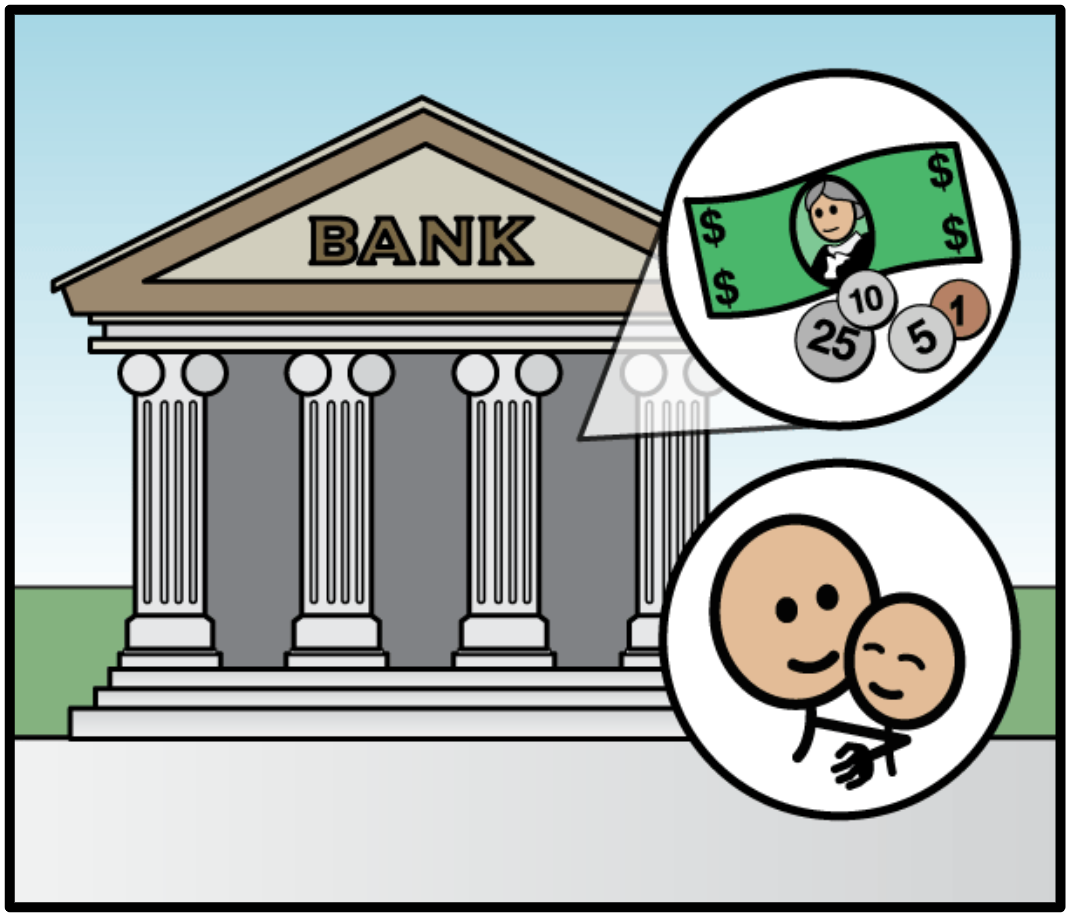
Money.



Where ?



Bank.

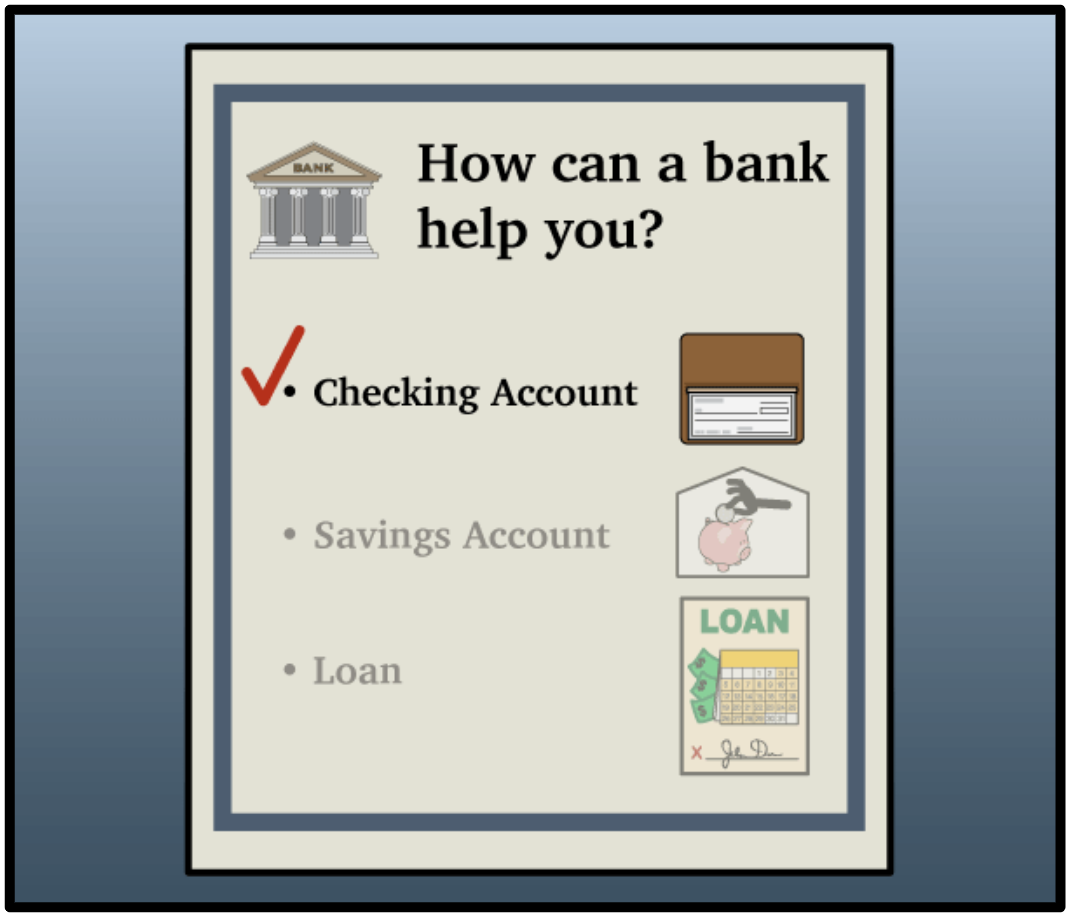


Safe.

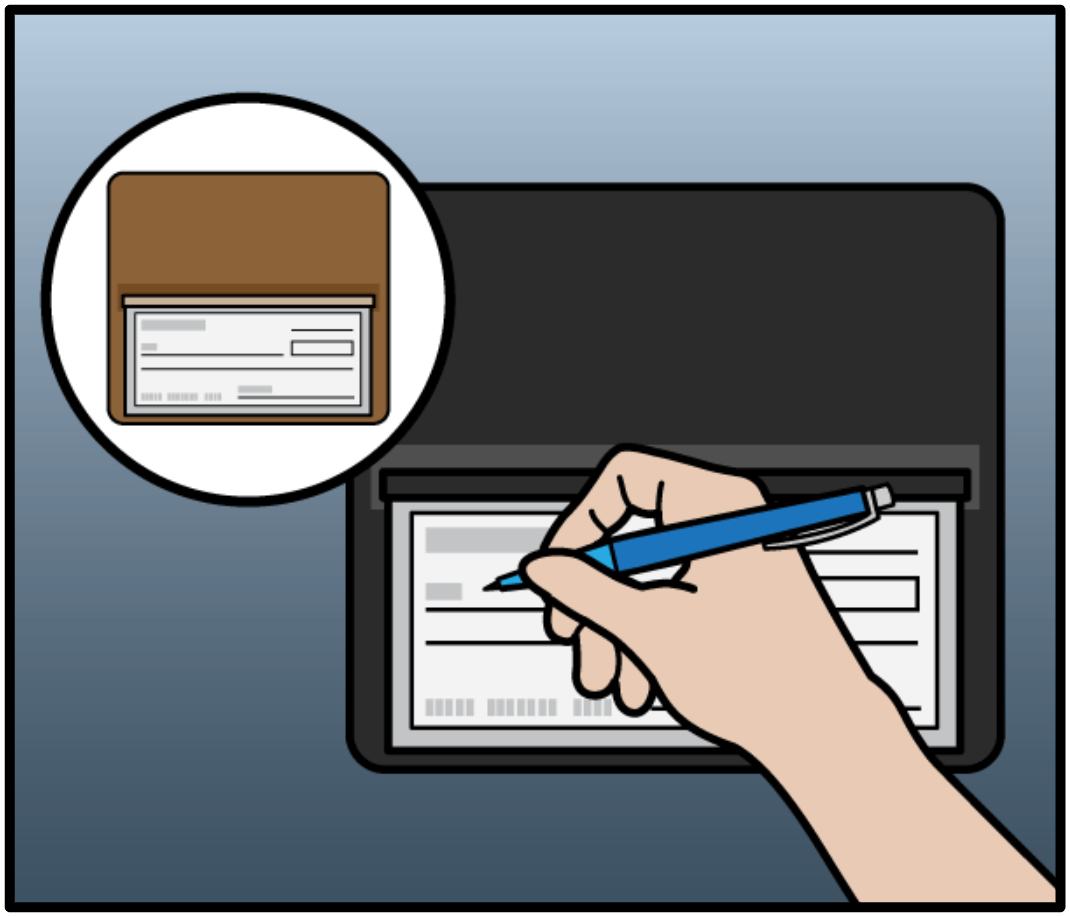
Helps.



Account.



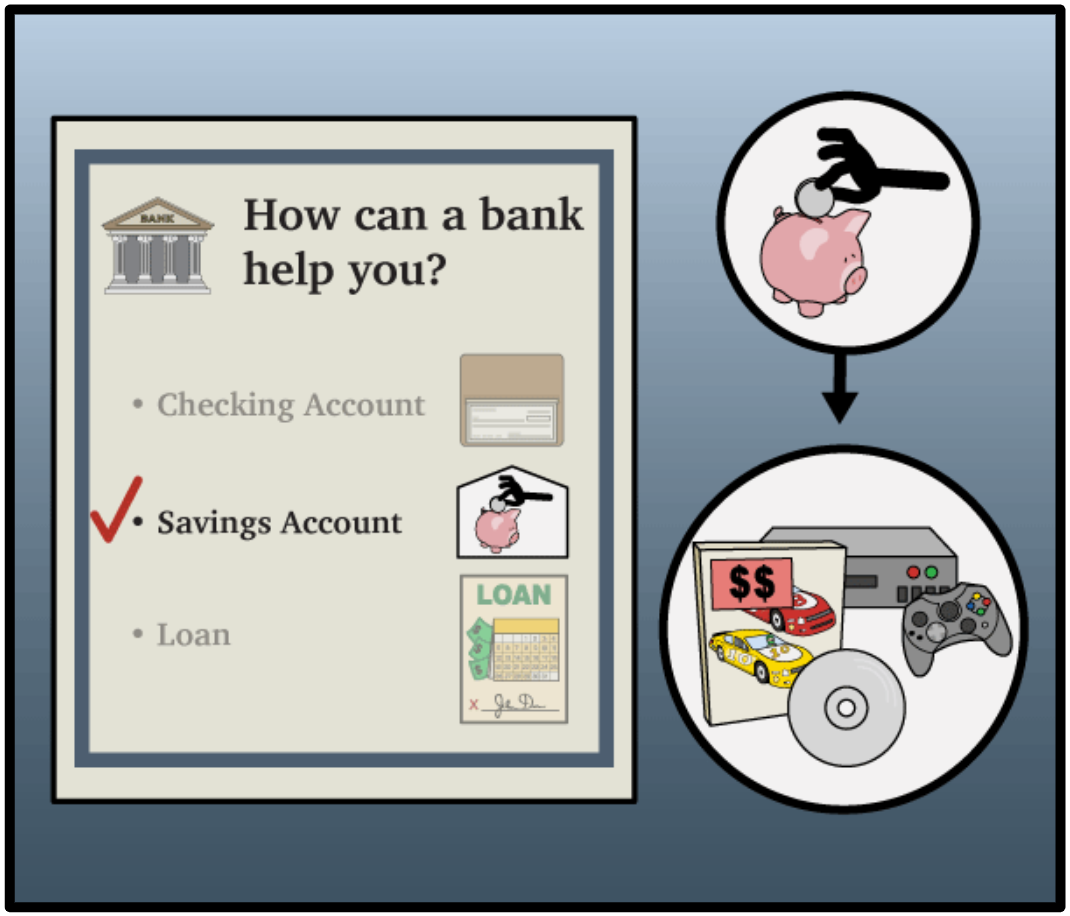
Checking account.



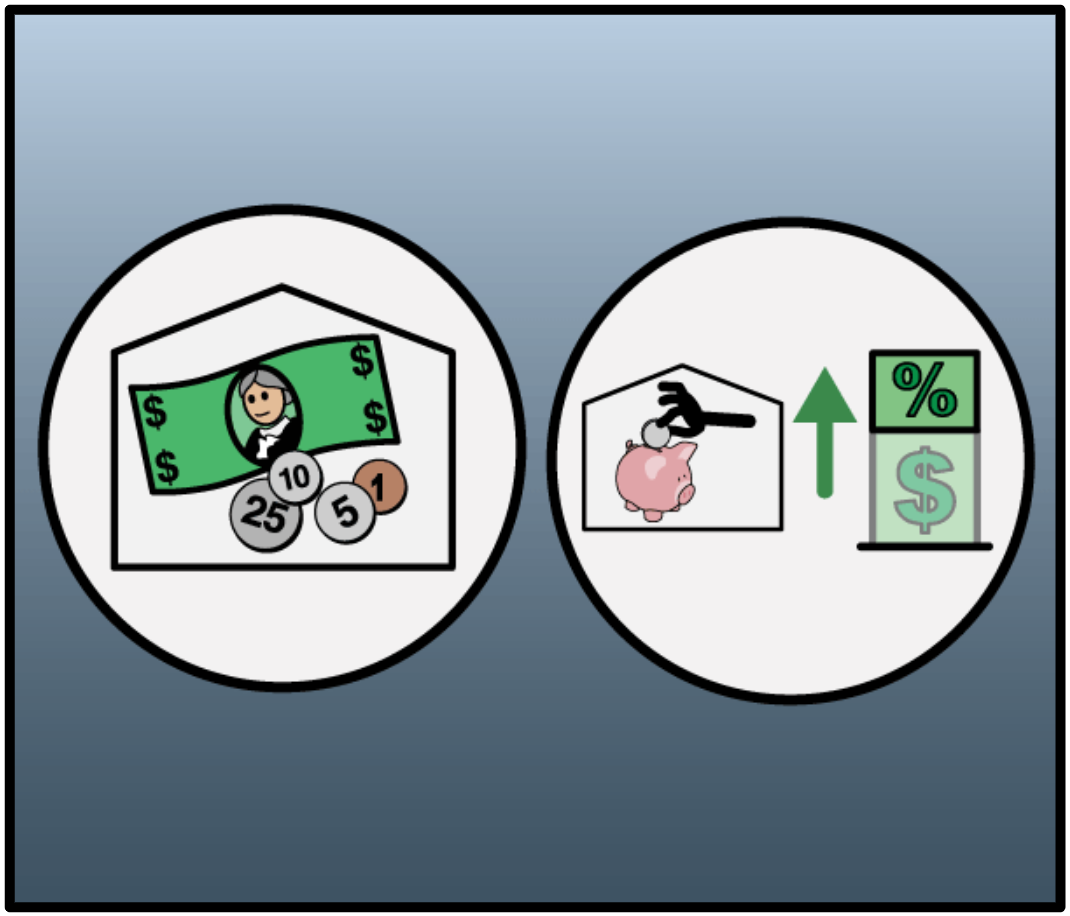
Checks.



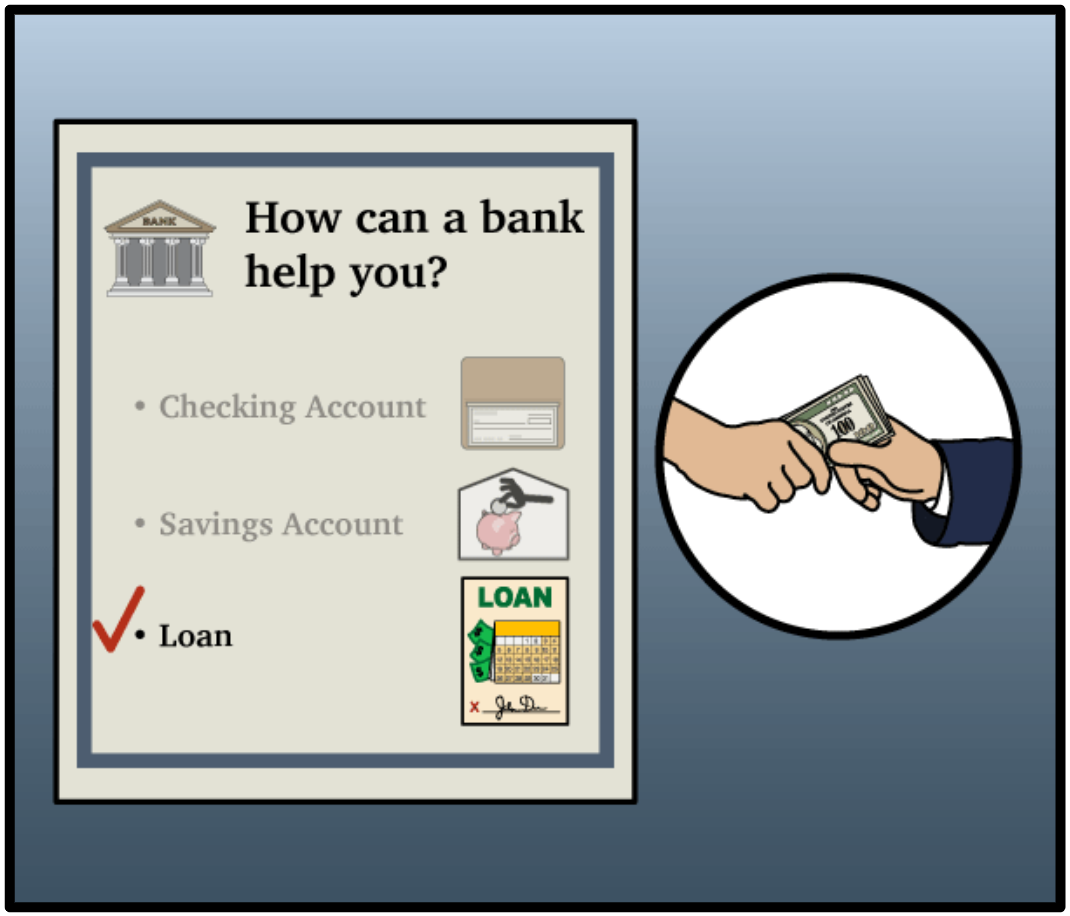
Debit card.



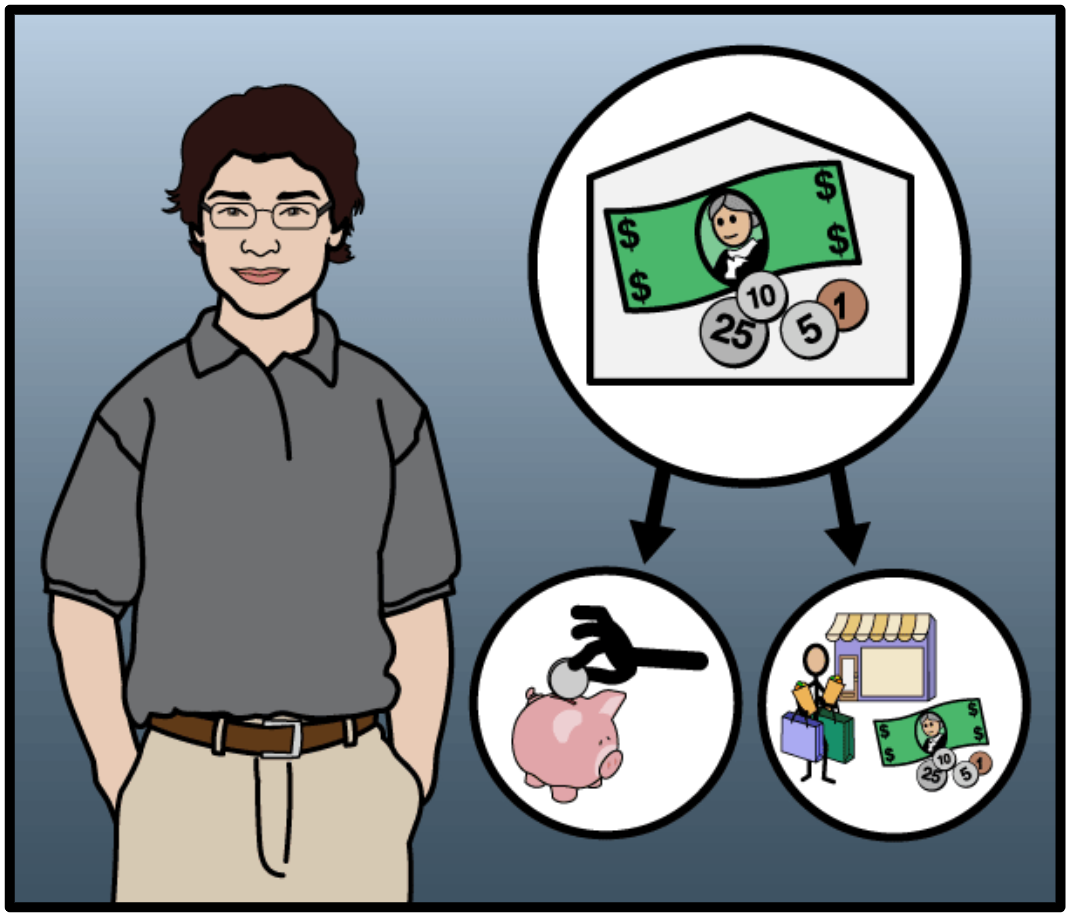
Savings account.



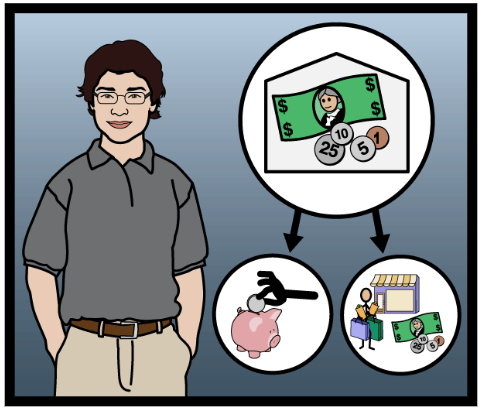
Earn money.


How can a bank help you?
• Checking Account
• Savings Account
• Loan
LOAN

Loan.



Helps.



The End

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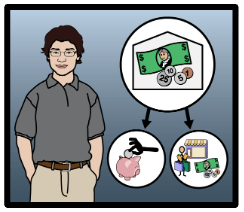
yes



A Bank Is Helpful

no

has	earn	need	safe	Kirk	money	job
keep	put	ask	helpful	place	mother	bank
want	open	spend	now	bank account	checking account	check
pay	save	give	later	debit card	savings account	loan

Within each category, pictures are listed from left to right in the order in which they appear in the text.

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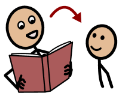
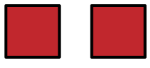
 What is the title of the story?	
 From the title, what do you think the story will be about?	
 Who is the author of the story?	
 Who is the illustrator of the story?	

 **I like to...**

☐ **Read by myself.** 

☐ **Have someone read to me.** 

☐ **Listen on the computer.** 

	Version 1	Version 2
 How was the story presented?		
 What was different from one story to the other story?		
 What was the same from one story to the other story?		
 Check which version you liked better.	✓	✓

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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story. Summarize the main theme and key events of a story. Sequence the events of a story.

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Identify main ideas presented orally or from diverse media formats.

Differentiated Tasks

Level 3 Students will...

- Independently read questions about a story and write, speak or select an answer.
- Summarize a story, including the main idea or theme and key details.
- Describe the plot of a story by putting events in order.
- Summarize information from content specific reading, topics and tasks.

Level 2 Students will...

- Point to or select a picture from a choice of three in response to a question about a story.
- Use picture supports to retell key details or characters from a story.
- Use picture supports to identify events and the order in which they happened in a story.
- Describe information, using picture supports from content-specific reading, topics and tasks.

Level 1 Students will...

- Respond to a question by choosing a single option or errorless picture.
- Retell key details or characters from a story through and active participation response.
- Select a picture to identify an event from a story.
- Respond to questions related to content topics and tasks using picture supports and communication technologies.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In this lesson, students will answer questions and build comprehension of the story, ***A Bank Is Helpful*** .

Topic Words

account	earn	safe
bank	job*	save
check	money*	spend

Literacy Words

answer	detail	setting
book	person	story*
character	question	

* Power Words

Benchmark Assessments

- Reading Level Assessment
- Listening Comprehension
- Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Content Understanding
- Level 2-3 Reading, Questions 1-3 and 8-12
- Level 1 Combined Content, Questions 3 and 4

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Lesson at a Glance

	Activity 1	Activity 2
Instructional Activities	Answer Questions	Comprehension
See how these activities fit into the **Suggested Monthly Plan**.		
ULS Materials and Resources	***A Bank Is Helpful*** (Level E) **Comprehension Questions** (Levels 3 - 1) **Fill-In Cards**	***A Bank Is Helpful*** (Level E) **Main Idea and Details Chart** (Templates C, B and A) **Sequencing Cards**
	Instructional Guide: Active Participation Scripts **Instructional Guide: Instructional Tips** **SymbolStix PRIME**	
Additional Materials		

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Lesson 2 - Read and Comprehend
Activity 1 - Answer Questions

2
Activity 1

Instructional Target

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Instructional Routine

? or

Introduce	• Reread the highest level of the Leveled Book, ***A Bank Is Helpful***, as directed in Lesson 1. Then introduce this activity by asking a focus question about the book. For example, ask "Where did Kirk bring his money—to a bank or to a restaurant?" Discuss students' responses. • Tell students they will now answer other questions about the story, ***A Bank Is Helpful***. Explain that the answers to these questions can be found in the story. For example, say, "I am going to ask you questions about the story, ***A Bank Is Helpful***. Your job is to answer the questions. You can use the story to help you." • Review the learning goal with students: **I will answer questions about a story.**
Model	• Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the story to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	***Choose the most appropriate activity format on the basis of each student's skills and needs.*** **Level 3:** The questions are text only. Have the student answer the questions independently. **Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture. **Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.
Review	• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.

Check Understanding ?

- **Level 3:** Can the student independently answer questions about a book?
- **Level 2:** Can the student answer questions about a book by selecting a picture?
- **Level 1:** Can the student answer questions about the book by selecting a picture? How many choices were presented?

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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Identify main ideas presented orally or from diverse media formats.

Instructional Routine

? or

Introduce	• Review the Leveled Book by asking a focus question. For example, ask, "Why does Kirk bring his money to the bank—to keep it safe or to lose it?" Discuss students' responses. • Explain that stories have many different parts. The main idea is what the story is about. The details give more information about the story and support the main idea. The theme is an important idea or lesson from the story. • Tell students, "Today, your job is to find the main idea and an important idea or lesson from the story and put details from the story in order." • Review the learning goals with students: **I will find the main idea and an important idea or lesson from the story. I will put details from the story in order.**
Model	• Display the Main Idea and Details Chart. Three formats of the Chart are provided: Template C (Text Only), Template B (Single Symbol-Support) and Template A (Symbol-Supported). Display the template that meets the majority of the students' needs. • Using the Leveled Book, discuss the characters and main idea of the story. For example, ask, "Who are the main characters in the story? What was the story about?" Model selecting the main character and main idea to complete the Main Idea and Details Chart. • Continue using the Leveled Book to discuss details in the story. Use the Sequencing Cards to model adding details to the Main Idea and Details Chart in the correct order. For example, say, "In the beginning of the story, the first detail, character or event was _____. The event was _____." Select the appropriate Sequencing Card to complete the Key Details chart. • Complete the Main Idea and Details Chart by discussing an important idea or lesson from the story. Model choosing the correct message. For example, ask, "What is an important idea or lesson to be learned from this story?" Model selecting the correct message. Discuss the completed chart.
Provide Practice	***Provide students with appropriate Main Idea and Details Chart, Sequencing Cards and Leveled Book.*** **Level 3:** Have the student summarize the story, including main idea and important idea or lesson and describe the plot by putting events in order on the Main Idea and Details Chart. **Level 2:** Have the student use picture supports to retell key details, characters and events from the story in order by completing the Main Idea and Details Chart. **Level 1:** Have the student retell key details or characters from a story through an active participation response and select a picture to identify an event from a story using the Main Idea and Details chart from a field for 2-3 (or errorless choice).
Review	• Revisit the learning goal by reviewing the completed Main Idea and Details Chart. Talk with students about how they know the main idea of the story.

Check Understanding

- **Level 3:** Can the student summarize the story, including the main idea and an important idea or lesson, and describe the plot by putting events in order on the Main Idea and Details Chart?
- **Level 2:** Can the student use picture supports to retell key details, characters and events from the story in order by completing the Main Idea and Details Chart?
- **Level 1:** Can the student retell key details or characters from a story through an active participation response and select a picture to identify an event from a story using the Main Idea and Detail chart from a field for 2-3 (or errorless choice)?

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Questions and Answers

helpful **bank accounts** **save** **money** **bank**

Fill-In

1. Kirk needs a safe place to keep his _____. (**money**)
2. A _____ is a safe place. (**bank**)
3. A bank is _____. (**helpful**)
4. Kirk's mother helps him open up _____. (**bank accounts**)
5. Kirk can _____ money for the big things he wants. (**save**)

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Name: _____

1. Kirk needs a safe place to keep his  .

2. A  is a safe place.

3. A bank is  .

4. Kirk's mother helps him open up  .

5. Kirk can  money for the big things he wants.

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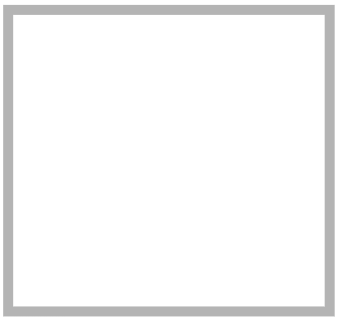
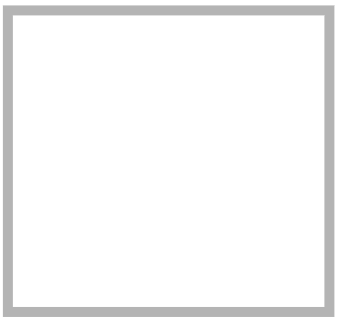
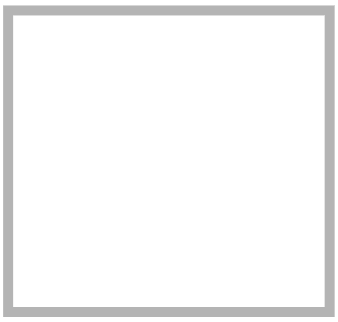
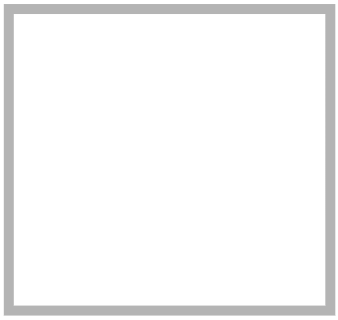
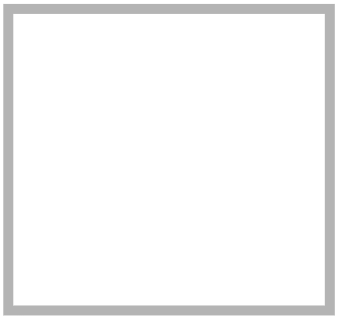
Name: _____

1. Kirk needs a safe place to keep his  .

2. A  is a safe place.

3. A bank is  .

4. Kirk's mother helps him open up  .

5. Kirk can  money for the big things he wants.

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1. Kirk needs a safe place to keep his  .







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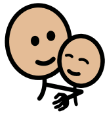
2. A ☐ is a safe place.

=  

3. A bank is ☐ .



=

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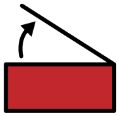
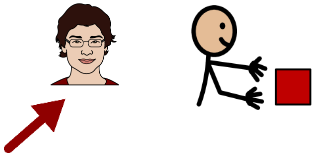
4. Kirk's  mother  helps  him  open  up  .

5. Kirk can   money  for the big  things  he  wants.

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Main Idea and Key Details

Who is the main character in this story?

a. Mr. Effler b. Eve c. Kirk

What is this story about?

- ◯ a. Kirk puts his money in the bank.
- ◯ b. Kirk has dinner at the restaurant.
- ◯ c. Kirk goes to the movies.

Events

First	
Next	
Last	

Important Idea or Lesson

What is an important idea or lesson you learned from the story?

- ◯ a. Kirk needs a new job.
- ◯ b. Banks are for ordering food and picking up groceries.
- ◯ c. Banks are helpful and keep money safe.

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First	
Next	
Last	

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a. Mr. Effler



b. Eve

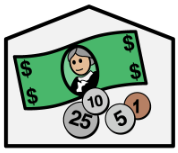


c. Kirk



What is this story about?

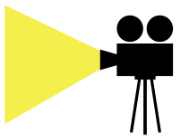
a. Kirk puts his money in the bank.



b. Kirk has dinner at the restaurant.



c. Kirk goes to the movies.



Events

First	
Next	
Last	

Important Idea or Lesson

What is an important idea or lesson you learned from the story?

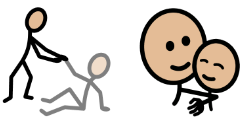
a. Kirk needs a new job.



b. Banks are for ordering food and picking up groceries.



c. Banks are helpful and keep money safe.



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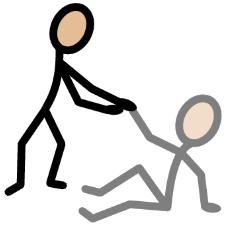
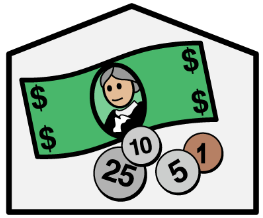
For hands-on instruction, print, cut out and laminate.

helpful	bank accounts	save	money	bank
				

helpful	bank accounts	save	money	bank
				
helpful	bank accounts	save	money	bank

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Literature Chart - Template C Fill-in Cards

Kirk puts his money into bank accounts.
Kirk earned money from his job.
Kirk goes to the bank.

Literature Chart - Template B Fill-in Cards

	Kirk puts his money into bank accounts.
	Kirk earned money from his job.
	Kirk goes to the bank.

Literature Chart - Template A Fill-in Cards

	Kirk puts his money into bank accounts.
	Kirk earned money from his job.
	Kirk goes to the bank.

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Lesson 3 - Chapter 1

Mark Wants a Video Game System

3

Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Independently read questions about a story and write, speak or select an answer.	• Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Point to or select a picture from a choice of three in response to a question about a story.	• Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Respond to a question by choosing a single option or errorless picture.

Topic Connection

In this unit's Chapter Book, ***Mark's Money***, students will follow Mark as he gets his first job and starts earning money. Students will then learn about money, budgeting and banking services as Mark visits a bank. In this chapter, **Mark Wants a Video Game System**, students will follow Mark as he decides which job is best for him to start earning money to buy a video game system.

Topic Words

bank	job*
earn	money*

Literacy Words

author	character	illustration/picture	read*
book	cover	illustrator	title
chapter			

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
See how these activities fit into the **Suggested Monthly Plan** .			
ULS Materials and Resources	**Chapter 1: Mark Wants a Video Game System** (Level J/K) **Communication Board** **Standards Connection A**	**Chapter 1: Mark Wants a Video Game System** (Level J/K, F/G or F/G Symbol-Supported) **Communication Board**	**Chapter 1: Mark Wants a Video Game System** **Communication Board** **Comprehension Questions** (Fill-In and Multiple-Choice, Levels 3-1) **Advanced Questions** **Fill-In Cards** **Standards Connection B** **Standards Connection C**
	Instructional Guide: Active Participation Scripts **Instructional Guide: Instructional Tips** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**		
Additional Materials			

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

? or

Before Reading

- Use Lesson 15, Activity 3 to introduce the Topic Words: earn, job and money.
- Continue talking about jobs. Ask a focus question such as, "What can you earn money from—a job or a plant?" Explain that working at a job can help people earn money to buy things that they want or need.
- Display the title page of the Chapter Book and read the title, author and illustrator's names. Use Standards Connection A to provide a visual. Display Chapter 1, **Mark Wants a Video Game System** (Level J/K), and read the chapter title.
- Preview the chapter. Introduce Mark as the main character of the story. Discuss the action going on in each illustration. Point out the discussion questions at the end of each page. Then say, "As I read today, it is your job to remember one thing Mark learns about jobs."
- Review the learning goal with students: **I will remember one thing Mark learns about jobs.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words and phrases that describe jobs, such as 'earn', 'money', 'a job can help pay' and 'grocery bagger', by emphasizing the words and phrases as you read them.

Comment on Characters, Setting and Plot

- Comment on how the illustrations help you know what Mark learns about jobs. For example, on page 4, show students the illustration of the symbol for job and some wants or needs such as a video game system or clothes. Say, "Mark's mother tells Mark that having a job is a great way to earn money. Money helps you buy things you want or need. Money from a job can help Mark buy the video game system."

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter.

After Reading

- Revisit the learning goal. For example, ask, "What is one thing Mark learns about jobs?"

Level 3: Have the student independently describe one thing Mark learns about jobs. Provide prompts, such as, "What is something that Mark can earn from getting a job?"
Level 2: Have the student identify one thing Mark learns about jobs. Picture supports such as the Communication Board or the story illustrations may be used as needed.
Level 1: Have the student identify one thing Mark learns about jobs by making a selection (may be single option or errorless choice). For example, display symbol for 'money' and say, "What does a job give people for doing work?" Have the students point to money.

- Continue discussion by talking to students about other things a job can help you do, such as improving communication skills, meeting new people and learning new things..
- Use Standards Connection A to discuss and compare different book genres and student preferences.

Check Understanding

- **Level 3:** Can the student describe one thing Mark learns about jobs from the chapter?
- **Level 2:** Can the student identify one thing Mark learns about jobs? How?
- **Level 1:** Can the student identify one thing Mark learns about jobs by making a selection (may be single option or errorless choice)?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This Leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

Instructional Routine
Guided Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about jobs. • Use the Topic Words: earn, job and money in conversation about the chapter. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, car, does, game, in, need, out, put, start, until, up and walk.

Instructional Routine
Shared Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about jobs. • Use the Topic Words: earn, job and money in conversation about the chapter. Help students locate the words in the chapter. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, car, does, game, in, need, out, put, start, until, up and walk.

Check Understanding

- **Level 3:** Can the student independently read chapter books adapted to personal reading level?
- **Level 2:** Can the student read chapter books adapted to personal reading level with support?
- **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

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Instructional Target

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Instructional Routine

? or

Introduce	• Introduce this activity by asking a focus question about the chapter. For example, ask, "Where does Mark want to get a job—at the grocery store or at the pet store?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, **Mark Wants a Video Game System**. Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter, **Mark Wants a Video Game System** . Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: **I will answer questions about the chapter.**
Model	• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	***Choose the most appropriate activity format on the basis of each student's skills and needs.*** **Level 3:** The questions are text only. Have the student answer the questions independently. **Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture. **Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.
Review	• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.

Check Understanding ?

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?

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Questions and Answers

money **earn** **video game system** **job** **grocery store**

Fill-In (Levels 3-1)

1. Mark wants a _____. (**video game system**)
2. A _____ can help Mark pay for what he wants. (**job**)
3. A job gives people _____ for doing work. (**money**)
4. Mark thinks about working at the _____. (**grocery store**)
5. Mark wants to _____ money. (**earn**)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (**wanting a video game system**, playing in the pool, going to the movies)
2. What can help Mark pay for a video game system? (bag, **job** , counter)
3. What does a job give people for doing work? (**money**, flowers, toys)
4. Where does Mark think about working? (bike shop, movie theater, **grocery store**)
5. What is important to know about this chapter?
   - Mark and John eat lunch.
   - **Mark wants to earn money.**
   - Mark wants to work at the zoo.

Fill-In Advanced

1. Mark loves to play _____. (**video games**)
2. Sometimes people need to earn money to _____ things. (**buy**)
3. Money helps you buy things you _____ or need. (**want**)
4. Mark asks the _____ if they are hiring. (**store manager**)
5. The grocery store is looking for _____. (**grocery baggers**)

Multiple-Choice Advanced

6. Who do grocery baggers help? (referees, video game players, **customers**)
7. What do grocery baggers do? (bake cakes, **carry groceries**, **put bags in cars**)
8. What does a grocery bagger need to be? (**helpful**, scary, **kind**)
9. What is a job application?
   - **form people fill out to get a job**
   - bag to put groceries in
   - video game people play
10. Why is Mark excited?
    - **He may be able to get a job.**
    - **He can start earning money to buy what he wants.**
    - He likes to make video games.

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Instructional Target

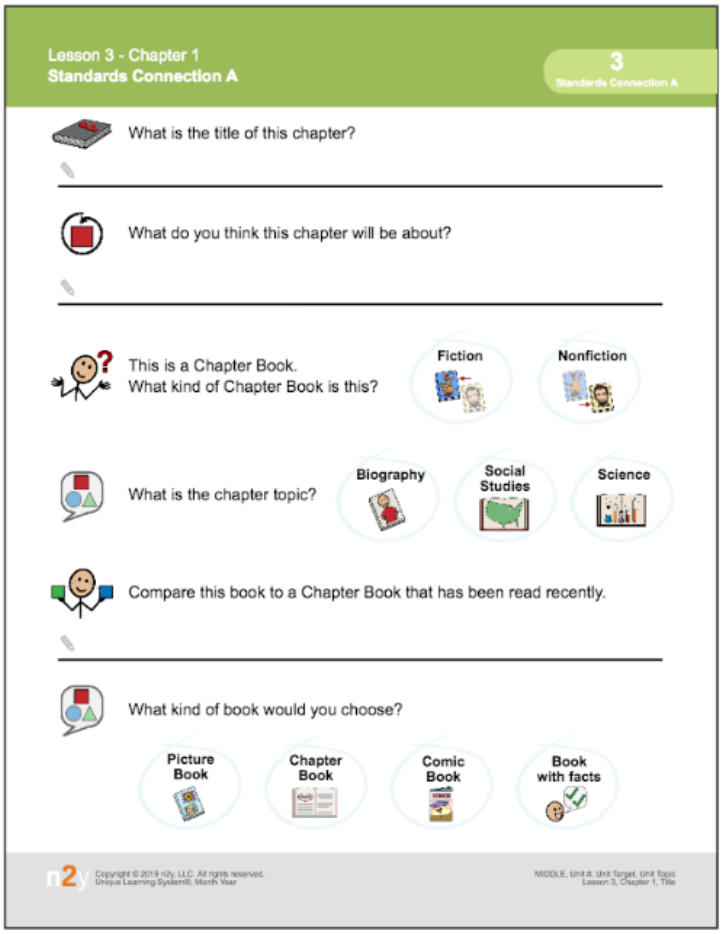
Reading Standards for Literature

- ***Integration of Knowledge and Ideas:*** Compare different genres and identify personal preferences.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Identify different genres and match books and stories that belong in each genre.	• Identify two stories or books of the same genre.	• Select a book or story of personal preference.

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.



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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Identify main ideas presented orally or from diverse media formats.
- ***Presentation of Knowledge and Ideas:*** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...

- Summarize a story, including the main idea and key details.
- Describe the plot of a story by putting the events in order.
- Summarize information from content-specific reading, topics and tasks.
- Communicate on a topic, including facts and details to support the main idea.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.

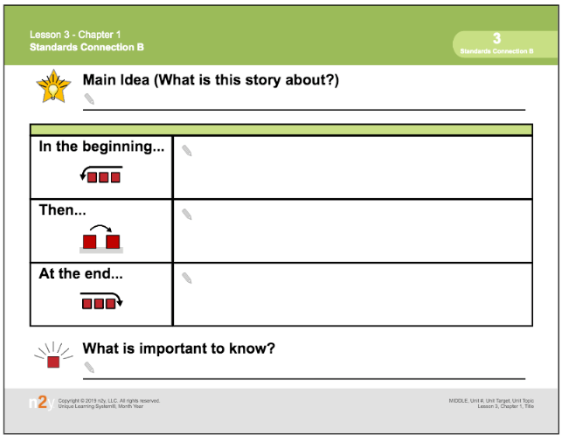
Level 2 Students will...

- Use picture supports to retell key details or characters from a story.
- Use picture supports to identify events and the order in which they happened in a story.
- Describe information, using picture supports from content-specific reading, topics and tasks.
- Use picture supports to communicate main ideas, including facts and details, on a given topic.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event in a story (single option or errorless choice).
- Using picture supports and communication technologies, respond to questions related to content topics and tasks.
- Communicate basic information on a topic or experience using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. ***Standards for Language*** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.



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Instructional Targets

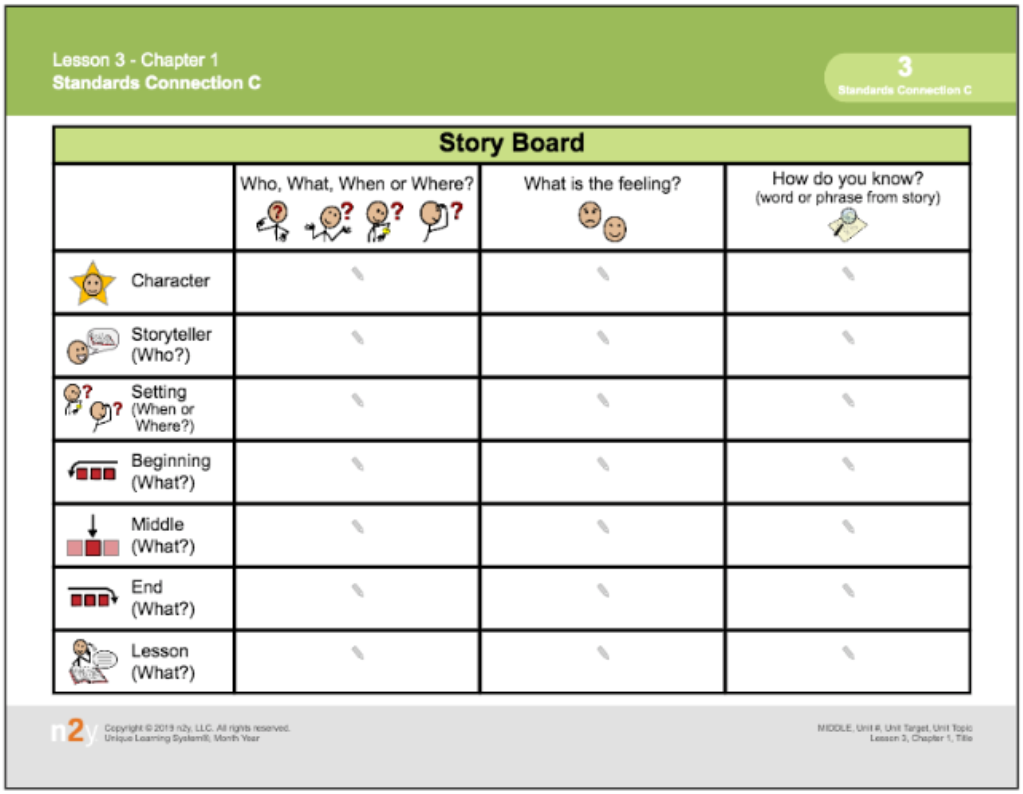
Reading Standards for Literature

- ***Craft and Structure:*** Identify the structure of a story, play or poem. Determine the feelings created by the author in a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Describe words, phrases or features that are part of the structure of a story, play or poem. • Describe the words, phrases or features that evoke feelings in a story, play or poem.	• Identify words, phrases or features that are part of the structure of a story, play or poem. • Identify words, phrases or features that evoke feelings in a story, play or poem with support.	• Select a word or picture that is part of the structure of a story, play or poem. • Select a word or picture that evokes feelings in a story.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author by describing various features from the text such as characters, setting, narrator and events in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.



Lesson 3 - Chapter 1
Standards Connection C

3
Standards Connection C

Story Board

	Who, What, When or Where?	What is the feeling?	How do you know? (word or phrase from story)
Character			
Storyteller (Who?)			
Setting (When or Where?)			
Beginning (What?)			
Middle (What?)			
End (What?)			
Lesson (What?)			

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MIDDLE, Unit #, Unit Target, Unit Topic
Lesson 3, Chapter 1, Title

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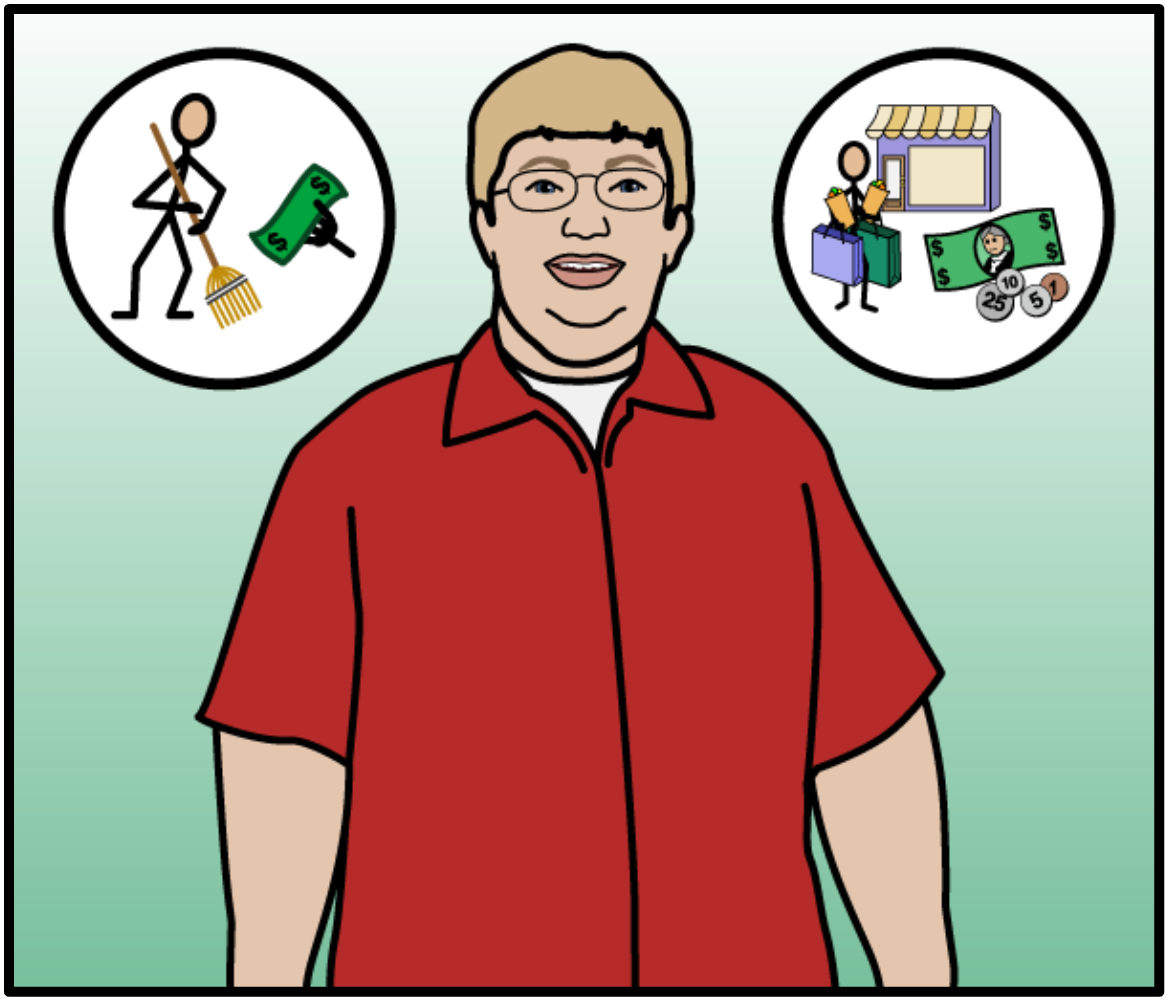
Mark's Money



by Katherine Rottman

Illustrated by Alex Wisehart

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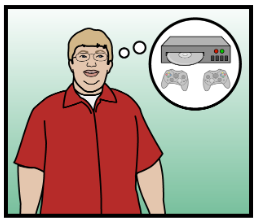
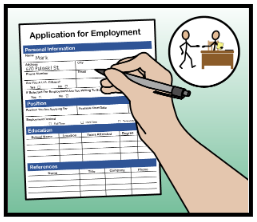
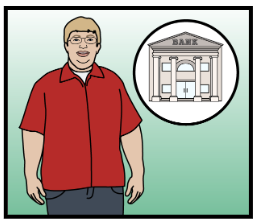


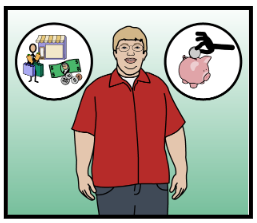
Chapter 1: Mark Wants a Video Game System.....pg 1



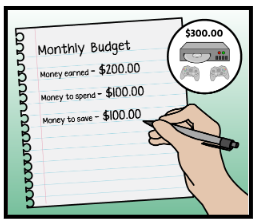
Chapter 2: Mark Gets Hired.....pg 9



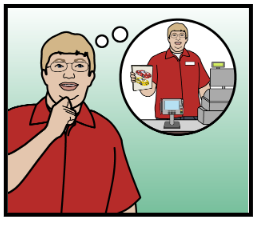
Chapter 3: Mark Goes to the Bank.....pg 17



Chapter 4: Saving and Spending Money.....pg 26



Chapter 5: Mark Makes a Budget Plan.....pg 34



Chapter 6: Mark Thinks About Different Jobs.....pg 41

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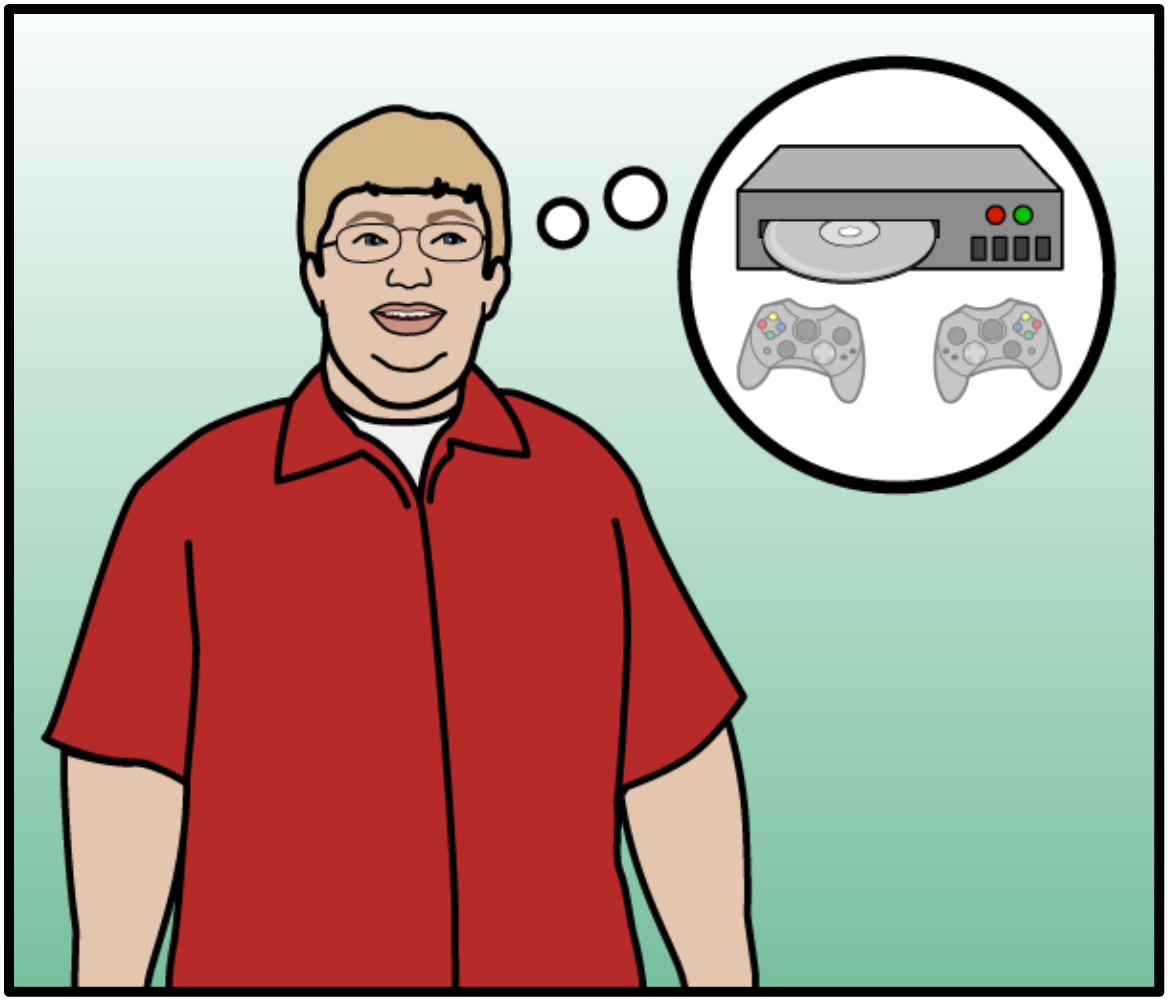
Chapter 1: Mark Wants a Video Game System



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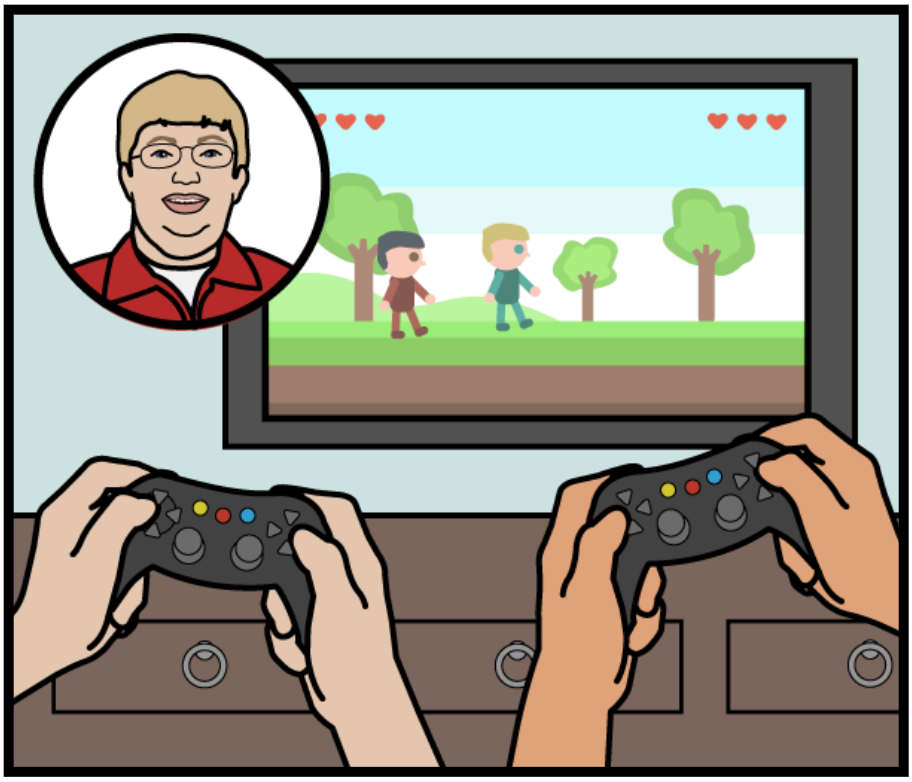
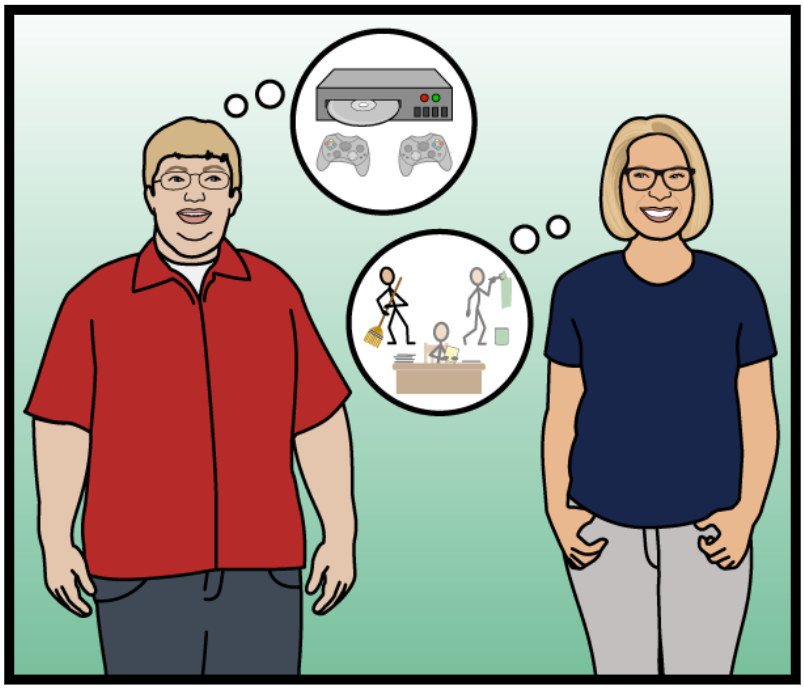


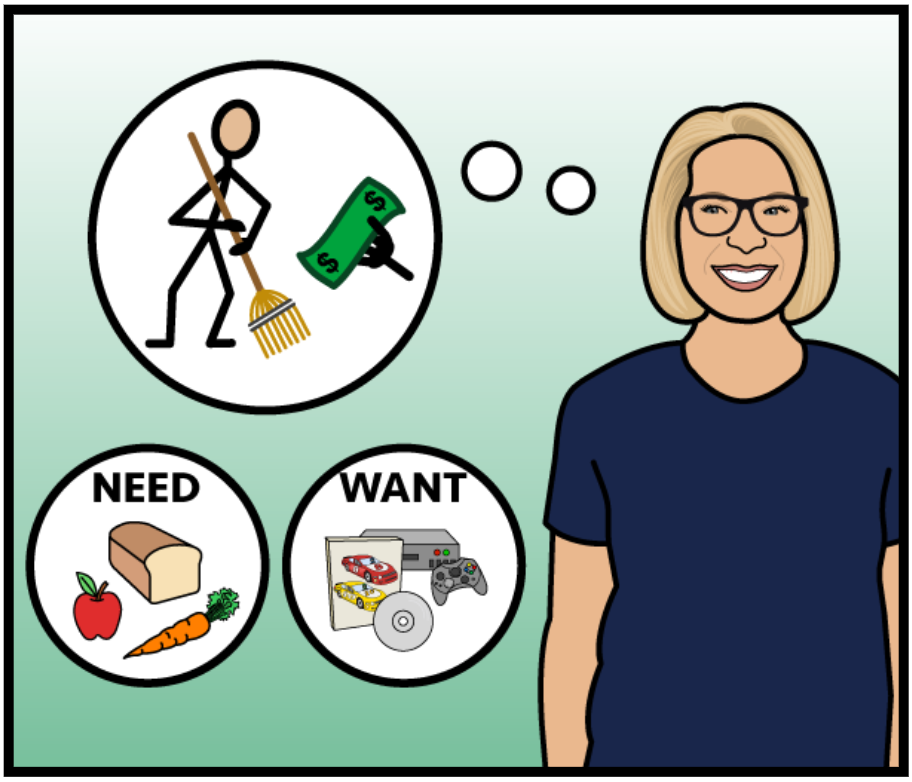
Mark is at his friend John's house. They are playing on John's new video game system. Mark loves to play video games. "I wish I had one of those systems!" says Mark. Mark thinks about how he can get his own video game system.

What does Mark want?

Mark gets home from John's house. He talks to his mother. "I really want a video game system," says Mark. "Is there any way that I can get one?" "I know a great way you can get a video game system," says Mark's mother. "You can get a job. A job can help you pay for a video game system."

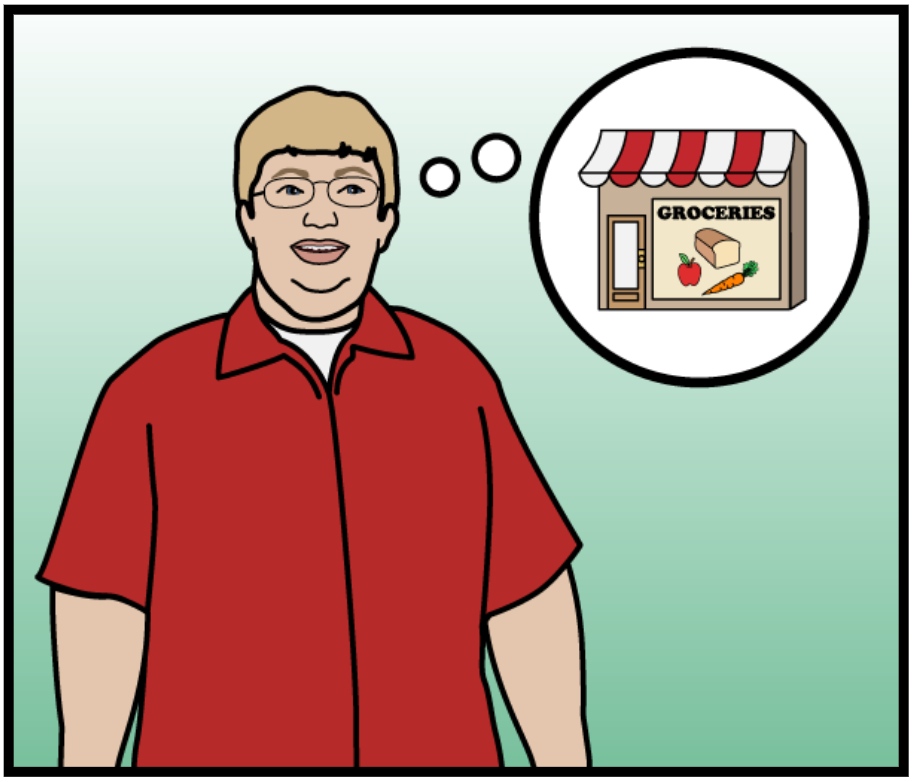


How can Mark get the video game system?



"Sometimes people need to earn money to buy things," says Mark's mother. "Having a job is a great way to earn money. Money helps you buy things you want or need. Money from a job can help you buy the video game system."

How can having a job help Mark get what he wants?



Mark thinks about what kind of job he can get. He remembers that John works at the grocery store. “Maybe I can get a job at the grocery store like John,” says Mark. Mark’s mother thinks this is a great idea.

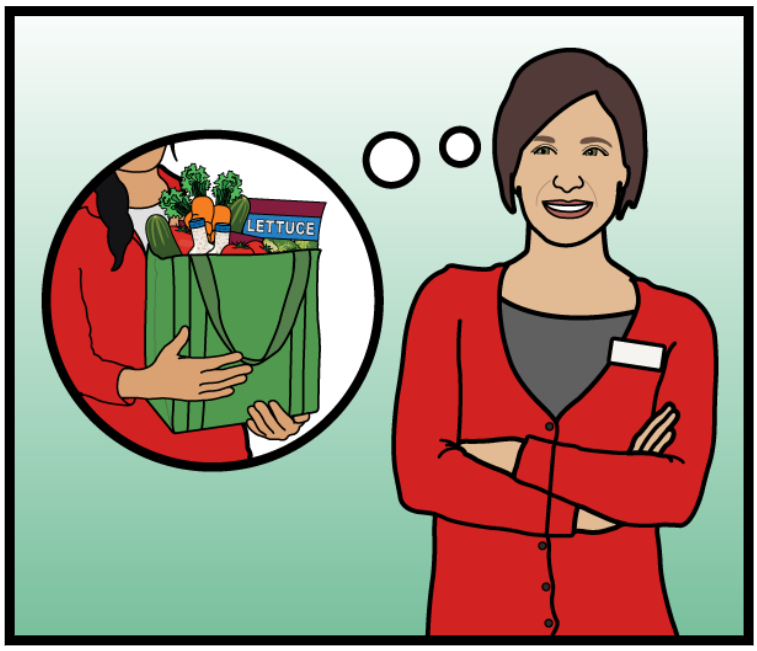
Where does Mark want to work?



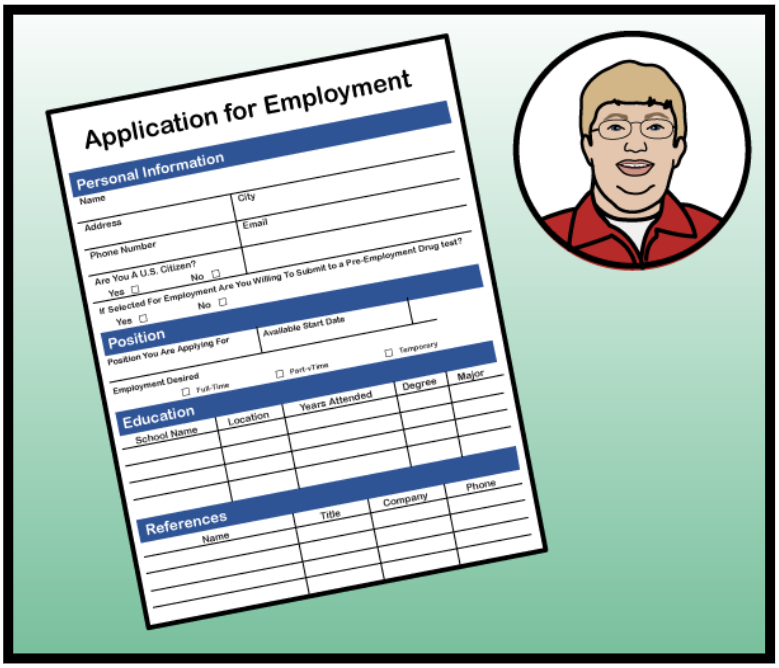
Mark and his mother go to the grocery store. Mark walks to the Customer Service counter. Mark asks the store manager if they are hiring. “The grocery store is looking for grocery baggers,” says the store manager. Mark wonders what a grocery bagger does.

What is the job opening at the grocery store?

The store manager explains the job. A grocery bagger helps to put groceries in bags for customers. They can also carry the groceries to the customer's car. Then, they help put the bags into the car. A grocery bagger needs to be helpful and kind. Mark thinks this could be a good job for him.



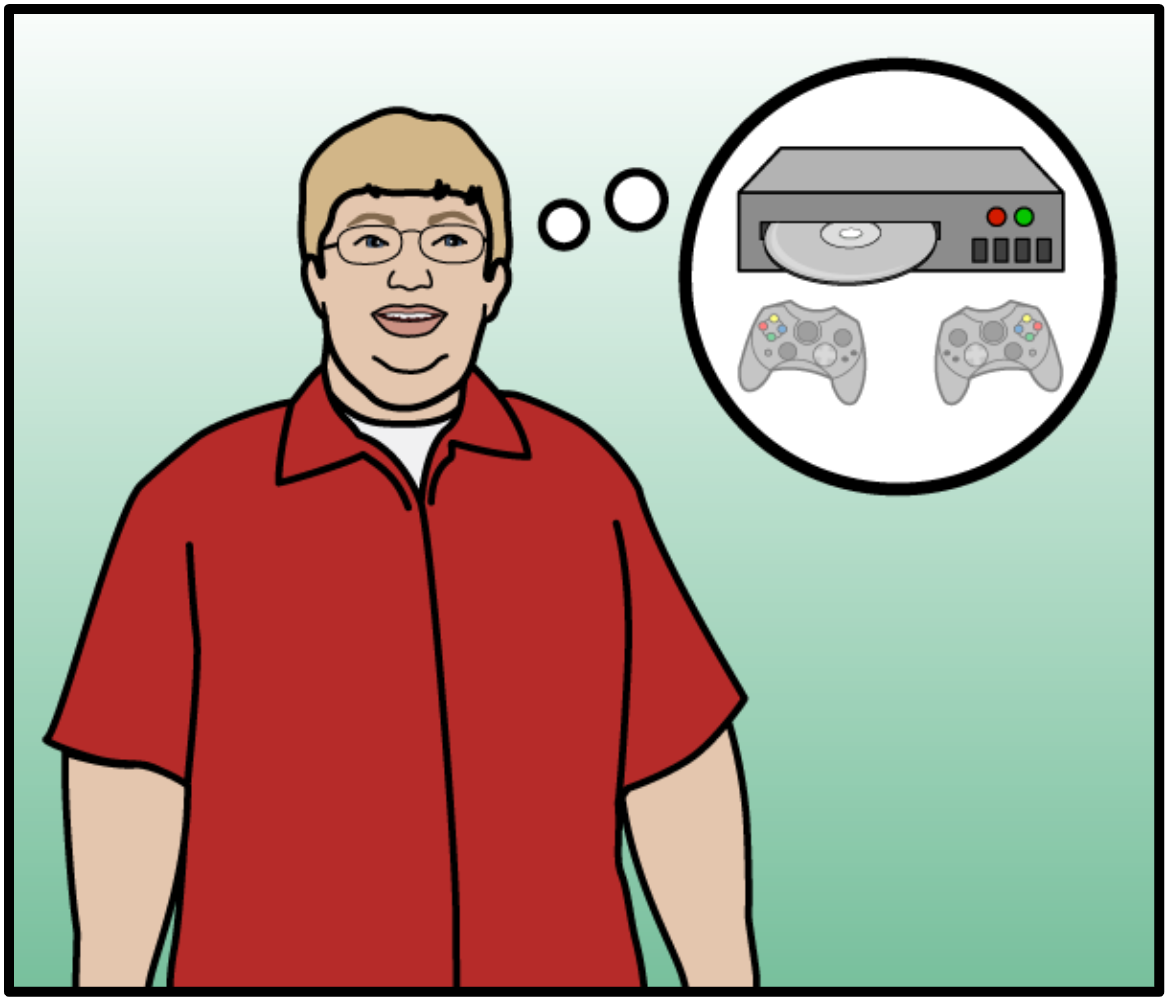
What are the job duties of a grocery bagger?



Mark picks up a job application. A job application is a form people fill out to get a job. Mark will fill out the job application at home. Mark is excited he may be able to get a job. He is ready to start earning money. He can't wait until he can buy a video game system.

What is a job application?

Chapter 1: Mark Wants a Video Game System



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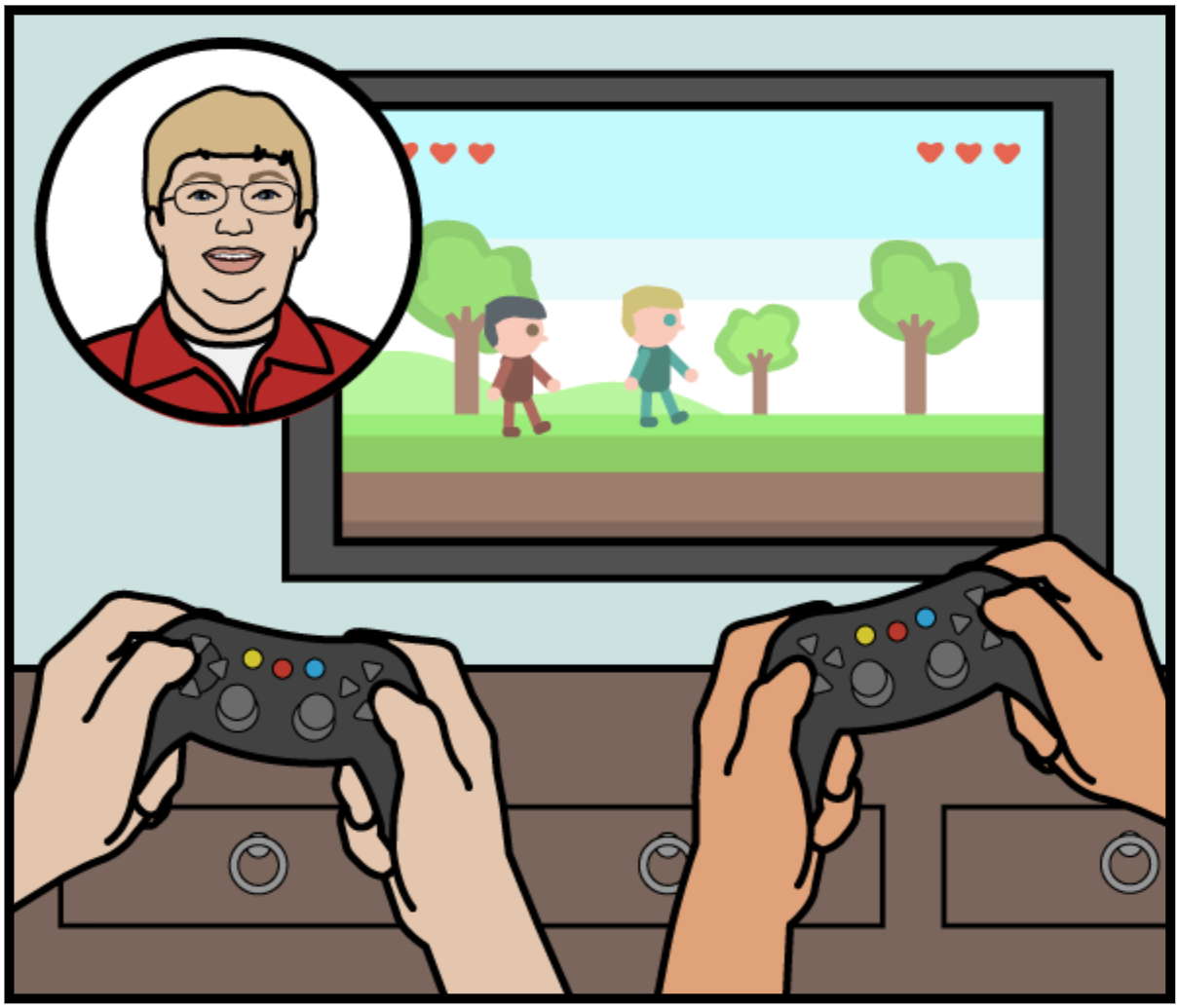
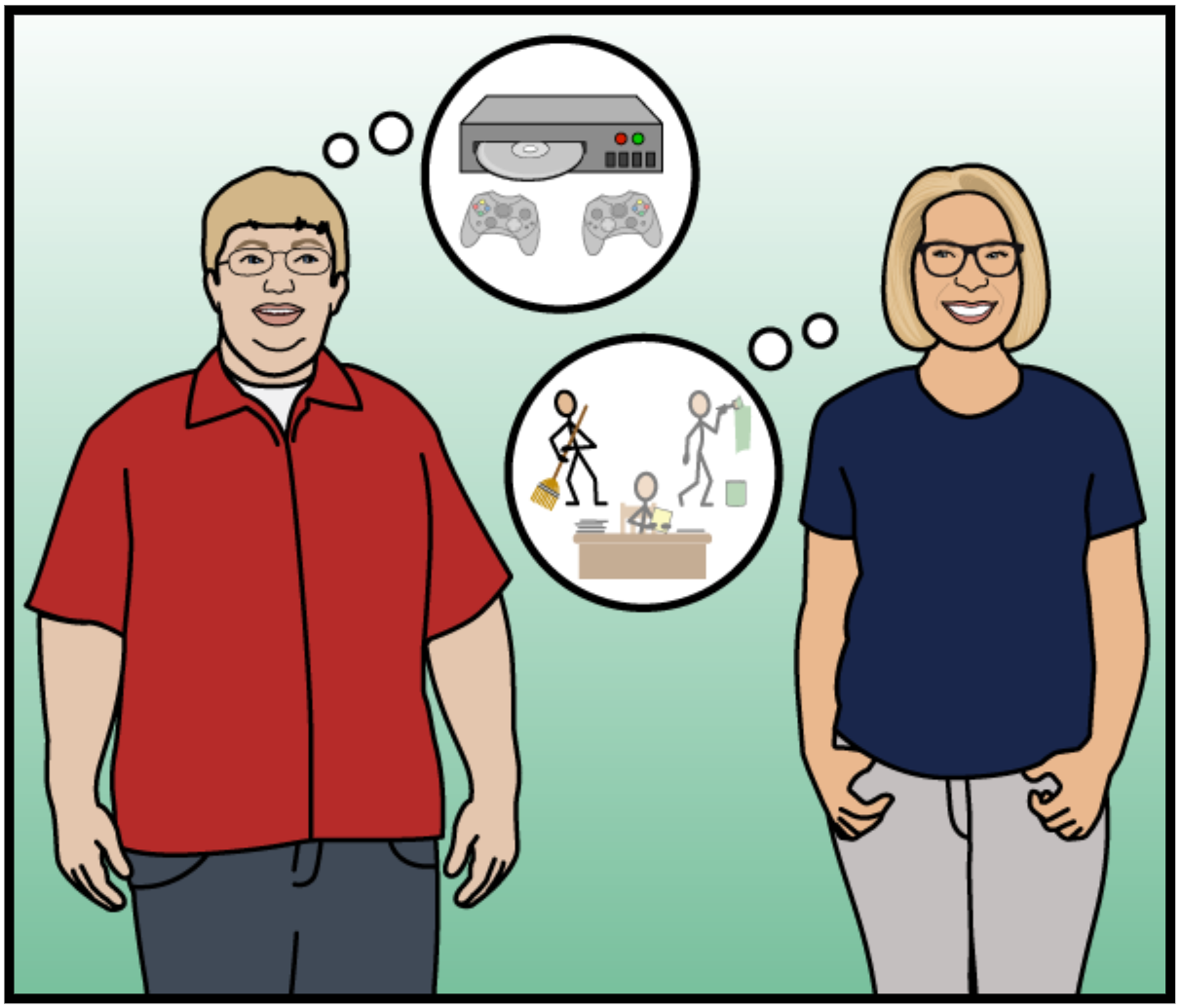
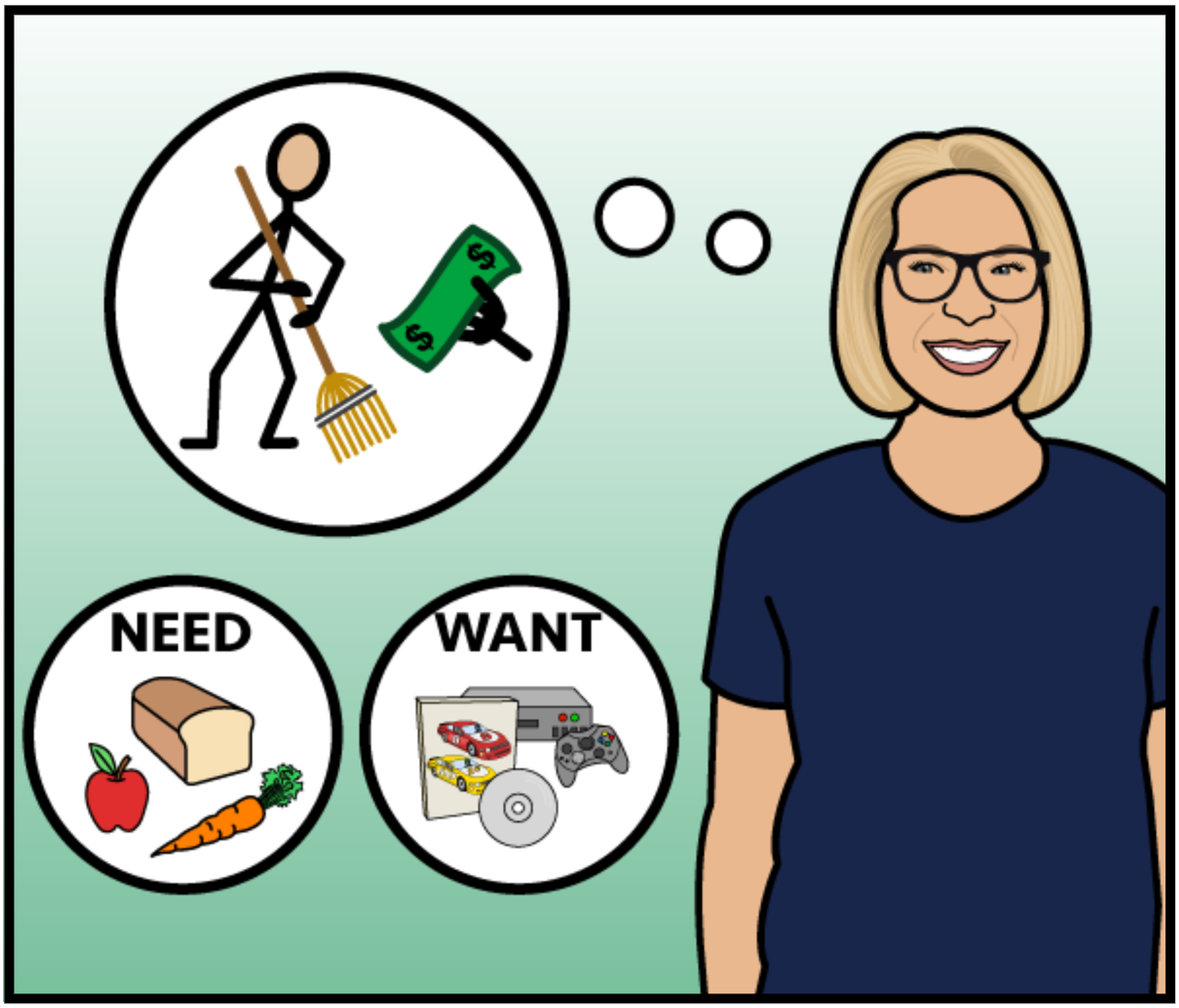


Mark and John are playing video games. They are playing on John's video game system. Mark wants a video game system.

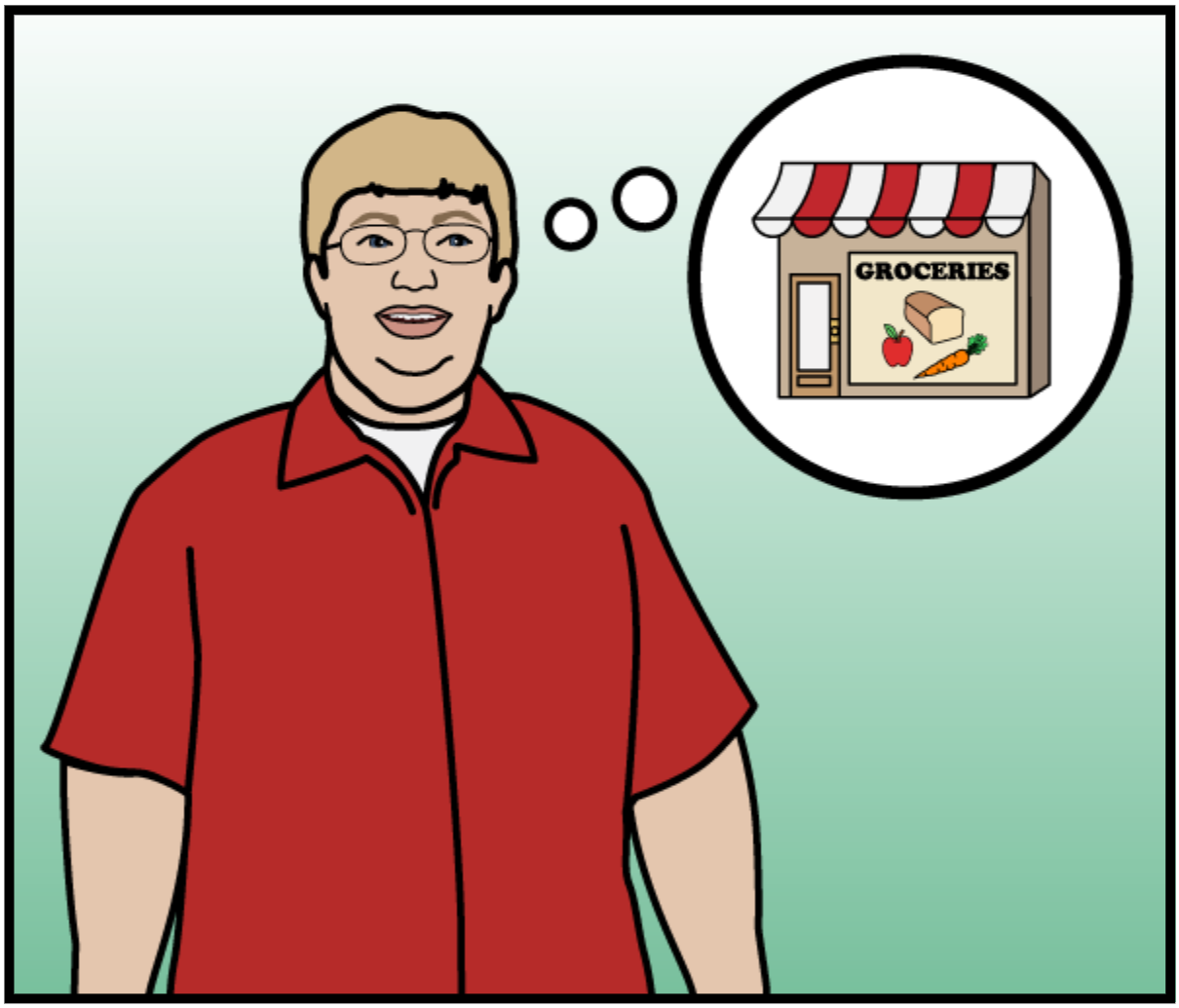


Mark talks to his mother. He asks if he can buy a video game system.

Mark's mother tells him to get a job. A job can help Mark pay for a video game system.



A job gives people money for doing work. They can buy what they want or need. Mark can earn money from a job. Then, he can buy the video game system.



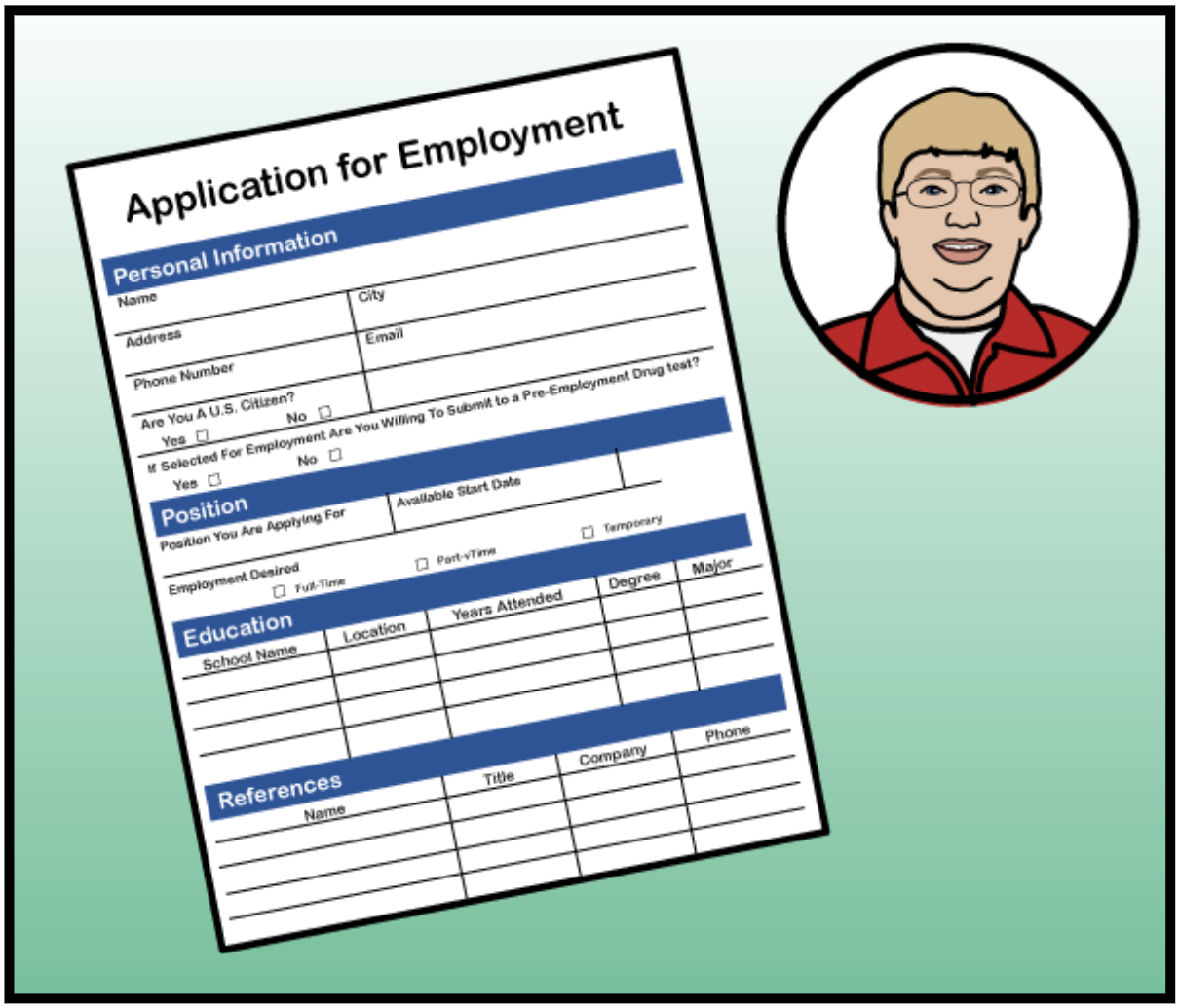
Mark thinks about jobs he can get. His friend John works at the grocery store. Mark thinks about working at the grocery store.



Mark goes to the grocery store. He asks if they have a job he can do. The grocery store needs grocery baggers. What do grocery baggers do ?

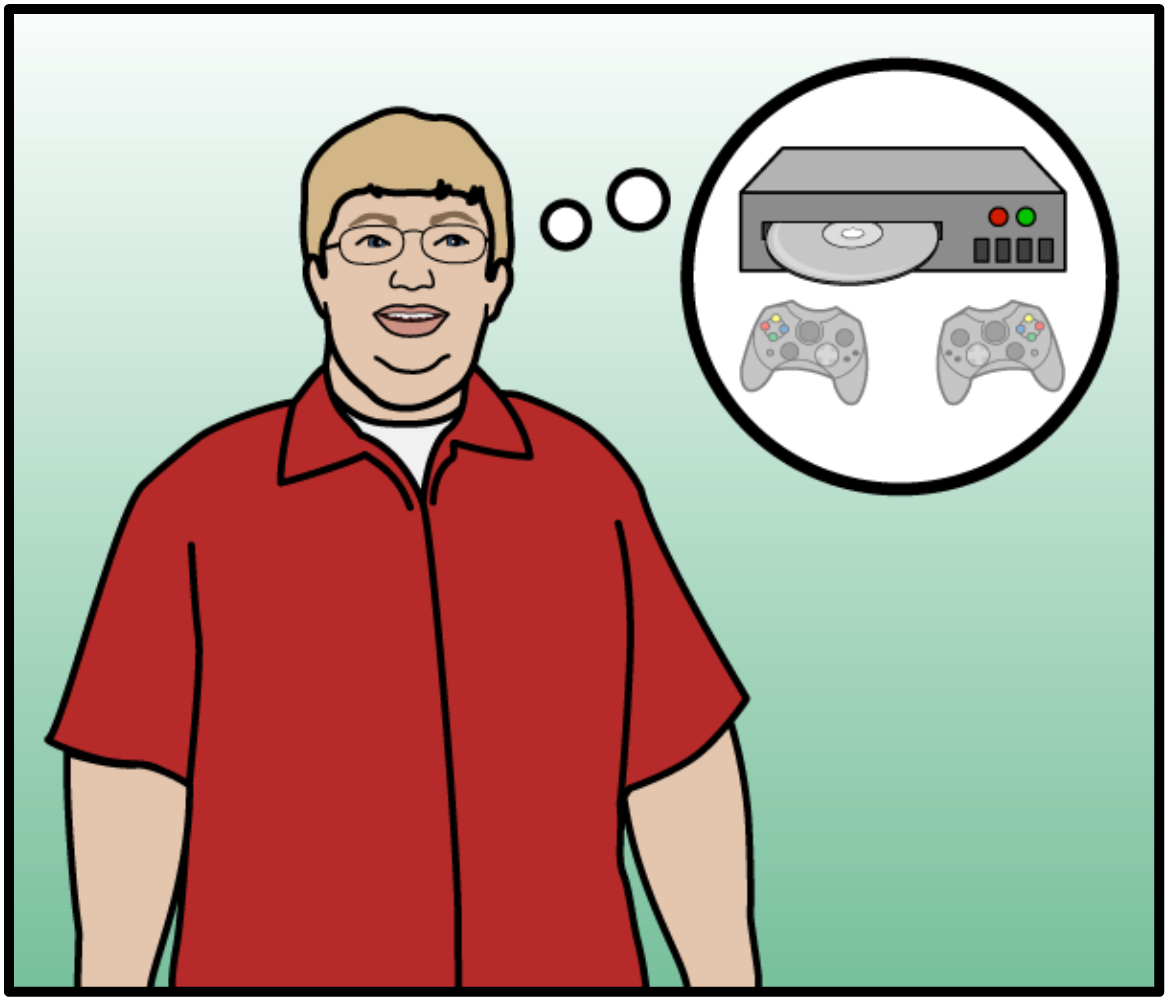


Grocery baggers put groceries into bags for people. They carry the bags to people's cars. They need to be kind and help people. Mark likes this job.



Mark gets a form to fill out for the job. He is happy he might get a job. Mark wants to earn money. Then, he can buy a video game system.

Chapter 1: Mark Wants a Video Game System



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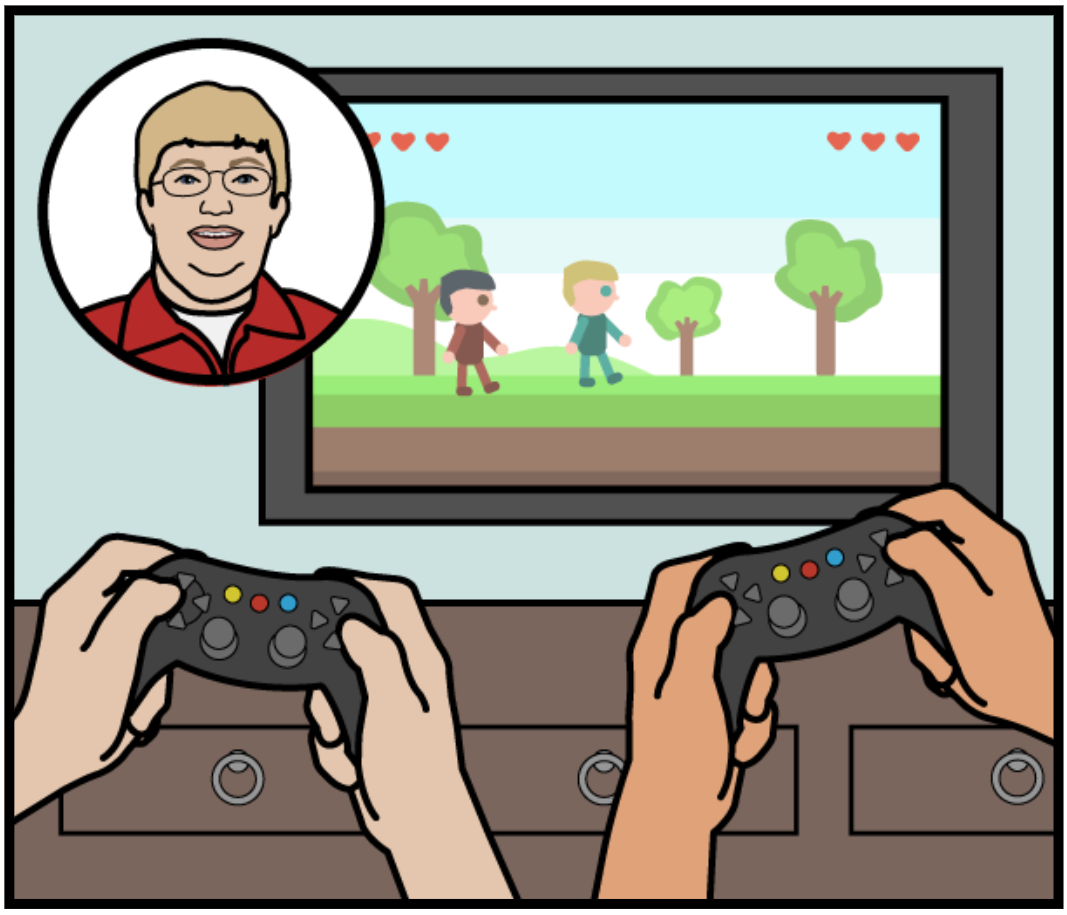
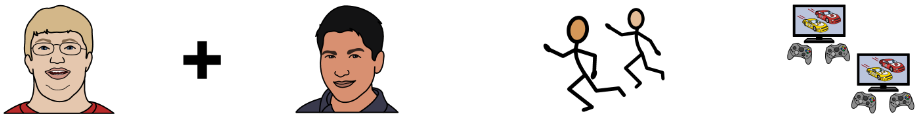
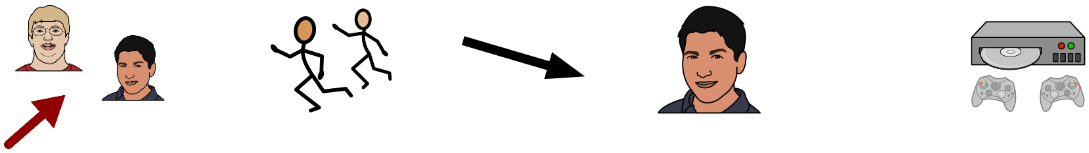


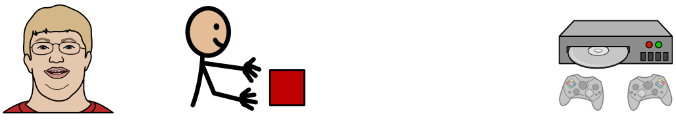
Mark and John are playing video games.

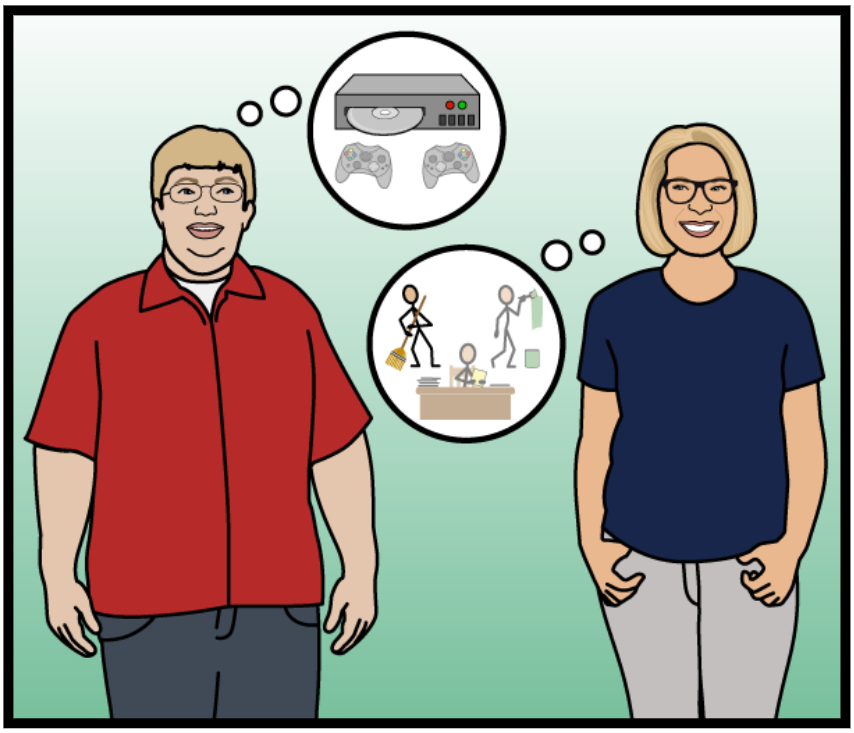


They are playing on John's video game system.

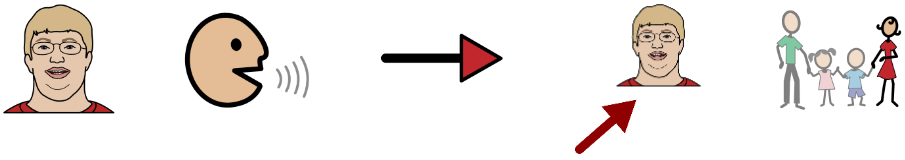


Mark wants a video game system.

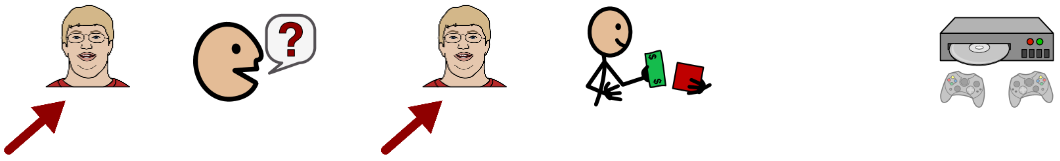




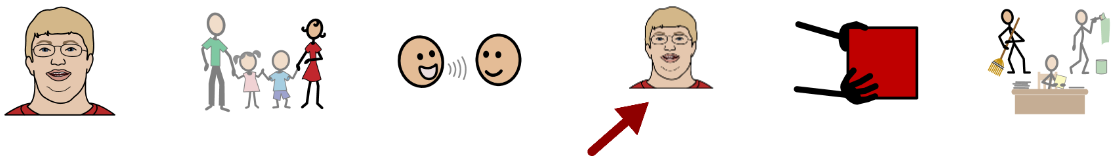
Mark talks to his mother.



He asks if he can buy a video game system.

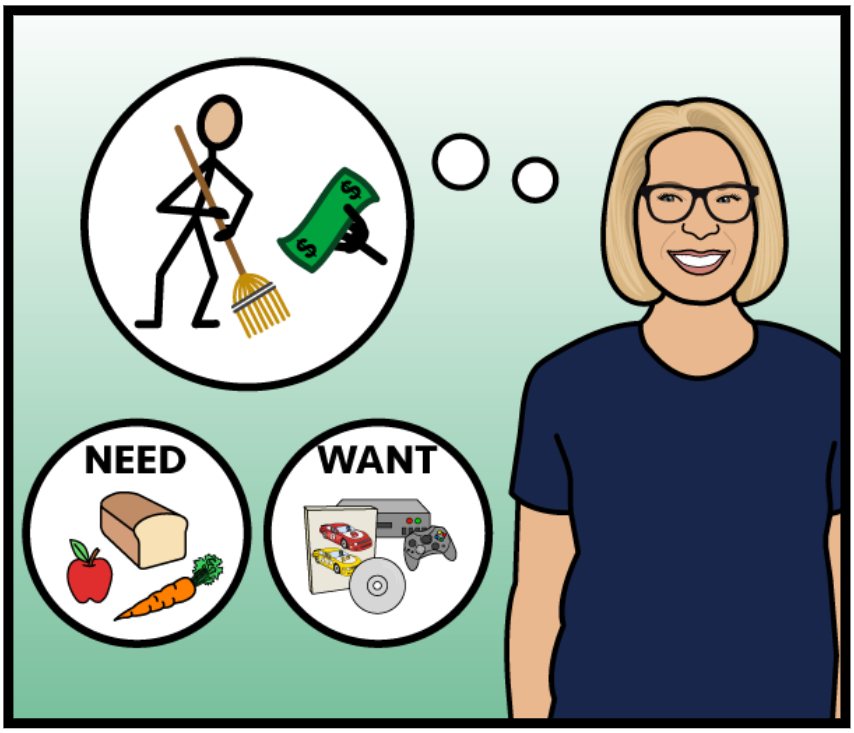


Mark's mother tells him to get a job.



A job can help Mark pay for what he wants.



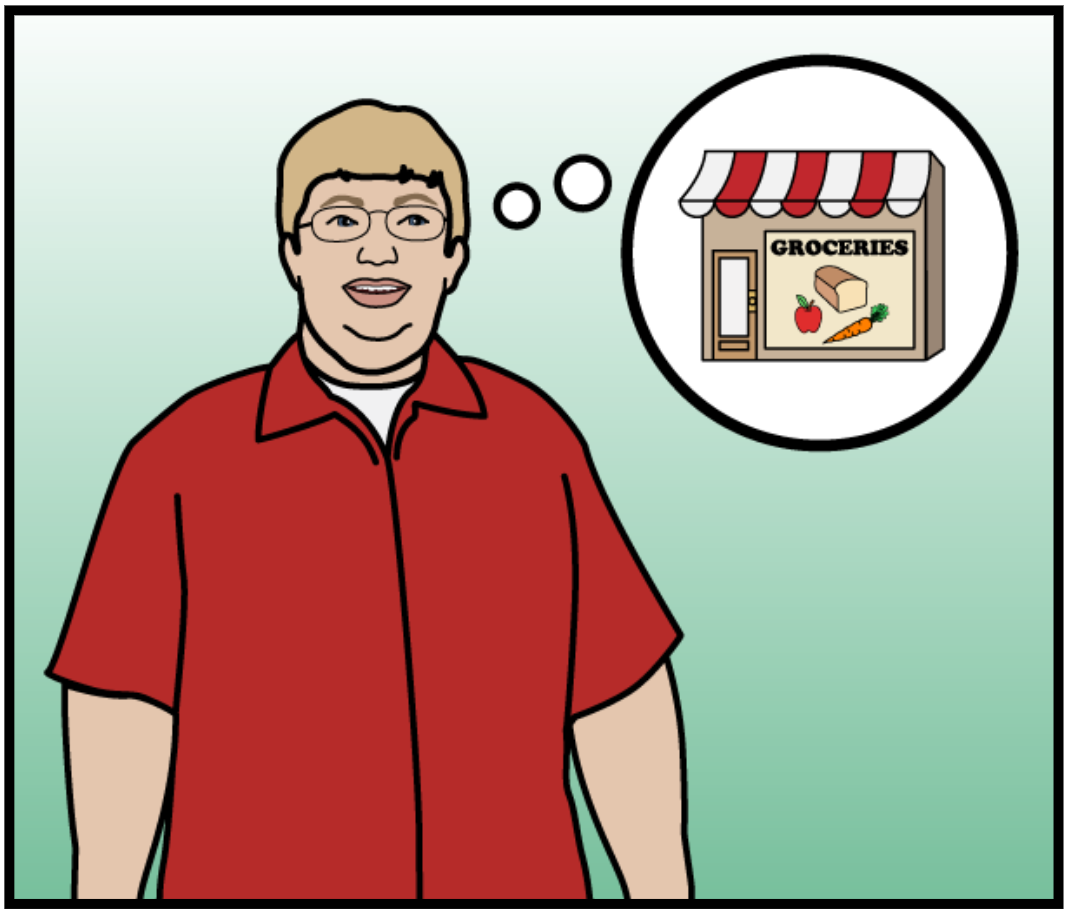


A job gives people money for doing work.

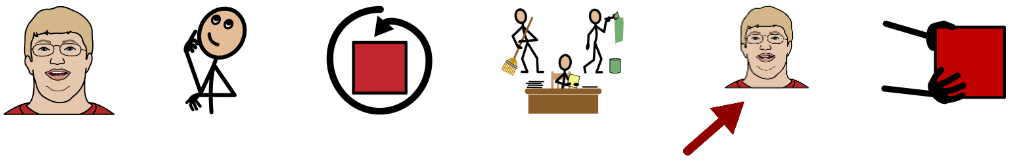
They can buy what they want or need.

Mark can earn money from a job.

Then, he can buy the video game system.



Mark thinks about jobs he can get.



His friend John works at the grocery store.

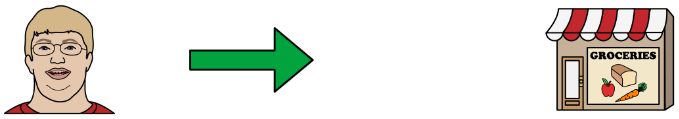


Mark thinks about working at the grocery store.

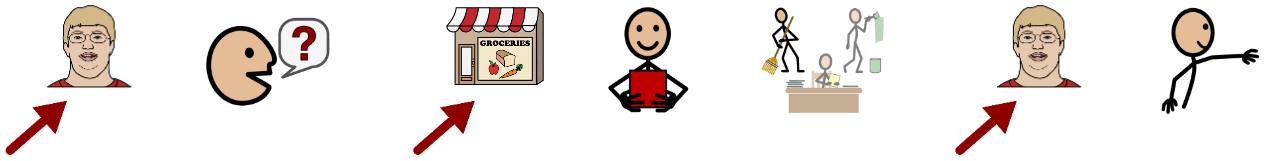




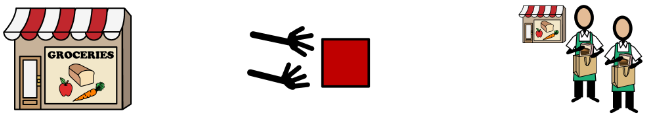
Mark goes to the grocery store.



He asks if they have a job he can do.



The grocery store needs grocery baggers.

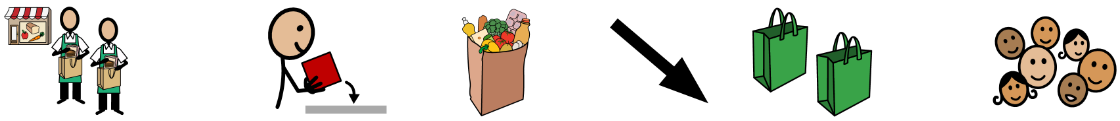


What do grocery baggers do ?

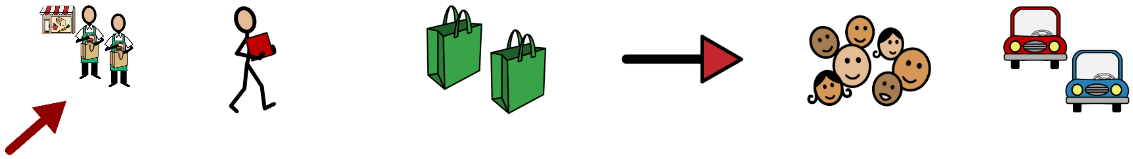




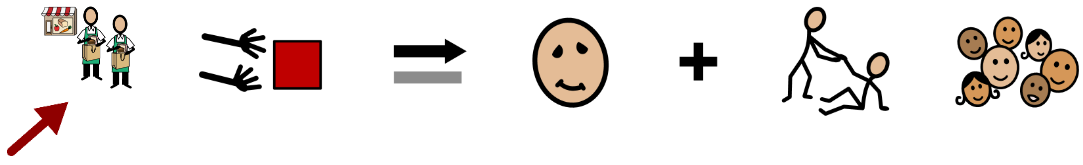
Grocery baggers put groceries into bags for people.



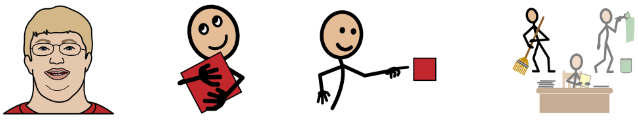
They carry the bags to people's cars.

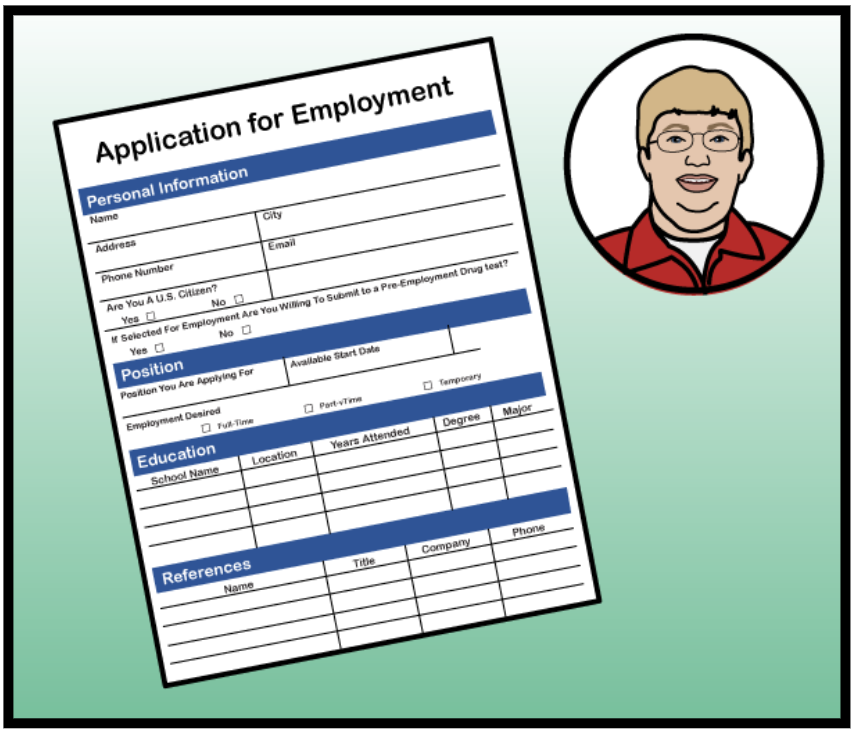


They need to be kind and help people.

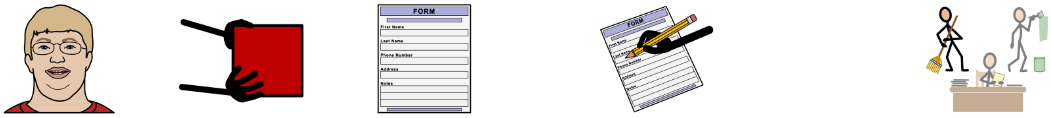


Mark likes this job.

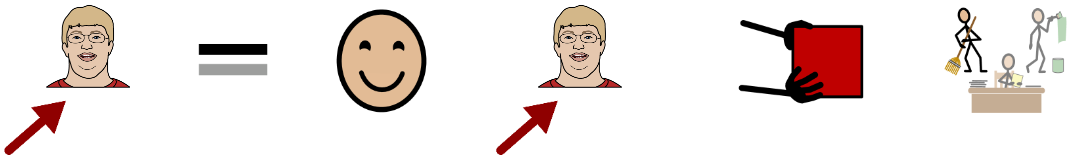




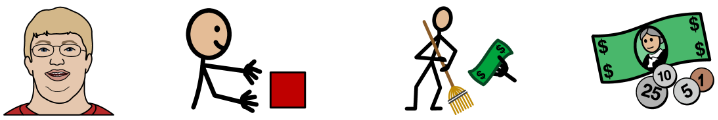
Mark gets a form to fill out for the job.



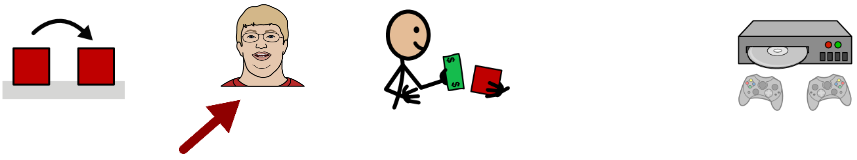
He is happy he might get a job.



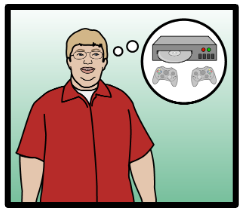
Mark wants to earn money.



Then, he can buy a video game system.



yes



Mark Wants a Video Game System

no

play	want	buy	kind	Mark	John	video game system
tell	get	help	happy	mother	job	money
pay	need	earn		grocery store	grocery bagger	groceries
work	put	fill out		bag	car	form

Within each category, pictures are listed from left to right in the order in which they appear in the text.

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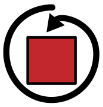
What is the title of this chapter?



What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction



Nonfiction





What is the chapter topic?

Biography

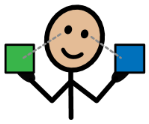


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?

Picture Book



Chapter Book



Comic Book



Book with facts



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 Name: _____

1. Mark wants a ☐ .

2. A ☐ can help Mark pay for what he wants.

3. A job gives people ☐ for doing work.

4. Mark thinks about working at the ☐ .

5. Mark wants to ☐ money.

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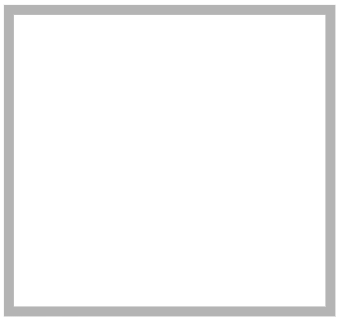
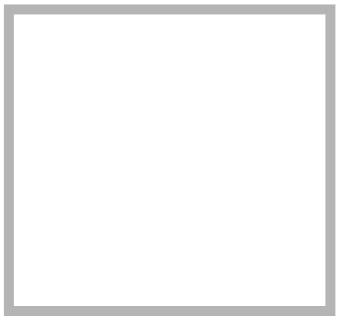
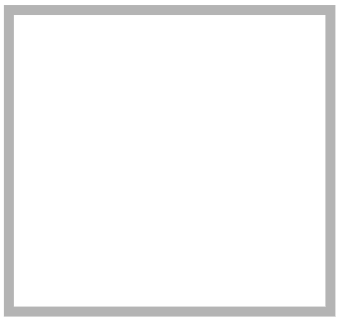
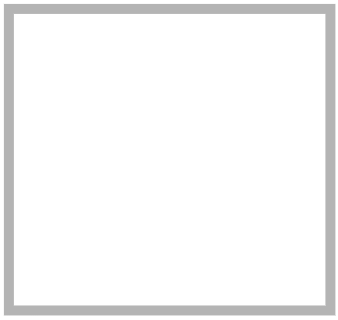
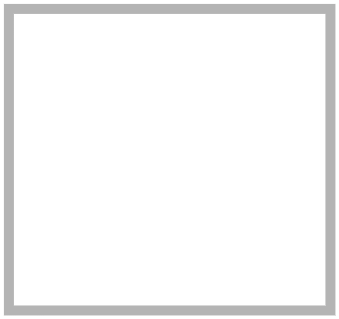
 Name: _____

1. Mark wants a  .

2. A  can help Mark pay for what he wants.

3. A job gives people  for doing work.

4. Mark thinks about working at the  .

5. Mark wants to  money.

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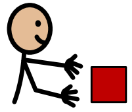
1. Mark wants a   .

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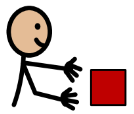
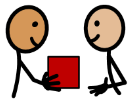
2. A ____ can help  Mark  pay  for what  he  wants. 

3. A job  gives  people  ____ for doing  work. 

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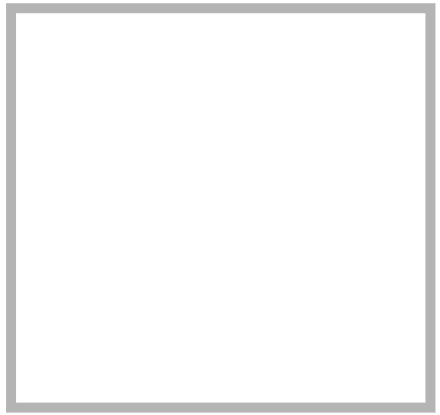
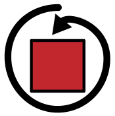
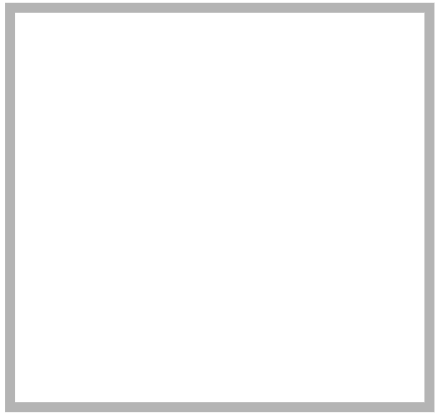
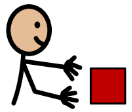
4. Mark thinks about working at the  .







5. Mark wants to  money.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 Name: _____

See Chapter

1. What is this chapter about?

a. wanting a video game system

b. playing in the pool

c. going to the movies

2. What can help Mark pay for a video game system?

a. bag

b. job

c. counter

3. What does a job give people for doing work?

a. money

b. flowers

c. toys

4. Where does Mark think about working?

a. bike shop

b. movie theater

c. grocery store

5. What is important to know about this chapter?

◯ a. Mark and John eat lunch.

◯ b. Mark wants to earn money.

◯ c. Mark wants to work at the zoo.

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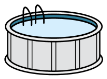
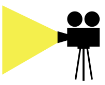
 Name: _____

1. What is this chapter about?

a. wanting a video game system 

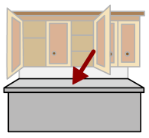
b. playing in the pool 

c. going to the movies 

2. What can help Mark pay for a video game system?

a. bag 

b. job 

c. counter 

3. What does a job give people for doing work?

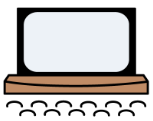
a. money 

b. flowers 

c. toys 

4. Where does Mark think about working?

a. bike shop 

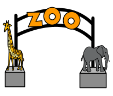
b. movie theater 

c. grocery store 

5. What is important to know about this chapter?

◯ a. Mark and John eat lunch. 

◯ b. Mark wants to earn money. 

◯ c. Mark wants to work at the zoo. 

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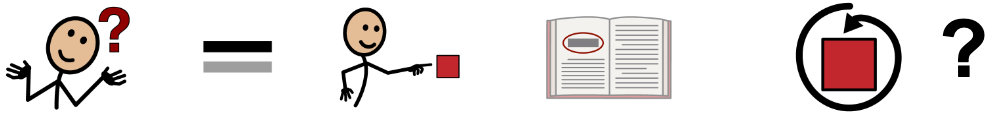
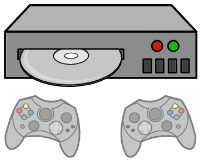
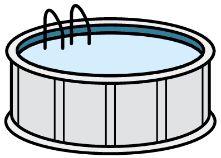
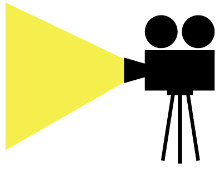
See Chapter

1. What is this chapter about ?



wanting a video game system	playing in the pool	going to the movies
		

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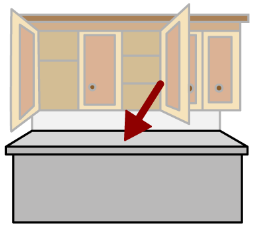
2. What can help Mark pay for a video game system ?







bag	job	counter
		

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3. What does a job give people for doing work ?



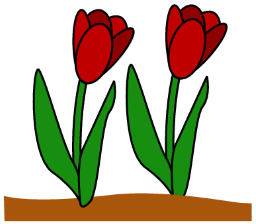





money



flowers



toys



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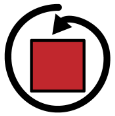
4. Where does Mark think about working ?

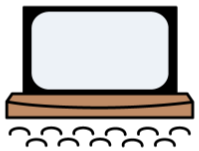



bike shop



movie theater



grocery store



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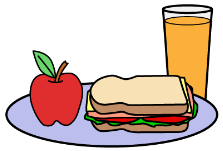
5. What is important to know about this chapter ?



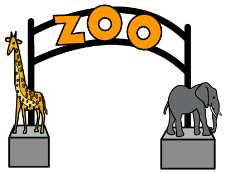
Mark and John eat lunch.



Mark wants to earn money.



Mark wants to work at the zoo.



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 Name: _____

Use your chapter book to help you fill in the blank.

1. **Mark loves to play _____ .**

2. **Sometimes people need to earn money to _____ things.**

3. **Money helps you buy things you _____ or need.**

4. **Mark asks the _____ if they are hiring.**

5. **The grocery store is looking for _____ .**

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 Name: _____

These questions may have more than one correct answer:

6. Who do grocery baggers help?

- ◯ a. referees
- ◯ b. video game players
- ◯ c. customers

7. What do grocery baggers do?

- ◯ a. bake cakes
- ◯ b. carry groceries
- ◯ c. put bags in cars

8. What does a grocery bagger need to be?

- ◯ a. helpful
- ◯ b. scary
- ◯ c. kind

9. What is a job application?

- ◯ a. form people fill out to get a job
- ◯ b. bag to put groceries in
- ◯ c. video game people play

10. Why is Mark excited?

- ◯ a. He may be able to get a job.
- ◯ b. He can start earning money to buy what he wants.
- ◯ c. He likes to make video games.

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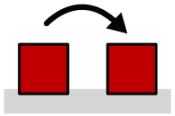
Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	

What is important to know?

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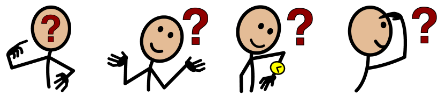
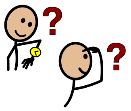
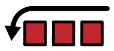
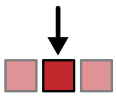
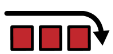
Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

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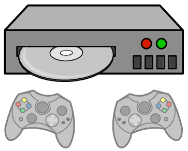
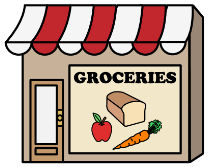
For hands-on instruction, print, cut out and laminate.

money	earn	video game system	job	grocery store
				

money	earn	video game system	job	grocery store
				
money	earn	video game system	job	grocery store

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain specific sources when speaking and writing.

Daily Living

Nutrition and Food Preparation: Recognize and prepare or select basic foods that make up a balanced meal.

Differentiated Tasks

Level 3 Students will...

- Use unit topic words in conversation.
- Select food items to create a balanced meal.

Level 2 Students will...

- Point to pictures of key vocabulary from unit topics as part of a discussion.
- Use picture supports to select foods in particular food group categories.

Level 1 Students will...

- Make a selection to indicate a picture of key vocabulary within a unit topic.
- Give a consistent response to select a food choice.

Topic Connection

In Chapter 1, **Mark Wants a Video Game System** , students learn that Mark would like to get a job at the local grocery store in order to earn money to buy a video game system. A grocery store is a great place to buy healthy food. Buying healthy meals is important to have a balanced diet. In this Life Skills lesson, students will examine a balanced plate and will select ingredients to make a balanced healthy meal.

Topic Words

job*

Transition Words

discuss respond select

* Power Words

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Lesson at a Glance

Activity 1

Instructional Activities

Filling My Grocery Bag

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Balanced Meal Poster

Grocery Shopping Scenarios

Picture/ Word Cards

balanced meal
fruit
vegetable
dairy
grain
protein

Manipulatives

L³ Skills: Life Skills

Additional Materials

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Daily Living

- ***Nutrition and Food Preparation:*** Recognize and prepare or select basic foods that make up a balanced meal.

Instructional Routine

Introduce	• Introduce this activity by asking a focus question. For example, ask, "What is one way to keep ourselves healthy—eat healthy food or eat candy?" Discuss students' responses. Explain that there are many ways we can practice living a healthy life, including eating healthy food. • Remind students that in Chapter 1, Mark decides he would like to work at the local grocery store. Explain to students that a grocery store is a great place to find healthy food to eat. There are many different types of foods at a grocery store that you can buy to have healthy and balanced meals at home. • Tell students they will be choosing ingredients for a balanced meal from a grocery store. Introduce the learning goal. For example, say, "We will learn how to choose ingredients for a balanced meal. Your job is to choose a balanced meal from a grocery store." • Review the learning goal with students: **I will choose ingredients for balanced meal.**
Model	• Ask students to identify foods they enjoy eating. Make a list of the foods. Then, discuss whether the students think each food on the list is healthy or unhealthy to eat. • Display the Balanced Meal Poster. Explain how each section of the plate shows different food categories that people should try to include in each meal. Additionally, explain that there are other types of foods that people may eat, called fats and sugars, that should only be eaten sometimes. For example, say, "There are 5 different categories we need to choose from to make a balanced meal. We need to choose a dairy, protein, grain, vegetable and fruit." Picture/Word Cards have been provided with the lesson to aid in vocabulary development and communication. • Review the different foods that belong in each food category. Review the different foods shown in each food category on the poster. Additionally, refer to the list of foods students made. Ask students to identify the food categories for the foods they listed. • Display a Grocery Shopping Scenario. Read the scenario aloud and model how to select the correct food to put in the bag. For example, say, "I am making a fruit salad. I need to buy a fruit. An apple is a fruit. I will put it in the bag." Continue modeling how to the complete the remaining Grocery Shopping Scenarios. Remind students that to make a balanced meal, you need to select a food item from each food category.
Provide Practice	***Provide students with the Balanced Meal Poster, Grocery Shopping Scenarios and Picture/Word Cards, if needed.*** **Level 3:** Have the student select food items to create a balanced meal by completing the Grocery Shopping Scenarios. **Level 2:** Have the student use picture supports to select foods in particular food group categories by completing the Grocery Shopping Scenarios. **Level 1:** Have the student give a consistent response to select a food choice by choosing a food item to complete a Grocery Shopping Scenario. For example, say, "An apple is a healthy fruit. Can you find the fruit?" Have the student select the picture of the apple.
Review	• Revisit the learning goal. Ask students what they placed in their bags to make a balanced meal. • Encourage students to think of other food items they could buy at a grocery store to make a balanced meal.

Check Understanding

- **Level 3:** Can the student select food items to create a balanced meal by completing the Grocery Shopping Scenarios?
- **Level 2:** Can the student use picture supports to select foods in particular food group categories by completing the Grocery Shopping Scenarios?
- **Level 1:** Can the student give a consistent response to select a food choice by choosing a food item to complete a Grocery Shopping Scenarios?

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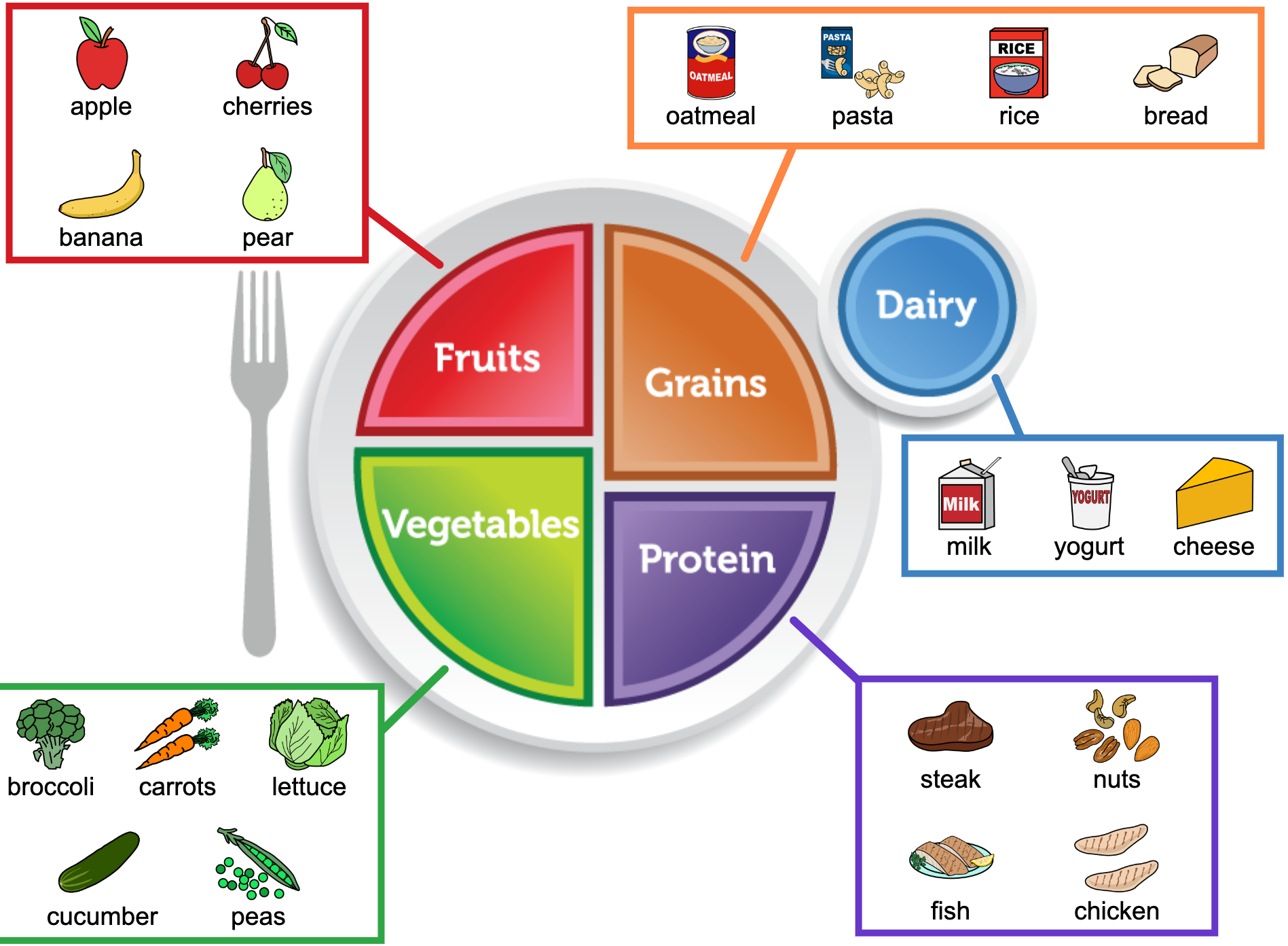

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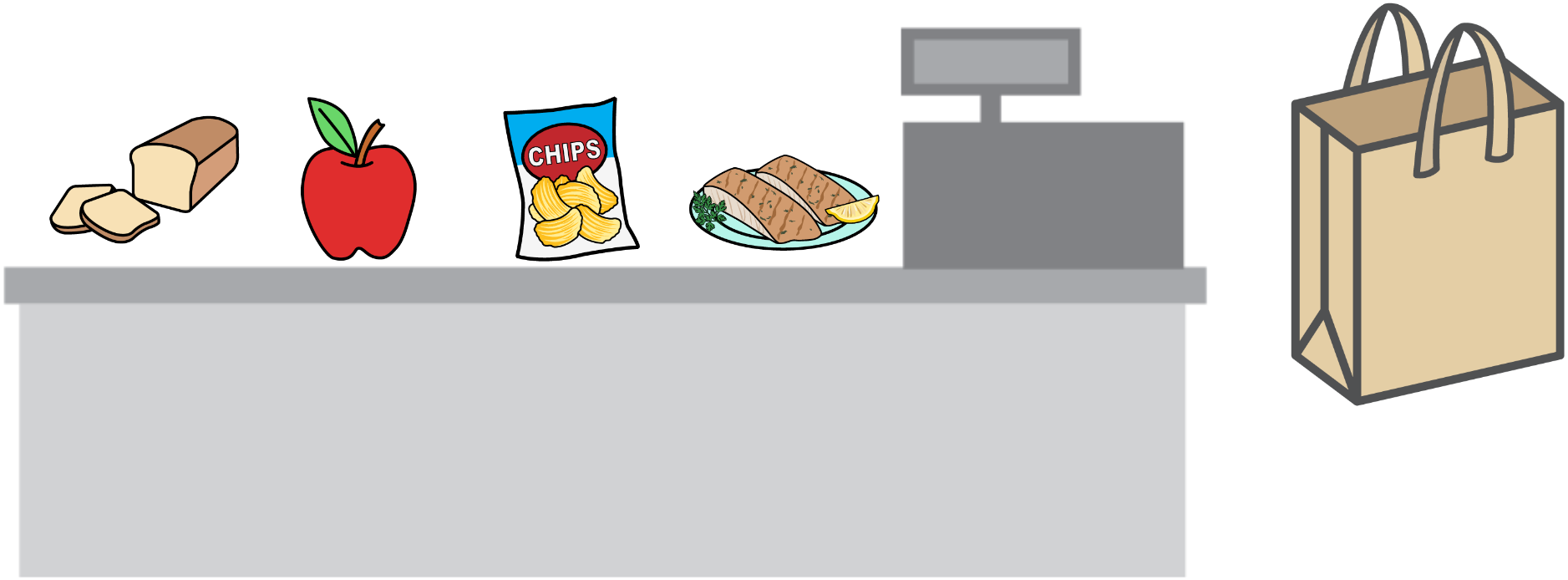

You want to make a fruit salad for lunch.

You need to buy different kinds of fruits.

Put a fruit in the bag.

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You want to make vegetable soup for dinner.

You need to buy different kinds of vegetables.

Put a vegetable in the bag.

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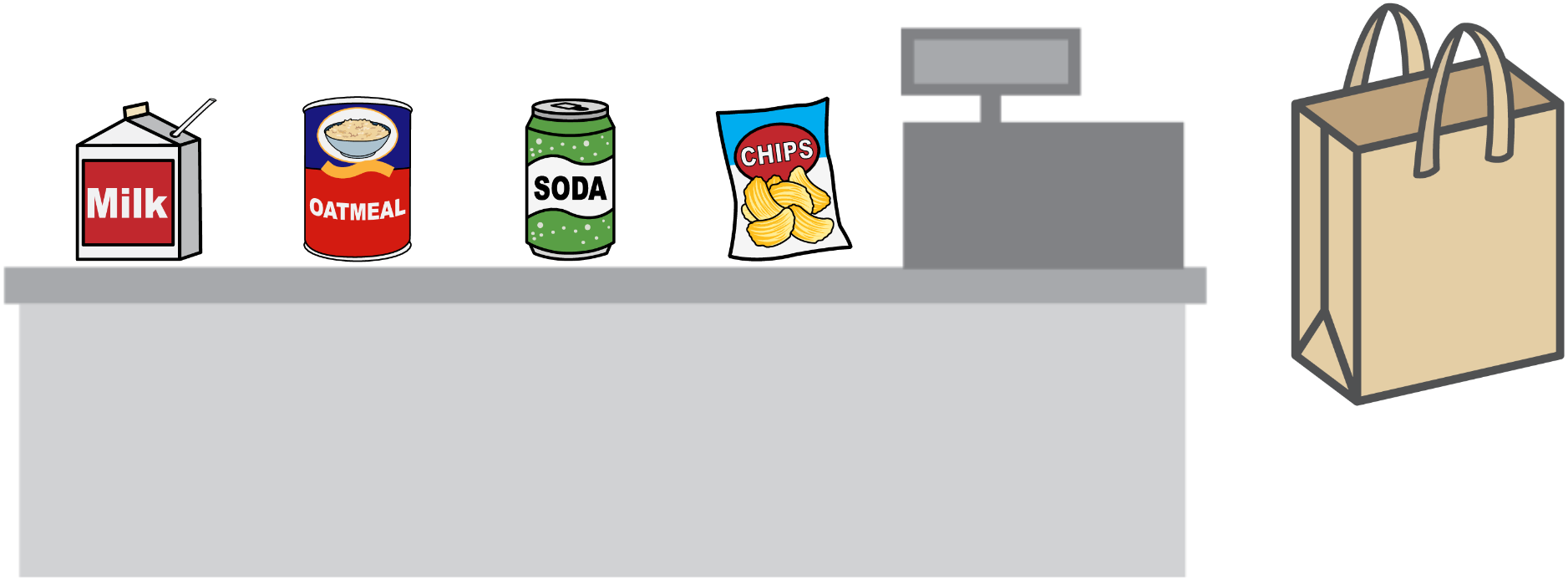

You want to make a smoothie for breakfast.

You want to add some dairy to the smoothie.

Put a type of dairy in the bag.

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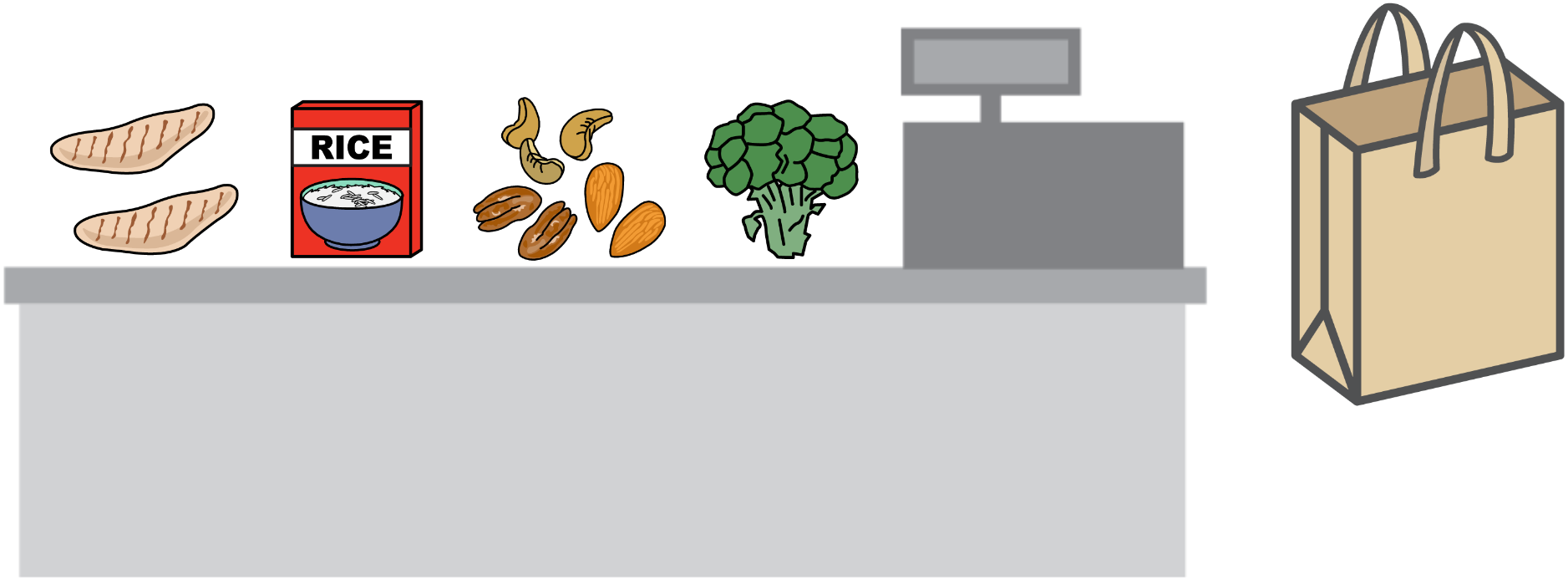

You want to make a baked fish for dinner.

You want to serve a grain side dish with it.

Put a type of grain in the bag.

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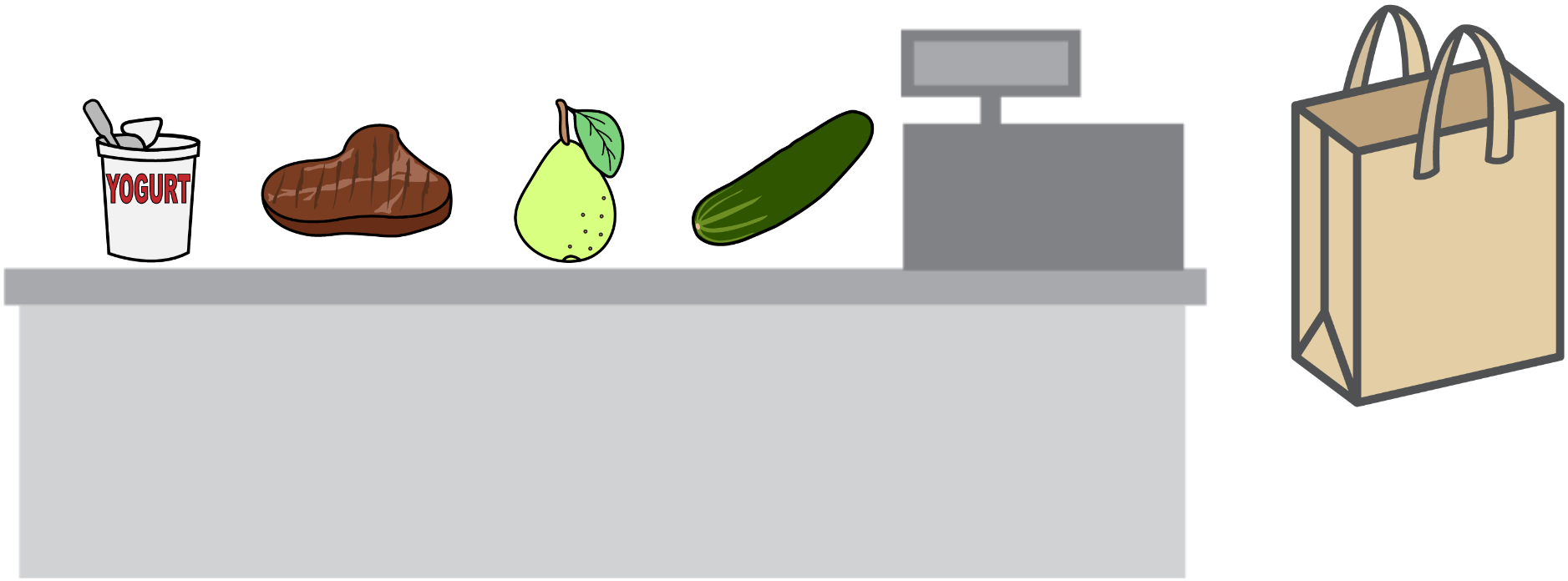

You want to make a salad for lunch.

You want to add protein to the salad.

Put a type of protein in the bag.

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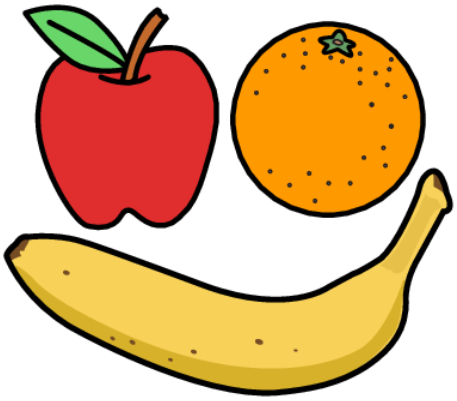
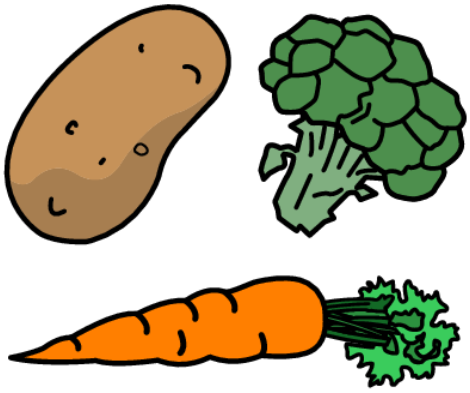
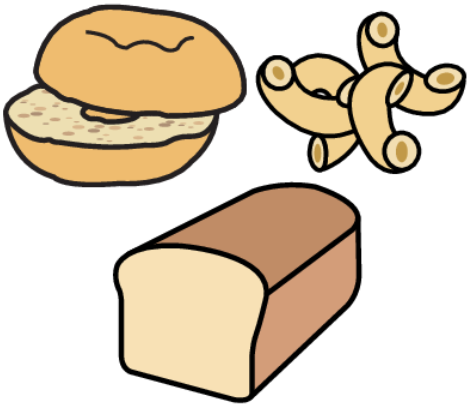
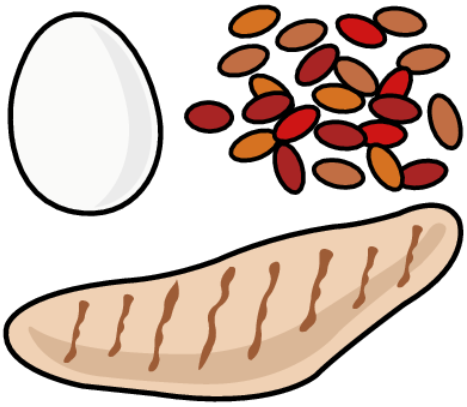
For hands-on instruction, print, cut out and laminate.

balanced meal 	fruit 
vegetable 	dairy 
grain 	protein 

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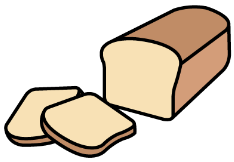

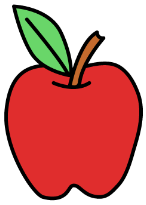

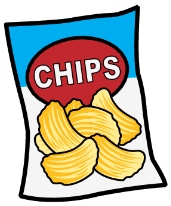

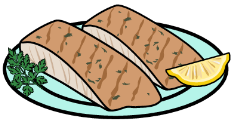

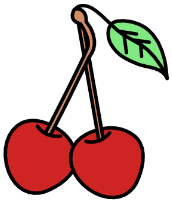

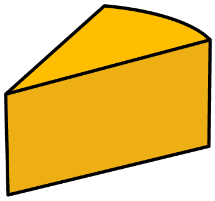

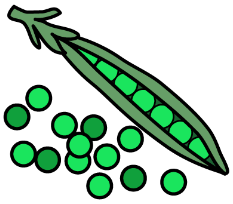











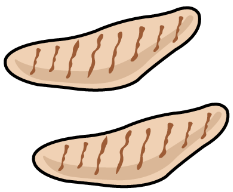



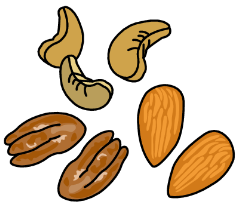





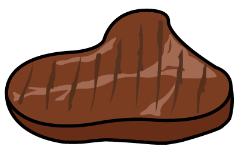

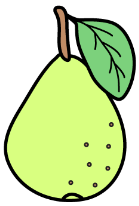

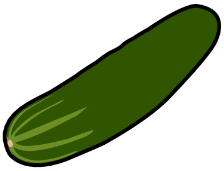

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Independently read questions about a story and write, speak or select an answer.	• Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Point to or select a picture from a choice of three in response to a question about a story.	• Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Respond to a question by choosing a single option or errorless picture.

Topic Connection

In this unit's Chapter Book, ***Mark's Money***, students will follow Mark as he gets his first job and starts earning money. Students will then learn about money, budgeting and banking services as Mark visits a bank. In this chapter, **Mark Gets Hired**, students will follow Mark as he fills out a job application, gets hired and learns about his new job at the local grocery store.

Topic Words

bank	job*	spend
earn	money*	

Literacy Words

author	character	illustration/picture	read*
book	cover	illustrator	title
chapter			

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
See how these activities fit into the **Suggested Monthly Plan**.			
ULS Materials and Resources	**Chapter 2: Mark Gets Hired** (Level J/K) **Communication Board** **Standards Connection A**	**Chapter 2: Mark Gets Hired** (Level J/K, F/G or F/G Symbol-Supported) **Communication Board**	**Chapter 2: Mark Gets Hired** **Communication Board** **Comprehension Questions** (Fill-In and Multiple-Choice, Levels 3-1) **Advanced Questions** **Fill-In Cards** **Standards Connection B** **Standards Connection C**
	Instructional Guide: Active Participation Scripts **Instructional Guide: Instructional Tips** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**		
Additional Materials			

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

? or

Before Reading

- Use Lesson 15, Activity 3 to introduce the Topic Word: spend and review the words: earn, job and money.
- Continue talking about the word 'earn'. Ask a focus question such as, "What can you earn from a job—money or lights?" Discuss students' responses.
- Display Chapter 2, **Mark Gets Hired** (Level J/K), and read the chapter title. Use Standards Connection A to provide a visual.
- Preview the chapter. Discuss the illustrations. For example, point out the illustrations showing the steps Mark takes to get hired at his job. Have the students discuss what happens before someone gets a new job. Then say, "As I read today, it is your job to remember one thing Mark had to do to get hired for his job."
- Review the learning goal with students: **I will remember one thing Mark does to get hired for his job.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words and/or phrases that describe what Mark does to get hired for his new job, such as 'fills out a job application', 'gives to the store manager', 'the store manager talks to Mark' , 'job' and 'schedule' by changing the tone of your voice as you read them.

Comment on Characters, Setting and Plot

- Comment on how the illustrations help you know what Mark does to get hired at his job. For example, point out the illustration on page 10 that shows Mark looking at a job application. Then, on page 11 of the book, say, "The chapter says Mark fills out the job application. First, he writes his name and birthdate. The picture shows Mark filling in the job application with all of his personal information. This is one thing that Mark needs to do to get a job."

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter.

After Reading

- Revisit the learning goal. For example, ask, "What is one thing Mark does to get hired for his job?"

Level 3: Have the student independently describe one thing Mark does to get hired for his job. Provide prompts, such as, "What does Mark have to do with the store manager to get hired for the job?"

Level 2: Have the student identify one thing Mark does to get hired for his job. Picture supports such as the Communication Board or the story illustrations may be used as needed.

Level 1: Have the student identify one thing Mark does to get hired for his job by making a selection (may be single option or errorless choice). For example, display the book illustrations on page 14. Ask, "What does the store manager talk to Mark about?" Have the student point to the illustration of Mark's work schedule.

- Continue discussion by talking about other steps you may have to take before getting a new job, such as looking online or getting references.
- Use Standards Connection A to discuss and compare different book genres and student preferences.

Check Understanding ?

- **Level 3:** Can the student describe one thing Mark does to get hired for his job from the chapter?
- **Level 2:** Can the student identify one thing Mark does to get hired for his job? How?
- **Level 1:** Can the student identify one thing Mark does to get hired for his job by making a selection (may be single option or errorless choice)?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

Instructional Routine
Guided Reading ? or

Before Reading	• Introduce the chapter by having students share what they have learned about the process of getting hired. • Use the Topic Words: earn, job, money and spend in conversation about the chapter. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies. ?
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, car, first, game, name, need, open, out, put, start and walk.

Instructional Routine
Shared Reading ? or

Before Reading	• Introduce the chapter by having students share what they have learned about the process of getting hired. • Use the Topic Words: earn, job, money and spend in conversation about the chapter. Help students locate the words in the chapter. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. ?
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, car, first, game, name, need, open, out, put, start and walk.

Check Understanding ?

- **Level 3:** Can the student independently read chapter books adapted to personal reading level?
- **Level 2:** Can the student read chapter books adapted to personal reading level with support?
- **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

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Instructional Target

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

Introduce	• Introduce this activity by asking a focus question about the chapter. For example, ask, "What does Mark fill out to get a job—a job application or a doctor's note?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, **Mark Gets Hired**. Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter, **Mark Gets Hired**. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: **I will answer questions about the chapter.**
Model	• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	***Choose the most appropriate activity format on the basis of each student's skills and needs.*** **Level 3:** The questions are text only. Have the student answer the questions independently. **Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture. **Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.
Review	• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.

Check Understanding

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?

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Questions and Answers

schedule **form** **work** **hired** **manager**

Fill-In (Levels 3-1)

1. Mark will fill out a _____ to get a job. (**form**)
2. Mark gives the form to the store _____. (**manager**)
3. Mark will _____ three days a week. (**work**)
4. Mark needs to follow his _____. (**schedule**)
5. Mark is happy he got _____ for the job. (**hired**)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (flying a kite, **getting hired for a job**, shopping at a store)
2. Who does Mark give his form to? (mother, teacher, **manager**)
3. What will Mark do three days a week? (**work**, talk on the phone, sing)
4. What does Mark need to follow? (menu, TV show, **schedule**)
5. What is important to know about this chapter?
   - Mark works at the pet store.
   - **Mark is happy he got hired for the job.**
   - Mark does not like carrying groceries.

Fill-In Advanced

1. Mark looks at the _____ from the grocery store. (**job application**)
2. Working as a grocery bagger is a great first _____. (**job**)
3. Mark knows a grocery bagger needs to be _____ and kind. (**helpful**)
4. Mark helps his mother carry _____ from her car and put them away. (**groceries**)
5. The store manager asks Mark _____. (**questions**)

Multiple-Choice Advanced

6. What does the store manager talk to Mark about? (**work schedule**, book report, homework)
7. What will Mark get every two weeks when he works? (job applications, movie tickets, **money**)
8. Where does Mark write down his schedule? (textbook, **calendar**, homework folder)
9. Why is Mark happy?
   - **He got his first job.**
   - **He can earn money.**
   - **He can spend his money on a video game system.**
10. What does Mark need to do for his job?
    - He needs to throw away groceries.
    - **He needs to be on time.**
    - **He needs to help customers and be kind.**

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Instructional Target

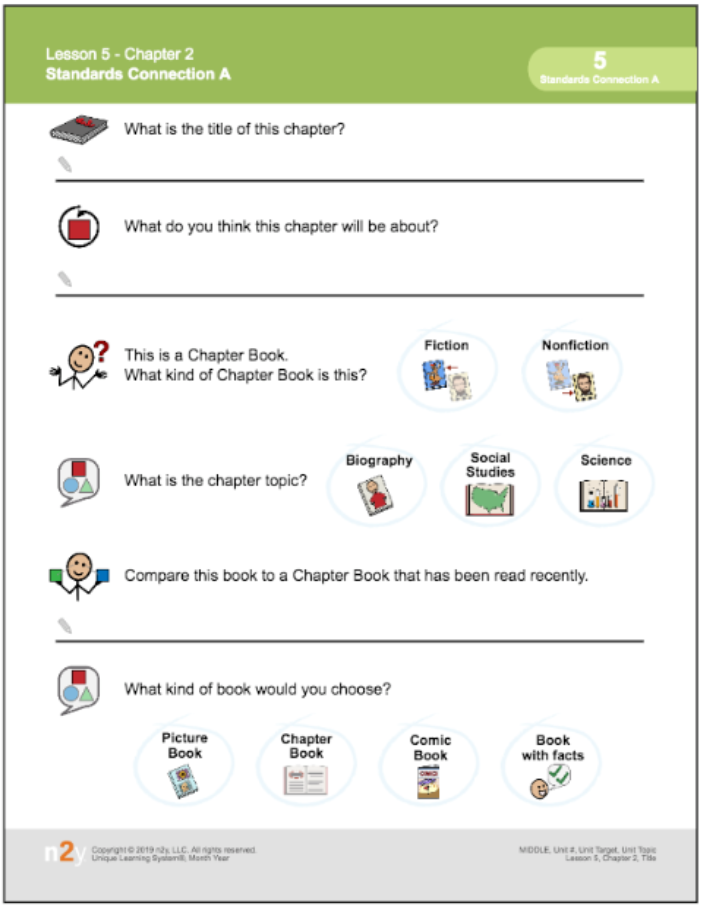
Reading Standards for Literature

- ***Integration of Knowledge and Ideas:*** Compare different genres and identify personal preferences.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Identify different genres and match books and stories that belong in each genre.	• Identify two stories or books of the same genre.	• Select a book or story of personal preference.

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.



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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Identify main ideas presented orally or from diverse media formats.
- ***Presentation of Knowledge and Ideas:*** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...

- Summarize a story, including the main idea and key details.
- Describe the plot of a story by putting the events in order.
- Summarize information from content-specific reading, topics and tasks.
- Communicate on a topic, including facts and details to support the main idea.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.

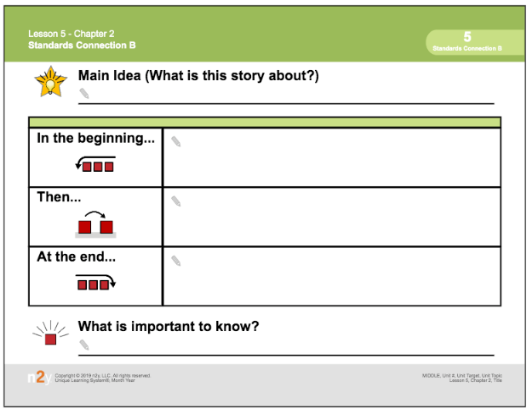
Level 2 Students will...

- Use picture supports to retell key details or characters from a story.
- Use picture supports to identify events and the order in which they happened in a story.
- Describe information, using picture supports from content-specific reading, topics and tasks.
- Use picture supports to communicate main ideas, including facts and details, on a given topic.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event in a story (single option or errorless choice).
- Using picture supports and communication technologies, respond to questions related to content topics and tasks.
- Communicate basic information on a topic or experience using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. ***Standards for Language*** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.



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Instructional Targets

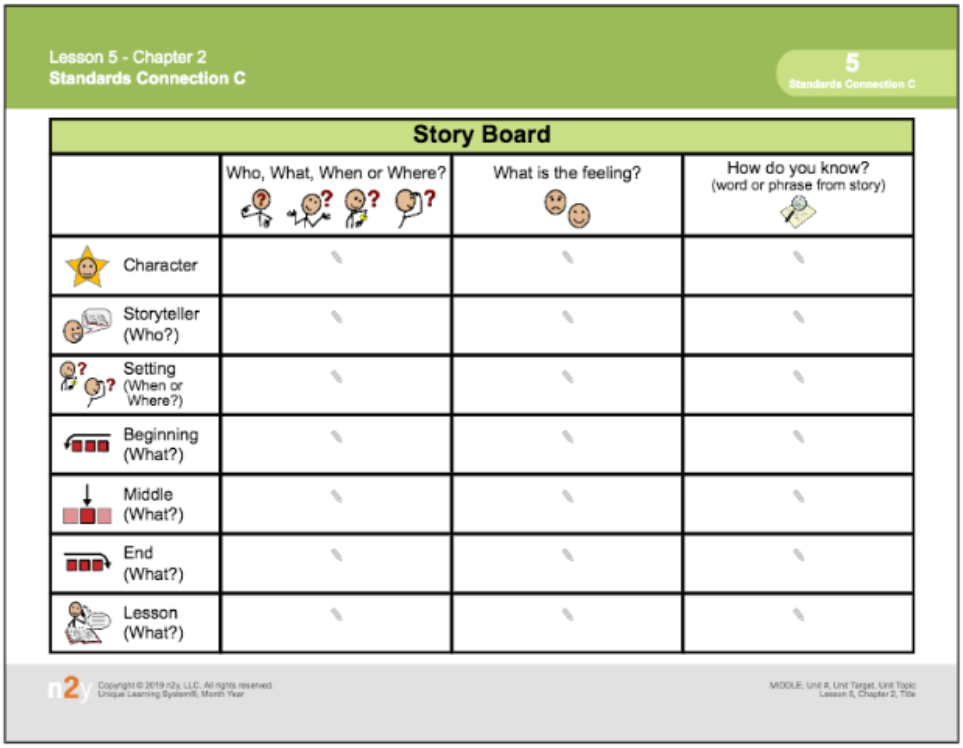
Reading Standards for Literature

- ***Craft and Structure:*** Identify the structure of a story, play or poem. Determine the feelings created by the author in a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Describe words, phrases or features that are part of the structure of a story, play or poem. • Describe the words, phrases or features that evoke feelings in a story, play or poem.	• Identify words, phrases or features that are part of the structure of a story, play or poem. • Identify words, phrases or features that evoke feelings in a story, play or poem with support.	• Select a word or picture that is part of the structure of a story, play or poem. • Select a word or picture that evokes feelings in a story.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author by describing various features from the text such as characters, setting, narrator and events in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.


Lesson 5 - Chapter 2
Standards Connection C

5
Standards Connection C

Story Board

	Who, What, When or Where?	What is the feeling?	How do you know? (word or phrase from story)
Character			
Storyteller (Who?)			
Setting (When or Where?)			
Beginning (What?)			
Middle (What?)			
End (What?)			
Lesson (What?)			

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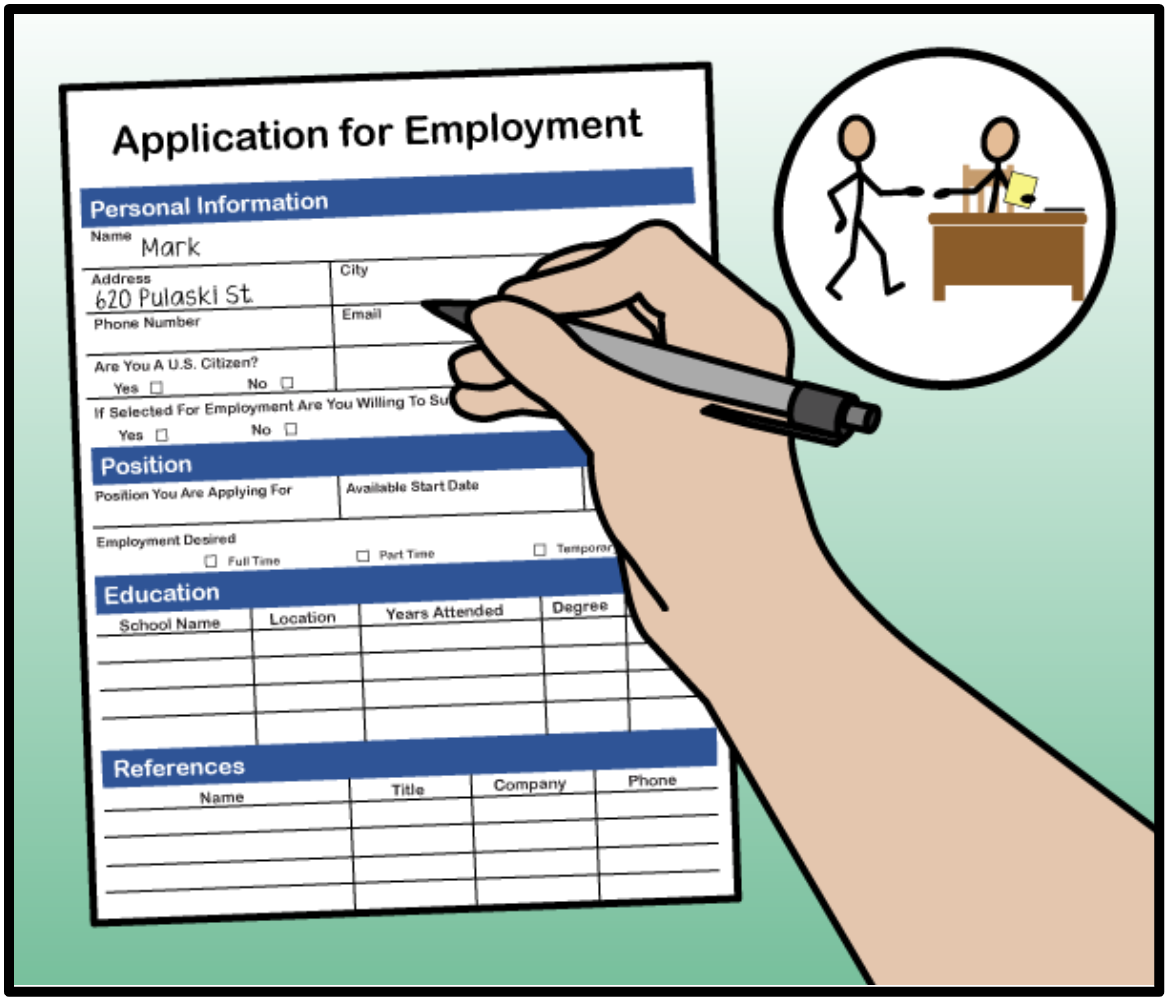
MIDDLE, Unit #, Unit Target, Unit Topic
Lesson 5, Chapter 2, Title

Chapter 2:
Mark Gets Hired



Bind This End

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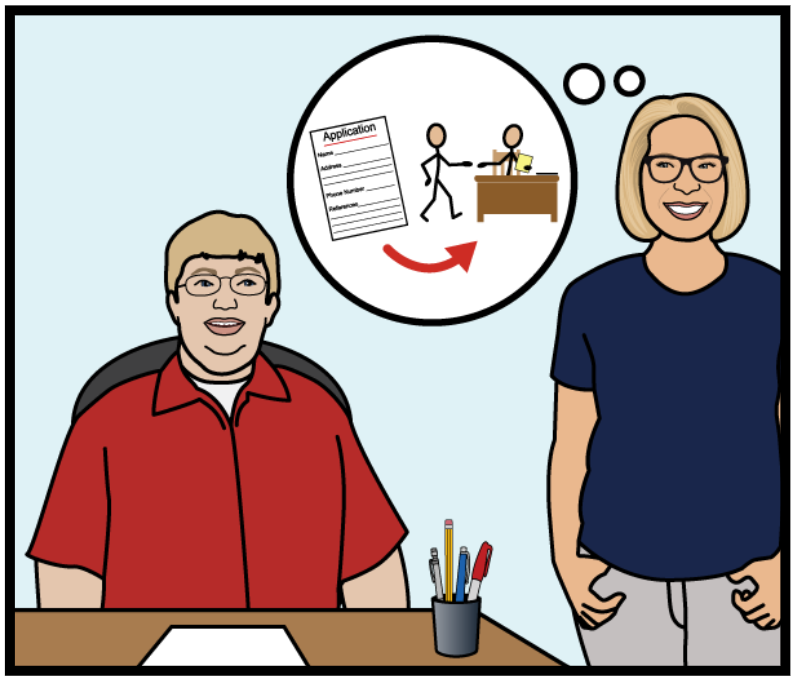
Mark looks at the job application from the grocery store. He asks his mother why he has to fill it out. "People fill out a job application to get hired or picked for a job," says Mark's mother. "Businesses look at job applications to help pick people to hire."

Mark wants to fill out the job application so he can get hired.



Describe why it is important to fill out a job application.

Mark fills out the job application. First, he writes his name and birthdate. Next, Mark writes his address and telephone number. The next line on the job application asks about past jobs. This will be Mark's first job. He doesn't have any other jobs to write down. Mark's mother says this is OK. Working as a grocery bagger is a great first job.



What kind of information do you have to fill out on a job application?

There is a question on the job application: Why would you be good for this job? Mark knows a grocery bagger needs to be helpful and kind. He writes about why he is helpful and kind. Mark helps his mother carry groceries from her car and put them away. He opens the door for others. He smiles when people walk by.



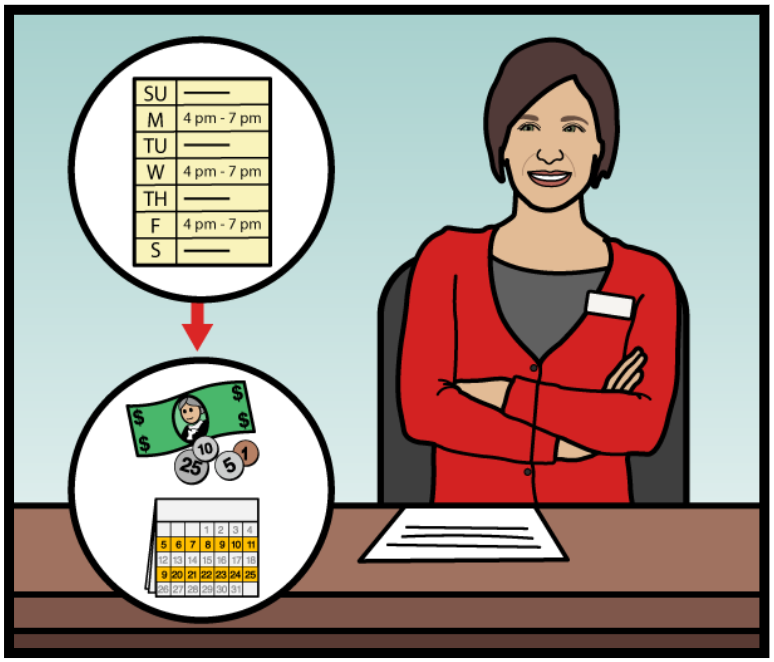
How is Mark helpful and kind?

The next day, Mark and his mother go to the grocery store. Mark gives the job application to the store manager. The store manager looks at the job application. She talks to Mark more about the job. The store manager asks Mark questions. After a while, the store manager tells Mark he's got the job!

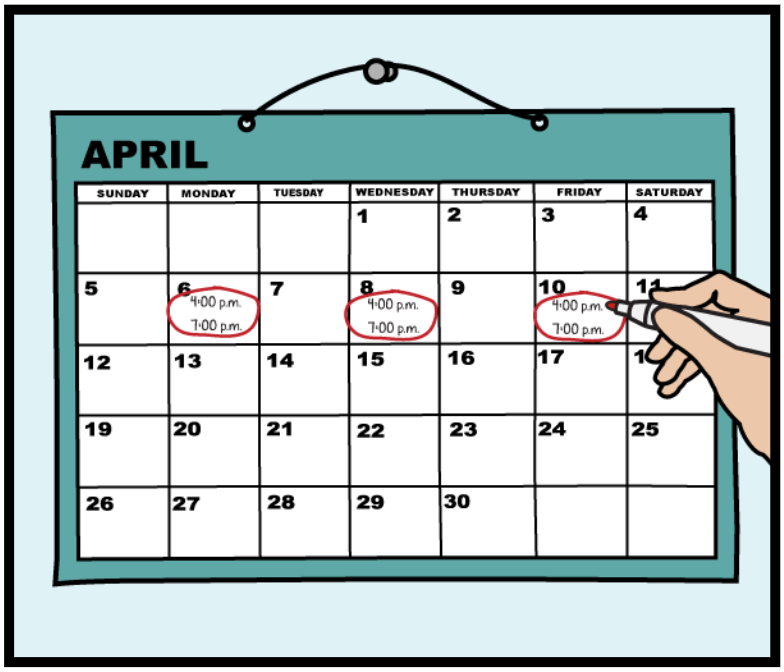


Describe what Mark had to do before the store manager gave him the job.

The store manager talks to Mark about his work schedule. Mark will work three days a week from 4:00 p.m. to 7:00 p.m. He will start next week. She also tells Mark that he will make $8.00 an hour. Mark will get paid the money he has earned every two weeks. Mark can spend the money he earns on things he wants and needs.

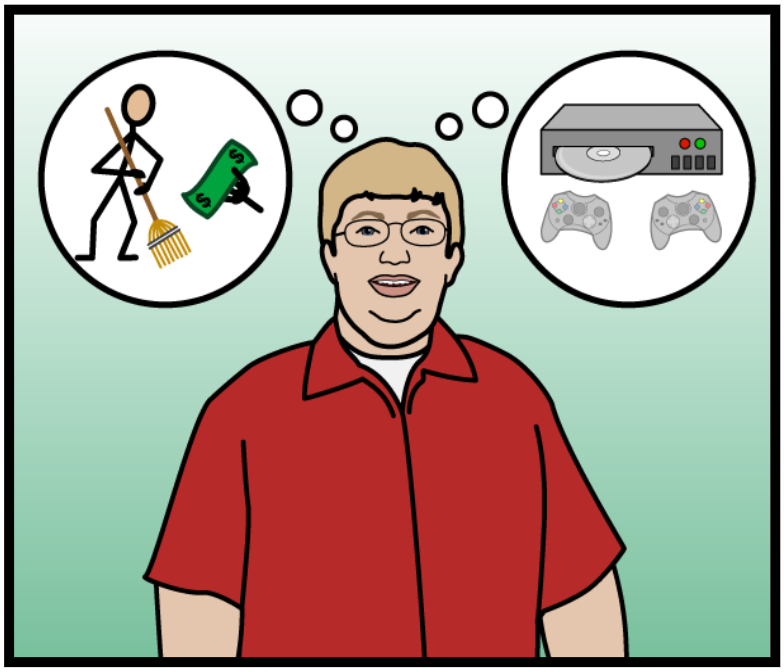


What is Mark's schedule? How much money will Mark earn each hour?



Mark and his mother go home. Mark wants to be good at his job to earn money. To be good at his job, he needs to be on time. He needs to follow his schedule. If he follows his schedule, he won't be late for his job. Mark writes down his schedule on his calendar.

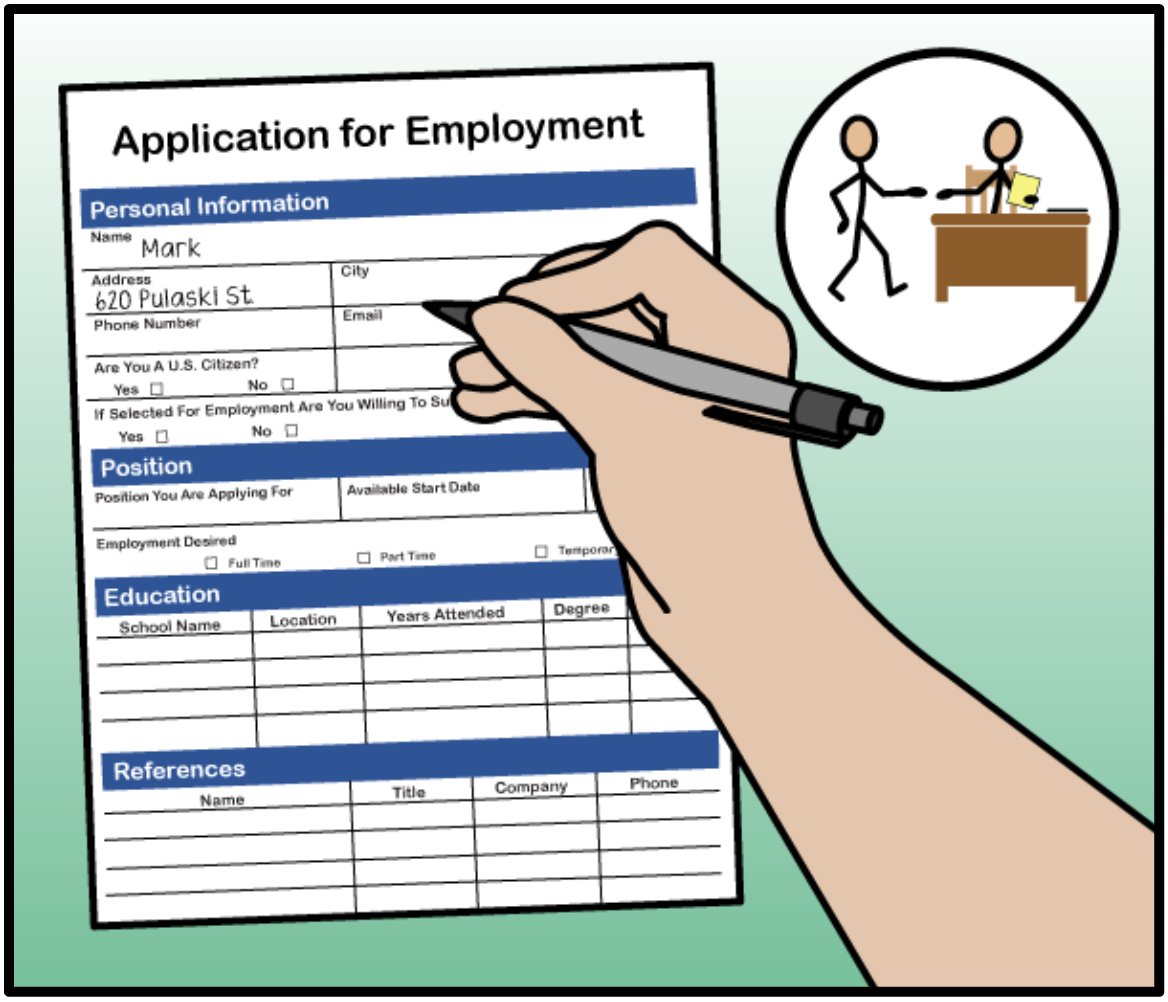
Why does Mark write down his schedule on his calendar?



Mark is happy he got hired for the job. He can earn money. Then, he can spend his money on a video game system. Mark needs to be sure that he is on time every day for his job. Mark also needs to be helpful and kind while he is working. Mark is ready to start his first job.

What does Mark need to do for his job?

Chapter 2:
Mark Gets Hired



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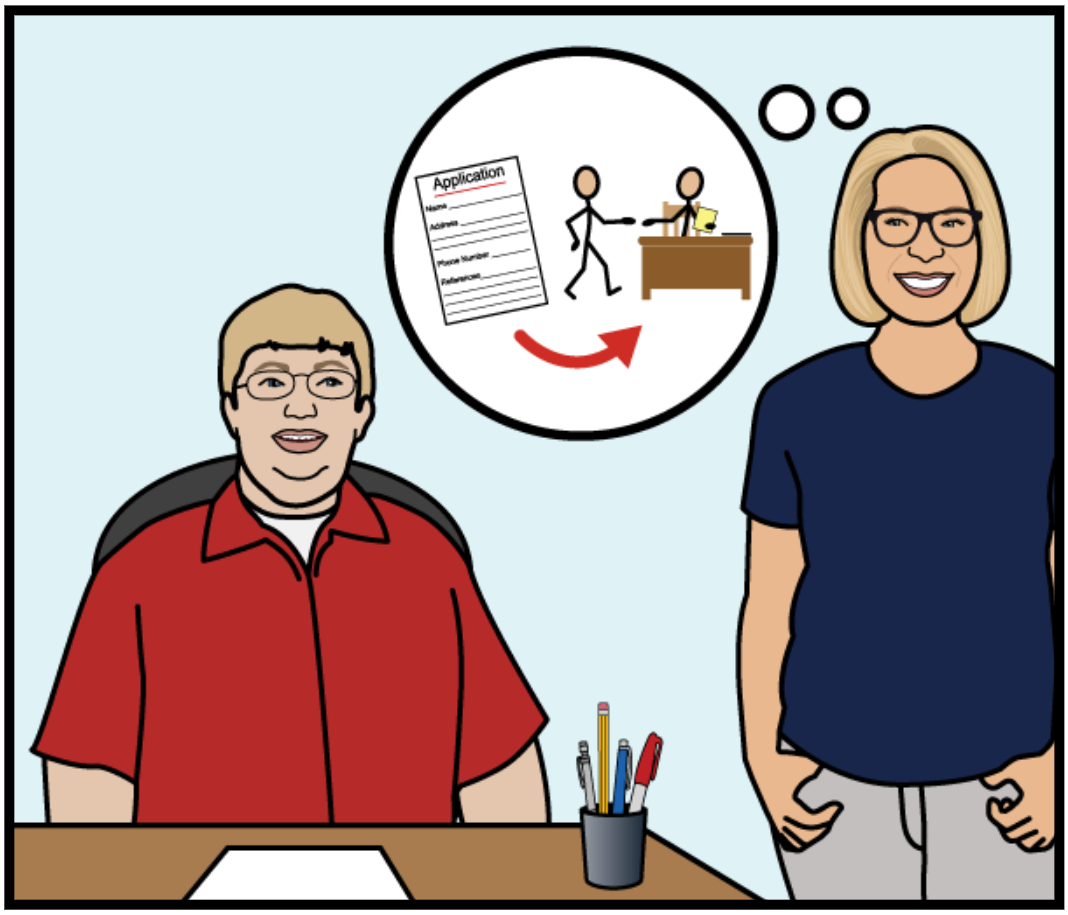


People need to fill out forms to get jobs. Businesses look at the forms. They pick the best person for the job. The person is hired to do the job. Mark will fill out a form to get a job.



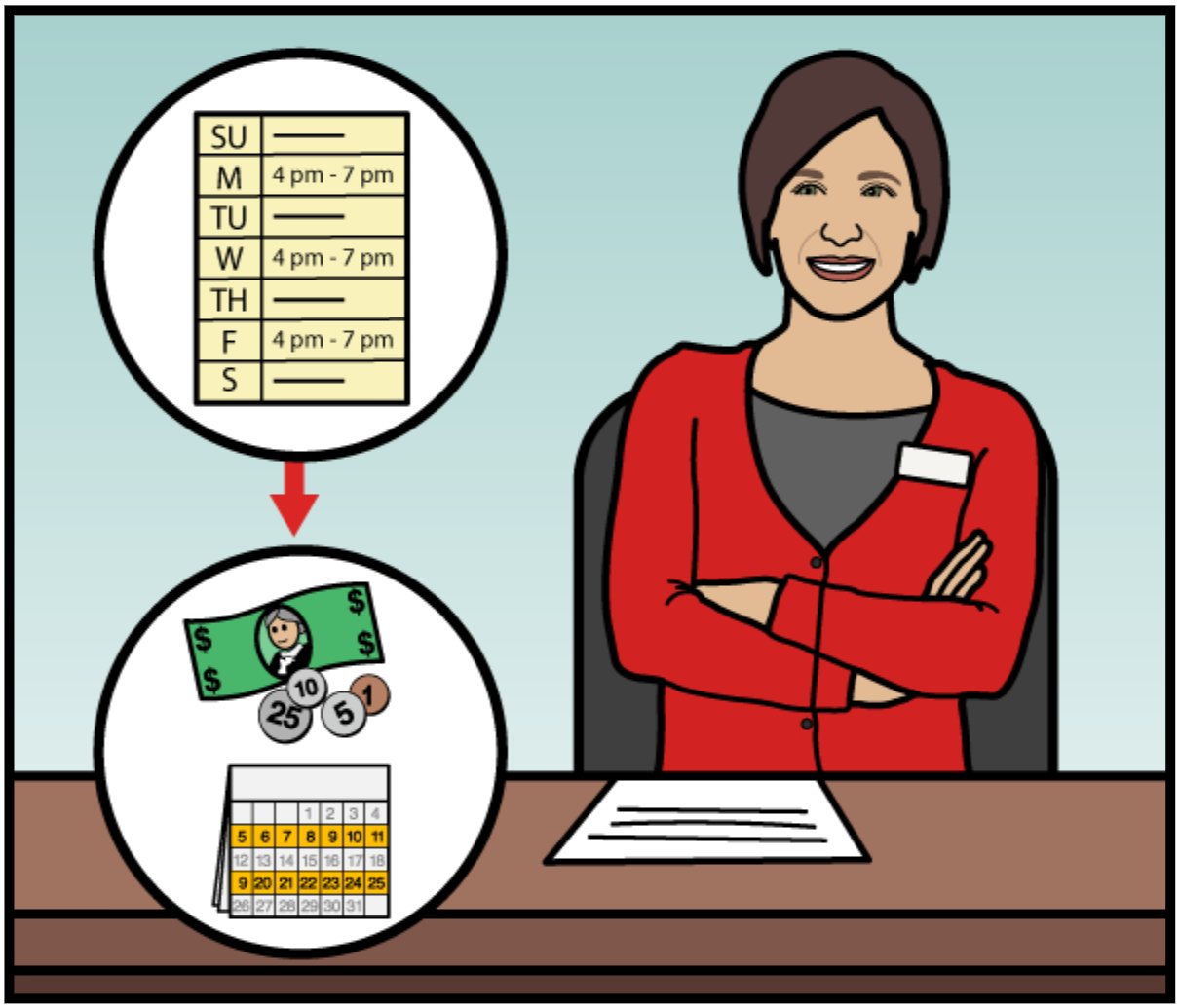
Mark writes his name and birthdate. He writes his address and phone number. He doesn't write down any jobs he has had. This will be Mark's first job.



A grocery bagger needs to be helpful and kind. Mark writes about how he is helpful and kind. He helps his mother carry groceries. He opens doors for people.



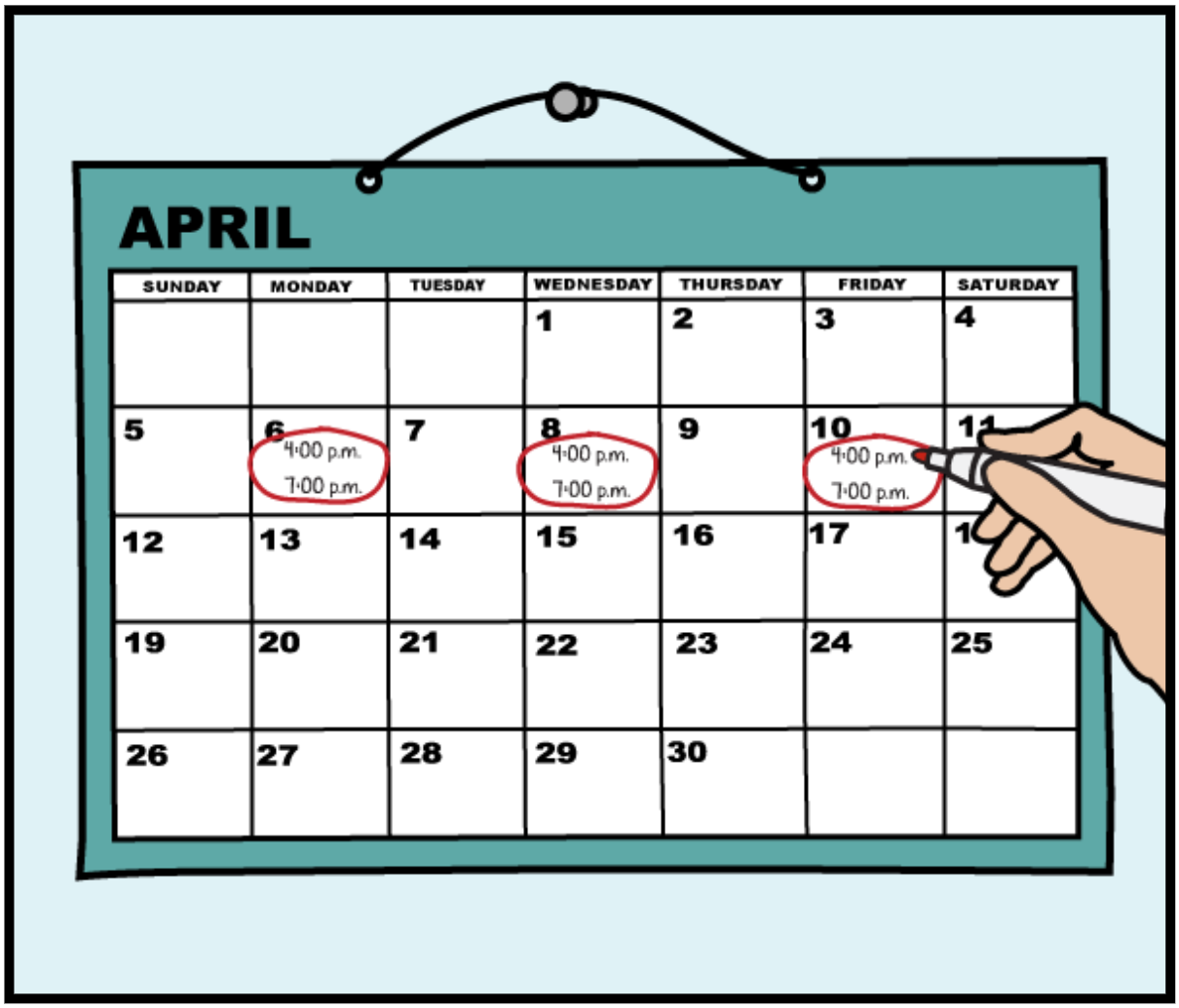
Mark gives the form to the store manager. The store manager talks to him. She asks him questions. Then, Mark gets the job !



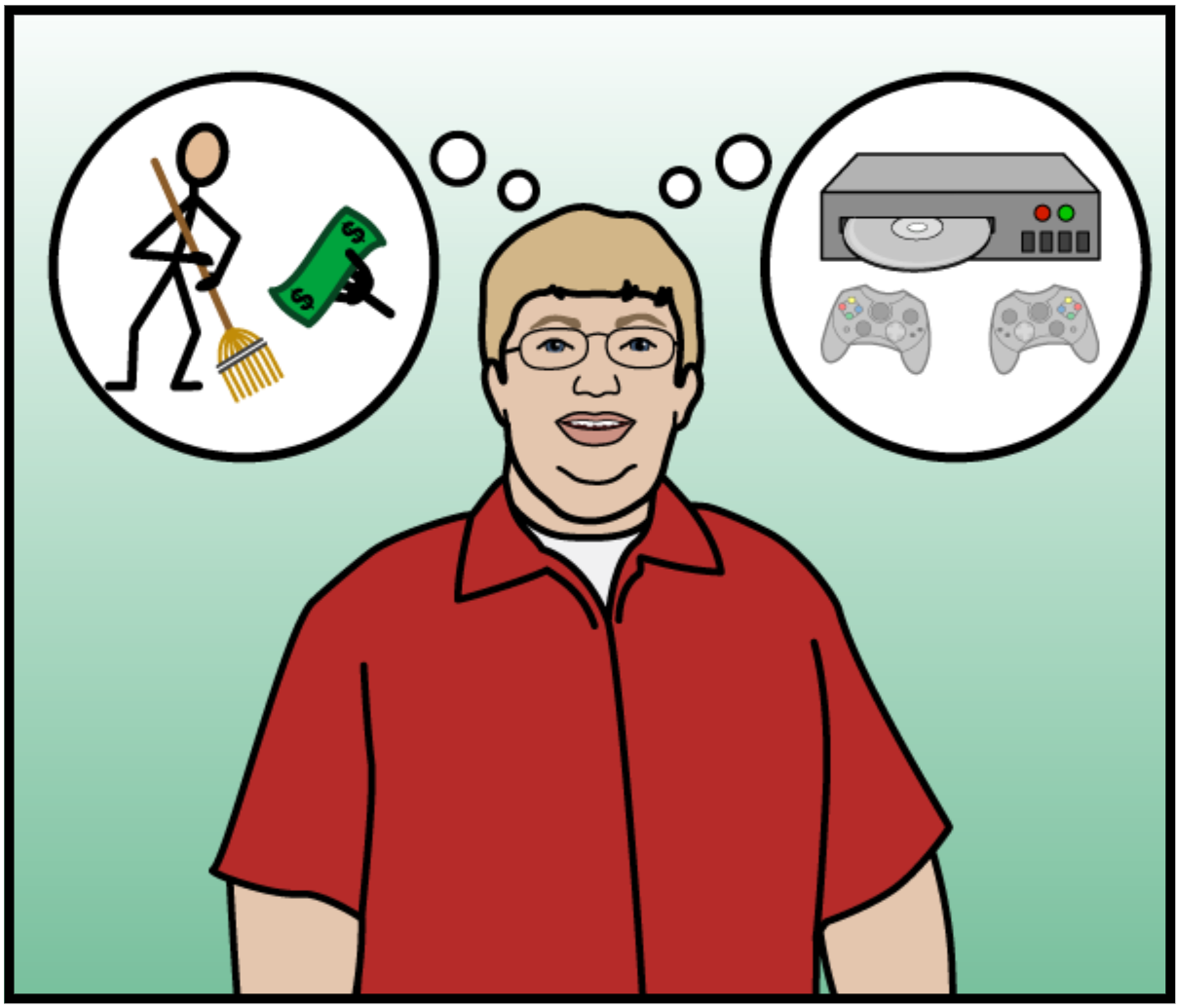
Mark will work three days a week.

He will earn money while he works.

Mark can spend his money on things he wants. He can spend his money on things he needs.

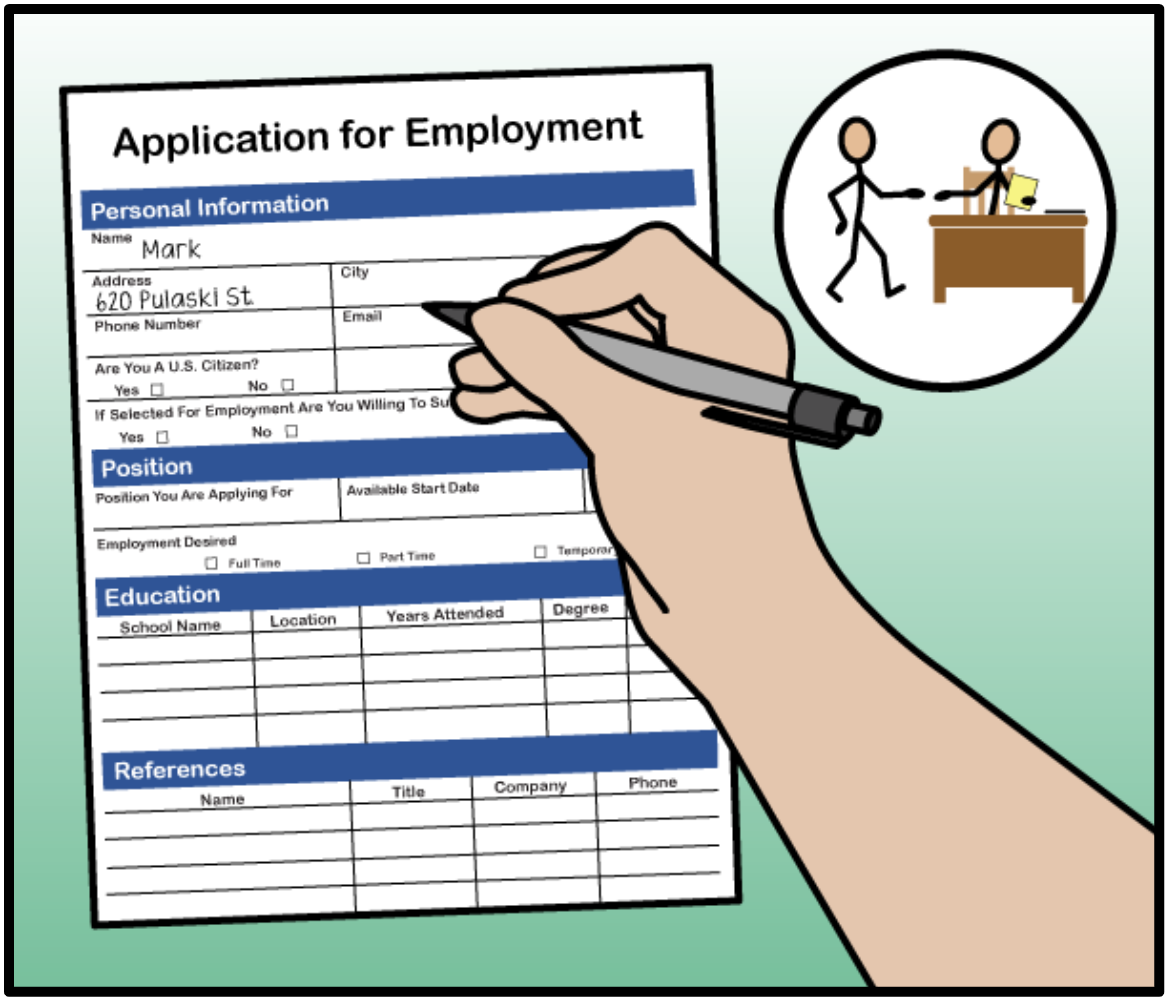


Mark wants to be good at his job. Mark needs to follow his schedule. He needs to be on time. He writes down his schedule at home.



Mark is happy he got hired for the job. Now, he can earn money. He can spend the money on a video game system. Mark is ready to start his first job.

Chapter 2:
Mark Gets Hired



Bind This End

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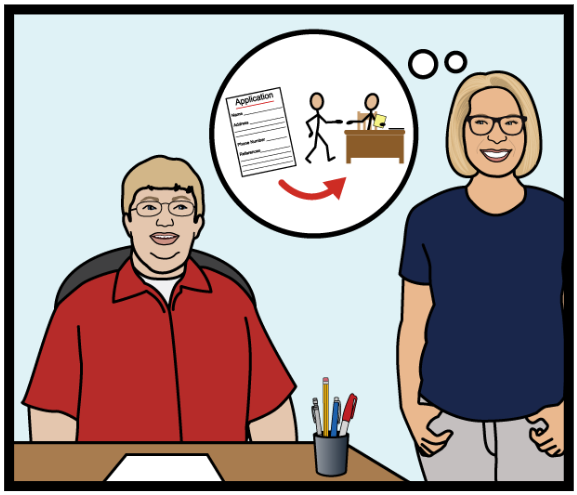


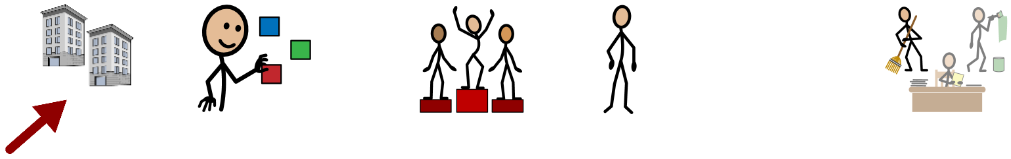
People need to fill out forms to get jobs.



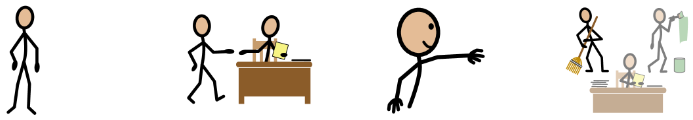
Businesses look at the forms.



They pick the best person for the job.



The person is hired to do the job.

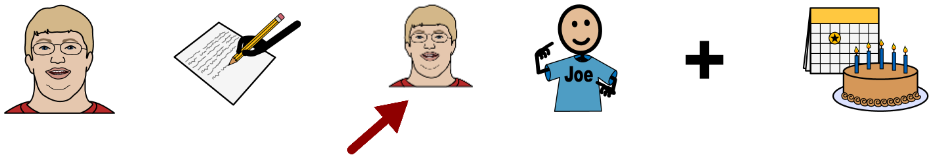


Mark will fill out a form to get a job.





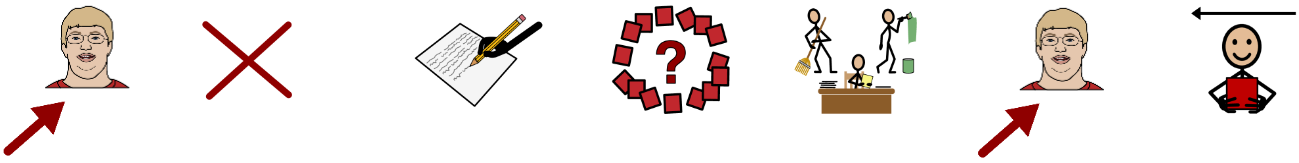
Mark writes his name and birthdate.



He writes his address and phone number.



He doesn't write down any jobs he has had.



This will be Mark's first job.





A grocery bagger needs to be helpful and kind.

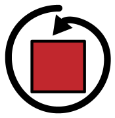






Mark writes about how he is helpful and kind.











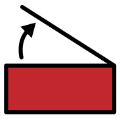
He helps his mother carry groceries.








He opens doors for people.



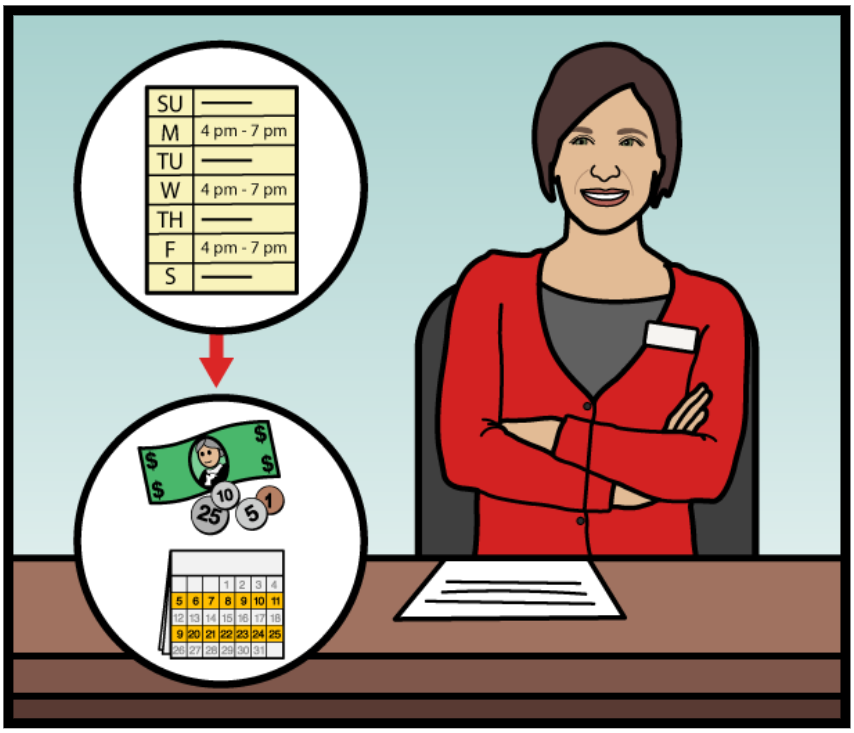


Mark gives the form to the store manager.

The store manager talks to him.

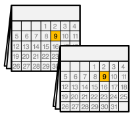
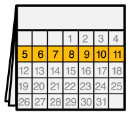
She asks him questions.

Then, Mark gets the job !



Mark will work three days a week.



3



He will earn money while he works.





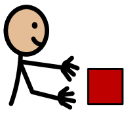



Mark can spend his money on things he wants.







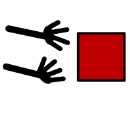


He can spend his money on things he needs.



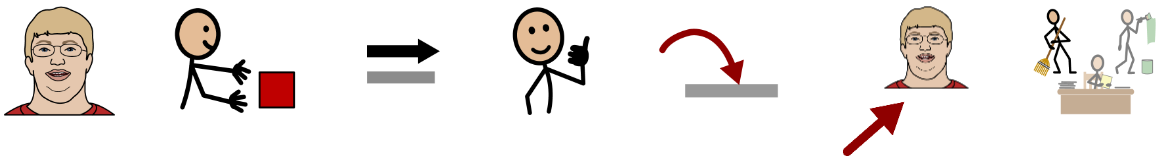




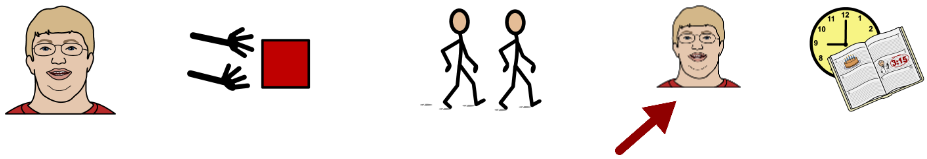




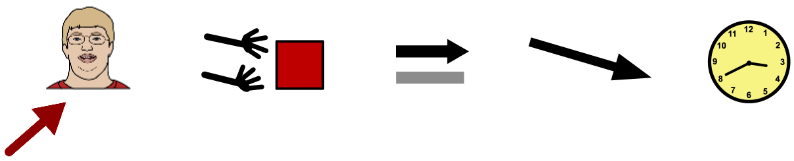
Mark wants to be good at his job.



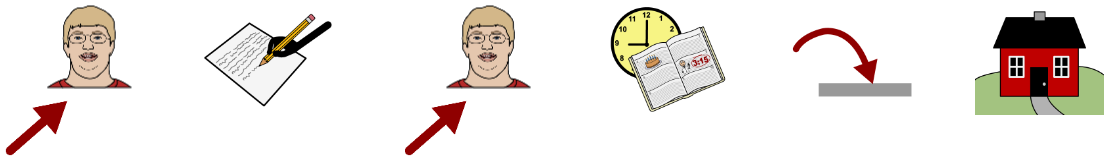
Mark needs to follow his schedule.

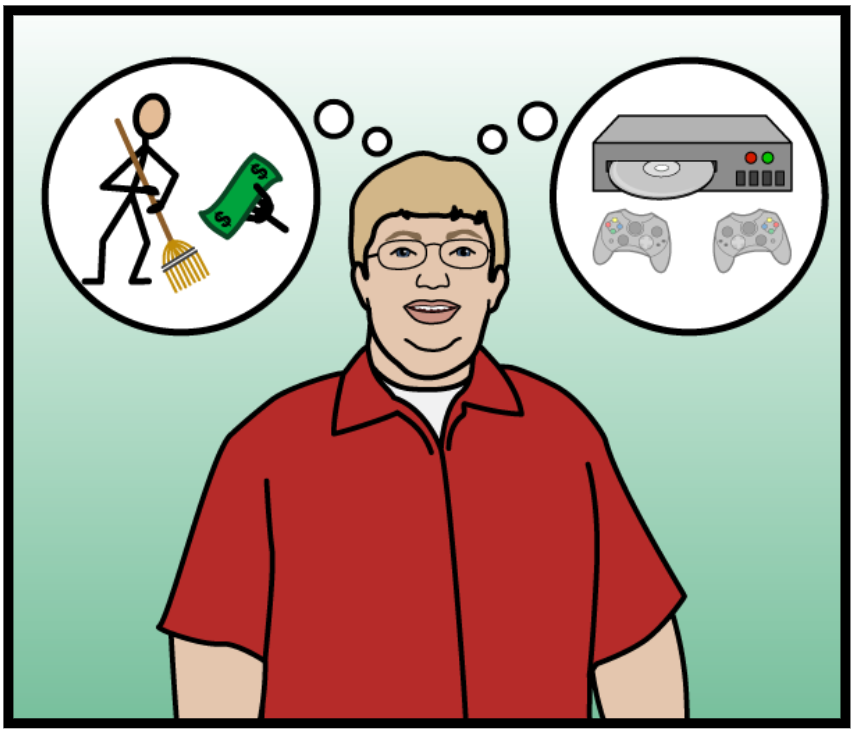


He needs to be on time.



He writes down his schedule at home.





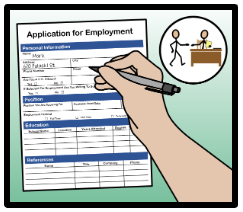
Mark is happy he got hired for the job.

Now, he can earn money.

He can spend money on a video game system.

Mark is ready to start his first job.

yes



Mark Gets Hired

no

need	fill out	get	first	people	form	job
hire	write	give	helpful	grocery bagger	store	manager
talk	ask	work	kind	question	day	week
earn	spend	want	three	money	schedule	video game system

Within each category, pictures are listed from left to right in the order in which they appear in the text.

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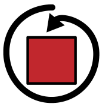
What is the title of this chapter?



What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction



Nonfiction





What is the chapter topic?

Biography

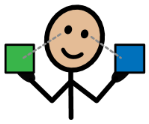


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?

Picture Book



Chapter Book



Comic Book



Book with facts



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See Chapter

Name: _____

1. Mark will fill out a [ ] to get a job.

2. Mark gives the form to the store [ ] .

3. Mark will [ ] three days a week.

4. Mark needs to follow his [ ] .

5. Mark is happy he got [ ] for the job.

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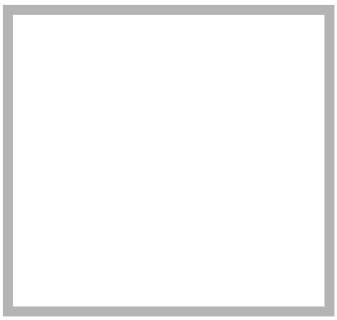
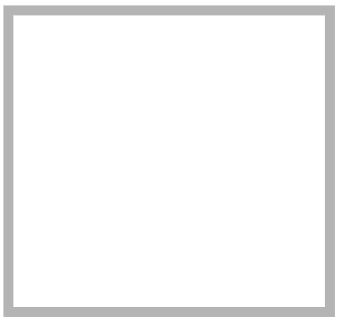
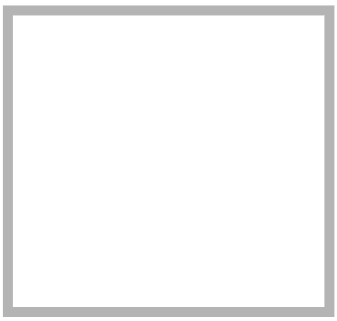
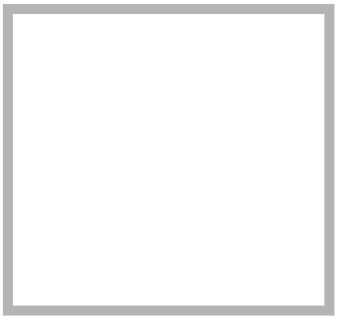
See Chapter

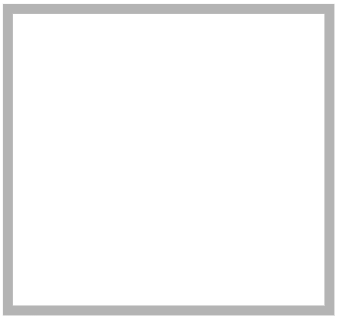
Name: _____

1. Mark will fill out a  to get a job.

2. Mark gives the form to the store  .

3. Mark will  three days a week.

4. Mark needs to follow his  .

5. Mark is happy he got  for the job.

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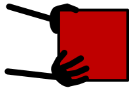
See Chapter

1. Mark will fill out a   ____ to get a   job.

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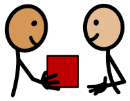
2. Mark gives the form to the store [ ] .

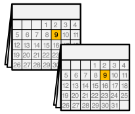
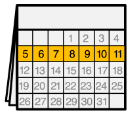






3. Mark will [ ] three days a week.



3

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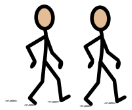
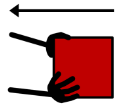
4. Mark needs to follow his     .

5. Mark is happy he got      for the job. 

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See Chapter

Name: _____

1. What is this chapter about?

a. flying a kite

b. getting hired for a job

c. shopping at a store

2. Who does Mark give his form to?

a. mother

b. teacher

c. manager

3. What will Mark do three days a week?

a. work

b. talk on the phone

c. sing

4. What does Mark need to follow?

a. menu

b. TV show

c. schedule

5. What is important to know about this chapter?

◯ a. Mark works at the pet store.

◯ b. Mark is happy he got hired for the job.

◯ c. Mark does not like carrying groceries.

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See Chapter

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1. What is this chapter about?

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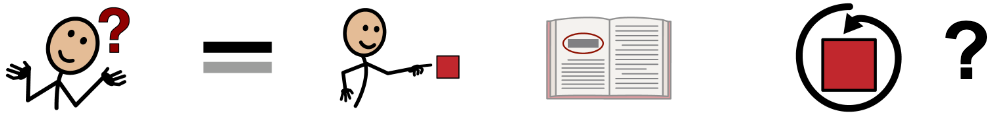
See Chapter

1. What is this chapter about ?



flying a kite



getting hired for a job



shopping at a store



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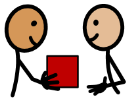
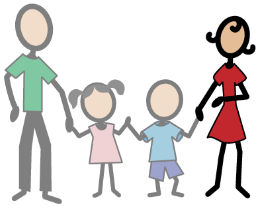
2. Who does Mark give his form to ?



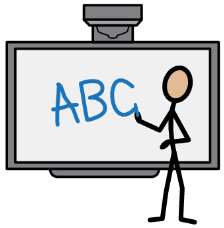





mother



teacher



manager



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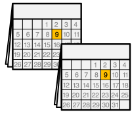
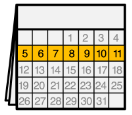
3. What will Mark do three days a week ?





3

?

work



talk on the phone



sing



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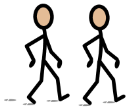
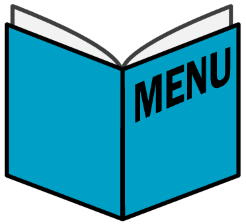
4. What does Mark need to follow ?



menu



TV show



schedule



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5. What is important to know about this chapter ?



Mark works at the pet store.



Mark is happy he got hired for the job.



Mark does not like carrying groceries.



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See Chapter

Name: _____

Use your chapter book to help you fill in the blank.

1. **Mark looks at the _____ from the grocery store.**

2. **Working as a grocery bagger is a great first _____ .**

3. **Mark knows a grocery bagger needs to be _____ and kind.**

4. **Mark helps his mother carry _____ from her car and put them away.**

5. **The store manager asks Mark _____ .**

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See Chapter

Name: _____

These questions may have more than one correct answer:

6. What does the store manager talk to Mark about?

- ◯ a. work schedule
- ◯ b. book report
- ◯ c. homework

7. What will Mark get every two weeks when he works?

- ◯ a. job applications
- ◯ b. movie tickets
- ◯ c. money

8. Where does Mark write down his schedule?

- ◯ a. textbook
- ◯ b. calendar
- ◯ c. homework folder

9. Why is Mark happy?

- ◯ a. He got his first job.
- ◯ b. He can earn money.
- ◯ c. He can spend his money on a video game system.

10. What does Mark need to do for his job?

- ◯ a. He needs to throw away groceries.
- ◯ b. He needs to be on time.
- ◯ c. He needs to help customers and be kind.

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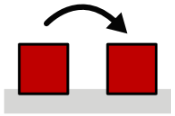
Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	

What is important to know?

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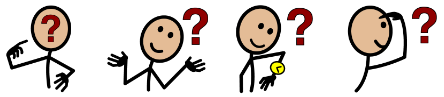
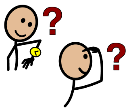
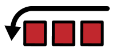
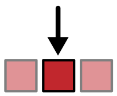
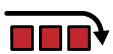
Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

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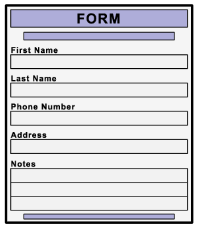
For hands-on instruction, print, cut out and laminate.

schedule	form	work	hired	manager
				

schedule	form	work	hired	manager
				

schedule	form	work	hired	manager

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain specific sources when speaking and writing.

Employabilty

- ***Job Awareness:*** Demonstrate skills needed for a job interview.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Use unit topic words in conversation. • Demonstrate appropriate job interview skills, including body language and response to questions.	• Point to pictures of key vocabulary from unit topics as part of a discussion. • Respond to personal information questions related to a job interview.	• Make a selection to indicate a picture of key vocabulary within a unit topic. • Use nonverbal modes to respond to personal information questions.

Topic Connection

In Chapter 2, **Mark Gets Hired**, students learn that Mark would like to get a job at the local grocery store in order to earn money to buy a video game system. Mark picks up a job application and prepares for an interview for a grocery bagger position. In this Life Skills lesson, students will review how to get ready for a job interview and will demonstrate their interviewing skills with their classmates.

Topic Words

earn job* money*

Transition Words

demonstrate indicate
discuss respond

* Power Words

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Lesson at a Glance

Activity 1

Instructional Activities

Learning About Job Interviews

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Getting Ready for a Job Interview Poster

Job Interview Question Sheet
(Templates C and B)

L³ Skills: Life Skills

Additional Materials

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Employability

- ***Job Awareness:*** Demonstrate skills needed for a job interview.

Instructional Routine

? or

Introduce	• Introduce this activity by asking a focus question. For example, ask, "What is one way to earn money—get a job or buy shoes?" Discuss students' responses. • Tell students one way to earn money is to get a job. Remind students that in Chapter 2, Mark filled out a job application to apply for a grocery bagger position. Explain to students that many times in order to get a job you must first apply by filling out a job application. Once you submit the job application you will need to interview for the job. Explain that there are many different types of personal questions that someone might ask you when applying for a job. • Introduce the learning goal. For example, say, "We will learn how to prepare for a job interview. Your job is to learn how to respond to job interview questions when applying for a job." • Review the learning goal with students: **I will show appropriate job interview skills and answer personal questions related to a job interview.**
Model	• Ask students to think about jobs they would like to have. Discuss why students would want to do each job and what they would need to do be successful at the job. Tell students that they should think about one of the jobs on the list that they want to do as they participate in the job interview activity. • Display the Getting Ready for a Job Interview Poster. Read and discuss each item on the poster. Model different ways students can show appropriate body language. For example, say, "When I am interviewing for a job, I want to have good eye contact. This means I will look at the interviewer when I am talking," and model how to maintain eye contact. Encourage students to practice the body language tips written on the poster. • Model how to think about and answer the questions on the poster. For example, say, "One thing I should think about to prepare for a job interview is what I am good at. I like helping people and helping my friends when they need it. This is something I am good at." • Display the Job Interview Question Sheet. Two templates are provided with the lesson (Template C and B). Display the template that meets the majority of the students' needs. Read the first question aloud from the Questions Column. Model how to fill in the Answer column on the page. Continue modeling how to answer each question on the page. • Tell students that they will be using their Job Interview Question Sheet while completing a job interview with a classmate or teacher. At the bottom of the page, tell students that after they have completed the job interview, the person they interviewed with will tell them if they showed good body language. Model how to select "yes" or "no" to indicate if each behavior was displayed during the interview.
Provide Practice	***Have students work with a partner or teacher to complete a mock job interview. Provide students with the Getting Ready for a Job Interview Poster and Job Interview Question Sheet (Template C or B).*** **Level 3:** Have student demonstrate appropriate job interview skills, including body language, and respond to questions in a job interview by completing the Job Interview Question Sheet and participating in a mock job interview. **Level 2:** Have the student respond to personal information questions related to a job interview by completing the Job Interview Question Sheet and participating in a mock job interview. **Level 1:** Have the student use nonverbal modes to respond to personal information questions in a job interview by completing the Job Interview Question Sheet and actively participating in a mock job interview. For example, ask, "What hours can you work?" Have the student communicate the answer that is right for them by selecting a choice on the Job Interview Question Sheet.
Review	• Revisit the learning goal. Ask students what they learned about job interviews and what was difficult or easy about completing a job interview.
Extend	• To extend this lesson, have the students find jobs that interest them and create new job question sheets based on the job skills needed for that position.

Check Understanding

- **Level 3:** Can the student demonstrate appropriate job interview skills, including body language, and respond to questions in a job interview by completing the Job Interview Question Sheet and participating in a mock job interview?
- **Level 2:** Can the student respond to personal information questions related to a job interview by completing the Job Interview Question Sheet and participating in a mock job interview?
- **Level 1:** Can the student use nonverbal modes to respond to personal information questions in a job interview by completing the Job Interview Question Sheet and actively participating in a mock job interview?

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Getting Ready for a Job Interview



Show good body language.

- Smile.
- Keep eye contact.
- Listen.



Think about what you are good at.

- What do you enjoy doing?
- What can you do really well?



Think about what you need to do a good job.

- Do you use checklists or picture supports?
- Do you need help to communicate?





Think about your schedule.

- When can you work?
- How many hours a week can you work?



Think about what makes you perfect for the job.

- What skills do you have?

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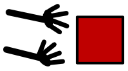
Questions	Answers
"What is your name?" 	"My name is _____."
"What are your strengths?" 	"I am good at _____."
"What do you need to help you do a good job?" 	"I need _____ to do a good job."
"When can you work?" 	"I can work _____."
"What makes you perfect for the job?" 	"I can _____."

Body Language

During the interview, did you smile? yes no

During the interview, did you keep eye contact? yes no

During the interview, did you listen? yes no

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Questions	Answers
"What is your name?"	"My name is _____ ."
"What are your strengths?" 	**I am good at:** ☐ stocking shelves ☐ counting money ☐ cleaning ☐ talking to people ☐ being helpful
"What do you need to help you do a good job?" 	**To do a good job, I need:** ☐ picture supports ☐ communication device ☐ visual schedule ☐ frequent breaks ☐ extra time ☐ sensory items
"When can you work?" 	**I can work:** ☐ on the weekends ☐ in the evenings ☐ on holidays
"What makes you perfect for the job?" 	**I can:** ☐ work with computers ☐ build things ☐ keep areas clean ☐ help customers ☐ stock shelves

Body Language

☐ During the interview, did you smile?

☐ During the interview, did you keep eye contact?

☐ During the interview, did you listen?

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Independently read questions about a story and write, speak or select an answer.	• Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Point to or select a picture from a choice of three in response to a question about a story.	• Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Respond to a question by choosing a single option or errorless picture.

Topic Connection

In this unit's Chapter Book, ***Mark's Money***, students will follow Mark as he gets his first job and starts earning money. Students will then learn about money, budgeting and banking services as Mark visits a bank. In this chapter, **Mark Goes to the Bank**, students will follow Mark as he brings his first paycheck to the bank to open up an account.

Topic Words

account	earn	safe
bank	job*	save
check	money*	spend

Literacy Words

author	character	illustration/picture	read*
book	cover	illustrator	title
chapter			

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
See how these activities fit into the **Suggested Monthly Plan**.			
ULS Materials and Resources	**Chapter 3: Mark Goes to the Bank** (Level J/K) **Communication Board** **Standards Connection A**	**Chapter 3: Mark Goes to the Bank** (Level J/K, F/G or F/G Symbol-Supported) **Communication Board**	**Chapter 3: Mark Goes to the Bank** **Communication Board** **Comprehension Questions** (Fill-In and Multiple-Choice, Levels 3-1) **Advanced Questions** **Fill-In Cards** **Standards Connection B** **Standards Connection C**
	Instructional Guide: Active Participation Scripts **Instructional Guide: Instructional Tips** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**		
Additional Materials			

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

or

Before Reading

- Use Lesson 15, Activity 3 to introduce the Topic Word: account, bank, check, safe, save and review the words: earn, job, money and spend.
- Continue talking about 'banks'. Ask a focus question such as, "Where is a good place to keep your money—a bank or under water?" Discuss students' responses.
- Display Chapter 3, **Mark Goes to the Bank** (Level J/K), and read the chapter title. Use Standards Connection A to provide a visual.
- Preview the chapter. For example, look at the illustrations. Discuss each illustration showing Mark at the bank. Have students predict what Mark may learn as he is at the bank. Then say, "As I read today, it is your job to remember one thing Mark does at the bank."
- Review the learning goal with students: **I will remember one thing Mark does at the bank.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words or phrases that describe what Mark does at the bank, such as 'checking account', 'savings account', 'safe', 'debit card', 'check', 'fill out', 'sign' and 'deposit slip', by emphasizing the words and phrases as you read them.

Comment on Characters, Setting and Plot

- Comment on how the illustrations help you know what Mark does at the bank. For example, point out how the illustration on page 25 shows Mark's hand filling in a deposit slip. Then say, "The chapter says Mark fills out deposit slips to tell the bank where to put his money. Mark is putting his money into his account. This is one thing that Mark does at the bank."

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter.

After Reading

- Revisit the learning goal. For example, ask, "What is one thing Mark does at the bank?"

Level 3: Have the student independently describe one thing Mark does at the bank. Provide prompts, such as, "What kind of account does Mark put his money in to save for a video game system?"

Level 2: Have the student identify one thing Mark does at the bank. Picture supports such as the Communication Board or the story illustrations may be used as needed.

Level 1: Have the student identify one thing Mark does at the bank by making a selection (may be single option or errorless choice). For example, display the symbol for 'savings account'. Ask, "What does Mark put some of his money in at the bank to save for a video game system?" Have the student point to 'savings account'.

- Continue discussion by talking about other things that people can do with their money at the bank, such as get a loan.
- Use Standards Connection A to discuss and compare different book genres and student preferences.

Check Understanding

- **Level 3:** Can the student describe one thing Mark does at the bank from the chapter?
- **Level 2:** Can the student identify one thing Mark does at the bank? How?
- **Level 1:** Can the student identify one thing Mark does at the bank by making a selection (may be single option or errorless choice)?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

Instructional Routine
Guided Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about banks. • Use the Topic Words: account, bank, check, earn, job, money, safe, save and spend in conversation about the chapter. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: call, can, car, first, game, in, name, need, open, out, pay, put and with.

Instructional Routine
Shared Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about banks. • Use the Topic Words: account, bank, check, earn, job, money, safe, save and spend in conversation about the chapter. Help students locate the words in the chapter. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: call, can, car, first, game, in, name, need, open, out, pay, put and with.

Check Understanding

- **Level 3:** Can the student independently read chapter books adapted to personal reading level?
- **Level 2:** Can the student read chapter books adapted to personal reading level with support?
- **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

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Instructional Target

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

or

Introduce	• Introduce this activity by asking a focus question about the chapter. For example, ask, "What can Mark do with his check at the bank—cash it or hide it?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, **Mark Goes to the Bank**. Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter, **Mark Goes to the Bank**. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: **I will answer questions about the chapter.**
Model	• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	***Choose the most appropriate activity format on the basis of each student's skills and needs.*** **Level 3:** The questions are text only. Have the student answer the questions independently **Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture. **Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.
Review	• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.

Check Understanding

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?

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Questions and Answers

bank **savings account** **debit card** **safe** **check**

Fill-In (Levels 3-1)

1. Mark wants to go to the _____. (**bank**)
2. Mark can cash his _____ at the bank. (**check**)
3. Mark can use a check or _____ to pay. (**debit card**)
4. Mark will put some money into a _____. (**savings account**)
5. Mark can keep his money _____ at the bank. (**safe**)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (**going to the bank**, sliding down the slide, riding a horse)
2. What can Mark cash at the bank? (groceries, homework, **check**)
3. What can Mark use to pay? (**debit card**, candy, grocery bag)
4. What will Mark put some of his money into? (school, **savings account**, box)
5. What is important to know about this chapter?
   - Mark does not like his job.
   - Mark plays the piano.
   - **Mark can keep his money safe at the bank.**

Fill-In Advanced

1. After two weeks, Mark _____ his first paycheck. (**earns**)
2. Mark wants to keep his _____ in a safe place. (**money**)
3. The _____ explains that Mark can do different things with his money. (**bank teller**)
4. Mark can give his check to the bank to get _____ right away. (**cash**)
5. Mark can also put his money in a _____. (**checking account, savings account**)

Multiple-Choice Advanced

6. What can Mark use his money in his checking account to buy? (homework, **magazines**, **snacks**)
7. What can Mark use to pay for things with money from his checking account? (**check**, book, **debit card**)
8. What do people save money in savings accounts for? (**emergencies**, **cars**, **houses**)
9. What does Mark do to put his money in the bank?
   - **fills out deposit slips**
   - mails it in an envelope
   - **signs the back of his check**
10. Why is Mark glad?
    - **He can spend his money.**
    - **His money will be safe at the bank.**
    - **He can save his money.**

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Instructional Target

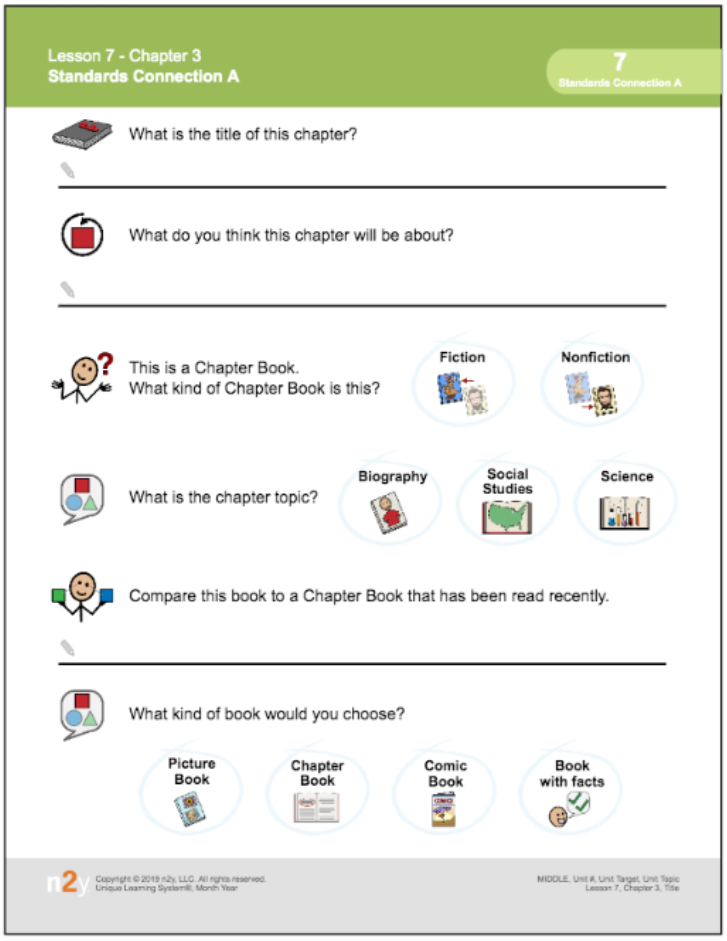
Reading Standards for Literature

- ***Integration of Knowledge and Ideas:*** Compare different genres and identify personal preferences.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Identify different genres and match books and stories that belong in each genre.	• Identify two stories or books of the same genre.	• Select a book or story of personal preference.

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.



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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Identify main ideas presented orally or from diverse media formats.
- ***Presentation of Knowledge and Ideas:*** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...

- Summarize a story, including the main idea and key details.
- Describe the plot of a story by putting the events in order.
- Summarize information from content-specific reading, topics and tasks.
- Communicate on a topic, including facts and details to support the main idea.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.

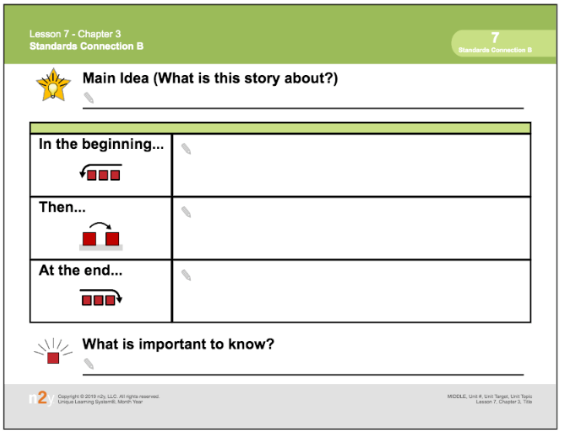
Level 2 Students will...

- Use picture supports to retell key details or characters from a story.
- Use picture supports to identify events and the order in which they happened in a story.
- Describe information, using picture supports from content-specific reading, topics and tasks.
- Use picture supports to communicate main ideas, including facts and details, on a given topic.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event in a story (single option or errorless choice).
- Using picture supports and communication technologies, respond to questions related to content topics and tasks.
- Communicate basic information on a topic or experience using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. ***Standards for Language*** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.



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Instructional Targets

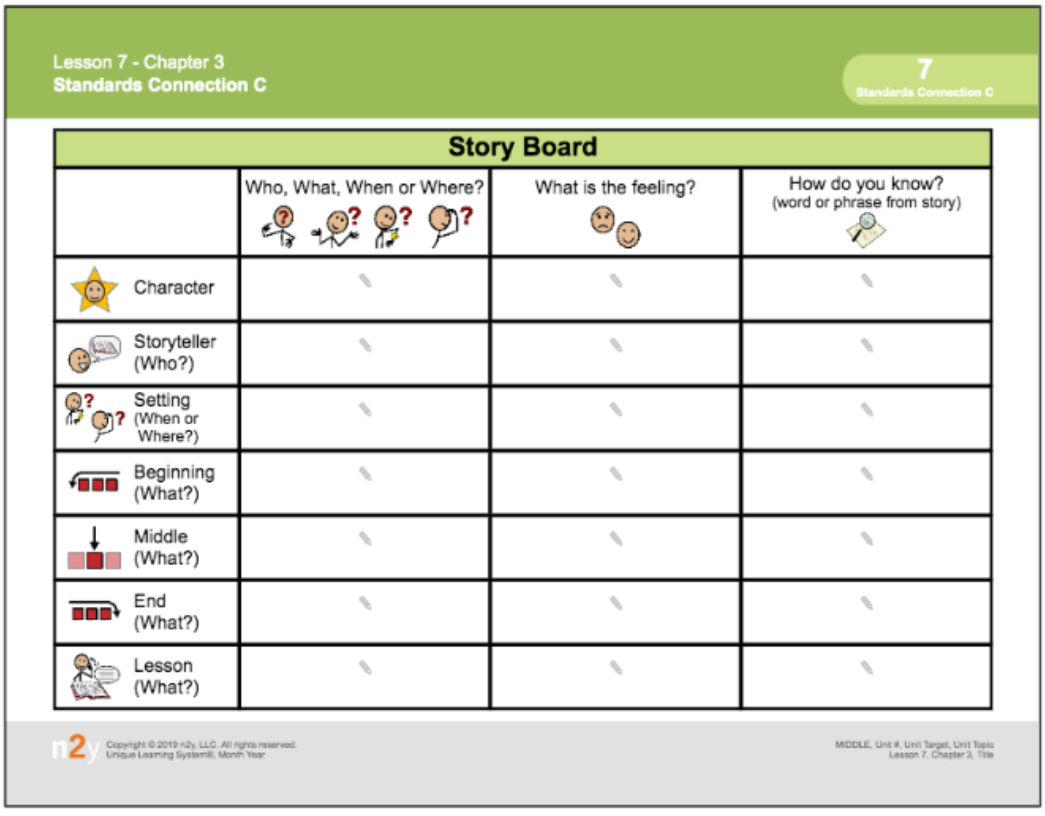
Reading Standards for Literature

- ***Craft and Structure:*** Identify the structure of a story, play or poem. Determine the feelings created by the author in a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Describe words, phrases or features that are part of the structure of a story, play or poem. • Describe the words, phrases or features that evoke feelings in a story, play or poem.	• Identify words, phrases or features that are part of the structure of a story, play or poem. • Identify words, phrases or features that evoke feelings in a story, play or poem with support.	• Select a word or picture that is part of the structure of a story, play or poem. • Select a word or picture that evokes feelings in a story.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author by describing various features from the text such as characters, setting, narrator and events in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.



Lesson 7 - Chapter 3
Standards Connection C

7
Standards Connection C

Story Board

	Who, What, When or Where?	What is the feeling?	How do you know? (word or phrase from story)
Character			
Storyteller (Who?)			
Setting (When or Where?)			
Beginning (What?)			
Middle (What?)			
End (What?)			
Lesson (What?)			

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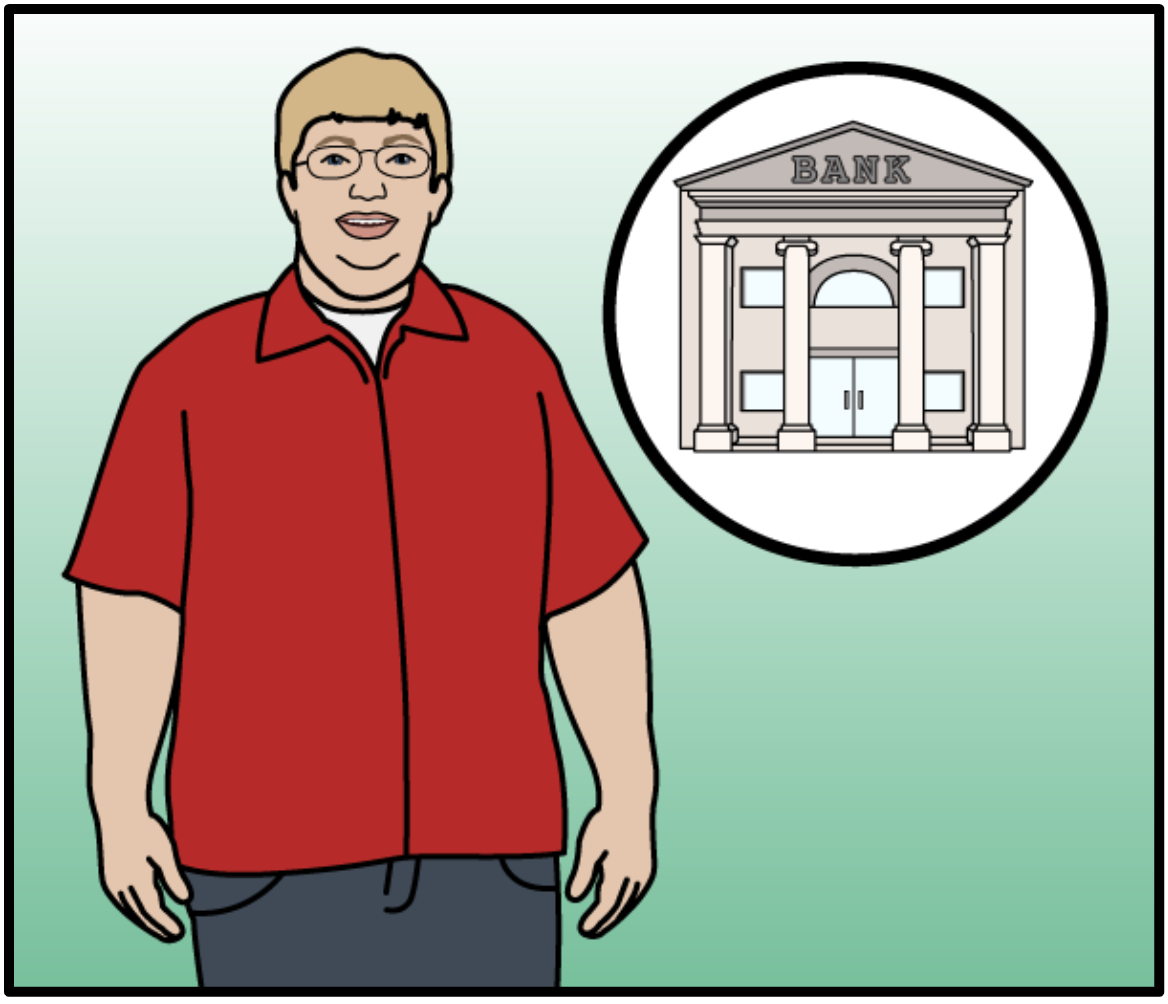
MIDDLE, Unit #, Unit Target, Unit Topic
Lesson 7, Chapter 3, Title

Chapter 3:
Mark Goes to the Bank



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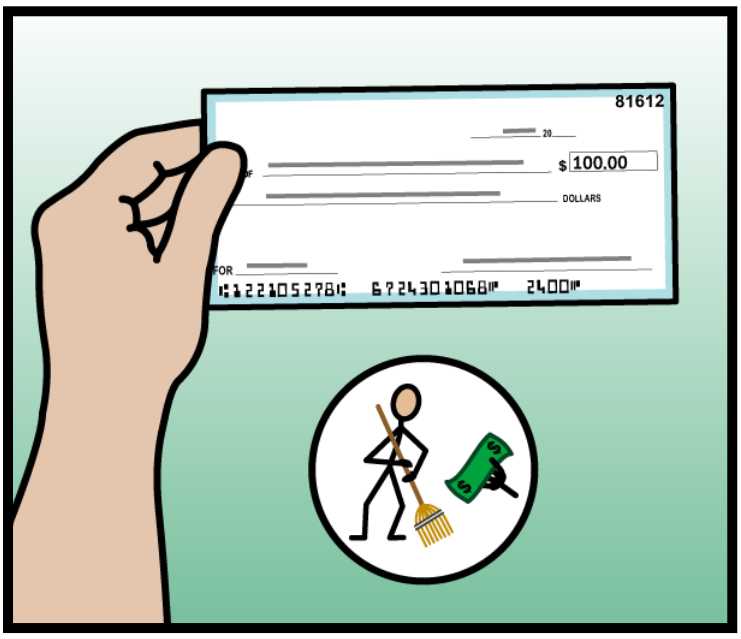
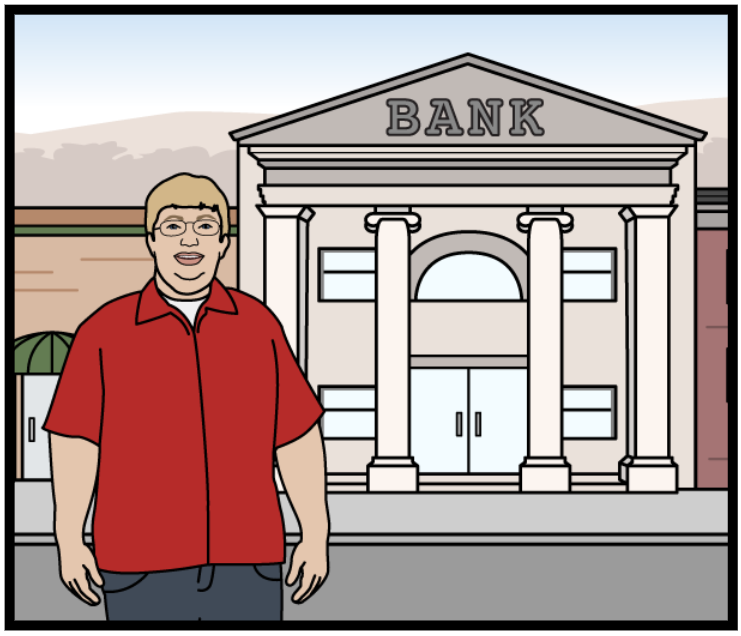
Unique Learning System®, April 2020

Mark works hard at his job. He gets to work on time. Mark bags groceries. He carries them to cars. Mark talks to customers. He remembers to smile. After two weeks, Mark earns his first paycheck. The grocery store gives Mark a check for $100.00. A check is another way to pay someone instead of using cash.



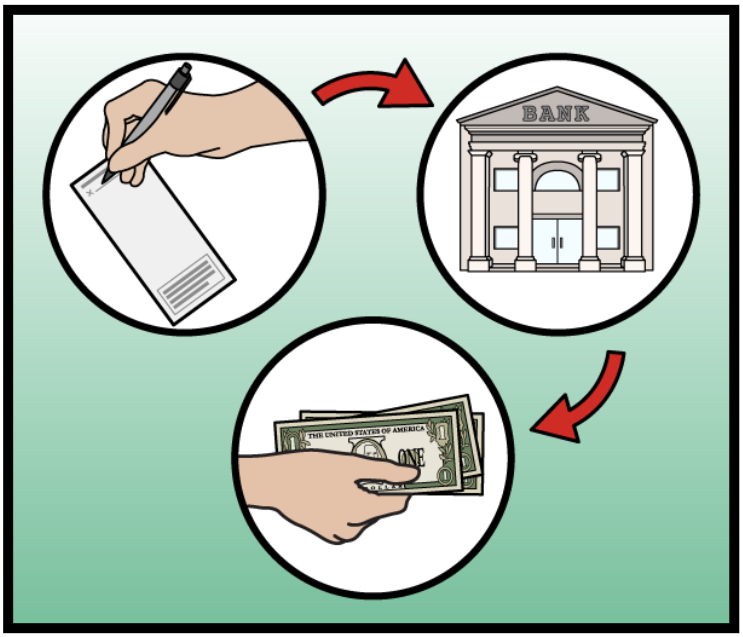
What is a check?



Mark is happy with his first check. What will he do with the money he earned? Will he spend it? Will he save it? Mark decides to bring his check to the bank. Mark wants to keep his money in a safe place. A bank is a business that helps people keep their money safe.

What can Mark do with the money he earned?
Why should Mark keep his money in a bank?

Mark and his mother go to the bank. The bank teller explains that Mark can do different things with his money. Mark can give his check to the bank to get cash right away. This is called, "cashing a check." Mark can sign his name on the back of the check. Then, he can get cash to spend.



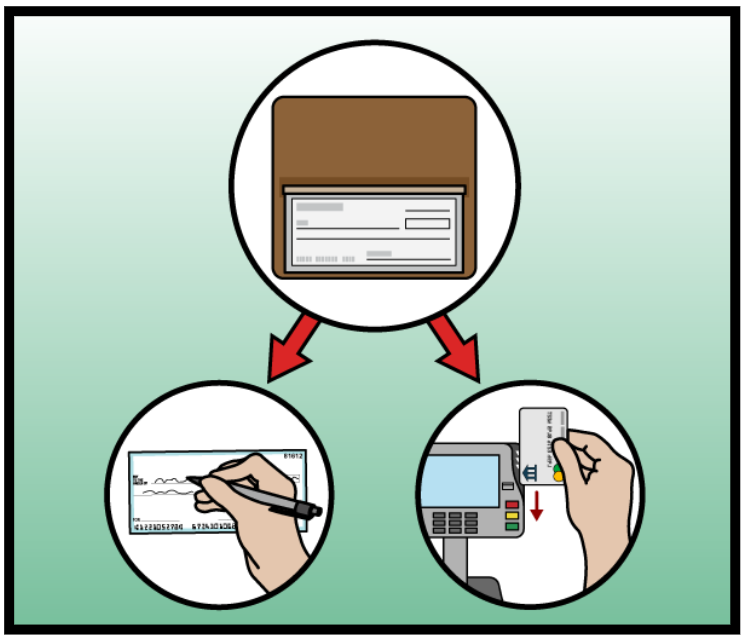
Describe what would happen if Mark cashed his check from the grocery store.



Mark can also put his money into a checking account. The bank will keep his money safe. Mark can spend the money in the checking account. He can buy things he wants like magazines or snacks. The bank will help him keep track of the money he spends.

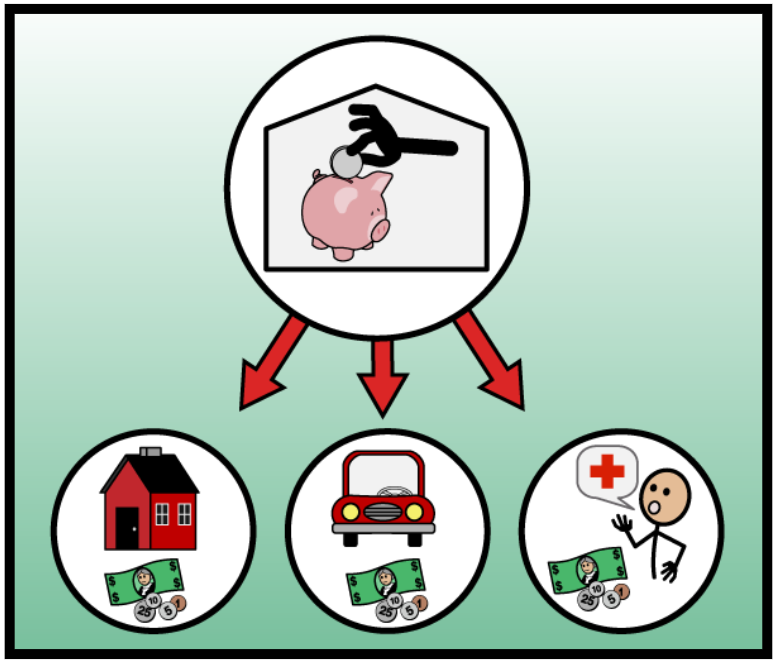
What is a checking account?

Mark will get checks. He can pay for things with a check. He can fill out the check and give it to the store to pay for his items. Mark will also get a debit card. He can put his debit card into a machine to pay for what he buys. Then, the bank sends the store money from Mark's checking account.



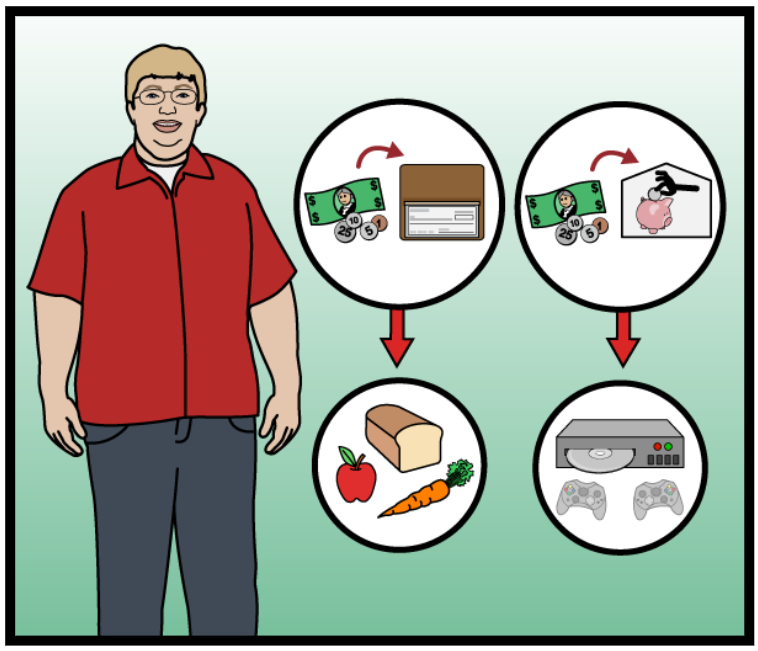
Describe how Mark can pay for things with a check or debit card.

Mark can put his money into a savings account. People save money to buy big things like houses and cars. They save money for emergencies. The bank pays people to keep their money in a savings account. This is called interest. Mark likes that he can earn more money by having a savings account.



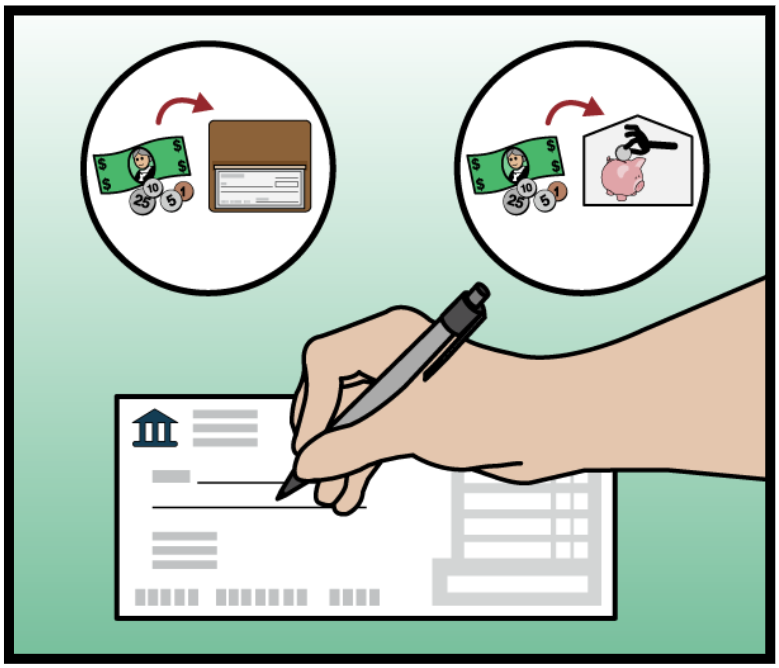
Why do people put money in savings accounts? What is interest?

"I want to put some of my money in a checking account," says Mark. "If I want or need something, I can pay for it with a check or debit card. I also want to put money in a savings account. Then, I can save money for my video game system." Mark's mother and the bank teller help him open the accounts.



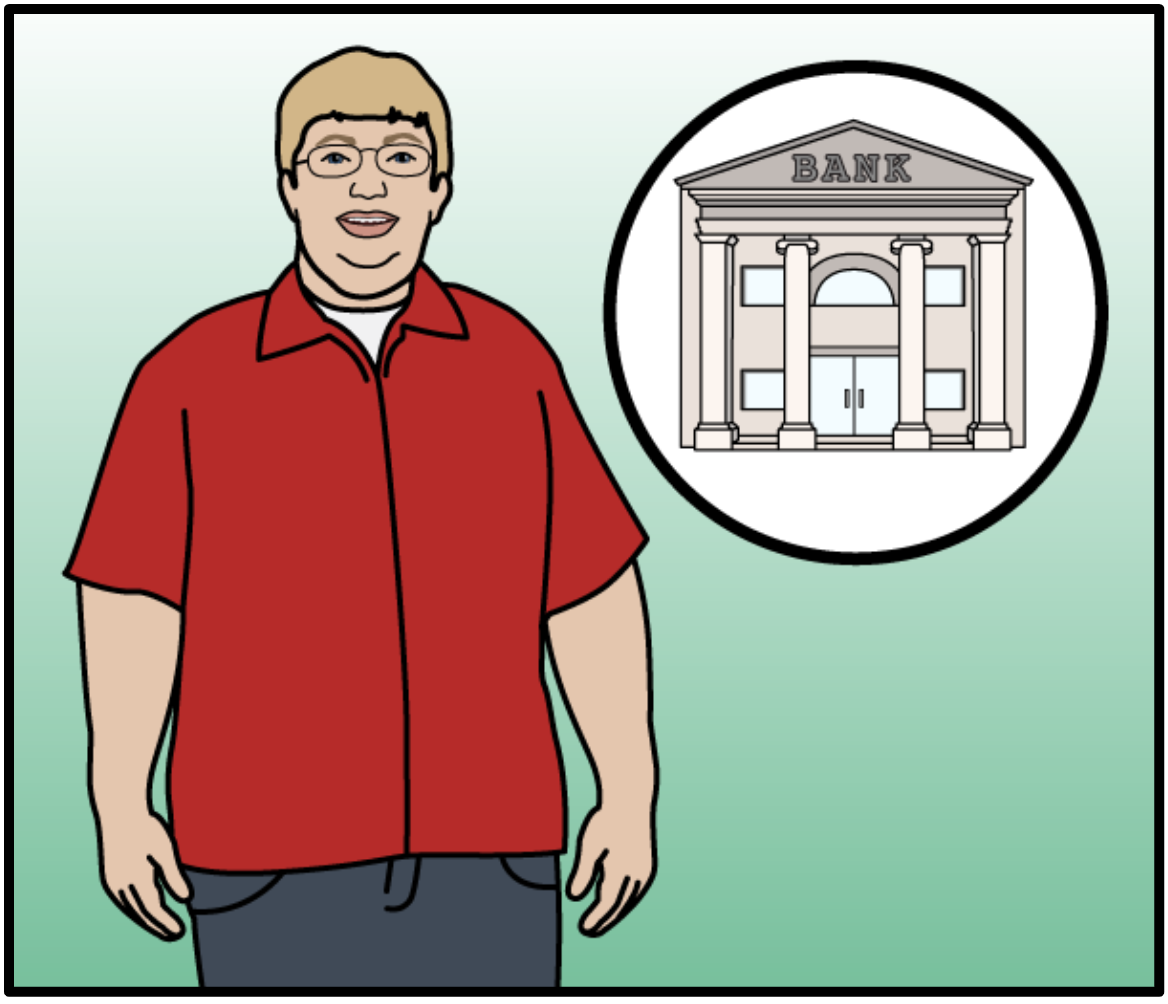
What will Mark do with the money he earns?

Mark signs the back of his check. He fills out deposit slips to tell the bank where to put his money. Some money will go into a checking account. Some money will go into a savings account. Mark is glad he can keep his money safe at the bank. Now, he can spend and save the money he earned.



What does Mark do to put the money he earned into the bank?

Chapter 3:
Mark Goes to the Bank



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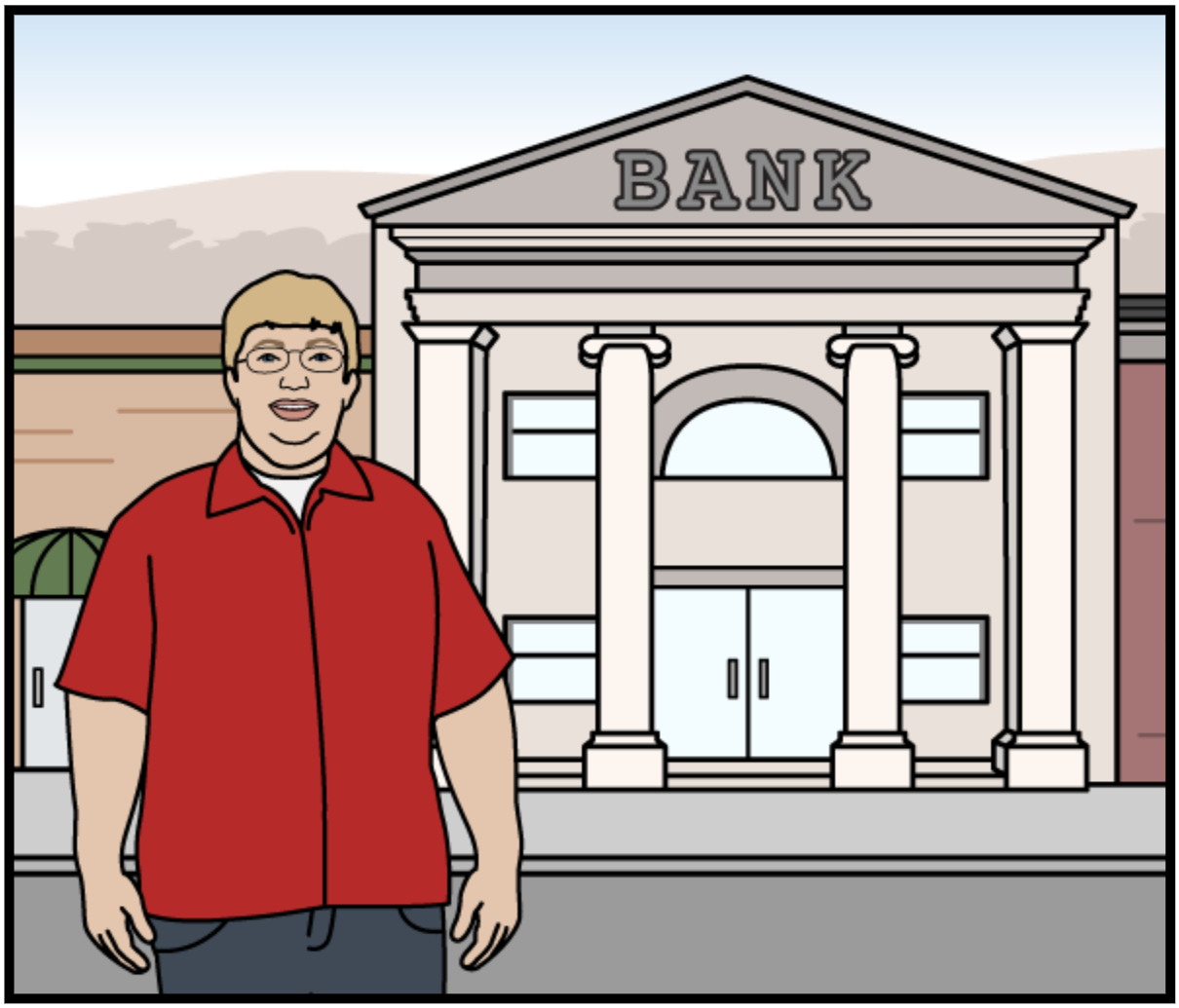
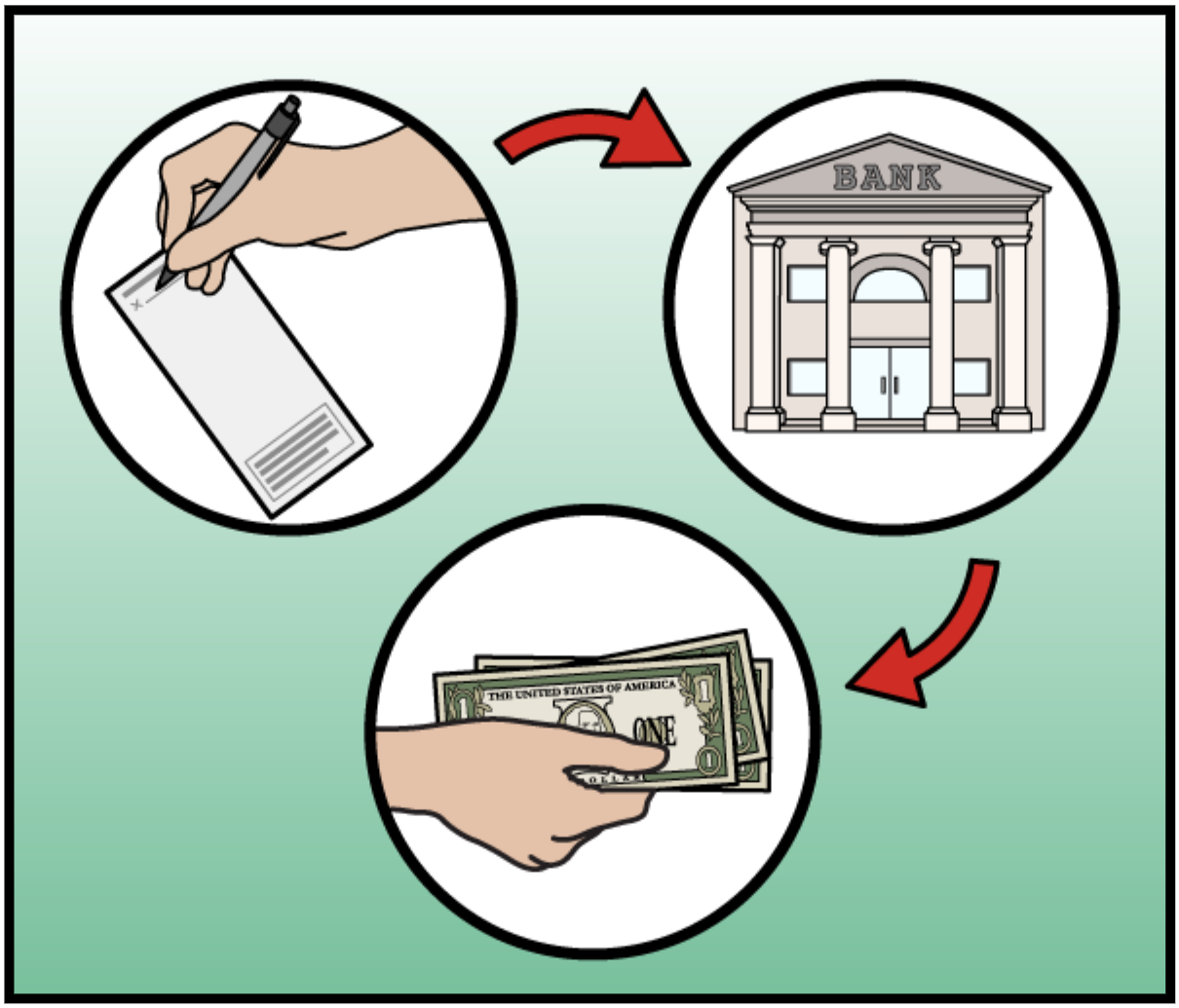
Mark works hard at his job. He gets his first paycheck. The grocery store gives Mark a check. A check is a way to pay people. They get a check instead of cash.



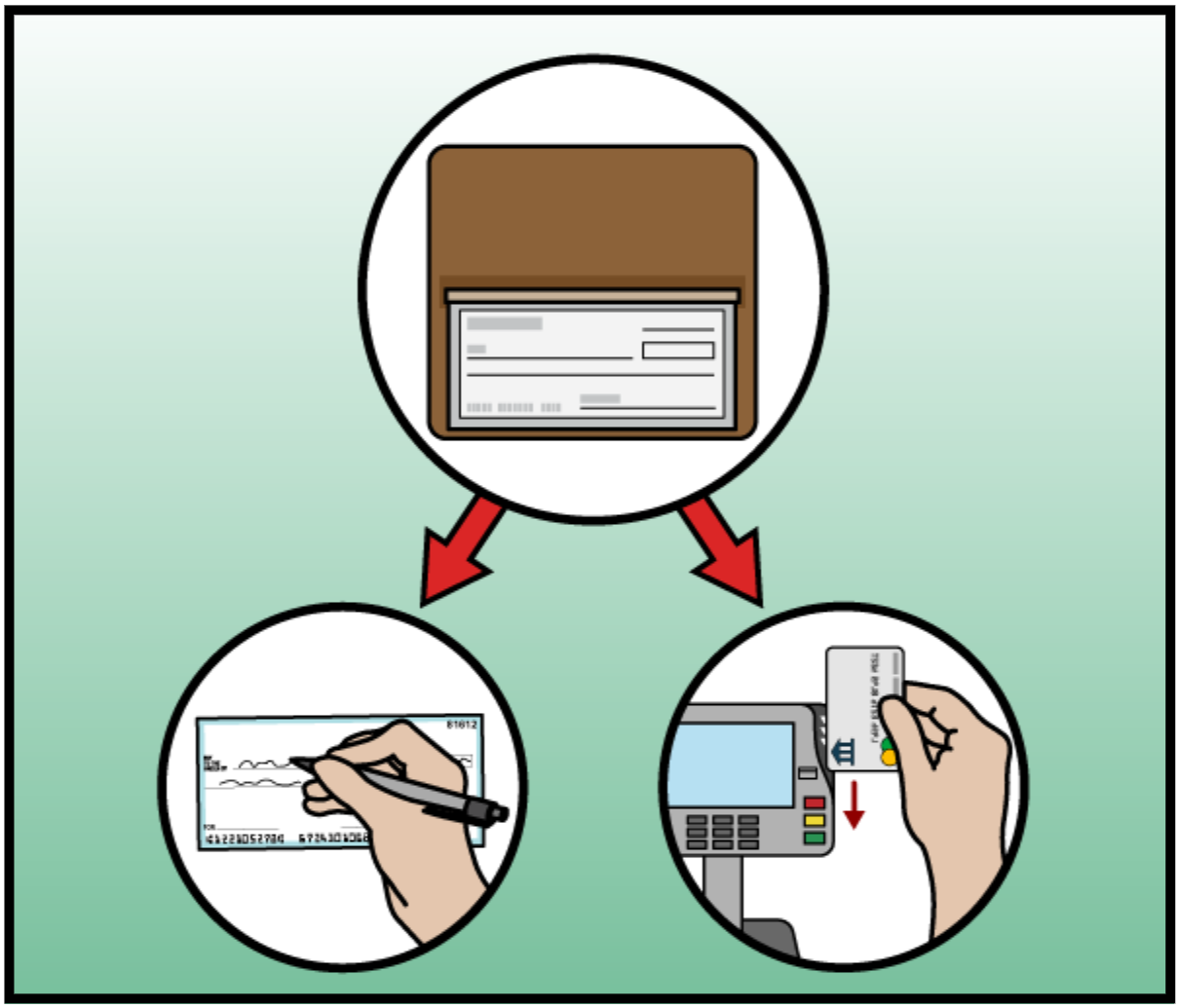
What will Mark do with the money he earned ? Will he spend it or save it ? Mark wants to go to the bank. A bank can keep Mark's money safe.



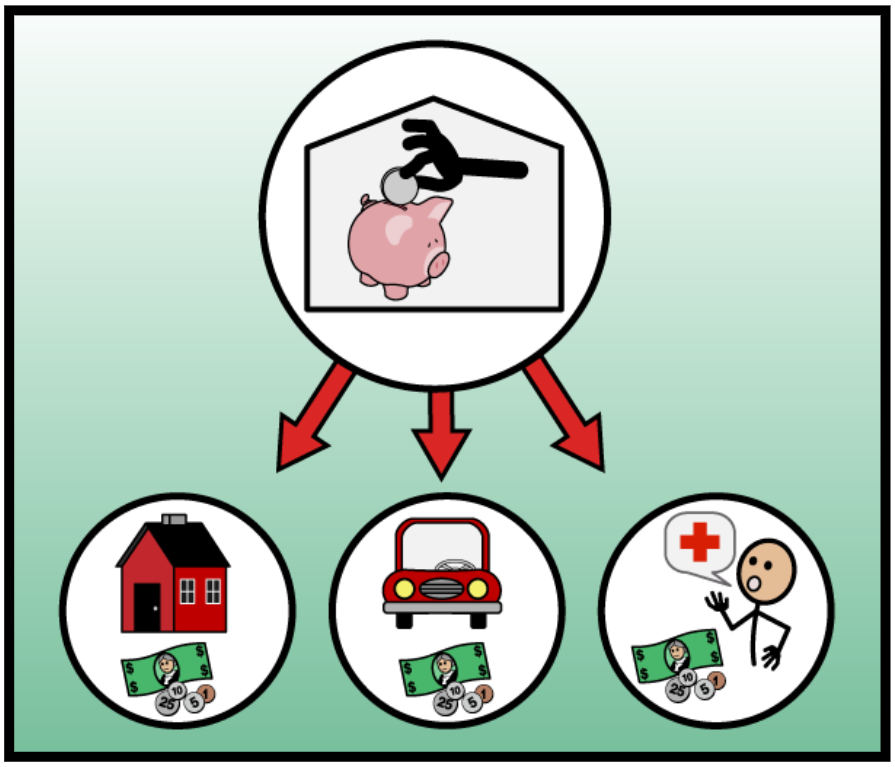
Mark can do different things at the bank. Mark can cash his check at the bank. He can sign his check and give it to the bank. Then, the bank will give him cash to spend.



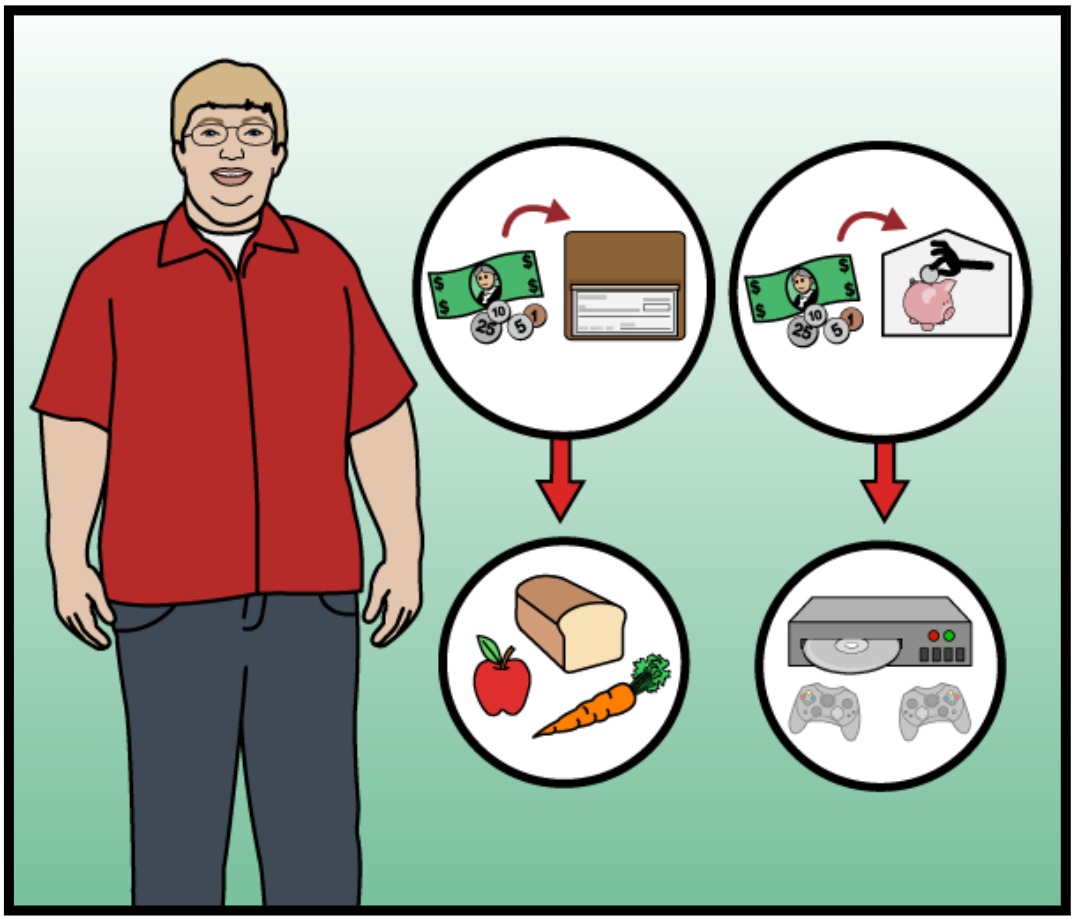
Mark can put money into a checking account. The bank will keep his money safe. Mark can spend his money when he wants. The bank helps Mark know how much he spends.



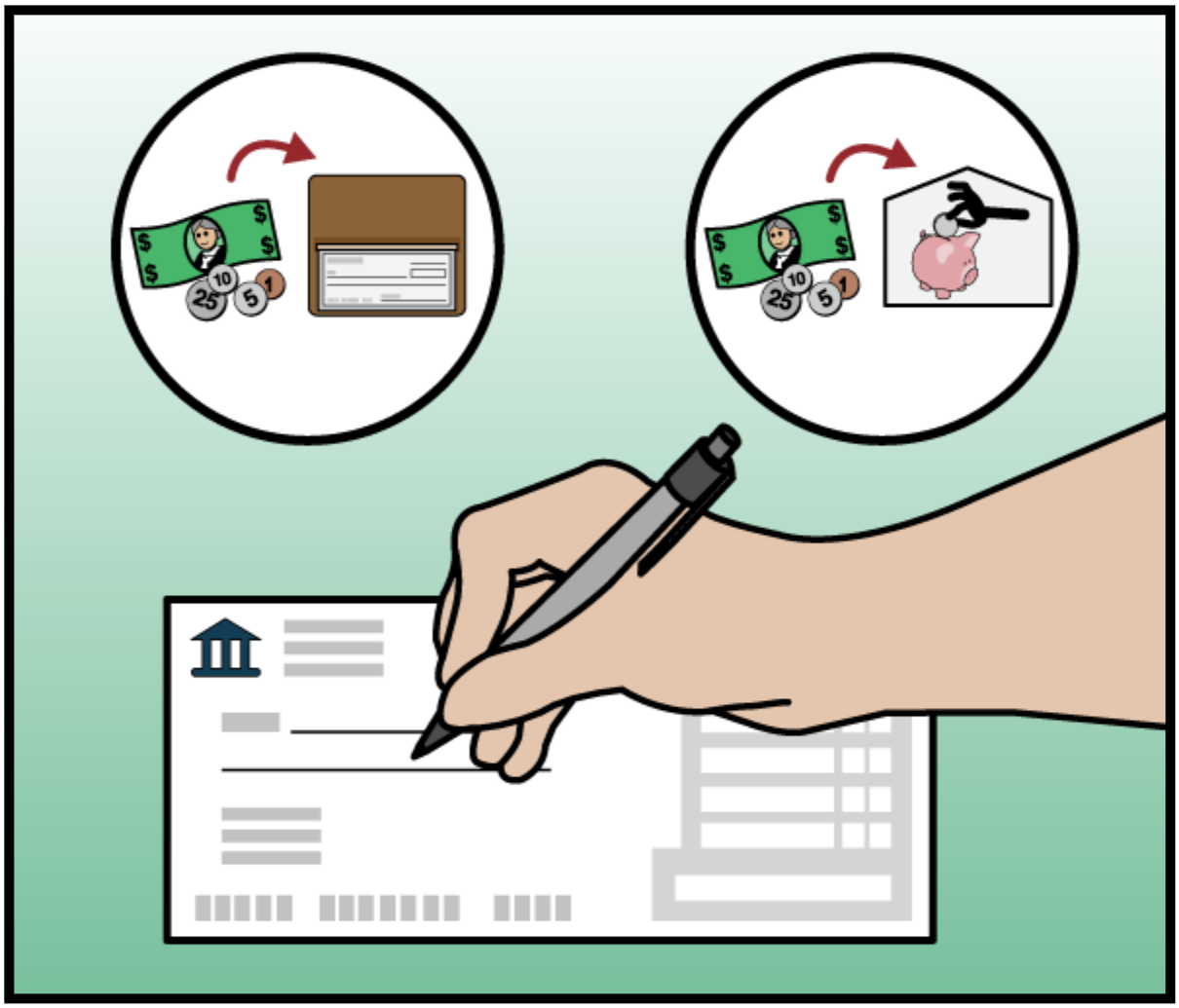
The bank will give Mark checks and a debit card. Mark can buy things at a store. Mark can use a check or debit card to pay. The bank will take money out of his checking account.



Mark can put money into a savings account. People save money to buy big things. They save money to buy houses and cars. The bank pays people to keep money in a savings account. Mark can earn more money by having a savings account.

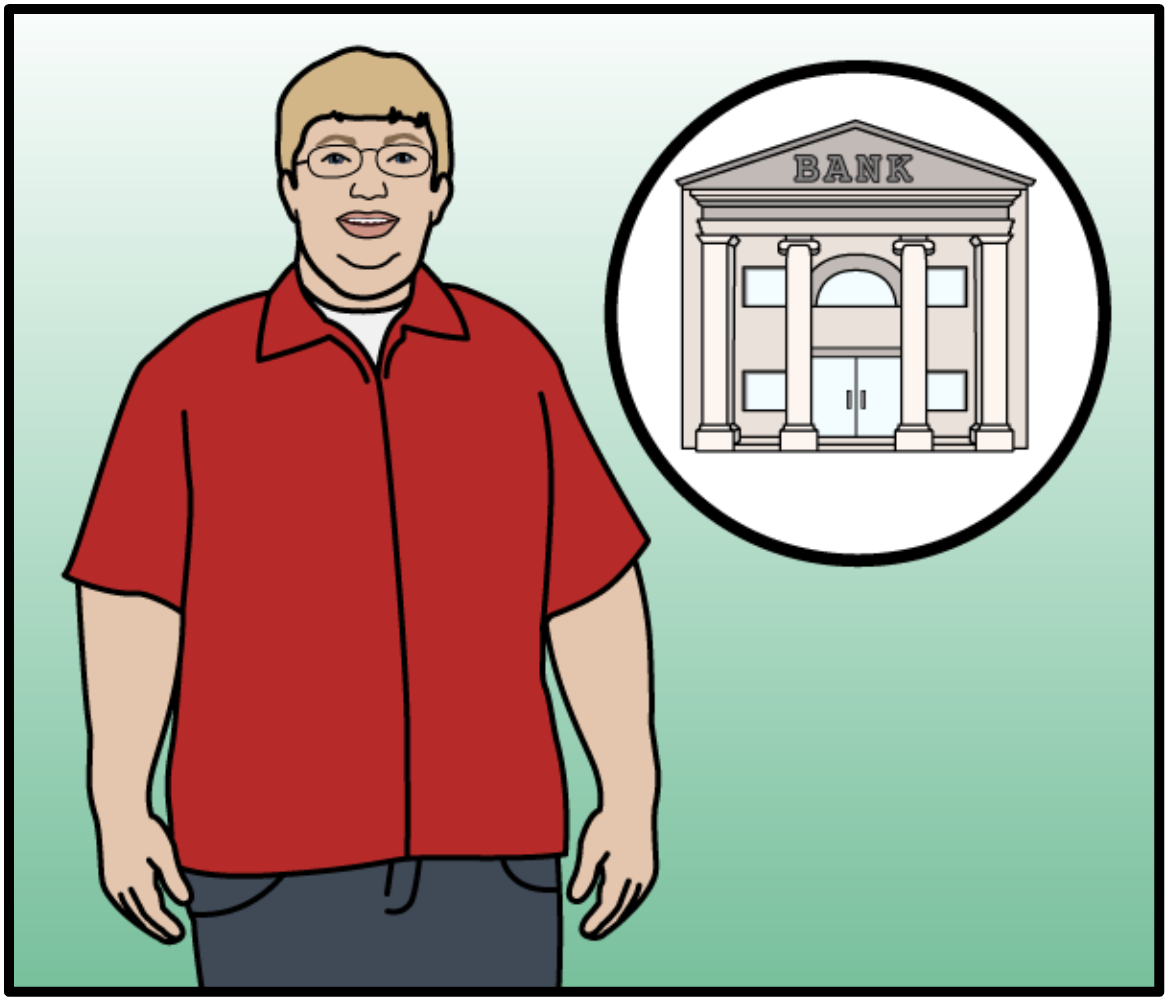


Mark will put some money into a checking account. He can spend his money on things he wants. Mark will put some money into a savings account. He can save money to buy a video game system.



Mark signs his check. He puts his money into bank accounts. Mark can keep his money safe at the bank. Now, Mark can spend and save his money.

Chapter 3:
Mark Goes to the Bank



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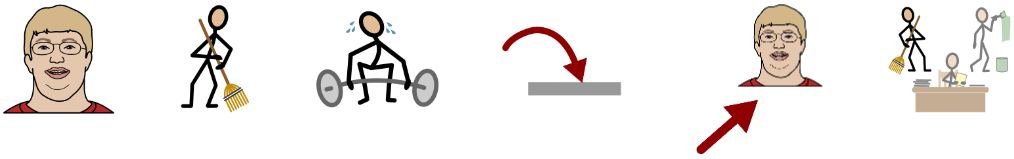
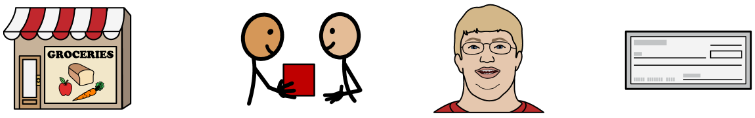
Mark works hard at his job.



He gets his first paycheck.



The grocery store gives Mark a check.

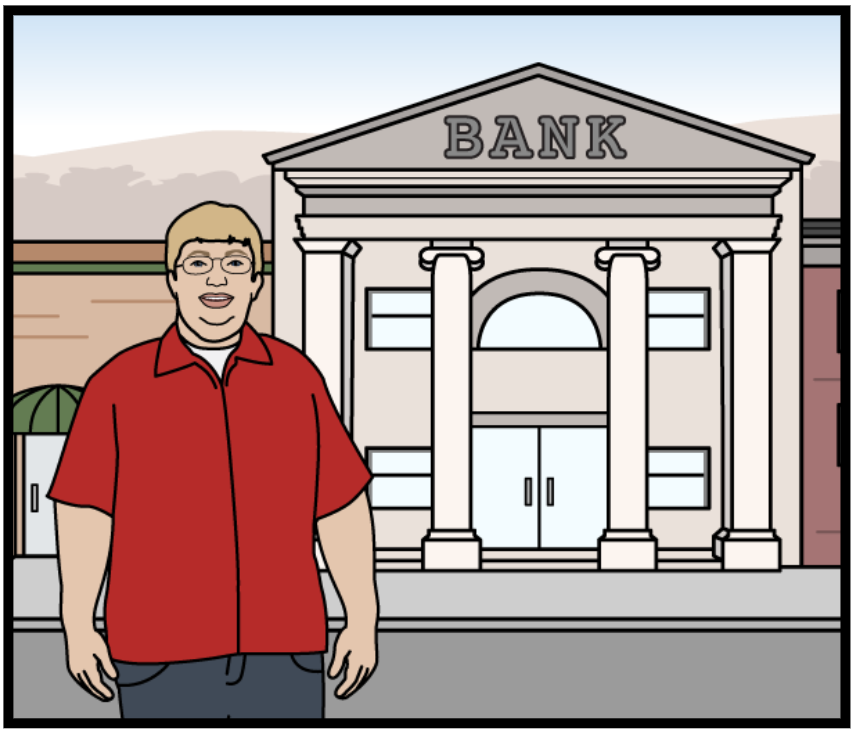


A check is a way to pay people.



They get a check instead of cash.



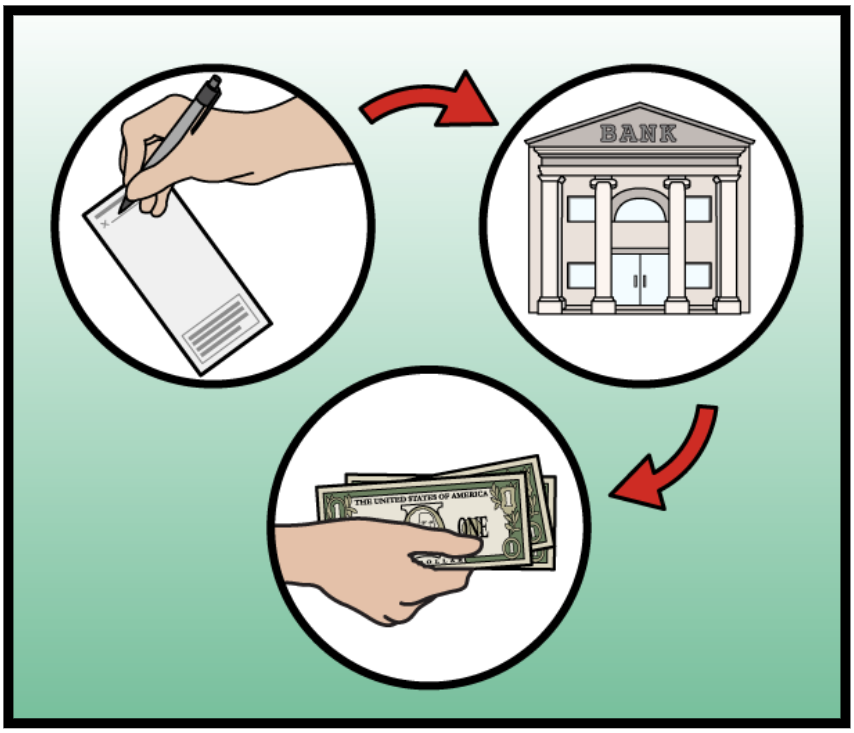


What will Mark do with the money he earned ?

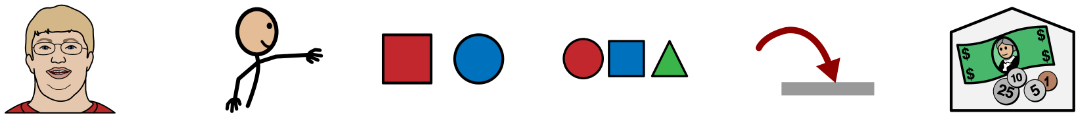
Will he spend it or save it ?

Mark wants to go to the bank.

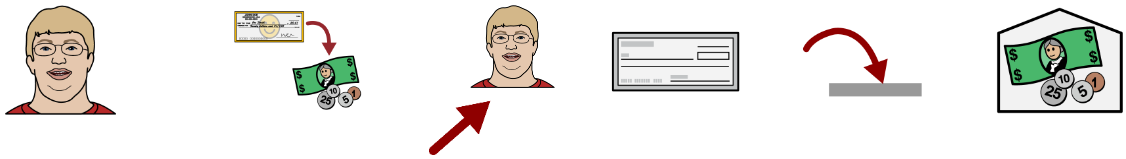
A bank can keep Mark's money safe.



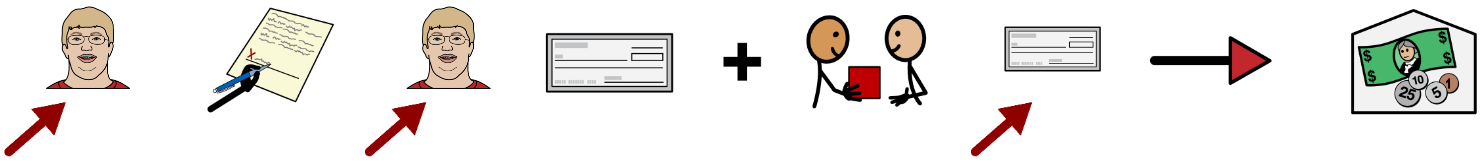
Mark can do different things at the bank.



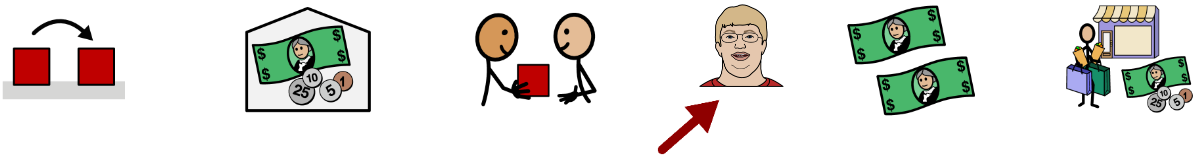
Mark can cash his check at the bank.



He can sign his check and give it to the bank.



Then, the bank will give him cash to spend.



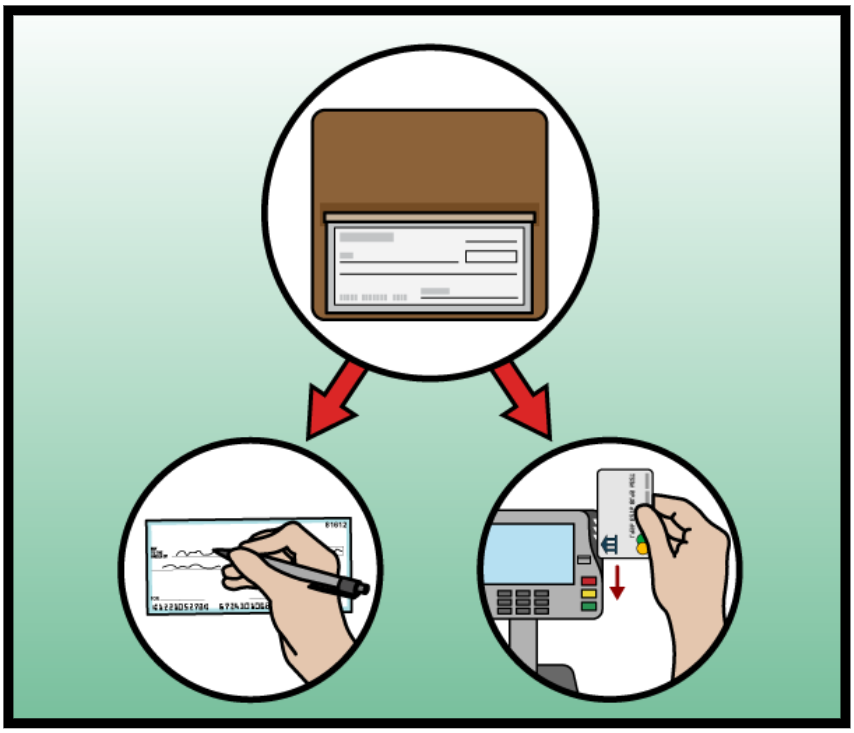


Mark can put money into a checking account.

The bank will keep his money safe.

Mark can spend his money when he wants.

The bank helps Mark know how much he spends.



The bank will give Mark checks and a debit card.







Mark can buy things at a store.







Mark can use a check or debit card to pay.

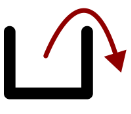



or

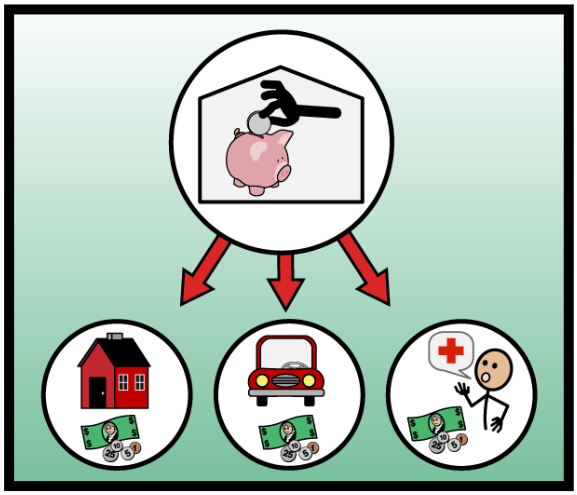



The bank will take money out of his checking account.



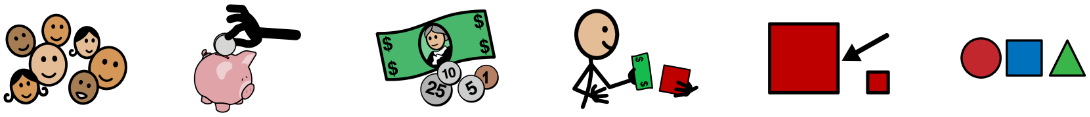




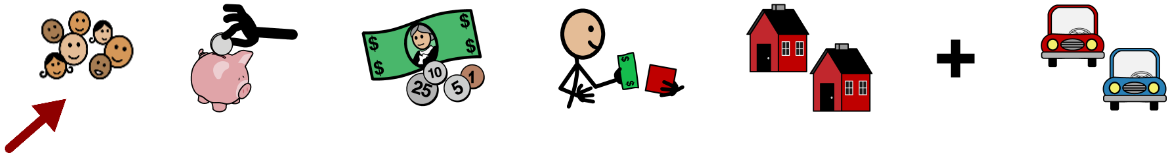
Mark can put money into a savings account.



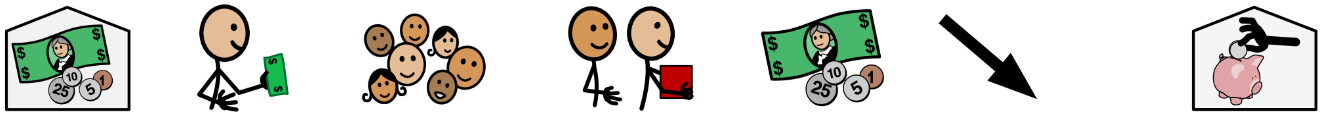
People save money to buy big things.



They save money to buy houses and cars.

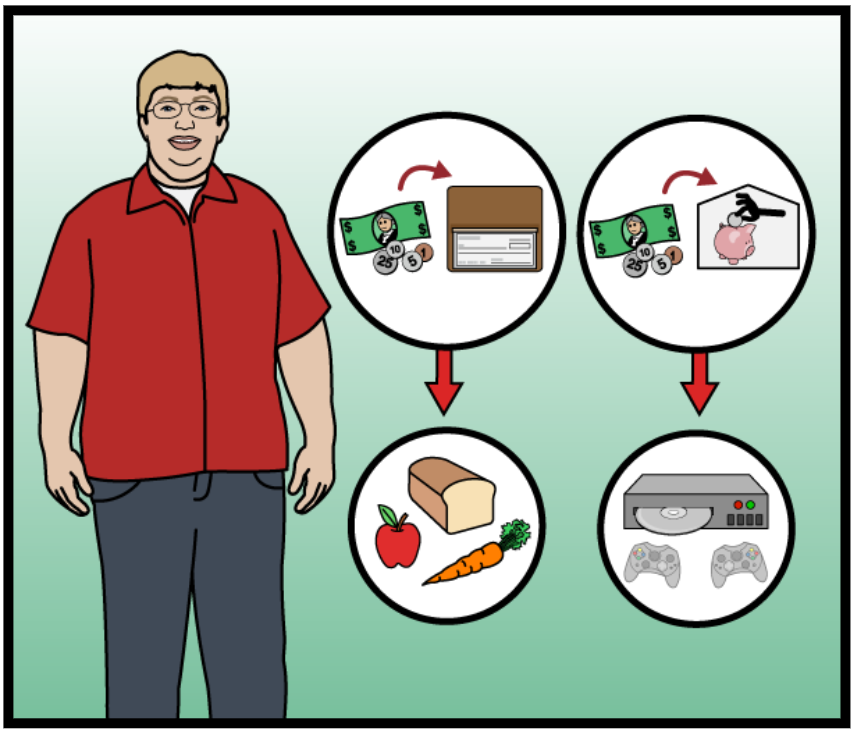


The bank pays people to keep money in a savings account.

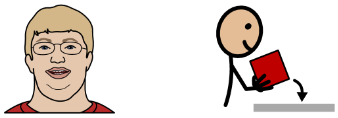


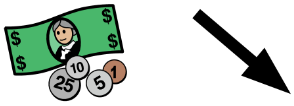
Mark can earn more money by having a savings account.



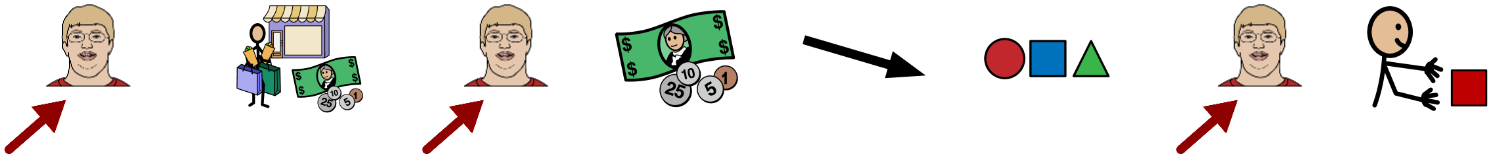


Mark will put some money into a checking account.





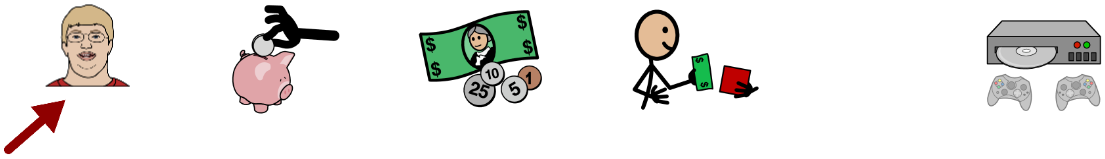

He can spend his money on things he wants.

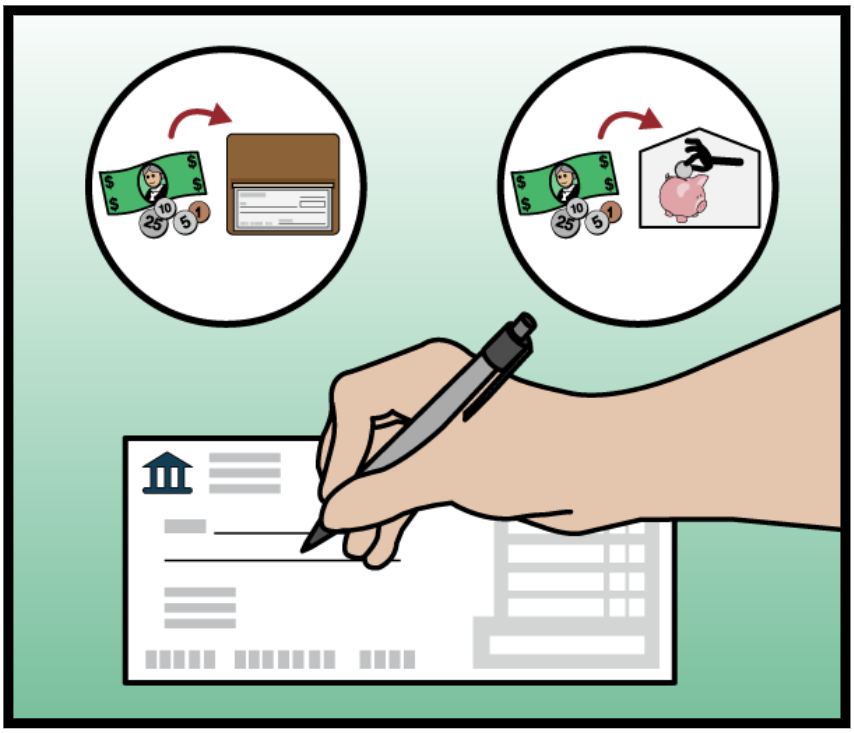


Mark will put some money into a savings account.



He can save money to buy a video game system.

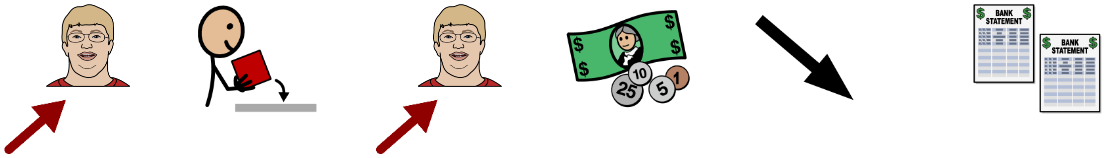




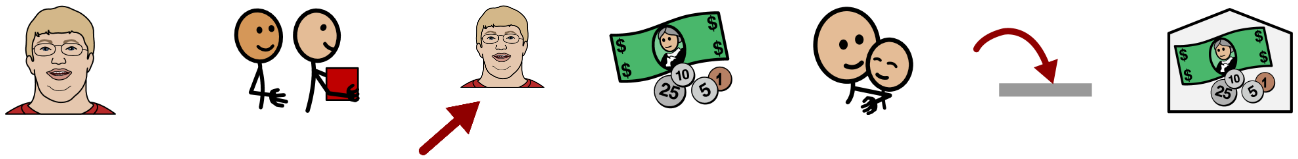
Mark signs his check.



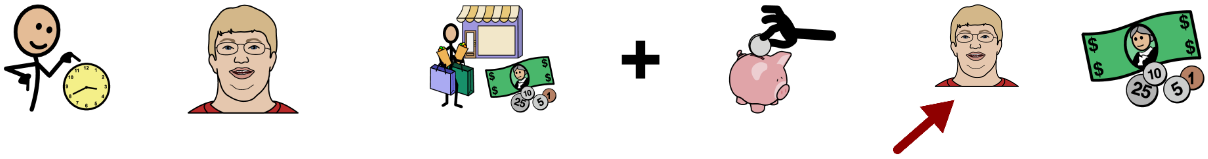
He puts his money into bank accounts.



Mark can keep his money safe at the bank.

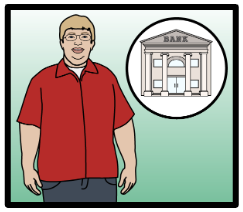


Now, Mark can spend and save his money.



yes





Mark Goes to the Bank

no



work	get	give	hard	job	grocery store	check
pay	do	earn	safe	cash	money	bank
spend	save	go to	different	thing	checking account	debit card
cash	put	buy	big	store	savings account	video game system

Within each category, pictures are listed from left to right in the order in which they appear in the text.

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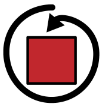
What is the title of this chapter?



What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction



Nonfiction





What is the chapter topic?

Biography

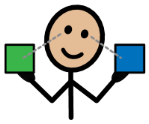


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?

Picture Book



Chapter Book



Comic Book



Book with facts



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See Chapter

Name: _____

1. Mark wants to go to the _____ .

2. Mark can cash his _____ at the bank.

3. Mark can use a check or _____ to pay.

4. Mark will put some money into a _____ .

5. Mark can keep his money _____ at the bank.

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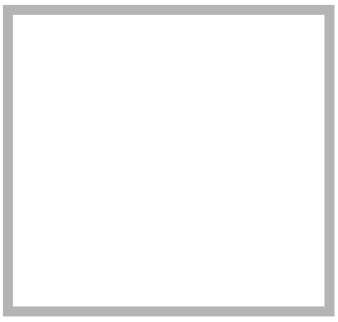
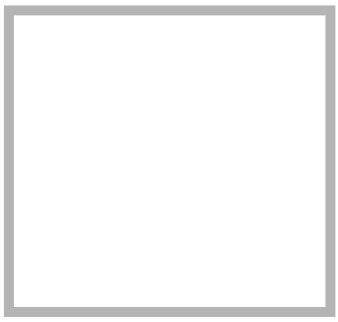
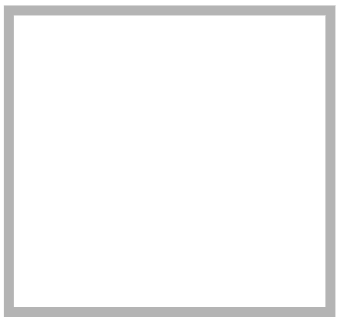
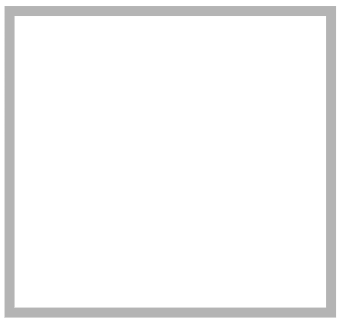
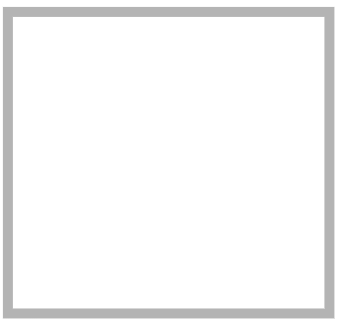
Name: _____

1. Mark wants to go to the  .

2. Mark can cash his  at the bank.

3. Mark can use a check or  to pay.

4. Mark will put some money into a  .

5. Mark can keep his money  at the bank.

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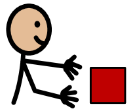
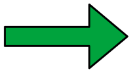
1. Mark wants to go to the   

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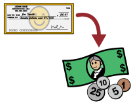
2. Mark can cash his    ____ at the bank.  

3. Mark can use a check or    or ____ to pay. 

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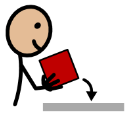
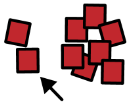
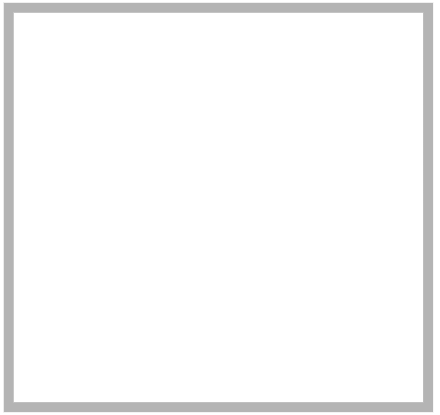
4. Mark will put some money into a  .



5. Mark can keep his money  at the bank.





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Name: _____

1. What is this chapter about?

a. going to the bank

b. sliding down the slide

c. riding a horse

2. What can Mark cash at the bank?

a. groceries

b. homework

c. check

3. What can Mark use to pay?

a. debit card

b. candy

c. grocery bag

4. What will Mark put some of his money into?

a. school

b. savings account

c. box

5. What is important to know about this chapter?

◯ a. Mark does not like his job.

◯ b. Mark plays the piano.

◯ c. Mark can keep his money safe at the bank.

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Name: _____

1. What is this chapter about?

a. going to the bank



b. sliding down the slide



c. riding a horse



2. What can Mark cash at the bank?

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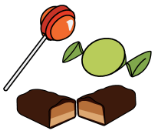


c. grocery bag



4. What will Mark put some of his money into?

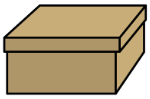
a. school



b. savings account



c. box



5. What is important to know about this chapter?

◯ a. Mark does not like his job.



◯ b. Mark plays the piano.



◯ c. Mark can keep his money safe at the bank.



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1. What is this chapter about ?



going to the bank	sliding down the slide	riding a horse
		

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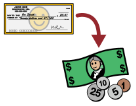
2. What can Mark cash at the bank ?







groceries



homework



check



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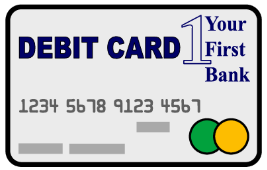
3. What can Mark use to pay ?

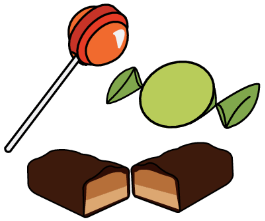





debit card



candy



grocery bag



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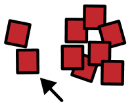
4. What will Mark put some of his money into ?





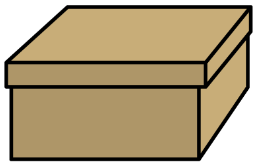

school



savings account



box



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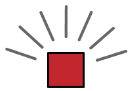
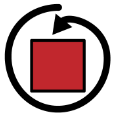
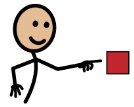
5. What is important to know about this chapter ?






?

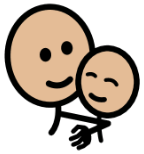
Mark does not like his job.



Mark plays the piano.



Mark can keep his money safe at the bank.



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Name: _____

Use your chapter book to help you fill in the blank.

1. **After two weeks, Mark _____ his first paycheck.**

2. **Mark wants to keep his _____ in a safe place.**

3. **The _____ explains that Mark can do different things with his money.**

4. **Mark can give his check to the bank to get _____ right away.**

5. **Mark can also put his money in a _____ .**

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Name: _____

These questions may have more than one correct answer:

6. What can Mark use his money in his checking account to buy?

- ◯ a. homework
- ◯ b. magazines
- ◯ c. snacks

7. What can Mark use to pay for things with money from his checking account?

- ◯ a. check
- ◯ b. book
- ◯ c. debit card

8. What do people save money in savings accounts for?

- ◯ a. emergencies
- ◯ b. cars
- ◯ c. houses

9. What does Mark do to put his money in the bank?

- ◯ a. fills out deposit slips
- ◯ b. mails it in an envelope
- ◯ c. signs the back of his check

10. Why is Mark glad?

- ◯ a. He can spend his money.
- ◯ b. His money will be safe at the bank.
- ◯ c. He can save his money.

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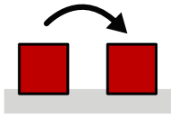
Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	

What is important to know?

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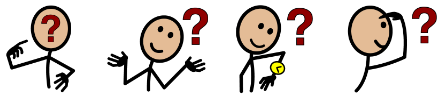
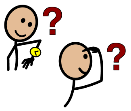
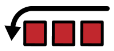
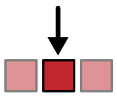
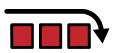
Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

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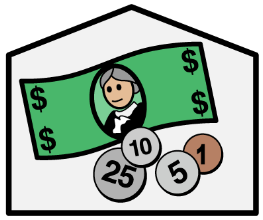
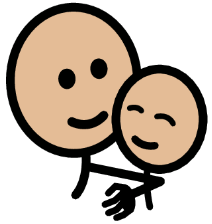
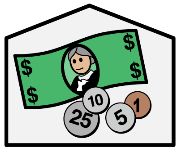
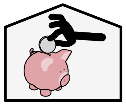
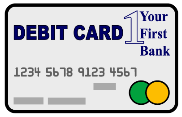
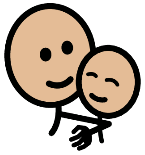
For hands-on instruction, print, cut out and laminate.

bank	savings account	debit card	safe	check
				

bank	savings account	debit card	safe	check
				

bank	savings account	debit card	safe	check

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain specific sources when speaking and writing.

Daily Living

- ***Time Management:*** Apply and manage use of time in the context of real-world situations.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Use unit topic words in conversation. • Identify activity times and calculate time lapses based on a situation or scenario.	• Point to pictures of key vocabulary from unit topics as part of a discussion. • Match times to activities.	• Make a selection to indicate a picture of key vocabulary within a unit topic. • Select a time related to an activity.

Topic Connection

In Chapter 3, **Mark Goes to the Bank**, students learn that Mark works hard at his job at the grocery store and always makes sure that he gets to work on time. Being on time for work is very important. Making a weekly schedule can help people to keep track of their activities for the week so they can always be on time for work or school. In this lesson, students will use their time management skills to answer questions about times related to Mark's weekly schedule.

Topic Words

bank
job*

Transition Words

activity
calculate
time
time lapse

* Power Words

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Lesson at a Glance

Activity 1

Instructional Activities

Reading a Schedule

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Mark's Weekly Schedule

Scheduling Scenarios
(Templates C and B)

L³ Skills: Life Skills

Additional Materials

Optional:
straight edge (ruler, wax stick, etc.)
calculator
analog clock
time number lines

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Lesson 8 - Life Skills Application 3
Activity 1 - Reading a Schedule

8
Activity 1

Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Daily Living

- ***Time Management:*** Apply and manage use of time in the context of real-world situations.

Instructional Routine

? or

Introduce	• Introduce this activity by asking a focus question. For example, ask, "What is a schedule—a plan for activities or a textbook from science class?" Discuss students' responses. Explain that schedules help people know when certain things will happen. • Remind students that in Chapter 3, Mark tries to be the best employee. He is on time every day for his job. Mark uses a schedule to help him keep track of his work schedule. People also use schedules to help organize their time to make sure they are on time for things that they are doing. • Introduce the learning goal. For example, say, "We will learn how to use a schedule to find the times of activities on a schedule. Your job is to identify activity times on Mark's Weekly Schedule. • Review the learning goal with students: **I will identify times of activities on Mark's weekly schedule.**
Model	• Display Mark's Weekly Schedule. Review the information on the schedule with the students. Point out the "Start Time" of each activity by showing how the top of each colored block corresponds to a specific time on the schedule. For example, say, "On Monday, Mark goes to school. I see the top of the colored box labeled "School". If I go from the top of the box over to the times on the side of the schedule, I see that school starts at 9:00 a.m." If necessary, model placing a ruler, wax stick or other straight edge on the schedule to help students find the start time of different activities. • Display the Scheduling Scenarios. Two templates (Templates C and B) have been provided. Show the template that meets the needs of most students in the class. Model how to use the schedule to answer the scenarios. • If using Template C, model how to calculate the duration of an activity. Model how to identify the start and end times of the activity and then calculate the duration of the activity. For example, say, "Mark starts school at 9:00 a.m. every day. School ends at 3:00 p.m. every day. If I count the hours between 9:00 a.m. and 3:00 p.m., it is 6 hours. Mark is in school for 6 hours." Demonstrate using a calculator, analog clock or time number lines, if necessary, to calculate the duration of an activity.
Provide Practice	***Provide students with Mark's Weekly Schedule, the Scheduling Scenarios (Templates C and B) and any needed supports to complete the activity.*** **Level 3:** Have the student identify activity times and calculate time lapses of activities in Mark's Weekly Schedule by completing the Scheduling Scenarios. **Level 2:** Have the student match times to activities on Mark's Weekly Schedule by completing the Scheduling Scenarios. **Level 1:** Have the student select a time related to an activity on Mark's Weekly Schedule by completing the Scheduling Scenarios. For example, ask, "Mark has a piano lesson on Tuesday. What time does his piano lesson start?" Have student select time on Mark's Weekly Schedule.
Review	• Review the learning goal by going over the answers to the Scheduling Scenarios. • Have students identify the start times and duration of activities throughout their day.

Check Understanding ?

- **Level 3:** Can the student identify activity times and calculate time lapses of activities in Mark's Weekly Schedule by completing the Scheduling Scenarios?
- **Level 2:** Can the student match times to activities on Mark's Weekly Schedule by completing the Scheduling Scenarios?
- **Level 1:** Can the student student select a time related to an activity on Mark's Weekly Schedule by completing the Scheduling Scenarios?

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

1. Mark is looking at his weekly schedule.
On Thursday, Mark will play video games with John.

What time can Mark start to play video games with John on Thursday?

a. 11:00 a.m.	b. 8:00 p.m.	c. 3:00 p.m.

How long can Mark play video games with John on Thursday?

a. 2 hours	b. 5 hours	c. 1 hour

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

2. Mark is looking at his weekly schedule.
He knows he has to work at the grocery store on Monday.

What time does Mark start work at the grocery store on Monday?

a. 4:00 p.m.	b. 7:00 p.m.	c. 11:00 a.m.

How long will Mark work at the grocery store on Monday?

a. 30 minutes	b. 4 hours	c. 3 hours

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

3. Mark is looking at his weekly schedule.
He wants to watch his favorite TV show on Tuesday.

What time does Mark's favorite TV show start on Tuesday?

a. 8:00 a.m.	b. 7:00 p.m.	c. 3:00 p.m.

How long does Mark's favorite TV show last on Tuesday?

a. 15 minutes	b. 1 hour	c. 6 hours

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

4. Mark is looking at his weekly schedule.
He knows he has to go to school every day.

What time does Mark get out of school every day?

a. 5:00 p.m.	b. 8:00 a.m.	c. 3:00 p.m.

How long is Mark at school every day?

a. 6 hours	b. 7 hours	c. 2 hours

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Unique Learning System®, April 2020

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

5. Mark is looking at his weekly schedule.
He knows he has piano lessons on Tuesday.

What time is Mark's piano lesson on Tuesday?

a. 12:00 p.m.	b. 6:00 p.m.	c. 10:00 a.m.

How long is Mark's piano lesson on Tuesday?

a. 3 hours	b. 45 minutes	c. 1 hour

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed



1. What time can Mark start playing video games on Thursday?

a. 11:00 a.m.

b. 8:00 p.m.

c. 3:00 p.m.

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed



2. What time does Mark start work on Monday?

a. 4:00 p.m.

b. 7:00 p.m.

c. 11:00 a.m.

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed



3. What time can Mark watch his favorite TV show on Tuesday?

a. 8:00 a.m.

b. 7:00 p.m.

c. 3:00 p.m.

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

4. What time does Mark finish school every day?

a. 5:00 p.m.

b. 8:00 a.m.

c. 3:00 p.m.

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Get ready	Get ready	Get ready	Get ready	Get ready
9:00 a.m.	School	School	School	School	School
10:00 a.m.					
11:00 a.m.					
12:00 p.m.					
1:00 p.m.					
2:00 p.m.					
3:00 p.m.	Homework		Homework	Play video games with John	Homework
4:00 p.m.	Work at grocery store	Homework	Work at grocery store		Work at grocery store
5:00 p.m.		Dinner		Dinner	
6:00 p.m.		Piano lesson		Homework	
7:00 p.m.		Watch favorite TV show			
8:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed



5. What time does Mark start piano lessons on Tuesday?

a. 12:00 p.m.

b. 6:00 p.m.

c. 10:00 a.m.

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Independently read questions about a story and write, speak or select an answer.	• Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Point to or select a picture from a choice of three in response to a question about a story.	• Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Respond to a question by choosing a single option or errorless picture.

Topic Connection

In this unit's Chapter Book, ***Mark's Money***, students will follow Mark as he gets his first job and starts earning money. Students will then learn about money, budgeting and banking services as Mark visits a bank. In this chapter, **Saving and Spending Money**, students will learn that Mark has been spending too much money and has not saved enough for his video game system. Mark decides to make a budget plan.

Topic Words

account	earn	save
bank	job*	spend
budget plan	money*	

Literacy Words

author	character	illustration/picture	read*
book	cover	illustrator	title
chapter			

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
See how these activities fit into the **Suggested Monthly Plan**.			
ULS Materials and Resources	**Chapter 4: Saving and Spending Money** (Level J/K) **Communication Board** **Standards Connection A**	**Chapter 4: Saving and Spending Money** (Level J/K, F/G or F/G Symbol-Supported) **Communication Board**	**Chapter 4: Saving and Spending Money** **Communication Board** **Comprehension Questions** (Fill-In and Multiple-Choice, Levels 3-1) **Advanced Questions** **Fill-In Cards** **Standards Connection B** **Standards Connection C**
	Instructional Guide: Active Participation Scripts **Instructional Guide: Instructional Tips** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**		
Additional Materials			

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Instructional Routine

or

Before Reading

- Use Lesson 15, Activity 3 to introduce the Topic Word: budget plan, and review the words: account, bank, earn, job, money, save and spend.
- Continue talking about 'saving'. Ask a focus question such as, "What is Mark trying to save money for—a video game system or a new bike?" Remind students that Mark is working at his job to try to save money to buy a video game system.
- Display Chapter 4, **Saving and Spending Money** (Level J/K), and read the chapter title. Use Standards Connection A to provide a visual.
- Preview the chapter. For example, point out the illustrations of the things Mark has been spending his money on instead of saving his money. Have students predict what this might mean for Mark and the video game system that he wants. Then say, "As I read today, it is your job to remember one thing Mark can do to get enough money to buy his video game system."
- Review the learning goal with students: **I will remember one thing Mark can do to get enough money to buy his video game system.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words and/or phrases that show what Mark has been spending his money on and how he can get money to buy the video game system, such as 'popcorn', 'movie tickets', 'spending too much', 'need to start saving more', 'get a loan' and 'make a budget plan' by emphasizing the words and phrases as you read them.

Comment on Characters, Setting and Plot

- Comment on how the illustrations help you know one way Mark can get money to pay for a video game system. For example, on page 30 of the book, say, "The picture shows Mark's mother with the symbol for bank and loan." Then say, "The chapter book says Mark's mother can give him the money. He can borrow the money now and then pay it back later. This is called a loan." Explain to students that getting a loan is one way Mark can pay for the video game system. Discuss other ways that Mark can get enough money to buy the video game system, such as spending less, saving more money and making a budget plan.

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter.

After Reading

- Revisit the learning goal. For example, ask, "What is one thing Mark can do to get enough money to buy his video game system?"

Level 3: Have the student independently describe one thing Mark can do to get enough money to buy his video game system. Provide prompts such as, "What can Mark get from his mother to get money now?"

Level 2: Have the student identify one thing Mark can do to get enough money to buy his video game system. Picture supports such as the Communication Board or the story illustrations may be used as needed.

Level 1: Have the student identify one thing Mark can do to get enough money to buy his video game system by making a selection (may be single option or errorless choice). For example, display the symbol for 'loan'. Ask the student, "What can Mark get to have money now?" Have the student point to the symbol for loan.

- Continue the discussion by having students share ways they can save their money.
- Use Standards Connection A to discuss and compare different book genres and student preferences.

Check Understanding

Level 3: Can the student independently describe one thing Mark can do to get enough money to buy his video game system from the chapter?

Level 2: Can the student identify one thing Mark can do to get enough money to buy his video game system? How?

Level 1: Can the student identify one thing Mark can do to get enough money to buy his video game system by making a selection (may be single option or errorless choice)?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

Instructional Routine
Guided Reading ? or

Before Reading	• Introduce the chapter by having students share what they have learned about spending and saving money. • Use the Topic Words: account, bank, budget plan, earn, job, money, save and spend in conversation about the chapter. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies. ?
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: call, can, car, does, game, in, need, put, start, use and with.

Instructional Routine
Shared Reading ? or

Before Reading	• Introduce the chapter by having students share what they have learned about spending and saving money. • Use the Topic Words: account, bank, budget plan, earn, job, money, save and spend in conversation about the chapter. Help students locate the words in the chapter. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. ?
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: call, can, car, does, game, in, need, put, start, use and with.

Check Understanding ?

- **Level 3:** Can the student independently read chapter books adapted to personal reading level?
- **Level 2:** Can the student read chapter books adapted to personal reading level with support?
- **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

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Instructional Target

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Instructional Routine

? or

Introduce	• Introduce this activity by asking a focus question about the chapter. For example, ask, "What does Mark spend his money on—popcorn and movie tickets or party decorations and balloons?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, **Saving and Spending Money** . Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter, **Saving and Spending Money** . Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: **I will answer questions about the chapter.**
Model	• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	***Choose the most appropriate activity format on the basis of each student's skills and needs.*** **Level 3:** The questions are text only. Have the student answer the questions independently. **Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture. **Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.
Review	• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.

Check Understanding ?

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?

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Questions and Answers

money **video game system** **save** **loan** **spends**

Fill-In (Levels 3-1)

1. Mark earns _____ from his job. (**money**)
2. Mark _____ money on things he wants. (**spends**)
3. Mark wants to buy a _____ now. (**video game system**)
4. Mark does not want to get a _____ from his mother. (**loan**)
5. Mark will need to _____ more money. (**save**)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (store, **money**, job application)
2. What does Mark do if he wants things? (paints pictures, sells cookies, **spends money**)
3. What does Mark want to buy now? (bike, **video game system**, magazine)
4. What doesn't Mark want to get from his mother? (homework, pencil, **loan**)
5. What is important to know about this chapter?
   - Mark quits his job.
   - **Mark will need to save more money.**
   - Mark needs to spend more money on popcorn.

Fill-In Advanced

1. Mark keeps working at his _____. (**job**)
2. Mark uses his _____ to buy things like popcorn and movie tickets. (**debit card**)
3. Mark looks at his _____. (**savings account**)
4. Mark is _____ he can't buy the video game system. (**upset**)
5. Mark has been _____ hard for three months. (**working**)

Multiple-Choice Advanced

6. What has Mark been doing instead of saving his money? (**buying things**, playing guitar, practicing soccer)
7. What can Mark get to have money now? (report, ramp, **loan**)
8. Where can people get loans? (grocery store, **bank**, stadium)
9. Why does Mark not want to get a loan from his mother?
   - **He does not want to pay extra money.**
   - He does not like his mother.
   - He does not want a video game system.
10. What does Mark need to do to buy the video game system?
    - **He needs to make a budget plan.**
    - **He needs to start saving more money.**
    - **He needs to spend less money.**

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Instructional Target

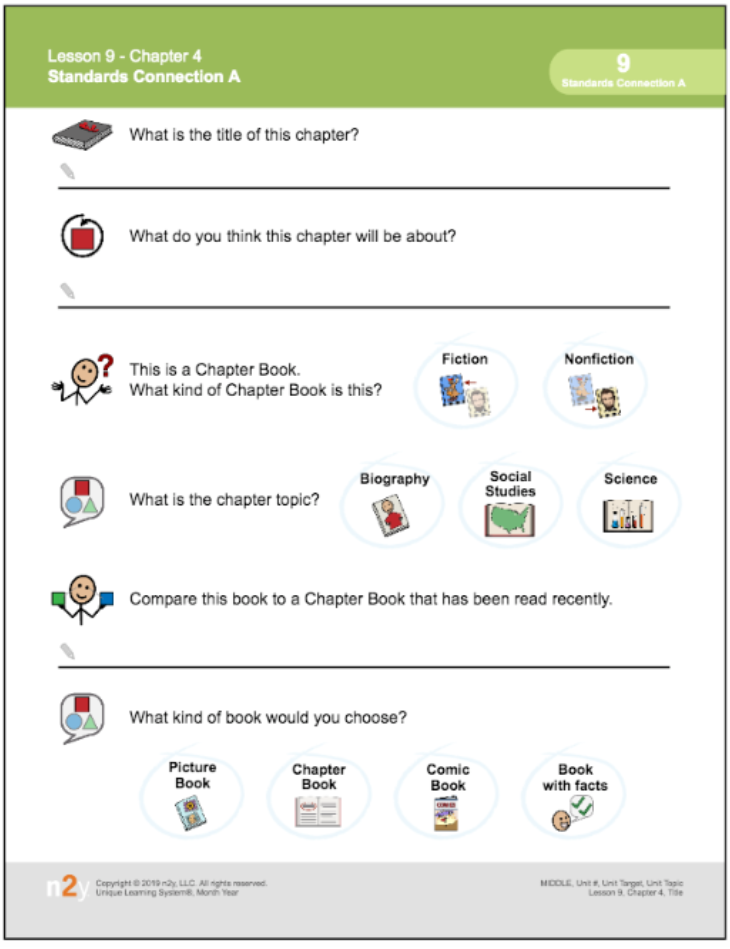
Reading Standards for Literature

- ***Integration of Knowledge and Ideas:*** Compare different genres and identify personal preferences.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Identify different genres and match books and stories that belong in each genre.	• Identify two stories or books of the same genre.	• Select a book or story of personal preference.

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.



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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Identify main ideas presented orally or from diverse media formats.
- ***Presentation of Knowledge and Ideas:*** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

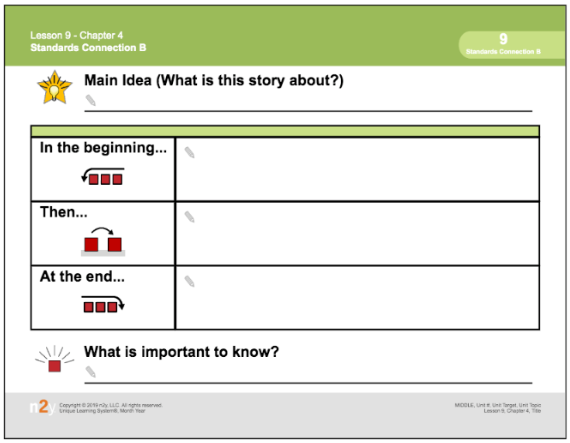
Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Summarize a story, including the main idea and key details. • Describe the plot of a story by putting the events in order. • Summarize information from content-specific reading, topics and tasks. • Communicate on a topic, including facts and details to support the main idea. • Use conventions of language to generate sentences specific to the purpose when speaking or writing.	• Use picture supports to retell key details or characters from a story. • Use picture supports to identify events and the order in which they happened in a story. • Describe information, using picture supports from content-specific reading, topics and tasks. • Use picture supports to communicate main ideas, including facts and details, on a given topic. • Use conventions of language to generate a simple sentence when speaking or writing.	• Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Select a picture to identify an event in a story (single option or errorless choice). • Using picture supports and communication technologies, respond to questions related to content topics and tasks. • Communicate basic information on a topic or experience using communication technology and picture supports. • Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. ***Standards for Language*** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.



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Instructional Targets

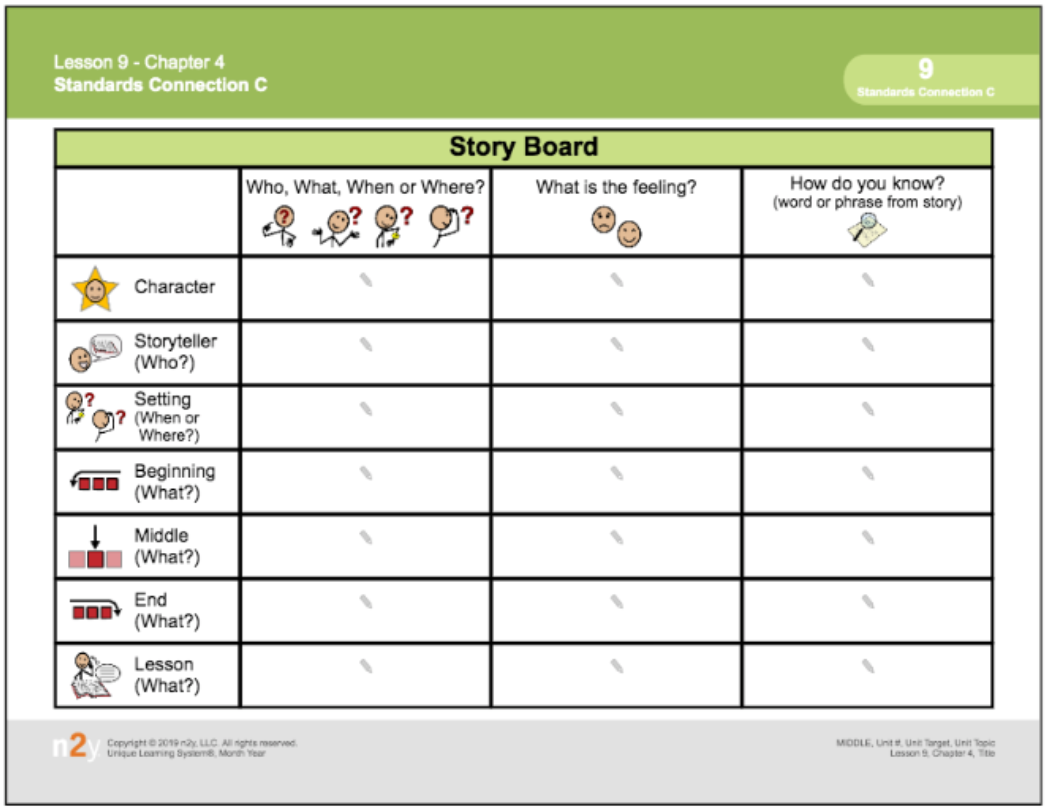
Reading Standards for Literature

- ***Craft and Structure:*** Identify the structure of a story, play or poem. Determine the feelings created by the author in a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Describe words, phrases or features that are part of the structure of a story, play or poem. • Describe the words, phrases or features that evoke feelings in a story, play or poem.	• Identify words, phrases or features that are part of the structure of a story, play or poem. • Identify words, phrases or features that evoke feelings in a story, play or poem with support.	• Select a word or picture that is part of the structure of a story, play or poem. • Select a word or picture that evokes feelings in a story.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author by describing various features from the text such as characters, setting, narrator and events in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.


Lesson 9 - Chapter 4
Standards Connection C

9
Standards Connection C

Story Board

	Who, What, When or Where?	What is the feeling?	How do you know? (word or phrase from story)
Character			
Storyteller (Who?)			
Setting (When or Where?)			
Beginning (What?)			
Middle (What?)			
End (What?)			
Lesson (What?)			

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MIDDLE, Unit #, Unit Target, Unit Topic
Lesson #, Chapter 4, Title

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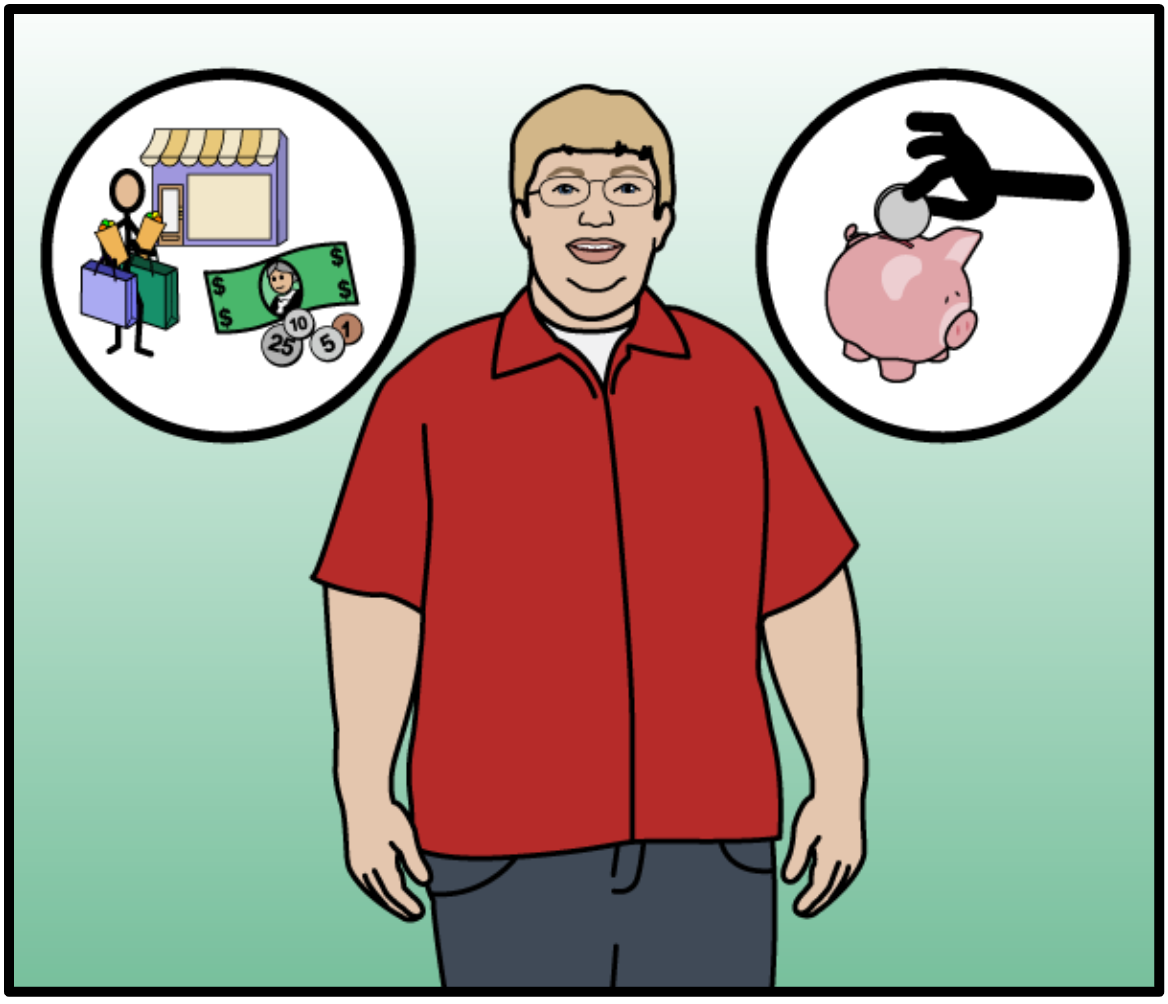
Chapter 4: Saving and Spending Money



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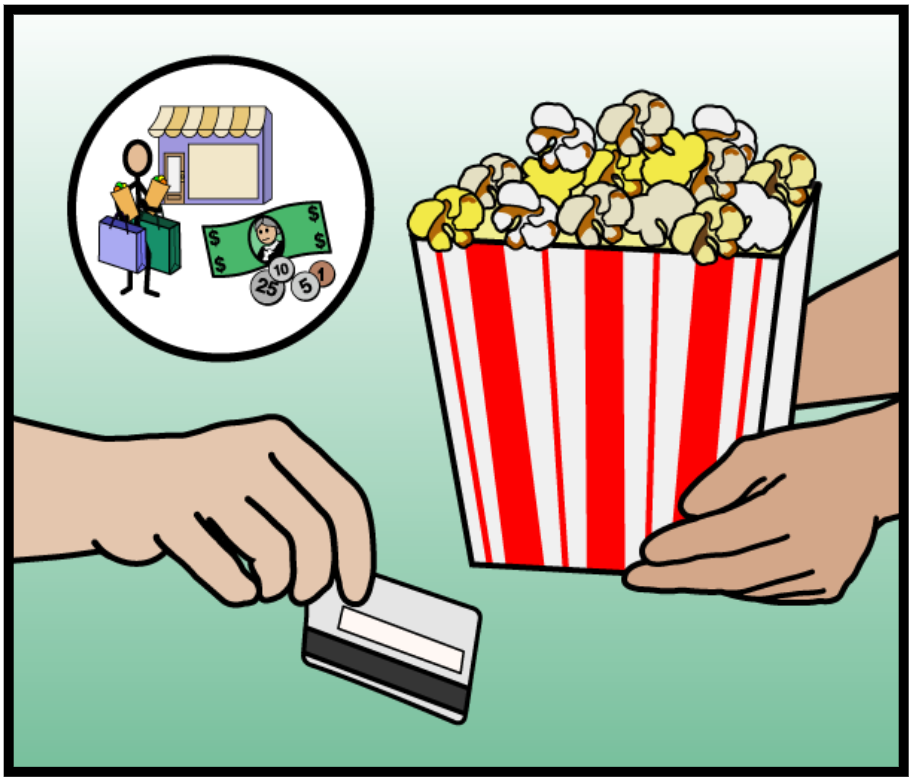
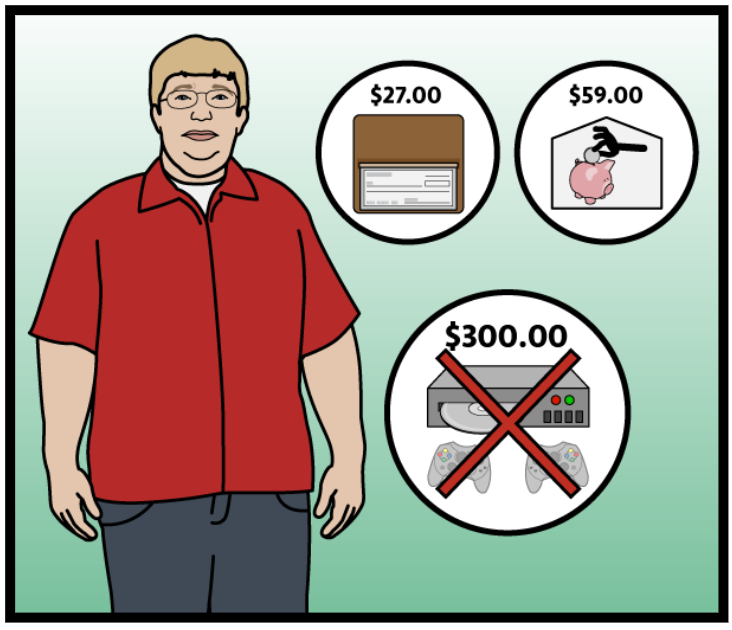


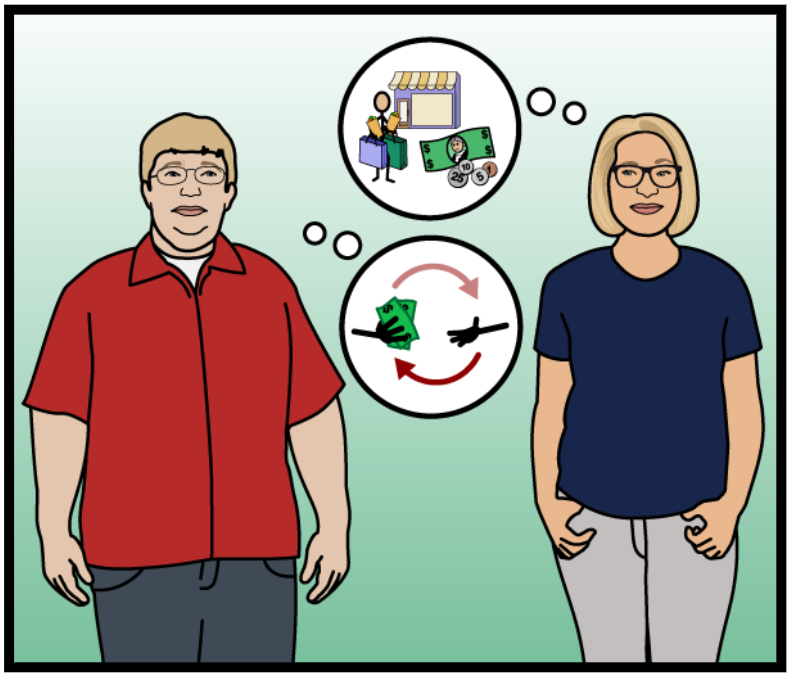
Mark keeps working at his job. He earns money for three months. Mark is happy to have money to spend on things he wants. Mark uses his debit card to buy things like popcorn and movie tickets. He spends more money than he saves.

What is Mark doing with the money he earns at his job?

Mark enjoys buying himself things. He wants to buy the video game system. It costs $300.00. Mark looks at his savings account. He does not have enough money. Mark is upset he can't buy the video game system. Mark has been working hard for three months. "Why don't I have enough money yet?" asks Mark.

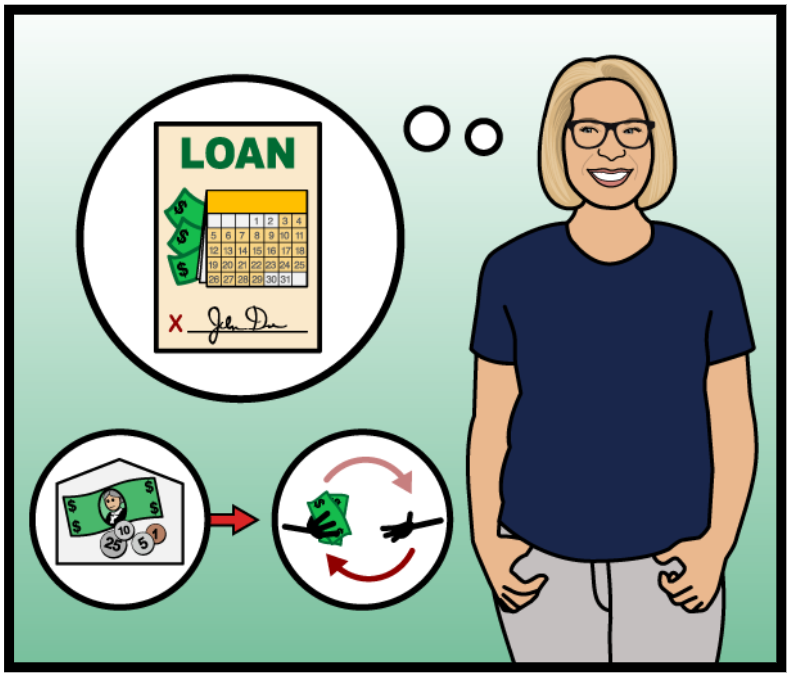


Why do you think Mark doesn't have enough money to buy the video game system?



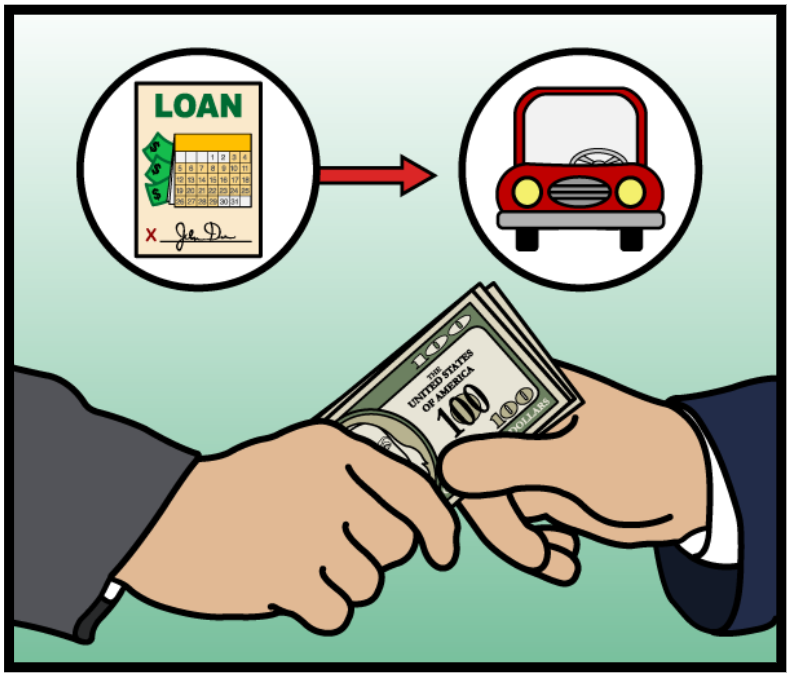
"You have been spending a lot of money," says Mark's mother. "You are buying things instead of putting money in your savings account." Mark will need to start saving more of his money. "I want to buy the video game system now," says Mark. "Can you give me the money?"

What does Mark need to start doing to buy the video game system?



"I could give you the money," says Mark's mother. "You could borrow the money now. Then, you would pay it back later. This is called a loan." Mark's mother tells him that banks also give loans. People get money from the bank. They use the money now. Then, they pay it back later.

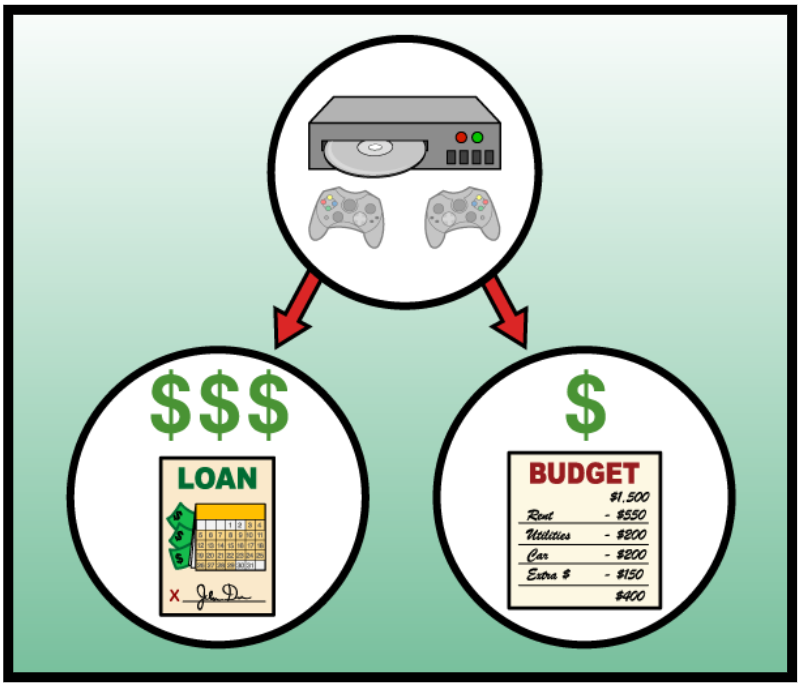
What is a loan?



"People have to pay more money if they get a loan," says Mark's mother. "We have a car loan. The bank gave us money to pay for our car. Now, I have to pay the bank $250.00 every month. I also have to pay an extra $20.00 a month for borrowing the bank's money."

Why does Mark's mother have to pay the bank extra money each month?

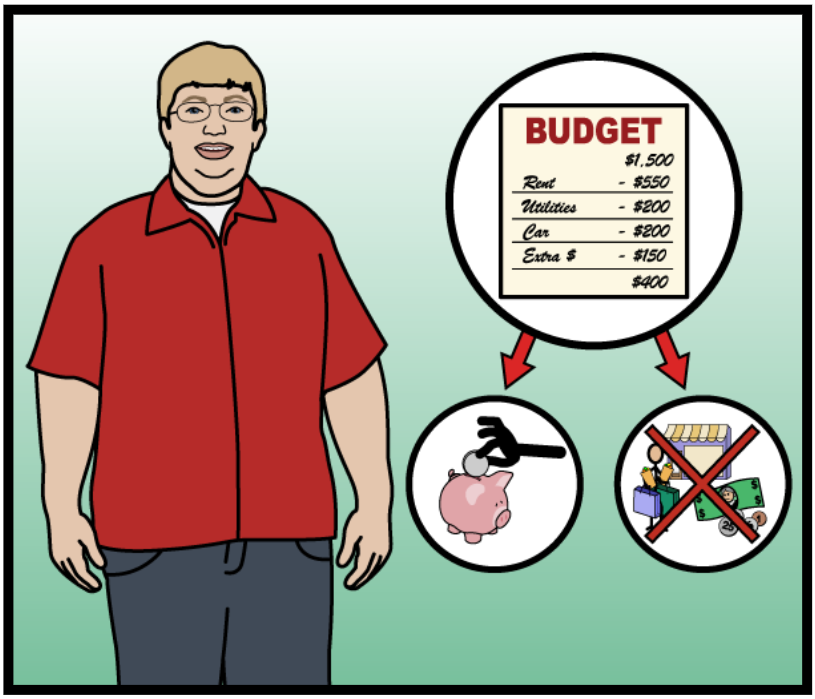
Mark decides that he does not want to get a loan from his mother. He does not want to pay extra for the video game system. Mark wants to start saving more of his money. "How can I save more money?" asks Mark. "We make a budget plan. A budget plan shows money you earn, spend and save," says Mark's mother.



Why does Mark decide not to take a loan from his mother?

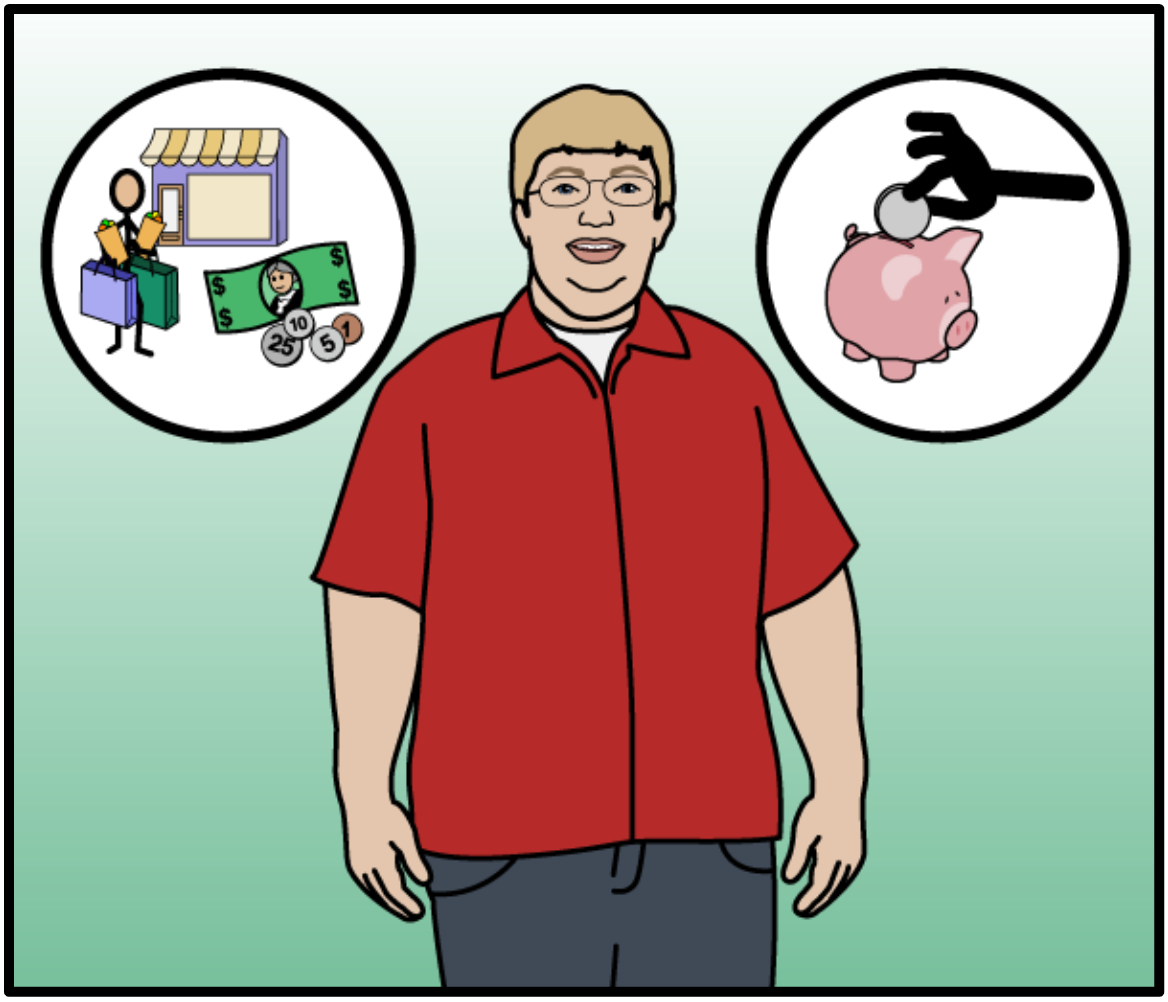
Mark is excited to make a budget plan.

He knows that he will have to be more careful with his money. He needs to save more of his money. He needs to spend less of his money. Then, he will have enough money to buy the video game system.



What is a budget plan? Why does Mark need to make a budget plan?

Chapter 4: Saving and Spending Money



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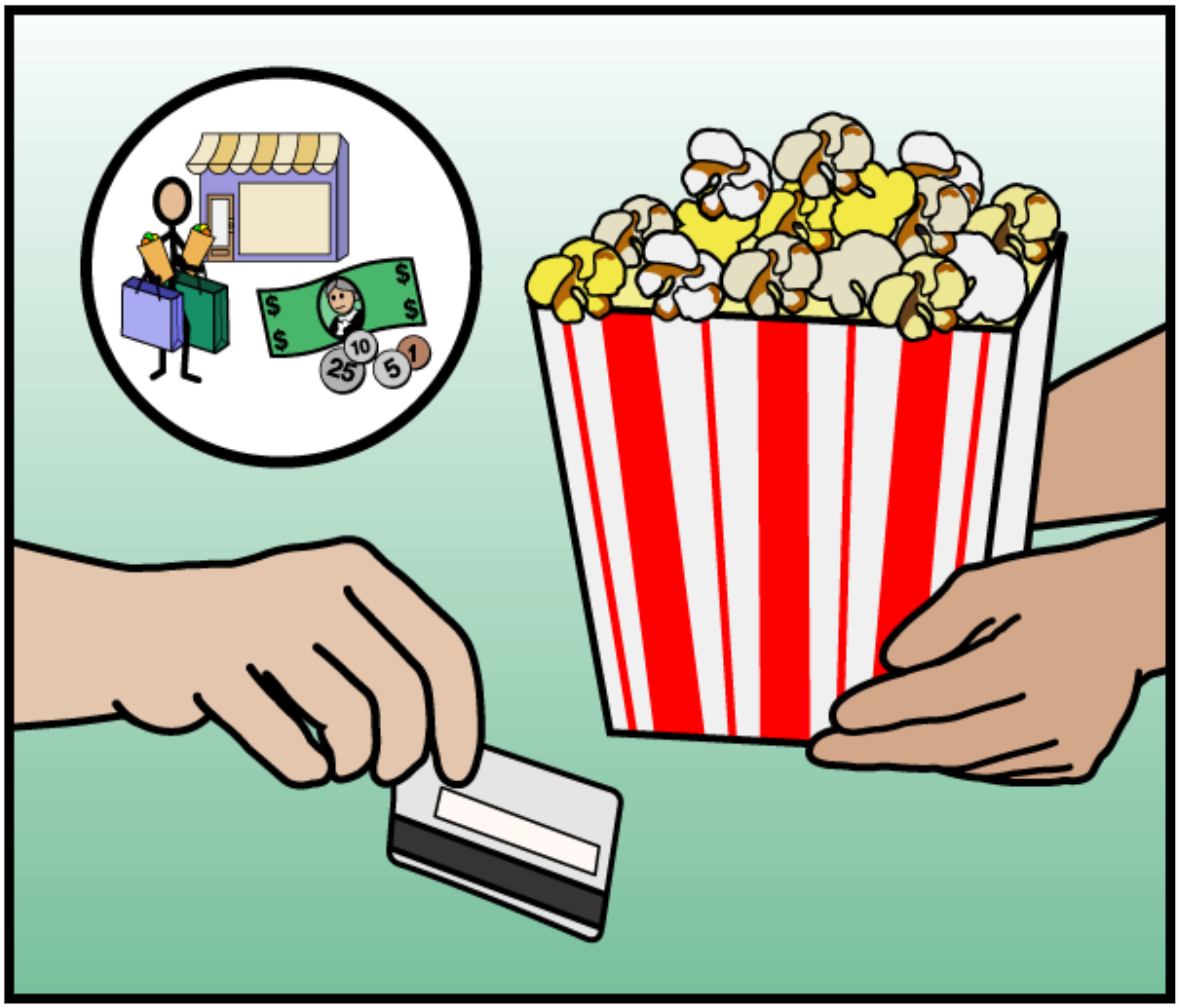
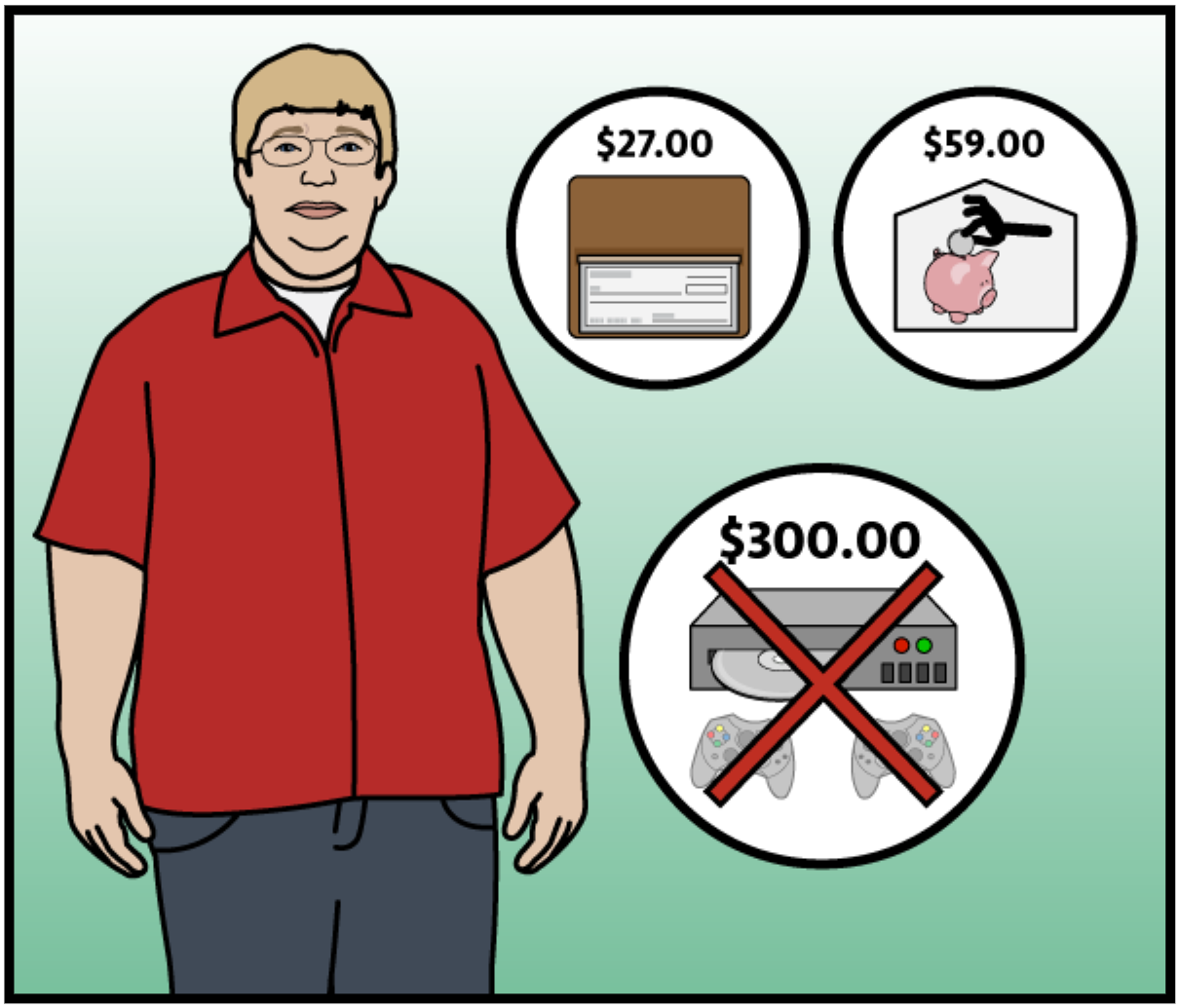
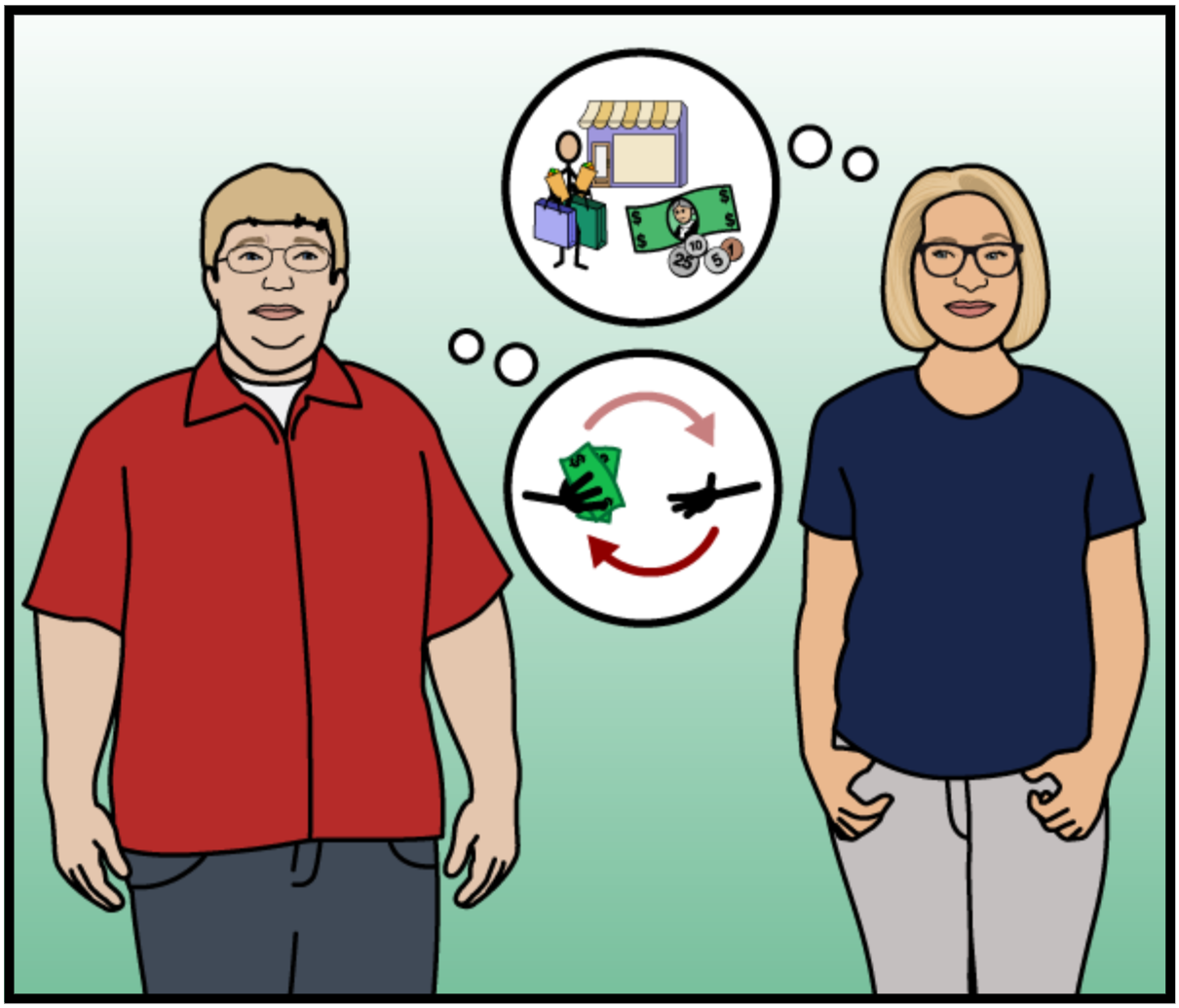


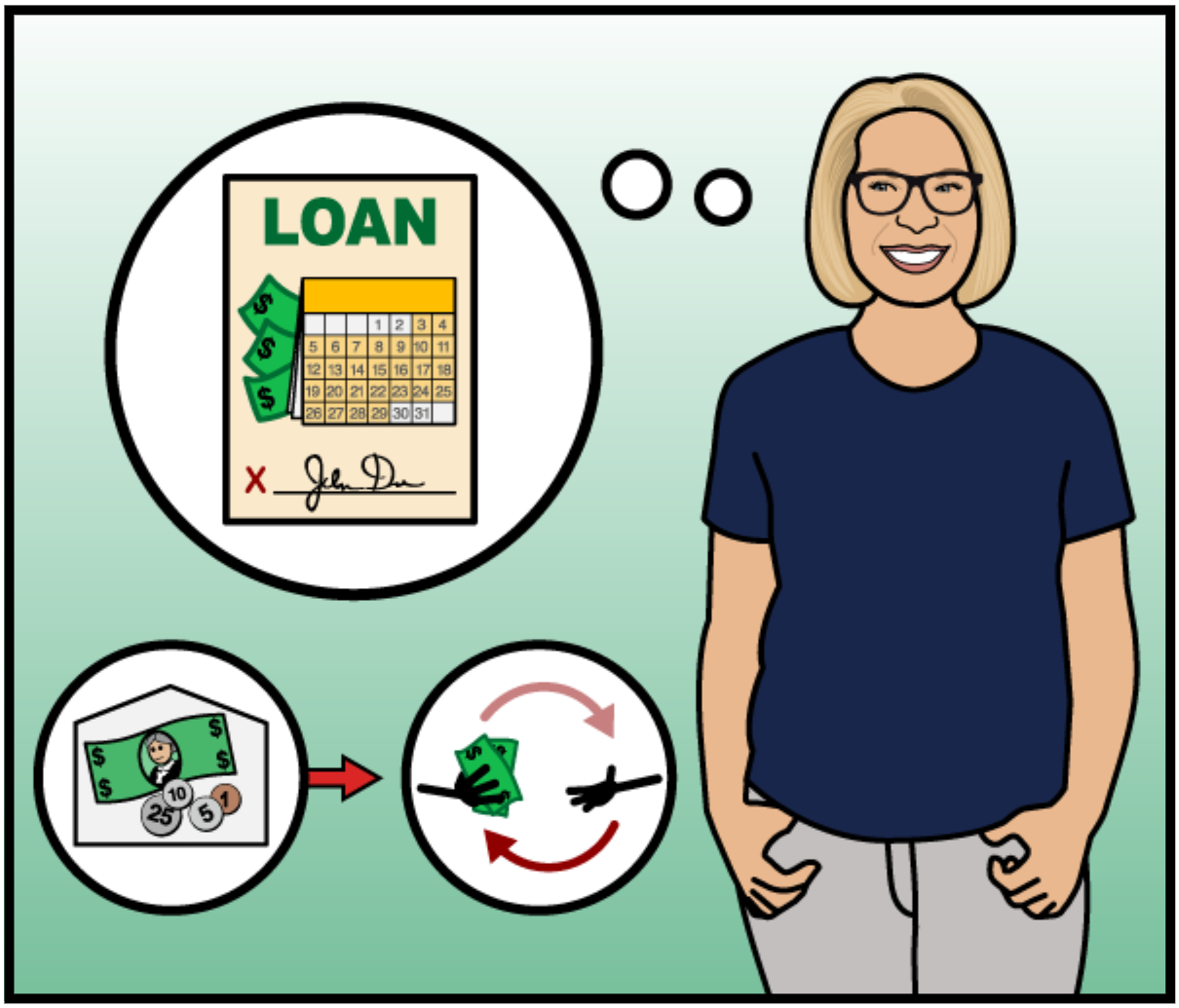
Mark is working hard. Mark earns money from his job. Mark spends money on things he wants. He uses his debit card to buy things. Mark spends more money than he saves.



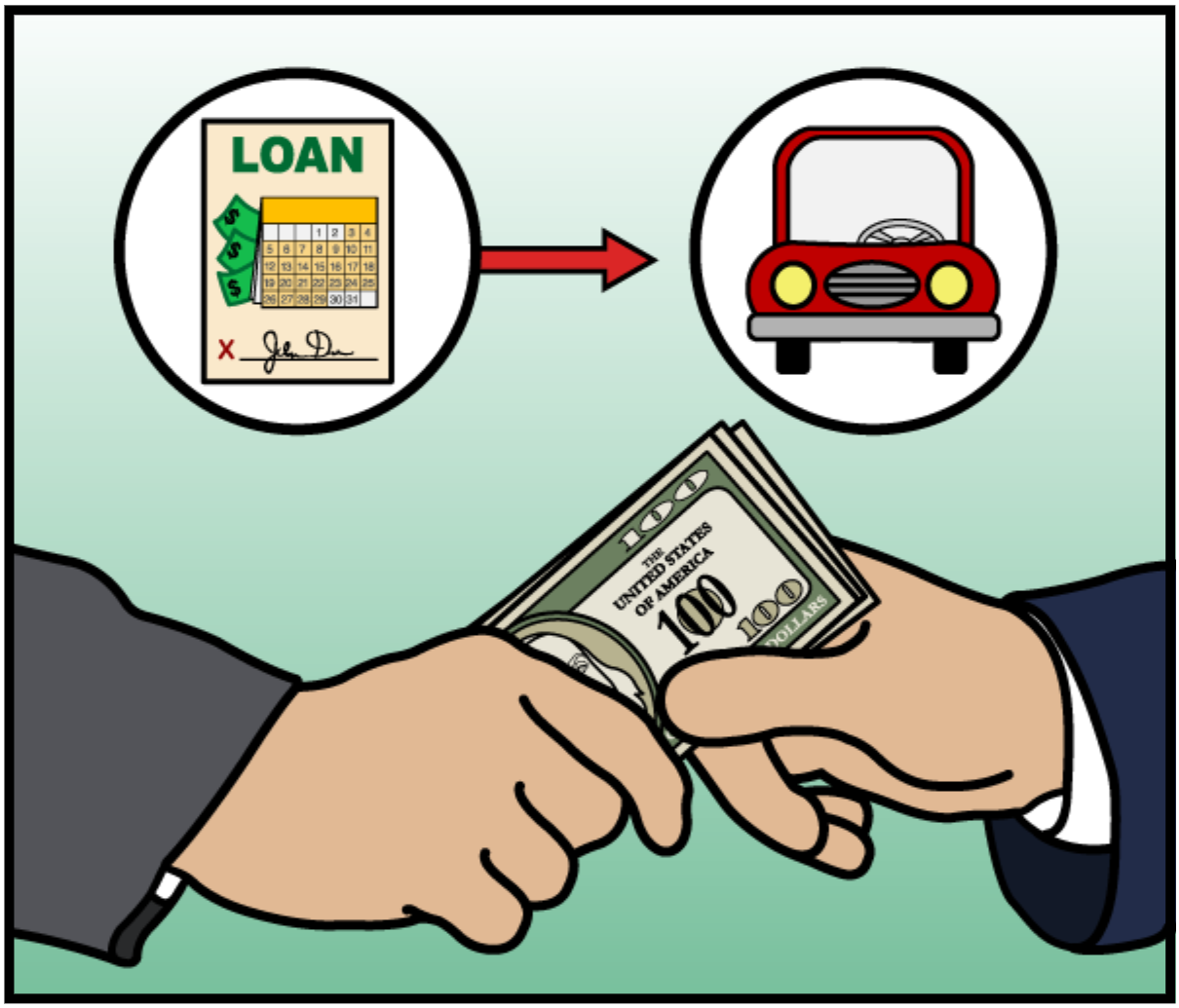
Mark wants to buy a video game system now. He does not have enough money to buy it. Mark is upset. He has been working hard.



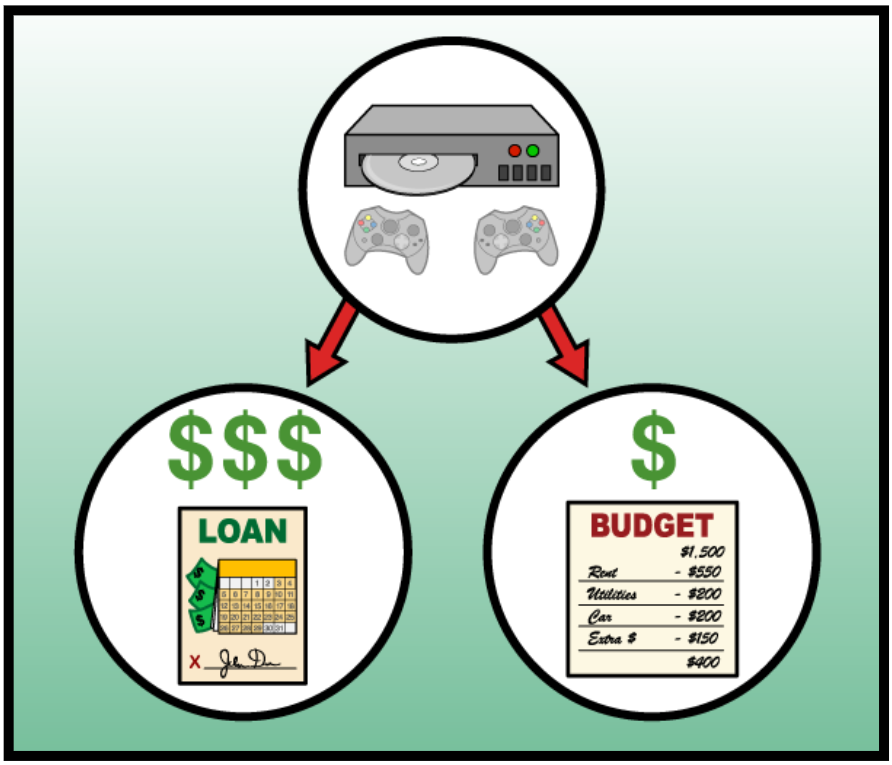
Mark has been spending too much money. He has not been saving enough money. Mark wants his mother to give him money. Then, he can buy the video game system.



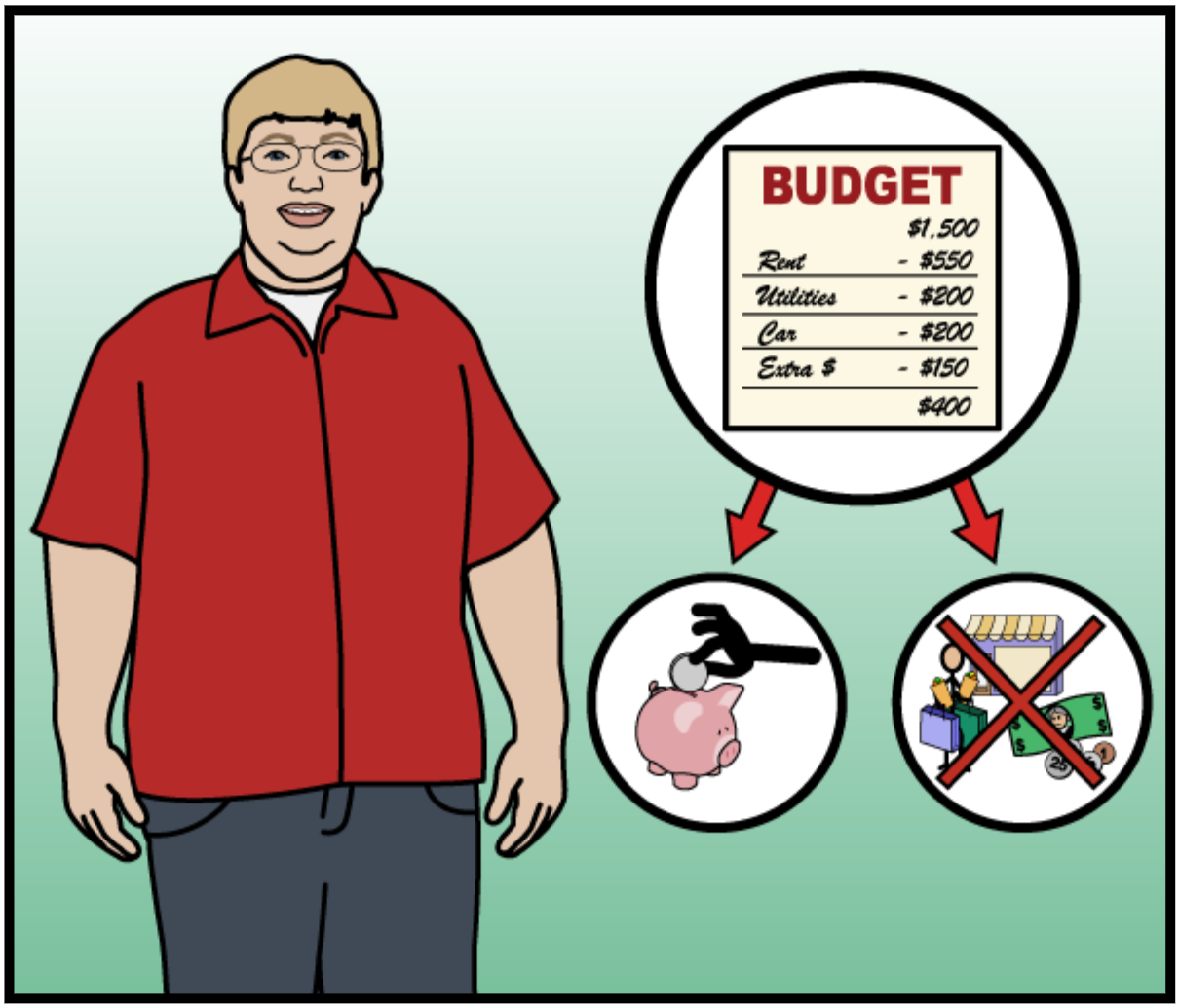
A loan is getting money to spend now. Then, you pay the money back later. Banks give loans to people. Mark's mother can give him a loan.



People pay more money if they get a loan. The bank gave Mark's mother a loan for a car. She pays the bank money each month. She pays the bank more for borrowing money.

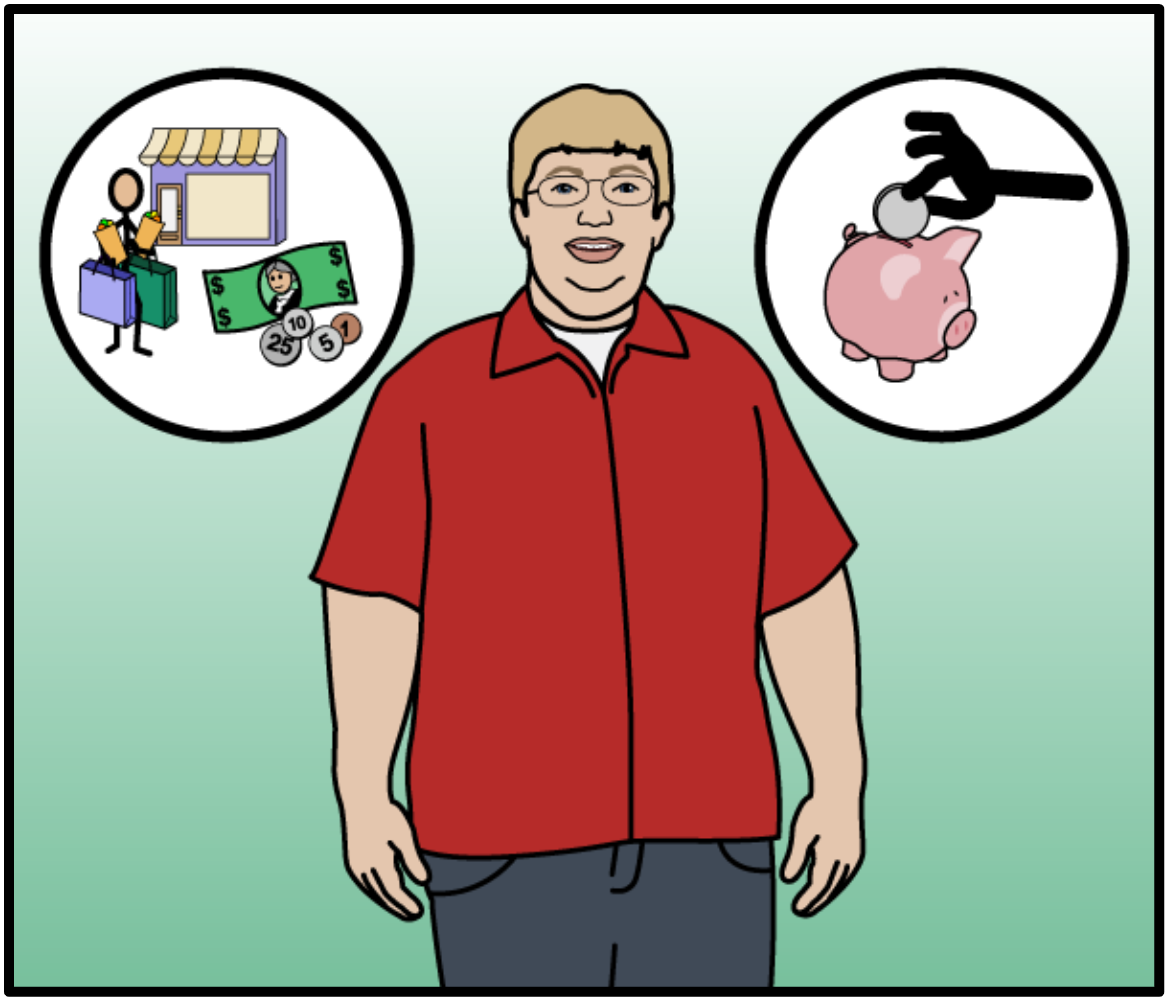


Mark does not want to get a loan from his mother. Mark will make a budget plan instead. A budget plan shows money you earn. It shows the money you spend and save. It will help him buy his video game system.



Mark will have to be careful with his money. Mark will need to save more money. He will need to spend less money. Next, Mark will make a budget plan.

Chapter 4: Saving and Spending Money



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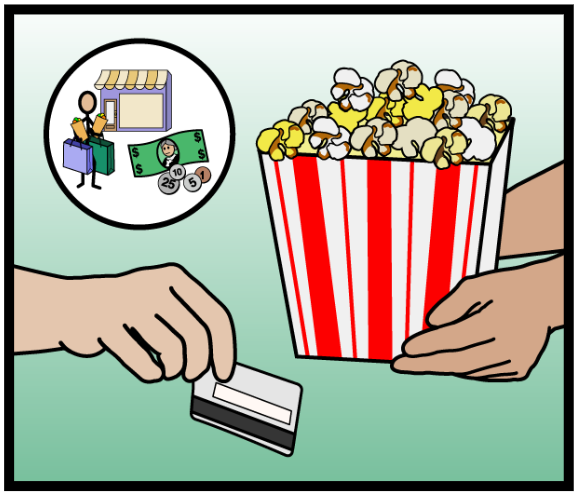
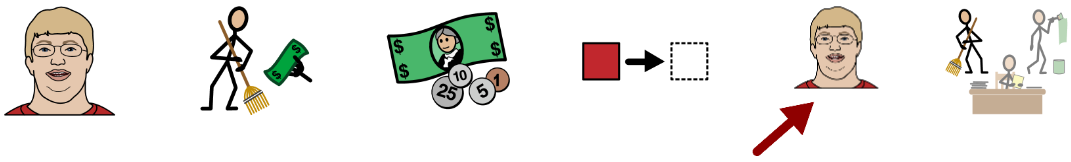


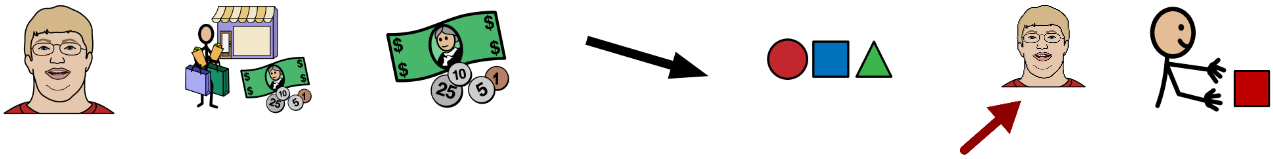
Mark is working hard.



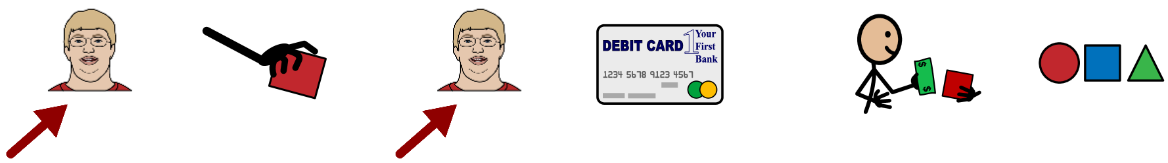
Mark earns money from his job.



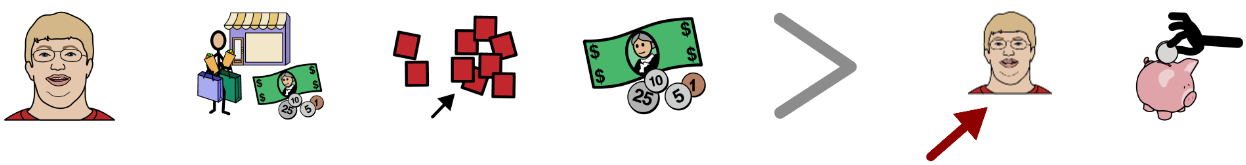
Mark spends money on things he wants.

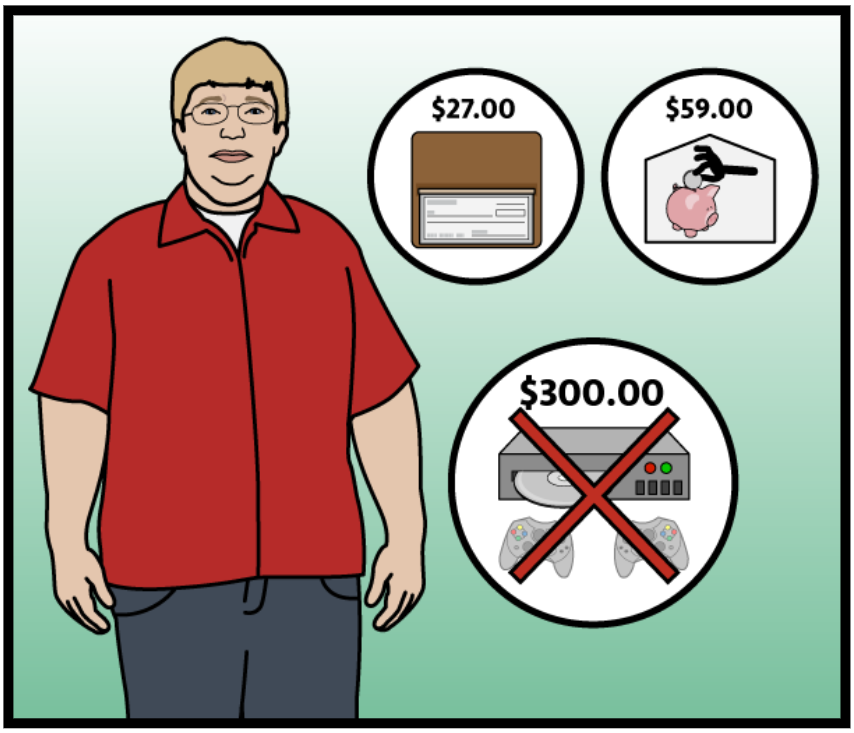


He uses his debit card to buy things.



Mark spends more money than he saves.

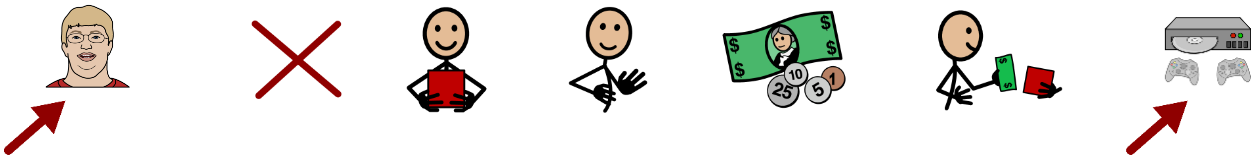




Mark wants to buy a video game system now.



He does not have enough money to buy it.

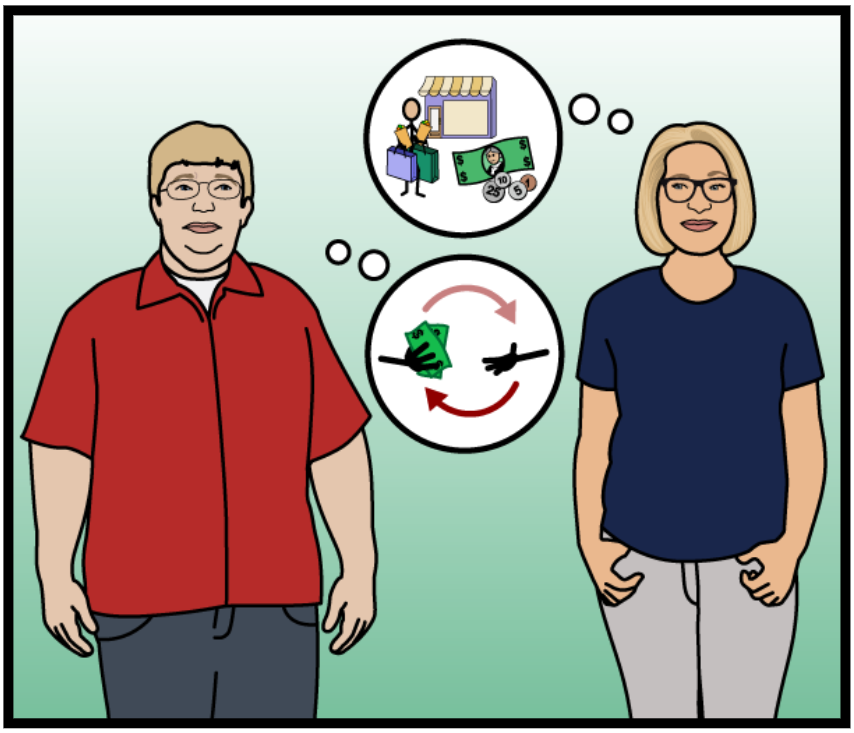


Mark is upset.



He has been working hard.





Mark has been spending too much money.



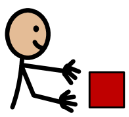


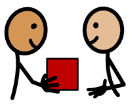

He has not been saving enough money.





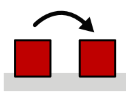

Mark wants his mother to give him money.

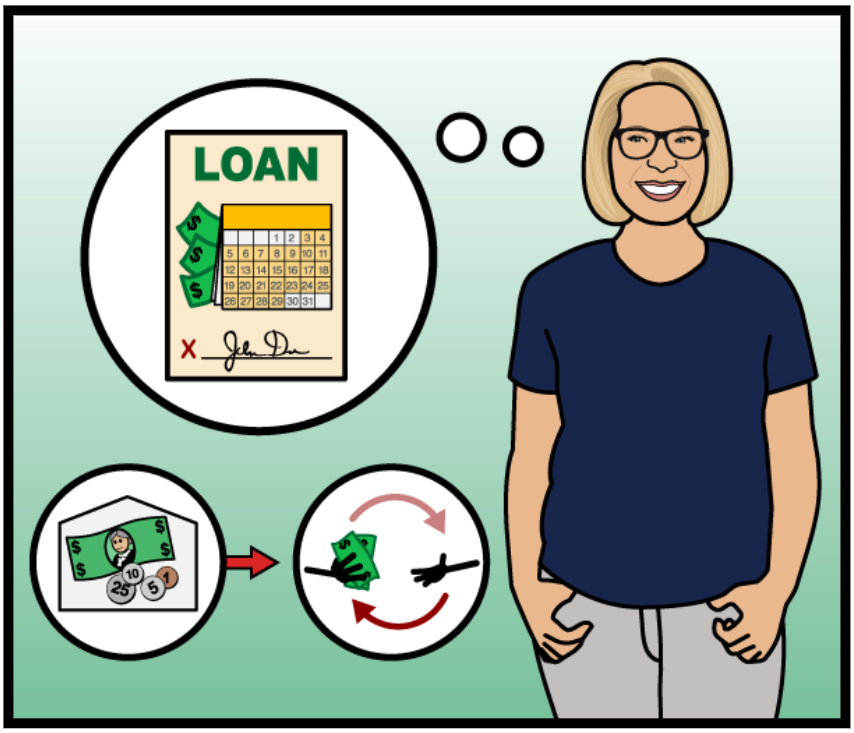





Then, he can buy the video game system.

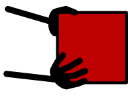




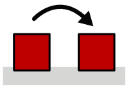
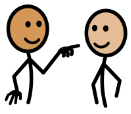
A loan is getting money to spend now.







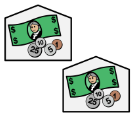
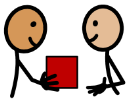
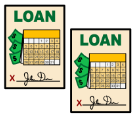

Then, you pay the money back later.





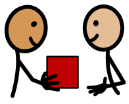
Banks give loans to people.

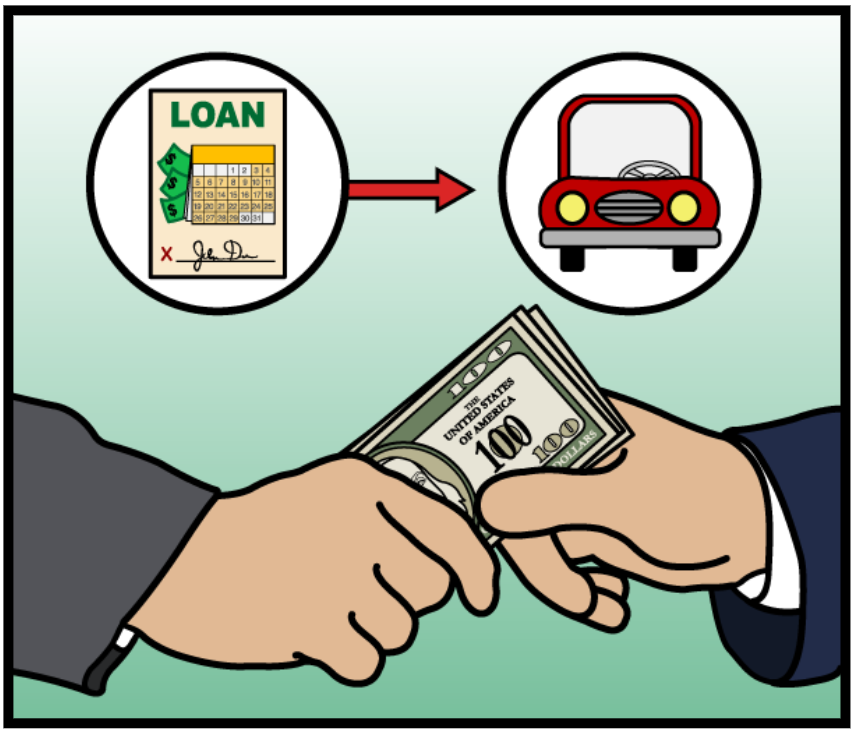


Mark's mother can give him a loan.

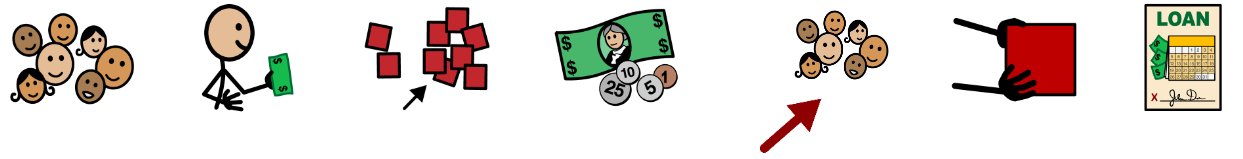








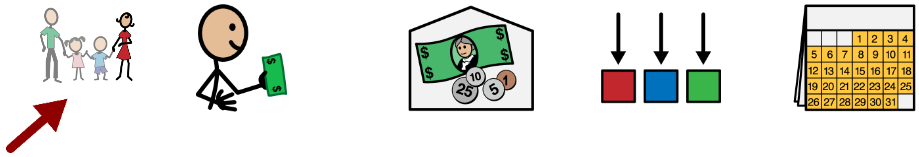
People pay more money if they get a loan.



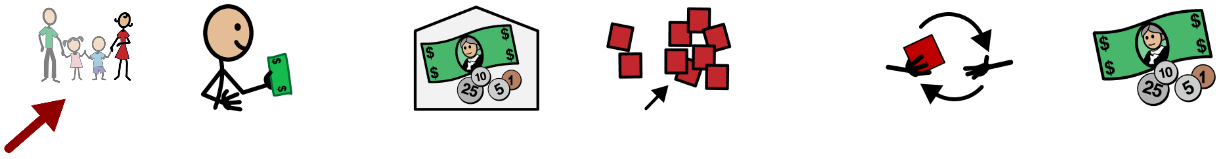
The bank gave Mark's mother a loan for a car.

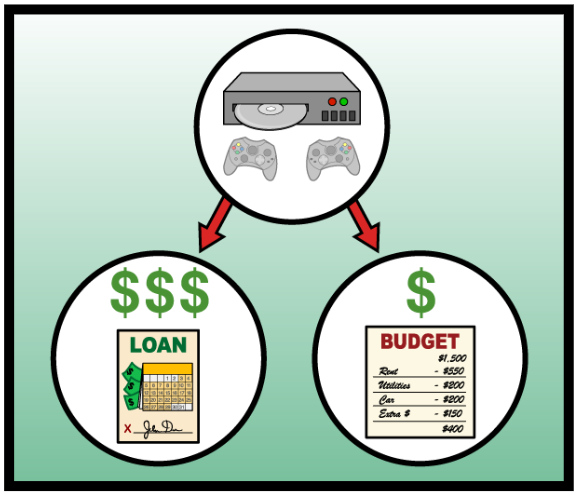


She pays the bank each month.



She pays the bank more for borrowing money.





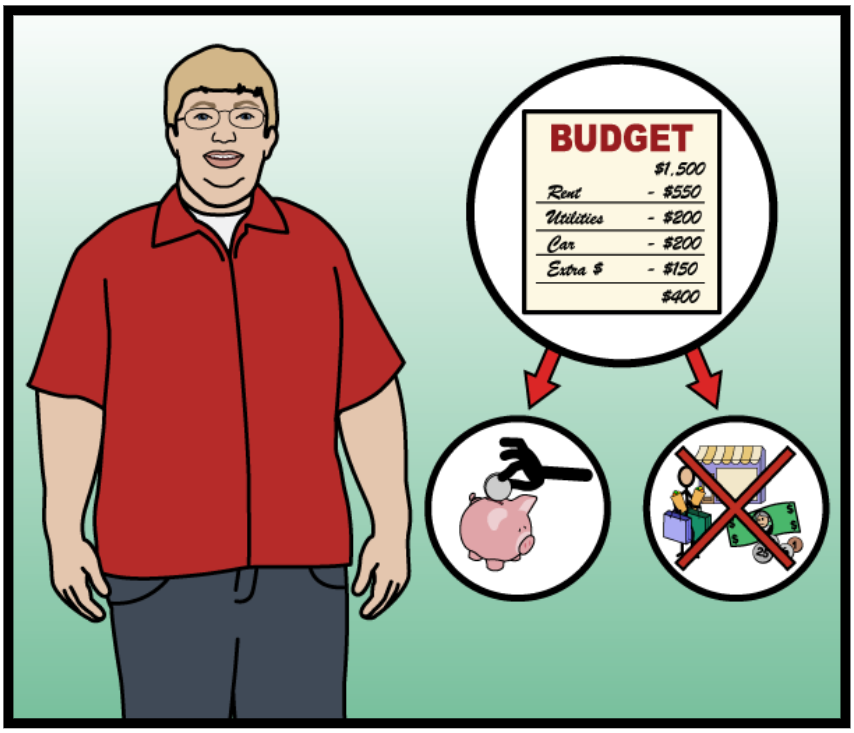
Mark does not want to get a loan from his mother.

Mark will make a budget plan instead.

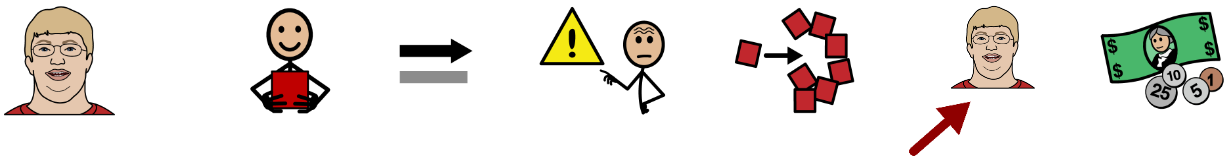
A budget plan shows money you earn.

It shows the money you spend and save.

It will help him buy his video game system.



Mark will have to be careful with his money.



Mark will need to save more money.



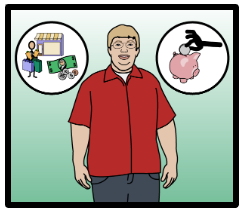
He will need to spend less money.



Next, Mark will make a budget plan.



yes



Saving and Spending Money

no

work	earn	spend	hard	money	job	thing
want	buy	save	more	debit card	video game system	mother
give	pay	borrow	upset	loan	bank	people
make	show	help	less	car	budget plan	

Within each category, pictures are listed from left to right in the order in which they appear in the text.

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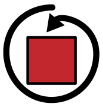
What is the title of this chapter?



What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction



Nonfiction





What is the chapter topic?

Biography

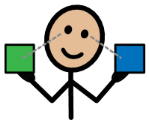


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?

Picture Book



Chapter Book



Comic Book



Book with facts



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See Chapter

Name: _____

1. Mark earns [ ] from his job.

2. Mark [ ] money on things he wants.

3. Mark wants to buy a [ ] now.

4. Mark does not want to get a [ ] from his mother.

5. Mark will need to [ ] more money.

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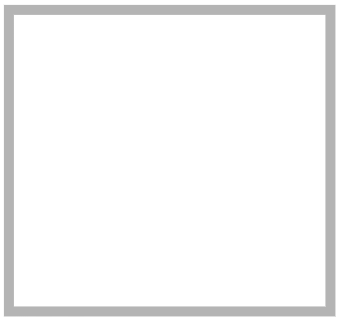
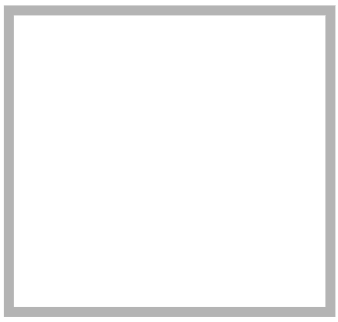
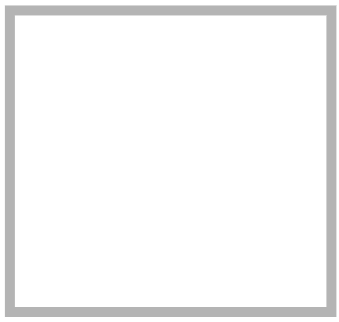
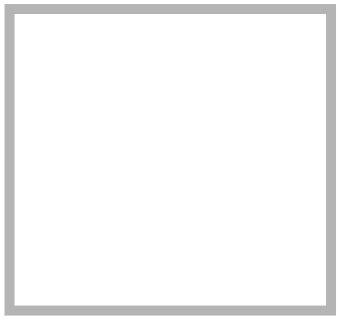
See Chapter

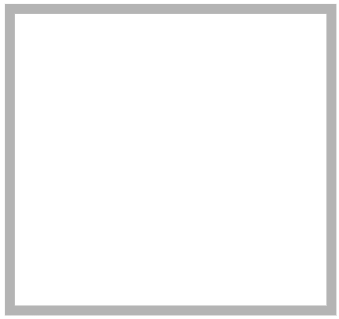
Name: _____

1. Mark earns  from his job.

2. Mark  money on things he wants.

3. Mark wants to buy a  now.

4. Mark does not want to get a  from his mother.

5. Mark will need to  more money.

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1. Mark earns   _____ from  his  job. 

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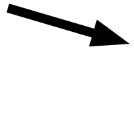
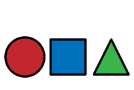
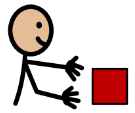
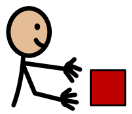
2. Mark  money on things he wants.

3. Mark wants to buy a now.



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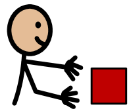
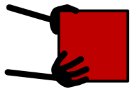
4. Mark does not want to get a ☐ from his mother.

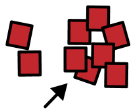





5. Mark will need to ☐ more money.



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See Chapter

Name: _____

1. What is this chapter about?

a. store

b. money

c. job application

2. What does Mark do if he wants things?

a. paints pictures

b. sells cookies

c. spends money

3. What does Mark want to buy now?

a. bike

b. video game system

c. magazine

4. What doesn't Mark want to get from his mother?

a. homework

b. pencil

c. loan

5. What is important to know about this chapter?

◯ a. Mark quits his job.

◯ b. Mark will need to save more money.

◯ c. Mark needs to spend more money on popcorn.

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Name: _____

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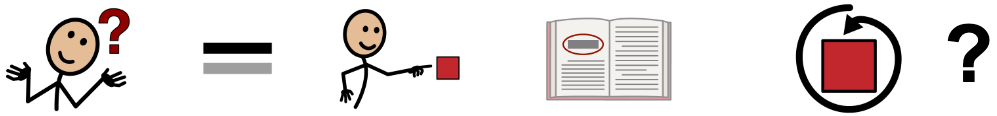
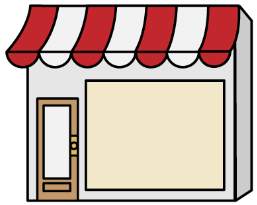
See Chapter

1. What is this chapter about ?



store	money	job application
		

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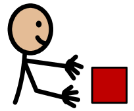
2. What does Mark do if he wants things ?








paints pictures



sells cookies



spends money



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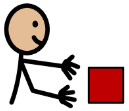
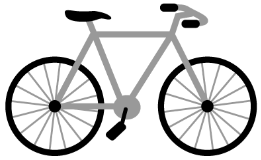
3. What does Mark want to buy now ?



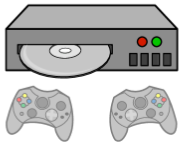




bike



video game system



magazine



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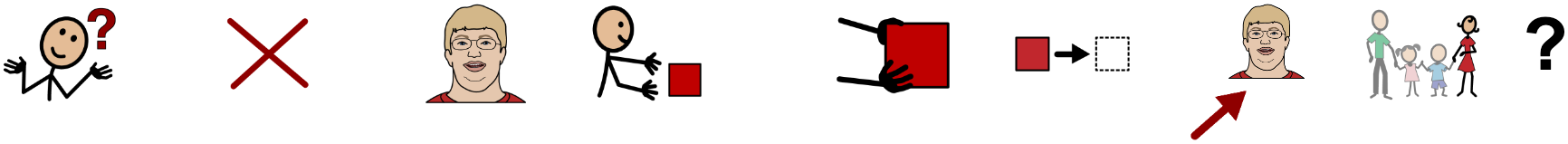
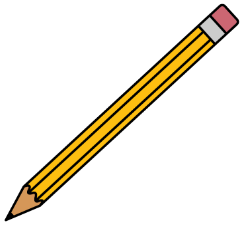
4. What doesn't Mark want to get from his mother ?



homework



pencil



loan



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5. What is important to know about this chapter ?



Mark quits his job.



Mark will need to save more money.



Mark needs to spend more money on popcorn.



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See Chapter

Name: _____

Use your chapter book to help you fill in the blank.

1. **Mark keeps working at his _____ .**

2. **Mark uses his _____ to buy things like popcorn and movie tickets.**

3. **Mark looks at his _____ .**

4. **Mark is _____ he can't buy the video game system.**

5. **Mark has been _____ hard for three months.**

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See Chapter

Name: _____

These questions may have more than one correct answer:

6. What has Mark been doing instead of saving his money?

- ◯ a. buying things
- ◯ b. playing guitar
- ◯ c. practicing soccer

7. What can Mark get to have money now?

- ◯ a. report
- ◯ b. ramp
- ◯ c. loan

8. Where can people get loans?

- ◯ a. grocery store
- ◯ b. bank
- ◯ c. stadium

9. Why does Mark not want to get a loan from his mother?

- ◯ a. He does not want to pay extra money.
- ◯ b. He does not like his mother.
- ◯ c. He does not want a video game system.

10. What does Mark need to do to buy the video game system?

- ◯ a. He needs to make a budget plan.
- ◯ b. He needs to start saving more money.
- ◯ c. He needs to spend less money.

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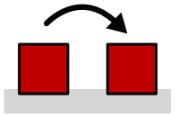
Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	

What is important to know?

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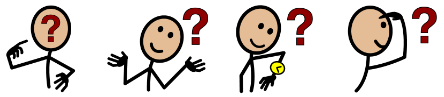
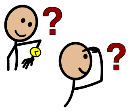
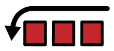
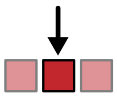
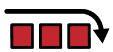
Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

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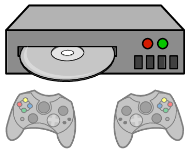
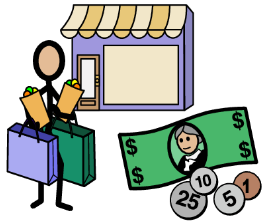
For hands-on instruction, print, cut out and laminate.

money	video game system	save	loan	spends
				

money	video game system	save	loan	spends
				
money	video game system	save	loan	spends

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Lesson 10 - Life Skills Application 4
It's My Money

10

Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Personal Life

- ***Problem Solving:*** Apply problem-solving skills to issues related to daily living situations.

Differentiated Tasks

Level 3 Students will...

- Use unit topic words in conversation.
- Solve problems involving real-life daily situations based on personal values, beliefs and experiences.

Level 2 Students will...

- Point to pictures of key vocabulary from unit topics as part of a discussion.
- Identify and select appropriate solutions to real-life daily problems, with support.

Level 1 Students will...

- Make a selection to indicate a picture of key vocabulary within a unit topic.
- Select an option within a daily living situation or scenario.

Topic Connection

In Chapter 4, **Saving and Spending Money**, students learn that Mark enjoys having money from his job to buy himself things he wants. However, he does not seem to be saving enough money to buy the video game system. Mark did not make good choices with his money. Making good choices with money is an important skill to learn. In this lesson, students will play a game called It's My Money where students will answer scenarios about saving and spending money.

Topic Words

account	earn	save
bank	job*	spend
check	money*	

Transition Words

discuss	select
identify	solve

* Power Words

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Lesson at a Glance

Activity 1

Instructional Activities

Making the Right Choice

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

It's My Money Game Board

Game Cards

Game Pieces

L³ Skills: Life Skills

Additional Materials

dice

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Personal Life:

- ***Problem Solving:*** Apply problem-solving skills to issues related to daily living situations.

Instructional Routine

Introduce	• Introduce this activity by asking a focus question. For example, ask, "Is spending all your money a good choice or a bad choice?" Discuss students' responses. • Explain that we can make many choices with our money and that some are good and some are bad. Remind students that Mark did not always make good choices with his money. Mark did not save enough money for the video game system that he wanted. Explain to students that it is a good choice to save money for big things or emergencies that may happen. Discuss some other good and bad choices that can be made with money. • Tell students that they will play a game about money choices. For example, say, "Today we are going to play a game about the choices you can make with money. Your job is to problem solve and decide whether each scenario in the game is a good money choice or a bad money choice." • Review the learning goal with students: **I will choose solutions to money scenarios while playing a game.**
Model	• Display the It's My Money Game Board and Game Cards. Model how to start the game. Explain that each person will begin on START and that students will role the die to see who goes first. • Model how to play the game. Explain that during each turn, students will select a Game Card and choose a solution to the scenario on the card before rolling the die. Model selecting a Game Card, reading the scenario and choosing a solution to the problem. For example, say, "The card says I got $10.00 for pet sitting, and I want to buy art supplies, which cost $10.00. What should I do? Since the art supplies cost $10.00, and I have $10.00, I will choose 'buy the art supplies'." Point out that while playing the game, students should discuss why they selected their solution to each scenario. • Model rolling the die and moving the game piece the correct number of spaces. Emphasize that if a student lands on a space with directions, he or she will have to the follow the directions to move his or her piece. Depending on the needs of your students, decide how the game will end. For example, the first student who reaches the end of the game board may win or students may want to play until all students have reached the end or each Game Card has been played.
Provide Practice	***Have students play the game in pairs or groups. Provide each pair or group with an It's My Money Game Board, set of Game Cards, game pieces and a die.*** **Level 3:** Have the student solve a problem involving real-life daily situations by selecting solutions to the money scenarios while playing the It's My Money Game. **Level 2:** Have the student identify and select the appropriate solution to a real-life daily problem scenarios by selecting solutions to the money scenarios while playing the It's My Money Game, with support. **Level 1:** Have the student select an option to a real-life daily situation by selecting a solution to the money scenario while participating in the It's My Money Game. For example, read the scenario on one of the Game Cards. Have the student select a solution to the scenario.
Review	• Review the learning goal with students by discussing their solutions to each scenario. • Have the students come up with other scenarios in which good or bad choices with money can be made.

Check Understanding

Level 3: Can the student solve a problem involving real-life daily situations by selecting solutions to the money scenarios while playing the It's My Money Game?

Level 2: Can the student identify and select the appropriate solution to real-life daily problem scenarios by selecting solutions to the money scenarios while playing the It's My Money Game, with support?

Level 1: Can the student select an option to a real-life daily situation by selecting a solution to the money scenario while participating in the It's My Money Game?

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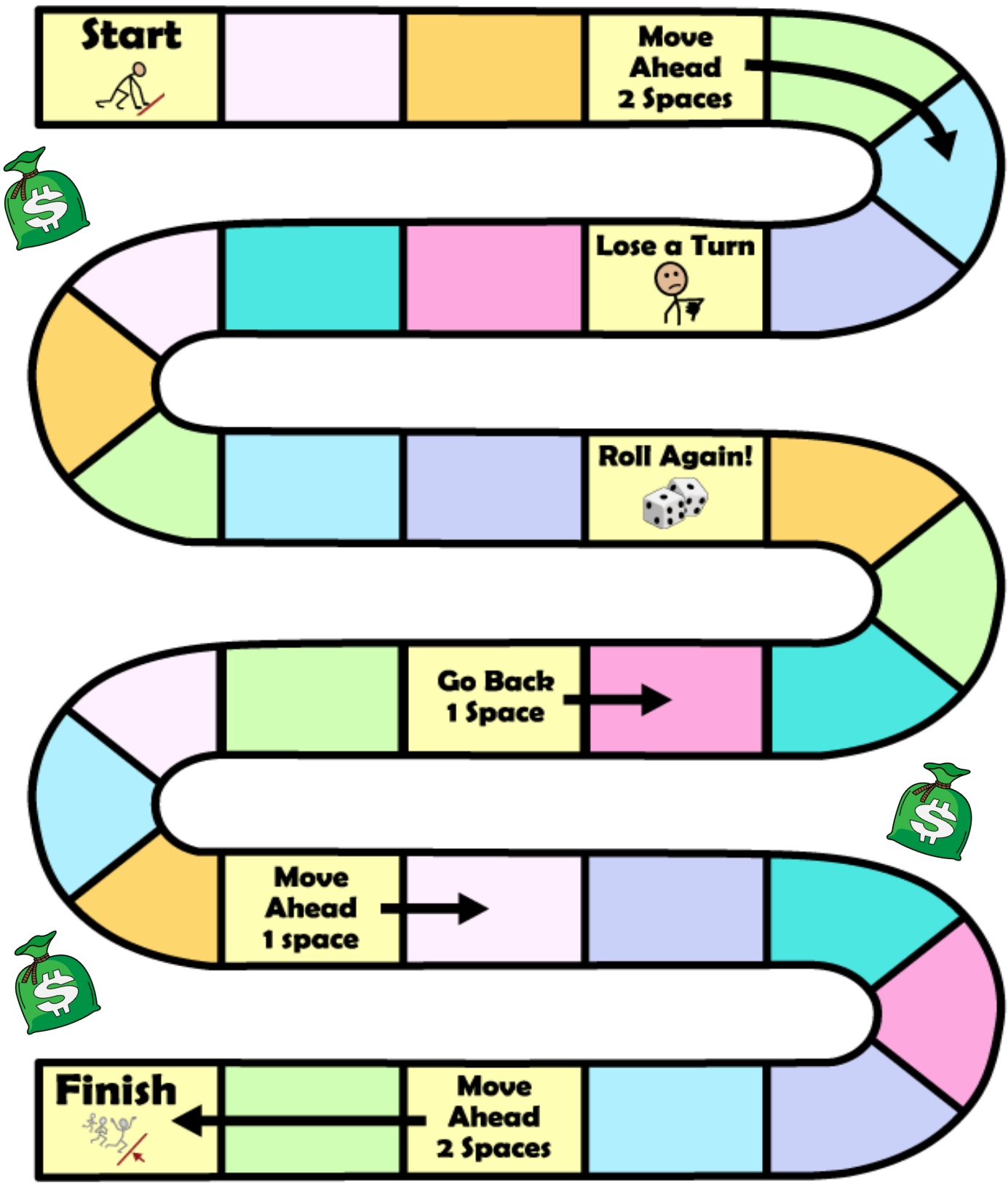
It's My Money



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You get $10.00 for pet sitting.
You want to buy art supplies that cost $10.00.
What should you do?



save your money



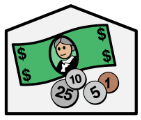
buy the art supplies



You want to buy a video game. You just got your paycheck, but it's not enough money to buy the video game. What should you do?



spend your paycheck on other things



put your paycheck in the bank



You need a hat.
You find a green hat for $6.50 and a red hat for $11.00.
Which hat should you buy?



green hat



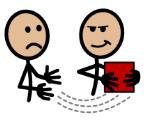
red hat



You want a new bike.
You've been doing chores to earn extra money.
What should you do to get a bike?



save your money until you have enough



take someone else's bike

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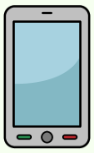

You are saving money to buy a cell phone. You see an ice cream truck at the park. You want to get a treat. What should you do?



save your money



buy an ice cream



You need a new backpack.
The green one costs $15.00. The black one costs $12.00.
Which one should you buy?



green backpack



black backpack



You are saving for a new computer.
You see a T-shirt at the mall that you want to buy.
What should you do?



buy the T-shirt



save your money



You get your paycheck. You want to spend money on movie tickets. You also want to save money to buy a new TV.
What should you do with your paycheck.



spend it all on movie tickets



put some money in your savings account

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You have $15.00. You need to buy a gift for your mom's birthday. You also really want to buy some new apps for your phone. The apps cost $15.00. What should you do?



buy the apps



buy a gift for your mom



You want new shoes. The red and white shoes cost $40.00.
The green and white shoes cost $65.00.
Which shoes should you buy?



red and white shoes



green and white shoes



You want to buy your friend a gift card for his birthday.
You don't have any money.
What should you do?



do chores to earn money



take a gift card from the store



You want to buy a new computer.
You get $50.00 for your birthday.
What should you do with the money.



put it in a savings account



spend it on other things you want

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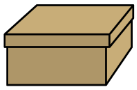
You get a lot of money for your birthday.
What should you do with it?



put it in a box
under your bed



put it in the bank



You need new boots for work.
You also want a new MP3 player.
Which should you buy first?



MP3 player



boots



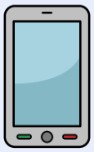
You want to buy a new TV.
You don't have any money.
What should you do?



get a job to earn
money



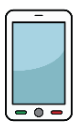
get a loan from
your parents



You want to buy a new cell phone. The black one costs $300.00. The white one is on sale for $200.00.
Which one should you buy?



black cell phone



white cell phone

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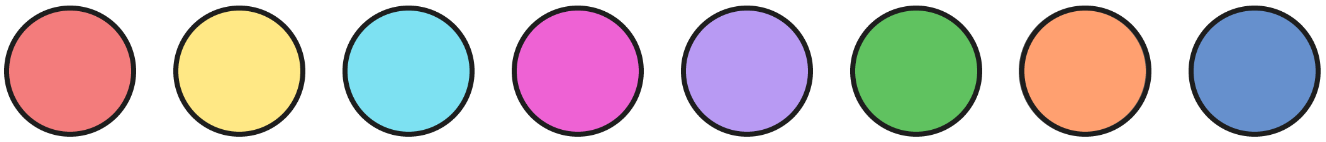
For hands-on instruction, print, cut out and laminate.



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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Differentiated Tasks

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Independently read questions about a story and write, speak or select an answer.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Point to or select a picture from a choice of three in response to a question about a story.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.
- Respond to a question by choosing a single option or errorless picture.

Topic Connection

In this unit's Chapter Book, ***Mark's Money*** , students will follow Mark as he gets his first job and starts earning money. Students will then learn about money, budgeting and banking services as Mark visits a bank. In this chapter, **Mark Makes a Budget Plan** , students will learn about budget plans as Mark makes his own budget plan to save for a video game system.

Topic Words

account	check	money*
bank	earn	save
budget plan	job*	spend

Literacy Words

author	character	illustration/picture	read*
book	cover	illustrator	title
chapter			

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
See how these activities fit into the **Suggested Monthly Plan**.			
ULS Materials and Resources	**Chapter 5: Mark Makes a Budget Plan** (Level J/K) **Communication Board** **Standards Connection A**	**Chapter 5: Mark Makes a Budget Plan** (Level J/K, F/G or F/G Symbol-Supported) **Communication Board**	**Chapter 5: Mark Makes a Budget Plan** **Communication Board** **Comprehension Questions** (Fill-In and Multiple-Choice, Levels 3-1) **Advanced Questions** **Fill-In Cards** **Standards Connection B** **Standards Connection C**
	Instructional Guide: Active Participation Scripts **Instructional Guide: Instructional Tips** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**		
Additional Materials			

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Instructional Routine

? or

Before Reading

- Use Lesson 15, Activity 3 to review the Topic Words: account, bank, budget plan, check, earn, job, money, save and spend.
- Continue talking about 'budget plans'. Ask a focus question such as, "What does Mark decide to make to help him save money—a budget plan or a field trip form?" Discuss students' responses.
- Display Chapter 5, **Mark Makes a Budget Plan** (Level J/K), and read the chapter title. Use Standards Connection A to provide a visual.
- Preview the chapter. Point out the illustrations of the budget plan. Then, say, "As I read today, it is your job to remember one way Mark uses his budget plan."
- Review the learning goal with students: **I will remember one way Mark uses his budget plan.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words and/or phrases that describe how Mark uses his budget plan, such as 'money earned', 'money to save', 'money to spend' and 'keep track of', by emphasizing the words and phrases as you read them.

Comment on Characters, Setting and Plot

- Comment on how the illustrations help you know what Mark uses his budget plan for. For example, on page 36 of the book, say, "The picture shows Mark's budget plan with money earned, money to spend and money to save listed with a picture of a video game system." Then say, "The chapter book says Mark writes down how much he can save and spend on his budget plan. If Mark saves money using his budget plan, he can buy the video game system."

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter.

After Reading

- Revisit the learning goal. For example, ask, "What is one way Mark uses his budget plan?"

Level 3: Have the student independently describe one way Mark uses his budget plan. Provide prompts, such as, "What can Mark keep track of on his budget plan?"

Level 2: Have the student identify one way Mark uses his budget plan. Picture supports such as the Communication Board or the story illustrations may be used as needed.

Level 1: Have the student identify one way Mark uses his budget plan by making a selection (may be single option or errorless choice). For example, display the symbol for 'video game system'. Ask, "What did Mark's budget plan help him save for?" Have the students point to the video game system.

- Continue discussion by talking about other things that the students would want to save their money to buy. If possible, have student create their own budget plan.
- Use Standards Connection A to discuss and compare different book genres and student preferences.

Check Understanding ?

- **Level 3:** Can the student describe one way Mark uses his budget plan from the chapter?
- **Level 2:** Can the student identify one way Mark uses his budget plan? How?
- **Level 1:** Can the student identify one way Mark uses his budget plan by making a selection (may be single option or errorless choice)?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

Instructional Routine
Guided Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about a budget plan. • Use the Topic Words: account, bank, budget plan, check, earn, job, money, save and spend in conversation about the chapter. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, first, game, in, name, out, put and start.

Instructional Routine
Shared Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about a budget plan. • Use the Topic Words: account, bank, budget plan, check, earn, job, money, save and spend in conversation about the chapter. Help students locate the words in the chapter. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, first, game, in, name, out, put and start.

Check Understanding

- **Level 3:** Can the student independently read chapter books adapted to personal reading level?
- **Level 2:** Can the student read chapter books adapted to personal reading level with support?
- **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

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Instructional Target

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

? or

Introduce	• Introduce this activity by asking a focus question about the chapter. For example, ask, "What does Mark use to buy the video game system—money he saved or lottery tickets?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, **Mark Makes a Budget Plan**. Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter, **Mark Makes a Budget Plan**. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: **I will answer questions about the chapter.**
Model	• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	***Choose the most appropriate activity format on the basis of each student's skills and needs.*** **Level 3:** The questions are text only. Have the student answer the questions independently. **Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture. **Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.
Review	• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.

Check Understanding ?

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?

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Questions and Answers

earns **budget plan** **cash** **savings account** **proud**

Fill-In (Levels 3-1)

1. Mark makes a _____. (**budget plan**)
2. The budget plan shows money Mark _____. (**earns**)
3. Mark puts money into his _____. (**savings account**)
4. Mark gets _____ to pay for the video game system. (**cash**)
5. Mark feels _____ he can buy what he wants. (**proud**)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (**budget plan** , classwork, making the bed)
2. What does the budget plan show? (food Mark eats, clothes Mark wears, **money Mark earns**)
3. Where does Mark put his money? (envelope, **savings account** , trunk)
4. What does Mark get to pay for the video game system? (**cash** , credit card, deposit slip)
5. What is important to know about this chapter?
   - Mark doesn't earn money.
   - **Mark feels proud he can buy what he wants.**
   - Mark breaks his video game.

Fill-In Advanced

1. A budget plan will help Mark save _____. (**money**)
2. The _____ costs $300.00. (**video game system**)
3. Mark figures out he needs to _____ $100.00 a month for three months. (**save**)
4. Mark writes how much he can save and _____ on his budget plan. (**spend**)
5. Every two weeks, Mark brings his _____ from his job to the bank. (**check**)

Multiple-Choice Advanced

6. Where does Mark put some of his money? (**savings account** , under his bed, in his desk)
7. Where does Mark keep track of his money? (school calendar, **budget plan** , math book)
8. Where does Mark go to get the money he saved? (park, grocery store, **bank**)
9. What does Mark fill out to get his money?
   - **withdrawal slip**
   - field trip form
   - doctor's note
10. Why does Mark feel proud?
    - **He bought the video game system.**
    - **He followed his budget plan.**
    - **He saved money for something he wanted.**

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Instructional Target

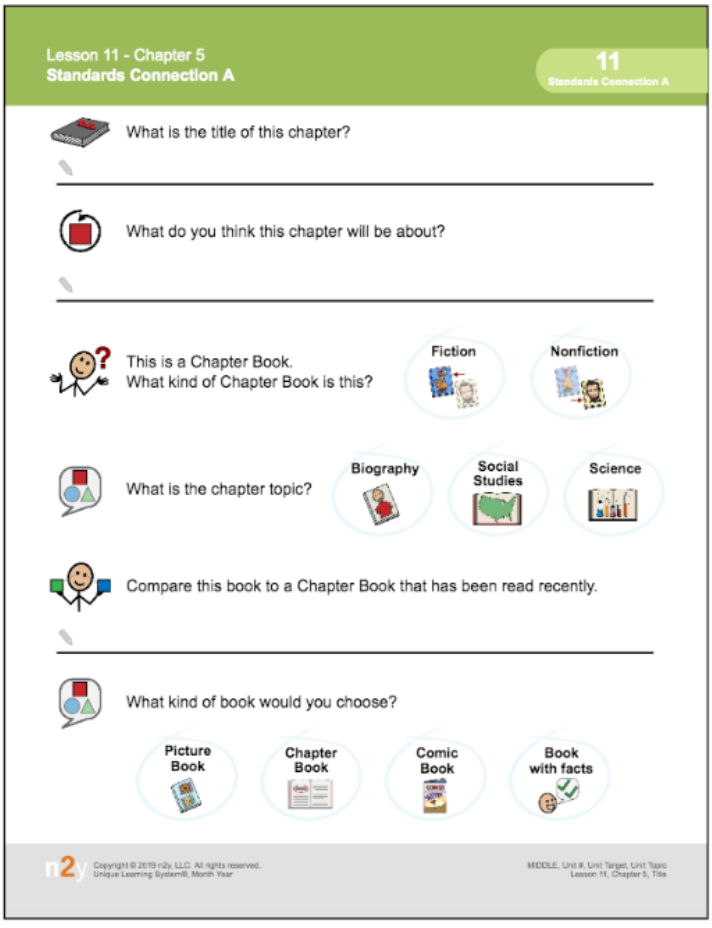
Reading Standards for Literature

- ***Integration of Knowledge and Ideas:*** Compare different genres and identify personal preferences.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Identify different genres and match books and stories that belong in each genre.	• Identify two stories or books of the same genre.	• Select a book or story of personal preference.

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.



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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Identify main ideas presented orally or from diverse media formats.
- ***Presentation of Knowledge and Ideas:*** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

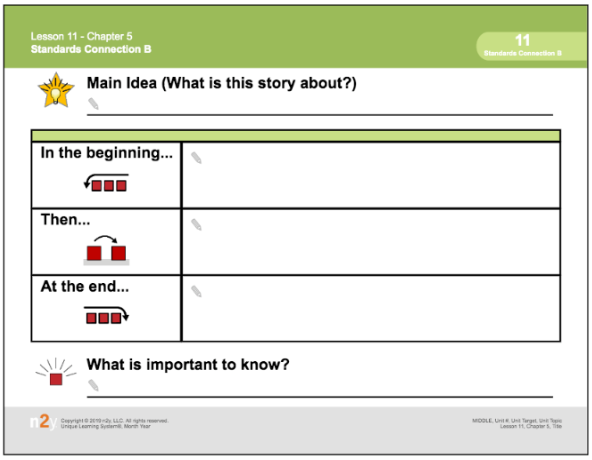
Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Summarize a story, including the main idea and key details. • Describe the plot of a story by putting the events in order. • Summarize information from content-specific reading, topics and tasks. • Communicate on a topic, including facts and details to support the main idea. • Use conventions of language to generate sentences specific to the purpose when speaking or writing.	• Use picture supports to retell key details or characters from a story. • Use picture supports to identify events and the order in which they happened in a story. • Describe information, using picture supports from content-specific reading, topics and tasks. • Use picture supports to communicate main ideas, including facts and details, on a given topic. • Use conventions of language to generate a simple sentence when speaking or writing.	• Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Select a picture to identify an event in a story (single option or errorless choice). • Using picture supports and communication technologies, respond to questions related to content topics and tasks. • Communicate basic information on a topic or experience using communication technology and picture supports. • Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. ***Standards for Language*** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.



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Instructional Targets

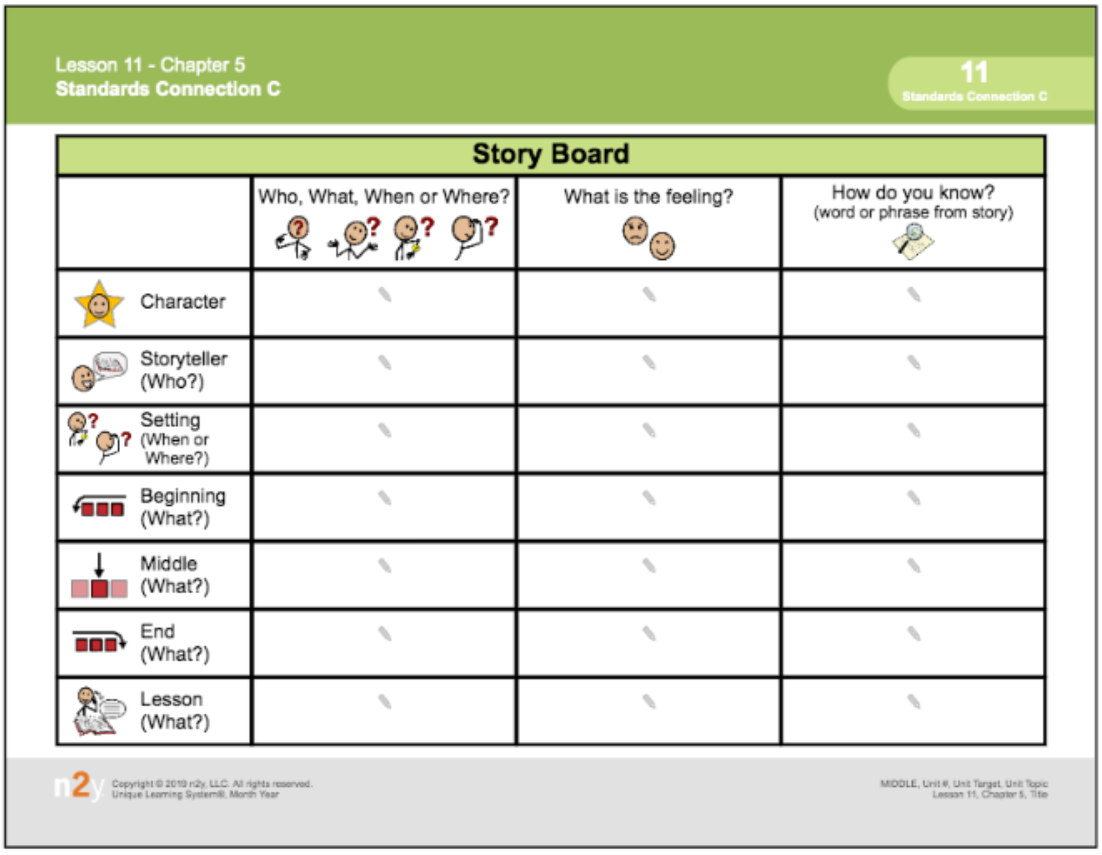
Reading Standards for Literature

- ***Craft and Structure:*** Identify the structure of a story, play or poem. Determine the feelings created by the author in a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Describe words, phrases or features that are part of the structure of a story, play or poem. • Describe the words, phrases or features that evoke feelings in a story, play or poem.	• Identify words, phrases or features that are part of the structure of a story, play or poem. • Identify words, phrases or features that evoke feelings in a story, play or poem with support.	• Select a word or picture that is part of the structure of a story, play or poem. • Select a word or picture that evokes feelings in a story.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author by describing various features from the text such as characters, setting, narrator and events in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.



Lesson 11 - Chapter 5
Standards Connection C

11
Standards Connection C

Story Board

	Who, What, When or Where?	What is the feeling?	How do you know? (word or phrase from story)
Character			
Storyteller (Who?)			
Setting (When or Where?)			
Beginning (What?)			
Middle (What?)			
End (What?)			
Lesson (What?)			

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MIDDLE, Unit #, Unit Target, Unit Topic
Lesson 11, Chapter 5, Title

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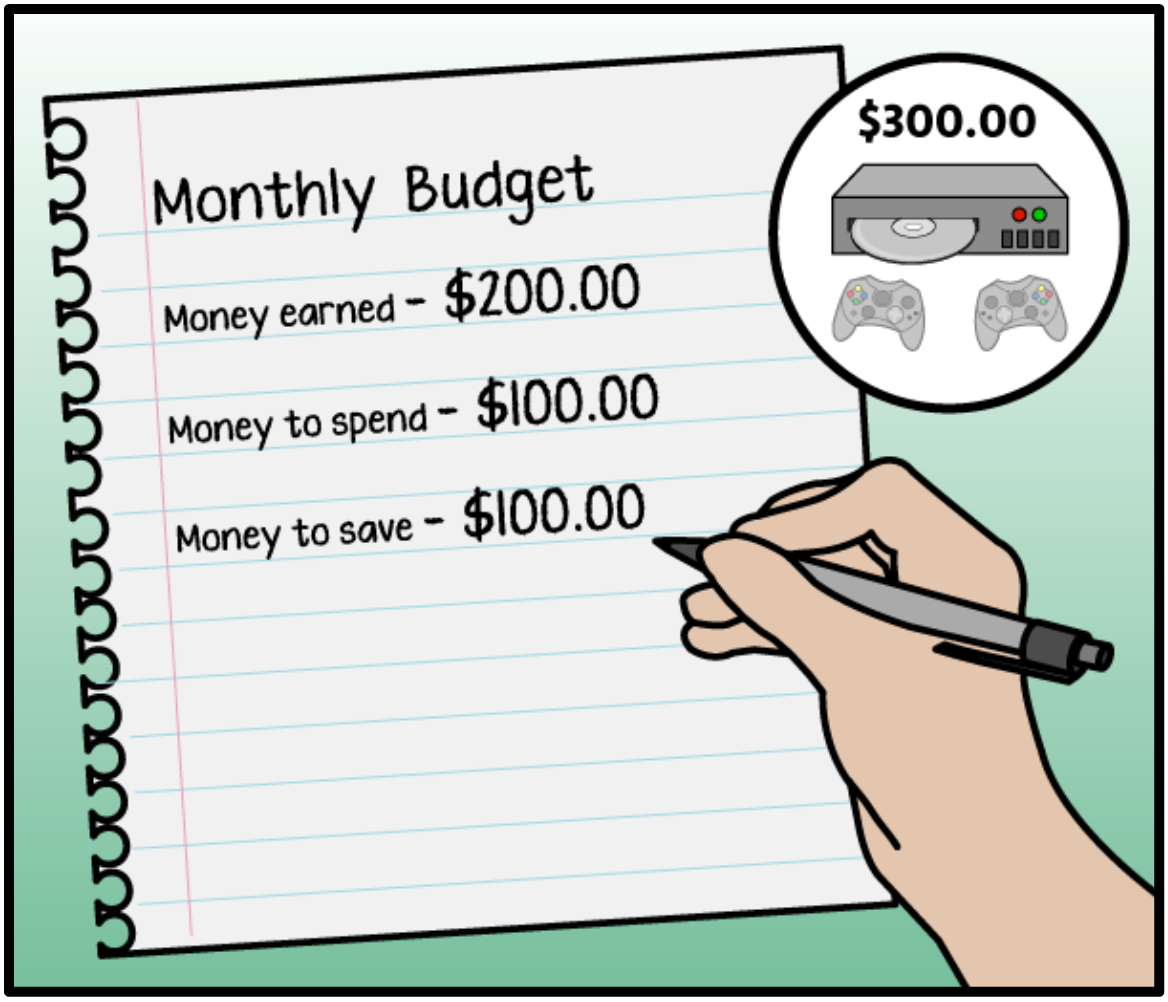
Chapter 5:
Mark Makes a Budget Plan



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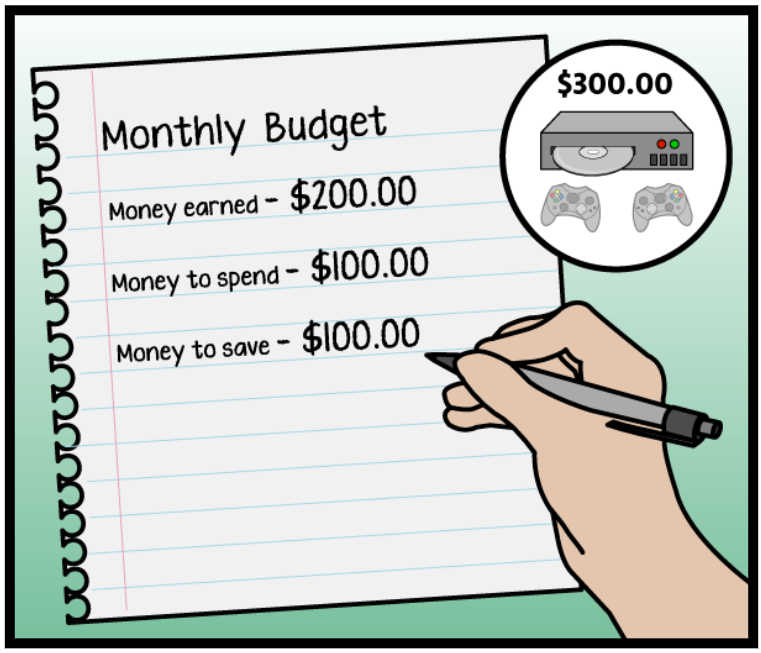
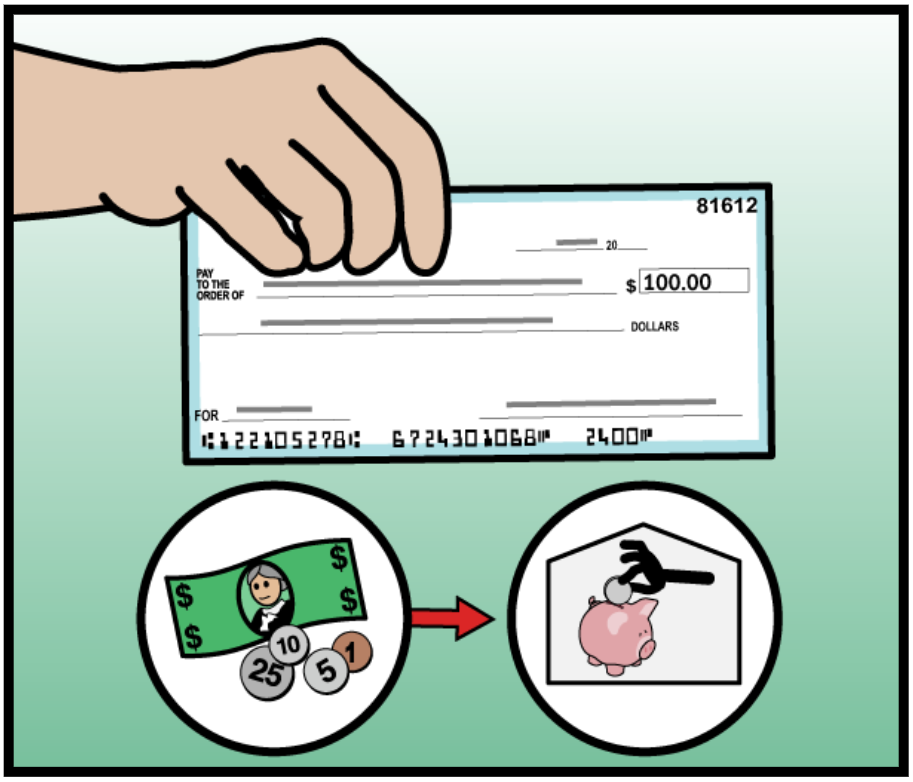
Mark and his mother start to make a budget plan. A budget plan will help Mark save money. The budget plan shows how much money Mark earns each month. It will show how much money Mark needs to save each month. It will show how much money Mark can spend.

What will the budget plan help Mark do?

The video game system costs $300.00. Mark makes $200.00 a month. Mark figures out he needs to save $100.00 a month for three months. Then, he can buy the video game system. He can spend the rest of the money he gets on other things. Mark writes how much he can save and spend on his budget plan.



How long will it take Mark to save for the video game system?



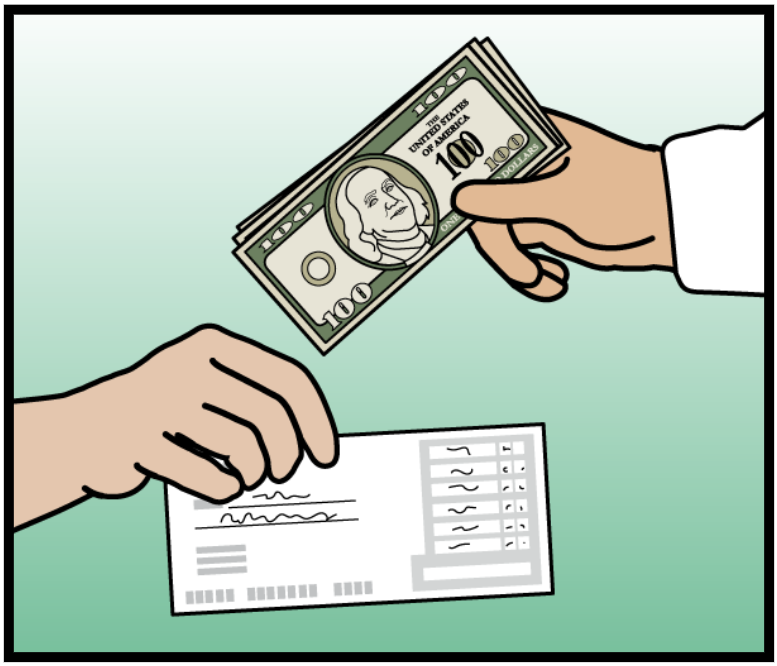
Mark follows his budget plan. Every two weeks, Mark brings his check from his job to the bank. He puts some of the money into his savings account. He keeps track of the money he spends and saves on his budget plan.

What does Mark do every two weeks?



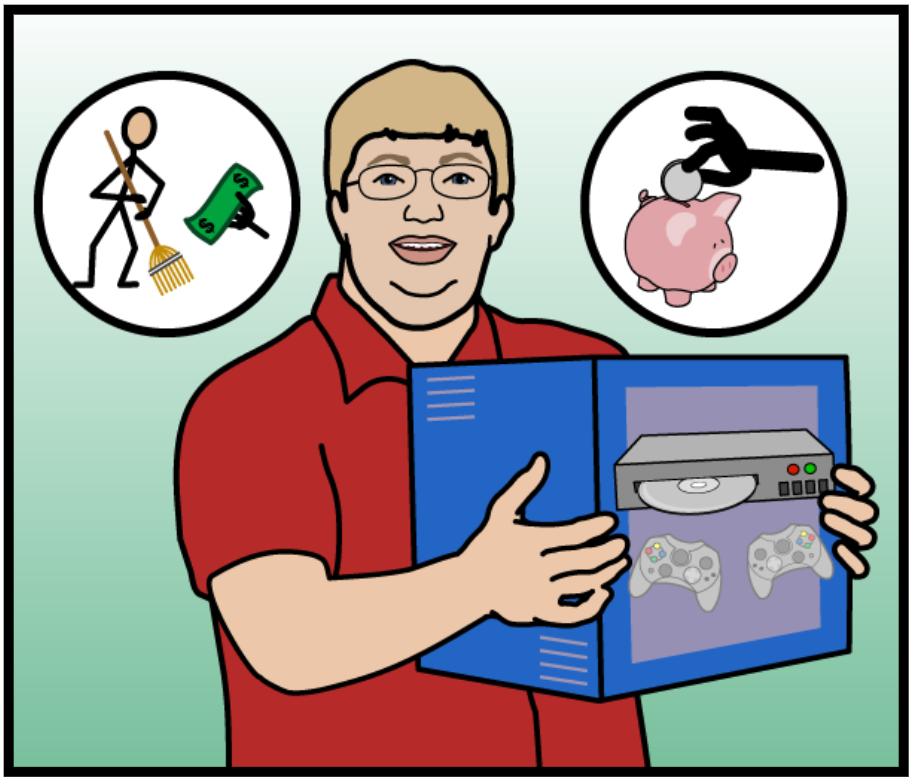
Mark works hard for the next three months. He saves $300.00. Mark finally has enough money for the video game system. Mark is happy. His budget plan helped him save for something he really wanted. Mark asks his mother to take him to the bank.

Why was Mark able to pay for the video game system?



At the bank, Mark fills out a withdrawal slip to get his money. He writes the date. He writes his first and last name. He writes the amount of money he would like to take out. He also fills in the savings account number. Mark gives the slip to the bank teller. She gives Mark $300.00 in cash.

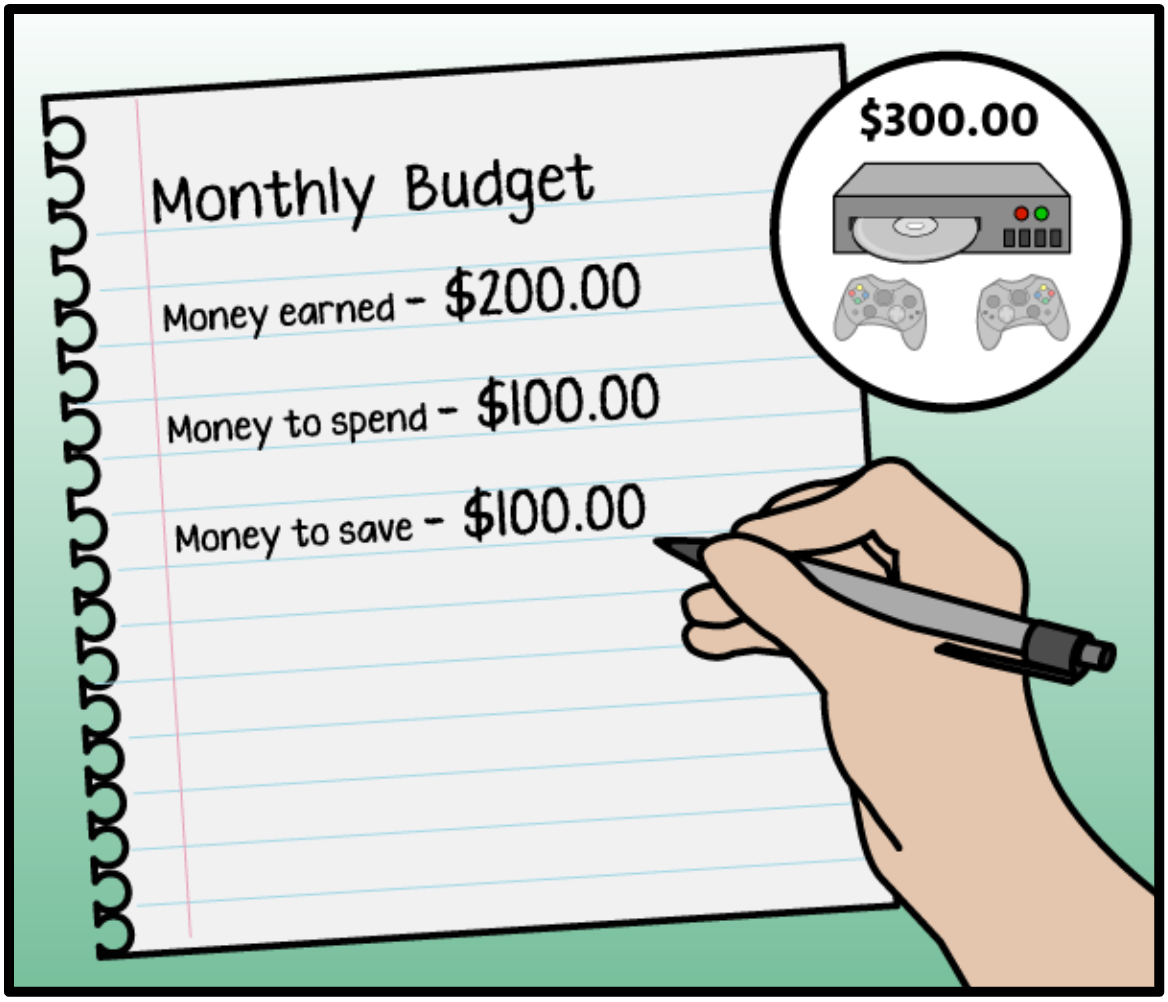
Describe the process of filling out a withdrawal slip.



Mark has the money to pay for the video game system. Mark goes to the store and buys it. Mark feels proud. He earned money working at his job. He followed his budget plan and saved money. Now, he gets what he wants.

Why do you think Mark is proud that he paid for his video game system by himself?

Chapter 5:
Mark Makes a Budget Plan



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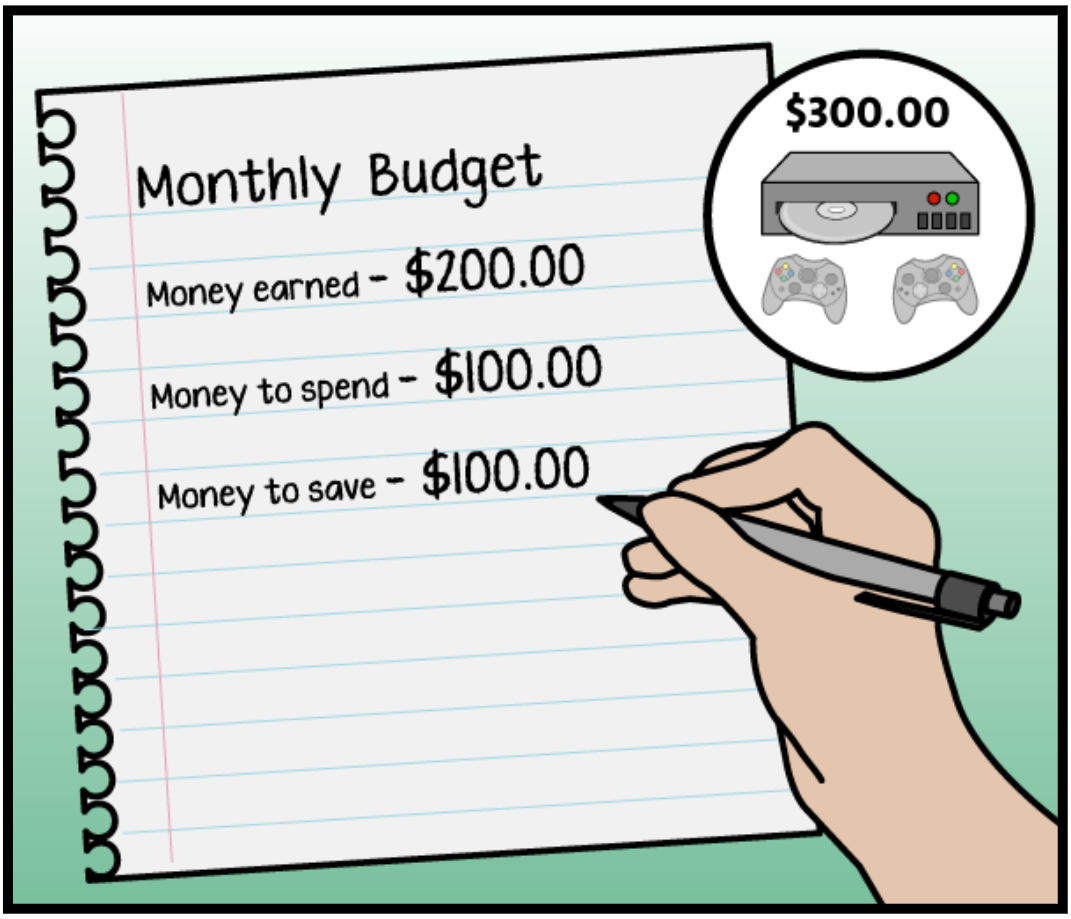
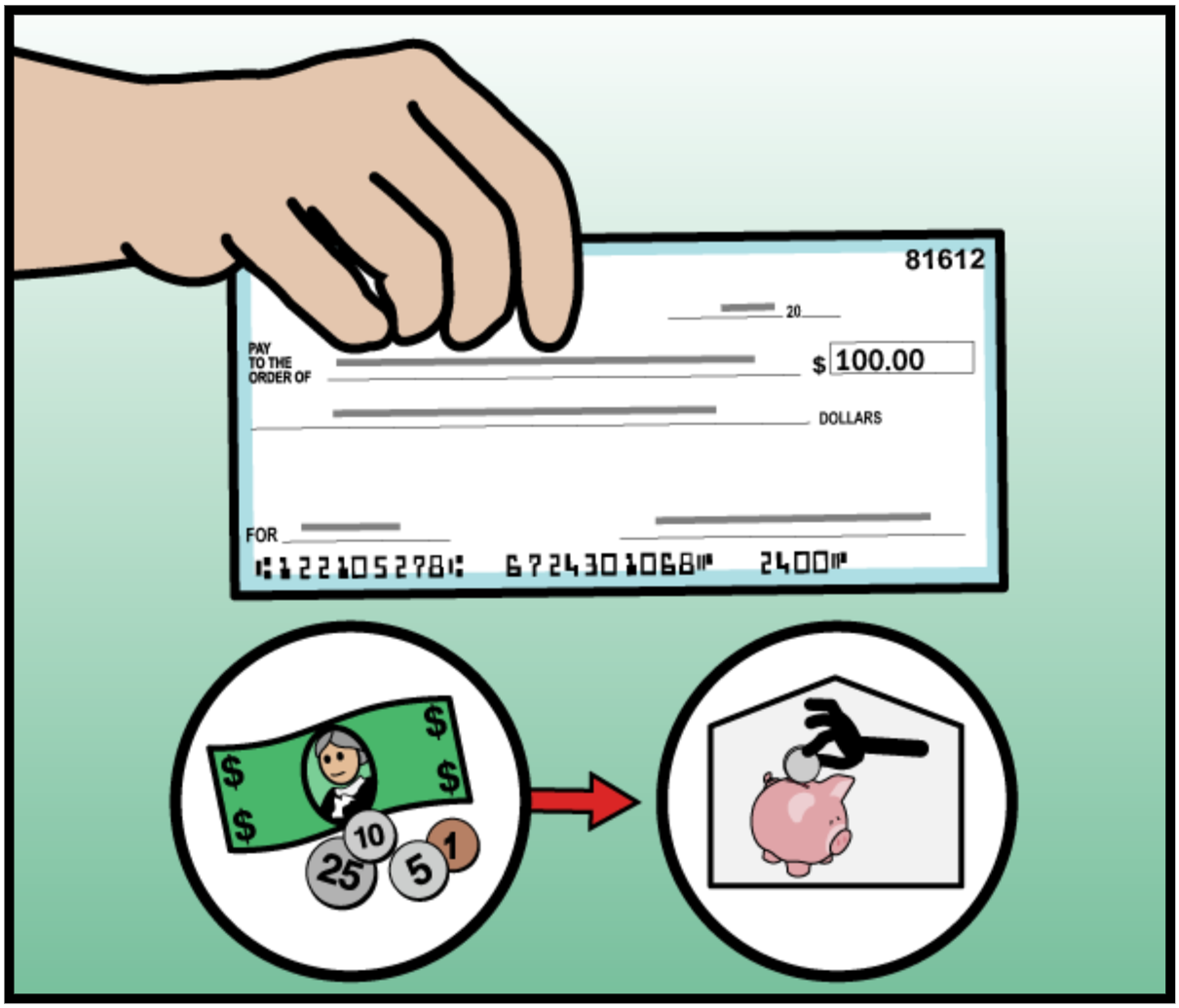
Mark makes a budget plan. It will help him save money. The budget plan shows money Mark earns. It shows how much money he needs to save.



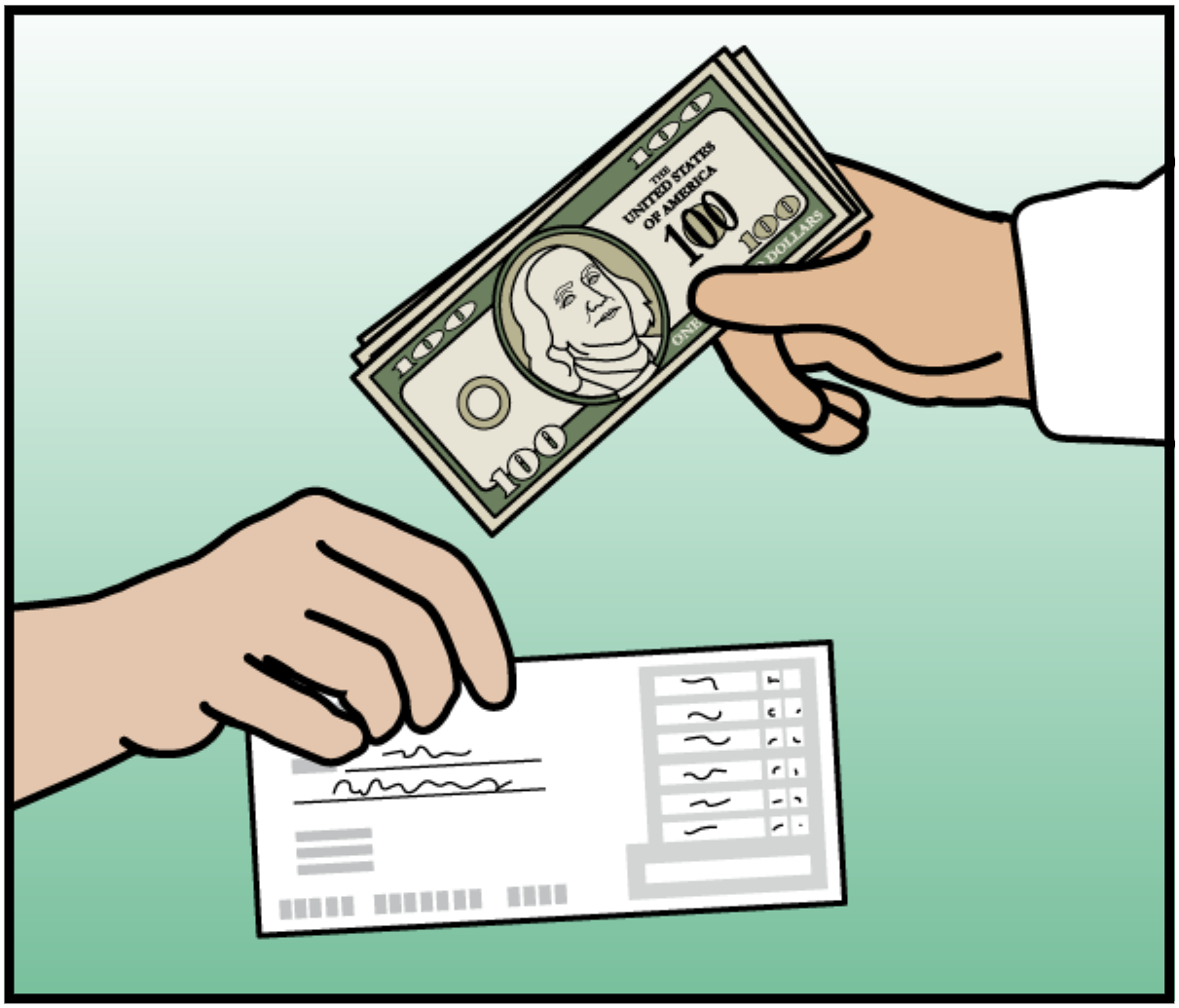
The video game system costs $300.00. Mark knows how much money he needs to save. He will save money each month. He also knows how much money he can spend.



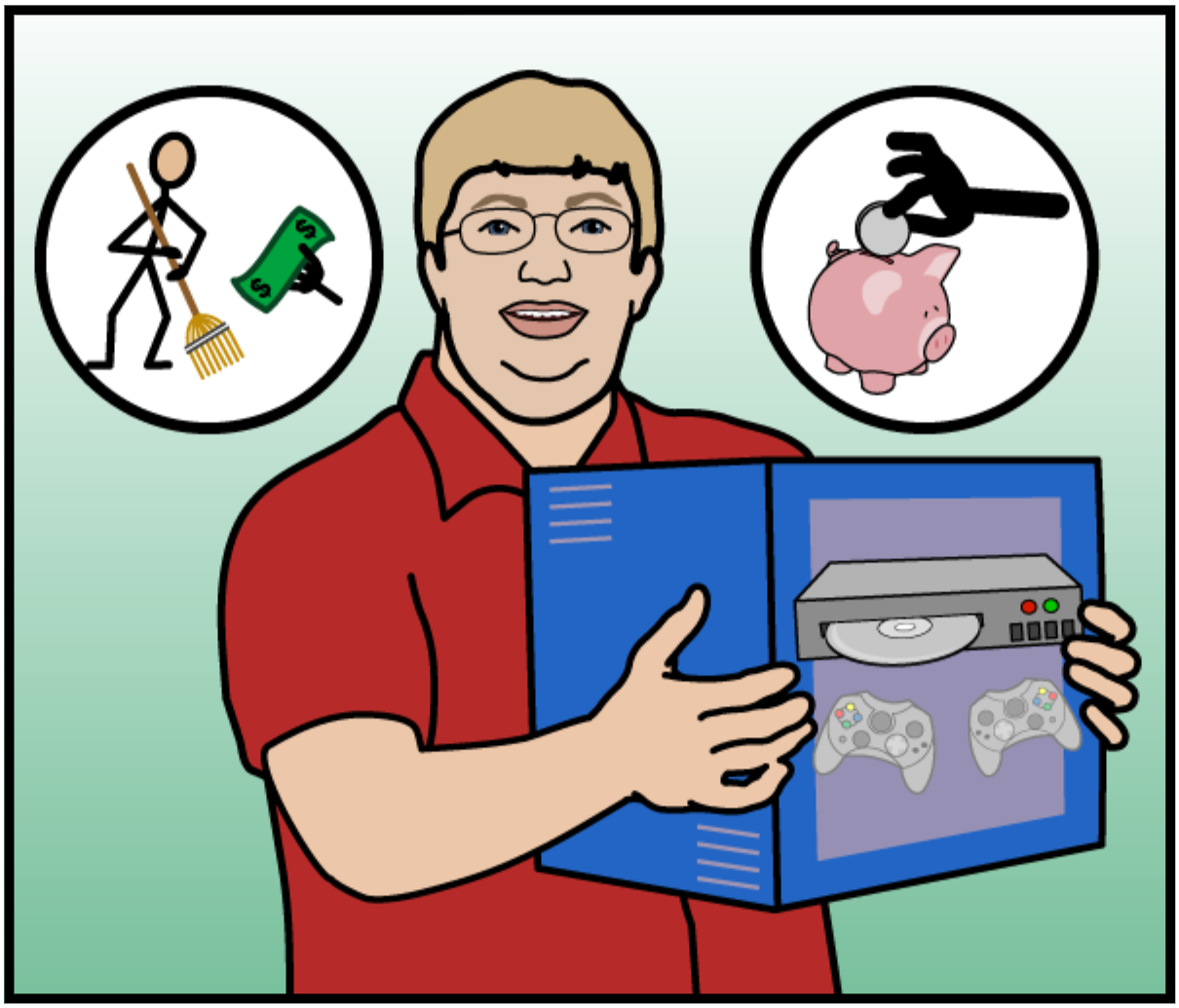
Mark follows his budget plan. Mark puts money into his savings account. He writes down the money he spends and saves.



Mark works hard and saves money. Now, he has enough money. Mark can buy the video game system.

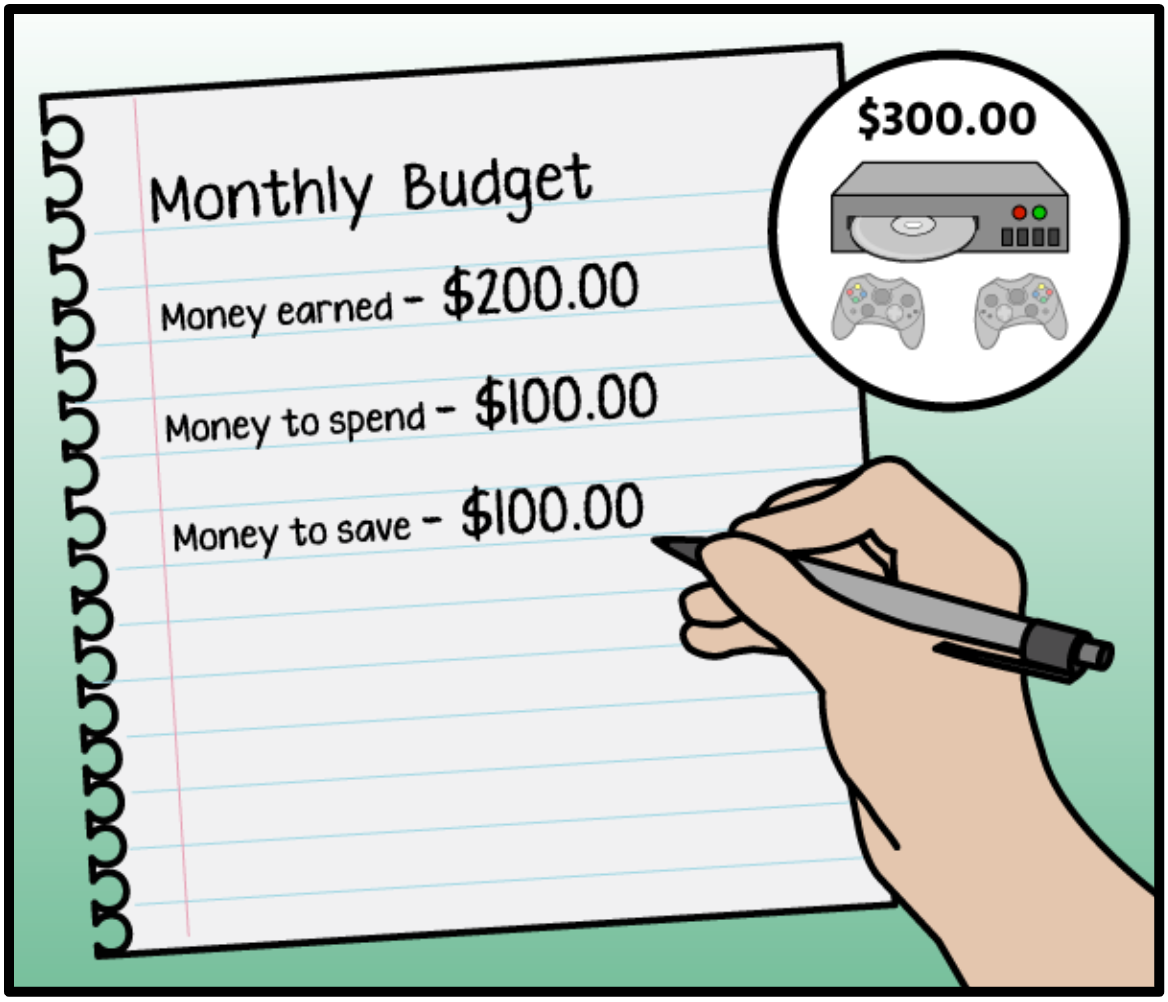


Mark goes to the bank to get his money. He takes money out of his savings account. Mark gets cash to pay for the video game system.



Mark feels proud he can buy what he wants. He earned money at his job. He followed his budget plan. Now, Mark buys the video game system.

Chapter 5: Mark Makes a Budget Plan



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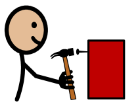
Mark makes a budget plan.


It will help him save money.

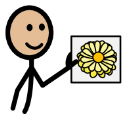







The budget plan shows money Mark earns.

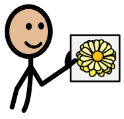







It shows how much money he needs to save.

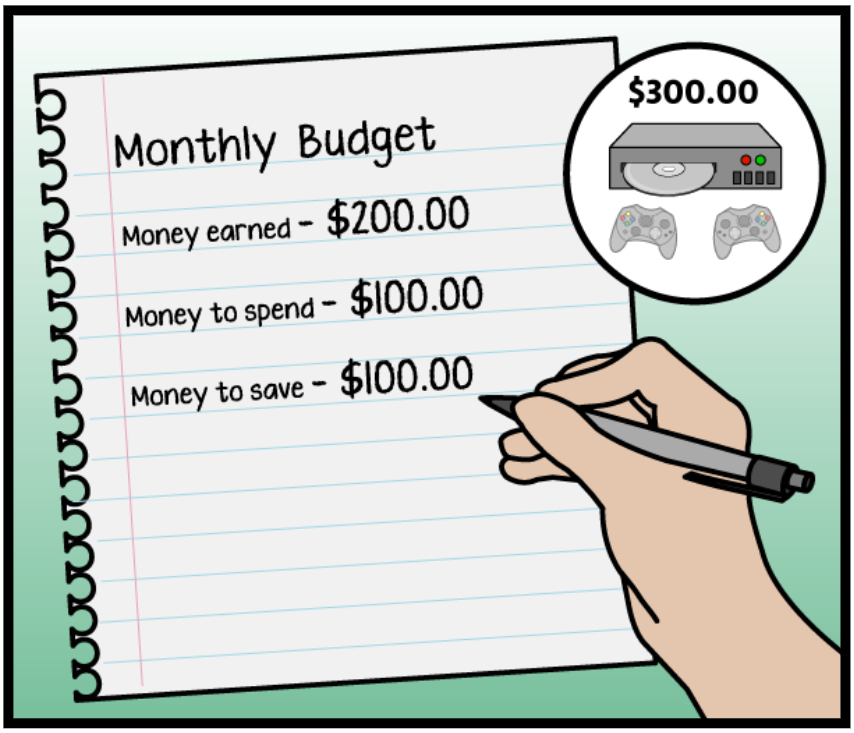












The video game system costs $300.00.




$300.00

Mark knows how much money he needs to save.



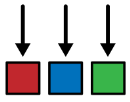
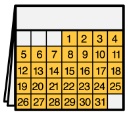




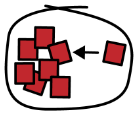



He will save money each month.



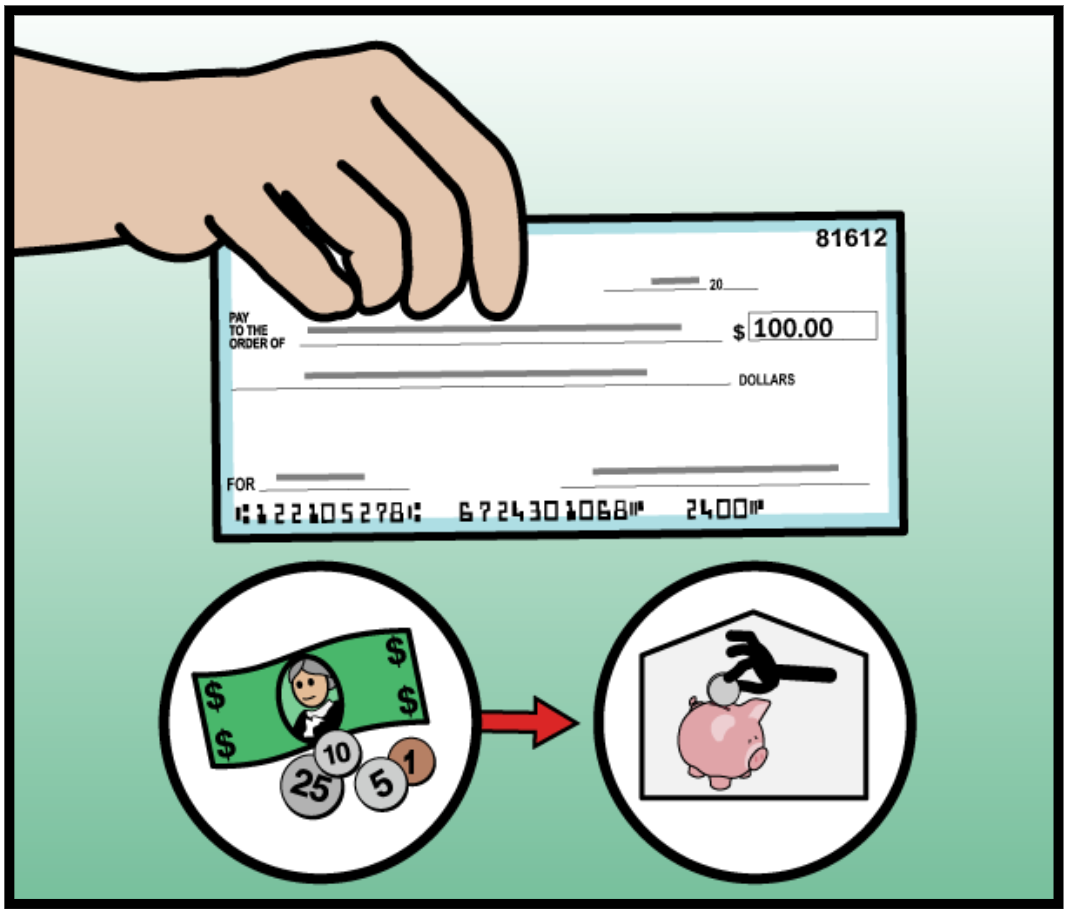
He also knows how much money he can spend.

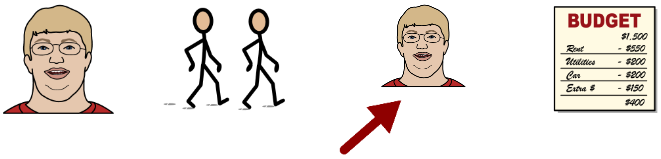




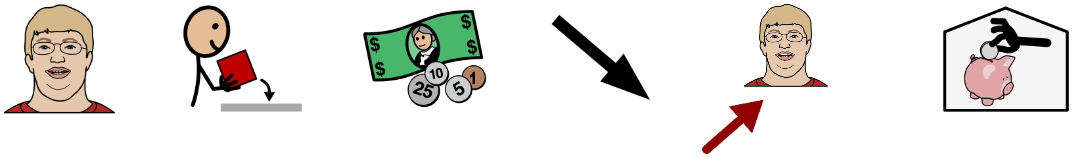




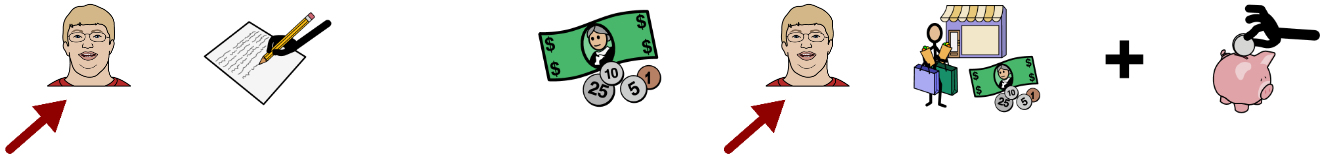
Mark follows his budget plan.



Mark puts money into his savings account.

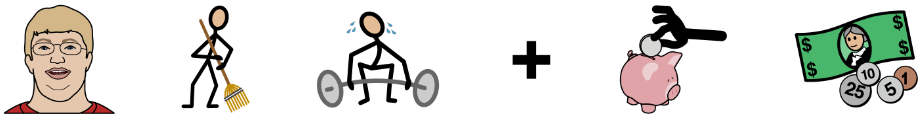


He writes down the money he spends and saves.

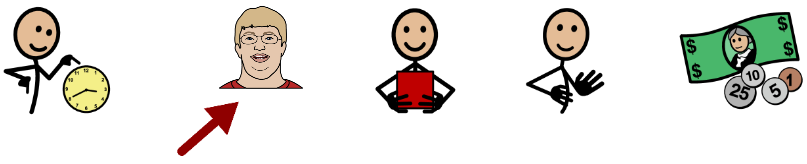




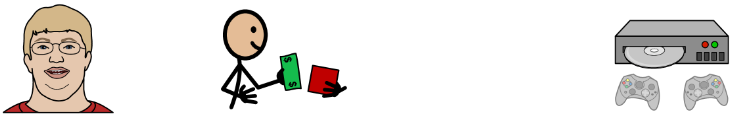
Mark works hard and saves money.

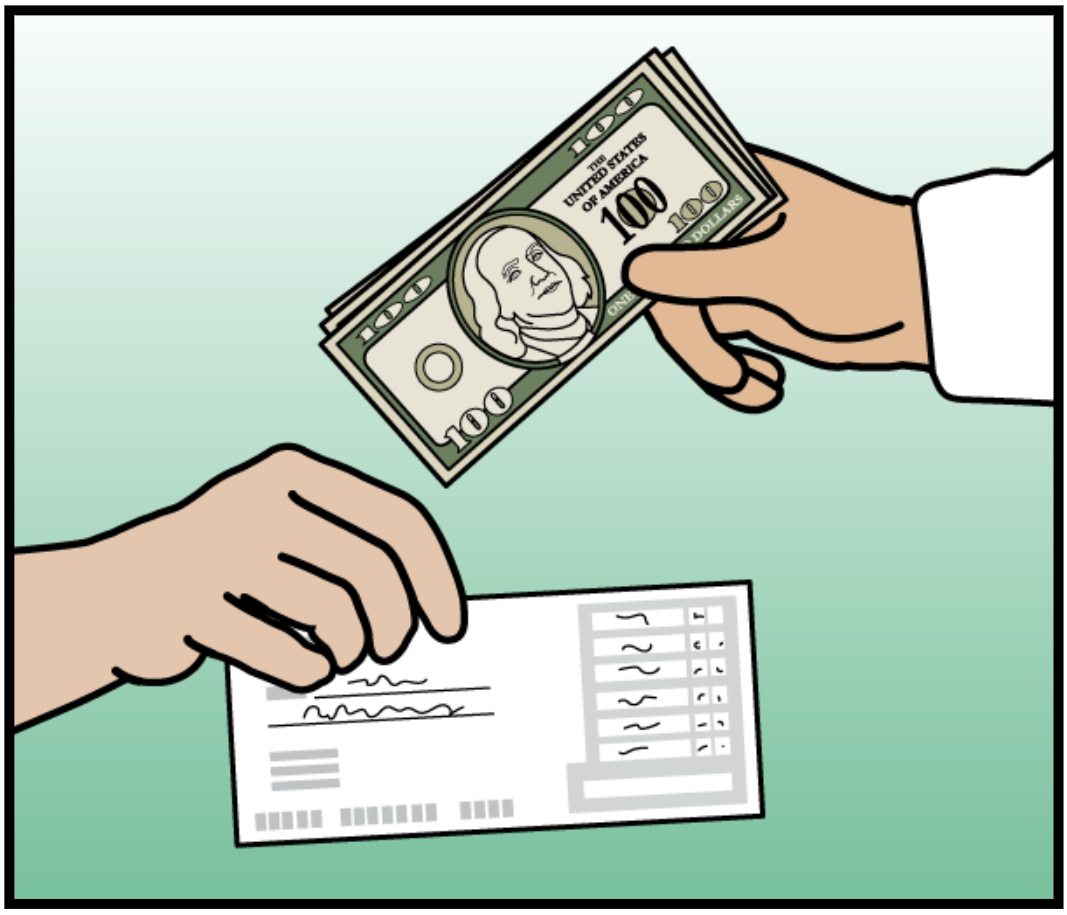


Now, he has enough money.

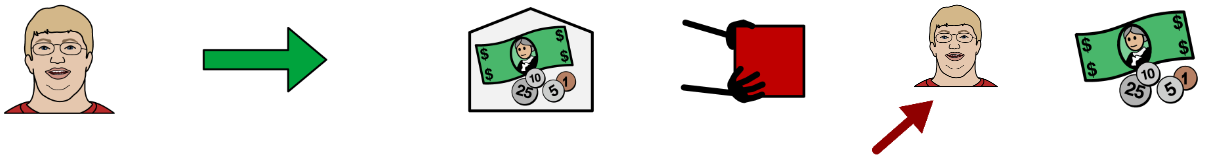


Mark can buy the video game system.

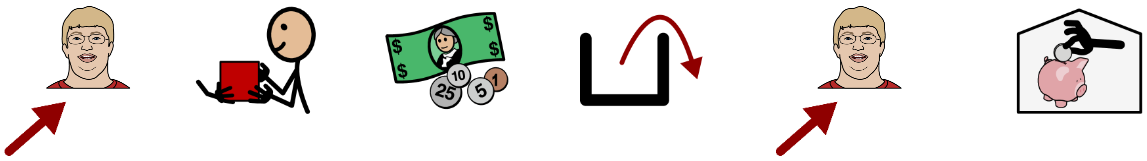




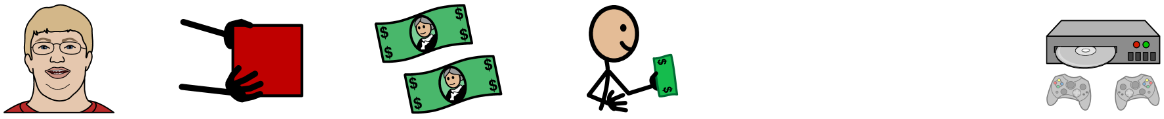
Mark goes to the bank to get his money.

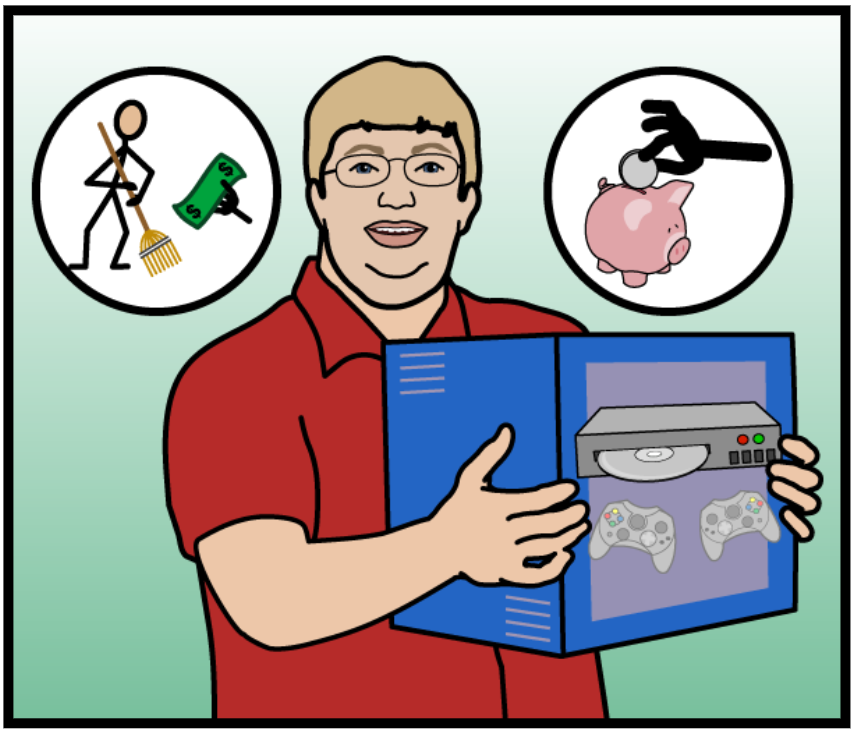


He takes money out of his savings account.

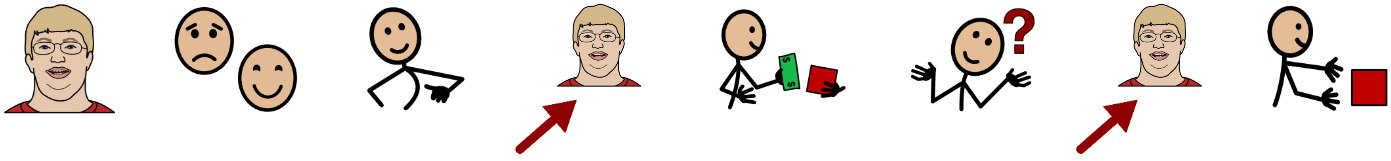


Mark gets cash to pay for the video game system.

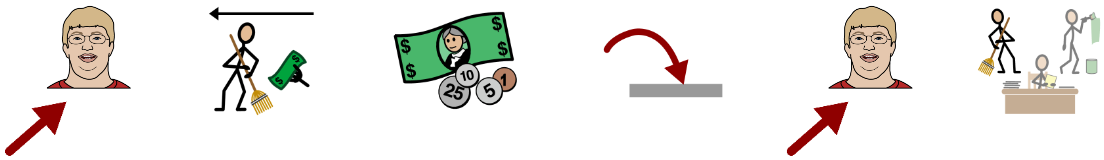




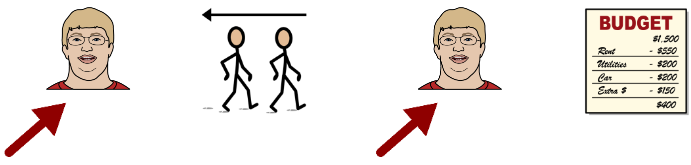
Mark feels proud he can buy what he wants.



He earned money at his job.



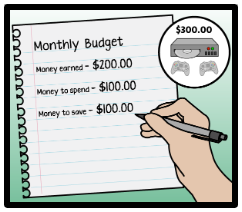
He followed his budget plan.



Now, Mark buys the video game system.



yes



Mark Makes a Budget Plan

no

make	help	save	much	Mark	budget plan
show	earn	need	hard	money	video game system
spend	follow	write down	proud	month	savings account
get	take	feel		bank	cash

Within each category, pictures are listed from left to right in the order in which they appear in the text.

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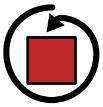
What is the title of this chapter?



What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction



Nonfiction





What is the chapter topic?

Biography

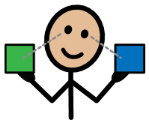


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?

Picture Book



Chapter Book



Comic Book



Book with facts



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Name: _____

1. Mark makes a _____ .

2. The budget plan shows money Mark _____ .

3. Mark puts money into his _____ .

4. Mark gets _____ to pay for the video game system.

5. Mark feels _____ he can buy what he wants.

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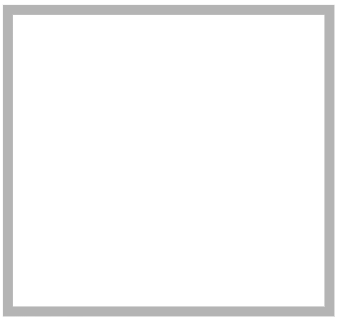
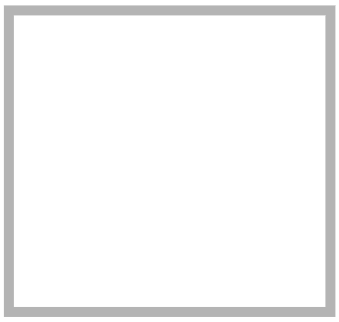
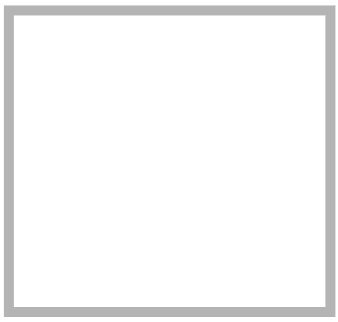
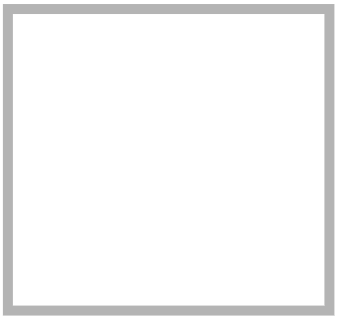
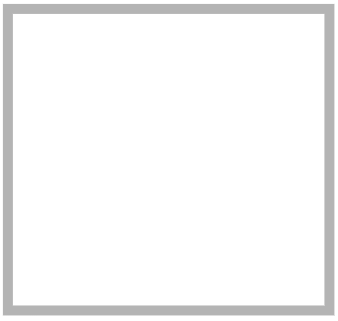
Name: _____

1. Mark makes a  .

2. The budget plan shows money Mark  .

3. Mark puts money into his  .

4. Mark gets  to pay for the video game system.

5. Mark feels  he can buy what he wants.

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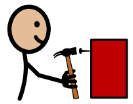
1. Mark makes a   .

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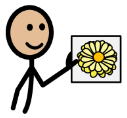
2. The budget plan shows money Mark     .

3. Mark puts money into his      .

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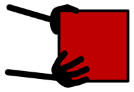
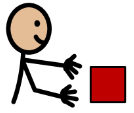
4. Mark gets   ____ to pay  for the video game  system.

5. Mark  feels  ____  he can buy  what   he wants. 

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 Name: _____

1. What is this chapter about?

a. budget plan b. classwork c. making the bed

2. What does the budget plan show?

a. food Mark eats b. clothes Mark wears c. money Mark earns

3. Where does Mark put his money?

a. envelope b. savings account c. trunk

4. What does Mark get to pay for the video game system?

a. cash b. credit card c. deposit slip

5. What is important to know about this chapter?

◯ a. Mark doesn't earn money.

◯ b. Mark feels proud he can buy what he wants.

◯ c. Mark breaks his video game.

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Name: _____

1. What is this chapter about?

a. budget plan



b. classwork



c. making the bed



2. What does the budget plan show?

a. food Mark eats



b. clothes Mark wears

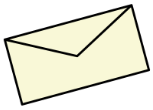


c. money Mark earns



3. Where does Mark put his money?

a. envelope



b. savings account



c. trunk



4. What does Mark get to pay for the video game system?

a. cash



b. credit card



c. deposit slip



5. What is important to know about this chapter?

◯ a. Mark doesn't earn money.



◯ b. Mark feels proud he can buy what he wants.



◯ c. Mark breaks his video game.



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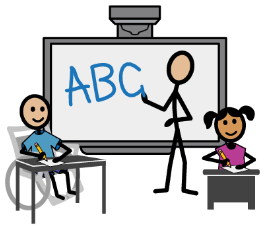
See Chapter

1. What is this chapter about ?



budget plan	classwork	making the bed
		

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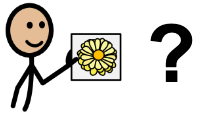
2. What does the budget plan show ?







food Mark eats	clothes Mark wears	money Mark earns
		

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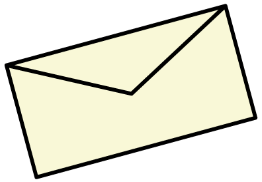
3. Where does Mark put his money ?







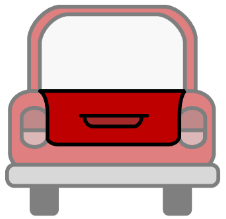
envelope



savings account



trunk



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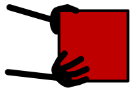
4. What does Mark get to pay for the video game system ?







cash



credit card



deposit slip



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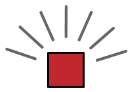
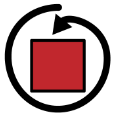
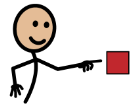
5. What is important to know about this chapter ?






?

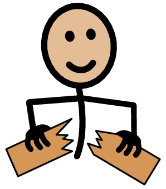
Mark doesn't earn money.



Mark feels proud he can buy what he wants.



Mark breaks his video game.



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Name: _____

Use your chapter book to help you fill in the blank.

1. **A budget plan will help Mark save _____ .**

2. **The _____ costs $300.00.**

3. **Mark figures out he needs to _____ $100.00 a month for three months.**

4. **Mark writes how much he can save and _____ on his budget plan.**

5. **Every two weeks, Mark brings his _____ from his job to the bank.**

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See Chapter

Name: _____

These questions may have more than one correct answer:

6. Where does Mark put some of his money?

- ◯ a. savings account
- ◯ b. under his bed
- ◯ c. in his desk

7. Where does Mark keep track of his money?

- ◯ a. school calendar
- ◯ b. budget plan
- ◯ c. math book

8. Where does Mark go to get the money he saved?

- ◯ a. park
- ◯ b. grocery store
- ◯ c. bank

9. What does Mark fill out to get his money?

- ◯ a. withdrawal slip
- ◯ b. field trip form
- ◯ c. doctor's note

10. Why does Mark feel proud?

- ◯ a. He bought the video game system.
- ◯ b. He followed his budget plan.
- ◯ c. He saved money for something he wanted.

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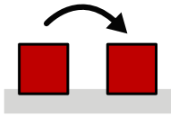
Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	

What is important to know?

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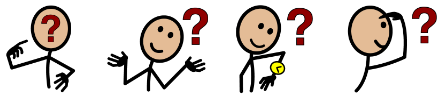
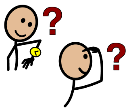
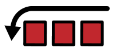
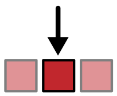
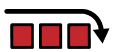
Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

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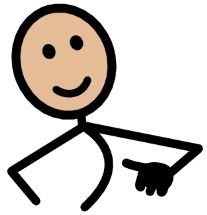
For hands-on instruction, print, cut out and laminate.

earns	budget plan	cash	savings account	proud
				

earns	budget plan	cash	savings account	proud
				

earns	budget plan	cash	savings account	proud

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Lesson 12 - Life Skills Application 5
Comparing Prices

12

Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain specific sources when speaking and writing.

Daily Living

- ***Money Management:*** Apply and manage use of money in the context of real-world situations.

Differentiated Tasks

Level 3 Students will...

- Use unit topic words in conversation.
- Recognize and calculate money amounts specific to a task or scenario.

Level 2 Students will...

- Point to pictures of key vocabulary from unit topics as part of a discussion.
- Select or match coins and bills to indicate a specified money amount.

Level 1 Students will...

- Make a selection to indicate a picture of key vocabulary within a unit topic.
- Exchange money for a purpose.

Topic Connection

In Chapter 5, **Mark Makes a Budget Plan** , Mark decides that he needs to start budgeting his money in order to save for the video game system that he wants. Mark makes a budget plan. Part of learning how to create a budget is shopping for the lowest prices to save money. In this lesson, students will look at the prices of items on their shopping list at three different stores. Then, they will practice their money skills by selecting coins and bills to pay for the total amount of their shopping list at each store.

Topic Words

budget plan
money*
save

Transition Words

calculate
discuss
exchange
match
recognize
select

* Power Words

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Lesson at a Glance

Activity 1

Instructional Activities

Choosing the Best Deal

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Store Ad Posters

Shopping List Activity
(Templates C and B)

Instructional Tools: Math Pack / Money

L³ Skills: Life Skills

Additional Materials

calculator
play coins and bills
local store ads
local store websites

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Lesson 12 - Life Skills Application 5
Activity 1 - Choosing the Best Deal

12
Activity 1

Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Daily Living

- ***Money Management:*** Apply and manage use of money in the context of real-world situations.

Instructional Routine

or

Introduce	• Introduce the activity by asking a focus question about prices. For example, ask, "If you wanted to buy an item, where would you shop—a store where the item costs more or a store where the item costs less?" Discuss students' responses. • Explain that when people are on a budget or are trying to save money they often go to the store that has the lowest prices for the items that they are shopping for. People look at different store ads either online or in the mail to find the very best deal for their shopping trip. • Tell students that they will be looking at prices for items at different stores. They will use their money skills to buy the lowest priced items and then pay for the lowest total for their shopping list. For example, say, "Your job is to use your money skills to buy the lowest priced items from different stores. Then, you will select coins and bills to pay for total price of items at different stores." • Review the learning goals with students: **I will use my money skills to practice buying the lowest priced items from different stores.** **I will select coins and bills to pay for items from different stores.**
Model	• Display the Store Ad Posters. Read the different items and prices to students. Ask students a question such as, "How should I decide which store I should go to?" Discuss students' responses. Remind the students that they want to try to shop at the store with the lowest prices overall for their items. • Display the first page of the Shopping List Activity. Two templates have been provided with the lesson (Template C and B). Show the template that meets the majority of students' needs. **Level 3:** Model how to write the price of each item from each store on the page, referring to the Store Ad Posters as needed. Discuss how to determine which store has the lowest priced item. Then, model counting bills and coins to 'purchase' the item in a buying scenario. Model how to determine the total price of each shopping list, using a calculator if necessary, and writing the total amount at the bottom of each shopping list. **Levels 1 and 2:** Model selecting the lowest priced item from each store on the page. Demonstrate how to select or match bills and coins to 'purchase' the item in a buying scenario. • Display pages 2-4 of the Shopping List Activity. Model how to select bills and coins to pay the total amount for each shopping list. Discuss which store has the lowest total price for the items on the shopping list.
Provide Practice	***Provide students with the Store Ad Posters and Shopping List Activity (Templates C or B). Assist students in determining the lowest price for each item on the shopping lists, as needed.*** **Level 3:** Have the student recognize and calculate money amounts by completing the Shopping List Activity. **Level 2:** Have the student select or match coins and bills to indicate a specified money amount to pay for the lowest priced items on shopping list in a buying scenario. Then, have the student match bills and coins to pay for a collection of items at different stores. **Level 1:** Have the student exchange money for a purpose by selecting bills and coins to pay for the lowest priced items on shopping list and a collection of items in a buying scenario. For example, say, "The lowest price for bread is $1.00 at the Big Buy Store. You need to pay $1.00 to buy the bread." Show the student a dollar bill. Have them exchange the money to buy the bread.
Review	• Revisit the learning goal by having students share which store had the cheapest price for certain items and which store has the best prices overall.
Extend	• As an extension, have the students look through local store ads and local store websites. Provide the student with play bills and coins and have them exchange the money for a purpose purchasing an item or items from a store ad.

Check Understanding

Level 3: Can the student recognize and calculate money amounts by completing the Shopping List Activity?

Level 2: Can the student select or match coins and bills to indicate a specified money amount to pay for the lowest priced items on a shopping list in a buying scenario and matching bills and coins to pay for a collection of items at different stores?

Level 1: Can the student exchange money for a purpose by selecting bills and coins to pay for the lowest priced items on a shopping list and a collection of items in a buying scenario?

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Weekly Specials

JOE'S EVERYTHING STORE





















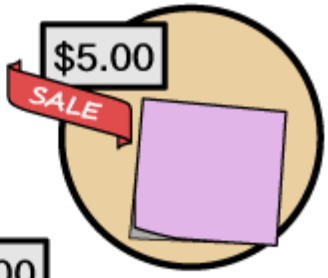





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Weekly Specials

Tom's Family Store















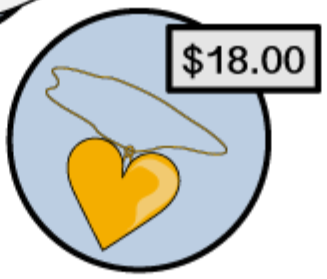





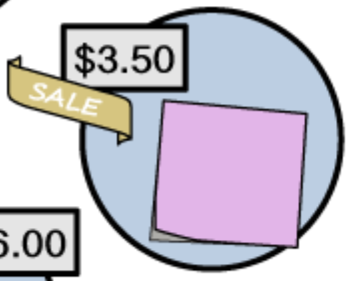





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THE BIG BUY STORE

Weekly Specials





















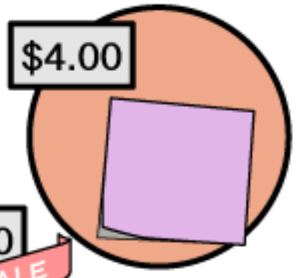





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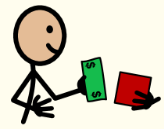
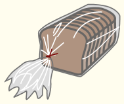
List the price of each item.

Then, calculate the total price for all items at each store.

Items to buy 	JOE'S EVERYTHING STORE	Tom's Family Store	THE BIG BUY STORE
 bread	$	$	$
 milk	$	$	$
 cookies	$	$	$
 hat	$	$	$
 pair of socks	$	$	$
 decorated notebook	$	$	$
 pen	$	$	$
 lined paper	$	$	$
 Total:	$	$	$

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JOE'S
EVERYTHING STORE

The shopping list from Joe's Everything Store has a total of $_____.

Show the bills and coins needed to pay for the items on the shopping list.

Total: $0.00

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Tom's Family Store

The shopping list from Tom's Family Store has a total of $_____.

Show the bills and coins needed to pay for the items on the shopping list.

Total: $0.00

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THE BIG BUY STORE

The shopping list from The Big Buy Store has a total of $_____.

Show the bills and coins needed to pay for the items on the shopping list.

Total: $0.00

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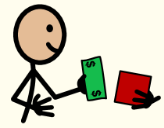
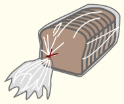
Items to buy 	JOE'S EVERYTHING STORE	Tom's Family Store	THE BIG BUY STORE
 bread	$2.00	$2.00	$1.00
 milk	$2.50	$2.00	$2.20
 cookies	$1.50	$1.30	$1.00
 hat	$9.00	$7.00	$7.50
 pair of socks	$6.00	$ 4.00	$3.00
 decorated notebook	$8.00	$6.00	$7.50
 pen	$3.50	$2.00	$1.50
 lined paper	$2.00	$3.00	$2.50
 **Total:**	**$34.50**	**$27.30**	**$26.20**

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JOE'S
EVERYTHING STORE

The shopping list from Joe's Everything Store has a total of $34.50.

Show the bills and coins needed to pay for the items on the shopping list.

















Total: $0.00

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Tom's Family Store

The shopping list from Tom's Family Store has a total of $27.30.

Show the bills and coins needed to pay for the items on the shopping list.













Total: $0.00

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THE BIG BUY STORE

The shopping list from The Big Buy Store has a total of $26.20.

Show the bills and coins needed to pay for the items on the shopping list.











Total: $0.00

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Lesson 13 - Chapter 6

Mark Thinks About Different Jobs

13

Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and inferences of a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Independently read questions about a story and write, speak or select an answer.	• Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Point to or select a picture from a choice of three in response to a question about a story.	• Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Respond to a question by choosing a single option or errorless picture.

Topic Connection

In this unit's Chapter Book, ***Mark's Money***, students will follow Mark as he gets his first job and starts earning money. Students will then learn about money, budgeting and banking services as Mark visits a bank. In this chapter, **Mark Thinks About Different Jobs**, students will review what Mark has learned about his job and about keeping his money at the bank. Then, students will learn about other jobs that Mark may want to try in the future.

Topic Words

account
bank
budget plan
check
earn
job*
money*
safe
save
spend

Literacy Words

author
book
chapter
character
cover
illustration/picture
illustrator
read*
title

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
See how these activities fit into the **Suggested Monthly Plan**.			
ULS Materials and Resources	**Chapter 6: Mark Thinks About Different Jobs** (Level J/K) **Communication Board** **Standards Connection A**	**Chapter 6: Mark Thinks About Different Jobs** (Level J/K, F/G or F/G Symbol-Supported) **Communication Board**	**Chapter 6: Mark Thinks About Different Jobs** **Communication Board** **Comprehension Questions** (Fill-In and Multiple-Choice, Levels 3-1) **Advanced Questions** **Fill-In Cards** **Standards Connection B** **Standards Connection C**
	Instructional Guides: Active Participation Scripts **Instructional Guides: Instructional Tips** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**		
Additional Materials			

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

? or

Before Reading

- Use Lesson 15, Activity 3 to review the Topic Words: account, bank, budget plan, check, earn, job, money, safe, save and spend.
- Continue talking about jobs. Ask a focus question such as, "What is a job that someone in your family does?" Discuss students' responses.
- Display Chapter 6, **Mark Thinks About Different Jobs** (Level J/K), and read the chapter title. Use Standards Connection A to provide a visual.
- Preview the chapter. Point out the illustrations of the different jobs Mark thinks about. Then say, "As I read today, it is your job to remember one job that Mark thinks about doing."
- Review the learning goal with students: **I will remember one job that Mark thinks about doing in the future.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to words and/or phrases that describe the different jobs that Mark can do, such as, 'different jobs', 'can do something else', 'cashier', 'video game store', 'restaurant', 'animal shelter' and 'learn new skills' by emphasizing them as you read.

Comment on Characters, Setting and Plot

- Comment on how the illustrations help you know what Mark can do for a job in the future. For example, say, "On page 46, there are different pictures of jobs that Mark can do. The pictures show working at a restaurant or working with animals at the animal shelter." Then on page 47, say, "The chapter book says there are many jobs Mark can do to earn money. He can try different jobs. He can learn new things."

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter.

After Reading

- Revisit the learning goal. For example, ask, "What is one job that Mark thinks about doing in the future?"

Level 3: Have the student independently describe one job that Mark thinks about doing in the future. Provide prompts such as, "What is another job Mark can do at the grocery store?"

Level 2: Have the student identify one job that Mark thinks about doing in the future. Picture supports such as the Communication Board or the story illustrations may be used as needed.

Level 1: Have the student identify one job that Mark thinks about doing in the future by making a selection (may be single option or errorless choice). For example, display the symbol for 'restaurant'. Ask, "What is another place Mark can work at in the future?" Have the students point to the restaurant.

- Continue discussion by asking students what type of jobs they would like to do in the future.
- Use Standards Connection A to discuss and compare different book genres and student preferences.

Check Understanding ?

Level 3: Can the student independently describe one job that Mark thinks about doing in the future from the chapter?

Level 2: Can the student identify one job that Mark thinks about doing in the future? How?

Level 1: Can the student identify one job that Mark thinks about doing in the future by making a selection (may be single option or errorless choice)?

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Instructional Target

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

Instructional Routine
Guided Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about different jobs. • Use the Topic Words: account, bank, budget plan, check, earn, job, money, safe, save and spend in conversation about the chapter. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, game, in, put, use, walk and with.

Instructional Routine
Shared Reading or

Before Reading	• Introduce the chapter by having students share what they have learned about different jobs. • Use the Topic Words: account, bank, budget plan, check, earn, job, money, safe, save and spend in conversation about the chapter. Help students locate the words in the chapter. • Review the learning goal with students: **I will read a chapter.**
During Reading	• Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies.
After Reading	• Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: can, game, in, put, use, walk and with.

Check Understanding

- **Level 3:** Can the student independently read chapter books adapted to personal reading level?
- **Level 2:** Can the student read chapter books adapted to personal reading level with support?
- **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

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Instructional Target

Reading Standards for Literature

- ***Key Ideas and Details:*** Answer questions to explain the main ideas, details and interferences of a story.

Instructional Routine

? or

Introduce	• Introduce this activity by asking a focus question about the chapter. For example, ask, "What is another job that Mark can get at the grocery store—a cashier or an animal trainer?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, **Mark Thinks About Different Jobs** . Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter **Mark Thinks About Different Jobs** . Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: **I will answer questions about the chapter.**
Model	• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	***Choose the most appropriate activity format on the basis of each student's skills and needs.*** **Level 3:** The questions are text only. Have the student answer the questions independently. **Level 2:** The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture. **Level 1:** The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.
Review	• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.

Check Understanding ?

- **Level 3:** Can the student independently answer questions about the chapter?
- **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?

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Questions and Answers

restaurant **safe** **money** **jobs** **future**

Fill-In (Levels 3-1)

1. Mark likes having _____ to buy things. (**money**)
2. Mark's money is _____ at the bank. (**safe**)
3. Mark thinks about where to work in the _____. (**future**)
4. Mark can work at a _____. (**restaurant**)
5. Mark can do different _____ to earn money. (**jobs**)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (restaurants, animals, **different jobs**)
2. What does Mark like having to buy things? (**money** , food, recipes)
2. What is Mark's money at the bank? (gone, lost, **safe**)
4. Where can Mark work? (cave, **restaurant** , treehouse)
5. What is important to know about this chapter?
   - Mark eats dinner at a restaurant.
   - Mark is going to be in a parade.
   - **Mark can do different jobs to earn money.**

Fill-In Advanced

1. A job can be hard _____! (**work**)
2. Now, Mark knows how to make a _____ for the money he earns. (**budget plan**)
3. The _____ helps Mark keep his money safe. (**bank**)
4. Mark saves money in his _____ for big things he wants. (**savings account**)
5. Mark uses his _____ to pay for other things. (**checking account**)

Multiple-Choice Advanced

6. What does Mark think about? (recipes to cook, **other jobs**, **his future**)
7. What is another job Mark can do at the grocery store? (painter, firefighter, **cashier**)
8. Where else can Mark work? (**restaurant**, **video game store** , **animal shelter**)
9. What can Mark do at different jobs?
   - **earn money**
   - sleep more
   - **learn how to do new things**
10. What does Mark know about money?
   - **He knows how to be careful with his money.**
   - **He knows how to save his money.**
   - **He knows when he can spend money.**

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Instructional Targets

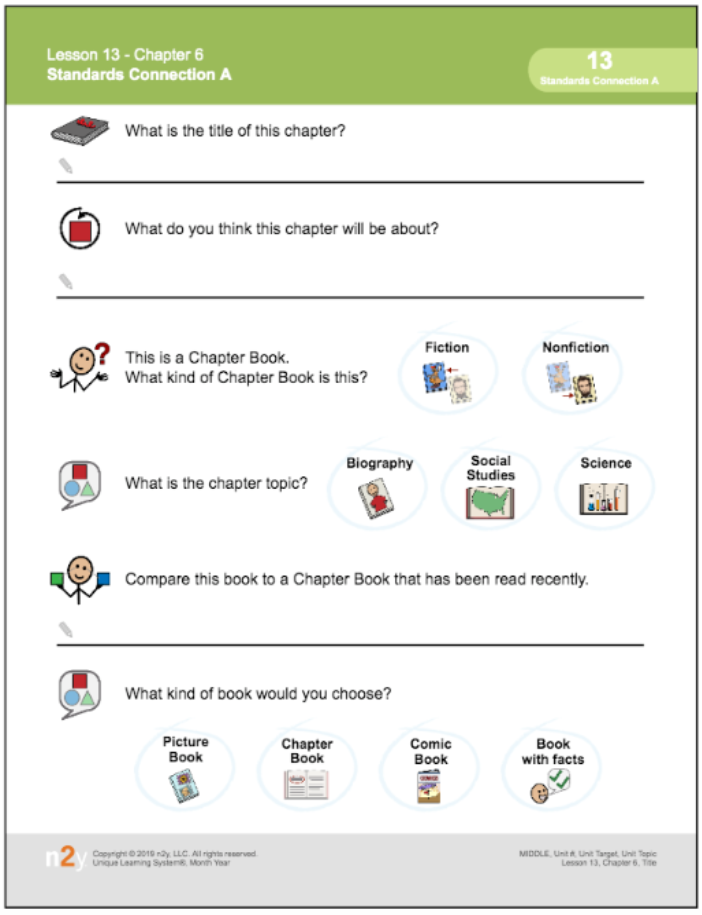
Reading Standards for Literature

- ***Integration of Knowledge and Ideas:*** Compare different genres and identify personal preferences.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Identify different genres and match books and stories that belong in each genre.	• Identify two stories or books of the same genre.	• Select a book or story of personal preference.

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.



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Instructional Targets

Reading Standards for Literature

- ***Key Ideas and Details:*** Summarize the main theme and key events of a story. Sequence the events of a story.

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** dentify main ideas presented orally or from diverse media formats.
- ***Presentation of Knowledge and Ideas:*** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation.

Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...

- Summarize a story, including the main idea and key details.
- Describe the plot of a story by putting the events in order.
- Summarize information from content-specific reading, topics and tasks.
- Communicate on a topic, including facts and details to support the main idea.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.

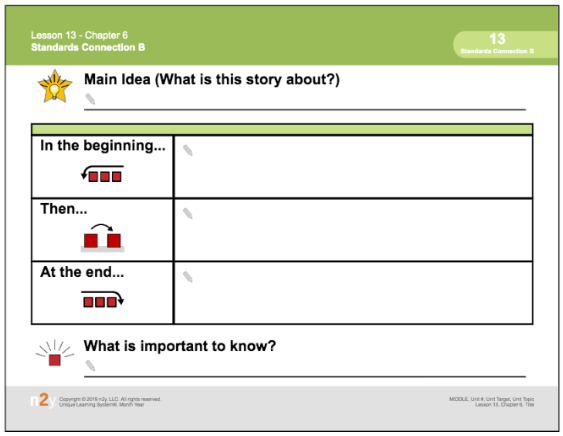
Level 2 Students will...

- Use picture supports to retell key details or characters from a story.
- Use picture supports to identify events and the order in which they happened in a story.
- Describe information, using picture supports from content-specific reading, topics and tasks.
- Use picture supports to communicate main ideas, including facts and details, on a given topic.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event in a story (single option or errorless choice).
- Using picture supports and communication technologies, respond to questions related to content topics and tasks.
- Communicate basic information on a topic or experience using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. ***Standards for Language*** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.



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Instructional Targets

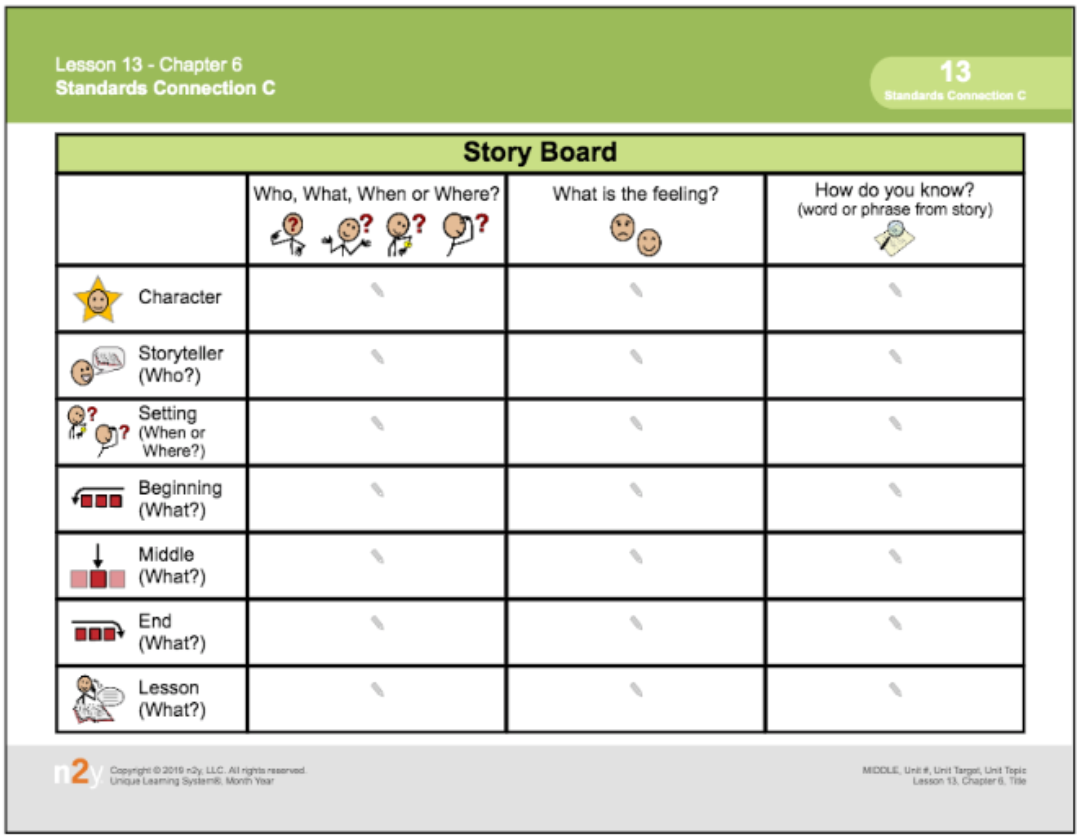
Reading Standards for Literature

- ***Craft and Structure:*** Identify the structure of a story, play or poem. Determine the feelings created by the author in a story.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Describe words, phrases or features that are part of the structure of a story, play or poem. • Describe the words, phrases or features that evoke feelings in a story, play or poem.	• Identify words, phrases or features that are part of the structure of a story, play or poem. • Identify words, phrases or features that evoke feelings in a story, play or poem with support.	• Select a word or picture that is part of the structure of a story, play or poem. • Select a word or picture that evokes feelings in a story.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author by describing various features from the text such as characters, setting, narrator and events in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.



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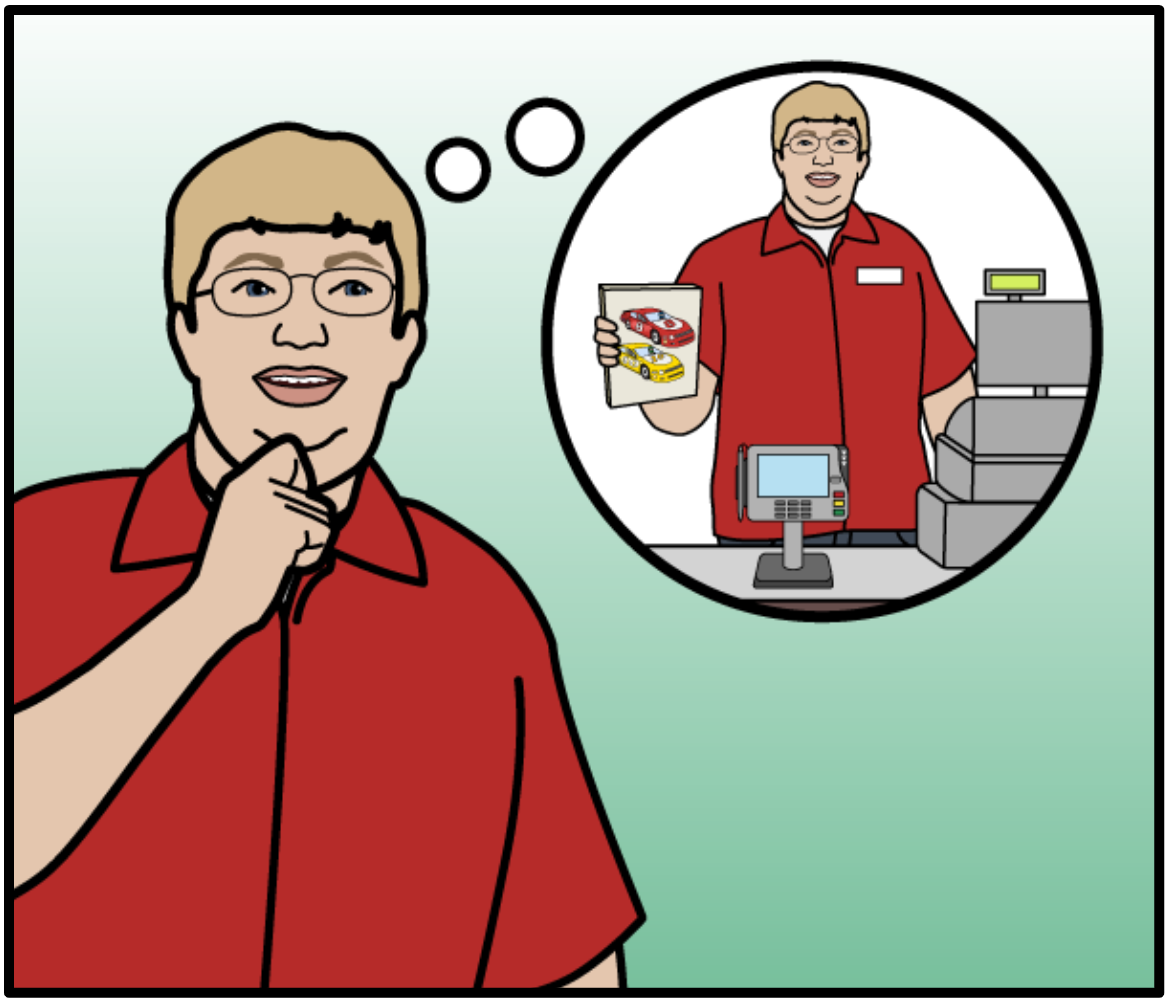
Chapter 6: Mark Thinks About Different Jobs



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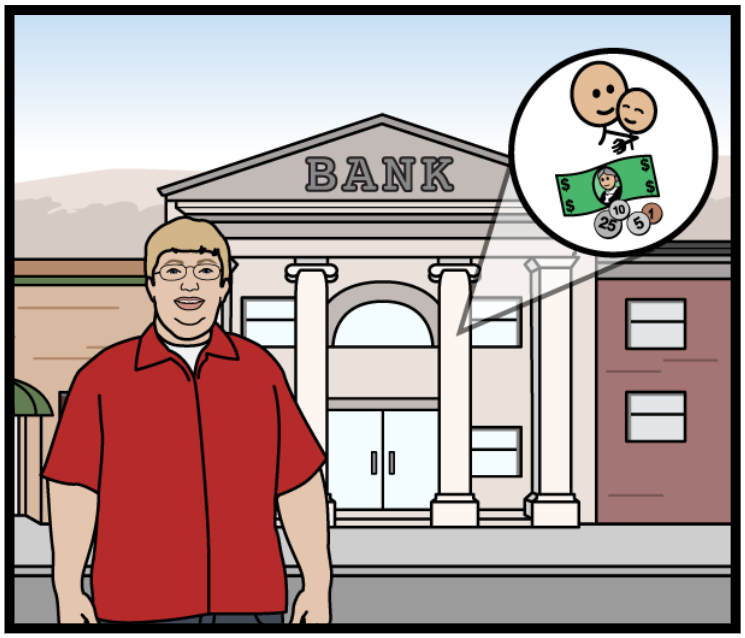
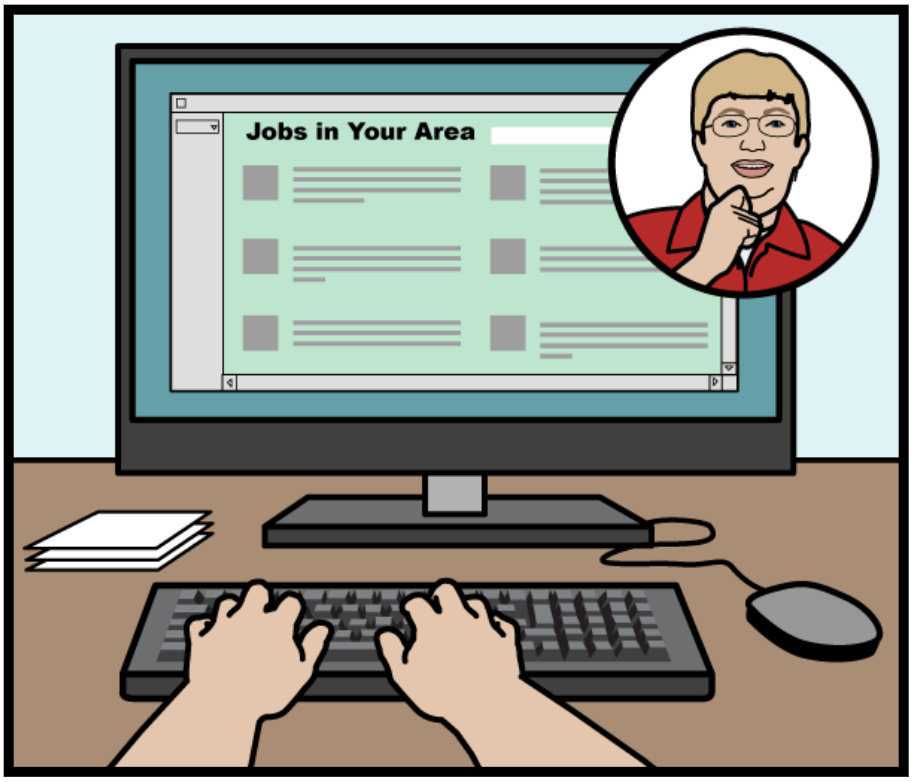
Mark has learned a lot about jobs and money. A job can be hard work! But, it is nice to have money to pay for the things he wants. Now, Mark knows how to make a budget plan for the money he earns. He knows how to save and spend his money.

What has Mark learned by having a job?

The bank helps Mark keep his money safe. Mark saves money in his savings account for big things he wants. Mark earns more money by putting money into his savings account. Mark uses his checking account to pay for other things. He can write a check or use his debit card.

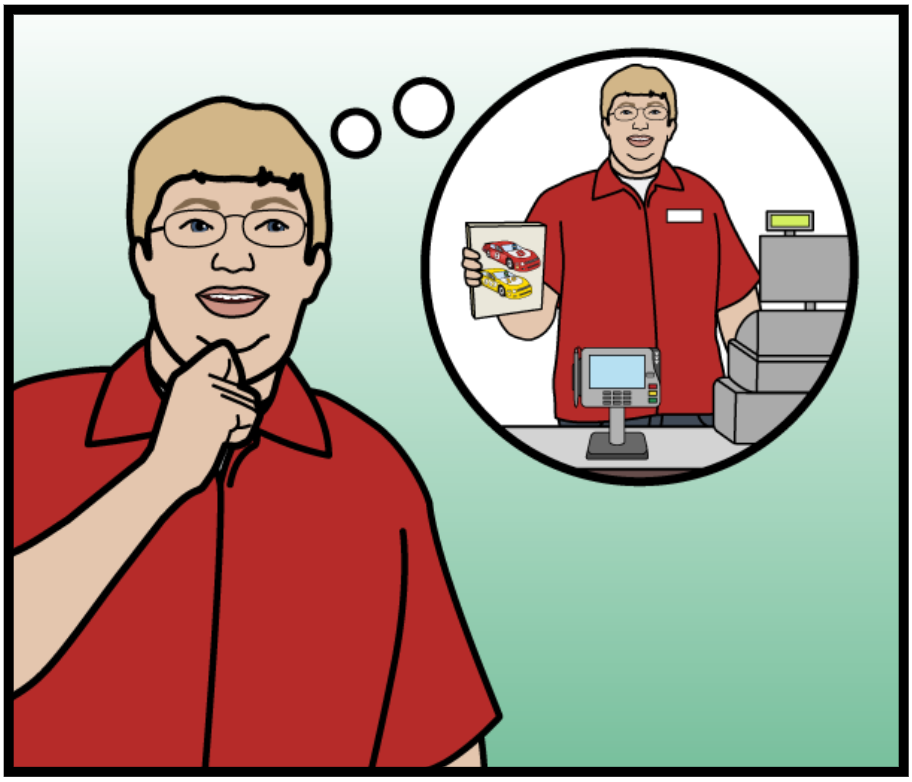


How does the bank help Mark?



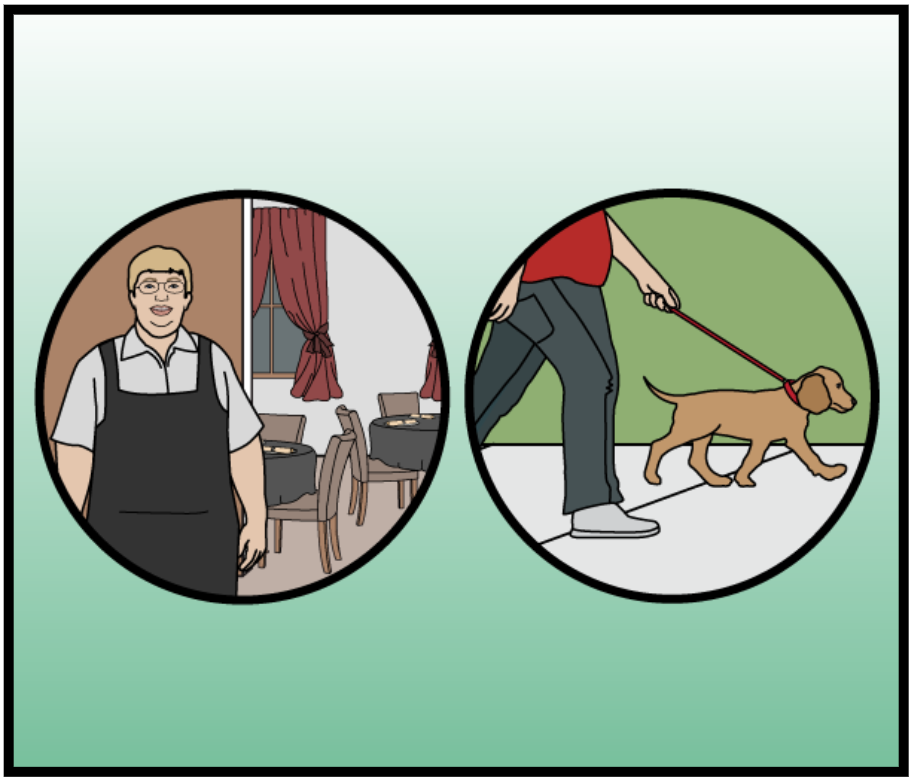
Mark thinks about his future. He likes being a grocery bagger now. Later, he might want to do something else. He can do other jobs to earn money. What can Mark do for a job in the future?

What does Mark start to think about?



Mark can keep working at the grocery store. He can be a cashier at the grocery store. Mark can work at other places too. Mark likes video games. He can get a job at a video game store. He can help customers choose the perfect video game.

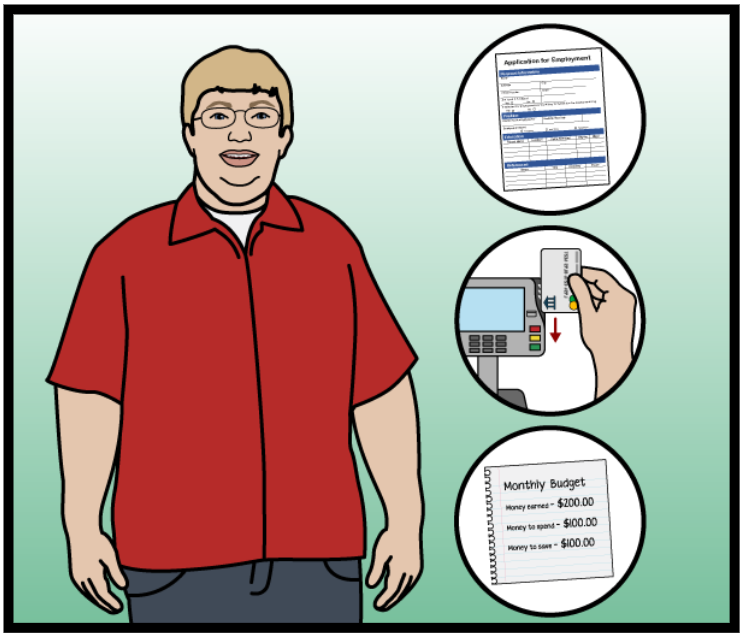
Why would Mark like working at the video game store?



Mark is kind and helpful. He can work at a restaurant. Mark can greet customers. He can take them to their tables. Mark could also work at an animal shelter. He can walk the dogs. He can feed the cats and birds.

Describe a job Mark can do in the future.

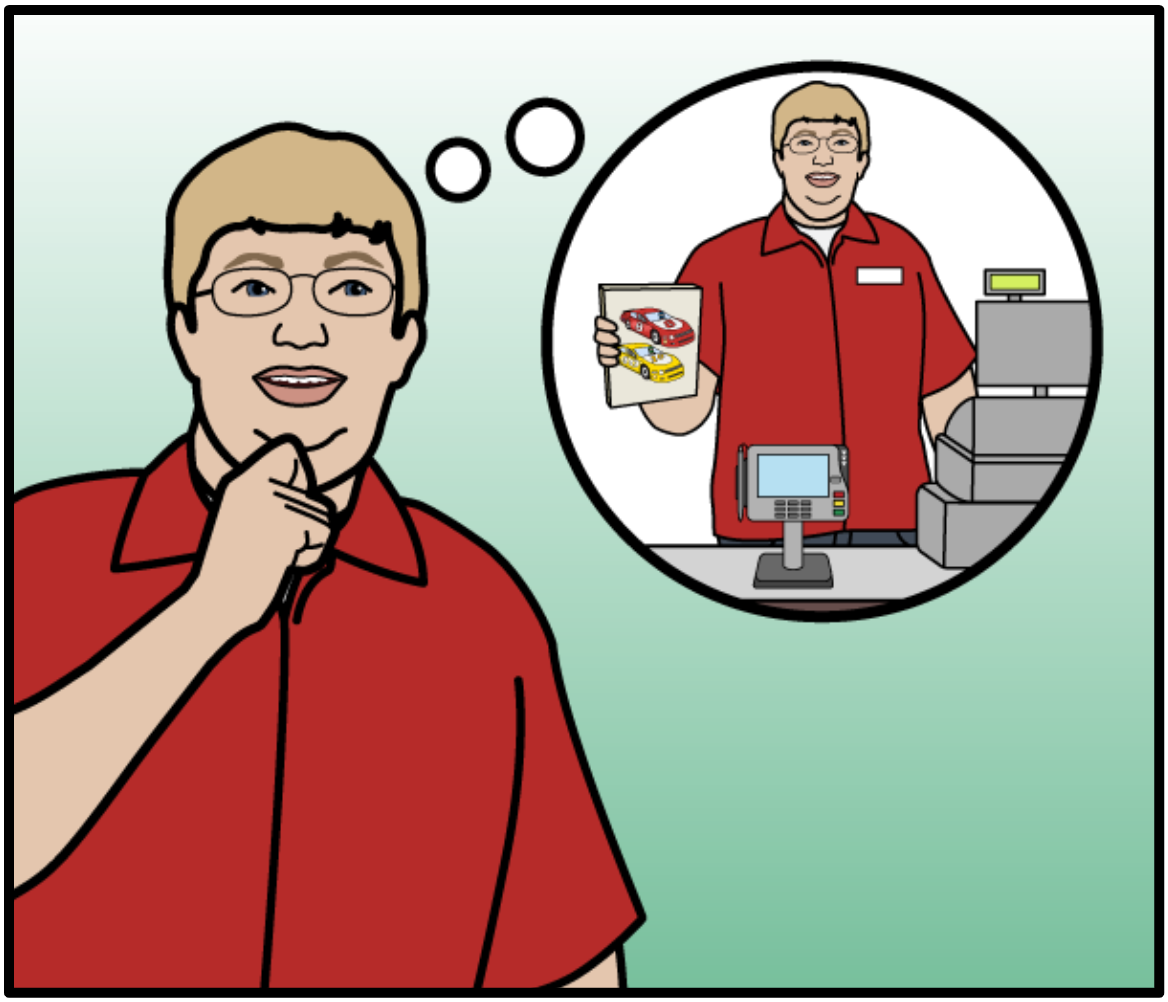
There are many jobs Mark can do to earn money. He can try different jobs. He can learn how to do new things. Mark knows how to be careful with the money he earns. He knows how to save his money.



He knows when he can spend money. Mark is excited for his future!

Why do you think Mark is excited to think about his future?

Chapter 6: Mark Thinks About Different Jobs



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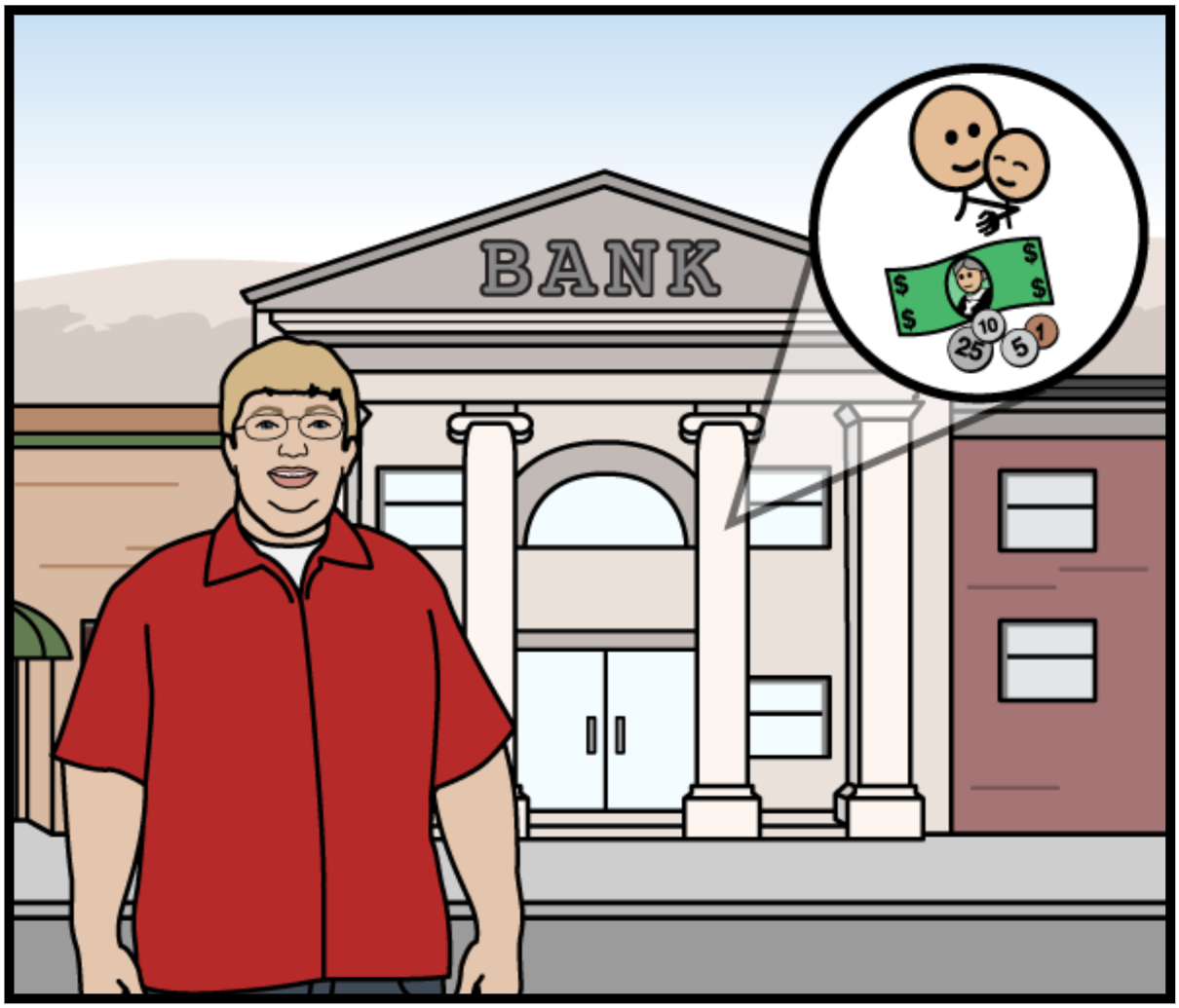
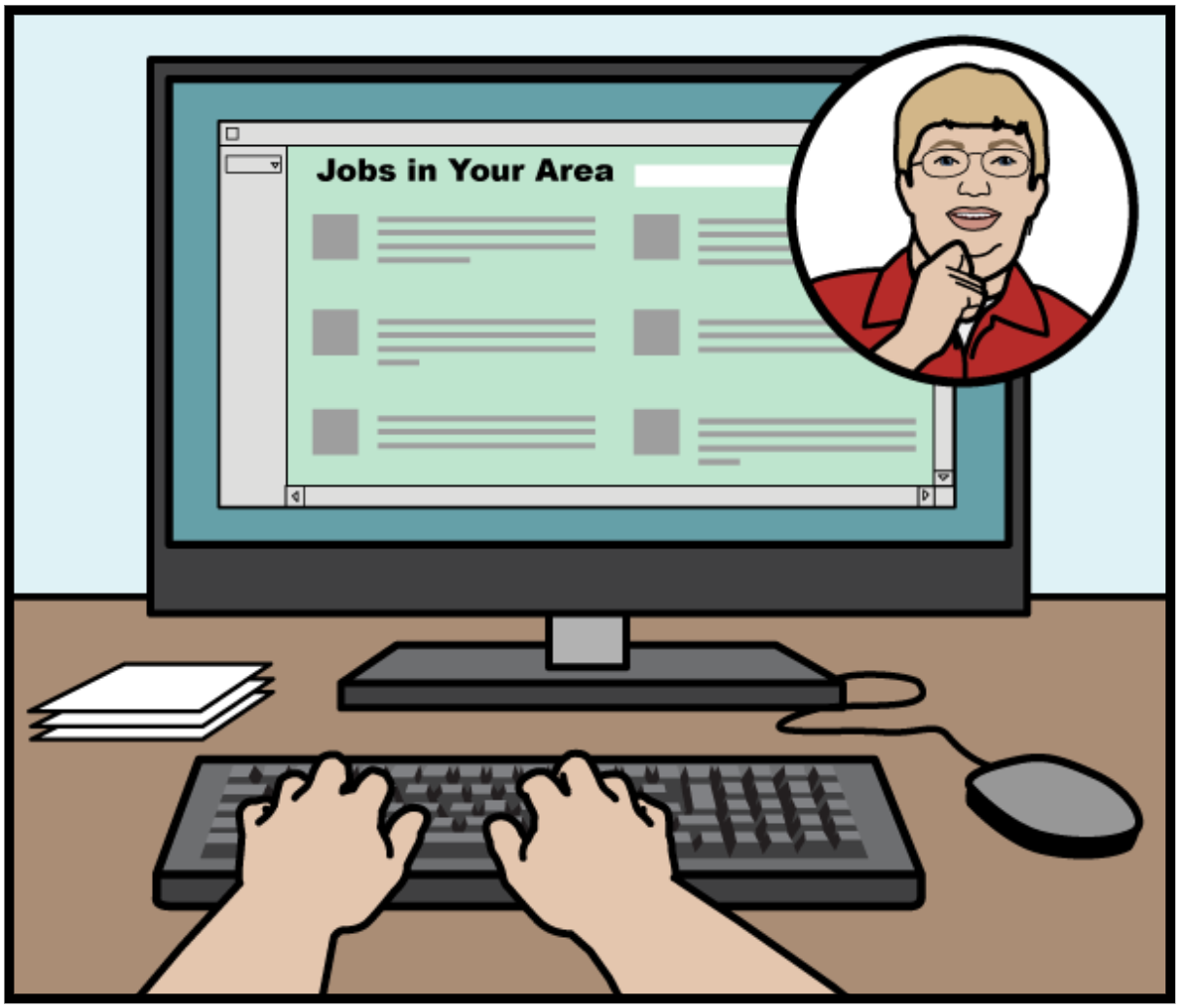
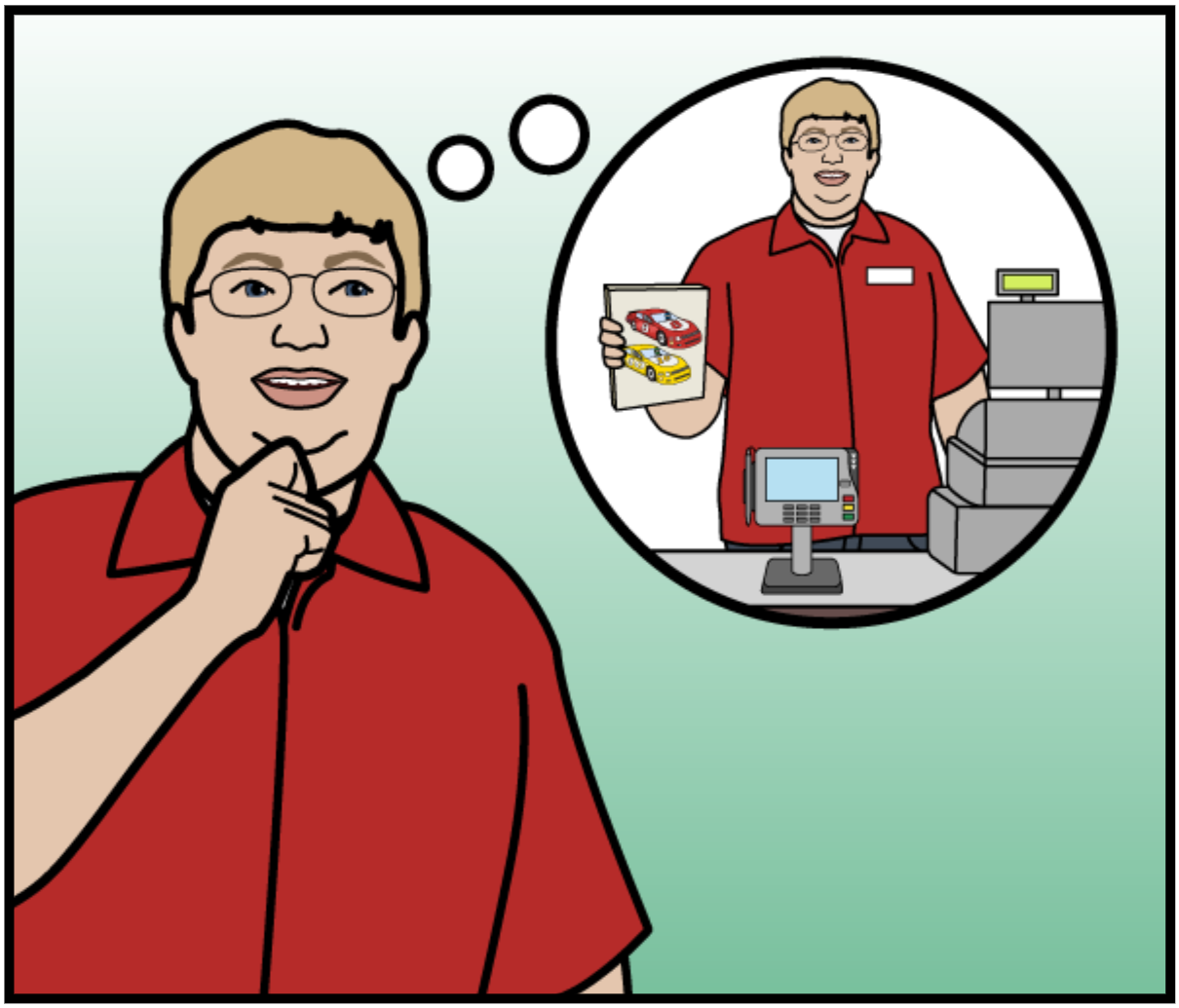
Mark has learned about jobs and money. Mark likes having money to buy things. Now, Mark knows how to make a budget plan. Mark knows how to save and spend money.



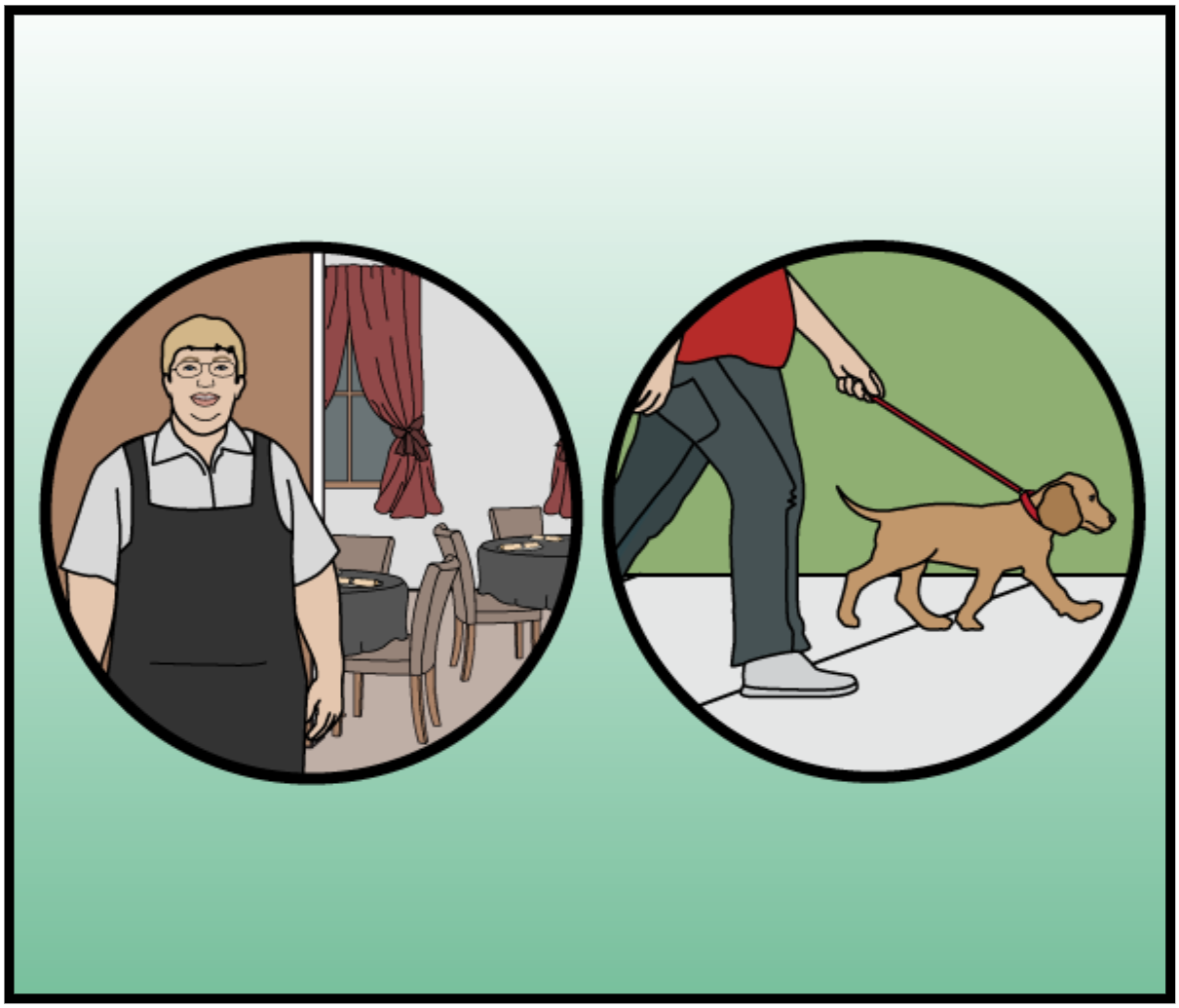
The bank helps Mark. Mark's money is safe at the bank. He saves money with his savings account. He pays for things with a check or debit card.



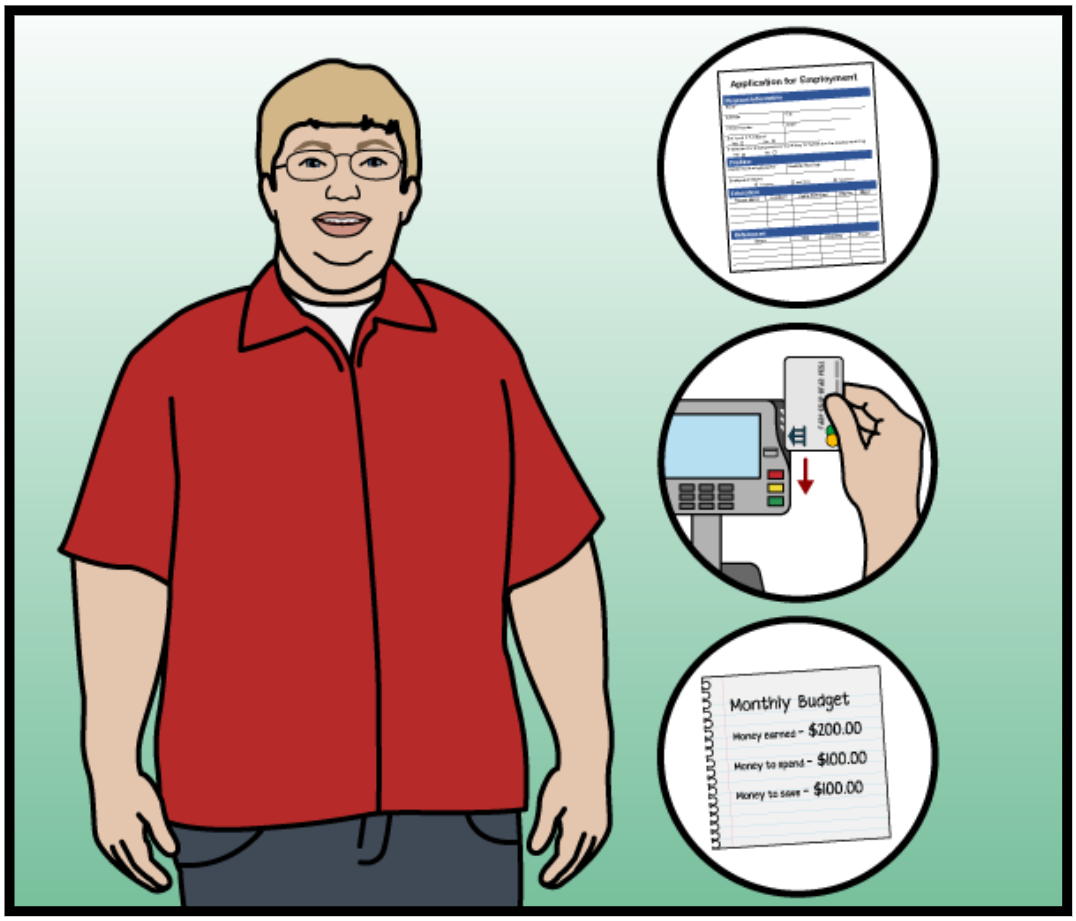
Mark thinks about where to work in the future. He likes being a grocery bagger. But, he might want to do other jobs too. What jobs can Mark do ?



Mark can do another job at the grocery store. He can work as a cashier. Mark can work at a video game store. He can help people find video games.

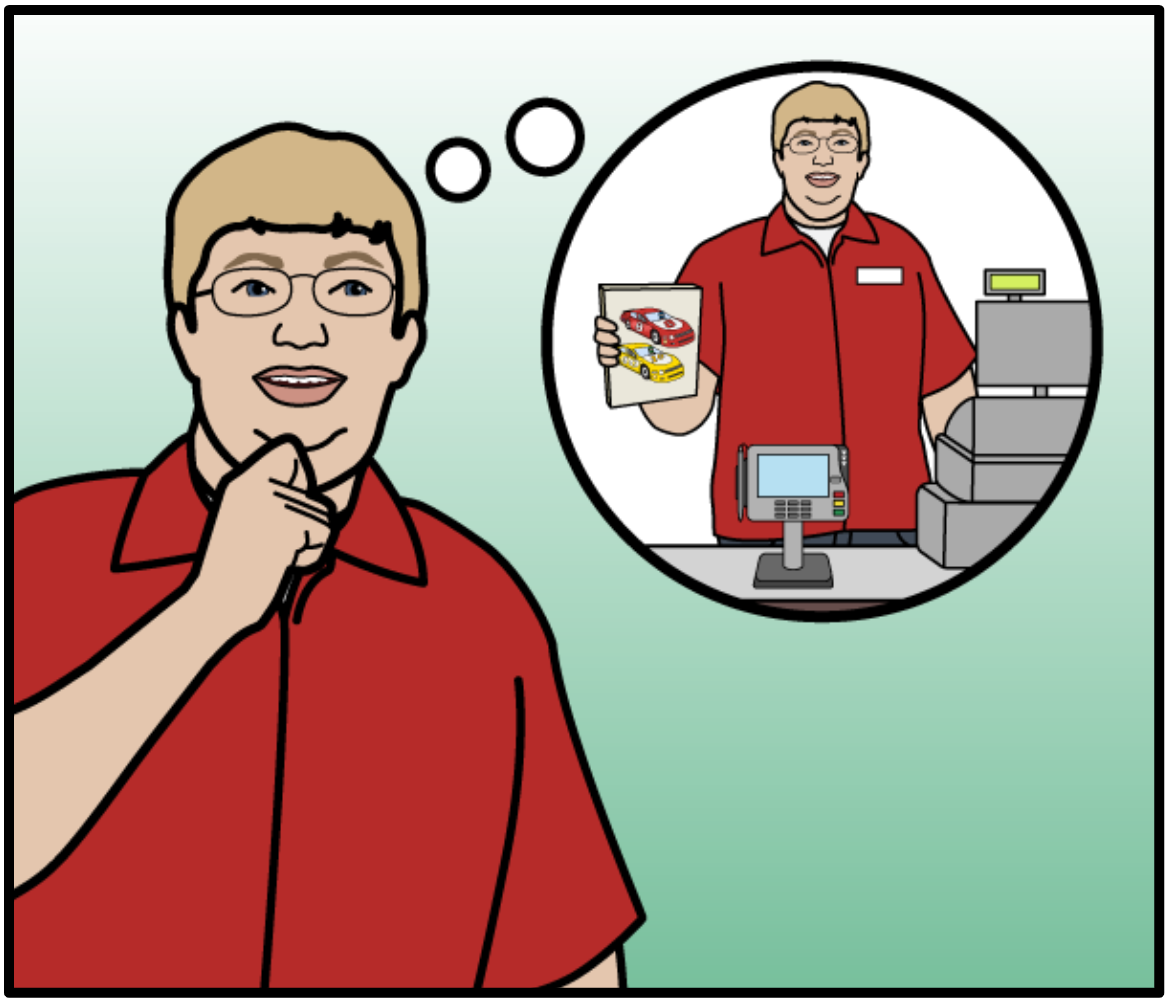


Mark can work at a restaurant. He can take people to their tables. He can work at an animal shelter. Mark can help take care of the animals.



Mark can do different jobs to earn money. Mark is careful with the money he earns. He knows when to save his money. He knows when he can spend it. Mark is excited for his future !

Chapter 6: Mark Thinks About Different Jobs



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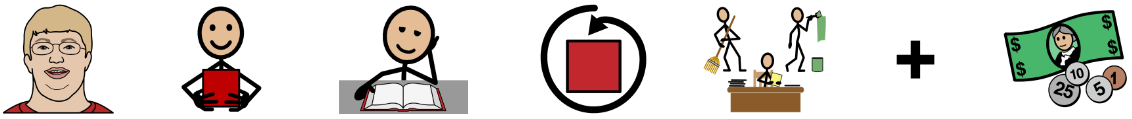
Mark has learned about jobs and money.



Mark likes having money to buy things.

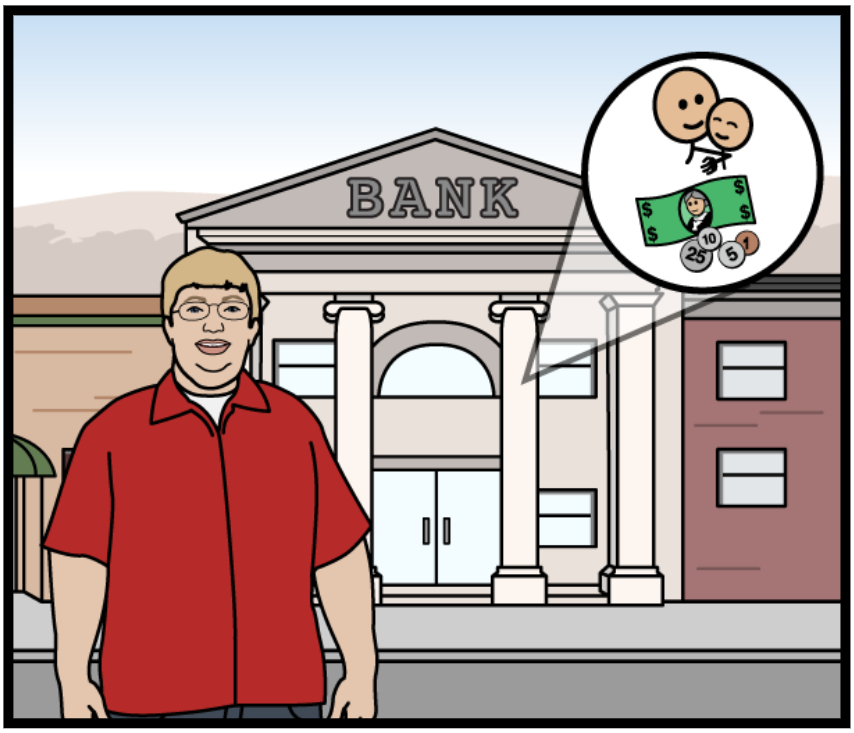


Now, Mark knows how to make a budget plan.



Mark knows how to save and spend money.



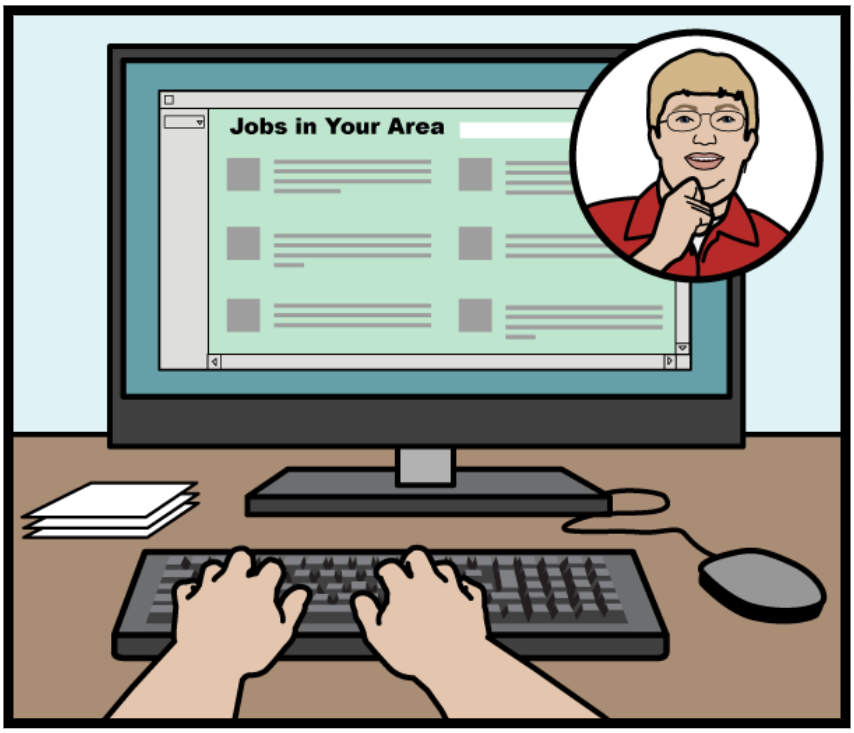


The bank helps Mark.

Mark's money is safe at the bank.

He saves money with his savings account.

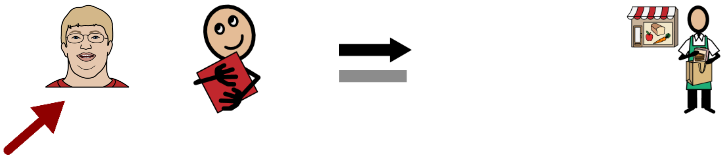
He pays for things with a check or debit card.



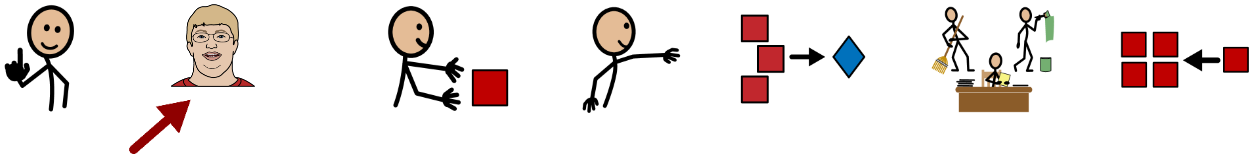
Mark thinks about where to work in the future.



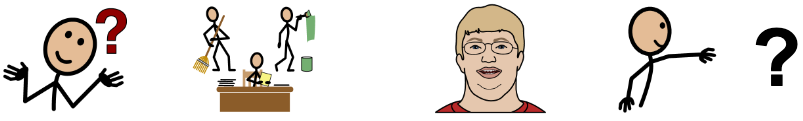
He likes being a grocery bagger.

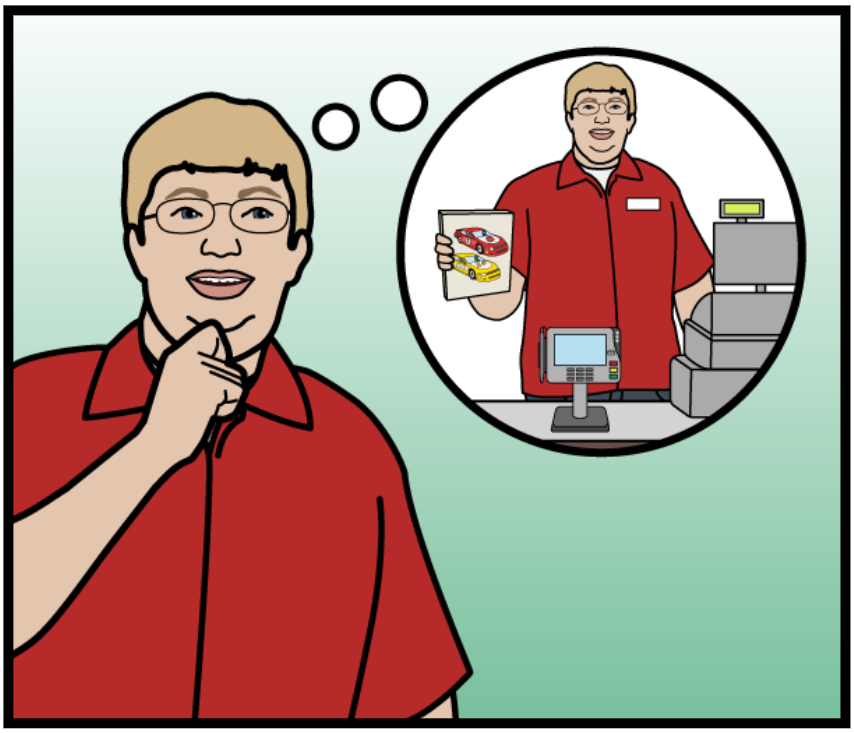


But, he might want to do other jobs too.



What jobs can Mark do ?





Mark can do another job at the grocery store.



He can work as a cashier.

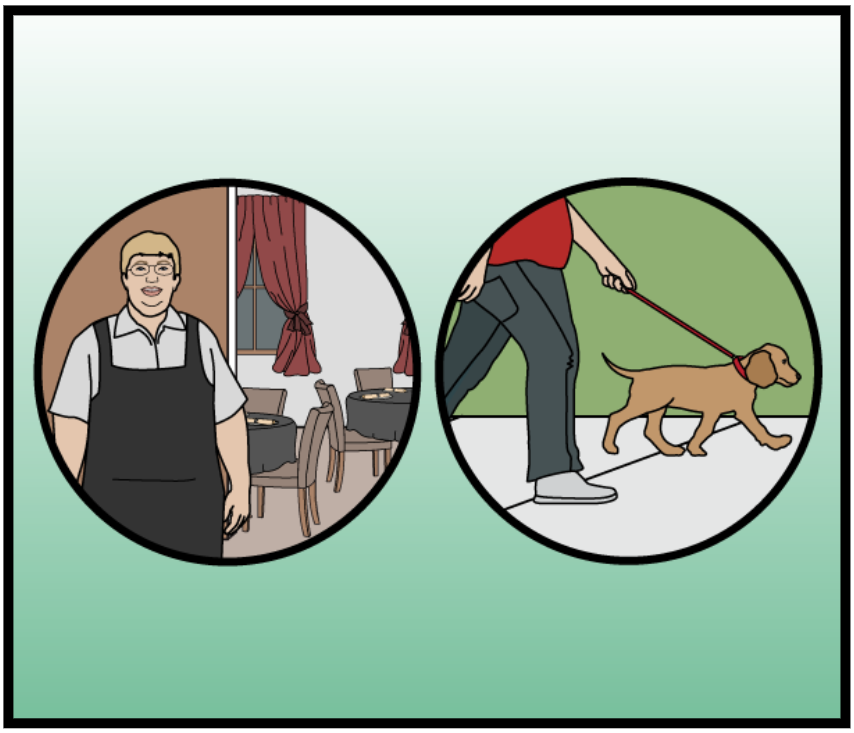


Mark can work at a video game store.



He can help people find video games.





Mark can work at a restaurant.

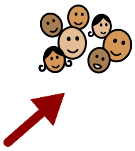
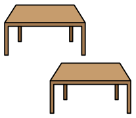





He can take people to their tables.

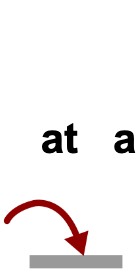




He can work at an animal shelter.

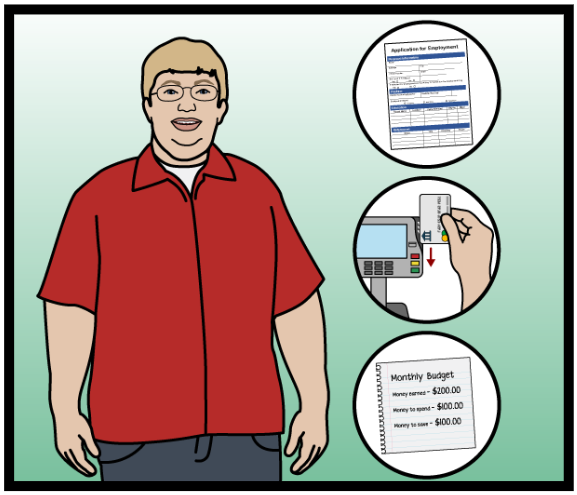




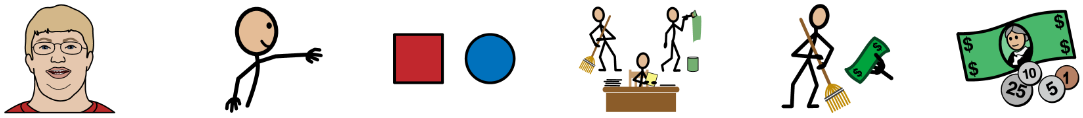

Mark can help take care of the animals.



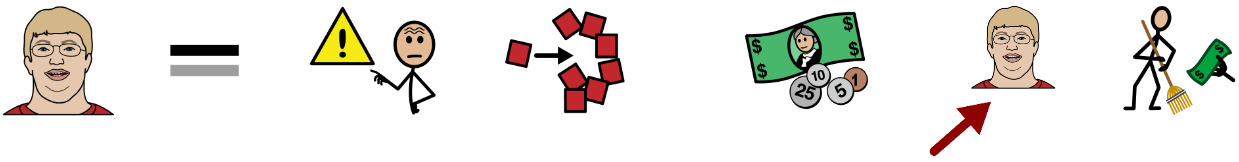


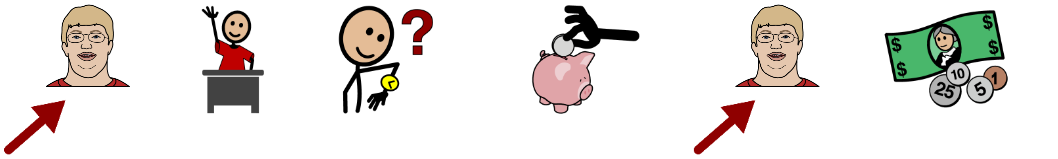
Mark can do different jobs to earn money.



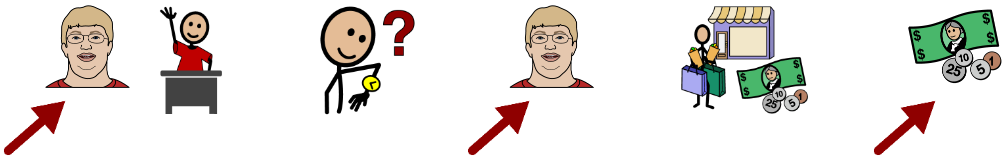
Mark is careful with the money he earns.



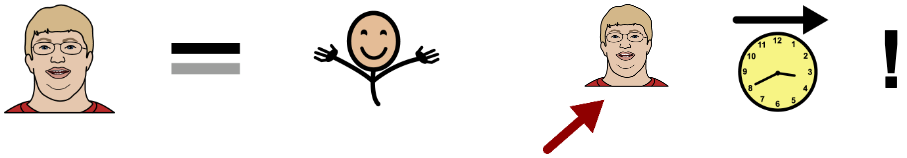
He knows when to save his money.



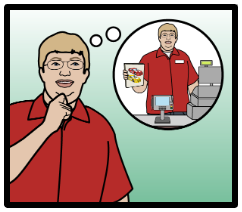
He knows when he can spend it.



Mark is excited for his future !



yes



Mark Thinks About Different Jobs

no

learn	like	buy	safe	job	money	thing
make	save	help	different	budget plan	bank	savings account
pay	think	work	careful	check	debit card	future
do				grocery store	video game store	restaurant

Within each category, pictures are listed from left to right in the order in which they appear in the text.

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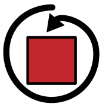
What is the title of this chapter?



What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction



Nonfiction





What is the chapter topic?

Biography

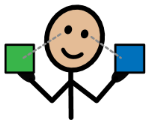


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?

Picture Book



Chapter Book



Comic Book



Book with facts



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 Name: _____

1. Mark likes having _____ to buy things.

2. Mark's money is _____ at the bank.

3. Mark thinks about where to work in the _____ .

4. Mark can work at a _____ .

5. Mark can do different _____ to earn money.

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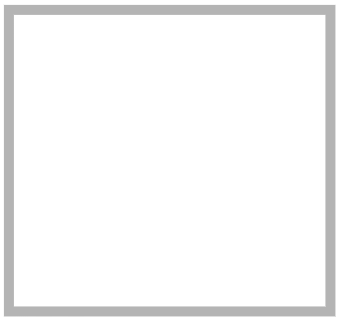
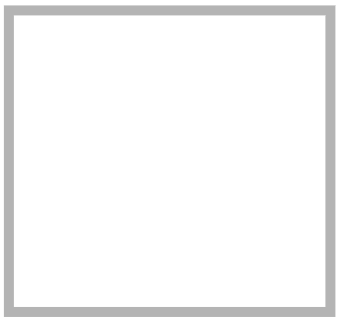
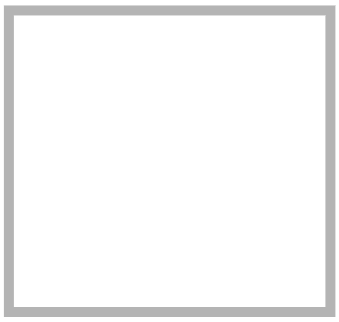
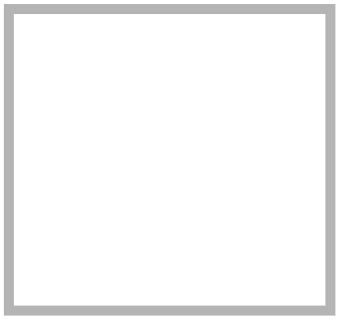
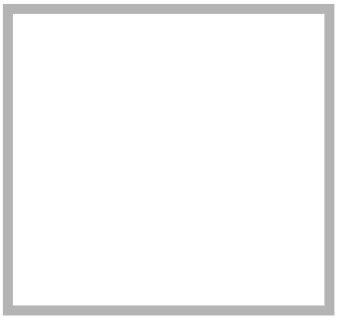
 Name: _____

1. Mark likes having  to buy things.

2. Mark's money is  at the bank.

3. Mark thinks about where to work in the  .

4. Mark can work at a  .

5. Mark can do different  to earn money.

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1. Mark  likes  having  _____ to buy   things.

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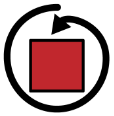
2. Mark's money is   = [ ] at the bank. 

3. Mark thinks about where to work in the [ ] .

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4. Mark can work at a    _____ .

5. Mark can do different    _____ to earn money.  

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 Name: _____

1. What is this chapter about?

a. restaurants b. animals c. different jobs

2. What does Mark like having to buy things?

a. money b. food c. recipes

3. What is Mark's money at the bank?

a. gone b. lost c. safe

4. Where can Mark work?

a. cave b. restaurant c. treehouse

5. What is important to know about this chapter?

◯ a. Mark eats dinner at a restaurant.

◯ b. Mark is going to be in a parade.

◯ c. Mark can do different jobs to earn money.

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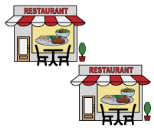
 Name: _____

1. What is this chapter about?

a. restaurants 

b. animals 

c. different jobs 

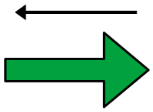
2. What does Mark like having to buy things?

a. money 

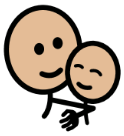
b. food 

c. recipes 

3. What is Mark's money at the bank?

a. gone 

b. lost 

c. safe 

4. Where can Mark work?

a. cave 

b. restaurant 

c. treehouse 

5. What is important to know about this chapter?

◯ a. Mark eats dinner at a restaurant. 

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◯ c. Mark can do different jobs to earn money. 

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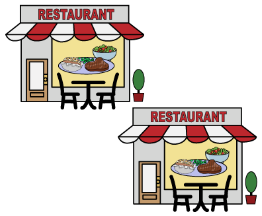
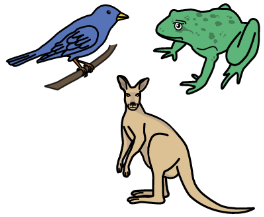
1. What is this chapter about ?



restaurants



animals



different jobs



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2. What does Mark like having to buy things ?



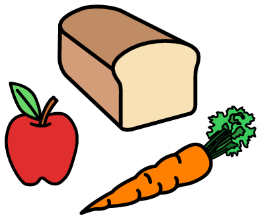




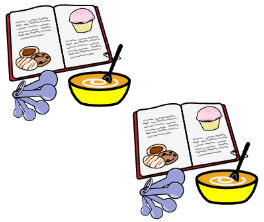

money



food



recipes



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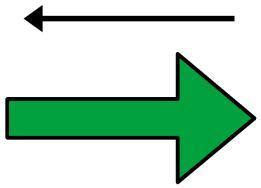
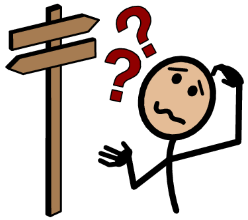
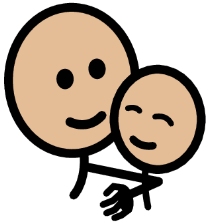
3. What is Mark's money at the bank ?



gone	lost	safe
		

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4. Where can Mark work ?

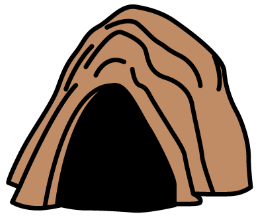




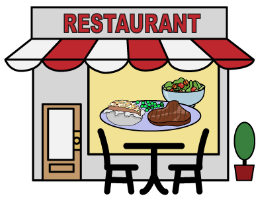


?

cave



restaurant



treehouse



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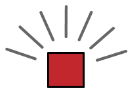
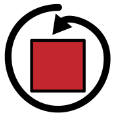
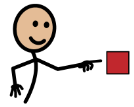
5. What is important to know about this chapter ?

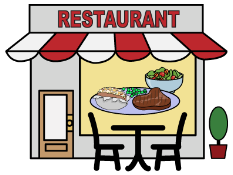





?

Mark eats dinner at a restaurant.



Mark is going to be in a parade.



Mark can do different jobs to earn money.



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 Name: _____

Use your chapter book to help you fill in the blank.

1. **A job can be hard _____ !**

2. **Now, Mark knows how to make a _____ for the money he earns.**

3. **The _____ helps Mark keep his money safe.**

4. **Mark saves money in his _____ for big things he wants.**

5. **Mark uses his _____ to pay for other things.**

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 Name: _____

These questions may have more than one correct answer:

6. What does Mark think about?

- ◯ a. recipes to cook
- ◯ b. other jobs
- ◯ c. his future

7. What is another job Mark can do at the grocery store?

- ◯ a. painter
- ◯ b. firefighter
- ◯ c. cashier

8. Where else can Mark work?

- ◯ a. restaurant
- ◯ b. video game store
- ◯ c. animal shelter

9. What can Mark do at different jobs?

- ◯ a. earn money
- ◯ b. sleep more
- ◯ c. learn how to do new things

10. What does Mark know about money?

- ◯ a. He knows how to be careful with his money.
- ◯ b. He knows how to save his money.
- ◯ c. He knows when he can spend money.

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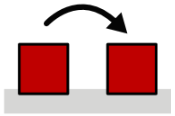
Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	

What is important to know?

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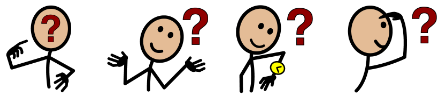
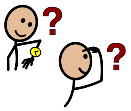
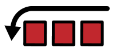
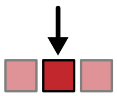
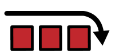
Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

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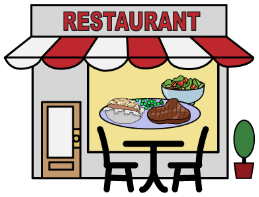
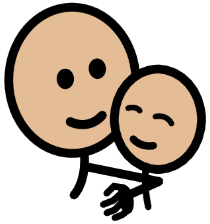
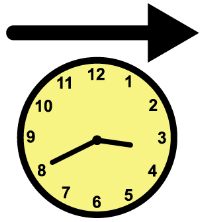
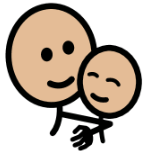
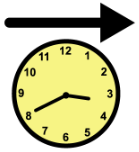
For hands-on instruction, print, cut out and laminate.

restaurant	safe	money	jobs	future
				

restaurant	safe	money	jobs	future
				
restaurant	safe	money	jobs	future

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Lesson 14 - Life Skills Application 6
Jobs at the Bank

14

Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain specific sources when speaking and writing.

Employability

- ***Job Awareness:*** Recognize and participate in job training opportunities in the community.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Use unit topic words in conversation. • Participate in and review community job training opportunities.	• Point to pictures of key vocabulary from unit topics as part of a discussion. • Participate in supported community job training opportunities.	• Make a selection to indicate a picture of key vocabulary within a unit topic. • Engage in school and classroom supported participation jobs.

Topic Connection

In Chapter 6, **Mark Thinks About Different Jobs** , Mark thinks about his job and the skills he has learned at the grocery store. He also thinks about other jobs that he can do in his future. Mark can try different jobs and learn new skills. In this lesson, students learn about different jobs that they can do at a bank. Student will train for the different jobs and review how they liked the job.

Topic Words

bank
job*

Transition Words

discuss
engage
participate
review
train

* Power Words

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Lesson at a Glance

Activity 1

Instructional Activities

Training at the Bank

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Working at the Bank Poster

Bank Job Training Review Sheet
(Templates C and B)

Picture/Word Cards

pen	wipe
cup	tray
Hello!	deposit slip
smile	refill
clean	coin
counters	coin wrapper

Fill-In Picture/Word Cards

L³ Skills: Life Skills

Additional Materials

Materials to complete job training:

pens	deposit slips
pen cup	coins
cleaning cloth	coin wrappers
tray	

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Lesson 14 - Life Skills Application 6
Activity 1 - Training at the Bank

14
Activity 1

Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Employability

- ***Job Awareness:*** Recognize and participate in job training opportunities in the community.

Instructional Routine

or

Introduce

- Introduce the lesson by asking a focus question. For example, ask, "Where did Mark bring his money—a bank or the zoo?" Discuss students' responses.
- Remind students that in the chapter book, Mark brought his money to the bank. Explain to students that a bank is just one place in the community that they can work at one day. Tell students that there are many different jobs that people do at the bank. For example, say, "A bank teller is one job that a person can have at the bank. Some jobs a bank teller may have include helping the customers or counting money." Discuss with students other jobs they may see at a bank.
- Tell students that they are going to review and practice doing different jobs at a bank. For example, say, "We are going to review different jobs that are done at a bank. Your job is to train for different jobs at a bank and decide if you like doing that job."
- Review the learning goal with students: **I will participate in and review different jobs at a bank.**

Model

Prior to lesson, set up different stations in the classroom to mimic the different job tasks discussed in this activity.

- Display the Working at a Bank Poster. Discuss the different jobs that students may see at a bank. Model doing each job on the poster and discuss why it is an important job to do at the bank. For example, say, "I am going to put pens in the pen cup. Customers need pens to fill out withdrawal and deposit slips or to sign their checks. I will make sure I put the pens in the pen cup neatly. I shouldn't put too many in the cup so customers can easily get them out. Picture/Word Cards have been included with the lesson to aid in vocabulary development and communication.
- Display the Bank Job Training Review Sheet. Two templates are provided with the lesson (Templates C and B). Display the template that meets the majority of students' needs. Read the review sheet aloud. Tell students that they will be selecting one bank job to complete. After they complete the job, they will decide if they liked the job or not. Read the information on the page. Model how to complete the page by selecting the completed job and determining if you liked the job or not. At the bottom of the page, there is a space to draw a picture or attach of photograph of the student doing the job.

Provide Practice

Provide students with the Working at the Bank Poster and Bank Job Training Review Sheet (Template C or B). Assist students in completing their selected job, as needed. If time permits, have the student engage in completing multiple job tasks.

Level 3: Have the student participate in and review job training for a bank by doing a job task and completing the Bank Job Training Review Sheet.

Level 2: Have the student participate in supported job training for a bank by doing a job task and completing the Bank Job Training Review Sheet.

Level 1: Have the student engage in school and classroom supported participation jobs by actively participating in a job task and completing the Bank Job Training Review Sheet. For example, model how to put pens in a pen cup. Assist the student in putting a pen in the pen cup.

Review

- Review the learning goal by having students discuss their job training experiences. Ask, "What did you like about your job? What did you not like?"

Check Understanding

Level 3: Can the student participate in and review job training for a bank by doing a job task and completing the Bank Job Training Review Sheet?

Level 2: Can the student participate in supported job training for a bank by doing a job task and completing the Bank Job Training Review Sheet?

Level 1: Can the student engage in school and classroom supported participation jobs by actively participating in a job task and completing the Bank Job Training Review Sheet?

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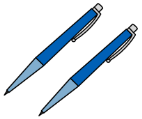
Jobs at the Bank



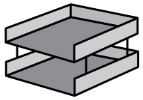
put pens in cups



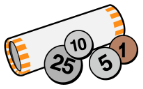
greet people



clean counters



refill trays with deposit slips



put coins in coin wrappers

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Bank Job Training Review Sheet

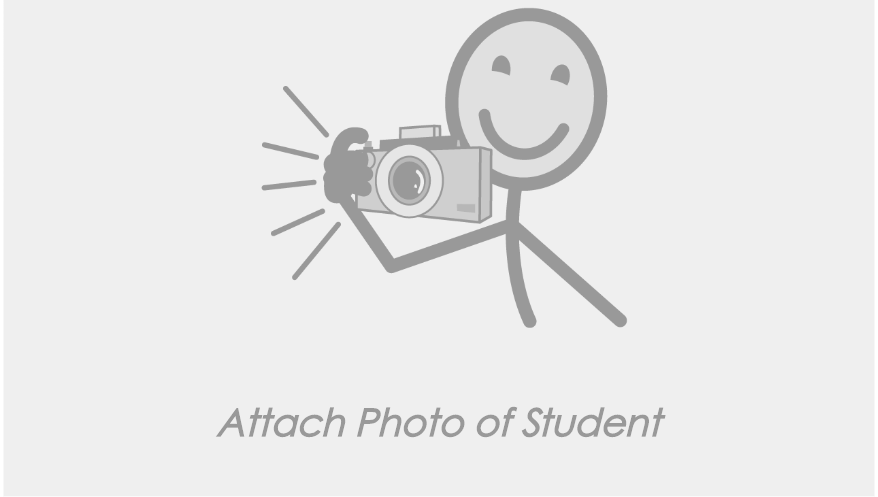
Today, I trained to do a job at a bank.

I learned how to _____.

I liked / did not like this job because

_____.

This is a picture of me doing my job.



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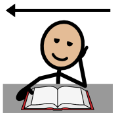
Bank Job Training Review Sheet



Today, I trained to do a job at a bank.



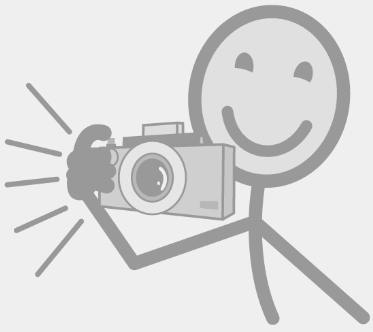
I learned how to _____ .



I liked / did not like this job.



This is a picture of me doing my job.



Attach Photo of Student

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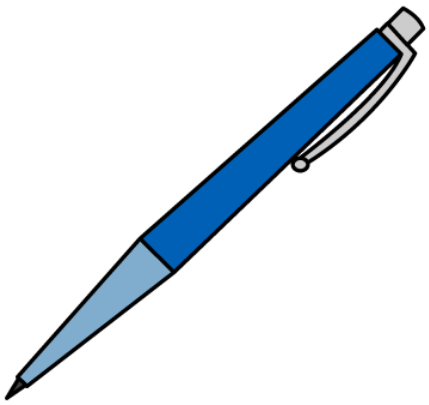
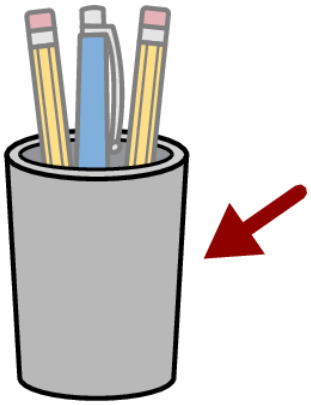
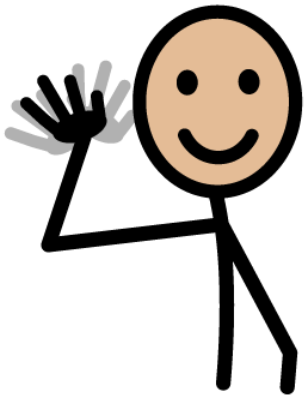
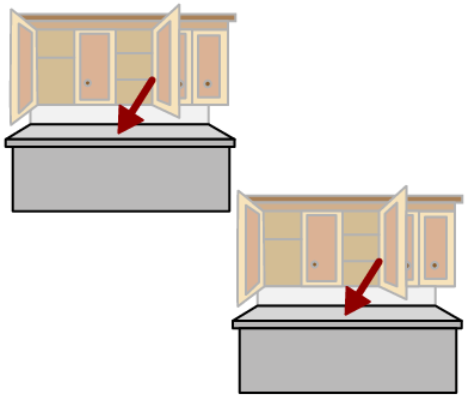
For hands-on instruction, print, cut out and laminate.

pen 	cup 
Hello! 	smile 
clean 	counters 

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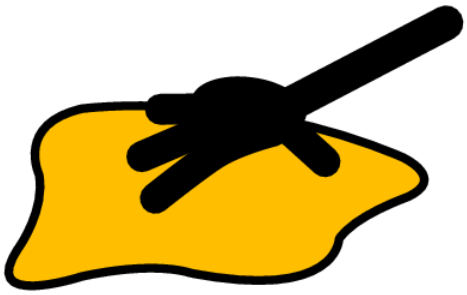
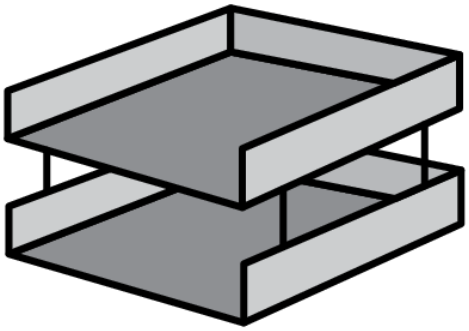
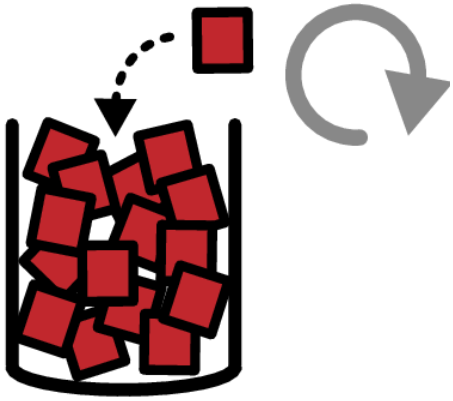
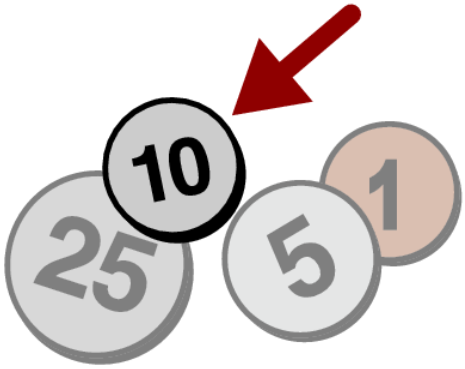
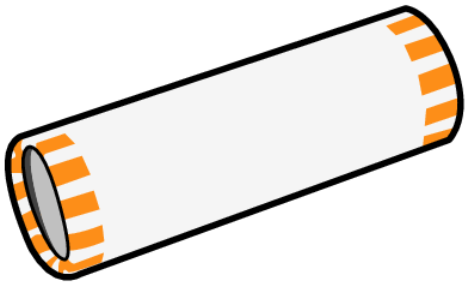
wipe 	tray 
deposit slip 	refill 
coin 	coin wrapper 

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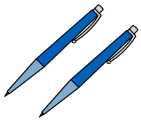
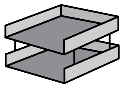
put pens in cups 	greet people 
clean counters 	refill trays with deposit slips 
put coins in coin wrappers 	

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Lesson 15 - Word Study
All About Money

15

Instructional Targets

Reading Standards for Literature

- ***Craft and Structure:*** Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative meanings.

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use context clues or word structures to determine the meaning of unknown words. Use reference materials to determine the meaning of unknown words. Use words acquired through academic and domain-specific sources when speaking and writing.

Differentiated Tasks

Level 3 Students will...

- Determine meaning (literal and figurative) of a word as it is used in a text.
- Identify the meaning of words with multiple meanings and recognize figurative language.
- Use reference materials, such as a glossary, or a dictionary, to determine the meaning of an unknown word.
- Use unit topic words in conversation.

Level 2 Students will...

- Point to pictures or words to match words with meanings from text.
- Point to pictures or words to match a description within a text passage.
- Match words and pictures with similar meanings
- Point to pictures of key vocabulary from unit topics as a part of a discussion.

Level 1 Students will...

- Identify a named picture related to the unit topic from a single option or errorless choice.
- Identify a named picture related to the unit topic from a single option or errorless choice.
- Make a selection to indicate a picture of a word with whose meaning is similar to that of another word (errorless choice).
- Make a selection to indicate a picture of key vocabulary within a unit topic.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In this lesson, students will learn High-Frequency Words and Vocabulary Words that will help them read, write and talk about this topic.

High-Frequency Word Lists

List 1: can*, in*, out*, put*, up*, with*
List 2: call*, first*, name*, open*, until, use*
List 3: car*, does*, game*, need*, start*, walk*

Topic Words

account	budget plan	earn	money*	save
bank	check	job*	safe	spend

* Power Words

Benchmark Assessments

- Initial Letters
- Word Recognition List 1
- Word Recognition List 2
- Word Recognition List 3
- Letter ID - Upper Case
- Letter ID - Lower Case
- Letter Match

Monthly Checkpoint Assessments

- Level 3 - 2, Word Recognition

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	High-Frequency Words	Review High-Frequency Words	Defining Vocabulary	Play Vocabulary Game
? See how these activities fit into the **Suggested Monthly Plan**.				
ULS Materials and Resources	**List 1 High-Frequency Word Cards** can*, in*, out*, put*, up*, with* **List 2 High-Frequency Word Cards** call*, first*, name*, open*, until, use* **List 3 High-Frequency Word Cards** car*, does*, game*, need*, start*, walk*	**List 1 High-Frequency Word Cards** can*, in*, out*, put*, up*, with* **List 2 High-Frequency Word Cards** call*, first*, name*, open*, until, use* **List 3 High-Frequency Word Cards** car*, does*, game*, need*, start*, walk*	**Word Definition Cards** account, bank, budget plan, check, earn, job*, money*, safe, save, spend **Standards Connection**	**Game Board** **Word Definition Cards** account, bank, budget plan, check, earn, job*, money*, safe, save, spend **Picture/Word Strips** **Game Piece Manipulatives**
	Instructional Tools: Dolch/Fry Word Lists **Instructional Guides: Word Study** **Instructional Guides: Vocabulary** **SymbolStix PRIME** **L³ Skills: Language Arts Skills**			
Additional Materials	**Classroom/Student Word Journal** **Dice**			

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Instructional Target

Reading Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about the Word Journal. For example, ask, "Can you read a word from the High-Frequency section of your Word Journal?" Discuss students' responses. • Tell students that they will have some new words for their Word Journal. For example, say, "We are going to add some new words to our journal. Today, your job is to say and spell the words." • Review the learning goal with students: **I will say and spell words.**
Model	• Use a High-Frequency Word in a sentence. Emphasize the word in the sentence. For example, "Kirk and his mother walk to the bank." (walk) When possible, write the sentence and underline the High-Frequency Word. Define the word. For example, 'walk' means moving your body using your legs. • Display the modeled High-Frequency Word Card. Say and spell the word. For example, display 'walk' and say, "This word is 'walk', w-a-l-k, walk." Movement and/or chanting/singing can be used to encourage memory of each word. • Point out familiar letter sounds or word parts in the word. For example, point to the 'w' and say, "This is the letter 'w'. The sound for 'w' is /w/. • Continue the same procedure with the remaining words from List 1, List 2 and List 3. (Lists should be chosen based on individual student ability. New words from lists can be introduced at a pace that is acceptable to class and individual student needs.)
Provide Practice	**Level 3:** Have the student identify and use targeted High-Frequency Words in sentences. Then have the student spell each word providing support as needed. **Level 2:** Using the High-Frequency Word Cards, have students identify target words from a field of choice. Then have the students identify and spell each word using supports. **Level 1:** Have students identify a targeted High-Frequency Word from a field of two to three choices or errorless choice. Then have the student participate in saying and spelling the words through their active participation response.
Review	• Display targeted High-Frequency Words and have students add the words to their Word Journal behind the High-Frequency Word tab. • Prompt students to locate and read these words in the stories and to use these words in their writing.

Check Understanding ?

- **Level 3:** Can the student independently use targeted words in sentences?
- **Level 2:** Can the student identify target words from a field of choice?
- **Level 1:** Can the student make a selection to indicate a targeted word?

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Instructional Target

Reading Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Instructional Routine

or

Introduce	***Spend approximately 10 minutes per day reviewing the High-Frequency Word Journal.*** • Introduce the activity by asking a focus question about the Word Journal. For example, ask, "Which word did we add to the journal this week—'walk' or 'close'?" Discuss students' responses and then find or have the students find the new words added to the journal. • Tell students they are going to find and read High-Frequency Words in their journal. For example, say, "Today your job is to read words in the Word Journal." • Review the learning goal with students: **I will read words in the Word Journal.**
Model	• Model finding and reading a word from List 1, List 2 or List 3 in the Word Journal. For example, say, "I'm going to look for the word 'game'. 'Game' begins with the letter 'g'. Where should I look to find a word that begins with 'g'—before 'f' or after 'f'? There are many words that begin with 'g' in my High-Frequency Word Journal. I will have to look at more than one letter at the beginning of the word. This word begins with 'ga'. Does 'game' begin with 'ga'? Yes, 'game' begins with 'ga'. I will put my word here." If movement,chanting/singing was used to initially introduce the word, remember to use it to provide auditory, visuals and tactual cues to students as needed. • Make a sentence using the word 'game.' Mark loves to play video games. • Continue finding words from List 1, List 2 and/or List 3 in the High-Frequency Word Journal. Have students participate in reading and using words as outlined below.
Provide Practice	**Level 3:** Have the student independently read the words and use them in a sentence. **Level 2:** Have the student identify a targeted High-Frequency Word. If the student does not select or point to the correct word, provide support in locating the word. **Level 1:** Have the student use his or her active participation mode to select a targeted word from the High-Frequency Word Cards. Have them select a peer to assist them in making a sentence with the selected card.
Review	• Continue working with the High-Frequency Word Journal by reviewing previously taught High-Frequency Words. • Additional word study activities are provided in the **Instructional Guides: Word Study.**

Check Understanding

- **Level 3:** Can the student independently use targeted words in sentences?
- **Level 2:** Can the student identify target words from a field of choice?
- **Level 1:** Can the student make a selection to indicate a targeted word?

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Lesson 15 - Word Study
Activity 3 - Defining Vocabulary

15
Activity 3

Instructional Targets

Reading Standards for Literature

- ***Craft and Structure:*** Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings.

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use context clues or word structures to determine the meaning of unknown words. Use reference materials to determine the meaning of unknown words. Use words acquired through academic and domain-specific sources when speaking and writing.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about the Word Journal. For example, ask, "Where can we keep a list of the vocabulary words and definitions we will learn?" Discuss students' responses. • Tell students that you have new vocabulary words and definitions for their journal. For example, say, "We are going to add some new vocabulary words and definitions to our journal. Today, your job is to find the word(s) and tell me what the word(s) mean." • Review the learning goal with students: **I will define words (I will tell others what a word means).**
Model	• Display a Word Definition Card and identify the vocabulary word. Locate the word in the unit books and use context clues to aid in defining the word. Use the vocabulary word in a sentence. For example, using the word bank, say, "Mark decides to bring his money to the bank. " (bank) • Define the word using the Definition Cards as a visual. Revisit the sentence in the text where the word was found and the given sentence to see if the definition of the word makes sense in each sentence. For example, say, "A bank is a business that helps people keep their money safe." When possible, model or act out the meaning of the word. • Model filling out the dictionary entry using Lesson 15 Standards Connection. Talk through the process as you fill out each section. Use the Definition Cards or Communication Boards from Unit Books to provide a picture of each word. • Model determining if the word is a person, place, thing, action or descriptor and fill in to complete Lesson 15 Standards Connection.
Provide Practice	**Level 3:** Have the student determine the meaning of each vocabulary word. Have the student record the vocabulary word and meaning into their Word Journal. Provide support, reference materials and alternative forms of writing as needed. Have the student locate targeted vocabulary in various texts. Have the student use a vocabulary word in conversation. **Level 2:** Provide the student with a definition of a unit vocabulary word. Have students match the targeted vocabulary word to the definition. Provide visual supports. With support, have students identify targeted vocabulary in various texts. Have the student select a vocabulary word to use in conversation. **Level 1:** Have student identify a vocabulary word from a single option or errorless choice. Point out the use of unit vocabulary during conversation, reading and other lessons.
Review	• Review and display targeted vocabulary words in the classroom and have students add the words and definitions to their Word Journal behind the Definition tab. • Prompt students to locate and review meaning of the unit vocabulary words in various lessons. • Point out when the unit vocabulary is used in conversation.

Check Understanding

- **Level 3:** Can the student determine the meaning of a word? Can the student use a vocabulary word in conversation?
- **Level 2:** Can the student match a word to its meaning? Can the student select a vocabulary word to use in conversation?
- **Level 1:** Can the student select a representation of a named word from a single option or errorless choice?

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Lesson 15 - Word Study
Activity 4 - Play Vocabulary Game

15
Activity 4

Instructional Targets

Reading Standards for Literature

- ***Craft and Structure:*** Use context clues and illustrations to determine meaning of words and phrases in a text, including figurative and connotative meanings.

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about the unit vocabulary words. For example, ask, "What means to keep money instead of spending it?" Discuss students' responses. • Review the unit vocabulary words and their meaning. • Tell students that they will play a game with the unit vocabulary. For example, say, "We are going to play a game with our new vocabulary words. Today your job is to name and describe (define) each word you land on during the game." • Review the learning goal with students: **I will name and tell others what a word means.**
Model	• Model rolling the dice and moving your game piece the designated number of spaces. • Name the vocabulary word you have landed on and provide its meaning. • Model discussion to determine if the meaning provided is correct. If determined to be correct, mark the word off of your Picture/Word Strip.
Provide Practice	***Provide alternative for dice as needed for individual student access.*** **Level 3:** Have the student name and provide the meaning of the selected vocabulary word. If correctly identified, have student locate the word and mark it off their Picture/Word Strip. Provide alternative forms of writing and support as needed. **Level 2:** Have students match the targeted vocabulary word to the definition. If correctly identified, have student locate the word and mark it off their Picture/Word Strip. Provide alternative forms of writing and support as needed. **Level 1:** Have student identify the vocabulary word from a single option or errorless choice. Have the student participate in matching the targeted word to their Picture/Word Strip. Providing support, have the student participate in marking off of their Picture/Word Strip. If desired, indicate the winner of the game as the first person to mark all of the vocabulary words on their Picture/Word Strip or continue playing until all students have marked all words.
Review	• Review targeted vocabulary words. • Prompt students to locate and review meaning of the unit vocabulary words in various lessons. • Encourage students to use the vocabulary words in a sentence.

Check Understanding

- **Level 3:** Can the student determine meaning of a word?
- **Level 2:** Can the student match a word to its meaning?
- **Level 1:** Can the student select a respresentative of a named word from a single option or errorless choice?

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Instructional Target

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use context clues or word structures to determine the meaning of unknown words.
  Standards for Language Use reference materials to determine the meaning of unknown words.

Differentiated Tasks

Level 3 Students will...

- Identify the meaning of words with multiple meanings and recognize figurative language.
- Use reference materials. such as a glossary, or a dictionary, to determine the meaning of an unknown word.

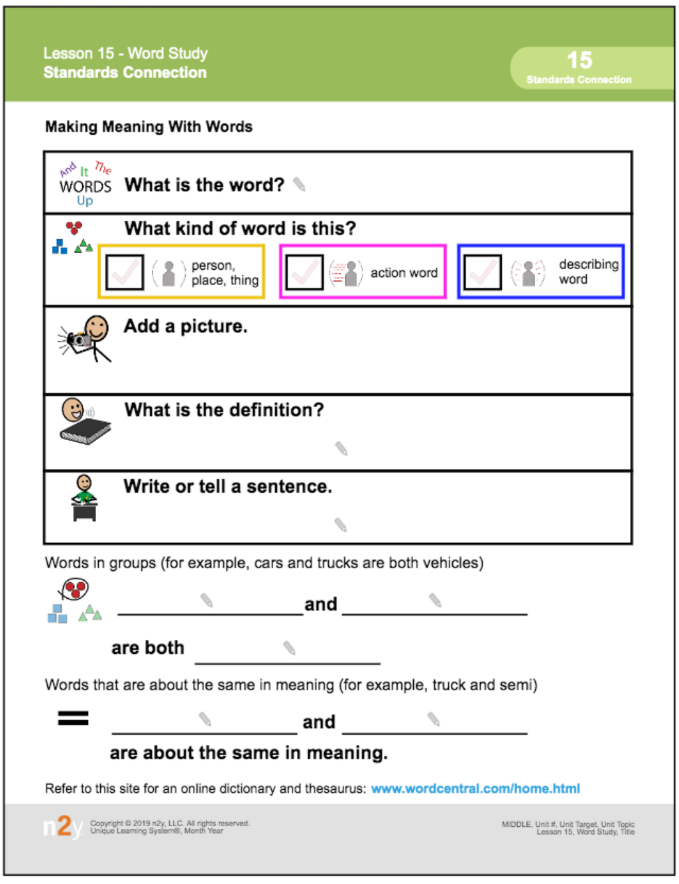
Level 2 Students will...

- Point to pictures or words to match a description within a text passage.
- Match words and pictures that have similar meanings.

Level 1 Students will...

- Identify a named picture related to the unit topic from a single option or errorless choice.
- Make a selection to indicate a picture of a word with whose meaning is similar to that of another word (errorless choice).

Have students use this Standards Connection to define words from unit stories or text and use them in a sentence. Use the chapter book or leveled book to locate words and sentences that use the words. Use Symbolstix or illustrations in the text to locate pictures to match to words. Refer to online dictionaries such as **http://wordcentral.com** to assist in defining words.



Lesson 15 - Word Study
Standards Connection

15
Standards Connection

Making Meaning With Words

What is the word?

What kind of word is this?

person, place, thing | action word | describing word

Add a picture.

What is the definition?

Write or tell a sentence.

Words in groups (for example, cars and trucks are both vehicles)

_____ and _____

are both _____

Words that are about the same in meaning (for example, truck and semi)

_____ and _____

are about the same in meaning.

Refer to this site for an online dictionary and thesaurus: www.wordcentral.com/home.html

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MIDDLE, Unit #, Unit Target, Unit Topic
Lesson 15, Word Study, Title

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For hands-on instruction, print, cut out and laminate.

account	bank	budget plan	check	earn	job	money	safe	save	spend
									
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out	put
up	with
call	first
name	open

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For hands-on instruction, print, cut out and laminate.

until	use
car	does
game	need
start	walk

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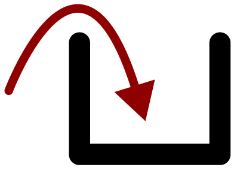
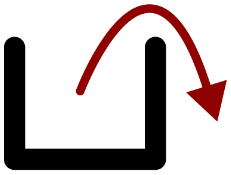
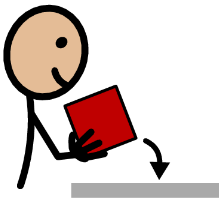
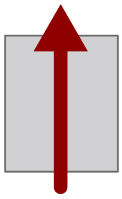
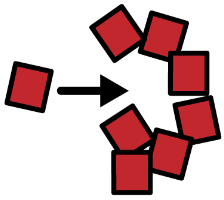
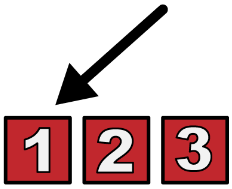
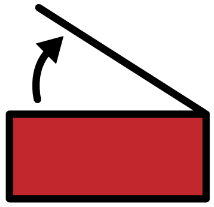
can 	in 
out 	put 
up 	with 
call 	first 
name 	open 

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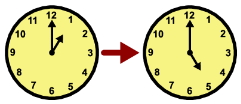
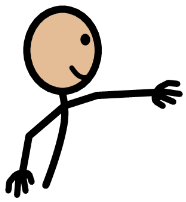
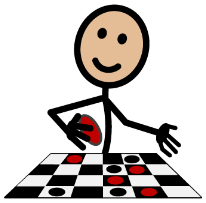
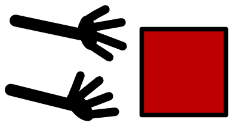
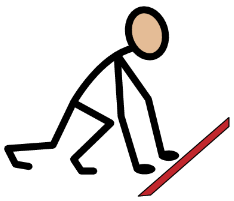
until 	use 
car 	does 
game 	need 
start 	walk 

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an amount of money put into a bank to keep safe and help keep track of money people save and spend

account

a business that helps people keep their money safe

bank

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a plan to spend, earn
and save money

budget plan

a piece of paper that uses
money from a bank
account to pay for things

check

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to get money for doing work	
earn	
work a person does to earn money	
job	

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what people use
to buy things

money

protected from
danger

safe

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to keep money instead of spending it	
save	
to use money to buy things	
spend	

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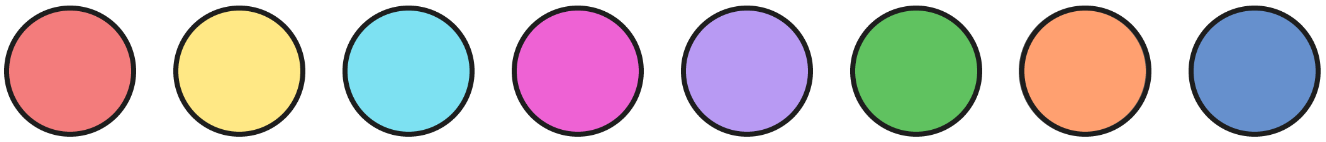
For hands-on instruction, print, cut out and laminate.



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Making Meaning With Words

What is the word?

What kind of word is this?

☐ person, place, thing

☐ action word

☐ describing word

Add a picture.

What is the definition?

Write or tell a sentence.

Words in groups (for example, cars and trucks are both vehicles)

_____ **and** _____

are both _____

Words that are about the same in meaning (for example, truck and semi)

_____ **and** _____

are about the same in meaning.

Refer to this site for an online dictionary and thesaurus: **www.wordcentral.com/home.html**

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Lesson 16 - Edit It
Money Matters

16

Instructional Targets

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

Standards for Writing

- ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

Differentiated Tasks

Level 3 Students will...

- Demonstrate conventions of grammar in spoken and written sentence forms.
- Demonstrate conventions of written language, including appropriate capitalization and end punctuation.
- Demonstrate use of common spelling conventions in written language.
- Plan, edit and revise to strengthen written sentences.

Level 2 Students will...

- Create simple sentence forms in a grammatically correct order when speaking or writing.
- With support, identify beginning capital letters and end punctuation in a written sentence.
- Spell familiar words with letter-sound matches.
- With support, use pictures and text to plan, edit and revise a written sentence.

Level 1 Students will...

- With picture supports, combine two or more words during a shared writing or speaking activity.
- With support, locate capital letters and end punctuation in a sentence.
- With support, choose a correctly spelled word (could be errorless choice).
- Given errorless choices of pictures, make a selection of pictures to plan, edit and revise a written sentence.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In this lesson, students will edit written documents on money, banks and fundraising for Earth Day.

Topic Words

account	earn	safe
bank	job*	save
check	money*	

Editing Words

author	edit	question mark
book report	exclamation point	report
capital letter	heading	revise
capitalization	order	sentence
closing	period	spell
comma	punctuation	title
current event		

* Power Words

Benchmark Assessments

- Writing: Writing Probe

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Instructional Activities	Book Report	Current Events	Letter	Report With Facts	Opinion
? See how these activities fit into the **Suggested Monthly Plan**.					
ULS Materials and Resources	**Editing Document 1: Book Report** **Standards Connection**	**Editing Document 2: Current Events** **Standards Connection**	**Editing Document 3: Letter** **Standards Connection**	**Editing Document 4: Report With Facts** **Standards Connection**	**Editing Document 5: Opinion** **Standards Connection**
	L³ Skills: Language Arts Skills				
Additional Materials			**Word Journal**	**Word Journal**	**Word Journal**

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Instructional Targets

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

Standards for Writing

- ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about editing. For example, ask, "What should all sentences start with—a question mark or a capital letter?" Discuss students' answers.
- Introduce key vocabulary terms such as punctuation, capitalization, revise and edit.
- Introduce rules for capitalization, including names of people and places.
- Explain how and why periods are used in writing.
- Tell students that they will be editing a book report. For example, say, "Capital letters and periods are important. Your job is to help find missing capital letters and periods in a book report."
- Review the learning goals with students:
  Level 3: I will add capital letters and periods when editing sentences.
  Level 2: I will name the beginning capital letter and ending punctuation while editing a sentence.
  Level 1: I will find capital letters and periods in a sentence.

Model

- Display a sentence without a capital letter or a period. Ask, "What is missing from this sentence?"
- Discuss the missing capital letters and periods and why they are needed.
- Correct the sentence.
- Display the Standards Connection and model checking edits.
- Repeat as needed.

Provide Practice

Provide each student with Editing Document 1: Book Report and Standards Connection.

Level 3: Have the student identify where a capital letter and period are needed in each sentence. Have the student correct/add capital letter and ending punctuation to each sentence.

Level 2: With assistance, have the student correct/add capital letter and punctuation to a sentence. Then have the student identify which letter of a word in the sentence has a capital letter. Next, have the student locate and identify the ending punctuation of the sentence by name (period, question mark, etc.). Provide visuals and other supports as needed.

Level 1: Have the student participate in correcting/adding capital letters and punctuation to a sentence through a single choice. For example, present a sentence, read the sentence pointing to each word. Stop at the end of the sentence and ask, "What is needed at the end of this sentence—a period?" Present a symbol of a period and have the student select the period using their active response mode. Provide student with a corrected sentence from the Book Report. With support, have the student participate in locating words with capital letters and ending punctuation.

Have students review and check their work by using the Standards Connection.

Review

- Review Editing Document 1: Book Report with students.

Check Understanding

Level 3: Can the student apply correct capitalization and punctuation when editing a piece of writing?

Level 2: With support, can the student participate in editing a written sentence?
Can the student identify a capital letter in a word? Can the student identify the ending punctuation of a sentence?

Level 1: Can the student participate in locating capital letters and ending punctuation in sentences with support?
Can the student participate in the editing process by making selections (may be single choice options)?

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Instructional Targets

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

Standards for Writing

- ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

Instructional Routine

or

Introduce

- Introduce the activity by asking a focus question about editing. For example, ask, "What should the sentences in a paragraph do—confuse you or tell a story?" Discuss students' answers.
- Review key vocabulary terms, such as punctuation, capitalization, revise and edit.
- Review rules for capitalization, including names of people and places.
- Explain why paragraphs need to be in correct order. Tell students that they will be given a Current Events article. Their job will be to correct mistakes in capitalization and punctuation and to put the story in the correct order. When we change the order of a written document, it is called revising.
- Review the learning goals with students:

  Level 3: I will edit a paragraph and put the sentences in order.
  Level 2: I will identify capital letters and punctuation. I will put sentences in order.
  Level 1: I will find capital letters and periods in a sentence. I will help put sentences in order.

Model

- Display the Current Events document. Focus on the sentence that is marked as the first sentence (indicated with the number 1) and ask, "What is missing from this sentence?"
- Discuss the missing capital letters and periods and why they are needed.
- Correct the sentence. Model the use of the Standards Connection to check your work.
- Read the first two lines of the Editing Document and ask, "Is this paragraph in order? Does it have steps?" Discuss how a paragraph that tells a sequence of events needs to be in order.
- Explain how to find the correct order by thinking, "What happened first, next or last?" Tell students the number one, next to the sentence you have corrected, indicates that it is the first sentence in the document.
- Repeat as needed.

Provide Practice

Provide each student with Editing Document 2: Current Events and the Standard Connection.

Level 3: Have the student identify where a capital letter and period are needed in each sentence. Have the student correct/add capital letter and ending punctuation to each sentence. Read or have student read and then number each sentence in the correct order.

Level 2: With assistance, have student correct/add capital letter and punctuation to a sentence. Then have the student identify which letter of a word in the sentence has a capital letter. Next, have the student locate and identify the ending punctuation of the sentence by name (period, question mark, etc.). Read the article in its current order. Discuss the current order and if it makes sense. With assistance, have student number or place the sentences in the correct order to show sequencing.

Level 1: Have the student participate in correcting/adding capital letters and punctuation to a sentence through a single choice. Provide student with a corrected sentence from the Current Events article. With support, have student participate in locating words with capital letters and ending punctuation. Then have student participate in placing the sentences in order.

Have students review and check their work by using the Standards Connection.

Review

- Review Editing Document 2: Current Events with students.

Check Understanding

- **Level 3:** Can the student apply correct capitalization and punctuation when editing a piece of writing? Can the student revise the order of the sentences to show proper sequencing?
- **Level 2:** With support, can the student participate in editing a written sentence? Can the student identify a capital letter in a word? Can the student identify the ending punctuation of a sentence? Can the student revise the order of a paragraph with support?
- **Level 1:** Can the student participate in locating capital letters and ending punctuation in sentences with support? Can the student participate in the editing process by making selections (may be single choice options)?

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Lesson 16 - Edit It
Activity 3 - Letter

16
Activity 3

Instructional Targets

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

Standards for Writing

- ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about editing. For example, ask, "Why is it important to spell things correctly—spelling words correctly helps people read better or spelling words correctly helps people hear better?" Discuss students' answers.
- Review key vocabulary terms, such as punctuation, capitalization and letter, and introduce the words comma, heading, closing and spelling.
- Review rules for capitalization, including names of people and places. Review rules for period usage.
- Introduce the importance of spelling correctly. Introduce the comma, and its common use as a pause in a thought.
- Tell students that they will be given a Letter to review. Their job will be to correct mistakes in capitalization, punctuation and spelling.
- Review the learning goals with students:

Level 3: I will correct capital letters, punctuation and misspelled words when editing sentences.
Level 2: I will identify beginning capital letters and ending punctuation when editing sentences.
Level 1: I will find capital letters, periods and question marks in a sentence.

Model

- Display the Letter document. Then, for example, ask, "What is wrong with this letter?"
- Discuss the missing capital letters and punctuation. Model correcting the letter by adding a missing comma. Then explain why commas are important to a letter.
- Search for and model correcting a misspelled word. Model use of the Word Journal to help find the correct spelling.

Provide Practice

Provide each student with Editing Document 3: Letter, individual Word Journals and Standards Connection.

Level 3: Have the student identify and correct misspelled words in the letter. Encourage the use of resources such as their Word Journal to provide assistance. Then have the student correct/add capital letters, commas and ending punctuation.

Level 2: With support, have the student correct/add capital letters and ending punctuation. Once the sentence is corrected, have the student identify capital letters and ending punctuation by name. Then, with support, have the student correct spelling errors. Encourage use of the student's Word Journal or other supports.

Level 1: Have the student participate in correcting/adding capital letters and ending punctuation and in correcting spelling errors. Then provide the student with a corrected sentence from the Editing Document. With support, have the student locate capital letters, periods and question marks (may be single option or errorless choice).

Have students review and check their work by using the Standards Connection.

Review

- Review Editing Document 3 with students.

Check Understanding ?

- **Level 3:** Can the student correct errors in capitalization and punctuation when editing a piece of writing? Can the student identify and correct misspelled words?
- **Level 2:** With support, can the student participate in editing a written sentence? With support, can the student identify and correct misspelled words?
- **Level 1:** Can the student participate in the editing process by making selections (may be single choice options)?

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Instructional Targets

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

Standards for Writing

- ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about editing. For example, ask, "What should you do if a written sentence does not sound correct—change the sentence or leave it alone?" Discuss students' answers.
- Review key vocabulary terms, such as punctuation, capitalization, report, period, question mark and spelling.
- Review rules for capitalization, including names of people and places, punctuation usage including periods and question marks, as well as the importance of correct spelling.
- Explain that sometimes a sentence may not be worded correctly and needs to be changed. Tell students their job will be to correct mistakes in a Report With Facts. While editing, they should listen for sentences that do not sound correct and change those sentences.
- Review the learning goals with students:

  Level 3-2: I will edit a report and change sentences that do not sound right.
  Level 1: I will make choices to help edit a report.

Model

- Display the Report With Facts document. Choose one of the sentences that could be edited to "sound better" to use when modeling.
- Then, for example, ask, "What is wrong with this sentence?" Discuss the missing capital letters and periods and why they are needed. Correct any capitalization, punctuation and spelling mistakes.
- Ask, "Is this sentence in order? Does it sound right? Can it be rewritten to sound better?" Discuss how the words in a sentence need to be in the correct order. Explain how to find the correct order by thinking, "How can I change this to make it sound better?" Correct the sentence word order.
- Repeat as needed.

Provide Practice

Provide each student with Editing Document 4: Report With Facts, individual Word Journals and Standards Connection.

Level 3: Have the student identify where a capital letter and period are needed in each sentence. Have the student correct/add capital letters and ending punctuation to each sentence. Have the student identify and correct misspelled words. Have the student revise any sentence with poor word order.

Level 2: Read the sentence and have the student make edits and improvements with support. Encourage the use of the Word Journal when correcting misspelled words. Then have the student identify the capitalized letters and the punctuation in the corrected sentence.

Level 1: Have the student participate in editing the document through errorless choice. Once corrected, have student participate in locating capital letters and ending punctuation with support.

Have students review and check their work by using the Standards Connection.

Review

- Review Editing Document 4: Report With Facts with students.

Check Understanding

- **Level 3:** Can the student apply correct capitalization and punctuation when editing a piece of writing? Can the student identify and correct misspelled words? Can the student revise the order of a sentence to demonstrate proper word order?
- **Level 2:** Can the student identify the letter in a word that needs to be capitalized in a sentence? Can the student identify the ending punctuation of a sentence? Can the student correct misspelled words with support? Can the student revise a sentence to improve word order with support?
- **Level 1:** Can the student participate in the editing process by making selections (may be single choice options)? Can the student participate in locating a capital letter with support? Can the student participate in locating punctuation in a sentence with support?

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Instructional Targets

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

Standards for Writing

- ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about editing. For example, ask, "What punctuation should be added to the end of a question—an exclamation point or a question mark?" Discuss students' answers. • Review key vocabulary terms such as punctuation, capitalization, opinion, period, question mark, exclamation point and spelling. • Review rules for capitalization, including names of people and places. • Review the importance of spelling correctly. • Review the rules for punctuation usage, including periods, question marks and exclamation points. • Explain to students that in this activity they will practice using everything they know about editing. Tell students their job will be to correct the mistakes in the Opinion document. • Review the learning goals with students: **Level 3: I will add capital letters, periods, question marks and exclamation points, and fix spelling when editing sentences.** **Level 2: I will name the beginning capital letter and ending punctuation and fix misspelled words.** **Level 1: I will find capital letters, periods and question marks in a sentence.**
Model	• Display the Opinion document. Choose one of the sentences with missing capitalization, punctuation, misspelled words and poor word order. Ask, "What is wrong with this sentence?" • Discuss the missing capital letters and periods and why they are needed. Correct any capitalization, punctuation and spelling mistakes. Use the Standards Connection to check your work. • Repeat as needed.
Provide Practice	***Provide each student with Editing Document 5: Opinion, individual Word Journals and the Standards Connection.*** **Level 3:** Have the student identify where capital letters, periods, question marks and exclamation points are needed in each sentence. Have student correct/add capital letters and ending punctuation to each sentence. Have student identify and correct misspelled words. Have student revise any sentence with poor word order. **Level 2:** Read the sentence and have the student make edits and improvements with support. Encourage the use of the Word Journal when correcting misspelled words. Then have the student identify the capitalized letters and the punctuation in the corrected sentence. **Level 1:** Have the student participate in editing the document through errorless choice. Once corrected, have the student participate in locating capital letters and ending punctuation with support. Have students review and check their work by using the Standards Connection.
Review	• Review Editing Document 5: Opinion with students.

Check Understanding

- **Level 3:** Can the student apply correct capitalization and punctuation when editing a piece of writing? Can the student identify and correct misspelled words? Can the student revise the order of a sentence to demonstrate proper word order?
- **Level 2:** Can the student identify the letter in a word that needs to be capitalized in a sentence? Can the student identify the ending punctuation of a sentence? Can the student correct misspelled words with support? Can the student revise a sentence to improve word order with support?
- **Level 1:** Can the student participate in the editing process by making selections (may be single choice options)? Can the student participate in locating a capital letter with support? Can the student participate in locating punctuation in a sentence with support?

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Instructional Targets

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

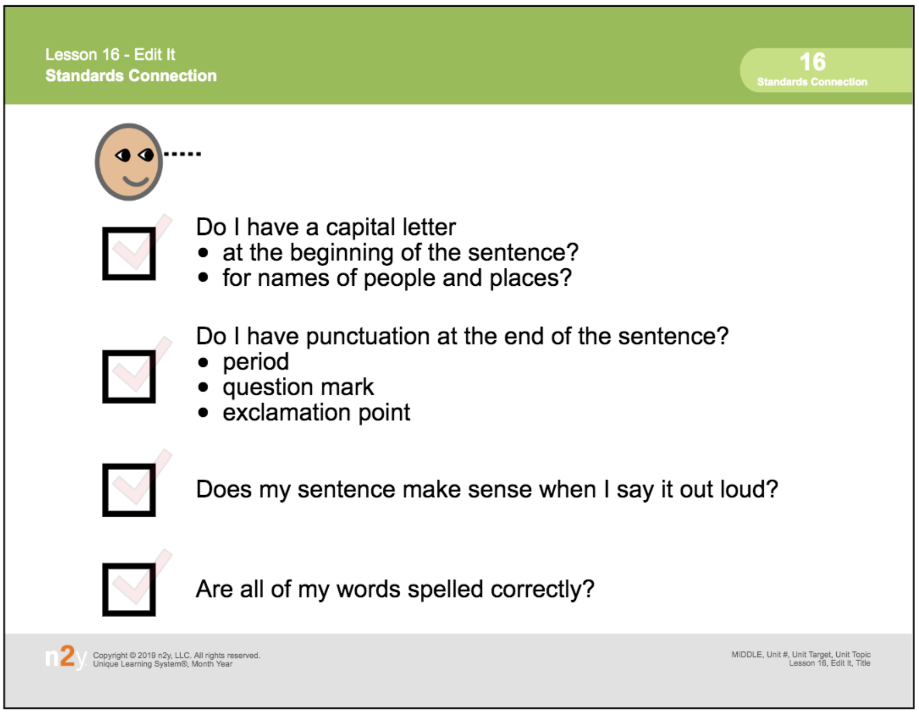
Standards for Writing

- ***Production and Distribution of Writing:*** With some guidance and support, plan, edit and revise writing to increase clarity and coherence.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Demonstrate conventions of grammar in spoken and written sentence forms. • Demonstrate conventions of written language, including appropriate capitalization and ending punctuation. • Demonstrate use of common spelling conventions in written language. • Plan, edit and revise to strengthen written sentences.	• Create simple sentence forms in a grammatically correct order when speaking or writing. • With support, identify beginning capital letters and ending punctuation in a written sentence. • Spell familiar words with letter-sound matches. • With support, use pictures and text to plan, edit and revise a written sentence.	• With picture supports, combine two or more words during a shared writing or speaking activity. • With support, locate capital letters and ending punctuation in a sentence. • With support, choose a correctly spelled word (could be errorless choice). • Given errorless choices of pictures, make a selection of pictures to plan, edit and revise a written sentence.

A shared checklist is a way to review and revise writing.
In the writing conference, guide students to review a written text and revise it as needed.



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Edit It: Book Report

- A capital letter begins each sentence.
- Titles of books have capital letters.
- People's names have capital letters.
- Names of places have capital letters.
- A period goes at the end of each sentence.

Look for 5 words that need a capital letter and 4 places that need a period.

this is a book report on A Bank Is helpful by Katherine

rottman. kirk earns money from his job He wants to put

his money in a bank a bank is a safe place to keep

money I like this story because I like learning how banks

are helpful

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Edit It: Current Events

- A capital letter begins each sentence.
- People's names have capital letters.
- Names of places have capital letters.
- A period goes at the end of each sentence.

Look for 5 words that need a capital letter and 4 places that need a period.
Number the sentences to put them in order to show a beginning, middle and end.

1	mark's class is doing a fundraiser for Earth Day.
	Last, they sell plants to customers
	next, they make posters to tell people about their sale
	first, they decide to raise money for national parks in the united States
	second, they make a plan to have a plant sale

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Edit It: Letter

- A comma comes after the heading (Dear Bill,) and after the closing (Your friend, Tom).
- A question mark is used at the end of a question, and a period goes at the end of a sentence.
- The first word of a sentence and names of people and places have capital letters.
- All words should be spelled correctly.

Look for 5 words that need a capital letter and 5 places that need a comma, question mark or period.
Look for 5 words that are spelled wrong. Use your word wall to help you spell the words.

Dear Mother

thank you for taking me to the Bank of virginia last week i am happy you helped me opin a bank account. Can you teach me how to yuse my debit card I can starte saving money at the bank now i cann save for a video gamie system.

Love

mark

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Edit It: Report With Facts

- A question mark is used at the end of a question, and a period goes at the end of a sentence.
- The first word of a sentence and names of people and places have capital letters.
- All words should be spelled correctly.
- The words in a sentence should be in order.

Look for 5 words that need a capital letter and 5 places that need a period or question mark.
Look for 2 words that are spelled wrong.
Look for 1 sentence that does not sound right. Change it so that it sounds better.

Mark earns money frum his job at the grocery store on main Street
he brings his money to the bank. mark puts some money in a checking
account money ine a checking account can be used to buy things you want
or need Mark puts some money in a savings account money in a savings
account can be used emergencies for. What do you do with your money

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Edit It: An Opinion

- A question mark is used at the end of a question, and a period goes at the end of a sentence.
- An exclamation point is used at the end of a sentence to show strong feelings.
- The first word of a sentence and names of people and places have capital letters.
- All words should be spelled correctly.
- The words in a sentence should be in order.

Look for 4 words that need a capital letter and 4 places that need a period, question mark or exclamation point.
Look for 2 words that are spelled wrong.
Look for 1 sentence that does not sound right. Change it so that it sounds better.

i think thate everyone should save money at National
bank The bank tellers are kind and helpful. your money
is safe aat the bank i save my money at National Bank
National bank is the bank best in town

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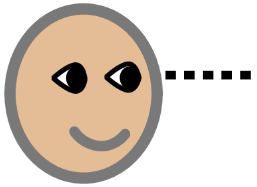

- [ ] Do I have a capital letter
  - at the beginning of the sentence?
  - for names of people and places?

- [ ] Do I have punctuation at the end of the sentence?
  - period
  - question mark
  - exclamation point

- [ ] Does my sentence make sense when I say it out loud?

- [ ] Are all of my words spelled correctly?

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

Standards for Writing

- ***Text Types and Purposes:*** Generate a simple paragraph that expresses an opinion and contains relevant supporting details.
- ***Production and Distribution of Writing:*** With guidance and support, use technology, including the internet, to compose a simple paragraph.

Differentiated Tasks

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Create a simple paragraph that states an opinion and provides supporting reasons.
- Select and use digital tools, including the internet, to generate a paragraph.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Select pictures with text to create a written text that supports an opinion.
- With support, use digital tools, including the internet, to generate multiple sentences.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.
- Given errorless choices of pictures, select pictures to communicate an opinion on a topic.
- With support and adaptive tools, use digital tools to create a sentence.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In this lesson, students will write book reports on theme-related books read during self-selected reading.

Topic Words

account	earn	safe
bank	job*	save
budget plan	money*	spend
check		

Literacy Words

brainstorm	topic
paragraph	write*

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Early Learning: Emerging Writing
- Emerging Skills: Errorless Writing

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Lesson at a Glance

Activity 1

Instructional Activities

Book Report

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Lesson 1, Activity 4

Book Report Forms
Template C, B and A

Standards Connection

Monthly Tools: Supplemental Reading List

n2y Library

SymbolStix PRIME

L³ Skills: **Language Arts Skills**

Additional Materials

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Instructional Targets

Reading Standards for Literature

- ***Range and Level of Text Complexity:*** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.

Standards for Writing

- ***Text Types and Purposes:*** Generate a simple paragraph that expresses an opinion and contains relevant supporting details.
- ***Production and Distribution of Writing:*** With guidance and support, use technology, including the internet, to compose a simple paragraph.

Students must 'read' books before completing this activity. Books selected and read during Lesson 1, Activity 4: Self-Selected Reading should be used to complete this activity. A Supplemental Reading List is also provided in the Monthly Tools. Books in alternate formats, News-2-You articles, magazine and web pages are also options for this reading time. You may wish to search the n2y Library for Leveled Books related to the topic.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about self-selected reading. For example, ask, "What could we do to share information about our favorite book read this month—read another book or write a book report?" • Explain that a book report is written to tell others what you think about a book you read. • Tell students that they will choose one of the books they selected for self-selected reading to write a book report. For example, say, "Today, your job is to write about a book you have read." • Review the learning goal with students: **I will write a book report.**
Model	Three Book Report Forms are provided for this lesson. Form C—Text Only, Form B—Single-Symbol Support and Form A—Symbol-Supported. Display and model using the form that meets the majority of students' needs. • Model choosing a book to write a book report. For example, say, "I read the book, ***Brent's Job***. I want to write a book report on this book. The book is not about a real job that Brent has. The story was made up. A made up story is called fiction. I will need to write a fiction book report." • Model locating and filling out the information to complete the book report (book title, author, etc.) and sharing your opinion of the book. Point out that you begin each sentence with a capital letter and end the sentence with the appropriate punctuation. Read the completed Book Report.
Provide Practice	***Provide students with the appropriate Book Report Forms and any alternative forms of writing and the chosen book for reference.*** **Level 3:** Have the student fill out the Book Report Form in order to express an opinion of a self-selected book. **Level 2:** Have the student fill out the Book Report Form using picture supports and any other supports needed. **Level 1:** Have the student make selections in order to express an opinion of a self-selected book (may be errorless choice).
Review	• Review the learning goal by having students share the book reports. • Multiple book reports can be written for self-selected books read throughout the month.
Extension	• To extend this lesson, use the Standards Connection to identify and research a topic students found interesting and would like to know more about as they listened to the book reports being shared. Students will find and list resources and create an organized paragraph with information gathered from research.

Check Understanding ?

- **Level 3:** Can the student share an opinion on a self-selected book by writing a book report?
- **Level 2:** Can the student use pictures and other supports to share an opinion on a self-selected book by writing a book report?
- **Level 1:** Can the student make errorless selections in order to share an opinion on a self-selected book?

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Instructional Targets

Standards for Writing

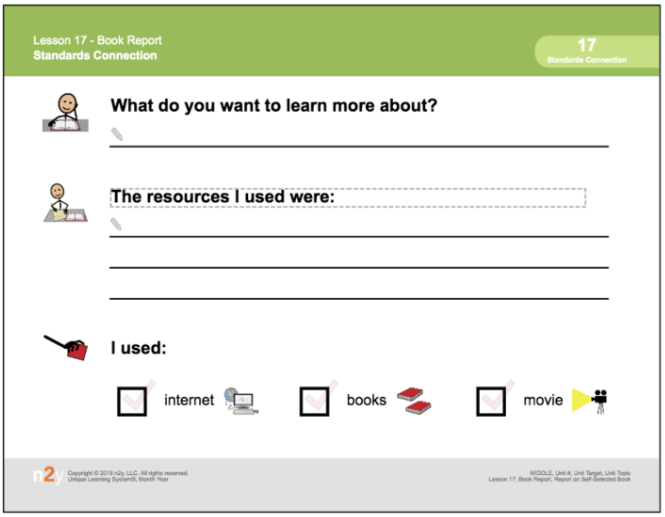
- ***Research to Build Knowledge:*** Research and collect information from (adapted) or informational materials to answer a question in a short research project. Generate a text document to summarize information from print and digital sources; identify sources.

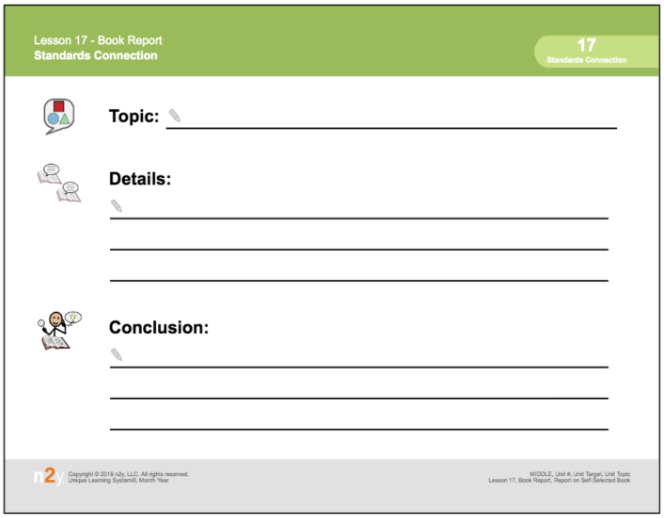
Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Research and gather information from multiple print and digital sources on a specific topic. • Generate a report of one or more paragraphs to summarize information and list sources.	• Collect information from print or digital sources on a specific topic. • Generate multiple sentences to summarize information.	• Select a picture from an errorless choice to contribute to a shared research task. • Select a picture from an errorless choice to contribute to a shared writing task.

Use the Standards Connection to help students identify a research topic of interest, list resources and generate an organized paragraph with researched information. The book reports and the unit's chapter book can help students choose a topic.

Refer students to this age-appropriate search engine: https://www.kiddle.co/





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Book Report Name: _____

My Book Report (fiction)

The name of my book is _____.

This book was written by _____.

Who was in this book? _____

Where did this story happen? _____

Tell three things that happened in this book.

_____

_____

_____

What did you think of this book?

Liked it	Did not like it

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Book Report Name: _____

My Book Report (non-fiction)

I read about _____.

What or who was in this book?

_____

Tell three things that happened in this book.

_____

_____

_____

What did you think of this book?

Liked it	Did not like it

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Book Report Name: _____

My Book Report (fiction)



The name of my book is _____.



This book was written by _____.



Who was in this book? _____



Where did this story happen? _____



Tell three things that happened in this book.

_____

_____

_____

What did you think of this book?

 Liked it

 Did not like it

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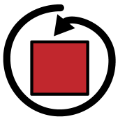
Book Report Name: _____

My Book Report (non-fiction)



I read about _____.



What or who was in this book?

_____



Tell three things that happened in this book.

_____

_____

_____

What did you think of this book?



Liked it



Did not like it

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Book Report Name: _____

My Book Report (fiction)

Present the book cover.
Ask, "What is the name of your book?"

Note student response mode: ___ point ___ look ___ other





Interpret student response and write the answer below.



The name of my book is:

_____ .

Present a page of the book showing the main character in the story.
Ask, "Who is in your book?"

Note student response mode: ___ point ___ look ___ other





Interpret student response and write the answer below.



Someone in my book is:

_____ .

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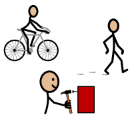
Book Report Name: _____

My Book Report (fiction)

Present a page of the book showing an event or action in the story.
Ask, "What happened in your book?"

Note student response mode: ___ point ___ look ___ other

Interpret student response and write the answer below.



Something that happened in my book:

_____ .

Present the book cover again.
Ask, "What did you think of this book?"

Note student response mode: ___ point ___ look ___ other

Interpret student response and mark the answer below.

Liked it	**Did not like it**

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Book Report Name: _____

My Book Report (non-fiction)

Present the book cover.
Ask, "What is the name of your book?"

Note student response mode: ___ point ___ look ___ other

Interpret student response and write the answer below.

The name of my book is:

_____ .

Present a page of the book showing an event or action in the story.
Ask, "What or who is in your book"

Note student response mode: ___ point ___ look ___ other

Interpret student response and write the answer below.

Someone in my book is:

_____ .

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Book Report Name: _____

My Book Report (non-fiction)

Present a page of the book showing an event or action in the story.
Ask, "What happened in your book?"

Note student response mode: ___ point ___ look ___ other

Interpret student response and write the answer below.

Something that happened in my book:

_____ .

Present the book cover again.
Ask, "What did you think of this book?"

Note student response mode: ___ point ___ look ___ other

Interpret student response and mark the answer below.

Liked it	Did not like it

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What do you want to learn more about?

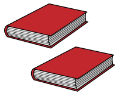


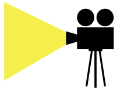
The resources I used were:



I used:

☐ internet 

☐ books 

☐ movie 

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Topic: _____



Details:

_____

_____

_____



Conclusion:

_____

_____

_____

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Lesson 18 - Topic Paragraph
Newsletter and Activity Report

18

Instructional Targets

Standards for Writing

- ***Text Types and Purposes:*** Generate a simple informative paragraph that includes a defined topic, supporting details and a concluding sentence.
- ***Production and Distribution of Writing:*** With guidance and support, use technology, including the internet, to compose a simple paragraph.

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.
- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Standards for Speaking and Listening:

- ***Comprehension and Collaboration:*** Engage in grade level and age-appropriate discussions, including ability to:
  - follow rules of discussion.
  - ask questions related to the topic; respond to others' questions; make comments; share ideas.

Differentiated Tasks

Level 3 Students will...

- Create a simple paragraph that includes a topic sentence, supporting facts and details and a concluding sentence.
- Select and use digital tools, including the internet, to generate a paragraph.
- Demonstrate conventions of grammar in spoken and written sentence forms.
- Demonstrate conventions of written language, including appropriate capitalization and end punctuation.
- Demonstrate use of common spelling conventions in written language.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.
- Share information, ask and answer questions and make comments during a group discussion.

Level 2 Students will...

- Select pictures with text to create a written document of factual sentences on a topic.
- With support, use digital tools, including the internet, to generate multiple sentences.
- Create simple sentence forms in a grammatically correct order when speaking or writing.
- With support, identify beginning capital letters and end punctuation in a written sentence.
- Spell familiar words with letter-sound matches.
- Use conventions of language to generate a simple sentence when speaking or writing.
- Use picture supports to share information, ask and answer questions and make comments during group discussions.

Level 1 Students will...

- Given errorless choices of pictures, make a selection to communicate facts on a given topic.
- With support and adaptive tools, use digital tools to create a sentence.
- With picture supports, combine two or more words during a shared writing or speaking activity.
- With support, locate capital letters and end punctuation in a sentence.
- With support, choose a correctly spelled word (could be errorless choice).
- Use language to share an idea with others.
- Participate in conversational exchanges, using communication technology and picture supports.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In this lesson, students will write a newsletter for family and friends to report what they have learned about in this unit.

Topic Words

account	budget plan	earn	money*	save
bank	check	job*	safe	spend

Literacy Words

brainstorm newsletter paragraph topic

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Early Learning: Emerging Writing
- Emerging Skills: Early Emerging Writing Rubric

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	Brainstorming	Planning a Paragraph	Writing a Paragraph	Sharing a Paragraph
See how these activities fit into the **Suggested Monthly Plan**.				
ULS Materials and Resources	**Planning Web**	**Topic Paragraph Planner Steps 1-4** **Template C:** (Text Only) **Template B:** (Single Symbol-Support) **Template A:** (Single Symbol-Support)	**Topic Paragraph Planner Steps 1-5** **Standards Connection** (Lesson 16)	**Completed Topic Paragraph Planner** **Standards Connection A** **Standards Connection B** (Lesson 18)
	SymbolStix PRIME **L³ Skills: Language Arts Skills**			
Additional Materials				

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Lesson 18 - Topic Paragraph
Activity 1 - Brainstorming

18
Activity 1

Instructional Target

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Engage in grade level and age-appropriate discussions, including ability to:
  - follow rules of discussion.
  - ask questions related to the topic; respond to others' questions; make comments; share ideas.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about written communication. For example, ask, "How can we let people know about what is going on in our classroom—go to the cafeteria or write a newsletter?" • Tell students that they will be creating a class newsletter to report to family and friends what they have learned in this unit. Each student will contribute a single paragraph to the newsletter. • Discuss with students that a newsletter is a way to inform others about happenings. • Tell students they will brainstorm different ideas for the newsletter. For example, say, "Your job is to think of a topic you would like to write about." • Review the learning goal with students: **I will choose a topic to write a paragraph for the newsletter.**
Model	• Display the Planning Web. • Model brainstorming by asking questions and having a discussion to complete the Planning Web. For example, ask, "What are some things we have learned during this unit? What are some activities we have completed?" Use the Planning Web to write down topics and explore facts about the topic.
Provide Practice	***Provide students with the Planning Web. Have students use dictation or other alternative forms to complete the web as needed.*** **Level 3:** Have the student suggest paragraph topics about activities or events that have happened in this month's unit. Have the student record and explore the topic using the Planning Web. **Level 2:** Have the student suggest paragraph topics with support. Have the student record and explore the chosen topic using the Planning Web. **Level 1:** Have the student share topics by selecting a paragraph topic of interest from a single or errorless choice.
Review	• Have the students select a topic on which to focus his or her paragraph.

Check Understanding

- **Level 3:** Can the student suggest relevant events or topics?
- **Level 2:** Can the student suggest relevant events or topics with support?
- **Level 1:** Can the student suggest an event or topic (may be a single or errorless choice)?

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Instructional Targets

Standards for Writing

- ***Text Types and Purposes:*** Generate a simple informative paragraph that includes a defined topic, supporting details and a concluding sentence.

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about written communication. For example, ask, "What do we call the subject of a paragraph—topic or book?" • Tell students that they will plan out the paragraph for the newsletter. Discuss why a planning process is necessary for writing. Explain to the students that their job is to plan what they would like to write in their paragraph. • Review the learning goal with students: **I will plan out a paragraph for the newsletter.**
Model	• Choose and display a Topic Paragraph Planner and read aloud. Three formats of the planner are provided: Template C (Text Only), Template B (Single Symbol-Support) and Template A (Single Symbol-Support with steps more broken out). Display the template that meets the majority of the students' needs. • Model how to fill out this planner by creating a title for the event or topic, identifying the main idea, sequencing the events and describing a reaction. • Complete Steps 1-4 of the Topic Paragraph Planner.
Provide Practice	***Provide students with the appropriate Topic Paragraph Planner and any alternative forms of writing needed.*** **Level 3:** Have the student complete steps 1-4. **Level 2:** Have the student complete steps 1-4 with supports. Visual supports may include story illustrations, symbols from the unit or symbols from **SymbolStix PRIME.** **Level 1:** Have the student complete steps 1-4 by selecting from a single option or errorless choice. For example, display the symbol for 'Chocolate Coins' and ask, "What recipe did we make?" Have the student use their active participation mode to select the choice. Have student participate in adding the selection to the planner. Visual supports may include story illustrations, symbols from the unit or symbols from **SymbolStix PRIME**.
Review	• Review Steps 1-4 with each student. Check for completion of each section.

Check Understanding

- **Level 3:** Can the student organize thoughts for a paragraph by completing the Topic Paragraph Planner individually?
- **Level 2:** Can the student complete the Topic Paragraph Planner with support?
- **Level 1:** Can the student make a choice to complete the Topic Paragraph Planner with support? (single or errorless)

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Instructional Targets

Standards for Writing

- ***Text Types and Purposes:*** Generate a simple informative paragraph that includes a defined topic, supporting details and a concluding sentence.
- ***Production and Distribution of Writing:*** With guidance and support, use technology, including the internet, to compose a simple paragraph.

Standards for Language

- ***Conventions of Standard English:*** Use conventions of grammar when speaking or writing. Use correct capitalization and punctuation in sentences. Use correct spelling in writing sentences.
- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about written communication. For example, ask, "What do sentences start with—a question mark or a capital letter?" • Tell students that they will be writing the paragraph for the newsletter. Remind students that sentences in a paragraph must start with a capital letter. • Explain to students that they will be using the Topic Paragraph Planner to write a paragraph. For example, say, "Your job is to use your Topic Paragraph Planner to write a paragraph." • Review the learning goals with students: **I will write a paragraph for the newsletter.** **I will use capital letters and ending punctuation in my newsletter.**
Model	• Display a completed Topic Paragraph Planner Steps 1-4. • Model how to craft the paragraph by using the steps from the Topic Paragraph Planner. Show students how to take the information from each step and use it in the paragraph. • Model how to edit for capital letters and end punctuation. For example, say, "Do each of my sentences start with a capital letter?" • Model checking for word order and organization. For example, read a sentence aloud. Say, "Does my sentence sound right? Can I change the order of words to make it sound better?" Show students ways to change the order and organization of the sentence if necessary. • Model the use of alternative forms of writing used in the classroom to complete the paragraph.
Provide Practice	***Provide appropriate Topic Paragraph Planner Steps 1-5 and any writing alternatives, such as dictation, adaptive keyboards and eye gaze, to fit students' needs and abilities. Visual supports may include story illustrations, symbols from the unit or symbols from SymbolStix PRIME.*** **Level 3:** Have the student write a paragraph based off of the information in Steps 1-4. Encourage the student to use correct capitalization and end punctuation. **Level 2:** Have the student use supports to create simple sentences in order to write a paragraph using Steps 1-4. Have the student add ending punctuation, providing assistance as needed. **Level 1:** Have the student select from a field of 2-3 choices (or errorless choice) to complete sentences. Assist student in locating capital letters and punctuation in the sentences.
Review	• Check or have students check for correct capitalization and punctuation. A checklist for revising writing is provided in the Lesson 16 Standards Connection. • Review each student's paragraph. Identify sentences where word order and organization inhibit the flow of the paragraph. Show the student ways in which to change the order and organization for better flow of the paragraph.
Extension	• Put the student paragraphs together to form a newsletter or newspaper. Add pictures and captions when applicable.

Check Understanding

- **Level 3:** Can the student write a paragraph with a main and concluding sentence and details in full sentences? Can the student use correct organization, spelling, capitalization and end punctuation?
- **Level 2:** Can the student use supports to write a paragraph with details on a topic in full sentences? Can the student identify capital letters and end punctuation? Can the student write sentences in the correct order?
- **Level 1:** Can the student make selections to form a paragraph by creating 2-word sentences? Can the student locate capital letters and end punctuation?

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Instructional Target

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Engage in grade level and age-appropriate discussions, including ability to:
  - follow rules of discussion.
  - ask questions related to the topic; respond to others' questions; make comments; share ideas.

Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about sharing communications. For example, ask, "How can we let others know about our newsletter—go to the library or share the newsletter with others?" • Tell students that they will be sharing their newsletter paragraphs with their classmates. Using Standards Connection A, discuss technology that can be used to share the newsletter. Explain that adding pictures and using technology can make the newsletter paragraphs more interesting to readers. Tell students that their job will be to share their newsletter paragraphs with others and listen to other students' paragraphs. • Review the learning goal with students: **I will share my paragraph with others.**
Model	• Display a completed newsletter paragraph. • Consider using recomendations in the Lesson 18 Standards Connection A to incorporate use of technology and increase reader's interest. • Model how to share the paragraph by either reading the paragraph aloud, giving a brief description of the paragraph or using one of the recommendations in Standards Connection A. • Discuss appropriate ways to respond to others' paragraphs by asking questions or making comments.
Provide Practice	***Encourage students to use suggestions in Standards Connection A to aid in sharing the newsletter paragraph. Aid students in using desired technology.*** **Level 3:** Have the student share their newsletter paragraph. Have the student comment and respond to others' paragraphs. **Level 2:** Have the student use visual supports to share their newsletter paragraph. Have the student comment and respond to others' paragraphs. **Level 1:** Have the student use their communication mode and visual supports to share their newsletter paragraph. Have the student comment and respond to others' paragraphs.
Review	• Discuss how the newsletter will be sent home for students to share with their family and friends. • Use Standards Connection A to show what they included in their paragraph and what they used to share their presentation.
Extend	• To extend this lesson, model how to describe and summarize information from a speaker's presentation. Use Standards Connection B as a guide.

Check Understanding

- **Level 3:** Can the student share information and make comments about a topic?
- **Level 2:** Can the student use visual supports to share a newsletter paragraph? Can the student comment or respond to a topic?
- **Level 1:** Can the student use their communication mode and visual supports to share a newsletter paragraph? Can the student use their communication mode to comment or respond to a newsletter paragraph?

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Instructional Targets

Standards of Speaking and Listening

- ***Presentation of Knowledge and Ideas:*** Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation. Add media to enhance a presentation. Adapt communication, using formal or informal language specific to a task or situation.

Differentiated Tasks

Level 3 Students will...

- Communicate on a topic, including facts and details to support the main idea.
- Select and use multimedia components to enhance a presentation.
- Communicate by using formal or informal language specific to the task or topic.

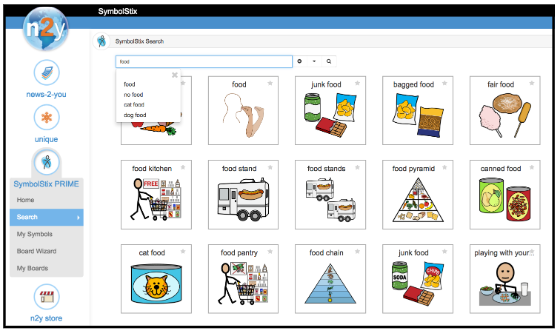
Level 2 Students will...

- Use picture supports to communicate main ideas, including facts and details, on a given topic.
- With support, add multimedia components to a presentation.
- Communicate messages in multi-word sentences specific to the topic.

Level 1 Students will...

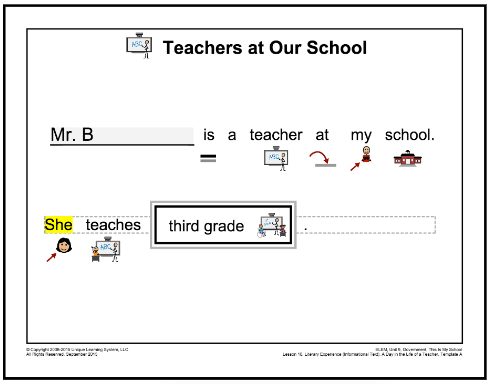
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Participate in creating multimedia components to support a presentation.
- Communicate by using supported modes of expression.

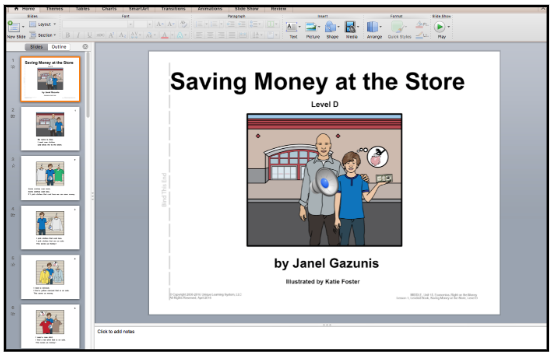
Use the newsletter reports as a springboard for oral reports to the class. This activity will extend the writing process and build oral communication. Consider ways to make the presentation interactive by using multimedia tools such as audio, still images, animation, etc. Use the checklist to ensure appropriate components, such as main idea and details, were included in the report and identify the media chosen to enhance the presentation of the Newsletter and Activity Report.



Expand the topic by finding digital pictures. Pictures may be found on websites such as **SymbolStix PRIME**. These pictures may be used in other digital projects as well. For example, encourage students to insert pictures into a word processing program, a digital slide show or another format that allows for text entry. Generate sentences to go with these pictures. Students may combine all created pages to make a new book.

Can you make sentences talk? Have students use text boxes (indicated by pencil icon) to enter words, phrases or sentences about a topic. Students can then listen to the generated text using the Unique Learning System's text-to-speech feature by clicking the "Speak" button located in the Navigation Bar. Encourage students to make edits and additions after listening to the generated text.





Microsoft® PowerPoint® is a presentation tool that has multimedia features. Add pictures and text to a slide, animate the pictures or text and even add recorded speech messages to the slide. Combine all slides to make a class report. Want to make the PowerPoint® presentation accessible for switch users? Simply utilize a switch interface and switch.

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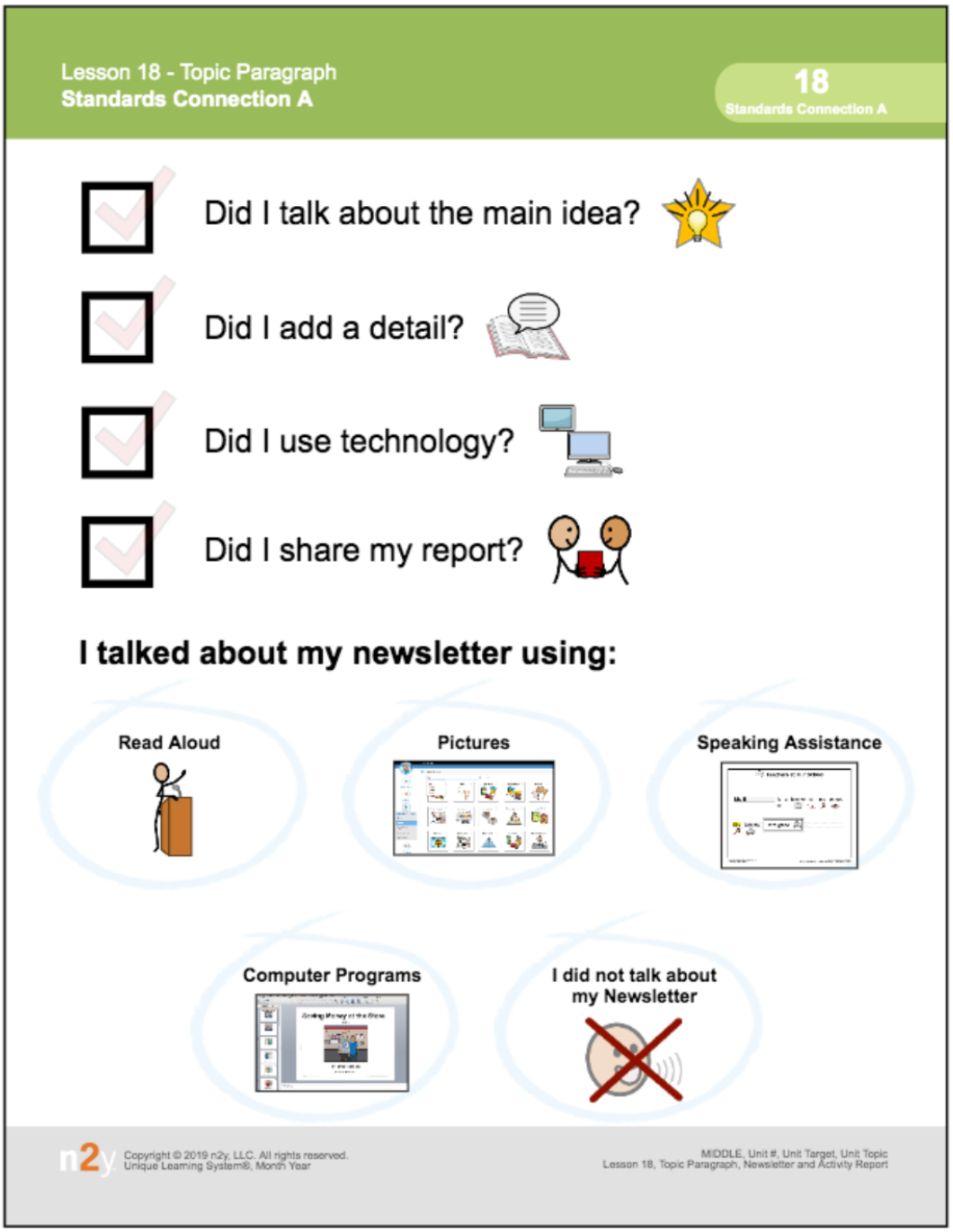
Have students use the following checklist to aid in giving a thorough and complete presentation.



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Instructional Targets

Standards of Speaking and Listening

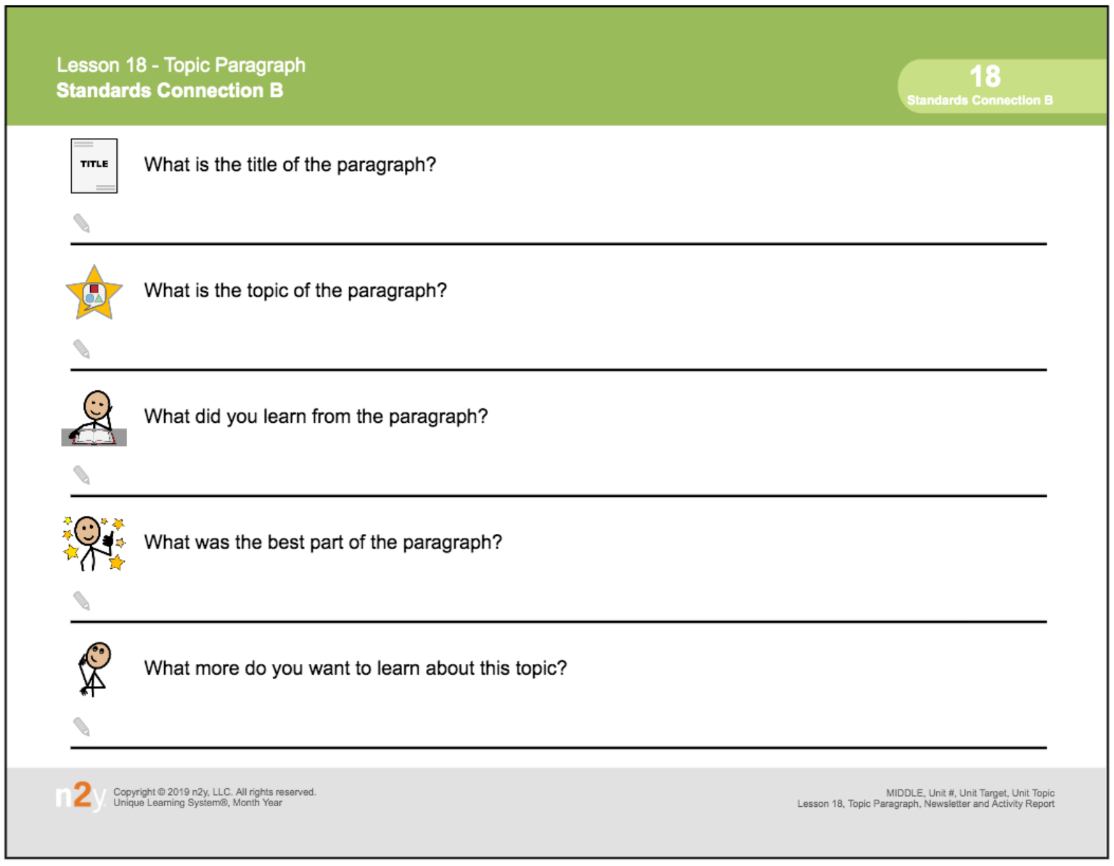
- ***Comprehension and Collaboration:*** Identify a speaker's purpose and main ideas.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Summarize information from a speaker's topic.	• Give a description of information, using picture supports from a speaker's topic.	• Respond to questions related to a speaker's topic, using picture supports and communication devices.

The Standards for Speaking and Listening are a means of building critical expressive and receptive communication skills. This extended activity provides an opportunity for students to practice active listening. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences.

Have students use this chart to summarize information about the newsletter report.



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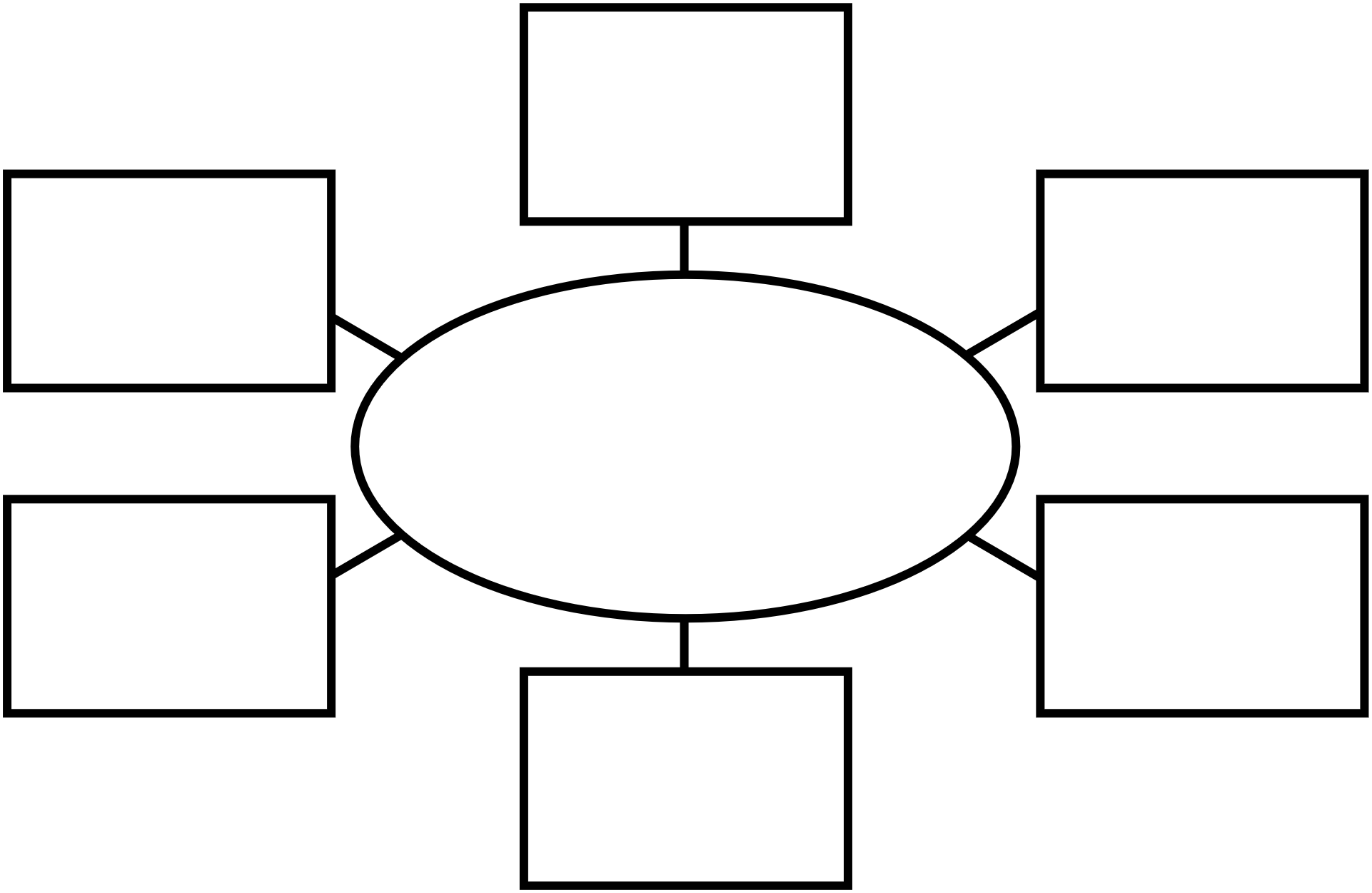
Planning Web



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See My Planning Web

Topic Paragraph Planner

Step 1: Name of the Activity (Create a title for the paragraph.)

_____

by _____

Step 2: The Big Idea (Finish one sentence or write your own.)

We made _____.

We went to _____.

We read about _____.

My own idea: _____

Step 3: Parts of the Activity (Sequence the steps of the activity.)

First _____

Next _____

Last _____

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Topic Paragraph Planner

Step 4: Reaction (Say what you think about this activity.)

_____ It was fun.

_____ It was hard work.

_____ I do not want to do this again.

_____ My own reaction: _____

_____

Other information:

_____

_____

_____

_____

_____

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See My Planner
Steps 1-4



Topic Paragraph Planner

Step 5: Paragraph (Put the sentences together.)

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See My Planning Web

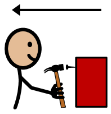
Topic Paragraph Planner

Step 1: Name of the Activity (Create a title for the paragraph.)

_____

by _____

Step 2: The Big Idea (Choose one topic sentence.)



We made _____.



We went to _____.



We read about _____.

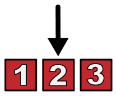


My own idea: _____

Step 3: Parts of the Activity (Sequence the steps of the activity.)



First _____



Next _____



Last _____

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Topic Paragraph Planner

Step 4: Reaction (Say what you think about this activity.)



_____ It was fun.



_____ It was hard work.



_____ I do not want to do this again.



_____ My own reaction: _____

_____

Other information:

_____

_____

_____

_____

_____

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See My Planner
Steps 1-4

Topic Paragraph Planner

Step 5: Paragraph (Put the sentences together.)

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See My Planning Web

Topic Paragraph Planner

Directions to Instructor: Present picture options to develop topic planning in Steps 1 - 4. Print words in the spaces provided based on selected pictures. In Step 5, cut apart sentence strips from Steps 1 - 4 to create a paragraph.

Step 1: Name of the Activity (Create a title for the paragraph.)

_____

by _____

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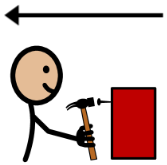
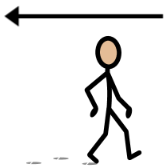
Topic Paragraph Planner

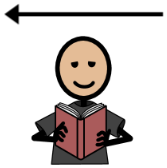
Step 2: The Big Idea (Choose one topic sentence.)



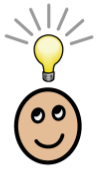
We made _____.



We went to _____.



We read about _____.



My own idea: _____

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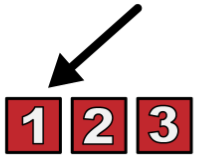
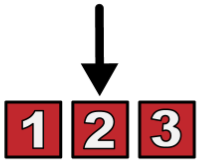
Topic Paragraph Planner

Step 3: Parts of the Activity (Sequence the steps of the activity.)



First _____



Next _____



Last _____

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Topic Paragraph Planner

Step 4: Reaction (Say what you think about this activity.)



_____ It was fun.



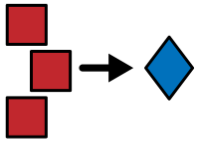
_____ It was hard work.



_____ I do not want to do this again.



_____ My own reaction: _____



Other Information: _____

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See My Planner
Steps 1-4



Topic Paragraph Planner



Step 5: Paragraph (Put the sentences together.)

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☐ Did I talk about the main idea?



☐ Did I add a detail?



☐ Did I use technology?



☐ Did I share my report?

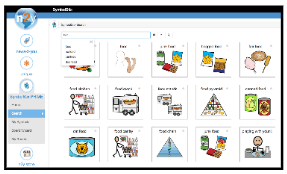


I talked about my newsletter using:

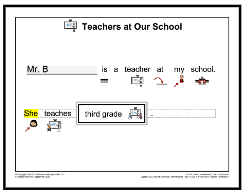
Read Aloud



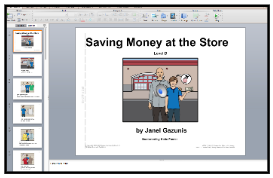
Pictures



Speaking Assistance



Computer Programs



I did not talk about my Newsletter



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What is the title of the paragraph?



What is the topic of the paragraph?



What did you learn from the paragraph?



What was the best part of the paragraph?



What more do you want to learn about this topic?

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Lesson 19a - Math Story Problems - Addition
Bank On It

19a

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.

Math Standards for the Number System

- ***Building Blocks to The Number System:*** Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.
- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.
- ***Apply and Extend Previous Understanding of Operations with Fractions to Add, Subtract, Multiply and Divide Rational Numbers:*** Add and subtract fractions with like denominators (½, ⅓, ¼, & 1/10) with sums less than or equal to one.

Differentiated Tasks

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, use a combination of operations to solve an equation.
- Apply use of fractional representations of ¼, ⅓, ½, ⅛ and 1/10 in the context of real-world problems and scenarios.
- Use appropriate operations to solve real-world problems with multi-digit numbers.
- Use objects or a model to add or subtract two fractional units (e.g., ¼ cup + ¼ cup is the same as ½ cup).

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- In the context of a real-world scenario, use operations and models to solve an equation.
- Recognize appropriate use of ½, ⅓ and ¼ in the context of real-world problems and scenarios.
- Add, subtract, multiply and divide to solve real-world problems with multi-digit numbers.
- Model addition or subtraction of two fractional units.

Level 1 Students will...

- Count a set of objects in an addition or a subtraction problem through an active participation response (e.g. voice output device, eye gaze choice board).
- In the context of a real-world scenario, select numbers and count within an equation.
- Select fractional units as part of a real-world problem or scenario.
- Count a set of objects in an addition, subtraction, multiplication, or division real-world problem with multi-digit numbers through an active participation response (e.g., voice output device, eye gaze choice board).
- Match fractional parts of an object to model the solution to an addition or subtraction problem through an active participation response.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. The scenarios in this lesson have students counting items they might find while interning or working at a bank.

Topic Words

bank

money*

Math Words

add	count	more	solve
altogether	denominator	numerator	whole
answer	equal	part	
carry	fraction	plus	

* Power Words

Benchmark Assessments

- Math Problem Solving: Adding and Subtracting
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

Monthly Checkpoint Assessments

- Level 3 - 2, Mathematics
- Level 1 Combined Counting, Reading and Mathematics, Questions 5 and 6

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Lesson at a Glance

	Activity 1	Activity 2
Instructional Activities	Addition	Adding Fractions with Like Denominators

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources	**Addition Math Story Problems** **Manipulatives** (located in 19c) **Standards Connection A** **Standards Connection B**	**Clues Guides 1 and 2** **Adding Fractions Math Story Problems** **Manipulatives** (located in 19c) **Standards Connection A** **Standards Connection B**

Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed.

Instructional Tools: Number Journal

Instructional Tools: Math Pack / Numbers

Instructional Tools: Math Pack / Money

Instructional Guides: Mathematics

L³ Skills: Math Skills

Additional Materials

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Lesson 19a - Math Story Problems
Activity 1 - Addition

19a
Activity 1

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Math Standards for the Number System

- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.

Instructional Routine

or

Introduce

- Introduce the activity by asking a focus question about addition. For example, display a plus sign and ask, "When we see this sign what should we do—add or subtract?" Discuss students' responses.
- Introduce and discuss the symbols used in an addition problem, including the plus sign and equal sign.
- Tell students that their job will be to count and add numbers. Remind students that when they see a plus sign it means to add or put a group of items together.
- Review the learning goal with students: **Level 2-3: I will add to solve a math problem.**
  Level 1: I will count objects.

Model

- Read and act out the Math Story Problems.

Level 3: Model the steps of solving an addition problem. Model using Math Supports as needed. Then solve the math problem. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 2: Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total number of lesson objects. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 1: Model counting the lesson objects for the first number in the problem. Then model matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem and the answer to the problem.

- To extend the lesson, model comparing numbers and counting objects in Math Story Problems using Lesson 19a Standards Connection A.

Provide Practice

Provide students with appropriate real-world Math Stories, Manipulatives and Standards Connections as needed.

Level 3: Have the students read, act out, write and solve the math problem.

Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.

Level 1: Read and act out a Math story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.

Review

- Review selected Math Story Problems with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

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Lesson 19a - Math Story Problems
Activity 2 - Adding Fractions With Like Denominators

19a
Activity 2

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Math Standards for the Number System

- ***Building Blocks to The Number System:*** Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.
- ***Apply and Extend Previous Understanding of Operations with Fractions to Add, Subtract, Multiply and Divide Rational Numbers:*** Add and subtract fractions with like denominators (½, ⅓, ¼, & 1/10) with sums less than or equal to one.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about fractions. For example, display a circle with one line cutting it in half and ask, "How many parts is this circle cut into?" Discuss students' responses.
- Introduce and discuss the numerator and denominator and what each one represents. Refer to Clues Guide 1.
- Refer to Clues Guide 2 to discuss adding fraction parts. For example, say, "If two fractions have the same denominator, they are parts of a whole that has been divided into the same number of parts. For example, ¼ is one of the pieces and 2/4 is 2 of the same size pieces. We add these together to get ¾ or 3 of the same size pieces."
- Tell students that their job will be to recognize, count and add fractions. Remind students that when they see a plus sign, they add the two numerators together and keep the denominator.
- Review the learning goal with students: **Level 2-3: I will add fractions to solve a math problem.**
  Level 1: I will count fractional objects.

Model

- Read and act out the Math Story Problems.

Level 3: Model the steps of solving a fraction addition problem with like denominators. Model using Math Supports as needed. Then solve the math problem. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 2: Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total number of lesson objects. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 1: Model counting the lesson objects for the first fraction in the problem. Then model matching the correct numeral with the number of lesson fractional objects counted. Repeat for each fraction in the problem and the answer to the problem.

- Model real-life connections between fractions, decimals and percentages. For example, use the dimes in **Math Pack / Money**. Display and count out 10 dimes. Explain that since there are 10 total dimes in a dollar, one of the dimes is 1/10 of a dollar. Further explain that a dime is written as $.10, which means 10 cents or 1/10. Once students are comfortable with this understanding, discuss the connection to percentage. Tell students that 1/10 can be written as 10%, so one dime is 1/10 of a dollar, and one dime is 10% of a dollar. Discuss real-life applications, like figuring out taxes or discounts when making purchases. Ask students to model and explain how two dimes would be written as a fraction, decimal and percentage of one dollar. Repeat this procedure using other coins and objects.
- To extend the lesson, model counting objects and comparing fractions in Math Story Problems using Lesson 19a Standards Connection A.

Provide Practice

Provide students with appropriate real-world Math Stories, Manipulatives and Standards Connections as needed.

Level 3: Have the students read, act out, write and solve the math problem.

Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.

Level 1: Read and act out a Math story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.

Review

- Review selected Math Story Problems with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

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Instructional Target

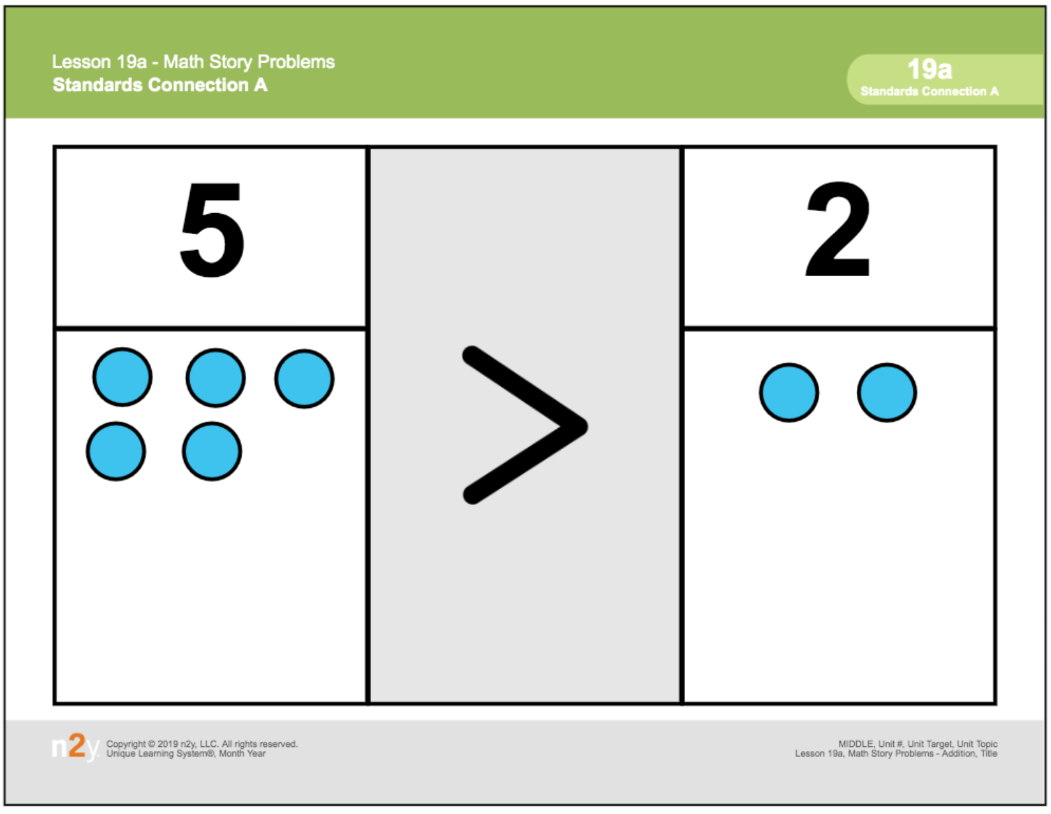
Math Standards for the Number System

- ***Building Blocks to the Number System:*** Recognize and compare numbers showing the symbols >, < or =.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Compare two numbers and use symbols to indicate >, < or =.	• Compare two groups of objects and determine that one group is larger than the other or that the groups are equal.	• Count a set of objects to determine which group has more, less or an equal amount through an active participation response (e.g., voice output device, eye gaze choice board).

Comparing numbers is a skill with many applications in daily life. We compare a number of objects to determine whether we have enough for a required activity. We determine sets of objects that have more, less or equal amounts. However, this skill is often difficult for students. Using the scenario problems from the lesson, count groups of objects to compare numbers. Some students may use both the mathematical terminology and the symbols: greater than (>), less than (<) and equal to (=). Other students may use only the terminology of more, less and the same.



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Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks for Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Calculate addition and subtraction problems in the context of a real-world scenario.	• Model addition and subtraction of two sets of objects in the context of a real-world scenario.	• Count a set of objects in an addition or a subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board).

Teaching How to Use a Calculator - Addition

Step 1: Look at the addition problem.

48
+ 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

[4] [8]

Note: If you make a mistake, **push clear**.

[C]

Step 4: What are you doing?

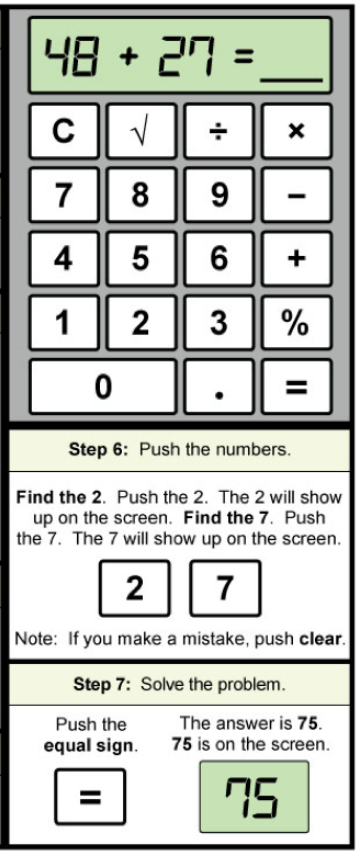
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **adding**. Push the **plus sign**.

[+]

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen.

[2] [7]

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

[=]

The answer is **75**. **75** is on the screen.

75

Teaching How to Use a Calculator - Subtraction

Step 1: Look at the subtraction problem.

48
- 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

[4] [8]

Note: If you make a mistake, **push clear**.

[C]

Step 4: What are you doing?

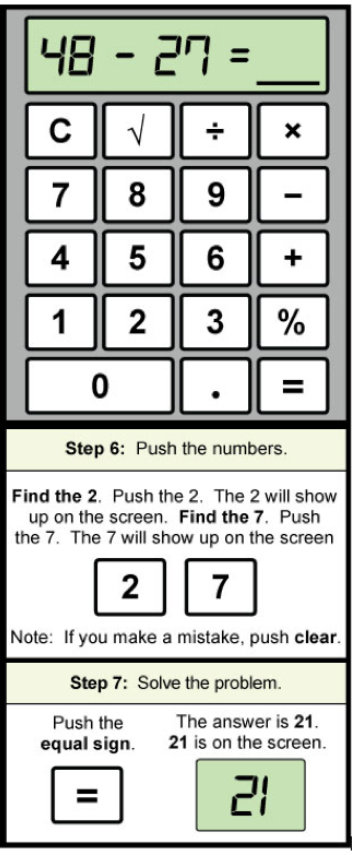
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **subtracting**. Push the **minus sign**.

[−]

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen

[2] [7]

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

[=]

The answer is **21**. **21** is on the screen.

21

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Math Story 1
Adding to 10 Vertical

Name: _____



Mary Beth is counting items at the bank.
She counts 6 deposit slips. She counts 1 loan application.
How many items does Mary Beth count altogether?

Number of deposit slips Mary Beth counts:



6

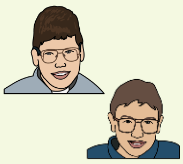
Number of loan applications Mary Beth counts:



+ 1



How many items does Mary Beth count altogether?



Ryan and Randy are passing out lollipops to customers at the bank. Ryan passes out 2 lollipops. Randy passes out 4 lollipops. How many lollipops do they pass out altogether?

Number of lollipops Ryan passes out:



2

Number of lollipops Randy passes out:



+ 4



Number of lollipops they pass out altogether?

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Math Story 2
Adding to 10 Horizontal

Name: _____

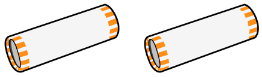


Danielle is collecting items from bank tellers at the bank.
She collects 3 money envelopes and 2 coin wrappers.
How many items does Danielle collect altogether?

Number of money envelopes Danielle collects:



Number of coin wrappers Danielle collects:



3	+	2	=	
Number of money envelopes		**Number of coin wrappers**		**Number of items altogether?**



Randy is stacking items on a counter at the bank.
He stacks 7 deposit slips. He stacks 3 loan applications.
How many items does Randy stack altogether?

Number of deposit slips Randy stacks:



Number of loan applications Randy stacks:



7	+	3	=	
Number of deposit slips		**Number of loan applications**		**Number of items altogether?**

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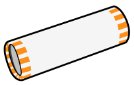
Math Story 3
Adding to 20 Vertical

Name: _____



Ryan is giving out items to customers.
He gives out 10 coin wrappers and 4 lollipops.
How many items does Ryan give out altogether?



Number of coin wrappers Ryan gives out: 1 0



Number of lollipops Ryan gives out: + 4



How many items does Ryan give out altogether? ☐☐



Mary Beth is setting out items on counters at the bank.
She sets out 7 deposit slips. She sets out 8 money envelopes.
How many items does Mary Beth set out on counters altogether?



Number of deposit slips Mary Beth sets out on counters: 1 1



Number of money envelopes Mary Beth sets out on counters: + 4



How many items does Mary Beth set out on counters altogether? ☐☐

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Name: _____

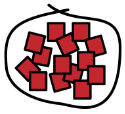


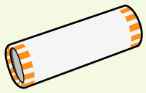
Brent and Danielle are greeting customers at the bank. Brent greets 14 customers. Danielle greets 2 customers. How many customers do they greet altogether?

14	+	2	=	
Number of customers Brent greets		**Number of customers Danielle greets**		**Number of customers they greet altogether?**







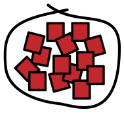


Mary Beth and Randy are unpacking coin wrappers at the bank. Mary Beth unpacks 6 coin wrappers. Randy unpacks 5 coin wrappers. How many coin wrappers do they unpack altogether?

6	+	5	=	
Number of coin wrappers Mary Beth unpacks		**Number of coin wrappers Randy unpacks**		**Number of coin wrappers they unpack altogether?**







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Math Story 5
Adding to 50 Vertical

Name: _____



Mary Beth is counting items at the bank. She counts 22 loan applications, 13 deposit slips and 4 money envelopes. How many items does Mary Beth count altogether?



Number of loan applications Mary Beth counts: **2 2**



Number of deposit slips Mary Beth counts: **1 3**



Number of money envelopes Mary Beth counts: **+ 4**



How many items does Mary Beth count altogether?



Danielle is passing out items to customers at the bank. She passes out 12 lollipops, 15 coin wrappers and 10 loan applications. How many items does Danielle pass out altogether?



Number of lollipops Danielle passes out: **1 2**



Number of coin wrappers Danielle passes out: **1 5**



Number of loan applications Danielle passes out: **+ 1 0**



How many items does Danielle pass out altogether?

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Name: _____



Randy is putting items on counters at the bank.
He puts 13 deposit slips, 11 money envelopes and 21 loan applications on counters. How many items does Randy put on counters altogether?

13	+	11	+	21	=	
Number of deposit slips Randy puts on counters		**Number of money envelopes Randy puts on counters**		**Number of loan applications Randy puts on counters**		**Number of items Randy puts on counters altogether?**





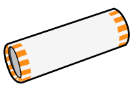






Ryan is counting items at the bank. He counts 16 coin wrappers, 10 lollipops and 12 deposit slips. How many items does Ryan count altogether?

16	+	10	+	12	=	
Number of coin wrappers Ryan counts		**Number of lollipops Ryan counts**		**Number of deposit slips Ryan counts**		**Number of items Ryan counts altogether?**









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Math Story 7
Adding to 100 Vertical

Name: _____



Randy is sorting items into piles at the bank for the bank tellers.
He sorts 68 money envelopes and 21 loan applications.
How many items does Randy sort into piles altogether?



68 money envelopes



21 loan applications



Number of money envelopes Randy sorts into piles:

	6	8



Number of loan applications Randy sorts into piles:

+	2	1



How many items does Randy sort into piles altogether?



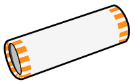
Mrs. B's class is counting items at the bank.
They count 41 coin wrappers and 35 deposit slips.
How many items do they count altogether?



41 coin wrappers



35 deposit slips



Number of coin wrappers they count:

	4	1



Number of deposit slips they count:

+	3	5



How many items do they count altogether?

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Math Story 8
Adding to 100 Horizontal

Name: _____



Randy is unpacking items from a box at the bank.
He unpacks 45 lollipops. He unpacks 53 money envelopes.
How many items does Randy unpack from a box altogether?



45 lollipops



53 money envelopes

4	5	+	5	3	=		

Number of lollipops Randy unpacks



Number of money envelopes Randy unpacks



Number of items Randy unpacks from a box altogether?





Mrs. B's class is stacking items into piles at the bank.
They stack 80 deposit slips and 10 loan applications.
How many items does the class stack into piles altogether?



80 deposit slips



10 loan applications

8	0	+	1	0	=		

Number of deposit slips Mrs. B's class stacks



Number of loan applications Mrs. B's class stacks



Number of items Mrs. B's class stacks into piles altogether?



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Math Story 9
Adding 2-Digit Numbers - Carrying Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your addition problem.



Danielle has 26 photos.



Brent has 18 photos.

Add this side first.

	2	6
+	1	8

Step 2: Add.

$$6 + 8 = 14$$

Step 3: Write down the number.

6
+ 8
14

	2	6
+	1	8
		4

Write the number 4 on this side.

Step 4: Carry the number.

Write the number 1 in the box.

	2	6
+	1	8
		4

Step 5: Add the other side.

1
2
+ 1
4

Write the 4 down.

	2	6
+	1	8
	4	4

You have your answer!

	2	6
+	1	8
	4	4

The answer is 44 !

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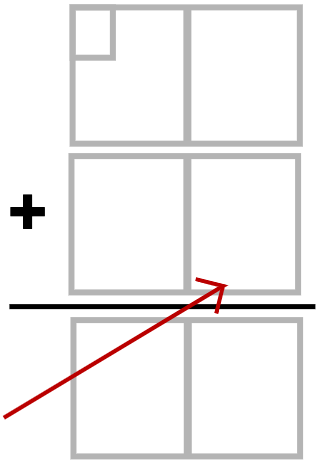
Math Story 9
Adding 2-Digit Numbers - Carrying Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your addition problem.

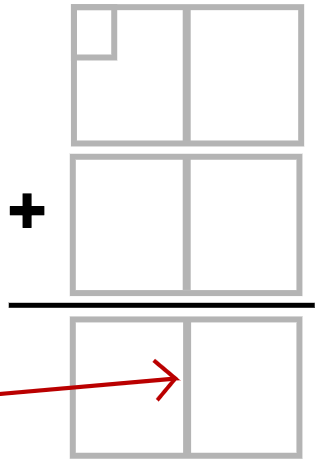


Add this side first.

Step 2: Add.



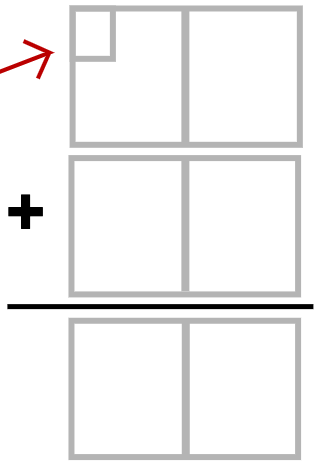
Step 3: Write down the number.



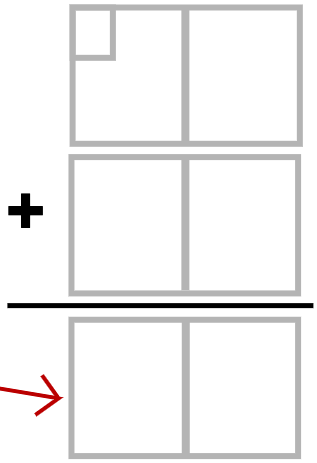
Write the number on this side.

Step 4: Carry the number.

Write the number in the box.

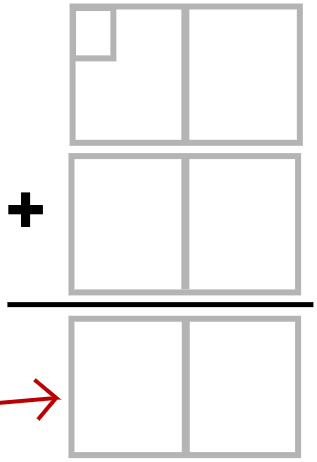


Step 5: Add the other side.



Write the number down.

You have your answer!



Here is the answer!

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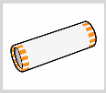
Math Story 10
Adding 2-Digit Numbers - Carrying

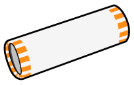
Name: _____



Danielle is collecting items from bank tellers at the bank.
She collects 42 coin wrappers and 28 money envelopes.
How many items does Danielle collect altogether?

 42 coin wrappers

 28 money envelopes



Number of coin wrappers Danielle collects: **4 2**



Number of money envelopes Danielle collects: **+ 2 8**



How many items does Danielle collect altogether? ☐☐



Ryan is sorting items into piles at the bank.
He sorts 53 loan applications and 39 deposit slips.
How many items does Ryan sort into piles altogether?

 53 loan applications

 39 deposit slips



Number of loan applications Ryan sorts into piles: **5 3**



Number of deposit slips Ryan sorts into piles: **+ 3 9**



How many items does Ryan sort into piles altogether? ☐☐

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Math Story 11
Adding 2-Digit Numbers - Carrying

Name: _____



Mary Beth is passing out items to customers at the bank.
She passes out 57 lollipops and 25 money envelopes.
How many items does Mary Beth pass out altogether?



57 lollipops



25 money envelopes



Number of lollipops Mary Beth passes out:

	5	7



Number of money envelopes Mary Beth passes out:

+	2	5



How many items does Mary Beth pass out altogether?



Brent is stacking items on counters at the bank.
He stacks 19 deposit slips and 23 loan applications.
How many items does Brent stack on counters altogether?



19 deposit slips



23 loan applications



Number of deposit slips Brent stacks:

	1	9



Number of loan applications Brent stacks:

+	2	3



How many items does Brent stack on counters altogether?

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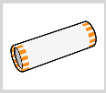
Math Story 12
Adding 2-Digit Numbers - With or Without Carrying **Name:** _____



Danielle is sorting items into piles at the bank.
She sorts 49 coin wrappers and 34 money envelopes.
How many items does Danielle sort into piles altogether?

 49 coin wrappers

 34 money envelopes



Number of coin wrappers Danielle sorts into piles: **4 9**



Number of money envelopes Danielle sorts into piles: **+ 3 4**



How many items does Danielle sort into piles altogether? ☐☐



Mary Beth is passing out items to customers at the bank.
She passes out 75 lollipops and 19 loan applications.
How many items does Mary Beth pass out altogether?

 75 lollipops

 19 loan applications



Number of lollipops Mary Beth passes out: **7 5**



Number of loan applications Mary Beth passes out: **+ 1 9**



How many items does Mary Beth pass out altogether? ☐☐

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Math Story 13
Adding 3-Digit Numbers - Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your addition problem.



Danielle has 265 photos.



Brent has 187 photos.

2	6	5
+ 1	8	7

Add this side first.

Step 2: Add.

$$5 + 7 = 12$$

Step 3: Write down the number.

5
+ 7
12

Write the number 1 in the box.

Write the number 2 on this side.

2	6	5
+ 1	8	7
		2

Step 4: Carry the number.

1
6
+ 8
15

Write the number 1 in the box.
Write the number 5 in the middle.

2	6	5
+ 1	8	7
	5	2

Step 5: Add the other side.

1
2
+ 1
4

Write the 4 down.

2	6	5
+ 1	8	7
4	5	2

You have your answer!

2	6	5
+ 1	8	7
4	5	2

The answer is 452 !

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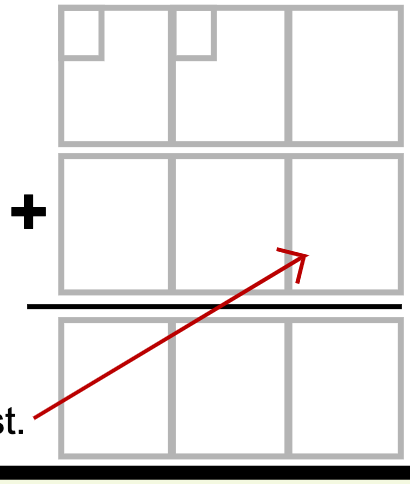
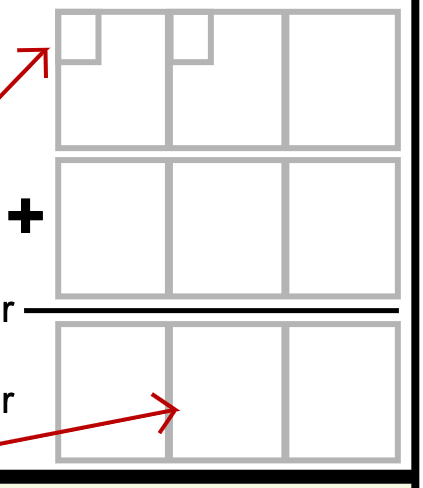
Math Story 13
Adding 3-Digit Numbers - Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your addition problem.

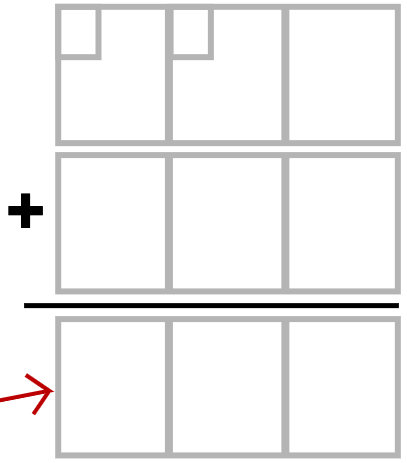


Add this side first.

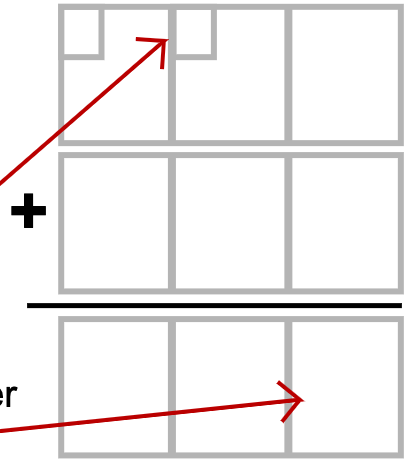


Write the number 1 in the box.
Write the number in the middle.



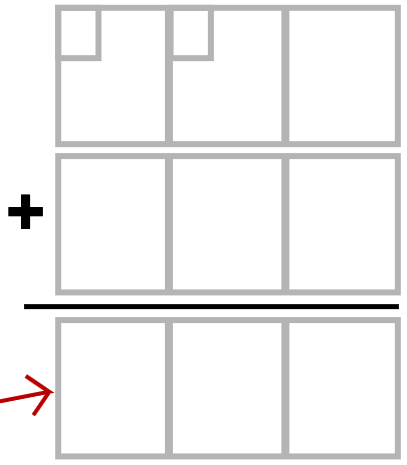


Write the number down.



Write the number 1 in the box.

Write the number on this side.



This is the answer!

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Name: _____



Randy and Ryan are greeting customers at the bank.
Randy greets 100 customers. Ryan greets 156 customers.
How many customers do they greet altogether?



Randy greets
100 customers



Ryan greets
156 customers



Number of customers Randy greets: 100



Number of customers Ryan greets: + 156



How many customers do they greet altogether? ____



Danielle is counting items at the bank.
She counts 246 deposit slips and 113 money envelopes.
How many items does Danielle count altogether?



246 deposit slips



113 money envelopes



Number of deposit slips Danielle counts: 246



Number of money envelopes Danielle counts: + 113



How many items does Danielle count altogether? ____

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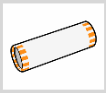
Math Story 15
Adding 3-Digit Numbers - With or Without Carrying

Name: _____



Mrs. B's class is handing out items at the bank.
They hand out 132 coin wrappers and 91 lollipops.
How many items do they hand out altogether?



132 coin wrappers



91 lollipops



Number of coin wrappers the class hands out:

	1	3	2



Number of lollipops the class hands out: +

		9	1



How many items do they hand out altogether?



Brent is stacking items on counters at the bank.
He stacks 119 deposit slips and 190 loan applications.
How many items does Brent stack on counters altogether?



119 deposit slips



190 loan applications



Number of deposit slips Brent stacks:

	1	1	9



Number of loan applications Brent stacks: +

	1	9	0



How many items does Brent stack on counters altogether?

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¾ Fractions

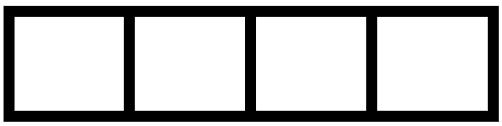
A **fraction** is a part of a whole.

part / **whole** → **3** / **4** ← **numerator** / **denominator**

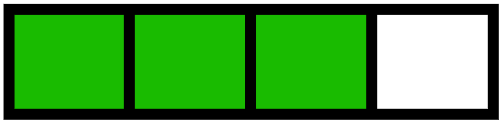
1 whole rectangle



divided into 4 equal parts

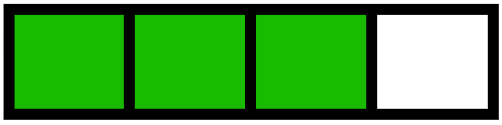


3 of the **4** equal parts shaded green



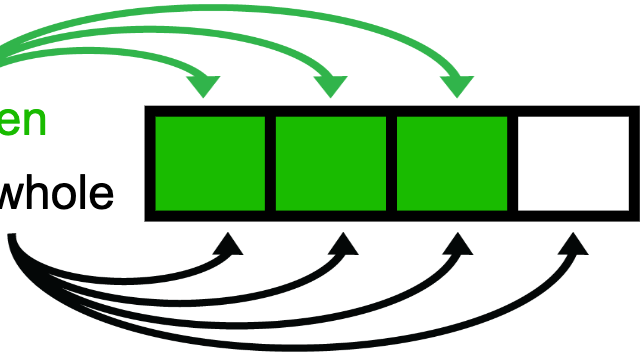
$\frac{3}{4}$ are shaded green

(three-fourths)



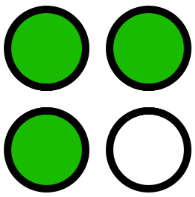
$\frac{3}{4}$ ← **3** number of parts shaded green

4 ← total number of parts in the whole



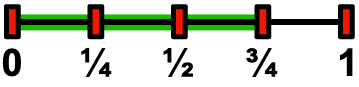
Other Ways to Represent a Fraction

$\frac{3}{4}$



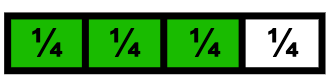
Part of a Set

$\frac{3}{4}$



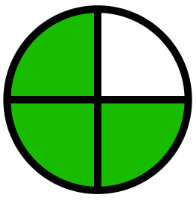
Number Line

$\frac{3}{4}$



Fraction Bar

$\frac{3}{4}$



Fraction Circle

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Name: _____



Randy is handing out money envelopes at the bank. 2 out of the 5 bank tellers need money envelopes. Shade in the fraction of bank tellers that need money envelopes. Write the fraction in the box.

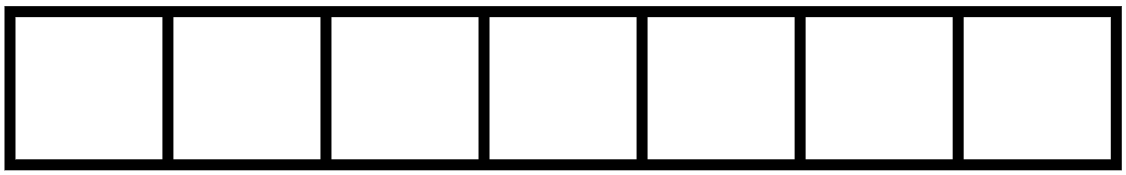
What fraction of bank tellers need money envelopes?





Randy is counting the bank customers who need deposit slips. 3 out of the 7 customers need deposit slips. Shade in the fraction of customers that need deposit slips. Write the fraction in the box.

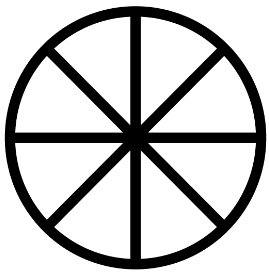
What fraction of customers need deposit slips?





Randy is counting customers at the bank who filled out loan applications. 2 out of the 8 customers filled out a loan application. Shade in the fraction of customers who filled out a loan application. Write the fraction in the box.

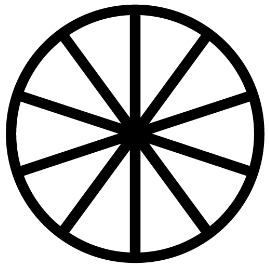
What fraction of customers filled out a loan application?





Randy is sorting the coin wrappers at the bank. 6 out of the 10 coin wrappers are for pennies. Shade in the fraction of coin wrappers that are for pennies. Write the fraction in the box.

What fraction of coin wrappers are for pennies?



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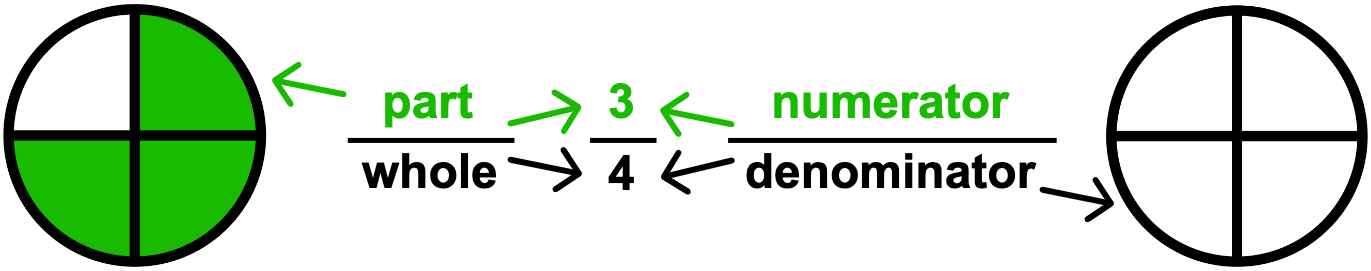
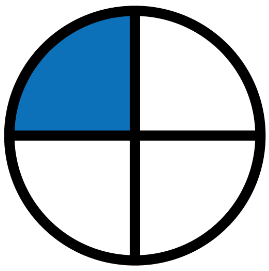
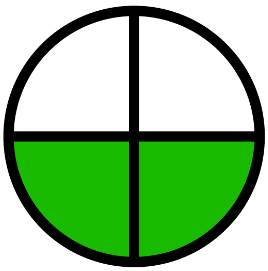
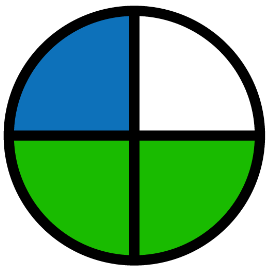
+ Adding Fractions



When the whole is divided into the same number, add the parts together.

	+		=	
$\frac{1}{4}$	+	$\frac{2}{4}$	=	$\frac{3}{4}$

When the denominators are the same, keep the denominator and add the numerators.

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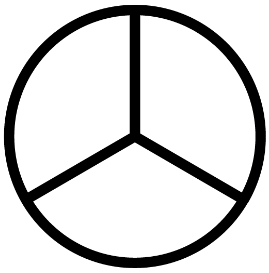
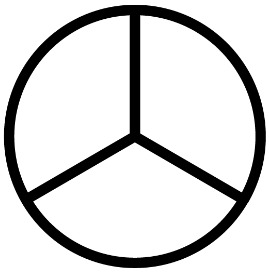
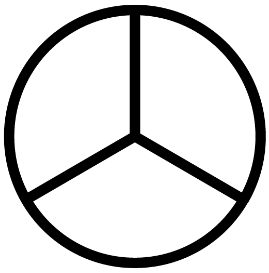
Name: _____

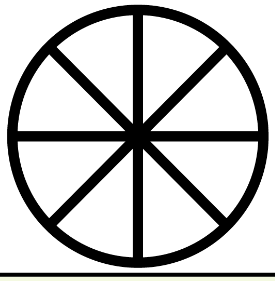
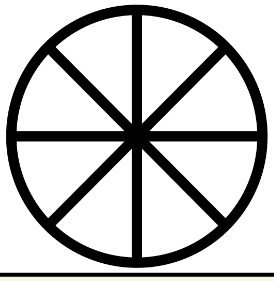
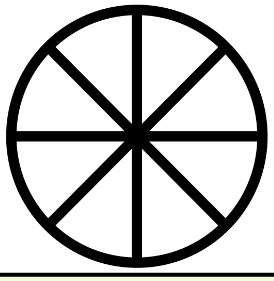


Danielle and Ryan have 3 deposit slips to pass out at the bank. Danielle passes out 2 of the deposit slips. Ryan passes out 1 deposit slip. What fraction of the deposit slips do they pass out altogether?

Shade in the fraction of deposit slips Danielle passes out.		Shade in the fraction of deposit slips Ryan passes out.		Shade in the fraction of deposit slips they pass out altogether.
	+		=	
___ / ___	+	___ / ___	=	___ / ___
Danielle		**Ryan**		**altogether**



Randy and Mary Beth have 8 lollipops to pass out to customers. Randy passes out 5 of the lollipops. Mary Beth passes out 2. What fraction of the lollipops do they pass out altogether?

Shade in the fraction of lollipops Randy passes out.		Shade in the fraction of lollipops Mary Beth passes out.		Shade in the fraction of lollipops they pass out altogether.
	+		=	
___ / ___	+	___ / ___	=	___ / ___
Randy		**Mary Beth**		**altogether**

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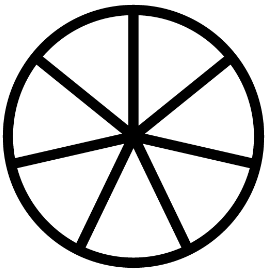
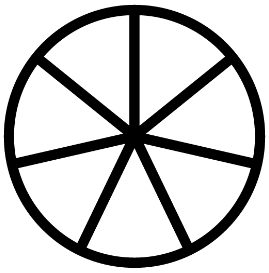
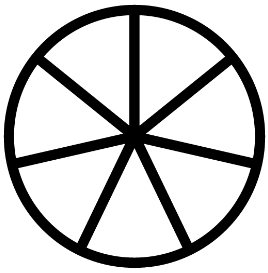
Math Story 18
Adding Fractions

Name: _____

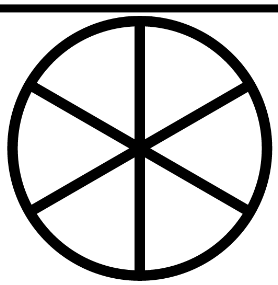
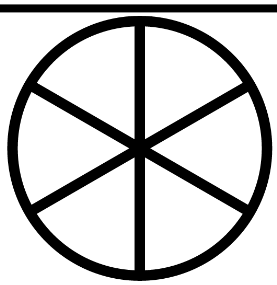
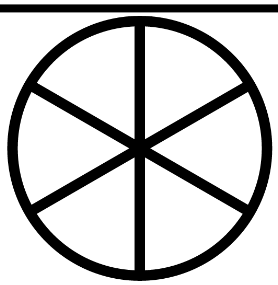


Danielle has 7 money envelopes to give out at the bank.
She gives out 2 in the morning. She gives out 3 in the afternoon.
What fraction of money envelopes does she give out altogether?

Shade in the fraction of money envelopes Danielle gives out in the morning.		Shade in the fraction of money envelopes Danielle gives out in the afternoon.		Shade in the fraction of money envelopes Danielle gives out altogether.
	+		=	
_____	+	_____	=	_____
morning		**afternoon**		**altogether**



Randy wants to help 6 customers at the bank.
He helps 3 customers in the morning. He helps 1 in the afternoon.
What fraction of customers does he help altogether?

Shade in the fraction of customers Randy helps in the morning.		Shade in the fraction of customers Randy helps in the afternoon.		Shade in the fraction of customers Randy helps altogether.
	+		=	
_____	+	_____	=	_____
morning		**afternoon**		**altogether**

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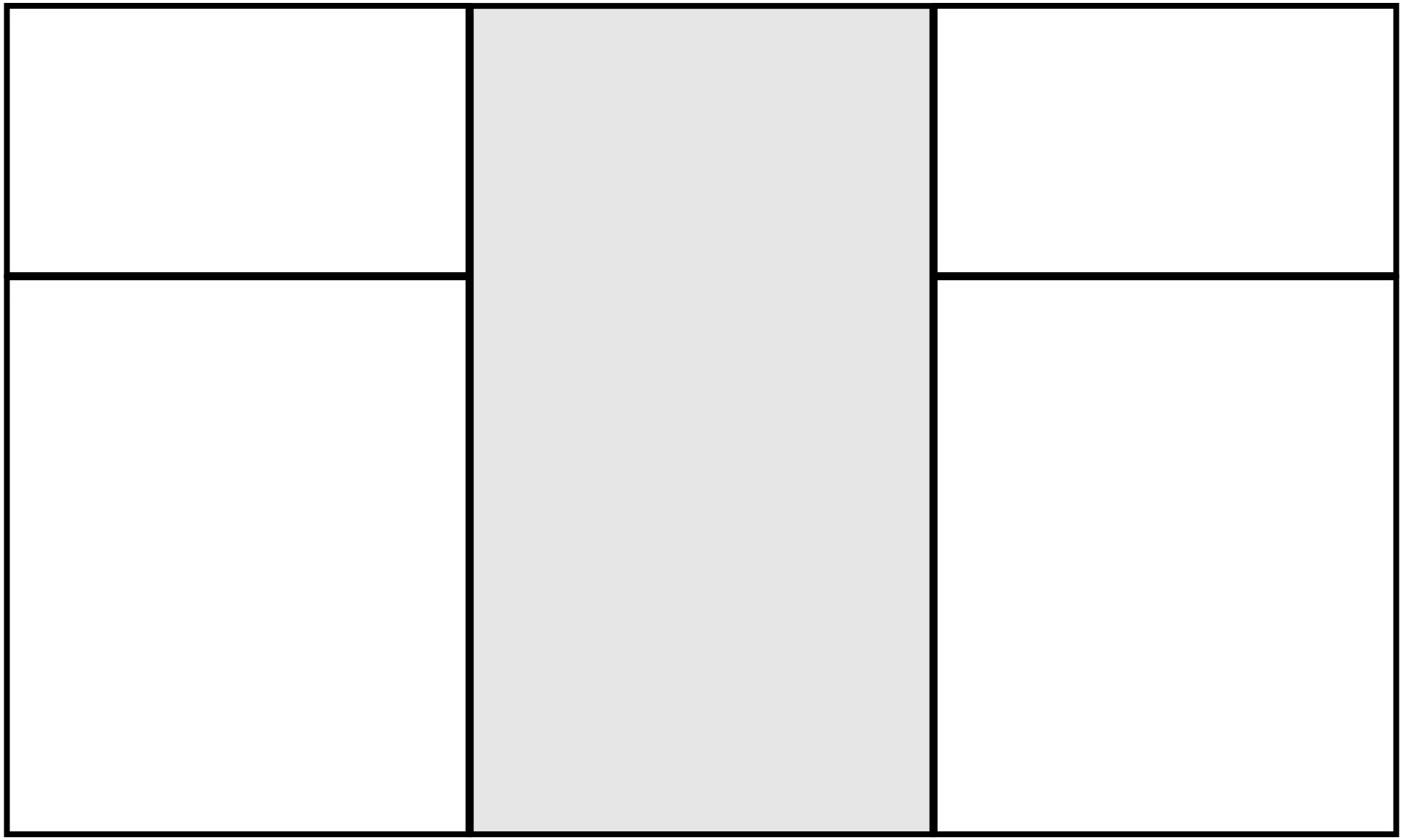

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Step 1: Look at the addition problem.

$$\begin{array}{r} 48 \\ +\ 27 \\ \hline \end{array}$$

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

[4] [8]

Note: If you make a mistake, **push clear**.

[C]

Step 4: What are you doing?

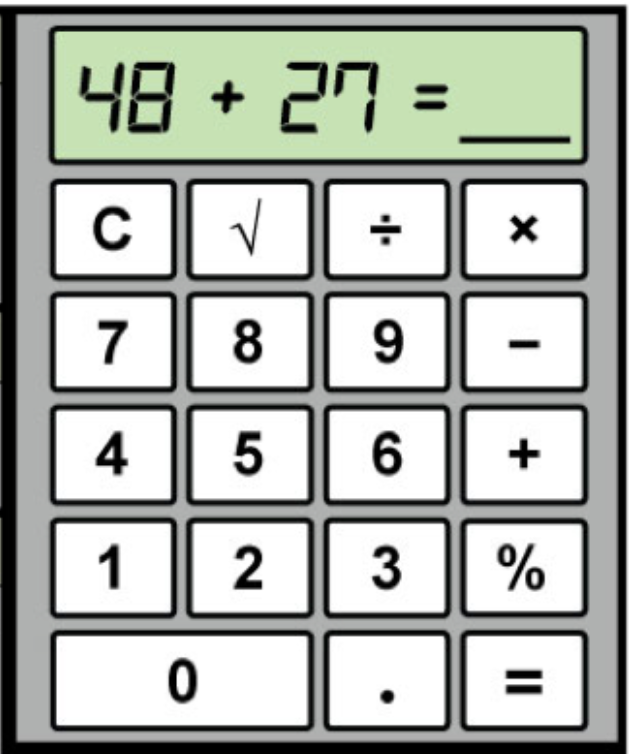
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **adding**. Push the **plus sign**.

[+]

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen.

[2] [7]

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

[=]

The answer is **75**. **75** is on the screen.

75

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Step 1: Look at the subtraction problem.

48
- 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

[4] [8]

Note: If you make a mistake, **push clear**.

[C]

Step 4: What are you doing?

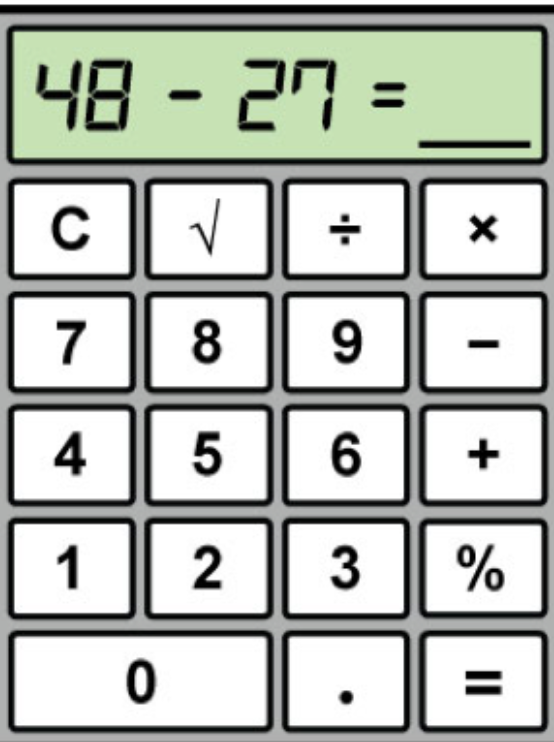
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **subtracting**. Push the **minus sign**.

[–]

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen

[2] [7]

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

[=]

The answer is **21**. **21** is on the screen.



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Lesson 19b - Math Story Problems - Subtraction
Bank On It

19b

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.

Math Standards for the Number System

- ***Building Blocks to The Number System:*** Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.
- ***Compute Fluently with Multi-Digit Numbers and Find Common Factors and Multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.
- ***Apply and Extend Previous Understanding of Numbers to the System of Rational Numbers:*** Indicate positive and negative numbers (use of a number line, temperatures including negative numbers, etc.) in a real-world scenario.
- ***Apply and Extend Previous Understanding of Operations with Fractions to Add, Subtract, Multiply and Divide Rational Numbers:*** Add and subtract fractions with like denominators (½, ⅓, ¼, & 1/10) with sums less than or equal to one. Add and Subtract rational numbers. Identify the additive inverse.

Differentiated Tasks

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, use a combination of operations to solve an equation.
- Apply use of fractional representations of ¼, ⅓, ½, ⅛ and 1/10 in the context of real-world problems and scenarios.
- Use appropriate operations to solve real-world problems with multi-digit numbers.
- Identify and label positive and negative numbers in the context of a real-world scenario.
- Use objects or a model to add or subtract two fractional units (e.g., ¼ cup + ¼ cup is the same as ½ cup).
- Use appropriate operations to add and subtract positive and negative numbers in a real-world scenario (e.g. using a n number line).
- Independently identify the opposite of a number and the number equals 0 (e.g. -2 and 2; -2 + 2 = 0).

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- In the context of a real-world scenario, use operations and models to solve an equation.
- Recognize appropriate use of ½, ⅓ and ¼ in the context of real-world problems and scenarios.
- Add, subtract, multiply and divide to solve real-world problems with multi- digit numbers.
- Select positive and negative numbers in a real-world scenario.
- Model addition or subtraction of two fractional units.
- Add or subtract positive and negative numbers in a real-world scenario (e.g. using a number line).
- Select the opposite of a number (e.g. -2 and 2; -2 + 2 = 0).

Level 1 Students will...

- Count a set of objects in an addition or a subtraction problem through an active participation response (e.g. voice output device, eye gaze choice board).
- In the context of a real-world scenario, select numbers and count within an equation.
- Select fractional units as part of a real-world problem or scenario.
- Count a set of objects in an addition, subtraction, multiplication, or division real-world problem with multi-digit numbers through an active participation response (e.g., voice output device, eye gaze choice board.
- Participate in labeling positive and negative numbers using an active response mode.
- Match fractional parts of an object to model the solution to an addition or subtraction problem through an active participation response.
- Count a set of objects in an addition or subtraction real-world problem involving positive and negative numbers through an active participation response (e.g., voice output device, eye gaze choice board).
- Participate in labeling the opposite of a number (e.g. -2 and 2; -2 + 2 = 0).

Topic Connection

In this unit, students are learning about money, budgeting and banking services. The scenarios in this lesson have students counting items they might find while interning or working at a bank.

Topic Words

bank

money*

Math Words

add	carry	fraction	numerator	solve
altogether	count	minus	part	subtract
answer	denominator	more	plus	whole
borrow	equal	negative	positive	

* Power Words

Benchmark Assessments

- Math Problem Solving: Adding and Subtracting
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

Monthly Checkpoint Assessments

- Level 3 - 2, Mathematics
- Level 1 Combined Counting, Reading and Mathematics, Questions 5 and 6

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Subtraction	Subtracting Fractions With Like Denominators	Adding Positive and Negative Numbers
ULS Materials and Resources	**Subtraction Math Story Problems** **Manipulatives** (located in 19c) **Standards Connection A** (located in 19a) **Standards Connection B** (located in 19a)	**Clues Guides 1 and 3** **Subtracting Fractions Math Story Problems** **Manipulatives** (located in 19c) **Standards Connection A** (located in 19a) **Standards Connection B** (located in 19a)	**Clues Guides 4 and 5** **Positive and Negative Numbers** **Adding Positive and Negative Numbers Problems** **Manipulatives** (located in 19c) **Standards Connection A** (located in 19a) **Standards Connection B** (located in 19a)
	Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed. **Instructional Tools: Number Journal** **Instructional Tools: Math Pack / Numbers** **Instructional Guides: Mathematics** **L³ Skills:** **Math Skills**		
Additional Materials			

See how these activities fit into the **Suggested Monthly Plan**.

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Lesson 19b - Math Story Problems
Activity 1 - Subtraction

19b
Activity 1

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.

Math Standards for the Number System

- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about subtraction. For example, display a minus sign and ask, "When we see this sign what should we do—add or subtract?" Discuss students' responses.
- Introduce and discuss the symbols used in a subtraction problem, including the minus sign and equal sign.
- Tell students that their job will be to count and subtract numbers. Remind students that when they see a minus sign it means to subtract or take away.
- Review the learning goal with students: **Level 2-3: I will subtract to solve a math problem.**
  Level 1: I will count objects.

Model

Read and act out the Math Story problems.

Level 3: Model the steps of solving a subtraction problem. Model using Math Supports as needed. Then solve the math problem. Use Lesson 19a Standards Connection B to model calculator use as needed.

Level 2: Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Solve the problem by counting and removing the target number of items, then count the total number of manipulatives. Use Lesson 19a Standards Connection B to model calculator use as needed.

Level 1: Model counting the lesson objects for the first number in the problem. Then model matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem and the answer to the problem.

To extend the lesson, model comparing numbers in Math Story Problems using Lesson 19a Standards Connection A.

Provide Practice

Provide students with appropriate real world Math Stories, Manipulatives and Standards Connections as needed.

Level 3: Have the student read, act out, write and solve the math problem.

Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.

Level 1: Read and act out a Math Story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.

Review

- Review selected Math Story Problems with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

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Lesson 19b - Math Story Problems
Activity 2 - Subtracting Fractions With Like Denominators

19b
Activity 2

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Math Standards for the Number System

- ***Building Blocks to The Number System:*** Match symbolic representations (1/2, 1/3, 1/4, etc.) to fractional parts.
- ***Apply and Extend Previous Understanding of Operations with Fractions to Add, Subtract, Multiply and Divide Rational Numbers:*** Add and subtract fractions with like denominators (1/2, 1/3, 1/4, & 1/10) with sums less than or equal to one.

Instructional Routine

or

Introduce

- Introduce the activity by asking a focus question about fractions. For example, display a circle with two lines cutting it into 4 equal parts and ask, "How many parts is this circle cut into?" Discuss students' responses.
- Review the numerator and denominator and what each one represents. Refer to Clues Guide 1 in lesson 19a.
- Refer to Clues Guide 3 to discuss subtracting fraction parts. For example, say, "If two fractions have the same denominator, they are parts of a whole that has been divided into the same number of parts. For example, ¼ is one of the pieces and ¾ is 3 of the same size pieces. We can subtract to get a difference of 2/4 or 2 of the same size pieces."
- Tell students that their job will be to count and subtract fractions. Remind students that when they see a minus sign, they subtract the two numerators and keep the denominator.
- Review the learning goal with students: **Level 2-3: I will subtract fractions to solve a math problem.**
  Level 1: I will count fractional objects.

Model

Read and act out the Math Story problems.

Level 3: Model the steps of solving a fraction subtraction problem. Model using Math Supports as needed. Then solve the math problem. Use Lesson 19a Standards Connection B to model calculator use as needed.

Level 2: Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Solve the problem by counting and removing the target number of items, then count the total number of manipulatives. Use Lesson 19a Standards Connection B to model calculator use as needed.

Level 1: Model counting the lesson objects for the first fraction in the problem. Then model matching the correct numeral with the number of lesson fractional objects counted. Repeat for each fraction in the problem and the answer to the problem.

To extend the lesson, model comparing fractions in Math Story Problems using Lesson 19a Standards Connection A.

Provide Practice

Provide students with appropriate real world Math Stories, Manipulatives and Standards Connections as needed.

Level 3: Have the student read, act out, write and solve the math problem.

Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.

Level 1: Read and act out a Math Story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.

Review

- Review selected Math Story Problems with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

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Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Math Standards for the Number System

- ***Apply and Extend Previous Understanding of Numbers to the System of Rational Numbers:*** Indicate positive and negative numbers (use of a number line, temperatures including negative numbers, etc.) in a real-world scenario.
- ***Apply and extend previous understanding of operations with fractions to add, subtract, multiply and divide rational numbers:*** Add and Subtract rational numbers. Identify the additive inverse.

Instructional Routine

or

Introduce	• Introduce the activity by asking a focus question about subtraction. For example, display a minus sign and ask, "What else does this sign mean besides subtract—negative or positive?" Discuss students' responses. • Introduce and discuss the symbols used to indicate a negative and positive number, including the minus sign and the plus sign. Discuss the uses of a negative number in temperature, sea level and when owing money. • Tell students that their job will be to count and add negative and positive numbers and graph the number on a number line. Remind students that when they see a minus sign, or negative sign, it means that the number is less than zero. • Review the learning goal with students: **Level 2-3: I will add positive and negative numbers to solve a math problem and graph the answer.** **Level 1: I will count objects with negative numbers.**
Model	Read the Clues Guide 4: Positive and Negative Numbers and Clues Guide 5: Adding Positive and Negative Numbers. **Level 3:** Model the steps of graphing a positive and negative number on a number line. Then model writing the number with the appropriate sign in front of it. Then model the steps of solving an addition problem involving negative and positive numbers. Model using math supports as needed. Then solve the problem. Use Lesson 19a Standards Connection B to model calculator use as needed. **Level 2:** Model the steps of graphing a positive and negative number on a number line. Then model selecting the number with the appropriate sign in front of it. Then model the steps of solving the problem using the number line. Model using other math supports as needed. Then solve the problem by counting in the targeted direction. Use Lesson 19a Standards Connection B to model calculator use as needed. **Level 1:** Model counting on the number line to reach the targeted number. Then model counting the lesson objects for the first number in the problem. Then model matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem as well as the answer to the problem. To extend the lesson, model comparing numbers in Math Story Problems using Lesson 19a Standards Connection A.
Provide Practice	***Provide students with Clues Guides 4 and 5, appropriate real-world Math Stories, Manipulatives/lesson objects and the Standards Connections as needed.*** **Level 3:** Have the students read, act out, write and solve a math problem by adding positive and negative numbers and graph a number. **Level 2:** Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired Manipulatives. Have the student solve the math problem and select the number. **Level 1:** Read and act out a Math Story. Have the student participate in counting the number or numbers using Manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.
Review	• Review selected Math Story Problems with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

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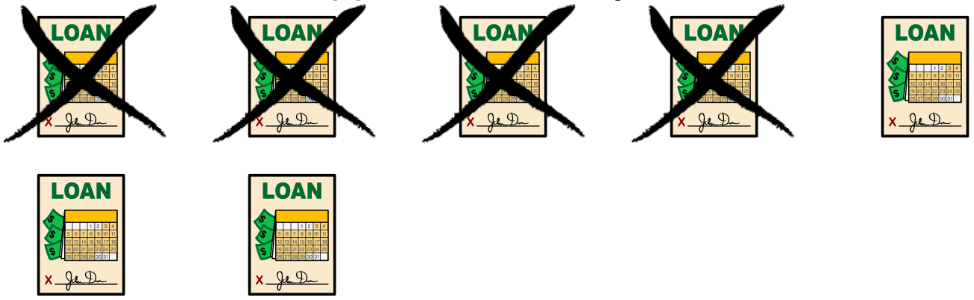
Math Story 1
Subtracting to 10 Vertical

Name: _____



Mary Beth is passing out items to customers at the bank.
She has 7 loan applications. She passes out 4 loan applications.
How many loan applications does Mary Beth have left to pass out?

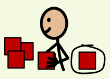
Number of loan applications Mary Beth has:



7

\- 4

Number of loan applications Mary Beth passes out:

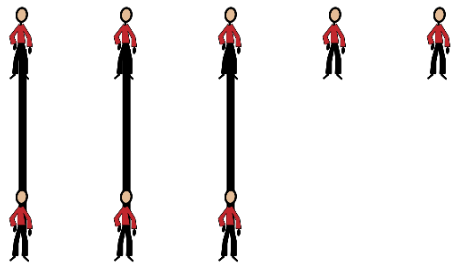


How many loan applications does Mary Beth have left to pass out?



Ryan and Randy are greeting customers at the bank.
Ryan greets 5 customers. Randy greets 3 customers.
How many more customers does Ryan greet than Randy?

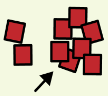
Number of customers Ryan greets:



5

\- 3

Number of customers Randy greets:



How many more customers does Ryan greet than Randy?

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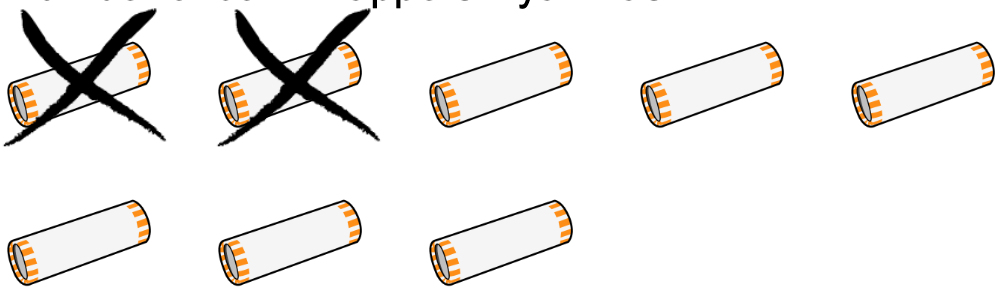
Math Story 2
Subtracting to 10 Horizontal

Name: _____



Ryan is handing out coin wrappers to customers at the bank.
He has 8 coin wrappers. He hands out 2 coin wrappers.
How many coin wrappers does Ryan have left to hand out?

Number of coin wrappers Ryan has:



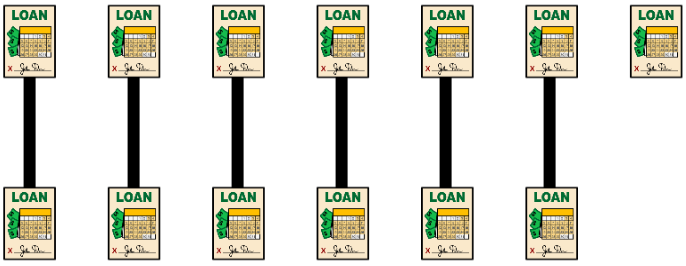
Number of coin wrappers Ryan hands out:

8	-	2	=	
Number of coin wrappers Ryan has		**Number of coin wrappers Ryan hands out**		**Number of coin wrappers Ryan has left to hand out?**



Danielle and Mary Beth are counting loan applications at the bank.
Danielle counts 7 loan applications. Mary Beth counts 6 loan applications.
How many more loan applications does Danielle count than Mary Beth?

Number of loan applications Danielle counts:



Number of loan applications Mary Beth counts:

7	-	6	=	
Number of loan applications Danielle counts		**Number of loan applications Mary Beth counts**		**How many more loan applications does Danielle count?**

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Math Story 3
Subtracting to 20 Vertical

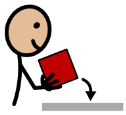
Name: _____



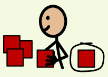
Brent is placing deposit slips on a counter at the bank. He has 18 deposit slips. He places 4 deposit slips on the counter. How many deposit slips are left to place onto the counter?



Number of deposit slips Brent has: 18



Number of deposit slips Brent places onto the counter: - 4



How many deposit slips are left to place on the counter? ____



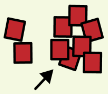
Ryan and Danielle are giving out lollipops to customers at the bank. Ryan gives out 16 lollipops. Danielle gives out 15 lollipops. How many more lollipops does Ryan give out than Danielle?



Number of lollipops Ryan gives out: 16



Number of lollipops Danielle gives out: - 15



How many more lollipops does Ryan give out than Danielle? ____

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Math Story 4
Subtracting to 20 Horizontal

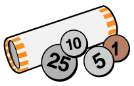
Name: _____

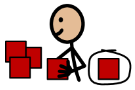


Mary Beth needs to fill coin wrappers with coins at the bank. She has 17 coin wrappers. She fills 11 coin wrappers. How many coin wrappers does Mary Beth have left to fill?

17	-	11	=	
Number of coin wrappers Mary Beth has		**Number of coin wrappers Mary Beth fills**		**Number of coin wrappers Mary Beth has left to fill?**







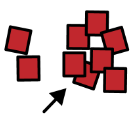


Randy and Ryan are counting money envelopes at the bank. Randy counts 17 money envelopes. Ryan counts 6 money envelopes. How many more money envelopes does Randy count than Ryan?

17	-	6	=	
Number of money envelopes Randy counts		**Number of money envelopes Ryan counts**		**How many more money envelopes does Randy count?**







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Math Story 5
Subtracting to 50 Vertical

Name: _____



Mary Beth is stacking deposit slips on a counter at the bank.
She has 35 deposit slips. She stacks 5 deposit slips.
How many deposit slips are left to stack?



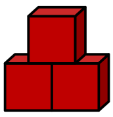
35 deposit slips



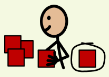
stacks 5 deposit slips



Number of deposit slips Mary Beth has: 35



Number of deposit slips Mary Beth stacks: - 5



How many deposit slips are left to stack? ____



Randy and Ryan are helping customers at the bank.
Randy helps 36 customers. Ryan helps 21 customers.
How many more customers does Randy help than Ryan?



36 customers



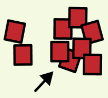
21 customers



Number of customers Randy helps: 36



Number of customers Ryan helps: - 21



How many more customers does Randy help than Ryan? ____

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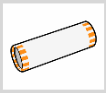
Math Story 6
Subtracting to 50 Horizontal

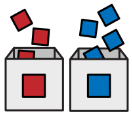
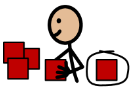
Name: _____



Mary Beth is sorting coin wrappers into piles at the bank.
There are 47 coin wrappers. She sorts 13 coin wrappers.
How many coin wrappers does Mary Beth have left to sort into piles?

 has 47 coin wrappers

 sorts 13 coin wrappers

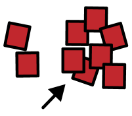
47	-	**13**	=	
Number of coin wrappers Mary Beth has 		**Number of coin wrappers Mary Beth sorts** 		**Number of coin wrappers Mary Beth has left to sort?** 



Ryan and Randy are counting loan applications at the bank.
Ryan counts 22 loan applications. Randy counts 10 loan applications.
How many more loan applications does Ryan count than Randy?

 22 loan applications

 10 loan applications

22	-	**10**	=	
Number of loan applications Ryan counts 		**Number of loan applications Randy counts** 		**How many more loan applications does Ryan count?** 

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Math Story 7
Subtracting 2-Digit Numbers - Borrowing Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your subtraction problem.



Danielle has 42 photos.



She gave away 26 photos.

	4	2
-	2	6

Subtract this side first.

Step 2: Look at the subtraction problem.

Can you subtract 6 from 2?

$$\begin{array}{r} 2 \\ -\ 6 \\ \hline ? \end{array}$$

No! You need to borrow!

Step 3: Borrow 1 from your neighbor.

Cross off the 4.

$$\begin{array}{r} 4 \\ -\ 1 \\ \hline 3 \end{array}$$

Write the number 3 in the box.

	3	~~4~~	2
	2	6	

Step 4: Borrow 1.

Write a 1 beside the 2.

The 2 is now a 12!

	3	~~4~~	12
-	2	6	

Step 5: Subtract.

$$\begin{array}{r} 12 \\ -\ 6 \\ \hline 6 \end{array}$$

Write the 6 down.

	3	~~4~~	12
-	2	6	
			6

Step 6: Subtract the other side.

$$\begin{array}{r} 3 \\ -\ 2 \\ \hline 1 \end{array}$$

Write the 1 down.

You have your answer! The answer is 16 !

	3	~~4~~	12
	2	6	
		1	6

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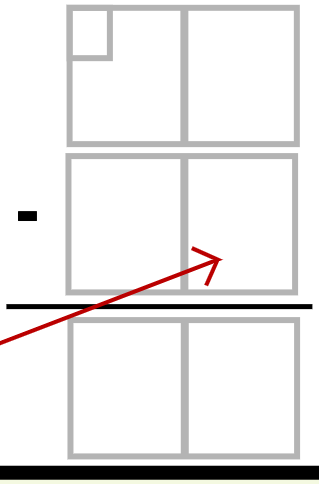
Math Story 7
Subtracting 2-Digit Numbers - Borrowing Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

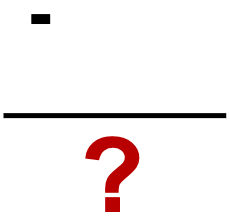
Step 1: Set up your subtraction problem.



Subtract this side first.

Step 2: Look at the subtraction problem.

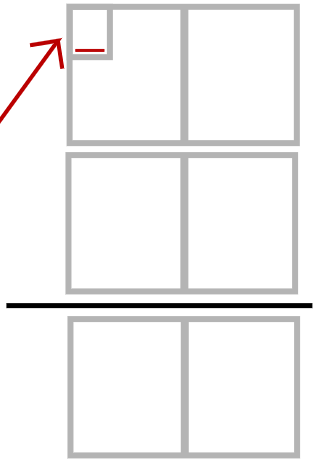
Can you subtract 6 from 2?



No! You need to borrow!

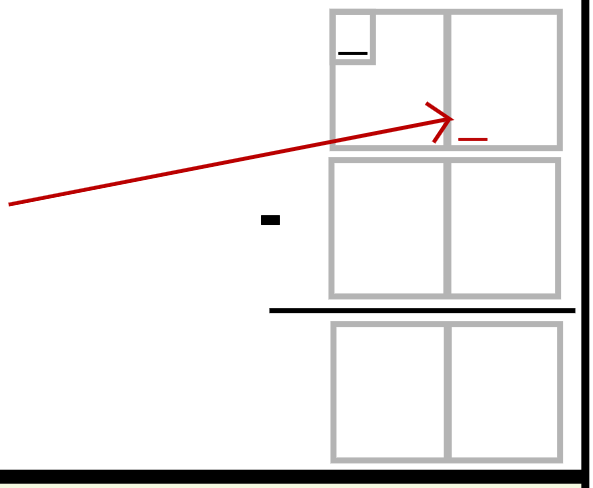
Step 3: Borrow 1 from your neighbor.

Cross off the number.

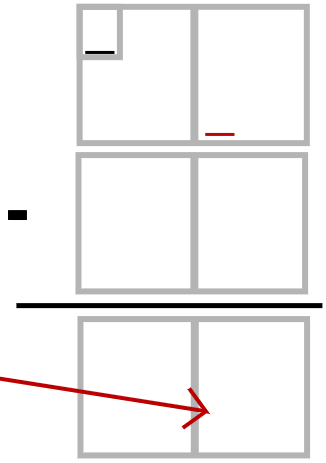


Write the number in the box.

Step 4: Borrow 1.

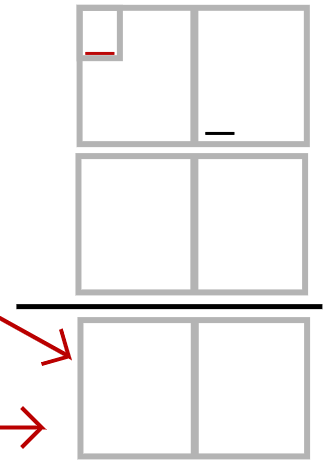


Step 5: Subtract.



Write the number down.

Step 6: Subtract the other side.



Write the number down.

You have your answer!

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Math Story 8
Subtracting 2-Digit Numbers - Borrowing

Name: _____



Ryan needs to help 30 customers.
There are 30 customers. He helps 27 customers.
How many more customers does Ryan have left to help?



needs to help
30 customers



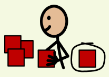
helps 27 customers



Number of customers Ryan needs to help: **3 0**



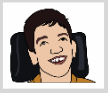
Number of customers Ryan helps: **- 2 7**



How many customers does Ryan have left to help? ☐☐



Brent and Mary Beth are giving out deposit slips to customers at the bank.
Brent gives out 44 deposit slips. Mary Beth gives out 18 deposit slips.
How many more deposit slips does Brent give out than Mary Beth?



44 deposit slips



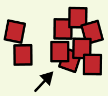
18 deposit slips



Number of deposit slips Brent gives out: **4 4**



Number of deposit slips Mary Beth gives out: **- 1 8**



How many more deposit slips does Brent give out than Mary Beth? ☐☐

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Math Story 9
Subtracting 2-Digit Numbers - With or Without Borrowing

Name: _____



Mary Beth is sorting loan applications into piles at the bank.
She has 24 loan applications. She sorts 15 loan applications.
How many loan applications does Mary Beth have left to sort into piles?



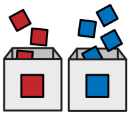
has 24 loan applications



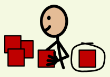
sorts 15 loan applications



Number of loan applications Mary Beth has: **24**



Number of loan applications Mary Beth sorts: **- 15**



How many loan applications does Mary Beth have left to sort into piles? ____



Ryan and Randy are stacking money envelopes at the bank.
Ryan stacks 68 money envelopes. Randy stacks 15 money envelopes.
How many more money envelopes does Ryan stack than Randy?



68 money envelopes



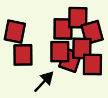
15 money envelopes



Number of money envelopes Ryan stacks: **68**



Number of money envelopes Randy stacks: **- 15**



How many more money envelopes does Ryan stack than Randy? ____

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Math Story 10
Subtracting 3-Digit Numbers - Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your subtraction problem.



Danielle had 315 photos.



She gave away 127 photos.

3	1	5
- 1	2	7

Subtract this side first.

Step 2: Look at the subtraction problem.

Can you subtract 7 from 5?

5 - 7 = ?

No! You need to borrow!

Step 3: Borrow 1 from your neighbor.

Cross off the 1.

1 - 1 = 0

Write a 0 in the box.

Write a 1 beside the 5.

3	1 0	1 5
- 1	2	7

Step 4: Subtract.

15 - 7 = 8

Write the 8 down.

3	1 0	1 5
- 1	2	7
		8

Step 5: Borrow 1.

0 - 2 = ?

Cross off the 3.

3 - 1 = 2

Write a 2 in the box.

Write a 1 beside the 0.

2 3	1 0	1 5
- 1	2	7
		8

Step 6: Subtract.

10 - 2 = 8

Write 8 in the box.

2 - 1 = 1

Write 1 in the box.

You have your answer!

2 3	1 0	1 5
1	2	7
1	8	8

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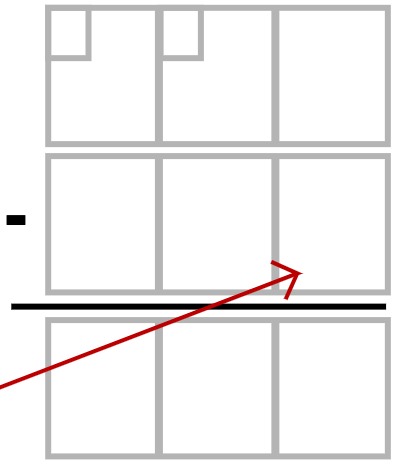
Math Story 10
Subtracting 3-Digit Numbers - Guide

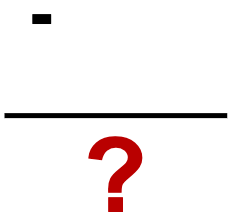
Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your subtraction problem.



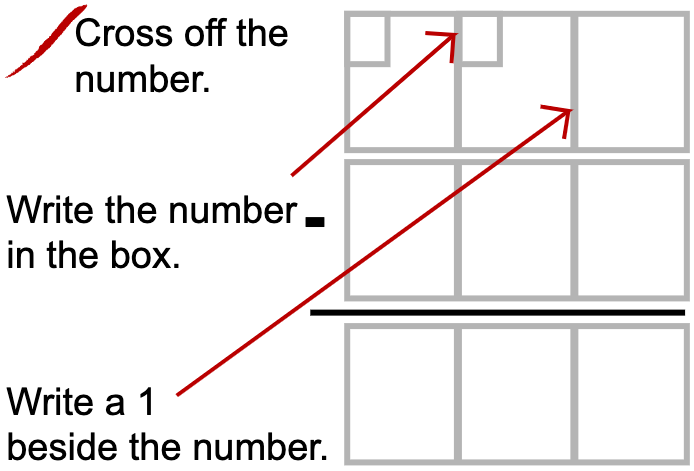
Step 2: Look at the subtraction problem.

Can you subtract?

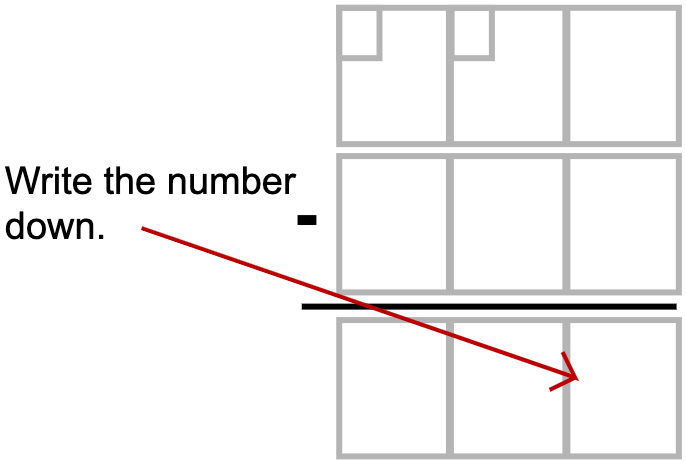


No! You need to borrow!

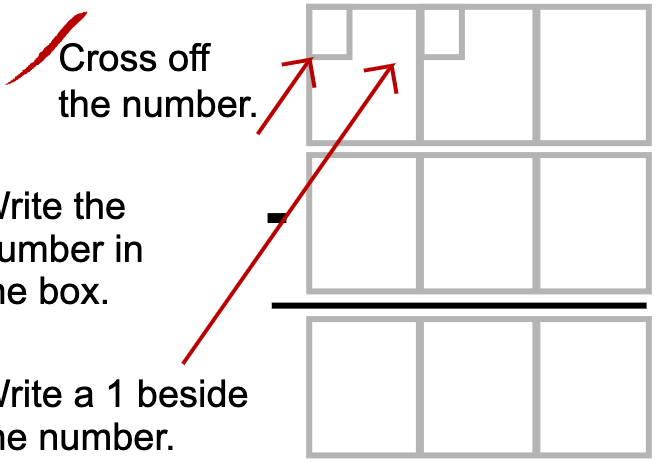
Step 3: Borrow 1 from your neighbor.



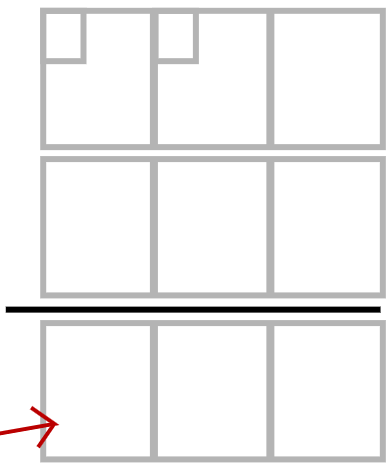
Step 4: Subtract.



Step 5: Borrow 1.



Step 6: Subtract.



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Name: _____



Mary Beth is counting items behind the counter at the bank.
She counts 411 deposit slips. She counts 299 loan applications.
How many more deposit slips does Mary Beth count than loan applications?



411 deposit slips



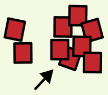
299 loan applications



Number of deposit slips Mary Beth counts: **411**



Number of loan applications Mary Beth counts: **- 299**



How many more deposit slips does Mary Beth count than loan applications? ____



Ryan and Randy are passing out lollipops to customers at the bank.
Ryan passes out 356 lollipops. Randy passes out 328 lollipops.
How many more lollipops does Ryan pass out than Randy?



356 lollipops



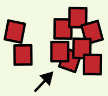
328 lollipops



Number of lollipops Ryan passes out: **356**



Number of lollipops Randy passes out: **- 328**



How many more lollipops does Ryan pass out than Randy? ____

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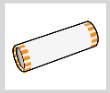
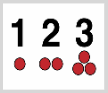
Math Story 12
Subtracting 3-Digit Numbers

Name: _____

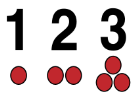


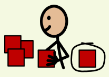
Danielle is counting coin wrappers at the bank.
She has 462 coin wrappers. She counts 178 coin wrappers.
How many coin wrappers are left to count?

 has 462 coin wrappers

 counts 178 coin wrappers

 Number of coin wrappers Danielle has: **4 6 2**

 Number of coin wrappers Danielle counts: **-** **1 7 8**

 How many coin wrappers are left to count? ☐☐☐



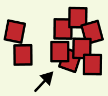
Ryan and Randy are sorting deposit slips into piles at the bank.
Ryan sorts 284 deposit slips. Randy sorts 136 deposit slips.
How many more deposit slips does Ryan sort into piles than Randy?

 284 deposit slips

 136 deposit slips

 Number of deposit slips Ryan sorts: **2 8 4**

 Number of deposit slips Randy sorts: **-** **1 3 6**

 How many more deposit slips does Ryan sort into piles than Randy? ☐☐☐

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Math Story 13
Multi-Step Problem



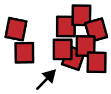
Brent has 47 lollipops to give out at the bank. He finds 15 more lollipops to give out to customers in the morning. Then, Brent gives out 14 lollipops to customers in the afternoon. How many lollipops does Brent have now?



How many lollipops does Brent start with?



Does Brent add or subtract when he finds lollipops in the morning?



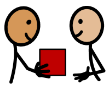
How many lollipops does Brent find in the morning?



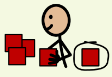
Add or subtract to solve.
How many lollipops does Brent have now?



Does Brent add or subtract when he gives out lollipops to customers in the afternoon?



How many lollipops does Brent give out to customers in the afternoon?



Add or subtract to solve.
How many lollipops does Brent have now?

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Math Story 14
Multi-Step Problem



Danielle is handing out deposit slips to customers at the bank. She starts the day with 34 deposit slips to hand out. She hands out 18 deposit slips. Then, she hands out 10 more deposit slips. How many deposit slips does Danielle have now?



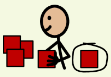
How many deposit slips does Danielle start with?



Does Danielle add or subtract when she hands out the deposit slips?



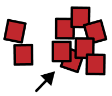
How many deposit slips does Danielle hand out?



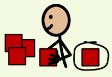
Add or subtract to solve.
How many deposit slips does Danielle have to hand out to customers now?



Does Danielle add or subtract when she hands out more deposit slips?



How many more deposit slips does Danielle hand out?



Add or subtract to solve.
How many deposit slips does Danielle have now?

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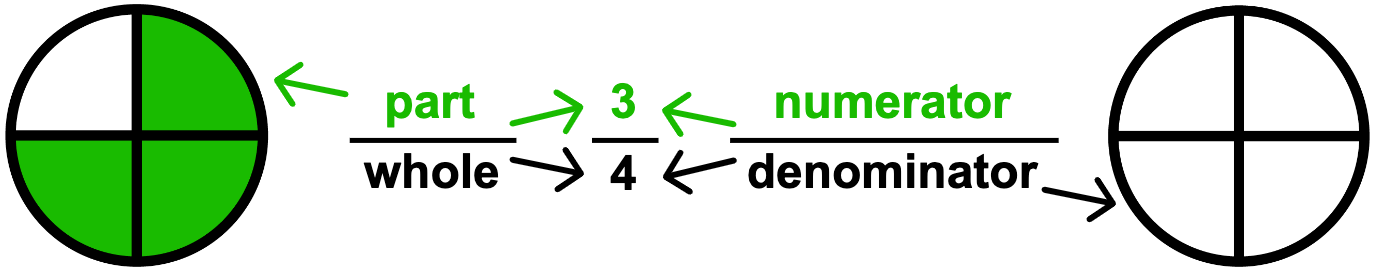
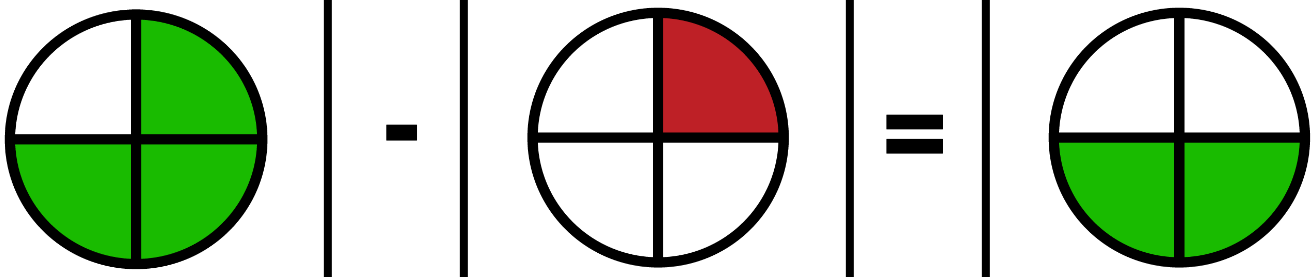
- Subtracting Fractions



When the whole is divided into the same number, subtract the parts.



$\frac{3}{4}$	-	$\frac{1}{4}$	=	$\frac{2}{4}$

When the denominators are the same, keep the denominator and subtract the numerators.

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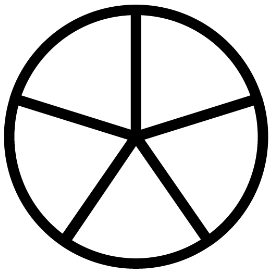
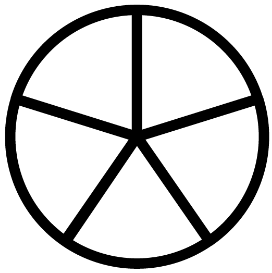
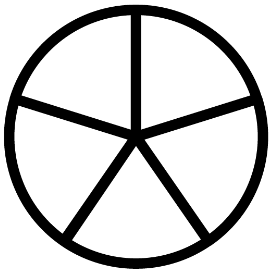
Name: _____

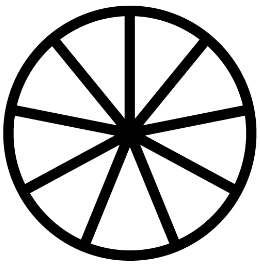
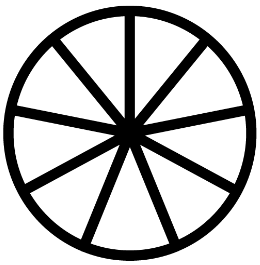
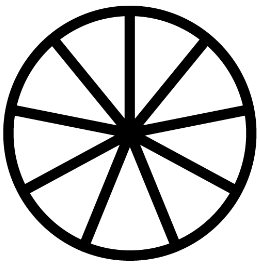


Danielle and Ryan have 5 loan applications to hand out to customers at the bank. Danielle hands out 4 of the loan applications. Ryan hands out 1 of the loan applications. How many more loan applications does Danielle hand out than Ryan?

Shade in the fraction of loan applications Danielle hands out.		Shade in the fraction of loan applications Ryan hands out.		Shade in the difference between the two fractions.
	-		=	
___ / ___	-	___ / ___	=	___ / ___
Danielle		**Ryan**		**more**



Randy and Mary Beth have 9 deposit slips to put on counters at the bank. Randy puts 7 of the deposit slips on counters. Mary Beth puts 2 of the deposit slips on counters. How many more deposit slips does Randy put on counters than Mary Beth?

Shade in the fraction of deposit slips Randy puts on counters.		Shade in the fraction of deposit slips Mary Beth puts on counters.		Shade in the difference between the two fractions.
	-		=	
___ / ___	-	___ / ___	=	___ / ___
Randy		**Mary Beth**		**more**

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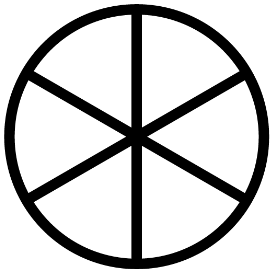
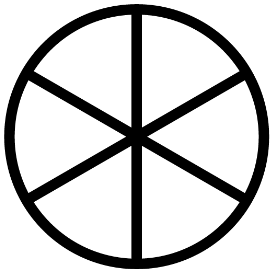
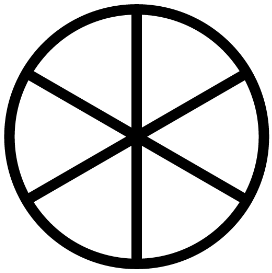
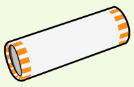
Name: _____

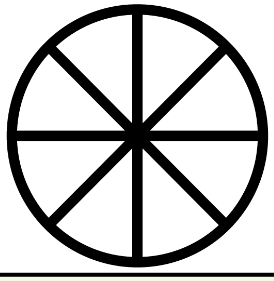
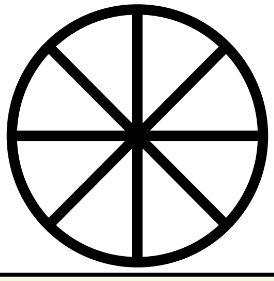
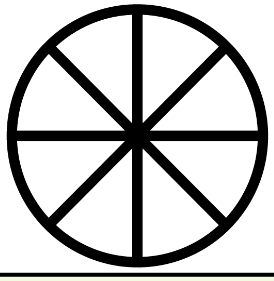


Danielle wants to greet all 6 customers waiting in line at the bank. She greets 4 customers in the lobby. She greets 2 customers at the door. How many more customers does she greet in the lobby?

Shade in the fraction of customers Danielle greets in the lobby.		Shade in the fraction of customers Danielle greets at the door.		Shade in the difference between the two fractions.
	-		=	
___ / ___	-	___ / ___	=	___ / ___
lobby		**door**		**more**



Randy wants to fill 8 coin wrappers with coins he got from the bank. He fills 5 coin wrappers in the morning. He fills 3 coin wrappers in the afternoon. How many more coin wrappers does he fill in the morning?

Shade in the fraction of coin wrappers Randy fills in the morning.		Shade in the fraction of coin wrappers Randy fills in the afternoon.		Shade in the difference between the two fractions.
	-		=	
___ / ___	-	___ / ___	=	___ / ___
morning		**afternoon**		**more**

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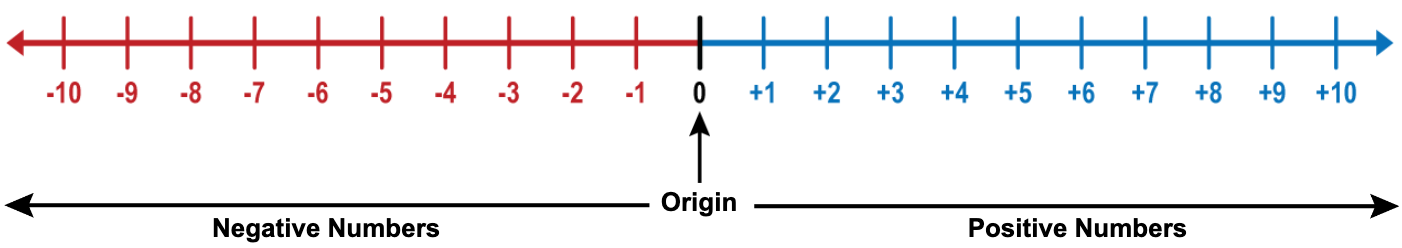
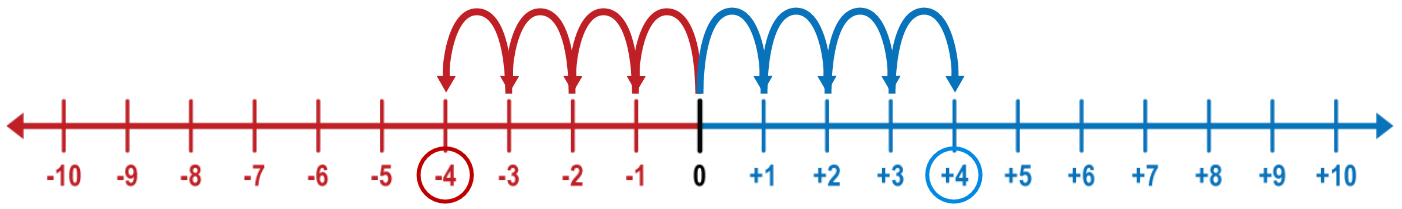
+ - Positive and Negative Numbers

Zero is the middle of all numbers.
Zero has no value. All **negative** numbers are to the **left** of **zero.**
All **positive** numbers are to the **right** of **zero.**



Numbers that are **equal** distance from **zero** are **opposites.**

For example, -4 and +4 are **opposites** because they are both 4 units from zero.



Adding opposite numbers will always equal **zero.**
For example, +4 + -4 = 0 or -4 + +4 = 0

Positive and Negative numbers describe opposite relationships:

Positive is opposite of Negative

Up is opposite of Down

Above is opposite of Below

How much you **have** is opposite of How much you **owe**

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Math Story 17a
Positive and Negative Numbers

Name: _____



Mary Beth is stacking money envelopes. She has 5 money envelopes to stack. Draw a blue point on the number of money envelopes Mary Beth has on the number line. Write the sign and fill in the number.

How many money envelopes does Mary Beth have?





Ryan borrowed 3 coin wrappers from Randy. He owes Randy 3 coin wrappers. Draw a red point on the number of coin wrappers Ryan owes on the number line. Write the sign and fill in the number.

How many coin wrappers does Ryan owe?



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Name: _____



Mary Beth is counting loan applications at the bank. The temperature today is 10 degrees above zero. Draw a blue point on the temperature on the number line. Write the sign and fill in the number.

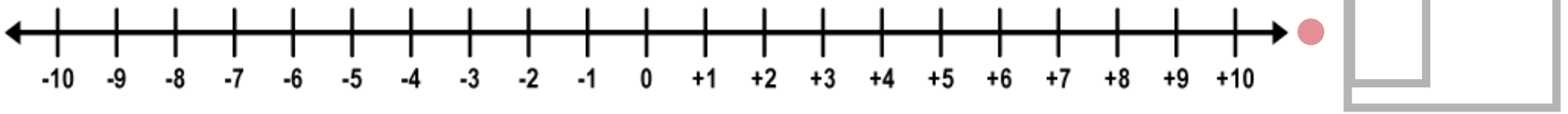
What is the temperature today?





Ryan is handing out deposit slips at the bank. The temperature today is 4 degrees below zero. Draw a red point on the temperature on the number line. Write the sign and fill in the number.

What is the temperature today?



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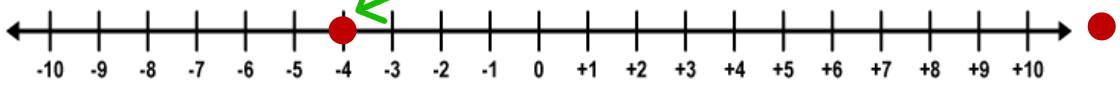
+ - Adding Positive and Negative Numbers

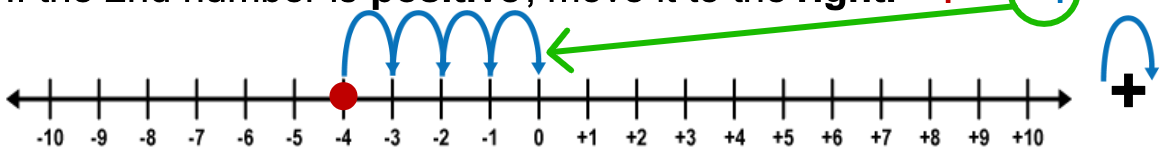
Example 1: -4 + +4

Start at the first number given. -4 + +4



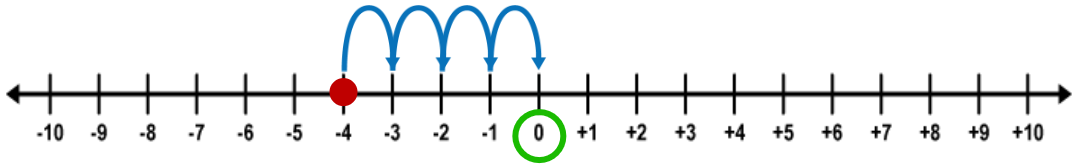
-4

The 2nd number tells you how many units to move.
If the 2nd number is **positive**, move it to the **right.** -4 + +4



+4

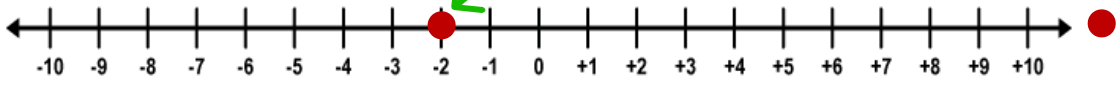
The answer is where you end up.



0

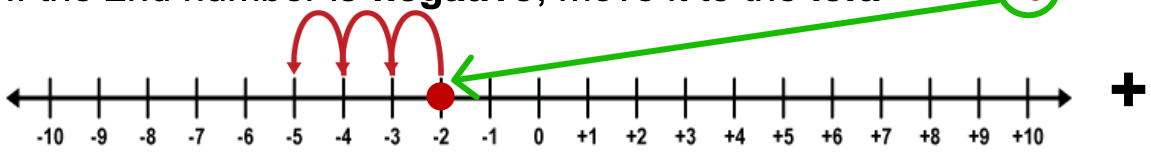
Example 2: -2 + -3

Start at the first number given. -2 + -3



-2

The 2nd number tells you how many units to move.
If the 2nd number is **negative**, move it to the **left.** -2 + -3



-3

The answer is where you end up.



-5

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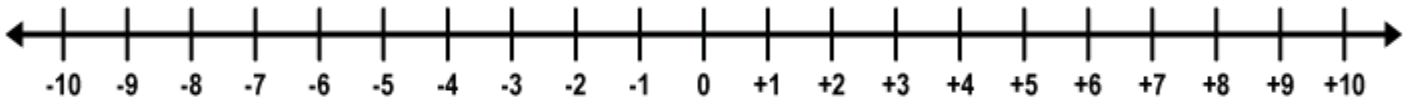
Name: _____

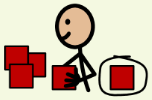


Mary Beth is handing out lollipops to customers at the bank. She has 8 lollipops. She owes Ryan 4 lollipops. If she gives Ryan the lollipops she owes him, how many will she have left? Use the number line to solve the problem.

How many lollipops does Mary Beth have?

How many lollipops does Mary Beth owe Ryan?





How many lollipops does Mary Beth have left?

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Name: _____



Mary Beth is handing out lollipops to customers at the bank. She has 8 lollipops. She owes Ryan 4 lollipops. If she gives Ryan the lollipops she owes him, how many will she have left? Use the number line to solve the problem.

How many lollipops does Mary Beth have?

•

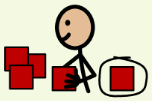
+8

How many lollipops does Mary Beth owe Ryan?



+ -4

_____



How many lollipops does Mary Beth have left?

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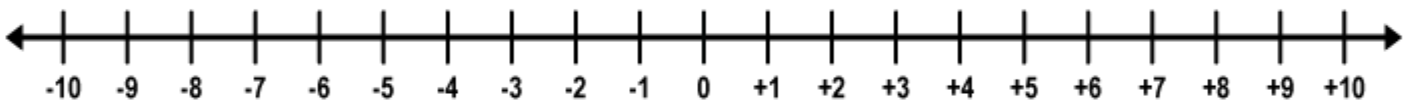
Name: _____

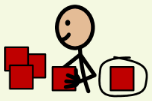


Ryan owes Randy 5 coin wrappers. Ryan owes Mary Beth 2 coin wrappers.
How many coin wrappers does Ryan owe altogether?
Use the number line to solve the problem.

How many coin wrappers does Ryan owe Randy?

How many coin wrappers does Ryan owe Mary Beth?





How many coin wrappers does Ryan owe altogether?

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Unique Learning System®, April 2020

Name: _____



Ryan owes Randy 5 coin wrappers. Ryan owes Mary Beth 2 coin wrappers.
How many coin wrappers does Ryan owe altogether?
Use the number line to solve the problem.

How many coin wrappers does Ryan owe Randy?

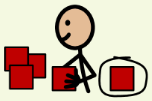
-5

How many coin wrappers does Ryan owe Mary Beth?



+ -2

_____



How many coin wrappers does Ryan owe altogether?

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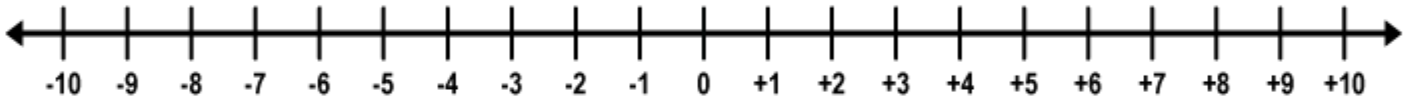
Name: _____

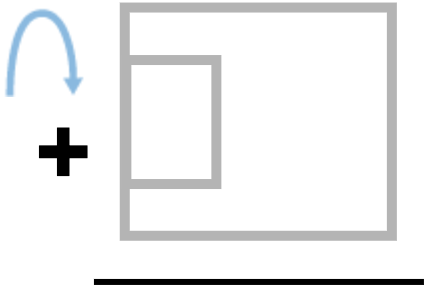


When Mary Beth started working at the bank, the temperature was -3 degrees. By noon, it went up 13 degrees. What was the temperature at noon? Use the number line to solve the problem.

What was the temperature when Mary Beth started?

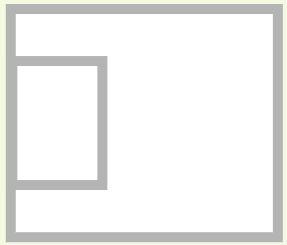
How much did the temperature go up?







What was the temperature at noon?



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Name: _____

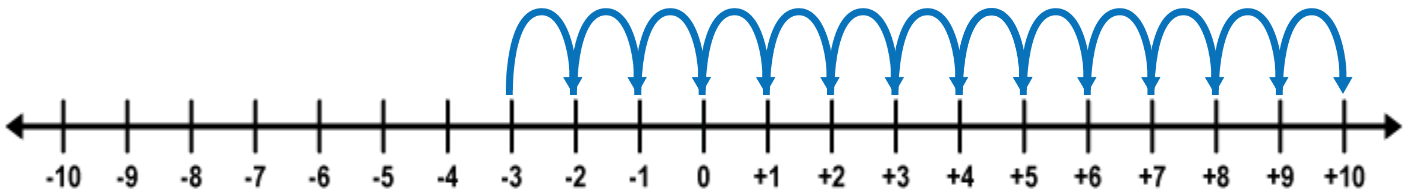


When Mary Beth started working at the bank, the temperature was -3 degrees. By noon, it went up 13 degrees. What was the temperature at noon? Use the number line to solve the problem.

What was the temperature when Mary Beth started?

-3

How much did the temperature go up?



+ +13

_____

?

What was the temperature at noon?

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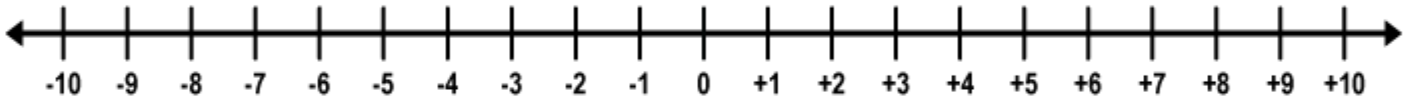
Name: _____

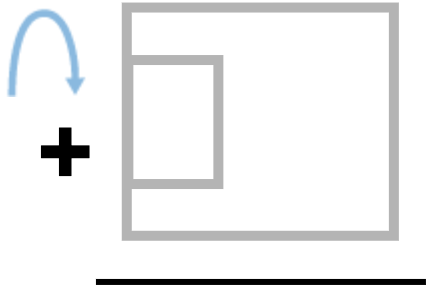


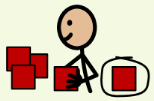
Ryan owes Mary Beth 7 deposit slips. He gives her 5.
How many deposit slips does he still owe Mary Beth?
Use the number line to solve the problem.

How many deposit slips does Ryan owe Mary Beth?

How many deposit slips does Ryan give to Mary Beth?







How many deposit slips does Ryan still owe Mary Beth?

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Name: _____



Ryan owes Mary Beth 7 deposit slips. He gives her 5.
How many deposit slips does he still owe Mary Beth?
Use the number line to solve the problem.

How many deposit slips does Ryan owe Mary Beth?

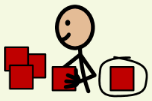
-7

How many deposit slips does Ryan give to Mary Beth?



\+ **+5**

_____



How many deposit slips does Ryan still owe Mary Beth?

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Lesson 19c - Math Story Problems - Multiplication and Division
Bank On It

19c

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Model and solve problems involving multiplication or division.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.
- ***Work with Radicals and Integer Exponents:*** Determine the value of a quantity that is squared or cubed.

Math Standards for the Number System

- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.

Differentiated Tasks

Level 3 Students will...

- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- In the context of a real-world scenario, use a combination of operations to solve an equation.
- Identify perfect squares from 0 to 100.
- Use appropriate operations to solve real- world problems with multi-digit numbers.

Level 2 Students will...

- Count equal numbers of objects in selected groups or an array.
- In the context of a real-world scenario, use operations and models to solve an equation.
- Create a representation of a perfect square.
- Add, subtract, multiply and divide to solve real-world problems with multi-digit numbers.

Level 1 Students will...

- Count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
- In the context of a real-world scenario, select numbers and count within an equation.
- Select blocks to build a model of the perfect square through an active participation response (e.g., voice output device, eye gaze choice board).
- Count a set of objects in an addition, subtraction, multiplication, or division real-world problem with multi-digit numbers through an active participation response.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. The scenarios in this lesson have students counting items they might find while interning or working at a bank.

Topic Words

bank

money*

Math Words

add	divide	negative
altogether	equal	positive
answer	more	solve
count	multiply	square

* Power Words

Benchmark Assessments

- Math Problem Solving: Adding and Subtracting
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

Monthly Checkpoint Assessments

- Level 3 - 2, Mathematics
- Level 1 Combined Counting, Reading and Mathematics, Questions 5 and 6

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Lesson 19c - Math Story Problems - Multiplication and Division
Bank On It

19c

Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Multiplication	Division	Square Numbers
ULS Materials and Resources	**Multiplication Math Story Problems 1 - 4** **Manipulatives** **Standards Connection**	**Division Math Story Problems 5 - 8** **Manipulatives**	**Clues Guide 6** **Square Numbers Math Story Problems** **Manipulatives**

See how these activities fit into the **Suggested Monthly Plan**.

Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed.

Instructional Tools: Number Journal

Instructional Tools: Math Pack / Numbers

Instructional Guides: Mathematics

L³ Skills: Math Skills

Additional Materials

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Lesson 19c - Math Story Problems
Activity 1 - Multiplication

19c
Activity 1

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Model and solve problems involving multiplication or division.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.

Math Standards for the Number System

- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.

Instructional Routine

or

Introduce	• Introduce the activity by asking a focus question about multiplication. For example, display a multiplication sign and ask, "When we see this sign what should we do—divide or multiply?" Discuss students' responses. • Introduce and discuss symbols used in a multiplication problem, including the multiplication sign and equal sign. • Tell students that their job will be to count and multiply numbers. Remind students that when they see a multiplication sign it means to add a certain number a certain amount of times. • Review the learning goal with students: **Level 2-3: I will multiply to solve a math problem.** **Level 1: I will count objects.**
Model	Display a multiplication problem. Problems 1 and 2 are provided in two formats. Choose the format that meets the majority of the students' needs. Read and act out the Math Story Problem. **Level 3:** Model the steps of solving an multiplication problem. Model using Math Supports as needed. Then solve the math problem. **Level 2:** Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total number of lesson objects. **Level 1:** Model matching the correct numerals in the Math Story Problem. Model placing the manipulatives into equal groups. Then model counting the manipulatives.
Provide Practice	***Provide students with appropriate real world Math Stories, Manipulatives and Standards Connections as needed.*** **Level 3:** Have the student read, act out, write and solve the math problem. **Level 2:** Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem. **Level 1:** Read and act out a Math story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice. Use the Standards Connection to extend the activity by multiplying positive and negative numbers.
Review	• Review selected Math Story Problems with students. • Use the Standards Connection to extend the activity by multiplying positive and negative numbers.

Check Understanding

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

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Lesson 19c - Math Story Problems
Activity 2 - Division

19c
Activity 2

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Model and solve problems involving multiplication or division.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.

Math Standards for the Number System

- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about division. For example, display a division sign and ask, "When we see this sign what should we do—divide or multiply?" Discuss students' responses. • Introduce and discuss symbols used in a division problem, including the division sign and equal sign. • Tell students that their job will be to count and divide numbers. Remind students that when they see a division sign it means to subtract a number a certain amount of times. • Review the learning goal with students: **Level 2-3: I will divide to solve a math problem.** **Level 1: I will count objects.**
Model	Read and act out the Math Story Problem. **Level 3:** Model the steps of solving a division problem. Model using Math Supports as needed. Then solve the math problem. **Level 2:** Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total number of groups. **Level 1:** Model matching the correct numerals in the Math Story Problem. Model placing the manipulatives into equal groups. Then model counting the groups.
Provide Practice	***Provide students with appropriate real world Math Stories, manipulatives and Standards Connections as needed.*** **Level 3:** Have the student read, act out, write and solve the math problem. **Level 2:** Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem. **Level 1:** Read and act out a Math Story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.
Review	• Review selected Math Story Problems with students.

Check Understanding ?

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

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Lesson 19c - Math Story Problems
Activity 3 - Square Numbers

19c
Activity 3

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Model and solve problems involving multiplication or division.
- ***Work with Radicals and Integer Exponents:*** Determine the value of a quantity that is squared or cubed.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about the properties of a square. For example, display a square and ask, "What do we know about the sides of a square—they are all the same length or they can be different lengths?" Discuss students' responses.
- Introduce and discuss the symbol of a square. Explain to students that numbers are considered square numbers if their amount of blocks can form a square. Build a square and point out that the width and the length have the same number.
- Tell students that their job will be to build a square to determine if a number is a square. Remind students that there should be the same number of blocks going across a row as there are going down a column.
- Review the learning goal with students: **Level 2-3: I will build and identify a perfect square.**
  Level 1: I will count blocks to make a perfect square.

Model

Read and review Clues Guide 6. Read and act out the Math Story Problem.

Level 3: Model the steps of building a perfect square. Model using math supports as needed. Then solve the math problem.

Level 2: Model the steps of solving the problem and building a square using Manipulatives. Show students how to group the Manipulatives to represent the numbers in the problem. Model using other math supports as needed. Then solve the problem by counting the total number of blocks.

Level 1: Model matching the correct numerals in the Math Story Problem. Model placing the Manipulatives into perfect squares. Then model counting the groups.

Provide Practice

Provide students with Clues Guide 6, the appropriate real world Math Stories and manipulatives as needed.

Level 3: Have the students read, act out, write and solve the math problem to build a perfect square.

Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem to build a square.

Level 1: Read and act out a Math Story. Have the student participate in building a square and then counting the number of blocks. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices or errorless choice.

Review

- Review selected Math Story Problems with students.

Check Understanding ?

- **Level 3:** Can the student read, write and solve a math problem to build a perfect square (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem to build a square?
- **Level 1:** Can the student participate in counting blocks and choosing numbers representing a square?

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Instructional Targets

Math Standards for Expressions and Equations
- ***Building Blocks to Expressions and Equations:*** Model and solve problems involving multiplication or division.

Math Standards for the Number System
- ***Apply and extend previous understanding of operations with fractions to add, subtract, multiply and divide rational numbers:*** Multiply and divide rational numbers.

Differentiated Tasks

Level 3 Students will...
- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- Use appropriate operations to multiply and divide positive and negative numbers.

Level 2 Students will...
- Count equal numbers of objects in selected groups or an array.
- Multiply or divide positive and negative numbers in a real-world scenario (e.g. using a number line).

Level 1 Students will...
- Count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
- Count a set of objects in a multiplication or division real-world problem involving positive and negative numbers through an active participation response (e.g., voice output device, eye gaze choice board).

Have students use the lesson scenarios to demonstrate multiplication of positive and negative numbers. Enter the numbers for each problem and have the students solve for the product and fill in the answer.

Multiplying positive and negative numbers is a needed prerequisite skill for solving equations in algebra. In lesson 25, when solving a subtraction equation with B as the unknown variable, students will be left with "-B = a" number.
For example, "-B = 5". Students need to understand the multiplicative inverse to solve for B. While completing this Standards Connection, stress to students that multiplying a "-B" times "-1" will produce a positive "B" or "-B x -1 = B".

Review each different type of problem:
"+x+"; "-x-"; "+x-" and "-x+".
Guide students to recognizing the following rules:
1. Same Signs = Positive
2. Different Signs = Negative

+ -	Multiplying Positive and Negative Numbers			
When multiplying numbers that have the same sign, the product will be positive. For example: +1 x +2 = +2 and -1 x -2 = +2				
Positive	x	Positive	=	Positive
+	x	+	=	+
	x		=	
Negative	x	Negative	=	Positive
-	x	-	=	+
	x		=	
When multiplying numbers that have different signs, the product will be negative. For example: +1 x -2 = -2 and -1 x +2 = -2				
Positive	x	Negative	=	Negative
+	x	-	=	-
	x		=	
Negative	x	Positive	=	Negative
-	x	+	=	-
	x		=	

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Math Story 1
Multiplication

Name: _____



Brent is counting customers in line at the bank.
There are 2 lines. There are 6 customers in each line.
How many customers are there altogether?



2 lines



6 customers



Number of lines at the bank: **2**



Number of customers in each line: **x 6**



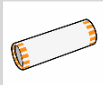
How many customers are there altogether? _____



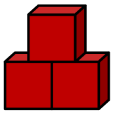
Danielle is putting coin wrappers in stacks at the bank.
There are 3 stacks. She puts 9 coin wrappers in each stack.
How many coin wrappers are there altogether?



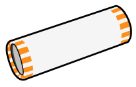
3 stacks



9 coin wrappers



Number of stacks: **3**



Number of coin wrappers in each stack: **x 9**



How many coin wrappers are there altogether? _____

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Name: _____



Brent is counting customers in line at the bank.
There are 2 lines. There are 6 customers in each line.
How many customers are there altogether?



The squares represent the lines.
Make Xs to represent the number of customers.

2	x	6	=	
Number of lines		Number of customers in each line		Number of customers altogether?

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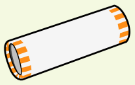
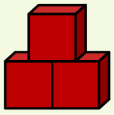
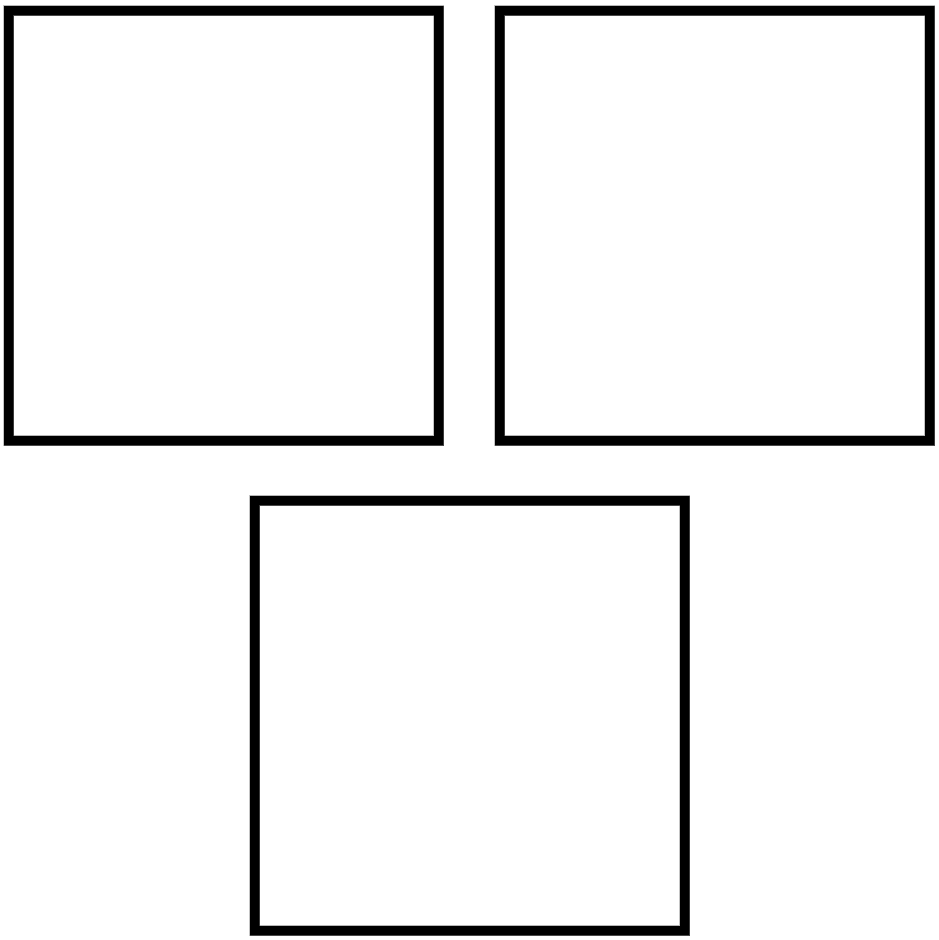
Name: _____



Danielle is putting coin wrappers in stacks at the bank.
There are 3 stacks. She puts 9 coin wrappers in each stack.
How many coin wrappers are there altogether?



The squares represent the stacks.
Make Xs to represent the coin wrappers.



3	x	9	=	
Number of stacks		Number of coin wrappers in each stack		Number of coin wrappers altogether?

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Math Story 2
Multiplication

Name: _____



Randy is putting loan applications into folders.
There are 7 folders. He puts 6 loan applications into each folder.
How many loan applications are there altogether?



7 folders



6 loan applications



Number of folders: **7**



Number of loan applications he puts in each folder: **x 6**



How many loan applications are there altogether?



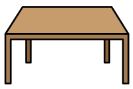
Mary Beth is placing deposit slips on tables in the bank.
There are 4 tables. She puts 5 deposit slips on each table.
How many deposit slips are there altogether?



4 tables



5 deposit slips



Number of tables: **4**



Number of deposit slips on each table: **x 5**



How many deposit slips are there altogether?

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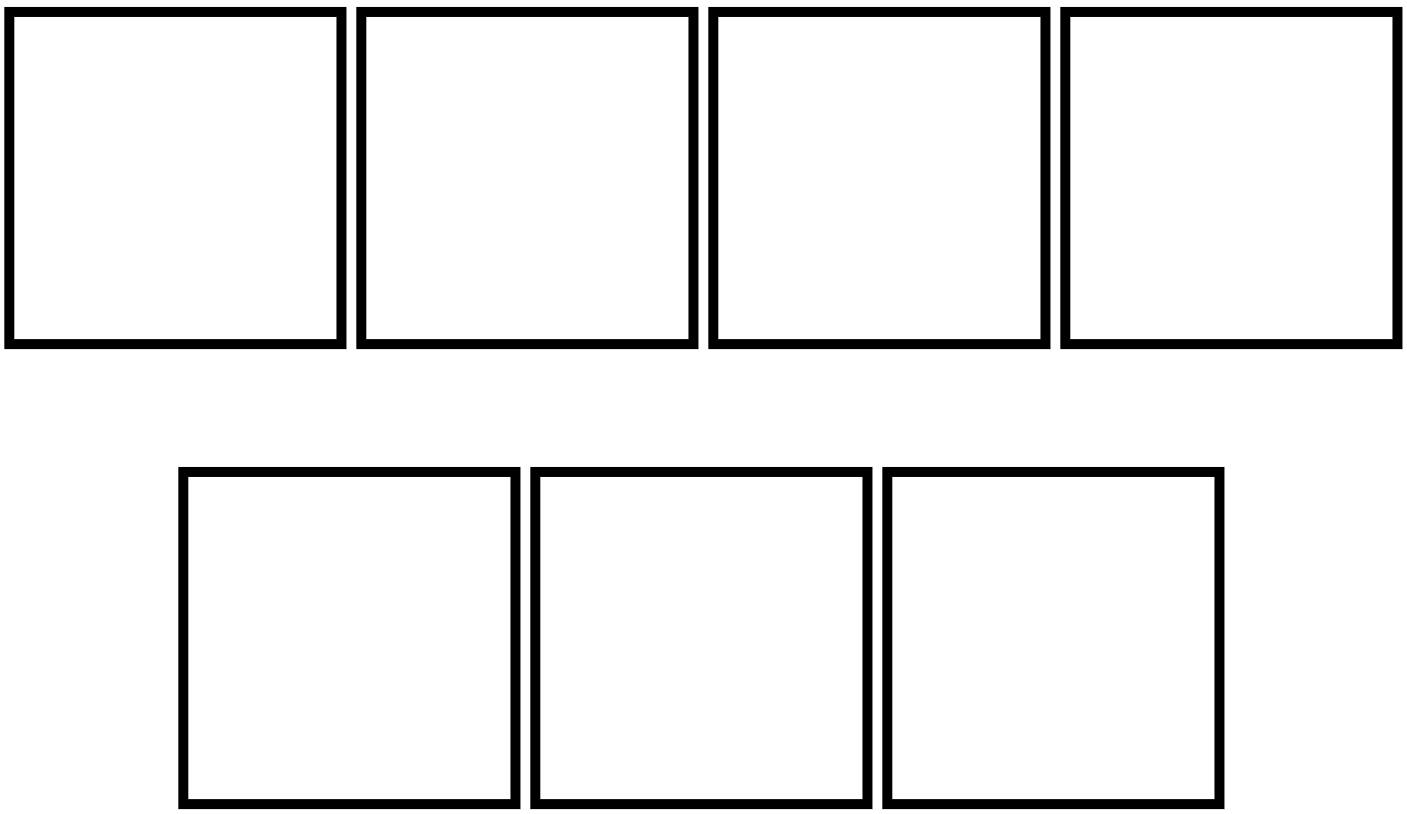
Name: _____



Randy is putting loan applications into folders.
There are 7 folders. He puts 6 loan applications into each folder.
How many loan applications are there altogether?



The squares represent the folders.
Make Xs to represent the loan applications.



7	x	6	=	
Number of folders		Number of loan applications in each folder		Number of loan applications altogether?

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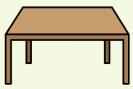
Name: _____



Mary Beth is placing deposit slips on tables in the bank. There are 4 tables. She puts 5 deposit slips on each table. How many deposit slips are there altogether?



The squares represent the tables.
Make Xs to represent the deposit slips.

4	x	5	=	
Number of tables		Number of deposit slips on each table		Number of deposit slips altogether?

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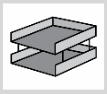
Math Story 3
Multiplication - Double Digit

Name: _____



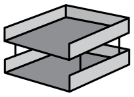
Ryan is putting money envelopes into trays at the bank.
There are 11 trays. He puts 17 money envelopes into each tray.
How many money envelopes are there altogether?



11 trays



17 money envelopes



Number of trays: **11**



Number of money envelopes into each tray: **x 17**



How many money envelopes are there altogether?



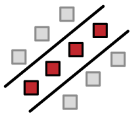
Mary Beth is putting loan applications into rows on a table.
There are 12 rows. She puts 13 loan applications in each row.
How many loan applications are there altogether?



12 rows



13 loan applications



Number of rows: **12**



Number of loan applications in each row: **x 13**



How many loan applications are there altogether?

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Name: _____



Ryan is putting lollipops into jars at the bank.
There are 10 jars. He puts 15 lollipops in each jar.
How many lollipops are there altogether?



10 jars



15 lollipops



Number of jars: 10



Number of lollipops in each jar: x 15



How many lollipops are there altogether?



Mary Beth is sorting deposit slips into piles.
There are 16 piles. She puts 19 deposit slips into each pile.
How many deposit slips are there altogether?



16 piles



19 deposit slips



Number of piles: 16



Number of deposit slips in each pile: x 19



How many deposit slips are there altogether?

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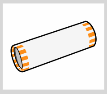
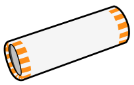
Name: _____

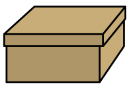


Danielle is putting an equal number of coin wrappers into boxes. There are 12 coin wrappers altogether. There are 2 boxes. How many coin wrappers does Danielle put into each box?

 12 coin wrappers

 2 boxes

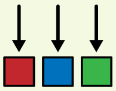
 Number of coin wrappers altogether:

 Number of boxes:

)#

#)

2) 12

 How many coin wrappers does Danielle put into each box?



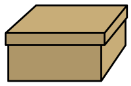
Danielle is putting an equal number of coin wrappers into boxes. There are 12 coin wrappers altogether. There are 2 boxes. How many coin wrappers does Danielle put into each box?

12 ÷ 2 =

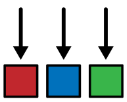
Number of coin wrappers altogether



Number of boxes



Number of coin wrappers in each box?



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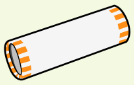
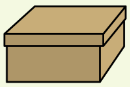
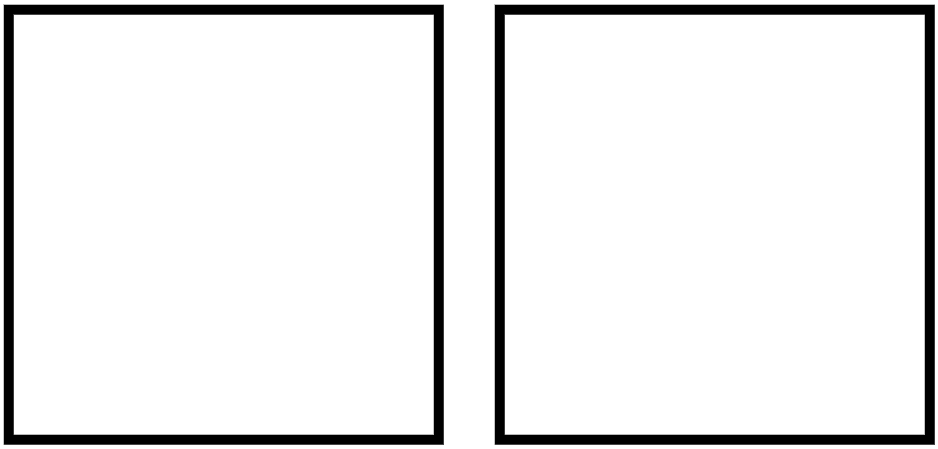
Name: _____



Danielle is putting an equal number of coin wrappers into boxes.
There are 12 coin wrappers altogether. There are 2 boxes.
How many coin wrappers does Danielle put into each box?



The squares represent the boxes.
Make Xs to represent the coin wrappers.



12	÷	2	=	
Number of coin wrappers altogether		Number of boxes		Number of coin wrappers in each box?

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Math Story 6
Division

Name: _____



Brent is placing an equal number of lollipops into jars.
There are 32 lollipops altogether. There are 4 jars.
How many lollipops does Brent place in each jar?

 32 lollipops

 4 jars

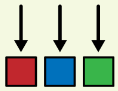


Number of lollipops altogether: $\overline{)\#}$



Number of jars: $\#\overline{)}$

$$\boxed{4}\,\overline{)\boxed{32}}$$



How many lollipops does Brent place in each jar?



Brent is placing an equal number of lollipops into jars.
There are 32 lollipops altogether. There are 4 jars.
How many lollipops does Brent place in each jar?

$$\boxed{32} \div \boxed{4} = \boxed{}$$

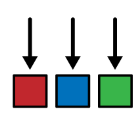
Number of lollipops altogether



Number of jars



Number of lollipops in each jar?



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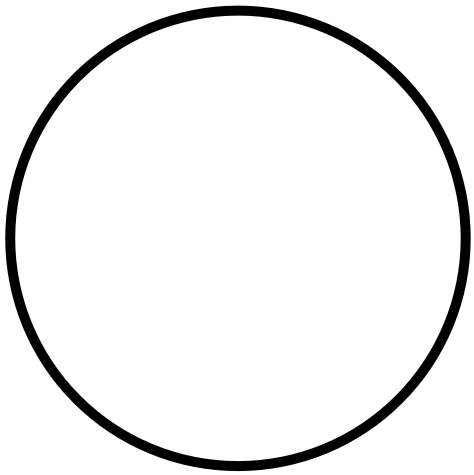
Name: _____

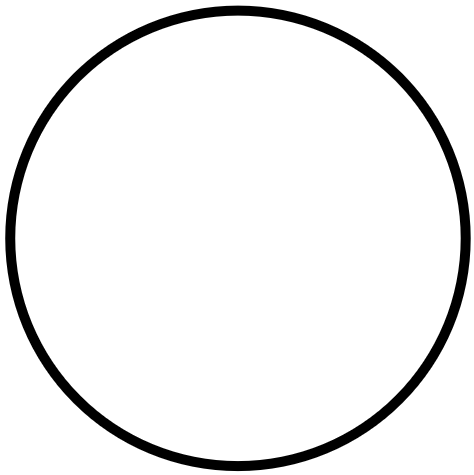


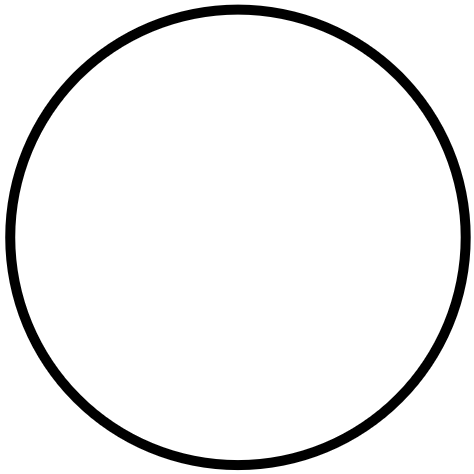
Brent is placing an equal number of lollipops into jars.
There are 32 lollipops altogether. There are 4 jars.
How many lollipops does Brent place in each jar?

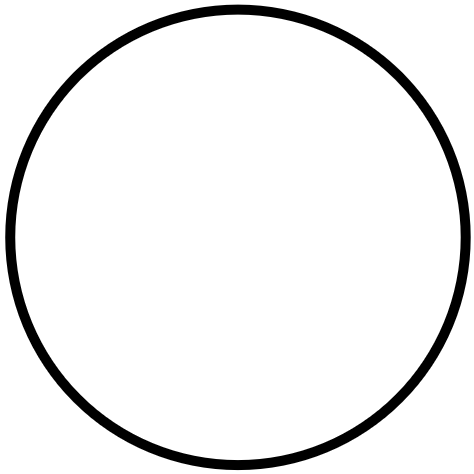


The circles represent the jars.
Make Xs to represent the lollipops.









32	÷	4	=	
Number of lollipops altogether		Number of jars		Number of lollipops in each jar?

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Math Story 7
Division

Name: _____



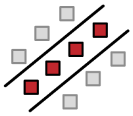
Mary Beth is putting an equal number of deposit slips in rows on a counter. There are 56 deposit slips altogether. There are 8 rows. How many deposit slips does Mary Beth put in each row?

 56 deposit slips

 8 rows

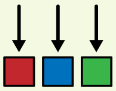


Number of deposit slips altogether: $\overline{)\#}$



Number of rows: $\#\overline{)}$

$$\boxed{8}\,\overline{)\boxed{56}}$$



How many deposit slips does Mary Beth put in each row?

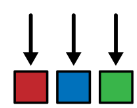


Mary Beth is putting an equal number of deposit slips in rows on a counter. There are 56 deposit slips altogether. There are 8 rows. How many deposit slips does Mary Beth put in each row?

56	÷	8	=	
Number of deposit slips altogether		**Number of rows**		**Number of deposit slips in each row?**







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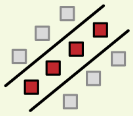
Name: _____



Mary Beth is putting an equal number of deposit slips in rows on a counter. There are 56 deposit slips altogether. There are 8 rows. How many deposit slips does Mary Beth put in each row?



The squares represent the rows.
Make Xs to represent the deposit slips.

56	÷	**8**	=	
Number of deposit slips altogether		**Number of rows**		**Number of deposit slips in each row?**

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Math Story 8
Division

Name: _____



Randy is putting an equal number of loan applications into file cabinets at the bank. He has 66 loan applications altogether. There are 11 file cabinets. How many loan applications does Randy put into each file cabinet?



66 loan applications



11 file cabinets



Number of loan applications altogether:

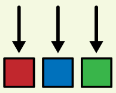


Number of file cabinets:

)#

#)

11) 66



How many loan applications does Randy put into each file cabinet?



Randy is putting an equal number of loan applications into file cabinets at the bank. He has 66 loan applications altogether. There are 11 file cabinets. How many loan applications does Randy put into each file cabinet?

66 ÷ **11** = ☐

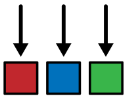
Number of loan applications altogether



Number of file cabinets



Number of loan applications into each file cabinet?



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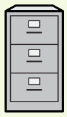
Name: _____



Randy is putting an equal number of loan applications into file cabinets at the bank. He has 66 loan applications altogether. There are 11 file cabinets. How many loan applications does Randy put into each file cabinet?



The squares represent the file cabinets.
Make Xs to represent the loan applications.

66	÷	11	=	
Number of loan applications altogether		Number of file cabinets		Number of loan applications into each file cabinet?

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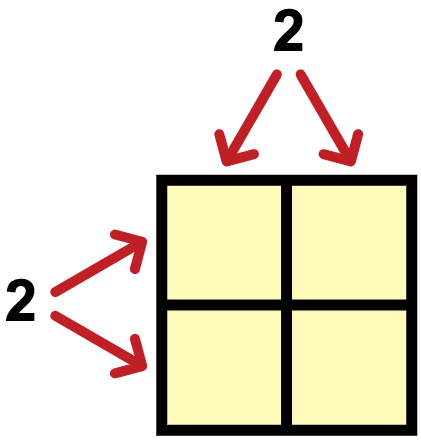
A^2 Square Numbers: A x A = A^2

When you multiply a whole number by itself, the product is a **Square Number**.

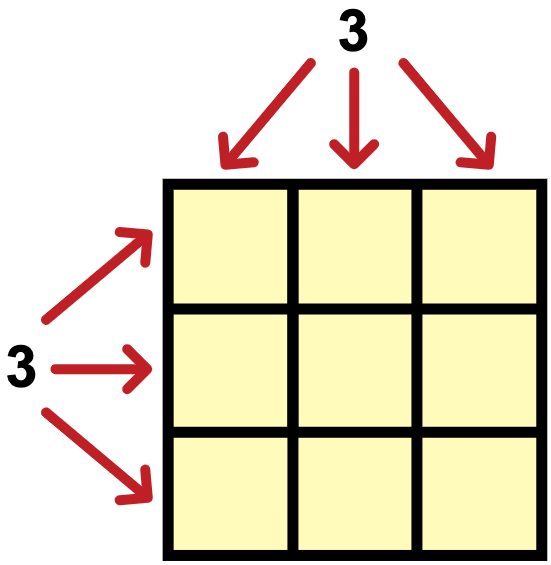
For example, **2 x 2 = 4**. **4** is a **square number**.

They are called **square numbers** because they make a square shape.

Example 1: **2 x 2 = 4**



Example 2: **3 x 3 = 9**



(Any whole number) **x** (Any whole number) **=** (Whole number) (2)

A x A = A^2

Example 1:

2 x 2 can be written as **2^2**.

2^2 is pronounced, "**2 Squared**".

Since **2 x 2 = 4**, then **2^2 = 4**.

Example 2:

3 x 3 can be written as **3^2**.

3^2 is pronounced, "**3 Squared**".

Since **3 x 3 = 9**, then **3^2 = 9**.

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Name: _____

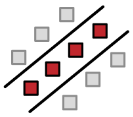
A^2 Square Numbers: A x A = A^2



Brent puts money envelopes onto a table at the bank. There is enough room for 5 rows of money envelopes. He can put 8 money envelopes in each row. How many money envelopes does he put on the table?

 5 rows

 8 money envelopes

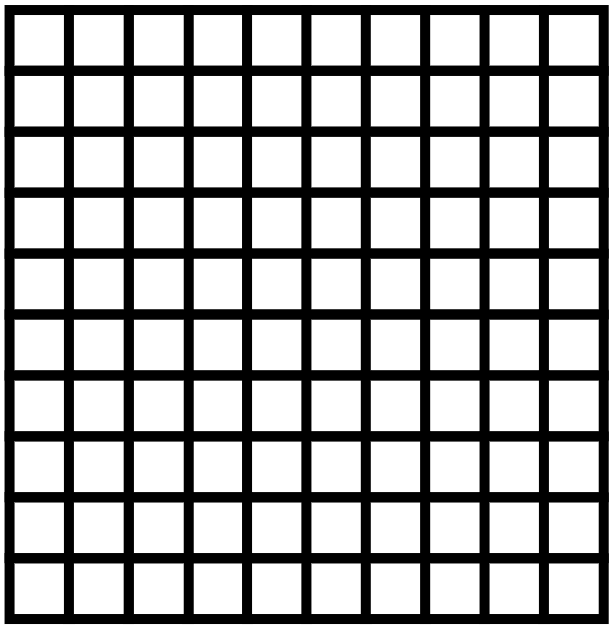
 How many rows of money envelopes? ☐

 How many money envelopes in each row? **X** ☐

 How many money envelopes altogether? ☐

Check your work. Build a model of the problem.

1. **Start with the first square in the first row of the grid.**
2. **Fill in the squares to build your model.**
3. **Fill in 8 squares in each of the 5 rows.**
4. **Count the total number of squares in your model.**



Is the total number of squares equal to the answer of the problem?	**Yes**	**No**

Is the shape a square?	**Yes**	**No**
	_____ is a square number	_____ is **not** a square number

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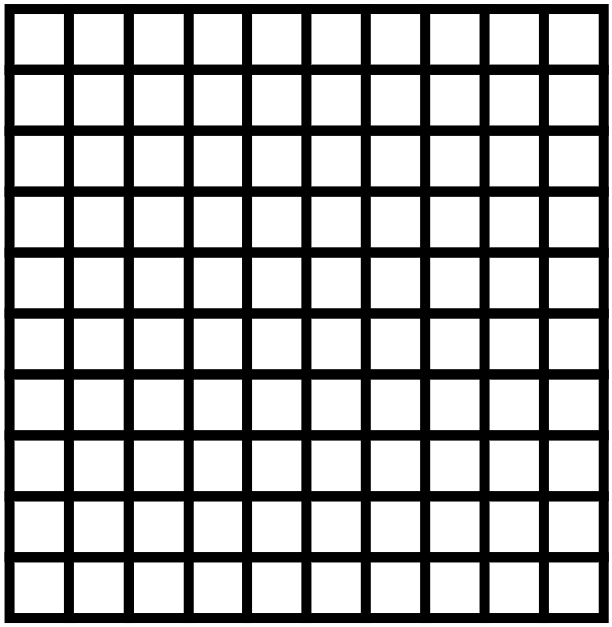
Name: _____

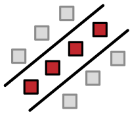
A^2 Square Numbers: $A \times A = A^2$



Danielle is putting coin wrappers onto a table. She has 49 coin wrappers. She wants to arrange them in a square. Is this possible? How many rows can she make? How many coin wrappers go in each row?

1. **Fill in 49 squares in the grid.**
2. **Start with the first square in the first row of the grid.**
3. **Put the same number of squares in each row.**
4. **Count the number in each row.**
5. **Count the number of rows.**





How many rows of coin wrappers? ☐



How many coin wrappers in each row? x ☐



How many coin wrappers altogether? **49**

Is the shape a square?	Yes	No	

1. ☐ x ☐ = **49**
2. ☐^{2} = **49**
3. 49 is a square number.

1. ☐ x ☐ = **49**
2. 49 is **not** a square number.

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For hands-on instruction, print, cut out and laminate.














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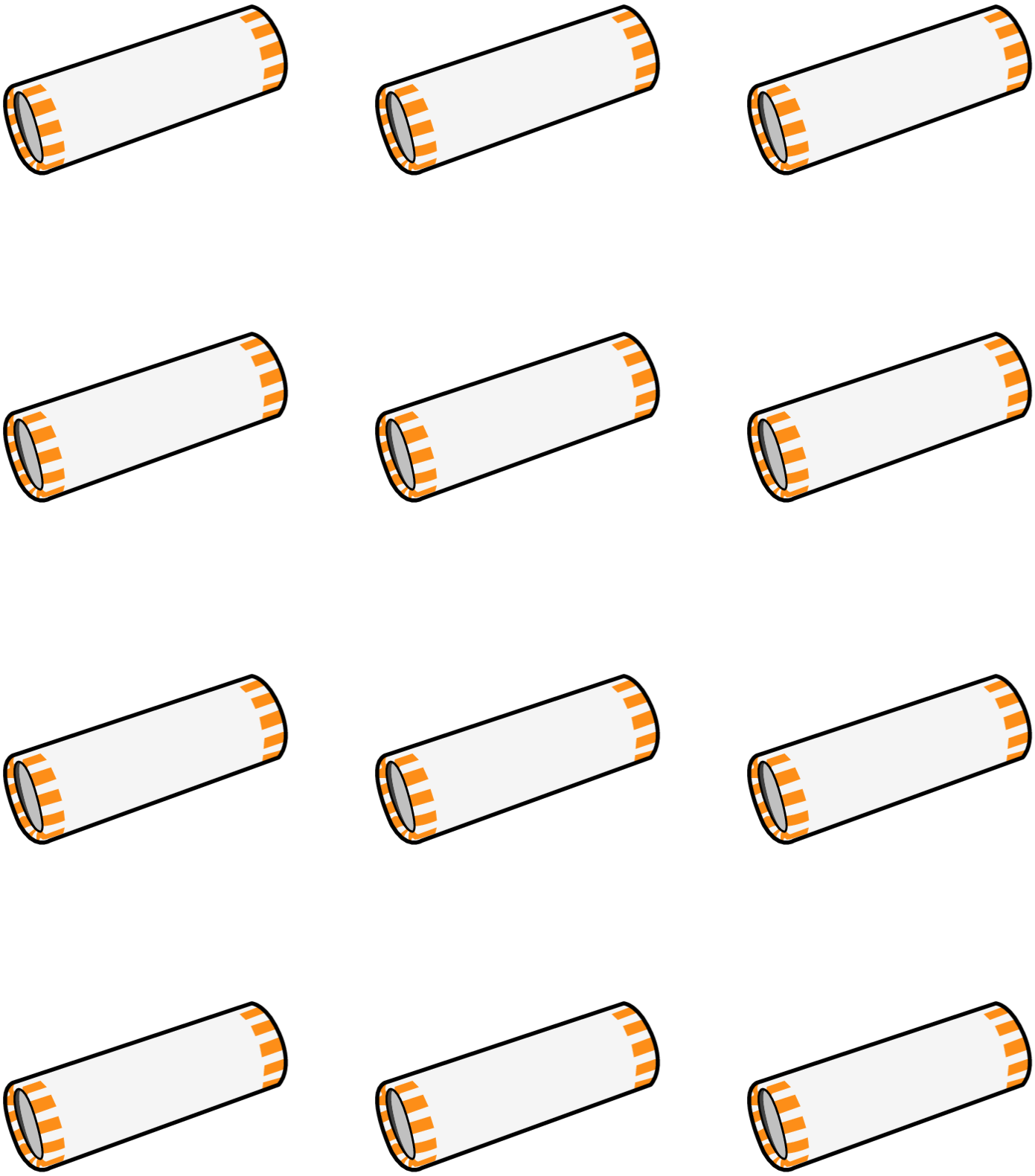

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For hands-on instruction, print, cut out and laminate.

-1	-2	-3	-4	-5
-6	-7	-8	-9	-10
0	+1	+2	+3	+4
+5	+6	+7	+8	+9
+10	−	+		

0	1	2	3	4	5
6	7	8	9	10	

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+ -	**Multiplying Positive and Negative Numbers**

When multiplying numbers that have the same sign, the product will be positive. For example: **+1 x +2 = +2** and **-1 x -2 = +2**

Positive	**X**	**Positive**	**=**	**Positive**
+	**X**	**+**	**=**	**+**
	X		**=**	
Negative	**X**	**Negative**	**=**	**Positive**
-	**X**	**-**	**=**	**+**
	X		**=**	

When multiplying numbers that have different signs, the product will be negative. For example: **+1 x -2 = -2** and **-1 x +2 = -2**

Positive	**X**	**Negative**	**=**	**Negative**
+	**X**	**-**	**=**	**-**
	X		**=**	
Negative	**X**	**Positive**	**=**	**Negative**
-	**X**	**+**	**=**	**-**
	X		**=**	

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Lesson 20 - Measure It!
Chocolate Coins

20

Instructional Targets

Reading Standards for Informational Text

- ***Key Ideas and Details:*** Summarize a sequence of events or steps in a text.

Math Standards for Measurement

- ***Life Skills for Measurement:*** Select units and accurately use measurement tools to solve problems in the context of a daily living activity.

Math Standards for the Number System

- ***Building Blocks to the Number System:*** Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.
- ***Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. :*** Using a model, divide a whole number into fractional units (½, ⅓, ¼, ⅛, 1/10) and count the fractional parts of a whole (3 parts of 4, 6 parts of 10, etc.).

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Engage in grade level and age-appropriate discussions, including ability to:
  - follow rules of discussion
  - ask questions related to the topic; respond to others' questions; make comments; share ideas.

Daily Living

- ***Nutrition and Food Preparation:*** Recognize and prepare or select basic foods that make up a balanced meal.

Differentiated Tasks

Level 3 Students will...

- Describe a sequence of events in a text or the steps of a procedure.
- Independently use measurement tools in daily living skill activities.
- Apply use of fractional representations of ¼, ⅓, ½, ⅛ and 1/10 in the context of real-world problems and scenarios.
- Share information, ask and answer questions and make comments during a group discussion.
- Select food items to create a balanced meal.

Level 2 Students will...

- Use picture supports to identify a sequence of events from a text or the steps of a procedure.
- Identify and use measurement tools appropriate for a supported daily living task.
- Recognize appropriate use of ½, ⅓ and ¼ in the context of real-world problems and scenarios.
- Use picture supports to share information, ask and answer questions and make comments during group discussions.
- Use picture supports to select foods in particular food group categories.

Level 1 Students will...

- Select a picture to identify an event in a text or a step in a procedure (single option or errorless choice)
- Select measurement tools for a daily living task.
- Select fractional units as part of a real-world problem or scenario.
- Participate in conversational exchanges, using communication technology and picture supports.
- Give a consistent response to select a food choice.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. Students learn about earning money from a job and using it to pay for things they want. In this lesson, students will make Chocolate Coins, which are thin pieces of chocolate painted to look like money.

Topic Words

bank	earn	job*	money*

Recipe Words

add	cook	measure	stir
bake	cup	more	tablespoon
beat	less	pour	teaspoon

* Power Words

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	Introduce the Recipe	Prepare to Cook	Cook and Eat	Review the Recipe
ULS Materials and Resources	**Recipe Picture/Word Cards** milk chocolate melting wafers food color spray microwave-safe bowl spoon mini muffin pans parchment paper Chocolate Coins	**Recipe** **Recipe Sequencing Activity** **Recipe Sequencing Cards**	**Recipe Picture/Word Cards** milk chocolate melting wafers food color spray microwave-safe bowl spoon mini muffin pans parchment paper Chocolate Coins	**Recipe Review Picture/Word Cards** milk chocolate melting wafers food color spray microwave-safe bowl spoon mini muffin pans parchment paper Chocolate Coins
			Standards Connection	**Core Task 2.4**
	Core Materials Tasks 4.0, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 **Instructional Guides: Mathematics** **Instructional Tools: Math Pack / Cooking**			
Additional Materials	**Food Items (serves 6-8)** 1⅓ C milk chocolate melting wafers food color spray (gold and/or silver)		**Cooking Tools** microwave-safe bowl spoon 2 mini muffin pans parchment paper	

See how these activities fit into the **Suggested Monthly Plan**.

*Always consider student food allergies when preparing recipes.

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Instructional Target

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Engage in grade level and age-appropriate discussions, including ability to:
  - follow rules of discussion
  - ask questions related to the topic; respond to others' questions; make comments; share ideas.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about the recipe. For example ask, "What can we follow to help us cook something—recipe or dictionary?" Discuss students' responses. • Explain to students that a recipe includes a list of ingredients, or things needed, and directions. Tell students that they will follow a recipe to make Chocolate Coins. Chocolate Coins are thin pieces of chocolate painted to look like money. Tell students that money can be earned from a job. Money can be put into a bank or used to buy things. • Explain to students that after reading the ingredients and recipe, they will prepare a shopping list to get the ingredients needed to make the Chocolate Coins. For example, say, "We will be reviewing a recipe for Chocolate Coins. Your job is to listen to the steps of the recipe." • Review the student learning goal: **I will learn how to make Chocolate Coins.**
Model	• Display the recipe. Point to the list of ingredients and say, "This part of the recipe tells us what we need to make Chocolate Coins." Read the list of ingredients aloud. • Next, point out the numbered steps. Explain, "This part of the recipe tells us how to make Chocolate Coins." Read the steps aloud. • Discuss how important it is to make sure you have everything necessary to make a recipe before starting. • Model how to review the ingredients to make a shopping list. For example, say, "What do I need to get in order to make this recipe?" Review ingredients, making note of what is needed and what is already provided.
Provide Practice	**Level 3:** Have the student participate in identifying the ingredients needed. Have the student create a shopping list of ingredients. **Level 2:** Have the student use pictures to identify the ingredients needed. Have the student use picture supports to create a shopping list of ingredients. **Level 1:** Have the student select a picture of an ingredient from the recipe. Have the student select a picture to identify an ingredient for the shopping list.
Review	• Review the shopping list, ensuring all ingredients and tools are accounted for. • Set up a community outing to purchase the items on the shopping list. (Optional)

Check Understanding

- **Level 3:** Can the student identify the ingredients needed for the recipe? Can the student independently create a shopping list of ingredients?
- **Level 2:** Can the student use picture supports to identify ingredients needed in the recipe? Can the student use picture supports to create a shopping list of ingredients?
- **Level 1:** Can the student choose a picture of an ingredient? Can the student choose a picture of an ingredient to place on a shopping list?

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Instructional Target

Reading Standards for Informational Text

- ***Key Ideas and Details:*** Summarize a sequence of events or steps in a text.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about the recipe. For example, ask, "What could happen if a recipe is not followed in order?" Discuss students' responses. • Reread the recipe steps. Discuss the importance of doing the steps in the correct order. • Tell students that they will be putting the steps of the recipe in the proper order. For example, say, "We need to make a recipe card for Chocolate Coins. Your job is to put the steps of the recipe in order." • Review the learning goal with students: **I will put the steps of the recipe in order.**
Model	• Display the Recipe Sequencing Activity or the Recipe Sequencing Cards. • Ask questions such as, "What will we do first? What will we do last? What do we need to do before we microwave the wafers for 30 seconds?" • Model placing a few of the steps in order in the Recipe Sequencing Activity or with the Recipe Sequencing Cards.
Provide Practice	***Provide the student with the Recipe Sequencing Activity.*** **Level 3:** Have the student describe and put the steps of the recipe in order. **Level 2:** Have the student use picture supports to put the steps of the recipe in order. **Level 1:** Have the student select a picture from a single choice or errorless field to identify a step of the recipe.
Review	• Review the order of the recipe steps. Explain why it is important to do steps in order. For example, ask students, "What would happen if we did the steps out of order?"

Check Understanding ?

- **Level 3:** Can the student put the steps of the recipe in order?
- **Level 2:** Can the student use picture supports to put the steps of the recipe in order?
- **Level 1:** Can the student select a picture from an errorless field to identify a step of the recipe?

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Instructional Targets

Math Standards for Measurement

Life Skills for Measurement: Select units and accurately use measurement tools to solve problems in the context of a daily living activity.

Math Standards for the Number System

Building Blocks to the Number System: Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.

Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. : Using a model, divide a whole number into fractional units (½, ⅓, ¼, ⅛, 1/10) and count the fractional parts of a whole (3 parts of 4, 6 parts of 10, etc.).

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about the recipe. For example, say, "The recipe calls for 1 ⅓ cups of milk chocolate melting wafers. What do we have to do to make sure we have 1 ⅓ cups—guess or measure?" Discuss students' responses.
- Explain to students that measuring ingredients needs to be done correctly and accurately. Measuring is a count of how many units are needed to fill, cover or match an object or area being measured.
- Tell students that they will be making Chocolate Coins. It will be their job to follow the recipe and measure the ingredients correctly.
- Review the learning goal with students: **I will use measuring tools to make a recipe.**
- Optional: Use Core Task 5.0, Mealtime Job List to assign responsibilities during this activity.

Model

- Review Core Task 5.8, Food Prep.
- Present and identify the measuring tools needed for a recipe: measuring cups and spoons.
- Remind students of how important accurately measuring and following steps are in making a recipe.
- Model how to accurately fill and measure each type of tool.
- Remind students of why there are various sizes of measuring tools. For example, say, "Measuring cups help us to measure a larger amount of an ingredient. Tablespoons help us measure smaller amounts of an ingredient."
- Use the Standards Connection to explore more about volume and measurement.

Provide Practice

Display Core Task 5.8. Provide students with the Recipe. Note: Core Tasks 5.1 - 5.7 & 5.9 can be used.

Level 3: Have the student make the recipe using measuring tools and supports as needed.

Level 2: Have the student select the appropriate measuring tools to use in making the recipe. Have the student match objects with the same volume of measurement. For example, have student measure the same volume of chocolate melting wafers. Point out how the measurements are the same (match.)

Level 1: Have the student select a measuring tool used in the recipe from an errorless field of choice. With support, have the student compare two measured volumes and choose which is larger. Have the student match objects of the same size and shape. For example, display a chocolate wafer and have the student find the matching wafer from a field or single choice.

Review

- Complete the recipe.
- Eat the Chocolate Coins!

Check Understanding

- **Level 3:** Can the student use measuring tools while making a recipe?
- **Level 2:** Can the student select appropriate measuring tools to be used in making a recipe? Can the student match objects of the same volume?
- **Level 1:** Can the student select a measuring tool from an errorless field used in making a recipe? Can the student match objects of same size and shape?

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Instructional Targets

Standards for Speaking and Listening

- ***Comprehension and Collaboration:*** Engage in grade level and age-appropriate discussions, including the ability to:
  - follow rules of discussion
  - ask questions related to the topic; respond to others' questions; make comments; share ideas

Daily Living

- ***Nutrition and Food Preparation:*** Recognize and prepare or select basic foods that make up a balanced meal.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about the recipe. For example, ask, "What recipe did we make—Chocolate Coins or cupcakes?" Discuss students' responses. • Remind students that everyone has different tastes they like and dislike. Simply because someone does not like a recipe does not mean it is a bad recipe. • Discuss MyPlate with students. Review the basic food groups and discuss what types of food are in those food groups. Use the MyPlate Poster in Core Task 2.4 to provide a visual. • Tell students that they will be reviewing the recipe. Explain that their job will be to tell others if they liked the recipe and to decide if the recipe is healthy. • Review the learning goals with students: **I will share my opinions about the recipe.** **I will decide if the recipe was healthy.**
Model	• Display the Recipe Review. • Model how to fill out the review. Share your personal opinion about the recipe with everyone. • Explain to the students how to decide if the recipe was healthy or not. For example, ask, "What ingredients were in this recipe? Where are those ingredients on MyPlate? Does the recipe have too many of certain food groups?" Use the MyPlate Poster in Core Task 2.4 and the Picture/Word Cards to provide visual.
Provide Practice	***Display Core Task 2.4 and provide each student with a Recipe Review and any alternative forms of writing needed.*** **Level 3:** Have the student share an opinion about the completed recipe. Have the student identify if the recipe was healthy or not. **Level 2:** Have the student use picture supports to share an opinion about the completed recipe. Have the student use picture supports to identify if the recipe was healthy or not. **Level 1:** Have the student use assisted technology and picture supports to share an opinion. Have the student respond to a food choice.
Review	• Allow students to share their recipe reviews with other students. • Encourage discussion of what made the recipe good or bad. Ask for suggestions to add to the recipe to make it better.

Check Understanding ?

- **Level 3:** Can the student share an opinion about the completed recipe? Can the student identify the healthiness of the recipe?
- **Level 2:** Can the student use picture supports to share an opinion about the completed recipe? Can the student use picture supports to identify the healthiness of the recipe?
- **Level 1:** Can the student use assisted technology and picture supports to share an opinion? Can the student respond to a food choice?

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Instructional Target

Math Standards for the Number System

- ***Building Blocks to The Number System:*** Recognize and compare numbers showing the symbols >, < or =. Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.
- ***Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers:*** Add and subtract fractions with like denominators (½, ⅓, ¼, & 1/10) with sums less than or equal to one. Using a model, divide a whole number into fractional units (½, ⅓, ¼, ⅛, 1/10) and count the fractional parts of a whole (3 parts of 4, 6 parts of 10, etc.).

Differentiated Tasks

Level 3 Students will...

- Compare two numbers and use symbols to indicate >, < or =.
- Apply use of fractional representations of ¼, ⅓, ½, ⅛ and 1/10 in the context of real-world problems and scenarios.
- Use objects or a model to add or subtract two fractional units (e.g., ¼ cup + ¼ cup is the same as ½ cup).
- Use objects or a model to divide a whole into fractional parts(e.g., a candy bar ÷ by 4 people is ¼).

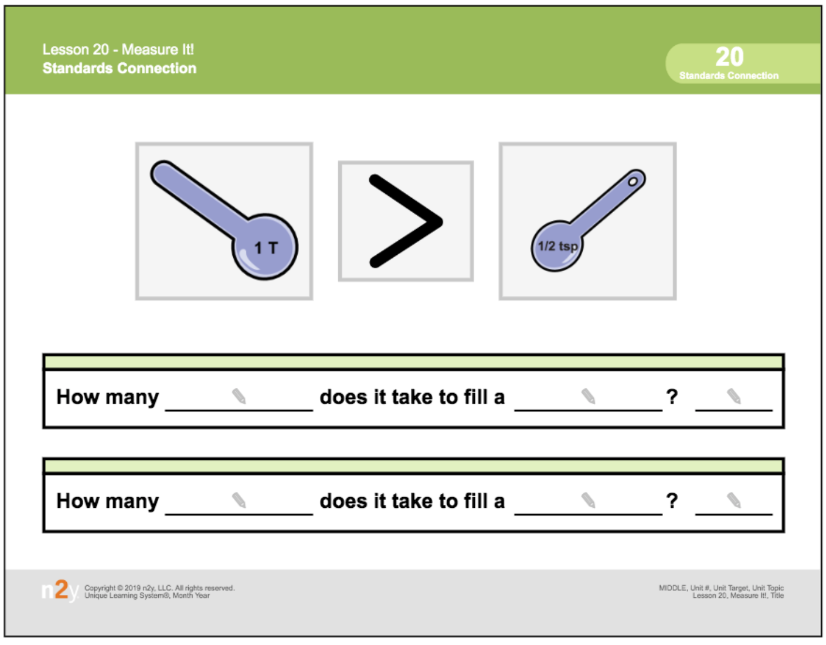
Level 2 Students will...

- Compare two groups of objects and determine which group's value is greater, lesser or equal.
- Recognize appropriate use of ½, ⅓ and ¼ in the context of real-world problems and scenarios.
- Model addition or subtraction of two fractional units with support.
- Model groups to divide a whole into fractional units.

Level 1 Students will...

- Count a set of objects to determine which group has more, less or an equal amount through an active participation response (e.g., voice output device, eye gaze choice board).
- Select fractional units as part of a real-world problem or scenario.
- Match fractional parts of an object to model the solution to an addition or subtraction problem through an active participation response.
- Count fractional parts of a whole using an active participation response.

This lesson allows students to compare measurements and explore amounts while combining units of measure. Use a variety of measuring tools, containers and dry beans or rice to measure and compare different volumes. Use the Standards Connection and the symbols for >, < or = to compare the volumes of various measuring tools. For example, compare how many tablespoons it takes to fill a cup and how many teaspoons it takes to fill a cup.



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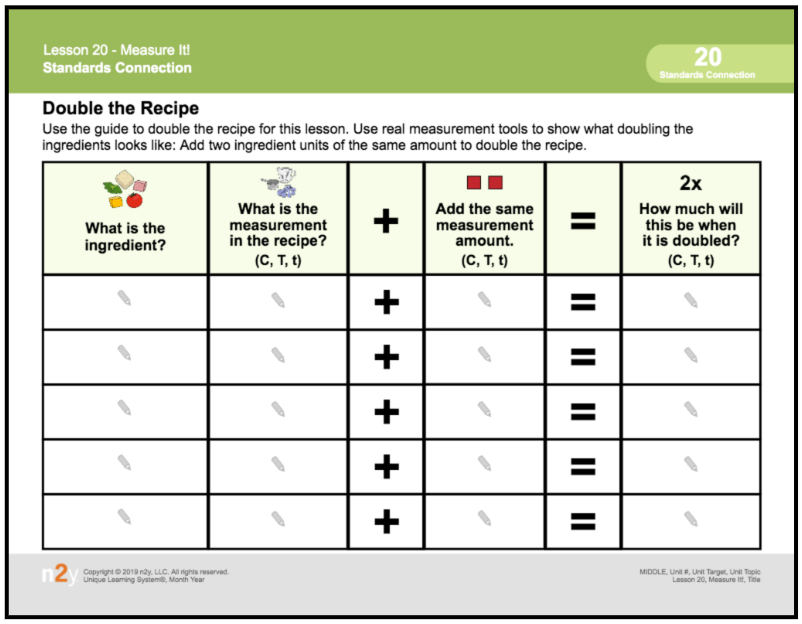
Doubling and Cutting a Recipe in Half

Recipes can be changed to make more or less. Use the guides and real measurement tools to practice doubling and halving amounts in recipes.



Lesson 20 - Measure It!
Standards Connection

20
Standards Connection

Double the Recipe

Use the guide to double the recipe for this lesson. Use real measurement tools to show what doubling the ingredients looks like: Add two ingredient units of the same amount to double the recipe.

What is the ingredient?	What is the measurement in the recipe? (C, T, t)	+	Add the same measurement amount. (C, T, t)	=	2x How much will this be when it is doubled? (C, T, t)
		+		=	
		+		=	
		+		=	
		+		=	
		+		=	

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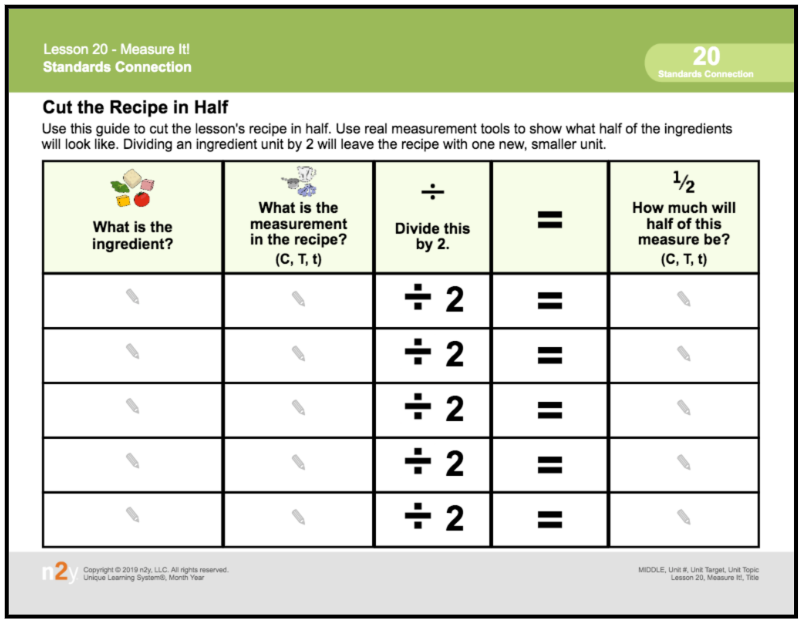

Lesson 20 - Measure It!
Standards Connection

20
Standards Connection

Cut the Recipe in Half

Use this guide to cut the lesson's recipe in half. Use real measurement tools to show what half of the ingredients will look like. Dividing an ingredient unit by 2 will leave the recipe with one new, smaller unit.

What is the ingredient?	What is the measurement in the recipe? (C, T, t)	÷ Divide this by 2.	=	½ How much will half of this measure be? (C, T, t)
		÷ 2	=	
		÷ 2	=	
		÷ 2	=	
		÷ 2	=	
		÷ 2	=	

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RECIPE

Chocolate Coins

DESSERT

Serves 6-8

NEED

- 1⅓ C milk chocolate melting wafers
- food color spray (gold and/or silver)
- microwave-safe bowl
- spoon
- 2 mini muffin pans
- parchment paper

* Always consider student food allergies when preparing recipes.

1. Put chocolate wafers into bowl.

2. Microwave for 30 seconds. Stir.

3. Repeat step 2 until chocolate is melted and smooth.

4. Put 2 spoonfuls of chocolate into each muffin cup.

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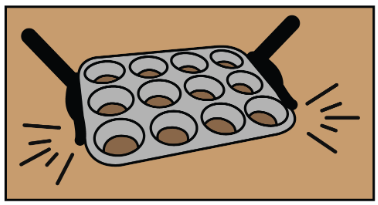
RECIPE

Chocolate Coins

DESSERT

Serves 6-8

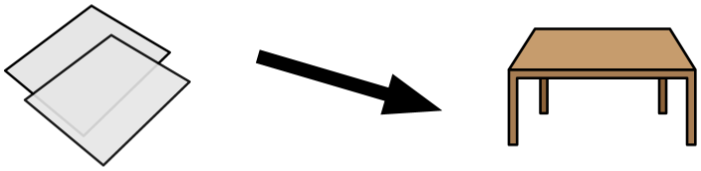
5. Tap muffin pans onto table to even out chocolate.



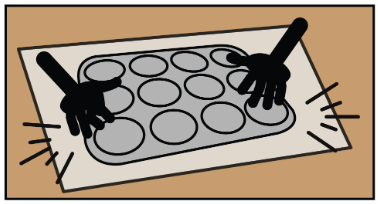
6. Refrigerate pans for 30 minutes.



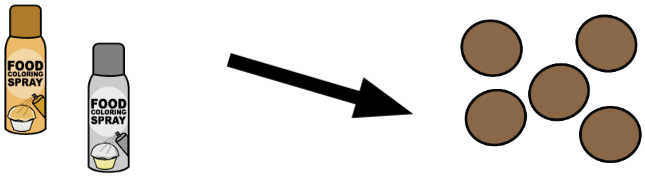
7. Put parchment paper onto table.



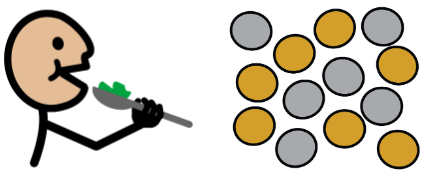
8. Flip pans upside down and tap onto parchment paper until coins fall out.



9. Spray food color spray onto coins to decorate.



10. Eat.



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See Recipe

Chocolate Coins

1.

2.

3.

4.

5.

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See Recipe

Chocolate Coins

6. _____

7. _____

8. _____

9. _____

10. _____

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recipe review

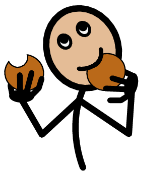
Recipe: _____

Reviewed by: _____

What was in it?



How did it taste?



yummy	OK	yucky

How was it to make?



easy	OK	hard

Was it healthy?



yes	OK	no

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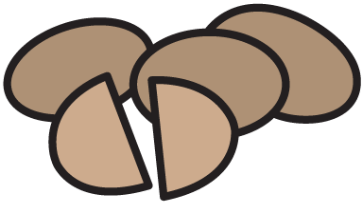
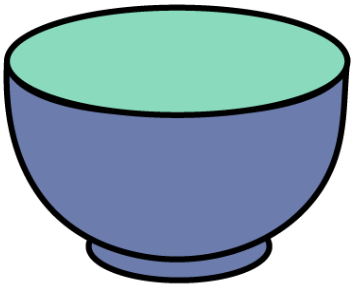
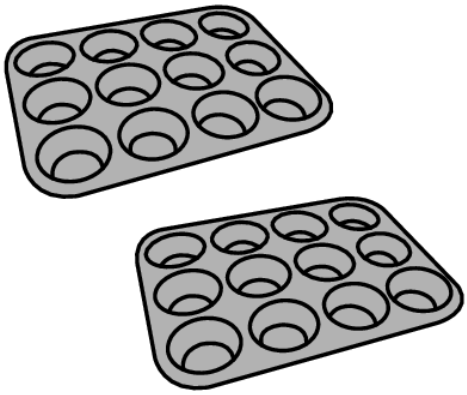
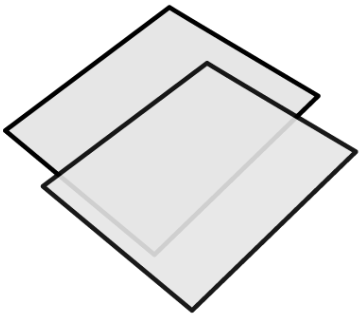
For hands-on instruction, print, cut out and laminate.

milk chocolate melting wafers 	food color spray 
microwave-safe bowl 	spoon 
mini muffin pans 	parchment paper 

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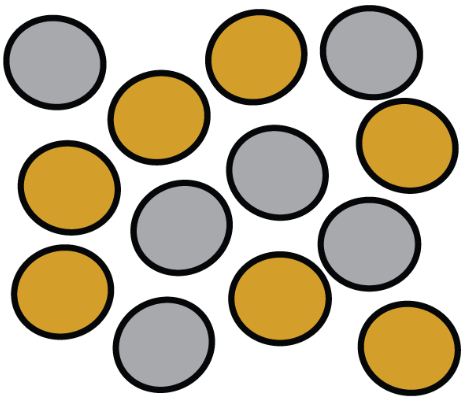
For hands-on instruction, print, cut out and laminate.

Chocolate Coins



milk chocolate melting wafers	food color spray
	

Put chocolate wafers into bowl.



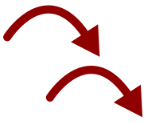


Microwave for 30 seconds.
Stir.

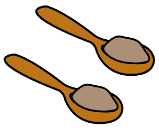

30

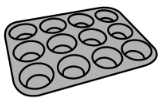


Repeat step 2 until chocolate is melted and smooth.




Put 2 spoonfuls of chocolate into each muffin cup.





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For hands-on instruction, print, cut out and laminate.

Tap muffin pans onto table to even out chocolate.



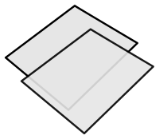
Refrigerate pans for 30 minutes.

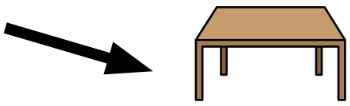


30

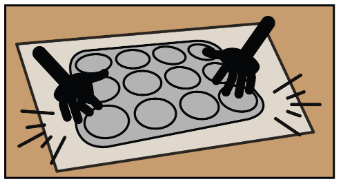


Put parchment paper onto table.



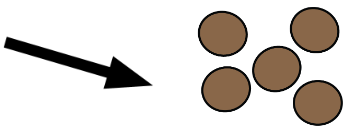


Flip pans upside down and tap onto parchment paper until coins fall out.

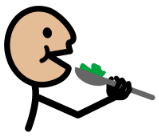


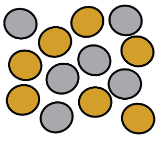
Spray food color spray onto coins to decorate.





Eat.





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How many _____ does it take to fill a _____ ? _____

How many _____ does it take to fill a _____ ? _____

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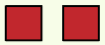
Double the Recipe

Use the guide to double the recipe for this lesson. Use real measurement tools to show what doubling the ingredients looks like: Add two ingredient units of the same amount to double the recipe.

 What is the ingredient?	 What is the measurement in the recipe? (C, T, t)	+	 Add the same measurement amount. (C, T, t)	=	2x How much will this be when it is doubled? (C, T, t)
		+		=	
		+		=	

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Cut the Recipe in Half

Use this guide to cut the lesson's recipe in half. Use real measurement tools to show what half of the ingredients will look like. Dividing an ingredient unit by 2 will leave the recipe with one new, smaller unit.

 What is the ingredient?	 What is the measurement in the recipe? (C, T, t)	÷ Divide this by 2.	=	½ How much will half of this measure be? (C, T, t)
		÷ 2	=	
		÷ 2	=	

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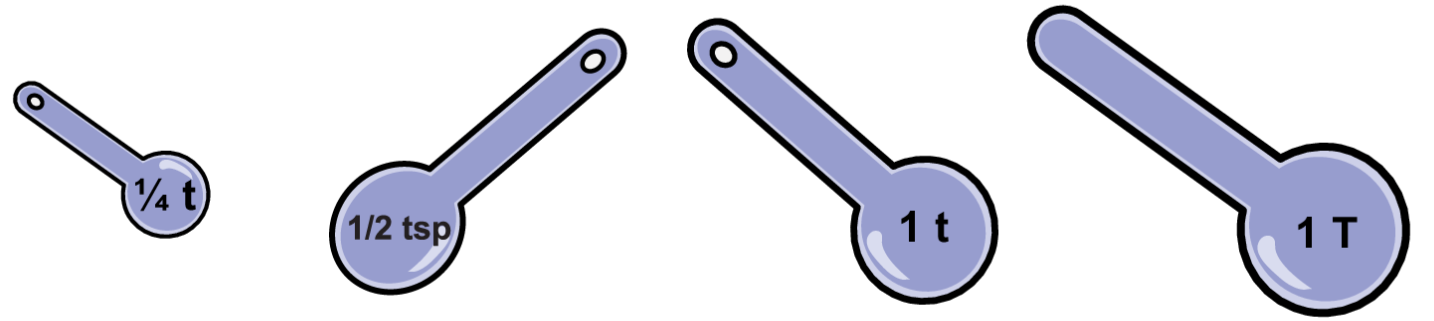
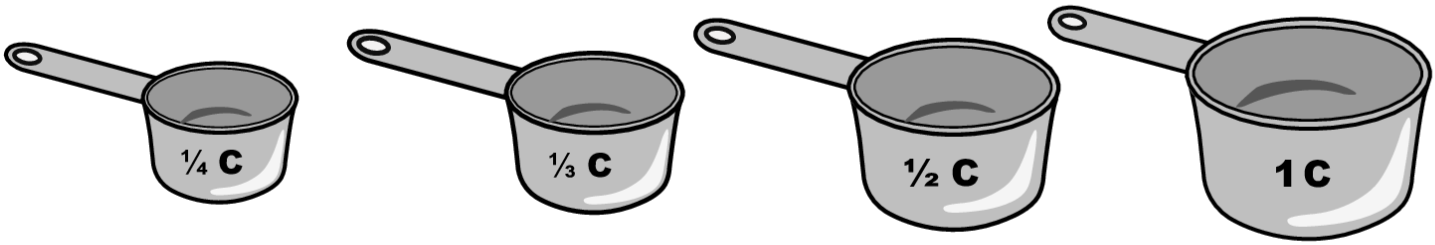
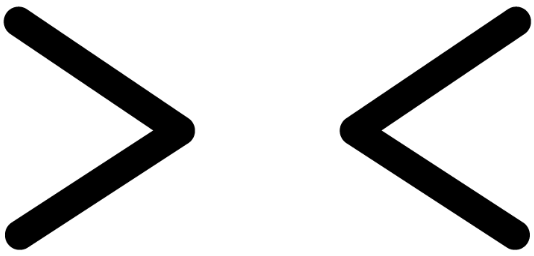
For hands-on instruction, print, cut out and laminate.







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Lesson 21 - Read This Chart
Earning Money

21

Instructional Targets

Math Standards for Statistics and Probability

- ***Building Blocks to Statistics and Probability:*** Read, compare and interpret data from tables and graphs.
- ***Develop understanding of statistical variability:*** Design questions and conduct a survey to gather data. Solve for the mean (average) and median of a data set.
- ***Summarize and describe distributions:*** Display, analyze and report data on a graph.
- ***Use random sampling to draw inferences about a population:*** Use samples to gain information and make inferences about a group or population (e.g., According to the preferences shown by 9/10s of the students in class, most teens like pizza).
- ***Draw informal comparative inferences about two populations:*** Analyze data from a graph to compare two groups or populations.
- ***Investigate chance processes and develop, use and evaluate probability models:*** Determine the probability of an event's occuring as likely, unlikely, certain or impossible (probability in weather conditions based on reports, etc.).

Differentiated Tasks

Level 3 Students will...

- Compare data from tables and graphs to report specific information.
- Design a survey to ask questions and collect data to present on a graph.
- Calculate an average (mean) from data.
- Organize data on a graph.
- Analyze data from tables and graphs to make a statement about the data.
- Compare data from two different populations on a graph.
- On the basis of gathered information, determine the probability that something is likely or unlikely to occur.

Level 2 Students will...

- Identify specific data from a table or graph.
- Ask questions to gather data for a survey.
- Identify a middle point (average) in a set of data.
- Display data on a graph.
- Identify information about a group from a table or graph.
- Identify specific data from a graph of two different populations.
- Use data to determine that something is likely to occur.

Level 1 Students will...

- Report data that is presented in a table or graph.
- Ask a question and select pictures as part of a data-gathering process.
- Communicate data information that describes an average.
- Select pictures as part of a graph creating process.
- Select a statement about a group based on data presented in a table or graph.
- With support, select pictures to indicate data on a graph of two different populations.
- Select an activity that is likely to occur.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. Students learn that money can be earned from working at a job. In this lesson, students will analyze graphs and data related to different places to work and money earned from working at a job.

Topic Words

bank	earn	money*
check	job*	

Math Words

average	group	median	population
bar graph	information	middle	probability
data	mean	pie chart	survey

* Power Words

Benchmark Assessments

- Math Problem Solving: Math: Data Analysis
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric
- Emerging Skills: Number Match

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Instructional Activities	Read a Pie Chart	Conduct a Survey	Make a Graph	Mean, Median and Probability	Compare 2 Groups of Data
See how these activities fit into the **Suggested Monthly Plan**.					
ULS Materials and Resources	**Pie Chart** **Pie Chart Questions**	**Survey Cards** **Picture/Word Cards and Picture Cards** outside at home office restaurant hospital	**Survey Graph** **Survey Questions**	**Mean and Median** **Probability Quiz**	**Double Bar Graph** **Double Bar Graph Questions**
		Transition Passport: Personal Life/Everyday Communication/ Introducing Yourself			
Additional Materials					

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Lesson 21 - Read This Chart
Activity 1 - Read a Pie Chart

21
Activity 1

Instructional Targets

Math Standards for Statistics and Probability

- ***Building Blocks to Statistics and Probability:*** Read, compare and interpret data from tables and graphs.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about charts and graphs. For example display a chart or graph and ask, "What does this chart give us—e-mail addresses or information?" Discuss students' responses. • Explain to students that different types of charts and graphs tell us different types of information. Explain how various charts and graphs work, including bar graphs, pie charts and line graphs. Ask, "What kind of information can go on a chart or graph?" • Tell students that they will be reading and answering questions about a pie chart on where students work. For example, say, "We will be looking at a pie chart about where students work. The pie chart shows information about the locations where students work. Your job is to read the information on that chart and answer the questions." • Review the learning goals with students: **I will read information from a pie chart.** **I will answer questions using information from a pie chart.**
Model	• Display the Pie Chart. • Model how to read the Pie Chart. Read the title and the information. Point out the key and the category each color represents on the Pie Chart. • Model how to analyze the information by reading it out loud. Discuss what the size of each piece means. For example, say, "The piece for restaurant/ fast food is larger than the piece for recreation centers. So more students must work at restaurants/ fast food locations than at recreation centers.
Provide Practice	***Display the Pie Chart and questions.*** **Level 3:** Have the student independently read the Pie Chart and answer the Pie Chart Questions. **Level 2:** Have the student use visual supports to read the Pie Chart. Read the questions and have the student answer the Pie Chart Questions. **Level 1:** Have the student actively participate in answering the Pie Chart Questions from an errorless choice.
Review	• Review the learning goal. Discuss the process students use to read the information on the pie chart and answer questions. • Review the pie chart questions with students.

Check Understanding

- **Level 3:** Can the student read the Pie Chart and answer the Pie Chart questions independently?
- **Level 2:** Can the student use visual supports to read the Pie Chart and answer the Pie Chart Questions?
- **Level 1:** Can the student actively participate in answering the Pie Chart Questions from an errorless choice?

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Lesson 21 - Read This Chart
Activity 2 - Conduct a Survey

21
Activity 2

Instructional Target

Math Standards for Statistics and Probability

- ***Develop understanding of statistical variability:*** Design questions and conduct a survey to gather data.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about surveys. For example ask, "How can we find out where people would like to work—conduct a survey (ask) or read a book?" • Explain to students that a survey is when a group of people are asked a question to gather information about a subject. • Tell students that they will ask questions to conduct a survey on where people would like to work. • Review the learning goal with students: **I will ask questions to gather information for a survey.**
Model	• Review the survey question. For example, ask, "Where would you like to work?" • Identify and explain the Survey Cards. Show how the Survey Cards are used by modeling how to conduct a survey. For example, select a student to participate in your survey. Ask the student, "Would you like to participate in a survey on where you would like to work?" Hand the student a Survey Card and ask the student, "Where would you like to work—outside, at home, in an office, in a hospital or in a restaurant?" or provide student with a choice of Picture/Word Cards and\ have them model answering from a field or single choice. • You may wish to use the Introducing Yourself poster located in the Transition Passport/ Personal Life/ Everyday Communication to model and practice introduction skills.
Provide Practice	***Provide students with Survey Card and Picture/Word Cards and alternative forms of communication if needed. Have students use Picture/Word Cards to encourage choice making as an answer option when needed.*** **Level 3:** Have the student conduct a survey independently. Have the student collect the information independently. **Level 2:** Have the student ask the survey question using visual supports. Have the student collect the survey. **Level 1:** Have the student use their communication mode to ask a survey question. Have student answer the survey question by making a selection from a field or single choice.
Review	• Review the learning goal. Review the process of answering and recording answers. • Review the answers students received during the survey.

Check Understanding

- **Level 3:** Can the student independently conduct a survey by asking a question and collecting the answer?
- **Level 2:** Can the student use supports to ask survey questions and collect answers?
- **Level 1:** Can the student use their communication mode to ask a survey question?
  Can the student make a selection to answer a survey question from a field or single choice?

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Instructional Targets

Math Standards for Statistics and Probability

- ***Building Blocks to Statistics and Probability:*** Read, compare and interpret data from tables and graphs.
- ***Summarize and describe distributions:*** Display, analyze and report data on a graph.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about surveys. For example, ask, "How can we find out where the most people would like to work—graph the answer on a bar graph or listen to a story?" • Explain that a bar graph is a graph that uses columns made up of rectangles to record information. • Tell students that they will make and interpret a bar graph. • Review the learning goals with students: **I will make a bar graph.** **I will use a bar graph to answer questions.**
Model	• Model how to create the bar graph. Examine each answer and organize the answers into different piles. • Determine into which column the answers should go. Then fill in the appropriate number of squares in each column based on the number of answers. • Model how to interpret the information found on the bar graph to answer the Survey Questions. For example, say, "I see that 'outside' has the tallest bar. This means that most people want to work outside. How many people voted for 'outside'? I can count the number of colored rectangles in the bar to see how many."
Provide Practice	**Level 3:** Have the student organize and create the bar graph independently. Have the student answer the survey questions independently. **Level 2:** Have the student use supports to create the bar graph. Have the student answer survey questions from a field of 2-3 choices. **Level 1:** Have the student select pictures from an errorless field to create the bar graph. Have the student answer a survey question by selecting a picture from an errorless field.
Review	• Review the learning goal. Discuss the process students used to read the information on the bar graph and answer questions. • Review the answers the students have. • Discuss why the students have different answers, if graphs were made independently.

Check Understanding

Level 3: Can the student independently organize and create a bar graph?
Can the student independently answer questions using information on a graph?

Level 2: Can the student use supports to create a bar graph?
Can the student answer questions from a field of 2 - 3 choices?

Level 1: Can the student select pictures from an errorless field to place on a bar graph?
Can the student answer a survey question by selecting a picture from an errorless field?

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Lesson 21 - Read This Chart
Activity 4 - Mean, Median and Probability

21
Activity 4

Instructional Targets

Math Standards for Statistics and Probability

- ***Develop understanding of statistical variability:*** Solve for the mean (average) and median of a data set.
- ***Investigate chance processes and develop, use and evaluate probability models:*** Determine the probability of an event's occuring as likely, unlikely, certain or impossible (probability in weather conditions based on reports, etc.).

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about the mean. For example, point to an object in the room, or a number on the board and denote the middle/half-way point asking, "What is the equal distance (half way) between two points—start or middle?" • Point out that the median is the middle point of data information and that the mean is the average of the data numbers. • Remind students there is a middle point in a set of numbers. The middle point can be the mean or the median. • Tell students they will find the middle points of some data and make guesses to questions. • Review the learning goals with students: **I will find the middle point of a set of numbers.** **I will make a guess to see if something is likely to happen.**
Model	Model finding the mean: • Model how to find the mean or average. For example, say, "I wonder what the average number, or the middle number, of the number of checks deposited at a bank in a day is?" • Demonstrate the steps of adding up the numbers and dividing by 5 to reveal the mean. Model finding the median: • Model how to find the median, or middle most number, by putting the data in order and crossing off numbers in the beginning and end until only one number remains. Model answering probability questions: • Explain that probability means the likelihood of something happening. To further explain, say, "Look at the number of checks deposited at each bank. Is it likely that every bank will have the same exact number of checks deposited every day?" Discuss why or why it is not likely.
Provide Practice	***Provide students with the Mean and Median or Probability Quiz, any form of alternative writing needed and any visuals or Manipulatives.*** **Level 3:** Have the student calculate the mean and median independently. Have the student use data to determine the probability that something will occur. **Level 2:** Have the student identify the mean and median from a field of 2-3 choices. Have the student use data to determine if something is likely to happen again. **Level 1:** Have the student select the median from a single or errorless field of choice. Have the student select an activity that is likely to occur from a single or errorless field.
Review	• Review the learning goals. Discuss the process students used to read the information on the chart and answer the questions. • Review the answers for the Mean and Median activity and the Probability Quiz.

Check Understanding

- **Level 3:** Can the student find the mean and median of a set of numbers independently? Can the student determine the probability that something will occur?
- **Level 2:** Can the student find the mean and median of a set of numbers from a field of 2-3 choices? Can the student determine if something is likely to happen given data and support?
- **Level 1:** Can the student select the median of a set of numbers from a single or errorless field of choice? Can the student select an activity that is likely to occur from a single or errorless field of choice?

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Instructional Targets

Math Standards for Statistics and Probability

- ***Use random sampling to draw inferences about a population:*** Use samples to gain information and make inferences about a group or population (e.g., According to the preferences shown by 9/10s of the students in class, most teens like pizza).
- ***Draw informal comparative inferences about two populations:*** Analyze data from a graph to compare two groups or populations.

Instructional Routine

Introduce	• Introduce this activity by asking a focus question about charts and graphs. For example, display the Double Bar Graph showing two groups and ask, "What two groups are represented on this graph—boys and girls or cats and dogs?" Discuss students' responses. • Explain to students that double bar graphs can be used to show information for two different groups or populations. For example, say, "One graph can show not only the favorite movies of boys, but can also show the favorite movies of girls. The group of boys would be shown with one bar in one color and the group of girls would be shown in another bar with a second color." • Tell students that they will be reading and answering questions about a double bar graph that shows the favorite items to buy of boys and girls. For example, say, "We will be looking at a double bar graph of the favorite items to buy of boys and girls. Your job is to read the information on the double bar graph and answer the questions." • Review the learning goals with students: **I will compare information from two groups on a double bar graph. I will use a double bar graph with two groups to answer questions.**
Model	• Display the Double Bar Graph. • Model how to read the Double Bar Graph. Read the title and the information. Point out the scale and emphasize the quantity each interval represents. Point out the two groups being represented by the information. • Model how to analyze the information by reading it out loud. Point out the color code for each group represented on the Double Bar Graph. Discuss one set of bars and the information they represent. For example, say, "The blue bar is bigger than the orange bar for electronics. That must mean that more boys picked electronics as their favorite item to buy."
Provide Practice	***Display the Double Bar Graph and Double Bar Graph Questions.*** **Level 3:** Have the student answer questions on a Double Bar Graph to compare two groups. **Level 2:** Have the student use visual supports to read the Double Bar Graph comparing two groups. Read the questions and have the student answer the Double Bar Graph Questions. **Level 1:** Have the student actively participate in answering the Double Bar Graph Questions comparing two groups from an errorless choice.
Review	• Review the learning goals. Discuss the process students use to read the information on the Double Bar Graph and answer the questions. • Review the Double Bar Graph Questions with students.

Check Understanding

- **Level 3:** Can the student answer questions on the Double Bar Graph to compare two groups?
- **Level 2:** Can the student use visual supports to read the Double Bar Graph comparing two groups and answer the Double Bar Graph Questions?
- **Level 1:** Can the student actively participate in answering the Double Bar Graph Questions comparing two groups from an errorless choice?

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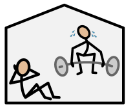
Where do students work?



12%
Office



6%
Recreation Center

40%
Restaurant/
Fast Food



18%
Clothing
Store





24%
Grocery Store



- Recreation Center
- Restaurant/Fast Food
- Grocery Store
- Clothing Store
- Office

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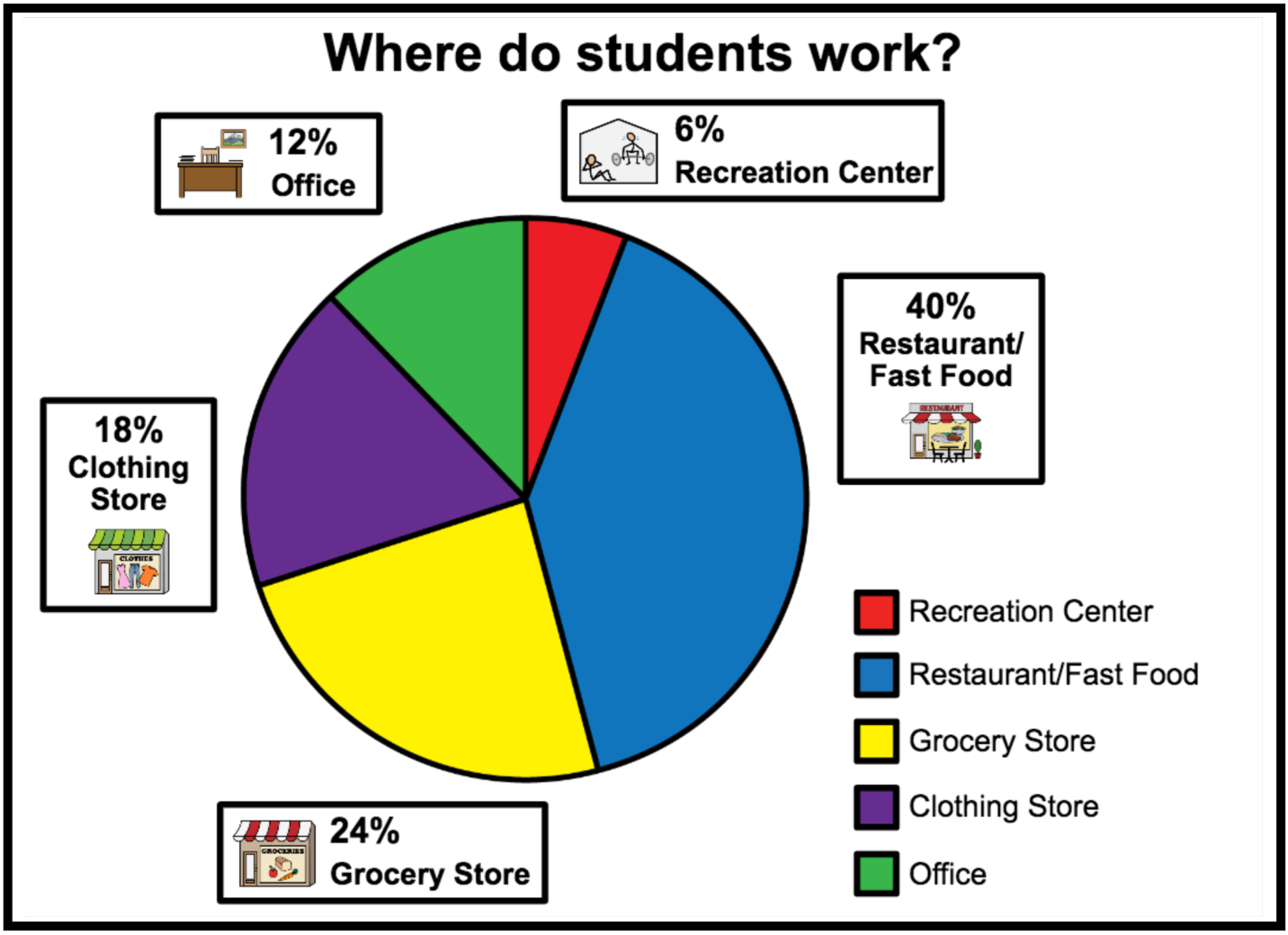

1. What percentage of students work at a restaurant/fast food location?

_____

2. Do more students work in an office or clothing store?

_____

3. What percentage of students work at a grocery store?

_____

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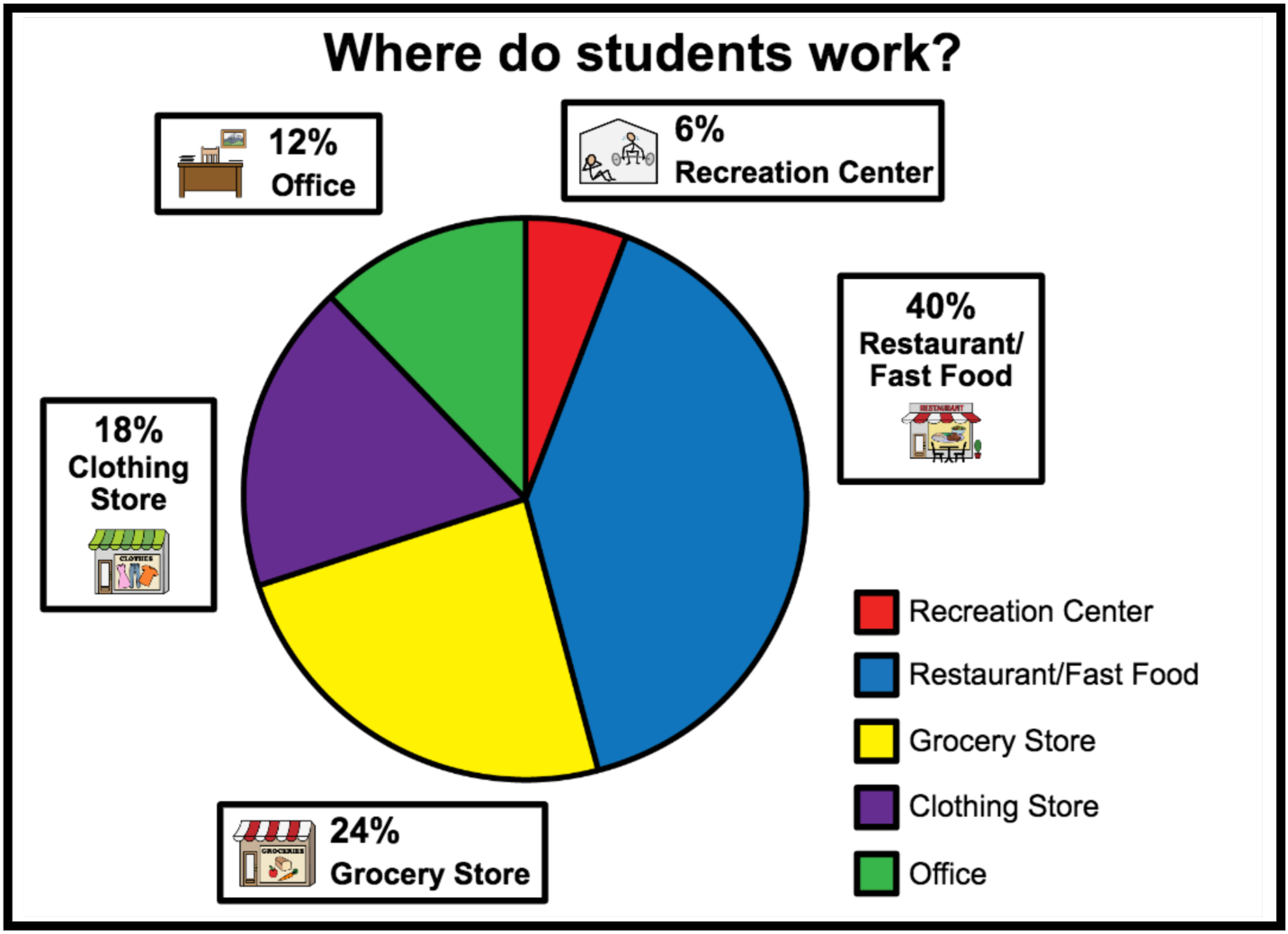

4. Where do the most amount of students work?

_____

5. Where do the least amount of students work?

_____

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Where would you like to work?

	outside	at home	office	restaurant	hospital
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					











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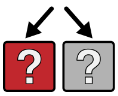
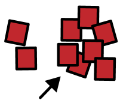
Name: _____

Which had more ?





outside 

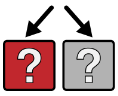
at home 

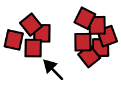
office 

restaurant 

hospital 

Which had less ?





outside 

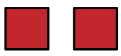
at home 

office 

restaurant 

hospital 

Were any the same ?



outside 

at home 

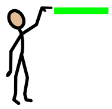
office 

restaurant 

hospital 

What was the highest number ?

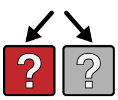






_____

Which was your favorite ?





outside 

at home 

office 

restaurant 

hospital 

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1 2 3 Finding the Mean and Median

Checks Deposited at Banks in a Day		
Living Bank	623 checks	5
Money Solutions Bank	570 checks	4
Community Outreach Bank	299 checks	2
Bank Unified, LLC	137 checks	1
Suntree Bank	381 checks	3

Mean is the average of the chart.
Find the mean.

Step 1: Use a calculator and add all the numbers on the chart.

623 + 570 + 299 + 137 + 381 = 2,010

Step 2: There were 5 items on the chart. Divide 2,010 by 5.

2,010 / 5 = 402

Step 3: We need to round to the closest number.

402 → 402

402 is the mean. The average number of checks deposited at a bank is 402 in a day.

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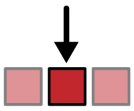
1 2 3 Finding the Mean and Median



Median is the number that is in the middle of the data set.
Find the median.

Step 1: Write the numbers in order from smallest to largest.
137 299 381 570 623
Step 2: To find the number in the middle, start at 137 and cross it off. Then cross off the 623. Go back and forth until there is one number left.
~~137~~ ~~299~~ 381 ~~570~~ ~~623~~
Step 3: Circle the number that is left. 381 is the median.
~~137~~ ~~299~~ (381) ~~570~~ ~~623~~

**Note: If the median is between two numbers, find the average of the two numbers.*

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Checks Deposited at Banks in a Day

Credit Services Inc.	313 checks	
Popular Bank	573 checks	
Bank of the Seas	612 checks	
Bank CHY	186 checks	
Everest Banking Services	720 checks	

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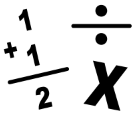
1 2 3 Finding the Mean and Median - *Your Turn!*



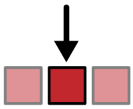
Find the mean.
Use a calculator and add all the numbers on the chart.

____	+	____	+	____	+	____	+	____	=	____

Divide:

____	/	____	=	____

The mean is: ____



Find the median.
Write the numbers in order from smallest to largest.
Cross off. Go back and forth until there is one number left.

____	____	____	____	____

Circle the number that is left. The median is: ____

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Probability Quiz

1. Will all of the banks have exactly the same amount of checks deposited in a day?

likely	unlikely	impossible

2. Will all of the banks have at least 100 checks deposited in a day?

likely	unlikely	impossible

3. Will all of the banks have at least 400 checks deposited in a day?

likely	unlikely	impossible

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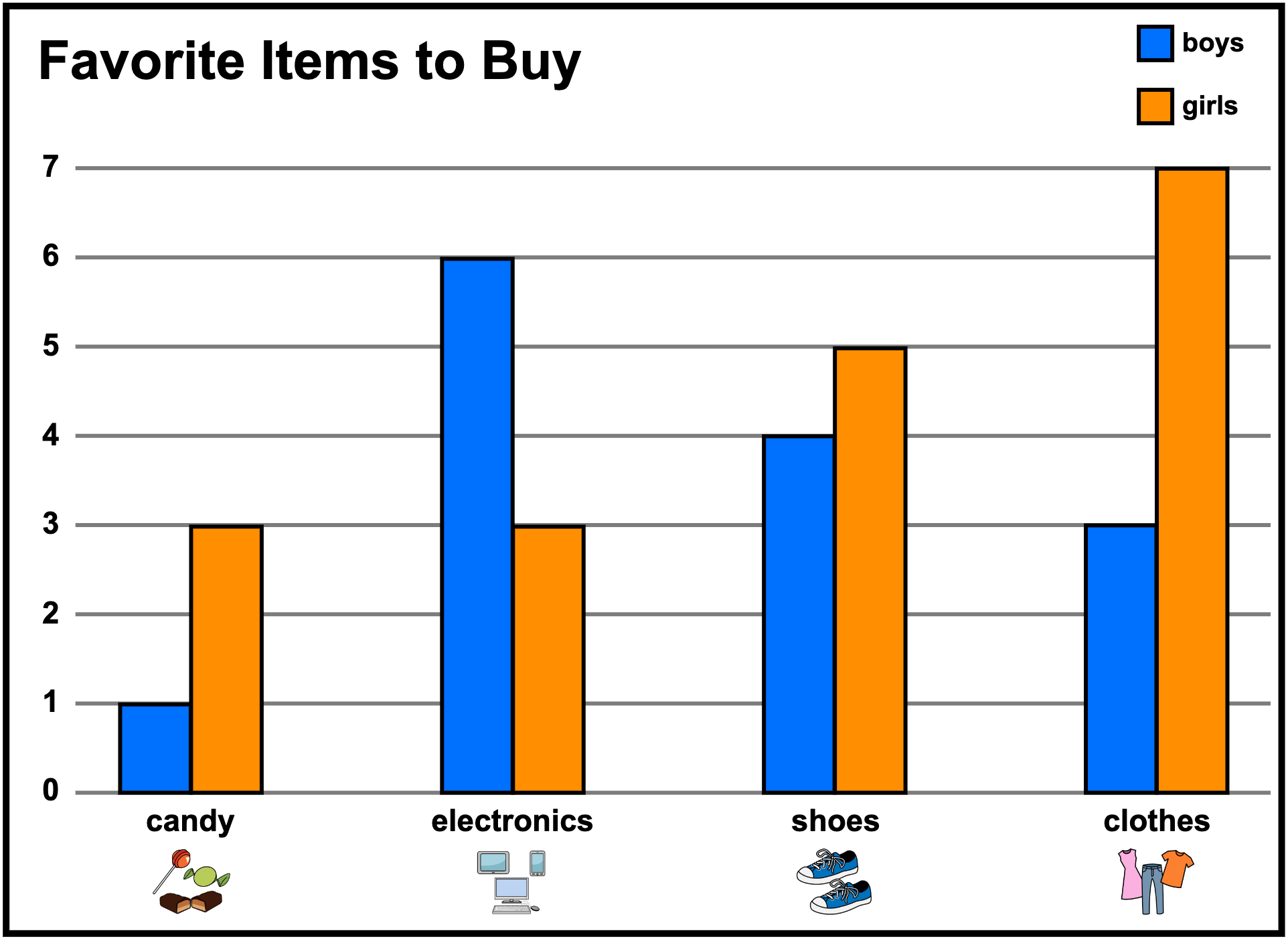
Favorite Items to Buy



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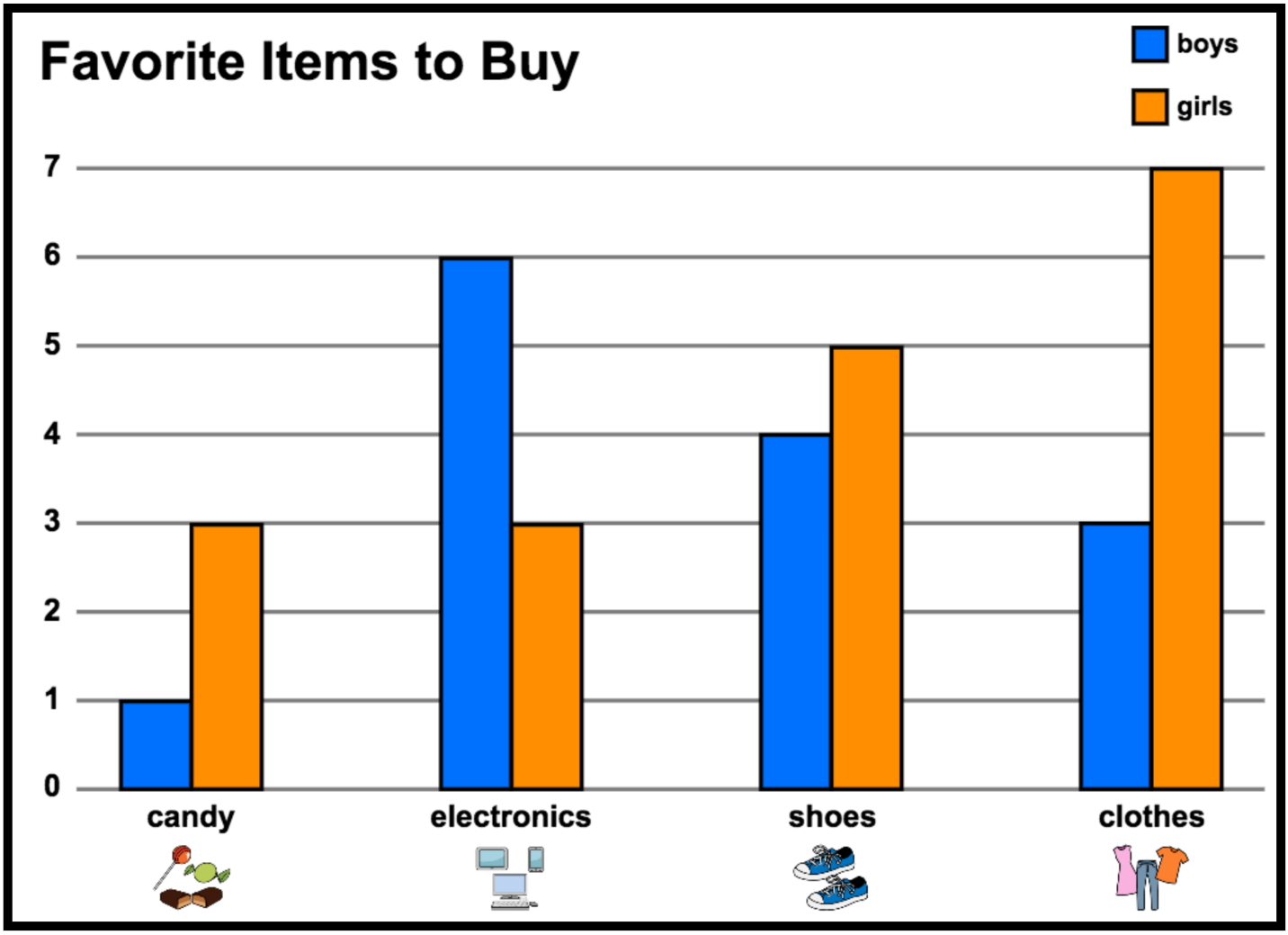

1. How many more boys voted for electronics than girls?

_____

2. What is the total number of students who voted for shoes?

_____

3. Which item got the least votes?

_____

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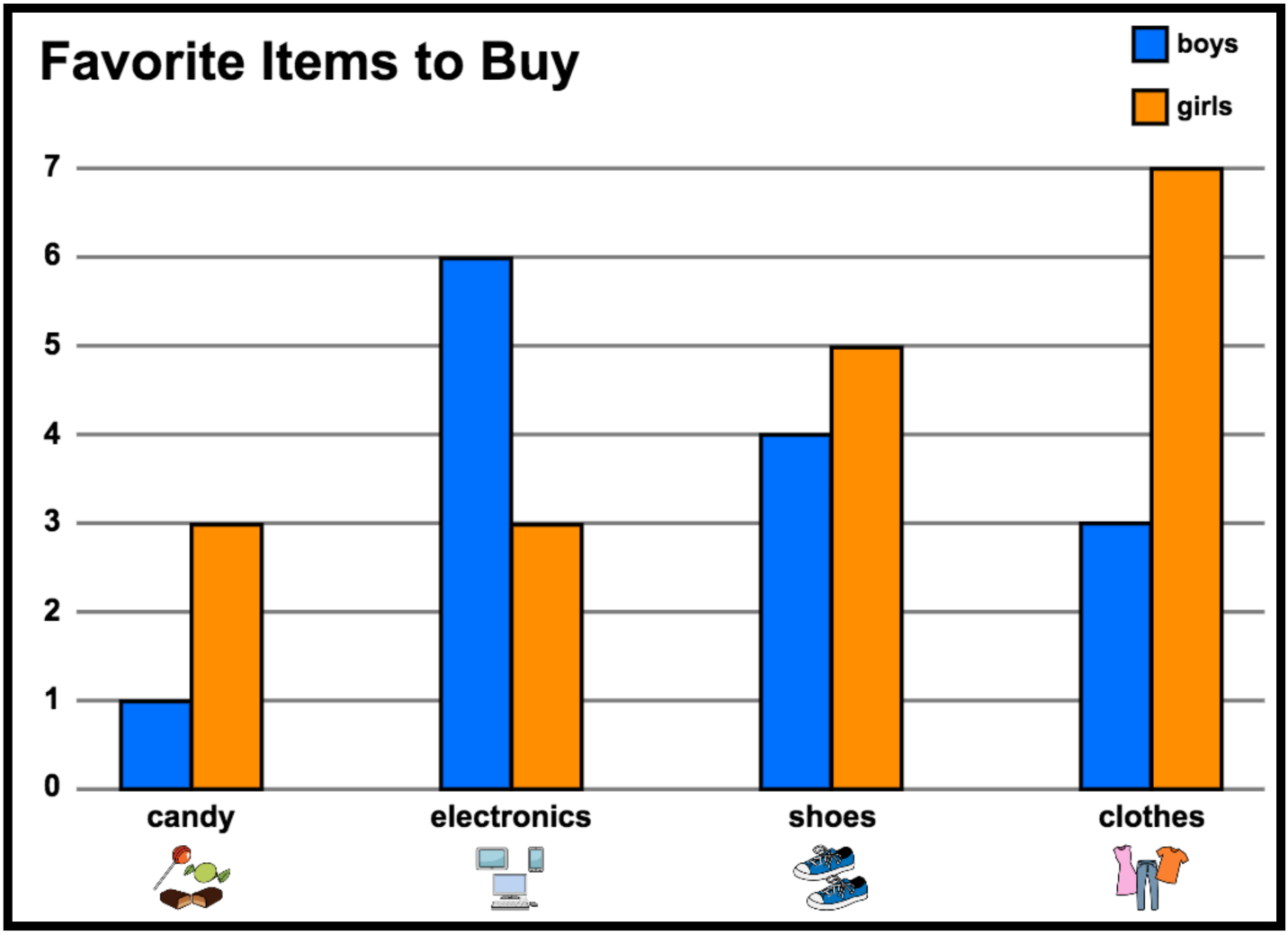

4. Which item got the most votes?

_____

5. Based on this data, will more boys or girls buy T-shirts?

_____

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For hands-on instruction, print, cut out and laminate.

Where would you like to work?

- ☐  outside
- ☐  restaurant
- ☐  at home
- ☐  hospital
- ☐  office

Where would you like to work?

- ☐  outside
- ☐  restaurant
- ☐  at home
- ☐  hospital
- ☐  office

Where would you like to work?

- ☐  outside
- ☐  restaurant
- ☐  at home
- ☐  hospital
- ☐  office

Where would you like to work?

- ☐  outside
- ☐  restaurant
- ☐  at home
- ☐  hospital
- ☐  office

Where would you like to work?

- ☐  outside
- ☐  restaurant
- ☐  at home
- ☐  hospital
- ☐  office

Where would you like to work?

- ☐  outside
- ☐  restaurant
- ☐  at home
- ☐  hospital
- ☐  office

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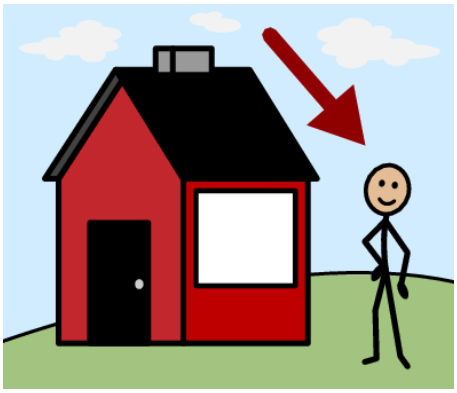
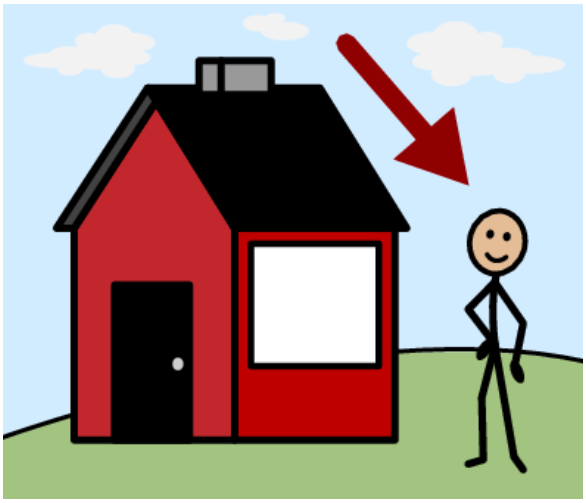
outside 	
at home 	
office 	

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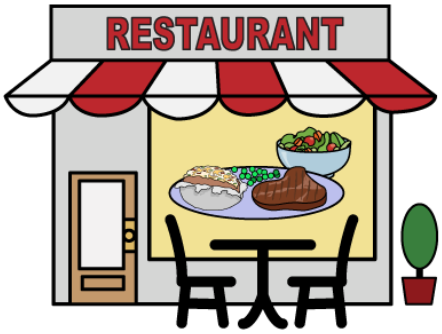
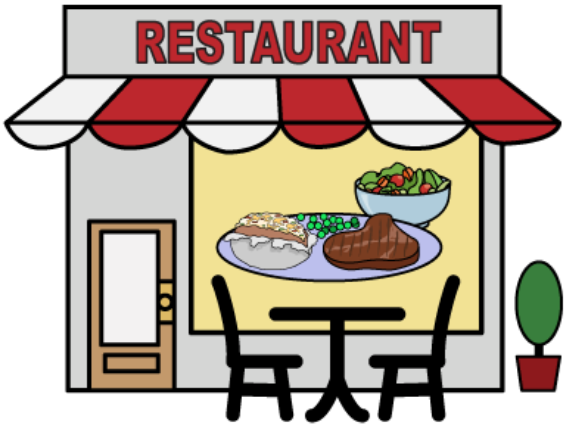
For hands-on instruction, print, cut out and laminate.

restaurant





hospital





1	2	3
4	5	

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Lesson 22 - Money
Spending the Paycheck

22

Instructional Targets

Math Standards for Measurement

- ***Life Skills for Measurement:*** Apply knowledge of money skills to real-world problem-solving situations and scenarios.

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems. Model and solve problems involving multiplication or division.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Solve real-world problems involving addition and subtraction of decimals, using models when needed. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

Math Standards for the Number System

- ***Compute fluently and divide multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply, and divide multi-digit numbers with fluency. Fluently add, subtract, multiply and divide numbers with decimals.

Math Standards for Ratios and Proportional Relationships

- ***Analyze proportional relationships and use them to solve real-world and mathematical problems:*** Solve real-world problems involving unit rate. (e.g., if it takes one hour to make 1 pillow, how long will it take to make 4 pillows?) Apply understanding of percentages in real-world scenarios (10% tip, 30% sale, etc.).

Differentiated Tasks

Level 3 Students will...

- Calculate the amount of money needed for a purchase and then determine the coins and bills necessary to complete that purchase.
- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- In the context of a real-world scenario, calculate addition and subtraction problems involving decimals.
- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups involving decimals.
- Use appropriate operations to solve real-world problems with multi-digit numbers.
- Use appropriate operations to solve real-world problems with decimals.
- Solve whole number, time and money problems involving unit rate.
- Calculate percentages in real-world scenarios.

Level 2 Students will...

- Match coins and bills to a given price.
- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- Count equal numbers of objects in selected groups or an array.
- In the context of a real-world scenario, model addition and subtraction of two sets of objects involving decimals.
- Count equal numbers involving decimals of objects in selected groups or an array.
- Add, subtract, multiply and divide to solve real-world problems with multi-digit numbers.
- Add, subtract, multiply and divide to solve real-world problems involving decimals with support.
- Identify whole number, time or money amounts in the context of a unit rate scenario.
- Locate a percentage amount from a chart.

Level 1 Students will...

- Exchange money for a purchase.
- Count a set of objects in an addition or subtraction problem through an active participation response (e.g. voice output device, eye gaze choice board).
- Count a set of objects in a group through an active participation response.
- Count a set of objects in an addition or a subtraction problem involving decimals through an active participation response.
- Count a set of objects in a group involving decimals through an active participation response.
- Count a set of objects in an addition, subtraction, multiplication, or division real-world problem with multi-digit numbers through an active participation response.
- Count a set of objects in an addition, subtraction, multiplication, or division real-world problem with decimals through an active participation response.
- Select a whole number, time or money amount in the context of a unit rate scenario.
- Identify a number that represents a percentage.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In this lesson, students will solve scenarios where students are spending money from the paychecks they get from their job. As you work through the scenarios talk with students about how they might make a budget plan from their paycheck, including money earned, money to save and money to spend.

Topic Words

bank	job*	save
budget plan	money*	spend
earn		

Math Words

add	check	discount	money	percent
amount	count	divide	multiply	quarter
calculator	decimal point	dollar bill	nickle	subtract
change	dime	dollar sign	penny	tip

* Power Words

Benchmark Assessments

- Math Problem Solving: Calculating and Marking Change
- Basic Math: Coins/Bills and Value

Monthly Checkpoint Assessments

- Level 2-3 Mathematics, Questions 5-8

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	Counting Money	Adding Amounts	Making Change	Problem Solving
See how these activities fit into the **Suggested Monthly Plan**.				
ULS Materials and Resources	**Money Scenarios 1-5**	**Money Scenario Cards 6-11** **Standards Connection A**	**Money Scenario Cards 12-15** **Standards Connection A**	**Money Scenario Cards 16-21** **Manipulative** **Standards Connection B**
	Instructional Tools: Math Pack / Money **Instructional Tools: Number Journal** **Instructional Tools: Math Pack/Numbers** **Instructional Guides: Mathematics** **L³ Skills: Math Skills**			
Additional Materials	Real or play coins			

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Instructional Target

Math Standards for Measurement

- ***Life Skills for Measurement:*** Apply knowledge of money skills to real-world problem-solving situations and scenarios.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about money. For example, ask, “How much is a nickel worth—15 cents or 5 cents?” Discuss students' responses. • Display a variety of money. Review the worth of each bill and coin. • Tell students that they will be matching and counting amounts of money. Remind students that when they see a decimal point with numbers after it, it means to use coins. • Review the learning goals with students: **Levels 3-2: I will match and count money amounts.** **Level 1: I will use coins to practice making a purchase.**
Model	• Read and act out the Money Scenarios. • Model how to match amounts. For example, say, "The gum costs $.06. How many pennies do I need to make $.06?" • Model how to count amounts. For example, say, "The makeup costs $2.16. How man dollars do I need? How many cents do I need?" Count out the appropriate amount. • After counting and matching the coins, use real objects or similar objects to simulate the buying process.
Provide Practice	***Provide students with appropriate real-world Money Scenarios and manipulatives as needed.*** **Level 3:** Have the student read and act out the Money Scenario. Then have student determine the amount of the object and gather the bills and coins needed to make the purchase. **Level 2:** Read and act out a Money Scenario. Have the student match coins and bills to a price. **Level 1:** Read and act out a Money Scenario. Have the student participate in counting of bills and coins to match the money amount in the Money Scenario. Then have the student “purchase” the object or a similar object in a buying scenario.
Review	• Review the learning goals. Review the process of matching, counting and making purchases with money. • Review the selected Money Scenarios with students.

Check Understanding ?

- **Level 3:** Can the student determine the amount of the object and match the coins needed to make the purchase?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a Money Scenario?
- **Level 1:** Can the student participate in a purchasing scenario with support?

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Instructional Targets

Math Standards for Measurement

- ***Life Skills for Measurement:*** Apply knowledge of money skills to real-world problem-solving situations and scenarios.

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Solve real-world problems involving addition and subtraction of decimals, using models when needed.

Math Standards for the Number System

- ***Compute fluently and divide multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply, and divide multi-digit numbers with fluency. Fluently add, subtract, multiply and divide numbers with decimals.

Instructional Routine

Introduce

- Introduce the activity by asking a focus question about adding money. For example, ask, “What should we do if there are two amounts of money and we want to know how much we have all together—subtract or add?” Discuss students' responses.
- Review and discuss the symbols used in a money addition problem, including the dollar sign, plus sign, equal sign and decimal point.
- Tell students that they will be adding amounts of money. Remind students that when they see a plus sign it means to add or put a group of items together.
- Review the learning goals with students: **Levels 3-2: I will match and count money amounts.**

  Level 1: I will use coins to practice making a purchase.

Model

Read and act out the Money Scenario.

Level 3: Model the steps of solving a money addition problem. Model using Math Supports as needed. Then solve the scenario.

Level 2: Model the steps of solving the problem using Math Supports. Show students how to group the coins and bills to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total amount of coins and bills.

Level 1: Select an amount of money in a Money Scenario. For example, read the first scenario and stop at the first money amount. Point out that the app costs $2.15. Then say, "How much does the app cost? The app costs $2.15." Model selecting the amount of the second object and the total cost using the same process. Then model making the "purchase" in a buying scenario.

Use Standards Connection A to extend the activity to compare amounts.

Provide Practice

Provide students with appropriate real-world Money Scenarios and manipulatives as needed.

Level 3: Have the student read, act out, write and solve the Money Scenario.

Level 2: Read and act out a Money Scenario. Have the student illustrate/represent the scenario using desired coins and bills. Have the student solve the Money Scenario.

Level 1: Read and act out a Money Scenario. Have the student participate in counting of bills and coins to match the money amount in the Money Scenario. Have the student use their active participation mode to select the money amount counted from single or errorless choice. Then have the student “purchase” the items in a buying scenario.

Review

- Review the learning goal. Encourage students to explain the process needed to add money amounts.
- Review selected Money Scenarios with students.

Check Understanding

Level 3: Can the student read, write and solve a Money Scenario (using individual modifications)?
Level 2: Can the student use objects/manipulatives to represent and solve a Money Scenario?
Level 1: Can the student participate in selecting a money amount from a single or errorless choice? Can the student make a purchase in a buying scenario?

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Instructional Targets

Math Standards for Measurement

- ***Life Skills for Measurement:*** Apply knowledge of money skills to real-world problem-solving situations and scenarios.

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Solve real-world problems involving addition and subtraction of decimals, using models when needed.

Math Standards for the Number System

- ***Compute fluently and divide multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply, and divide multi-digit numbers with fluency. Fluently add, subtract, multiply and divide numbers with decimals.

Instructional Routine

Introduce

- Introduce the activity by asking a focus question about subtracting money. For example, ask, “What should we do if we want to know how much money we will have left after buying something—subtract or add?” Discuss students' responses.
- Review and discuss the symbols used in a money subtraction problem, including the dollar sign, minus sign, equal sign and decimal point.
- Tell students that they will be making change by subtracting amounts of money. Remind students that when they see a minus sign it means to subtract or take items away from a group of items.
- Review the learning goals with students: **Levels 3-2: I will subtract money to make change.**
  Level 1: I will choose money to pay for an item.

Model

Read and act out the Money Scenario.

Level 3: Model the steps of solving a money subtraction problem. Model using Math Supports as needed. Then solve the Money Scenario.

Level 2: Model the steps of solving the problem using Math Supports. Show students how to group the coins and bills to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting and subtracting the total amount of coins and bills.

Level 1: Select an amount of money in a Money Scenario. For example, read the first scenario and stop at the first money amount. Point out that Danielle has $5.00. Count out $5.00. Then say, "How much does Danielle have? Danielle has $5.00." Model selecting the amount of the next object and the total money left using the same process. Then model making the “purchase” in a buying scenario.

Use Standards Connection A to extend the activity to compare amounts.

Provide Practice

Provide students with appropriate real-world Money Scenarios and manipulatives as needed.

Level 3: Have the student read, act out, write and solve the Money Scenario.

Level 2: Read and act out a Money Scenario. Have the student illustrate/represent the scenario using desired coins and bills. Have the student solve the Money Scenario.

Level 1: Read and act out a Money Scenario. Have the student participate in counting of bills and coins to match the money amount in the Money Scenario. Have the student use their active participation mode to select the money amount counted from single or errorless choice. Then have the student “purchase” the items in a buying scenario.

Review

- Review the learning goal. Encourage students to explain the process needed to subtract money in order to make change.
- Review selected Money Scenarios with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a Money Scenario (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a Money Scenario?
- **Level 1:** Can the student participate in selecting a money amount from a single or errorless choice? Can the student make a purchase in a buying scenario?

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Instructional Targets

Math Standards for Measurement

- ***Life Skills for Measurement:*** Apply knowledge of money skills to real-world problem-solving situations and scenarios.

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems. Model and solve problems involving multiplication or division.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Solve real-world problems involving addition and subtraction of decimals, using models when needed. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

Math Standards for the Number System

- ***Compute fluently and divide multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply, and divide multi-digit numbers with fluency. Fluently add, subtract, multiply and divide numbers with decimals.

Math Standards for Ratios and Proportional Relationships

- ***Analyze proportional relationships and use them to solve real-world and mathematical problems:*** Solve real-world problems involving unit rate. (e.g., if it takes one hour to make 1 pillow, how long will it take to make 4 pillows?) Apply understanding of percentages in real-world scenarios (10% tip, 30% sale, etc.).

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about multi-step money problems. For example, say, "Sometimes we have to add or subtract several things in one math problem. What should we do to make sure we do the math problem correctly—read/have the problem read to us carefully and work it out step-by-step, or just add all of the numbers together?" Discuss students' responses. Remind students that it is important to read math problems carefully. • Tell students that they will be doing multi-step problems including multiplication and division of money. • Review the learning goals with students: **Levels 3-2: I will add, subtract, multiply and divide money amounts. Level 1: I will choose money to pay for an item.**
Model	Read and act out the Money Card Scenario. **Level 3:** Model the steps of solving the money problem. Model using Math Supports as needed. Then solve the Money Card Scenario. **Level 2:** Model the steps of solving the problem using Math Supports. Show students how to group the coins and bills to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total amount of coins and bills. **Level 1:** Select an amount of money in a Money Scenario. For example, read the first scenario and stop at the first money amount. Point out that a shirt is $5.65. Count out $5.65. Then say, "How much does a shirt cost? It costs $5.65." Select the matching amount. Continue modeling the rest of the scenario. Then model making the "purchase" in a buying scenario. Then model making the "purchase" in a buying scenario. When needed, model how to write a check.
Provide Practice	***Provide students with appropriate real world Money Scenarios and manipulatives as needed.*** **Level 3:** Have the student read, act out, write and solve the Money Scenario. **Level 2:** Read and act out a Money Scenario. Have the student illustrate/represent the scenario using desired coins and bills. Have the student solve the Money Scenario. **Level 1:** Read and act out a Math Scenario. Have the student participate in counting of bills and coins to match the money amount in the Money Scenario. Have the student use their active participation mode to select the money amount counted from single or errorless choice. Then have the student "purchase" the items in a buying scenario. Use Standards Connection B to extend the activity by comparing amounts and to practice finding price discounts.
Review	• Review selected Money Card Scenarios with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a Money Scenario (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a Money Scenario?
- **Level 1:** Can the student participate in selecting a money amount from a single or errorless choice? Can the student make a purchase in a buying scenario?

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Instructional Target

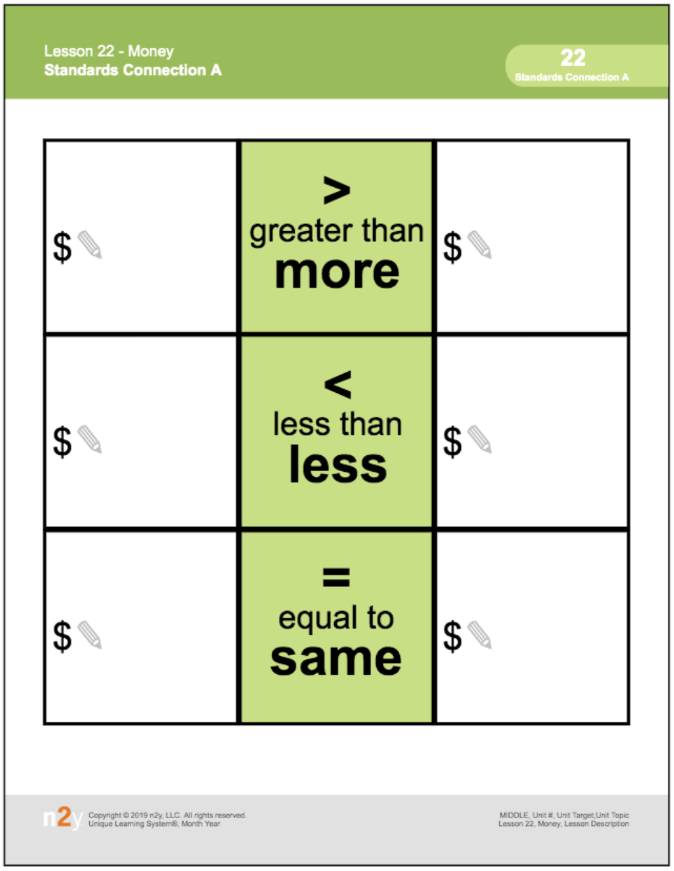
Math Standards for the Number System

- ***Building Blocks to the Number System:*** Recognize and compare numbers showing the symbols >,< and =.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Compare two numbers and use symbols to indicate >,< or =.	• Compare two groups of objects and determine that one group is larger than the other or that the groups are equal.	• Count a set of objects to determine which group has more, less or an equal amount through an active participation response (e.g., voice output device, eye gaze choice board).

Comparing prices is a skill that may prove difficult for some students. Have students use the lesson scenarios to demonstrate comparing prices of objects. Some students may use both mathematical terminology and symbols: greater than (>), less than (<) and equal to (=). Other students may use only simple terminology: more, less and same.



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Instructional Target

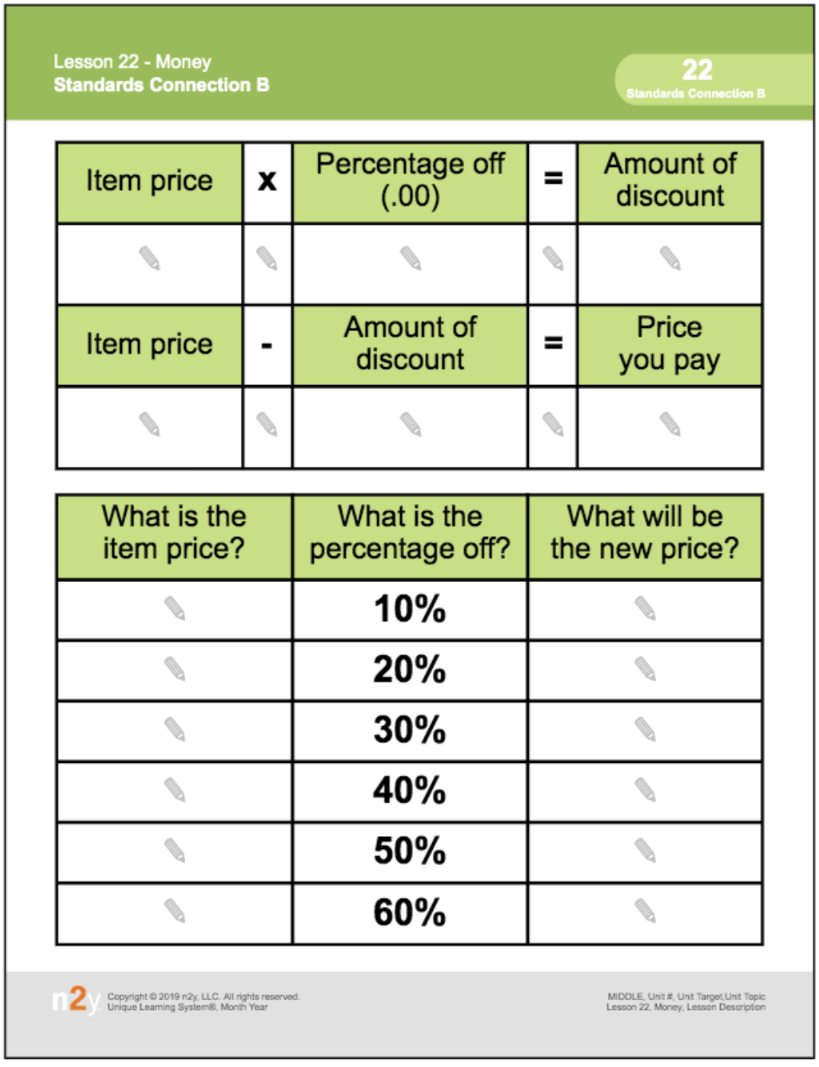
Math Standards for Ratios and Proportional Relationships

- ***Analyze proportional relationships and use them to solve real-world and mathematical problems:*** Apply understanding or percentages in real-world scenarios (10% tip, 30% sale, etc.).

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Calculate percentages in real-world scenarios.	• Locate a percentage amount on a chart.	• Identify a number that represents a percentage.

Students can work on real-world skills by practicing percentages in this Standards Connection. Have students calculate and compare amounts and practice finding price discounts.



Lesson 22 - Money
Standards Connection B

22
Standards Connection B

Item price	x	Percentage off (.00)	=	Amount of discount

Item price	-	Amount of discount	=	Price you pay

What is the item price?	What is the percentage off?	What will be the new price?
	10%	
	20%	
	30%	
	40%	
	50%	
	60%	

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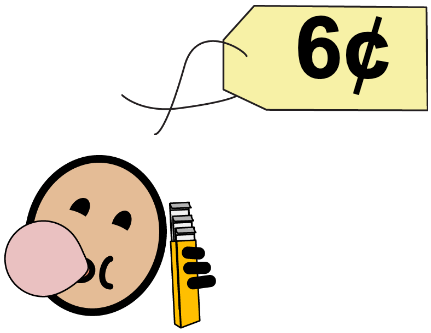
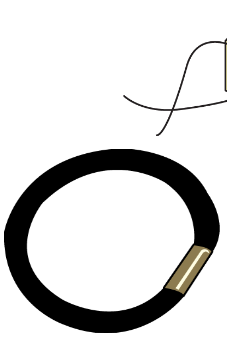
Name: _____

Danielle is spending the money from her paycheck.

How much will it cost? Count the coins.	
	
	
	
	

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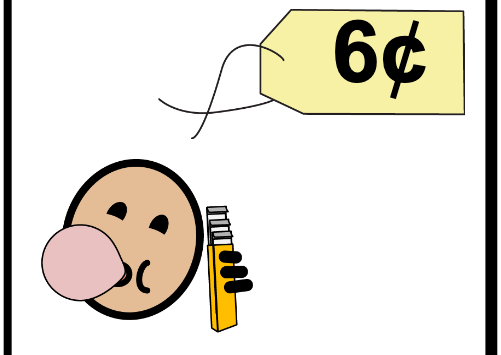
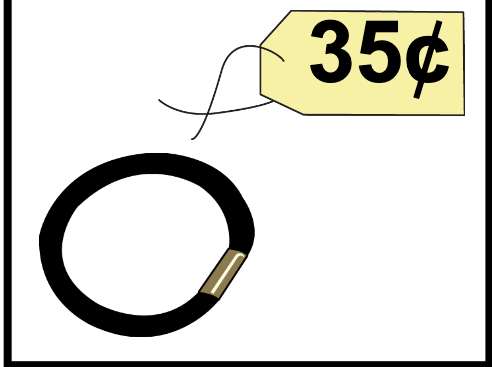
Name: _____

Danielle is spending the money from her paycheck.

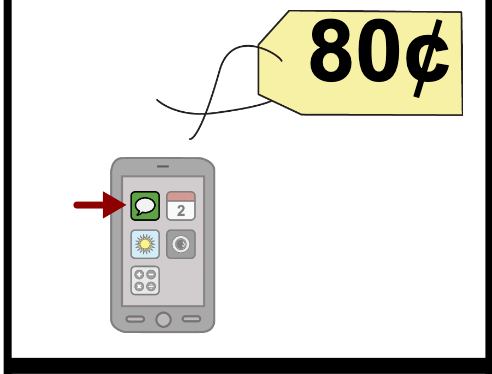
How much will it cost? Match the coins. Count the coins.



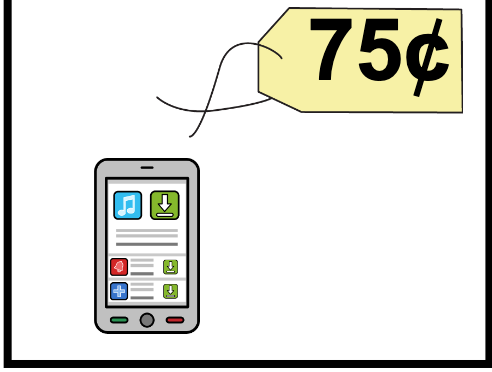














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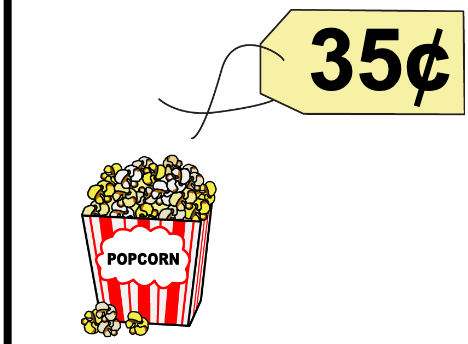
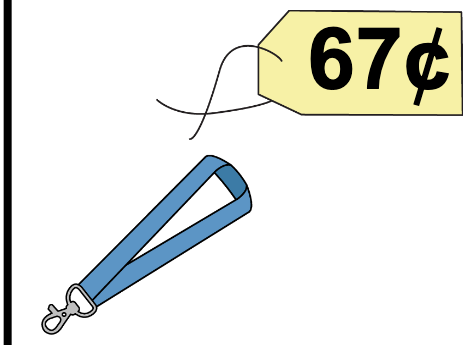
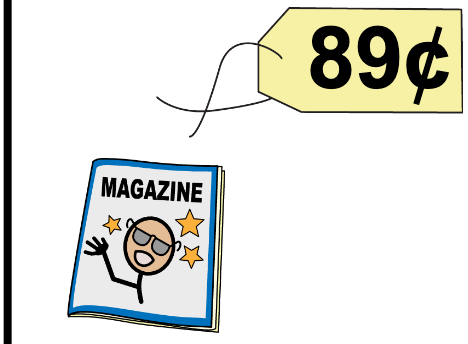
Name: _____

Brent is spending the money from his paycheck.

How much will it cost? Count the coins.	
	
	
	
	

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Name: _____

Brent is spending the money from his paycheck.

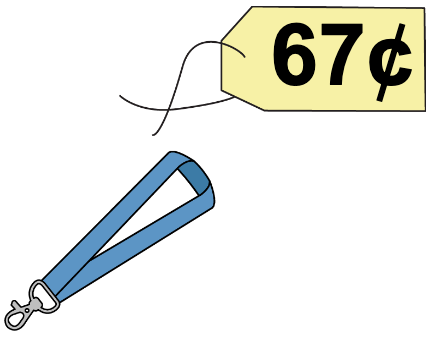
How much will it cost? Match the coins. Count the coins.



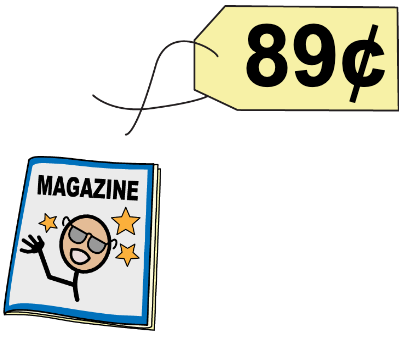














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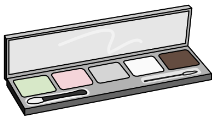
Name: _____

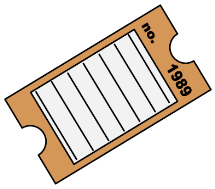
Mary Beth is spending the money from her paycheck.

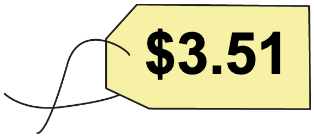
How much does it cost? Find the amount of money for each.

















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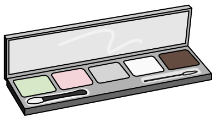
Name: _____

Mary Beth is spending the money from her paycheck.

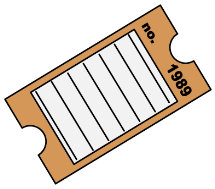
How much does it cost? Find the amount of money for each.

$2.16





$2.90





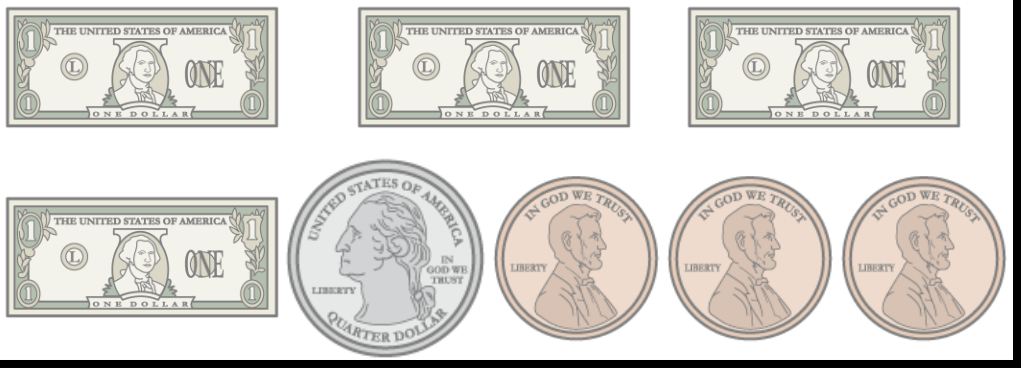
$3.51





$4.28





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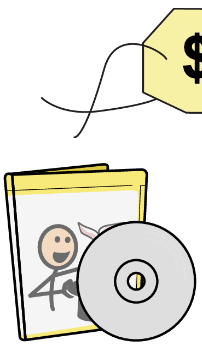
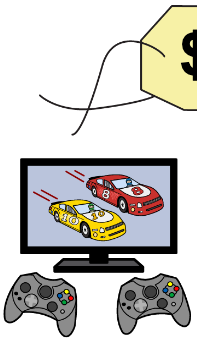
Name: _____

Danielle is spending the money from her paycheck.

How much does it cost? Find the amount of money for each.	
	
	
	
	

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Money 4 - Level 1 & 2
Amounts to $10.00

Name: _____

Danielle is spending the money from her paycheck.

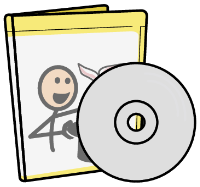
How much does it cost? Find the amount of money for each.

$4.75





$5.49





$7.15





$9.26





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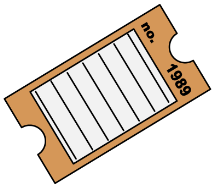
Name: _____

Randy is spending his money to do something fun.
He buys a movie ticket for $7.80.





How much does the movie ticket cost? $ _____

How many dollars should he use to pay? $ _____



(Use the "one-up" method.)

Show the number of bills.



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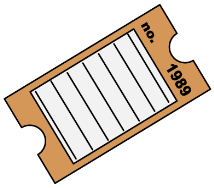
Name: _____

Randy is spending his money to do something fun.
He buys a movie ticket for $7.80.





How much does the movie ticket cost? $ 7.80

How many dollars should he use to pay? $ 8.00



(Use the "one-up" method.)

Show the number of bills.





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Name: _____

Danielle is spending her money to buy new clothes.
She buys a shirt for $5.13.





How much does the shirt cost? $ _____

How many dollars should she use to pay? $ _____



(Use the "one-up" method.)

Show the number of bills.



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Unique Learning System®, April 2020

Name: _____

Danielle is spending her money to buy new clothes.
She buys a shirt for $5.13.





How much does the shirt cost? $ 5.13

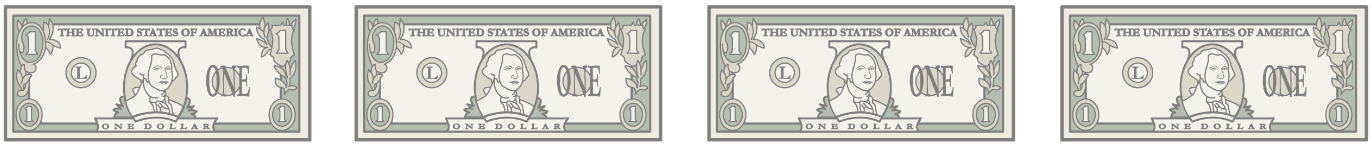
How many dollars should she use to pay? $ 6.00

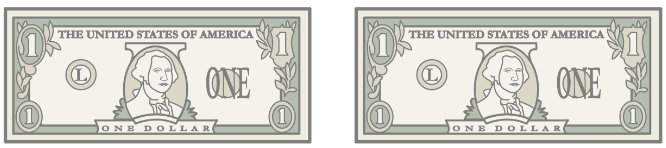


(Use the "one-up" method.)

Show the number of bills.







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Name: _____

Randy is spending his money to buy something to read in his free time. He buys a magazine for $6.62.





How much does the magazine cost? $ _____

How many dollars should he use to pay? $ _____



(Use the "one-up" method.)

Show the number of bills.



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Unique Learning System®, April 2020

Name: _____

Randy is spending his money to buy something to read in his free time. He buys a magazine for $6.62.





How much does the magazine cost? $ 6.62

How many dollars should he use to pay? $ 7.00



(Use the "one-up" method.)

Show the number of bills.





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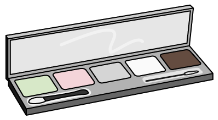
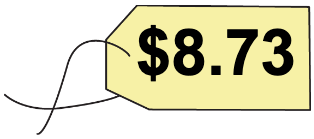
Unique Learning System®, April 2020

Name: _____

Danielle is spending her money to buy some fun things.
She buys makeup for $8.73.





How much does the makeup cost? $ _____

How many dollars should she use to pay? $ _____



(Use the "one-up" method.)

Show the number of bills.



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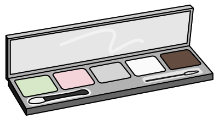
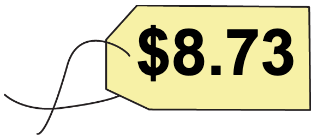
Unique Learning System®, April 2020

Name: _____

Danielle is spending her money to buy some fun things.
She buys makeup for $8.73.





How much does the makeup cost? $ 8.73

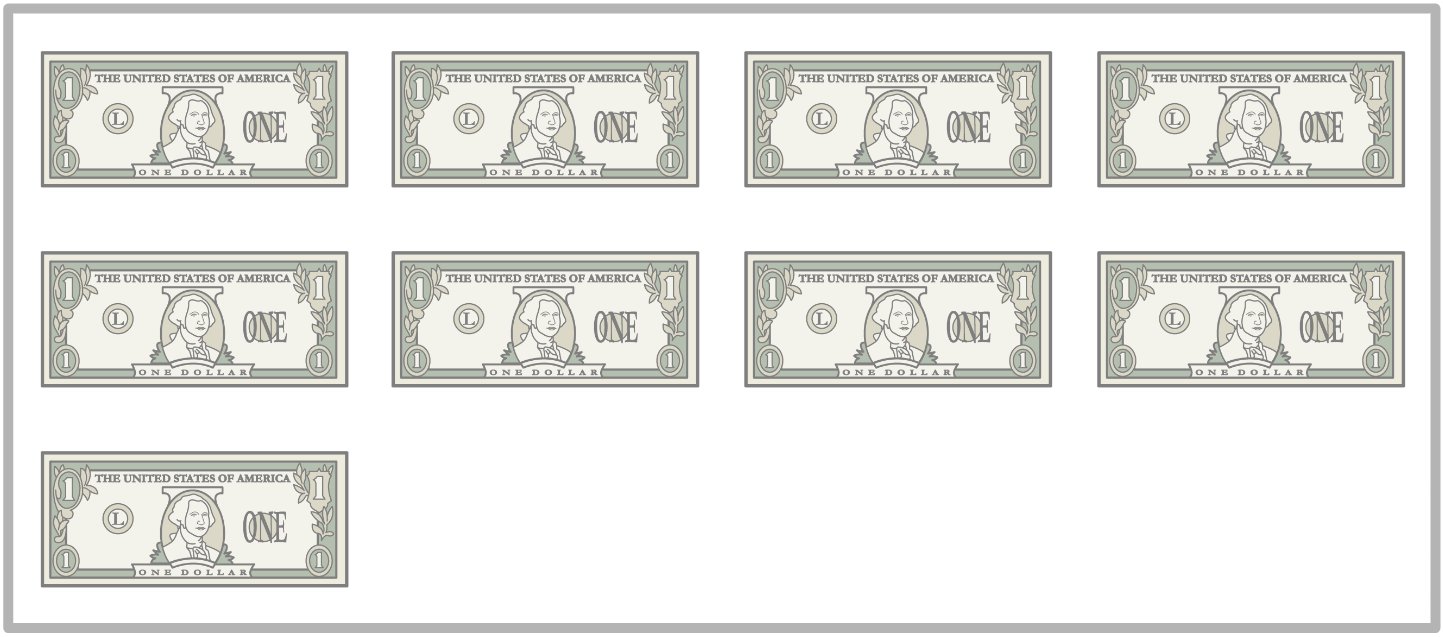
How many dollars should she use to pay? $ 9.00



(Use the "one-up" method.)

Show the number of bills.





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Name: _____

Mary Beth is spending her money to buy new things on her phone. She is buying an app for $2.15 and a song for $1.20. Which item costs more? How much will this cost altogether? Show the money.











Total cost

	$	2	.	1	5
+	$	1	.	2	0
			.		

Brent is spending his money at the movie theater. He is buying popcorn for $1.75 and a fountain drink for $2.40. Which item costs more? How much will this cost altogether? Show the money.











Total cost

	$	1	.	7	5
+	$	2	.	4	0
	$		.		

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Unique Learning System®, April 2020

Name: _____

Randy is spending his money at the convenience store. He is buying a magazine for $5.38 and a fountain drink for $1.84. Which item costs more? How much will this cost altogether? Show the money.



$5.38



$1.84

Total cost

$ 5 . 3 8

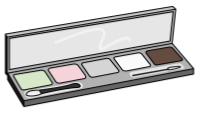
\+ $ 1 . 8 4

$ ____ . ____

Danielle is spending her money on new accessories. She is buying a hair band for $2.14 and makeup for $6.09. Which item costs more? How much will this cost altogether? Show the money.



$2.14



$6.09

Total cost

$ 2 . 1 4

\+ $ 6 . 0 9

$ ____ . ____

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Unique Learning System®, April 2020

Name: _____

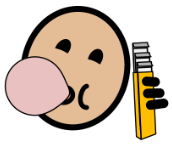
Mary Beth is spending her money at the department store. She buys a shirt for $3.82, shorts for $4.54 and gum for $0.68. Which item costs the most? How much will this cost altogether? Show the money.



$3.82



$4.54



$ .68



Total cost

$ 3 . 8 2
$ 4 . 5 4
+ $. 6 8
$ . .

Brent is spending his money to buy new things. He is buying a magazine for $2.30, an app for $1.25 and shoes for $6.22. Which item costs the most? How much will this cost altogether? Show the money.



$2.30



$1.25



$6.22



Total cost

$ 2 . 3 0
$ 1 . 2 5
+ $ 6 . 2 2
$ . .

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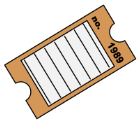
Unique Learning System®, April 2020

Name: _____

Ryan is spending his money at the movie theater. He buys a movie ticket for $7.25, a fountain drink for $4.34 and popcorn for $3.79. Which item costs the most? How much will this cost altogether? Show the money.



$7.25



$4.34



$3.79



Total cost

	$		7	.	2	5
	$		4	.	3	4
+	$		3	.	7	9
	$			.		

Mary Beth is spending her money at a department store. She is buying a shirt for $5.60, shorts for $7.18 and a lanyard for $4.92. Which item costs the most? How much will this cost altogether? Show the money.



$5.60



$7.18



$4.92



Total cost

	$		5	.	6	0
	$		7	.	1	8
+	$		4	.	9	2
	$			.		

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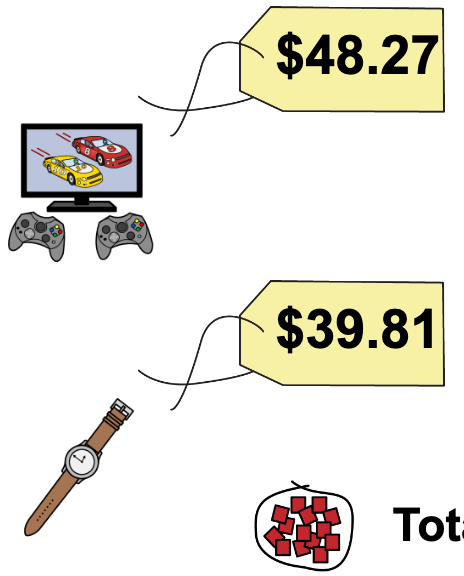
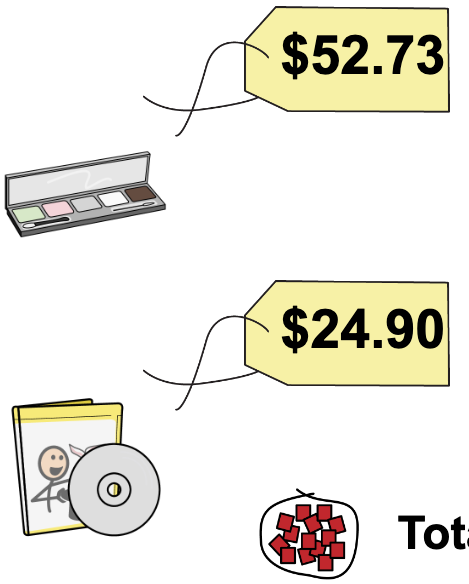
Name: _____

Randy is spending his money to buy some fun things. He is buying a video game for $48.27 and a watch for $39.81. Which item costs more? How much will this cost altogether? Show the money.



$$\begin{array}{r} \$\ 4\ 8.\ 2\ 7 \\ +\ \$\ 3\ 9.\ 8\ 1 \\ \hline \$\ \ \ .\ \ \ \end{array}$$

Danielle is spending her money at the store to buy new things. She is buying makeup for $52.73 and a DVD for $24.90. Which item costs more? How much will this cost altogether? Show the money.



$$\begin{array}{r} \$\ 5\ 2.\ 7\ 3 \\ +\ \$\ 2\ 4.\ 9\ 0 \\ \hline \$\ \ \ .\ \ \ \end{array}$$

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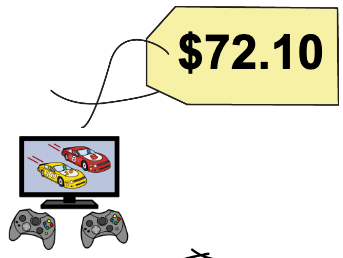
Unique Learning System®, April 2020

Name: _____

Brent is spending his money at the store to buy new things. He is buying shoes for $40.56 and a video game for $72.10. Which item costs more? How much will this cost altogether? Show the money.



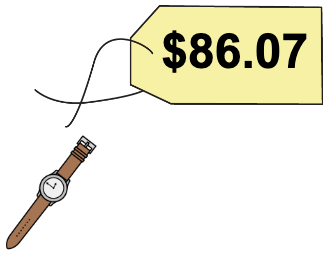


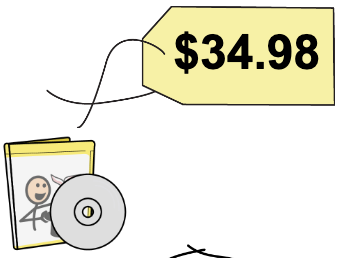


Total cost

$		4	0	.	5	6	
+ $		7	2	.	1	0	
$				.			

Randy is spending his money at the store to buy new things. He is buying a watch for $86.07 and a DVD for $34.98. Which item costs more? How much will this cost altogether? Show the money.







Total cost

$		8	6	.	0	7	
+ $		3	4	.	9	8	
$				.			

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Name: _____

Danielle is spending her money on new music.
She has $5.00. She buys a song for $1.00.
How much money will she get back? Show the money.









	$	5	.	0	0
-	$	1	.	0	0
Money left	$		.		

Brent is spending his money on a new app for his phone.
He has $5.00. He buys an app for $3.00.
How much money will he get back? Show the money.









	$	5	.	0	0
-	$	3	.	0	0
Money left	$		.		

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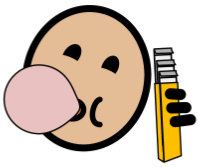
Name: _____

Ryan is spending his money at the store.
He has $5.00. He buys gum for $2.19.
How much money will he get back? Show the money.









	$	5	.	0	0
-	$	2	.	1	9
	$		.		

Money left

Randy is spending his money at the movie theater.
He has $5.00. He buys a fountain drink for $3.30.
How much money will he get back? Show the money.









	$	5	.	0	0
-	$	3	.	3	0
	$		.		

Money left

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Name: _____

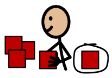
Mary Beth is spending her money to buy something new to read.
She has $10.00. She buys a magazine for $7.00.
How much money will she get back? Show the money.











Money left

	$	1	0	.	0	0
-	$		7	.	0	0
	$			.		

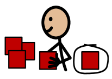
Ryan is spending his money to buy something to hold his keys.
He has $10.00. He buys a lanyard for $4.00.
How much money will he get back? Show the money.











Money left

	$	1	0	.	0	0
-	$		4	.	0	0
	$			.		

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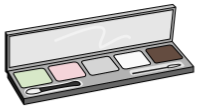
Name: _____

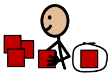
Danielle is spending her money at the store.
She has $10.00. She buys makeup for $6.84.
How much money will she get back? Show the money.











Money left

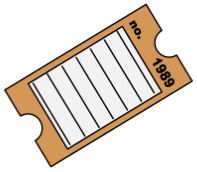
	$	1	0	.	0	0
-	$		6	.	8	4
	$			.		

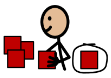
Randy is spending his money at the movie theater.
He has $10.00. He buys a movie ticket for $7.12.
How much money will he get back? Show the money.











Money left

	$	1	0	.	0	0
-	$		7	.	1	2
	$			.		

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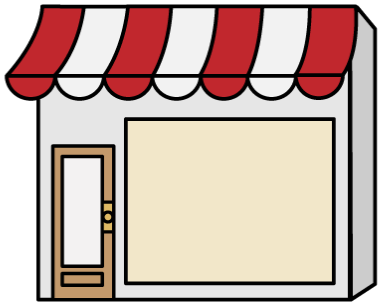
Name: _____

Ryan is spending his money to buy clothing and accessories. He wants to buy a piece of clothing and an accessory. He has $12.00. Ryan reads the catalog. Help him make a decision on what he can buy.



Clothing	Accessory
 **$5.65** shirt	 **$4.12** lanyard
 **$8.44** shorts	 **$7.55** watch

Which piece of clothing costs the least? _____

Which accessory costs the least? _____

How much will it cost if Ryan buys the shorts and the watch?

 **shorts** $8.44

\+

 **watch** $7.55

 **Total cost** $ __ . __

Does he have enough money? _____

How much will it cost if Ryan buys the shirt and the lanyard?

 **shirt** $5.65

\+

 **lanyard** $4.12

 **Total cost** $ __ . __

Does he have enough money? _____

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Name: _____

Mrs. B is spending her money at the movie theater. She has $20.00. She wants to buy a movie ticket and popcorn. The movie ticket costs $10.25 and the popcorn costs $4.05. She also wants to buy a fountain drink. A fountain drink costs $3.30. Does she have enough money to buy all of the items?



How much does the movie ticket cost? $ _____



How much does the popcorn cost? $ _____



Total cost of the movie ticket and popcorn: $ _____



How much money does she have? $ _____



How much money does she have left? $ _____



Does she have enough money to buy the fountain drink? _____



Mrs. B does not want to use cash.
She will write a check to the Movie Palace to pay for the items.

Date _____

Pay to _____ $ _____

_____ Dollars

For _____ _____

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Name: _____

Randy is buying songs. One song costs $.70.
How much will 5 songs cost?



cost of a song $0.70



number of songs 5

+ **Add $0.70 5 times. Solve.** **or** **X** **Multiply $0.70 times 5. Solve.**

+ Add


$0.70


$0.70


$0.70


$0.70


+ $0.70

$ __ . __

X Multiply


$0.70


x 5

$ __ . __


Are the numbers the same? _____

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Money 19
Problem Solving - Ratio With Division

Name: _____

Mary Beth was buying apps on her phone. She bought 3 apps that cost the same amount. She paid $9.00 for all 3 apps. How much did each app cost?

paid $9.00

number of apps 3

What can we do?

÷ Divide $9.00 by 3. Solve.

÷ Divide

$ _ . _ _

3) $ 9 . 0 0

Check it Add $_____ 3 times. If it equals $9.00, you are right!

$ _ . _ _

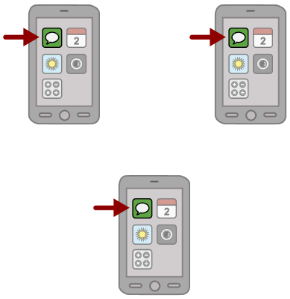
$ _ . _ _

\+ $ _ . _ _

$ _ . _ _

OR divide the money into 3 groups. **use manipulatives to solve**

1. Count 9 one-dollar bills.
2. Put one dollar on each app until all the dollars are gone.
3. Count the dollars on each app.



How much did each app cost? $ _ . _ _

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Name: _____

Danielle went to get her makeup done for the school dance. The bill was $36.00. Danielle wants to leave a 15% tip. How much should Danielle leave for tip?



bill $36.00



tip 15%



Multiply on a calculator.



$ 3 6 . 0 0



x . 1 5

$ _ . _ _

Steps:

1. **Push 36** — 3 6
2. **Push x (multiply)** — x
3. **Push .15** — . 1 5
4. **Push =** — =

? What is the answer? _____

$ Add the dollar sign.



Total tip _____

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Name: _____

Brent is buying a video game. The video game costs $90.00. He has a coupon for a 30% discount. How much will the video game cost after the discount?



cost $90.00



discount 30%



Multiply on a calculator.



$ 9 0 . 0 0



x . 3 0

$ _ _ . _ _

Steps:

1. **Push 90** — [9] [0]
2. **Push x (multiply)** — [x]
3. **Push .3** — [.] [3]
4. **Push =** — [=]



How much is the discount? $ _ _ . _ _

The video game costs $90.00. The discount is $_____. Subtract to find out how much Brent owes.



$ 9 0 . 0 0



- $ _ _ . _ _

$ _ _ . _ _



Steps:

1. **Push 90** — [9] [0]
2. **Push - (subtract)** — [-]
3. **Push ____** — [ ] [ ]
4. **Push =** — [=]



Total cost of the purchase $ _ _ . _ _

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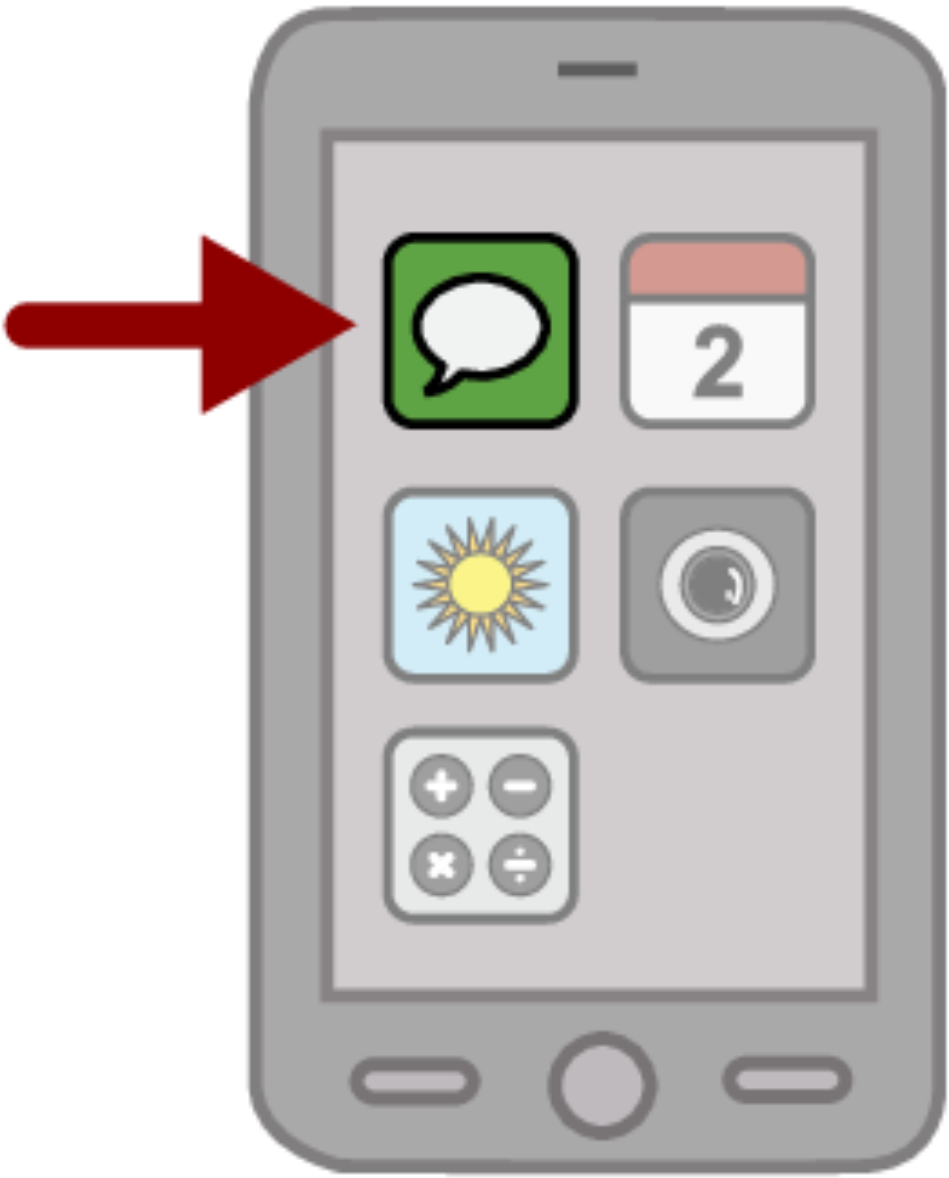
For hands-on instruction, print, cut out and laminate.



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$	> greater than **more**	$
$	< less than **less**	$
$	= equal to **same**	$

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Item price	x	Percentage off (.00)	=	Amount of discount
Item price	**-**	**Amount of discount**	**=**	**Price you pay**

What is the item price?	What is the percentage off?	What will be the new price?
	10%	
	20%	
	30%	
	40%	
	50%	
	60%	

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Instructional Targets

Math Standards for Measurement

- ***Life Skills for Measurement:*** Apply knowledge of time skills to real-world problem-solving situations and scenarios. Apply knowledge of time, day and date skills to real-world problem-solving situations and scenarios.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Read time and apply it to a real-world activity. • Record personal events on a monthly calendar and use the information as it applies to daily activities.	• Represent times for morning, afternoon and evening in the context of a real-world scenario. • Follow a schedule to complete daily activities.	• Select a time for a personal activity of the day. • Actively participate in a daily schedule based on timed activities.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In the Chapter Book, Mark must follow his work schedule for his job. The real-world time scenarios in this lesson have students following times and schedules for a job.

Topic Words

bank, job*, money*

Math Words

after*, before*, clock, day, minute, schedule, A.M., calendar, date, hour, P.M., time*

* Power Words

Benchmark Assessments

- **Math Problem Solving:** Calculating Time
- **Basic Math:** Telling Time

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Lesson at a Glance

Activity 1

Instructional Activities

Telling Time

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Scenario Cards
Telling Time
Time of Day
Elapsed Time
Schedule Time

Instructional Guides: Mathematics

Instructional Tools: Math Pack / Time

Core Materials Task 1.1

Core Materials Task 2.2

L³ Skills: Math Skills

Additional Materials

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Instructional Targets

Math Standards for Measurement

- ***Life Skills for Measurement:*** Apply knowledge of time skills to real-world problem-solving situations and scenarios. Apply knowledge of time, day and date skills to real-world problem-solving situations and scenarios.

Instructional Routine

? or

Introduce	• Introduce the activity by asking a focus question about time. For example, ask, "What time do we go to art—(provide two answer options)?" Discuss students' responses and show or have students show the correct time on a clock. Talk with students about why it is important to be able to tell time. • Tell students that they will be helping students in the scenarios get to and do their jobs on time. For example, say, "We will be helping students get to work and do their jobs on time. Your job is to tell the time." • Review the learning goal with students: **I will tell time.**
Model	Four types of Time Scenario Cards are provided in this lesson (Telling Time, Time of Day, Elapsed Time and Schedule Time). Display the desired Scenario Cards based on the students' needs and model how to find the correct time. • Read and act out the real-world scenario. • Model using the hands on the analog clock to show the time stated in the scenario. Then model identifying and placing the hand in the correct location on the clock in the scenario card. Extend the modeling by showing the time on a digital clock. Digital clock manipulatives are provided in the Math Pack / Time. • Discuss if this time is in the morning, afternoon or evening. • If applicable, model calculating time to attend the next event in the scenario.
Provide Practice	***Provide students with a chosen Time Scenario Card and any math manipulatives and supports needed. Have students solve real-world problems involving time by identifying and calculating time.*** **Level 3:** Have the student draw or manipulate hands on a clock to show time to the hour, half hour or quarter hour as stated in the scenario. Then have the student complete the Time Scenario Card by identifying the time of day or calculating elapsed time. **Level 2:** Have the student draw or manipulate hands on a clock to show time to the hour or half hour as stated in the scenario. Then have the student complete the scenario card by placing the hands in the correct place on the clock. **Level 1:** Draw or manipulate hands on a clock to show time to the hour as stated in the scenario. Then have the student complete the scenario card by making a selection from 2-3 choices (may be errorless).
Review	• Revisit the learning goal by reading and discussing the completed scenarios. Ask questions such as, "Mary Beth is leaving for work at 8:00 a.m. Is that time in the morning, afternoon or evening?"
Core Tasks	• Use Core Materials **Task 1.2** and **Task 2.2** to have students identify days, dates and special events on a calendar. • Using Core Materials Task 1.2 and 2.2 as a reference, have students create and check a schedule to identify the next activity on Core Materials **Task 1.1**.

Check Understanding ?

- **Level 3:** Can the student identify and calculate time?
- **Level 2:** Can the student identify time and indicate if the time is in the morning, afternoon or evening?
- **Level 1:** Can the student identify time of an event by selecting a time from a single or errorless choice?

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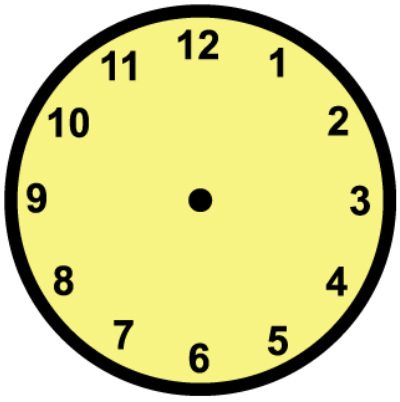
Name: _____



Mary Beth is getting ready to go to work.
She leaves for work at 8:00 a.m.

Show this time on the clock.



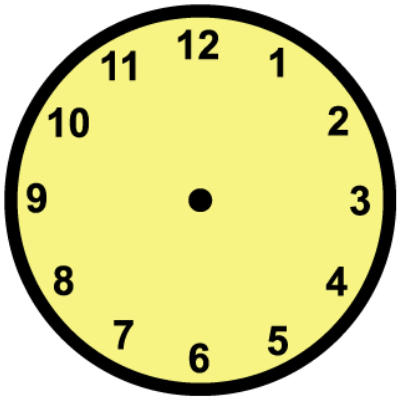




Mary Beth takes a break from work at 10:00 a.m.

Show this time on the clock.

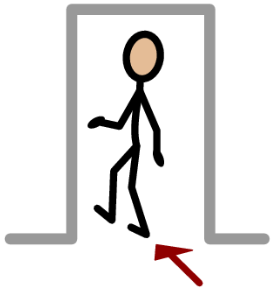


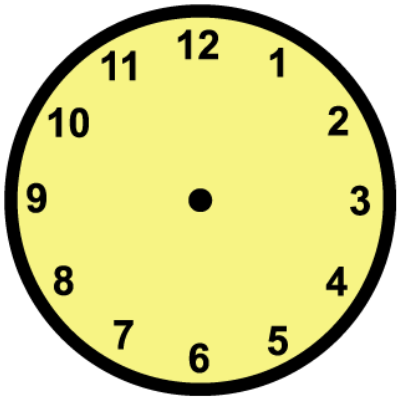




Mary Beth leaves work at 2:30 p.m.

Show this time on the clock.





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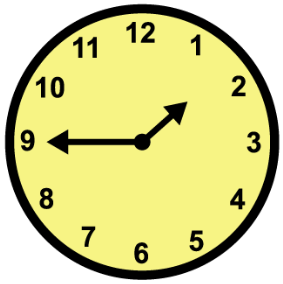
Name: _____



Randy is at his job at the clothing store. He has a meeting to go to.



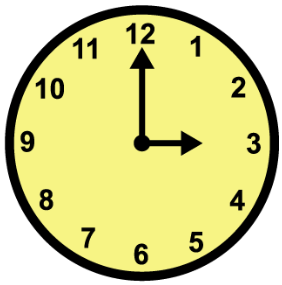


The meeting starts at: _____



Randy's meeting ends.



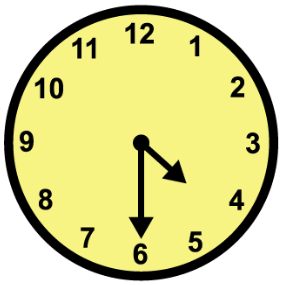


The meeting ends at: _____



Randy finishes work for the day.





Randy goes home at: _____

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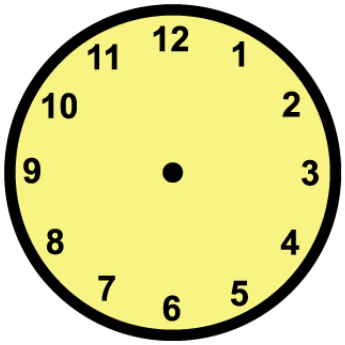
Name: _____



Brent is starting his shift at the bakery at 11:30 a.m.

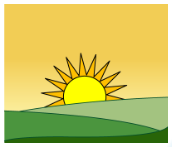


Show this time on the clock.

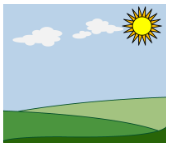


This time is:

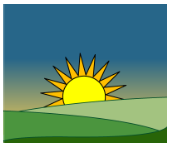
morning



afternoon



evening

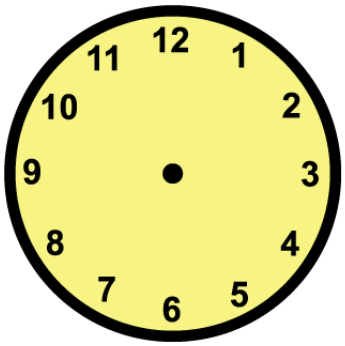




Brent greets customers at 12:45 p.m.

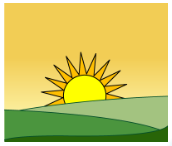


Show this time on the clock.

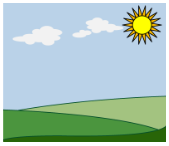


This time is:

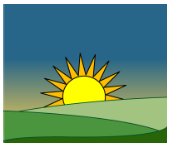
morning



afternoon



evening

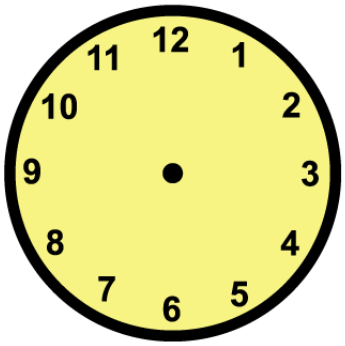




Brent puts price stickers on bags of cookies at 4:45 p.m.

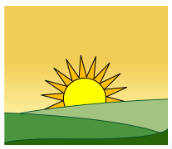


Show this time on the clock.

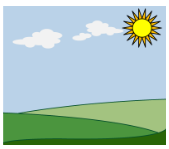


This time is:

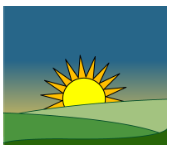
morning



afternoon



evening



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Name: _____



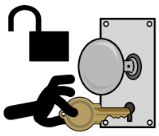
Mary Beth has many things to do at her job at the store today. She needs to follow her schedule.





8:30 a.m. Mary Beth arrives at work.

This time is: **morning** **afternoon** **evening**



8:45 a.m. Mary Beth unlocks the front doors.

This time is: **morning** **afternoon** **evening**



10:15 a.m. Mary Beth stocks the shelves.

This time is: **morning** **afternoon** **evening**



12:00 p.m. Mary Beth eats lunch.

This time is: **morning** **afternoon** **evening**



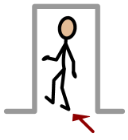
12:30 p.m. Mary Beth unboxes items.

This time is: **morning** **afternoon** **evening**



1:15 p.m. Mary Beth wipes down counters.

This time is: **morning** **afternoon** **evening**



2:15 p.m. Mary Beth leaves to go home.

This time is: **morning** **afternoon** **evening**

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Name: _____



Randy is going to the pet store to apply for a job.
He leaves at 11:00 a.m.



If it takes 15 minutes to get there, what time will he arrive?

_____ a.m. p.m.

If it takes 30 minutes to get there, what time will he arrive?

_____ a.m. p.m.

If it takes 45 minutes to get there, what time will he arrive?

_____ a.m. p.m.



Ryan works at the video game store.
He begins working at 9:30 a.m.



If he works for 1 hour, what time will he be finished?

_____ a.m. p.m.

If he works for 1 hour and 30 minutes, what time will he be finished?

_____ a.m. p.m.

If he works for 2 hours, what time will he be finished?

_____ a.m. p.m.

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Name: _____



Make a schedule for Danielle. She is working at her job at the nursing home.



- Danielle gets on the bus at 6:30 a.m.
- At 7:30 a.m., she starts to help prepare breakfast.
- After 45 minutes, Danielle finishes helping to prepare breakfast.
- Danielle helps serve breakfast at 8:30 a.m.
- She visits with the residents at 9:00 a.m.
- At 11:15 a.m., Danielle gets on the bus to go home.
- It takes Danielle 30 minutes to get home.

Plan a schedule for Danielle.

_____ Danielle gets on the bus.

_____ Danielle starts to help prepare breakfast.

_____ Danielle finishes helping to prepare breakfast.

_____ Danielle helps serve breakfast.

_____ Danielle visits with the residents.

_____ Danielle gets on the bus to go home.

_____ Danielle gets home.

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Name: _____



Make a schedule for Brent. He is working at his job at the bakery.



- At 11:30 a.m., Brent arrives at the bakery.
- At 12:15 p.m., Brent preheats the oven.
- He waits for the oven to preheat for 15 minutes.
- At 12:45 p.m., Brent puts cookies in the oven.
- 30 minutes later, Brent takes the cookies out of the oven.
- At 2:30 p.m., Brent puts the cookies in the display case.
- Brent works at the bakery for another hour before he goes home.

Plan a schedule for Brent.

_____ Brent arrives at the bakery.

_____ Brent preheats the oven.

_____ The oven finishes preheating.

_____ Brent puts cookies in the oven.

_____ Brent takes the cookies out of the oven.

_____ Brent puts the cookies in the display case.

_____ Brent goes home.

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Lesson 24a - Geometry
Car Wash Fundraiser

24a

Instructional Targets

Math Standards for Geometry

- ***Draw, construct, and describe geometrical figures and describe the relationships between them.***
  Identify two and three- dimensional shapes by multiple attributes.
- ***Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.***
  Determine the perimeter of a polygon in a real-world scenario.
  Determine the area of a polygon using unit squares in a real-world scenario by positioning rows and counting unit squares that do not overlap.
  Determine the area of a polygon (limited to rectangle or triangle) using the formula for area in a real-world scenario.
  Classify angles as right, obtuse, or acute. Describe the relationship between angles (supplementary, complementary, vertical, adjacent).
- ***Understand congruence and similarity using physical models, transparencies, or geometry software.***
  Identify shapes as similar or congruent.

Differentiated Tasks

Level 3 Students will...

- Identify two and three- dimensional shapes by multiple attributes.
- Find the perimeter of a polygon in a real-world scenario.
- Use unit squares to find the area of a polygon in a real-world scenario.
- Use a formula to find the area of a rectangle or triangle in a real-world scenario.
- Measure and identify angles as right, obtuse or acute.
- Identify and describe if pairs of angles are supplementary, complementary, vertical or adjacent.
- Identify shapes that are similar and congruent.

Level 2 Students will...

- Identify two and three- dimensional shapes by multiple attributes, with support.
- Find the perimeter of a polygon in a real-world scenario, with support.
- Use unit squares to find the area of a polygon in a real-world scenario, with support.
- Use a formula to find the area of a rectangle or triangle in a real-world scenario, with support.
- Compare a given angle to a right angle, with support.
- Identify pairs of angles that are supplementary, complementary, vertical or adjacent, with support.
- Identify shapes that are similar and congruent, with support.

Level 1 Students will...

- Select a named shape from a single or errorless choice.
- Count units to find the perimeter of a polygon using an active response (e.g., voice output device, eye gaze board).
- Count unit squares to find the area of a polygon using an active participation response (e.g., voice output device, eye gaze choice board).
- Select the length and width of a rectangle.
- Select a right, obtuse or acute angle from a single or errorless choice.
- Select a picture of a pair of angles that are supplementary, complementary, vertical or adjacent from a single or errorless choice.
- Given a shape, select a congruent shape from a single or errorless choice.

Topic Connection

Throughout this unit, students are exploring money, budgeting and banking services. Sometimes people use fundraisers to earn money for charities. In this lesson, students will be working with the objects they may encounter when organizing a car wash fundraiser.

Topic Words

earn money*

Math Words

acute	circumference	hypotenuse	obtuse	similar	width
angle	congruent	leg	perimeter	square	
area	equal	length	rectangle	triangle	
circle	height	measure	side	unit	

* Power Words

Benchmark Assessments

- Basic Math, Math: Shapes

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	Angles	Analyzing Shapes	Perimeter and Area

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources	**Geometry Charts 1, 2, 3** **Classifying Angles** **Angle Relationships 1, 2, 3**	**Geometry Charts 4, 5, 6, 7** **Attributes of Shapes** **Similar and Congruent Shapes Practice** **Similar and Congruent Shapes Manipulatives** **Standards Connections A**	**Geometry Chart 8** **Perimeter** **Area: Counting Cubes** **Area: Formula** **Area: Triangles Manipulatives** **Standards Connections B**
	Math Pack / Shapes **Math Pack / Nets** **Instructional Guides: Mathematics** **L³ Skills: Math Skills**		
Additional Materials	**Ruler** **Protractor** **Measuring Tape**		

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Lesson 24a - Geometry
Activity 1 - Angles

24a
Activity 1

Instructional Targets

Math Standards for Geometry

- ***Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.***
  Classify angles as right, obtuse, or acute.
  Describe the relationship between angles (supplementary, complementary, vertical, adjacent).

Instructional Routine

? or

Introduce

- Introduce the activity with a focus question about angles. For example, holding a book horizontal to the floor, open the cover of the book slowly and ask, "What happens to the space between the book cover and the 1st page of the book as we open the book cover—it gets bigger or it gets smaller?" Discuss students' responses. Tell students that the book cover and the 1st page of the book form an angle. The angle is the space between the two. The angle gets bigger as the cover opens.
- Display and read aloud Geometry Chart 1. As you read, use the book cover to represent the different size angles. For example, hold the book cover at a 90 degree angle and say, "The cover and the first page are like rays of an angle. When they open at 90 degrees, this is called a right angle." Continue demonstrating each angle and encourage students to participate by using their books or their arms. To help students associate the word acute with smaller, say it with a high pitch voice, and to emphasize bigger for obtuse use a deep voice when saying obtuse.
- Display and read aloud Geometry Charts 2 and 3. As you read, use the book cover, first page and second page to represent supplementary and complementary angles. Show how the angle between the cover and the first page and the angle between the first and second page make up a 90 or 180 degree angle in the book. Use two intersecting pencils to demonstrate adjacent and vertical angles.
- Tell students that they will be identifying a variety of angles. Say, "Today, your job is to identify and compare angles as right, acute or obtuse and identify pairs of angles as supplementary, complementary, vertical or adjacent."
- Review the learning goals with students: **I will identify and compare angles and pairs of angles.**

Model

- Display the Classifying Angles page. Point to the protractor on the page and explain how and why to use it. Refer to Geometry Chart 1 to review that an acute angle is smaller than a right angle and an obtuse is larger than a right angle. Model how to measure the angle and complete the page. For example, "To find out the measurement of the angle, one ray of the angle has to be on the zero degree line of the protractor and then I look to see where the other ray points. The other ray of this angle is pointing to 10 degrees, so the angle measurement is 10 degrees." Continue modeling how to complete the page.
- Display Geometry Chart 2 again. Read the definitions of complementary and supplementary angles. Use the orange and blue angles on the chart to demonstrate what complementary and supplementary angles are. Move the blue and orange angles apart to show the individual angle measurements. Then, model putting the blue and orange angles next to each other to demonstrate how they equal 90 or 180 degrees.
- Display the Angle Relationships 1 page. Think aloud as you model both ways to figure out if the pair of angles are complementary or supplementary, referencing Geometry Chart 2 as needed. First, show students how to look at the pair of angles to see if they form a right angle or straight line. If they make a right angle, they are complementary. If they make a straight line, they are supplementary. Then, tell students it's best to add the measurements of the two angles as well. Model how to add the measurements of the pair of angles to see if they are complementary or supplementary. Continue modeling how to complete the page.
- Display the Angle Relationships 2 page. Think aloud as you model how to figure out if the pairs of angles are adjacent or vertical. Point out the color coding and reference Geometry Chart 3 as needed. Continue modeling how to complete the page.
- Display the Angle Relationships 3 page. Think aloud as you model how to figure out the missing angle measurement and how to complete the page.

Provide Practice

Provide students with the appropriate Geometry pages, Geometry Charts 1, 2, 3 and Math Supports as needed.

Level 3: Have the student complete the activities to independently measure and identify angles as right, obtuse or acute and identify and describe if pairs of angles are supplementary, complementary, vertical or adjacent.

Level 2: With support, have the student complete the activities to compare a given angle to a right, obtuse or acute angle and identify pairs of angles that are supplementary, complementary, vertical or adjacent.

Level 1: Have the student select a right, obtuse or acute angle from a single or errorless choice. Have the student select a pair of angles that are supplementary, complementary, vertical or adjacent from a single or errorless choice.

Review

- Revisit the learning goal with students. Have students find examples of real life angles.
- Use Geometry Chart 1 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.

Check Understanding

Level 3: Can the student independently measure and identify angles as right, obtuse or acute?
Can the student independently identify and describe if pairs of angles are supplementary, complementary, vertical or adjacent?

Level 2: Can the student compare a given angle to a right, obtuse or acute angle, with support?
Can the student identify pairs of angles that are supplementary, complementary, vertical or adjacent with support?

Level 1: Can the student select a right, obtuse or acute angle from a single or errorless choice?
Can the student select a pair of angles that are supplementary, complementary, vertical or adjacent from a single or errorless choice?

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Lesson 24a - Geometry
Activity 2 - Analyzing Shapes

24a
Activity 2

Instructional Targets

Math Standards for Geometry

- ***Draw, construct, and describe geometrical figures and describe the relationships between them.***
  Identify two and three-dimensional shapes by multiple attributes.
- ***Understand congruence and similarity using physical models, transparencies, or geometry software.***
  Identify shapes as similar or congruent.

Instructional Routine

Introduce	• Introduce the activity with a focus question about shapes. For example, ask, "Which is flat?—a sheet of paper or a box?" Discuss students' responses. Model the difference between 2 and 3 dimensional shapes using classroom objects. Discuss how 2-dimensional objects have a length and width, while 3-dimensional objects have a length, width and height. • Display and review Geometry Charts 4, 5 and 6. Review the flat and solid shapes and their attributes, comparing them to real-world objects in the classroom if possible. Then ask students to name other examples of each shape. • Explain that some shapes are similar and some are exactly the same or congruent. Tell students that they will be identifying parts of shapes and comparing shapes to see if they are similar or exactly the same. Say, "Today, your job is to identify parts of shapes and find out if shapes are similar or exactly the same." • Review the learning goal with students: **I will describe and compare shapes.**
Model	• Display and read aloud an Attributes of Shapes page. Model selecting the shape that matches the manipulative on the page and placing it on top of it. Model referring to the Geometry Charts to answer the questions about the shape's attributes. For example, say, "A side is one of the line segments that make a flat shape. Let's count how many sides this shape has." Trace your finger over each side and count aloud. Then model recording the number of sides on the page. Continue modeling until all of the questions are answered. • Display Geometry Chart 7. Discuss how shapes can be similar and congruent. Explain that two flat shapes are congruent if they are the same shape, their angles are equal, and their sides are the same size. Tell students that some shapes are similar, but not exactly the same. Explain that similar shapes have the same shape, equal angles, but the sides are different. • Next, model how to find out if two shapes are similar or congruent using the Similar and Congruent Shapes Practice pages. Refer to the Geometry Charts as necessary. Begin by modeling how to find if shapes are similar. Drag Shape B over Shape A pointing out the matching angles and noting whether or not they are equal in size. Then model completing the chart. Call attention to the color-coded sides of shapes. For example, say, "I need to choose the length of the purple sides of both shapes. The purple side of the smaller shape is 1 units and the purple side of the bigger shape is 6 units. I know that 1 x 6 = 6, so I will complete the equation with the number 6." Continue this process for all sides. Repeat the process with the Congruent Shapes Practice page. • Display the other Similar and Congruent Shapes pages. Explain that students will use the same process from the practice pages to determine if a shape is similar or congruent to a real-world object. Review how to complete the page, if necessary. • Use the Standards Connection A to continue to explore the parts of a right triangle and the Pythagorean Theorem.
Provide Practice	***Provide students with the appropriate Geometry pages, Geometry Charts 4, 5, 6 and 7 and Math Supports as needed.*** **Level 3:** Have students complete the activities to independently identify two and three-dimensional shapes by multiple attributes and identify shapes that are similar and congruent. **Level 2:** With support, have the student complete the activities to identify two and three-dimensional shapes by multiple attributes and identify shapes that are similar and congruent. **Level 1:** Have the student select the named shape or its attributes and a congrent shape from an errorless choice.
Review	• Revisit the learning goal by reviewing the shapes and their attributes. Remind students that some shapes are flat and some shapes are solid. Encourage students to find examples of flat and solid shapes in their environment and discuss whether or not they are similar or congruent. • Use Geometry Charts 4, 5, and 6 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.

Check Understanding

- **Level 3:** Can the student independently identify two and three-dimensional shapes by multiple attributes and identify shapes that are similar and congruent?
- **Level 2:** Can the student identify two and three-dimensional shapes by multiple attributes and identify shapes that are similar and congruent, with support?
- **Level 1:** Can the student select the named shape or its attributes and a congrent shape from an errorless choice?

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Lesson 24a - Geometry
Activity 3 - Perimeter and Area

24a
Activity 3

Instructional Targets

Math Standards for Geometry

- ***Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.***
  Determine the perimeter of a polygon in a real-world scenario.
  Determine the area of a polygon using unit squares in a real-world scenario by positioning rows and counting unit squares that do not overlap.
  Determine the area of a polygon (limited to rectangle or triangle) using the formula for area in a real-world scenario.

Instructional Routine

? or

Introduce

- Introduce the activity with a focus question about perimeter or area. For example, using a place like the school or a garden that has a fence around it, ask, "What goes all around the outside of the school to make a border of the school—fence or basketball hoop?" Discuss students' responses. Tell students that the distance around the outside of the school is called the perimeter of the school.
- Explain that the inside and the distance around 2-dimensional or flat shapes can be measured. Use Geometry Chart 8 to discuss the meaning of perimeter and area. Tell students that today they will find the perimeter and area of objects. Say, "Today, your job is to find the perimeter and area of objects."
- Review the learning goal with students: **I will find the perimeter and area of objects.**

Model

While modeling the scenarios below, it may be helpful to have tangible manipulatives for students to visualize concepts and practice with, such as stackable counting cubes or geoboards. Reference Geometry Chart 8 as needed.

- Display the Perimeter page. Explain that the perimeter is the distance around an object or shape. Model how to find the perimeter of the object on the page. Comment aloud as you model. For example, say, "Perimeter is the distance around the outside edge of a shape. I need to add the lengths of each side to find the perimeter. 7 + 10 + 7 + 10 = 34. The perimeter of this shape is 34 units."
- Display the Area: Counting Cubes page. Explain that the area is the measurement of the space inside a flat shape. Model how to find the area of the object on the page. Think aloud and model how to find the area of the object on the page. For example, say, "Area is how much space is inside a flat shape. I need to count the unit squares in this shape." Count the unit squares aloud and state the total number of cubes as units squared.
- Display the Area: Formula page. Explain that the area can be found by multiplying the length by the width of a rectangle or square. Model how to find the area of the object by completing the page and multiplying the length times the width. Think aloud and model how to find the area. For example, say, "Area is how much space is inside of a flat shape. I need to multiply the length times the width. The length is 9 units. The width is 8 units. So, 9 x 8 = 72. The area is 72 units squared."
- Display the Area with Formula: Triangles page. Model how a square or rectangle can be cut in half diagonally to form two triangles by putting the two triangle shapes over the square or rectangle on the page. Explain that students can find the area of one of the triangles by finding the area of the square or rectangle and dividing by two. Model how to find the area of one triangle on the page using the equation: length x width divided by 2.
- Use the Standards Connection B to explore the area and circumference of a circle.

Provide Practice

Provide students with the appropriate Geometry pages, Geometry Chart 8 and Math Supports as needed.

Level 3: Have the student complete the activities to independently find the perimeter and area of objects.

Level 2: With support, have the student complete the activities to find the perimeter and area of objects.

Level 1: Have the student find the perimeter and area of objects by using his/her active participation response to count units of measurement.

Review

- Revisit the learning goal by reviewing students' completed work. Have students describe the difference between perimeter and area and model the concepts using classroom objects.
- Use Geometry Chart 8 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.

Check Understanding

Level 3: Can the student independently find the perimeter of a polygon, use unit squares to find the area of a polygon and use a formula to find the area of a rectangle or triangle?

Level 2: Can the student find the perimeter of a polygon, use unit squares to find the area of a polygon and use a formula to find the area of a rectangle or triangle with support?

Level 1: Can the student count units to find the perimeter of a polygon, count unit squares to find the area of a polygon and select the length and width of a rectangle using his/her active participation response?

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Instructional Targets

Math Standards for Geometry

- ***Understand and apply the Pythagorean Theorem.***
  Apply the understanding of the Pythagorean Theorem to a missing side of a right triangle.

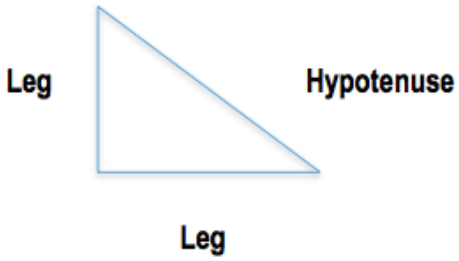
Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Find the length of the hypotenuse of a right triangle.	• Find the length of the hypotenuse of a right triangle, with support.	• Select the hypotenuse and leg of a right triangle from a single or errorless choice.

This activity is designed to build foundational skills in geometry of right triangles and the application of the Pythagorean Theorem. Review the terms to know about triangle. Explore real-life examples of right triangles using the suggestions below as a guide. Then choose one of the following six pages of special right triangles to prove the Pythagorean Theorem.

Terms to know about triangles

Right triangle: A triangle that has one 90°angle.
Leg: One of the sides of the triangle that makes the 90° angle.
Hypotenuse: The longest side of the triangle that is across from the 90° angle.
Pythagorean Theorem: A theorem in geometry stating that in a right triangle, the area of the square on the hypotenuse is equal to the sum of the areas of the squares drawn on the other two legs.



$$Leg^2 + Leg^2 = Hypotenuse^2$$

What can we do with right triangles?

Identify parts of right triangles using real-world objects: Have students create right triangles in their environment. Students can identify right angles in their environment, such as the corner of a door frame, picture frame or table. Students can use string, wax sticks, tape, etc. to connect the ends of the two angle sides to make a diagonal or the hypotenuse. Have students identify the legs and hypotenuse of the triangle.

Understand the Pythagorean Theorem: Choose one of the special right triangles in the Standards Connection Activity to focus on each month. Have students count unit squares to determine the measurements of the legs and hypotenuse of a right triangle. Have students fill in the numbers for the formula. Help students make the connection between seeing the Pythagorean Theorem visually and mathematically. For example, note that if students count all the units in each square that borders the sides of the triangle, it is the same as squaring the lengths of the legs or hypotenuse.

Apply the Pythagorean Theorem: Have students use the chart in the Standards Connection Activity to apply the Pythagorean Theorem to triangles they encounter throughout the school day. As students work with right triangles during instruction, have them use a measuring tool to measure the legs and hypotenuse of the triangle. Students can record the measurements on the chart and complete the formula for the Pythagorean Theorem. Encourage students to examine if the left and right sides of the equation are equal. Discuss how the sum of the squared legs of a right triangle will always equal the square of the hypotenuse. Consider discussing how students might use the formula for the Pythagorean Theorem to find the measurement of the hypotenuse if the measurement of the legs is given.

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Instructional Targets

Math Standards for Geometry

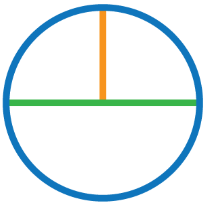
- ***Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.***
  Apply understanding of the area and circumference of a circle to real-world problems.

Differentiated Tasks

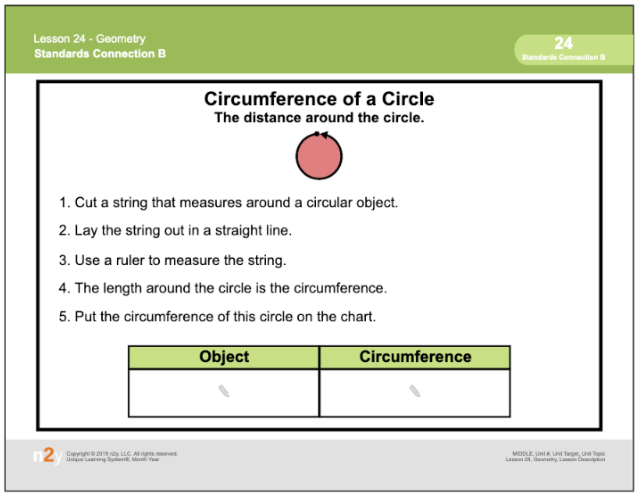
Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Identify and compare the area and/or circumference of circles.	• Identify and compare the area and/or circumference of circles, with support.	• Identify the area and/or circumference of circles by selecting from a single or errorless choice.

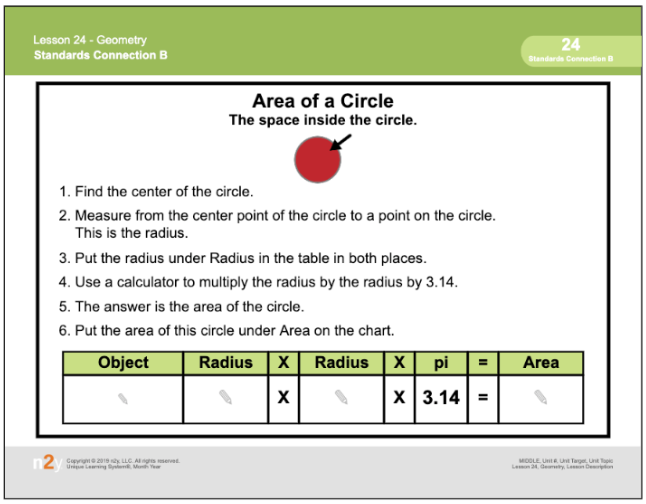
This activity is designed to build foundational skills in geometry of circles. Review the terms to know about a circle. Select one real-life object that is shaped like a circle (plate, hula-hoop, wall clock, food storage container lid, etc.). Follow the directions and complete the charts to explore the circumference and area of the objects.

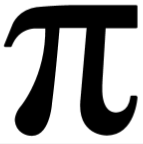
Terms to know about a circle



Circumference: The distance around the circle.
Diameter: The distance from one point on the circle, through the center, to another point on the circle.
Radius: The distance from the center of a circle to a point on its circumference.
Area: The space inside the circle.







Why are we multipying by 3.14? This is the rounded version of pi. Pi is the ratio of a circle's circumference to its diameter. Pi is symbolized by (π). Pi is found by dividing the circumference by the diameter of any circle. No matter how big or small the circle is, its circumference divided by its diameter will always equal pi.

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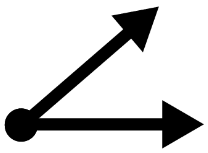
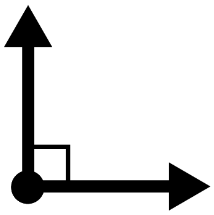
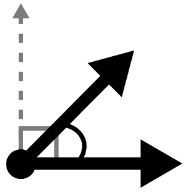
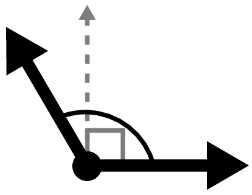
Angles		
point	• a dot that represents a place	
ray	• part of a line that has one start point and goes on forever in the other way	
angle	• 2 rays that share a common endpoint	
right angle	• angle that has a square corner of 90º	
acute angle	• angle smaller than a right angle • angle that measures less than 90º and more than 0º	
obtuse angle	• angle bigger than a right angle • angle that measures more than 90º and less than 180º	
straight angle	• straight line • measures 180º	

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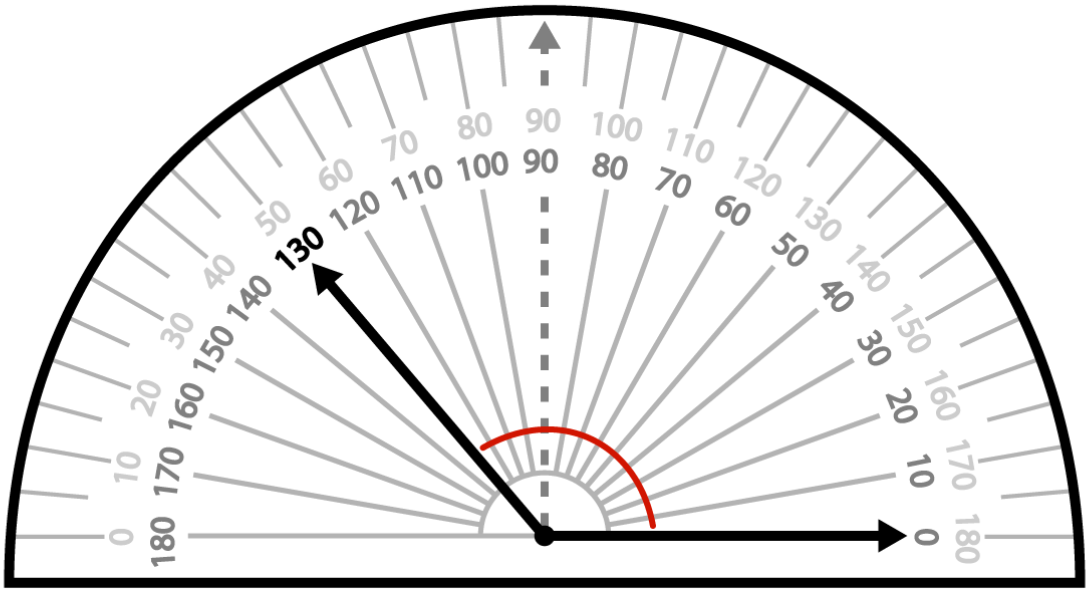
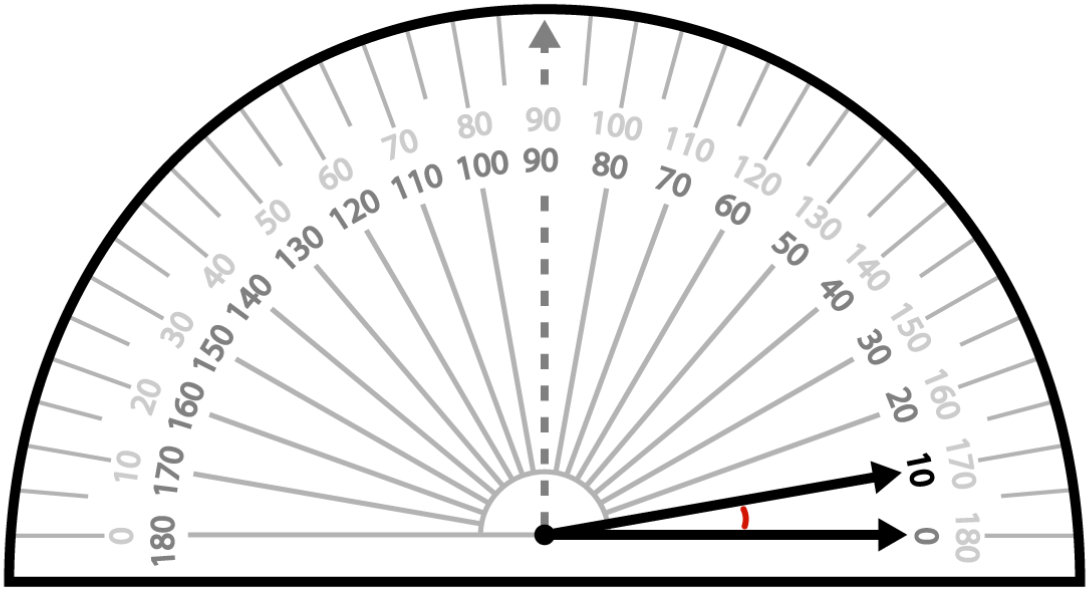


The angle is _____ º .

It is ☐ a right angle. This is ☐ .



The angle is _____ º .

It is ☐ a right angle. This is ☐ .

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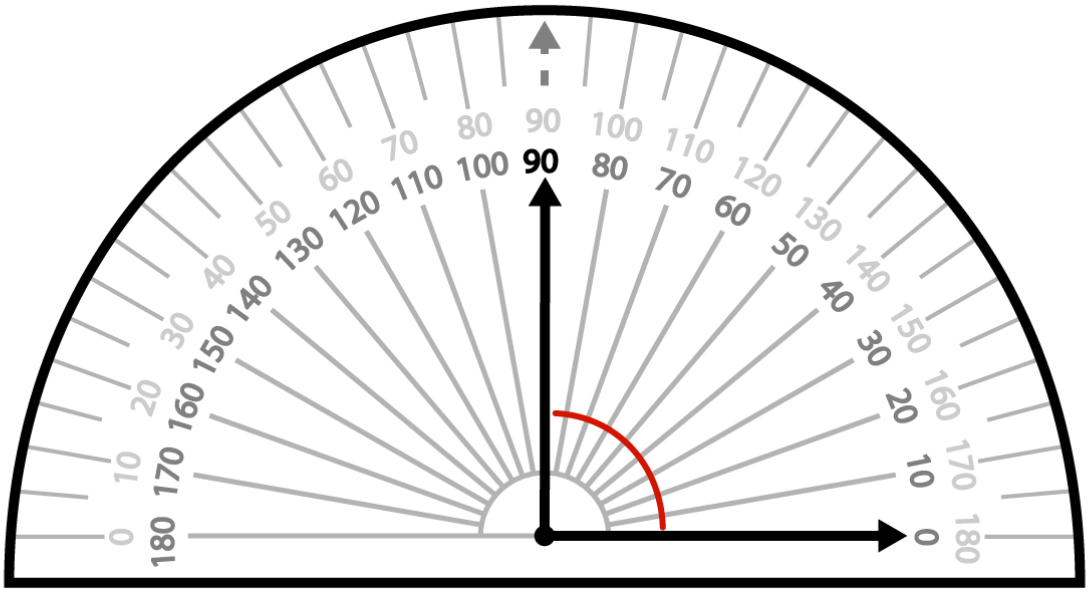
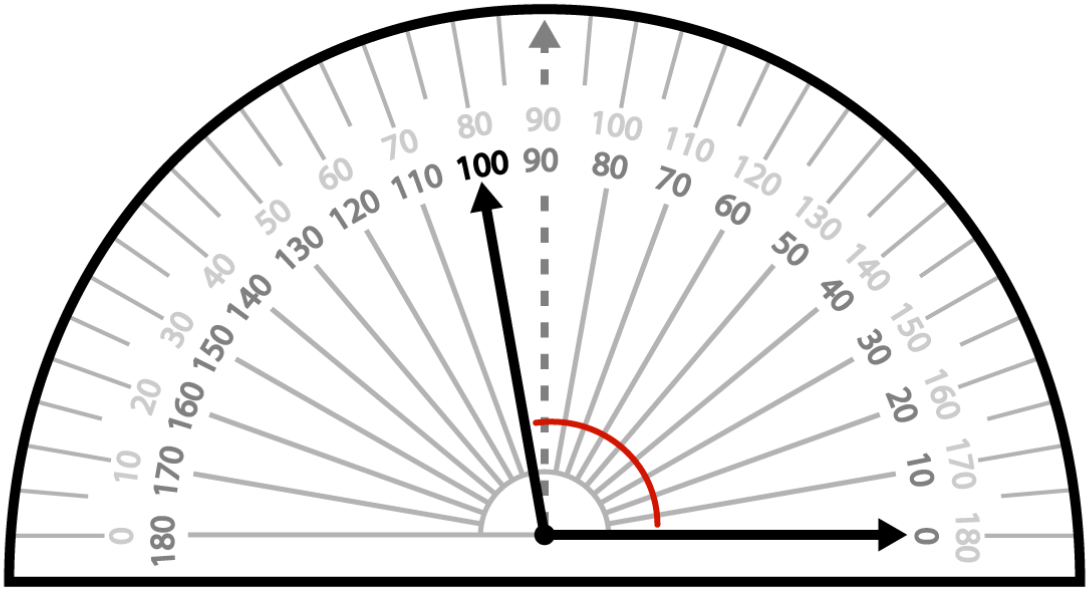


The angle is _____ º .

It is ☐ a right angle. This is ☐ .



The angle is _____ º .

It is ☐ a right angle. This is ☐ .

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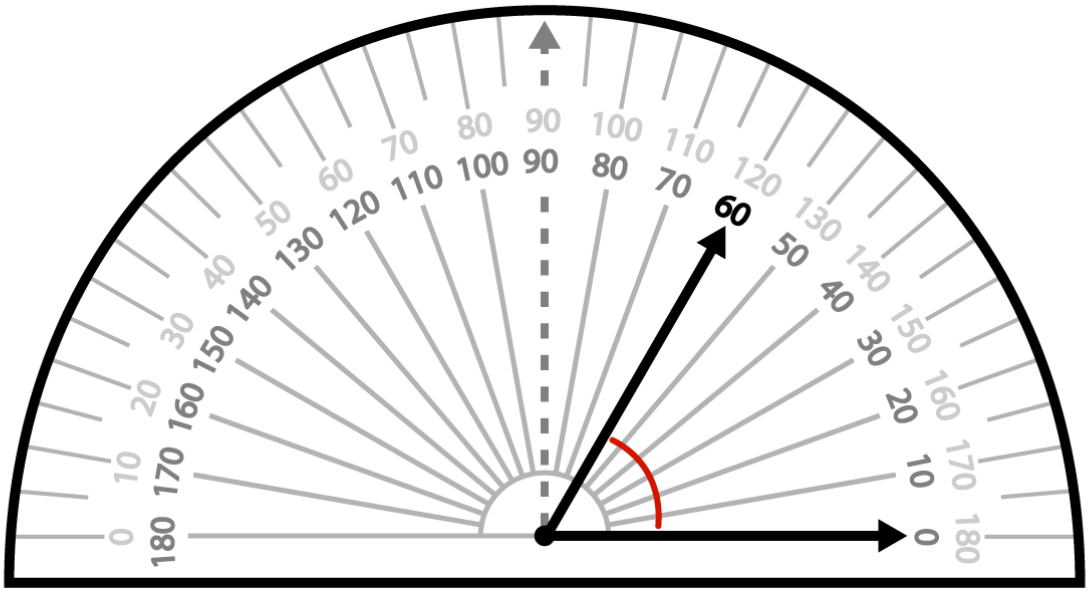
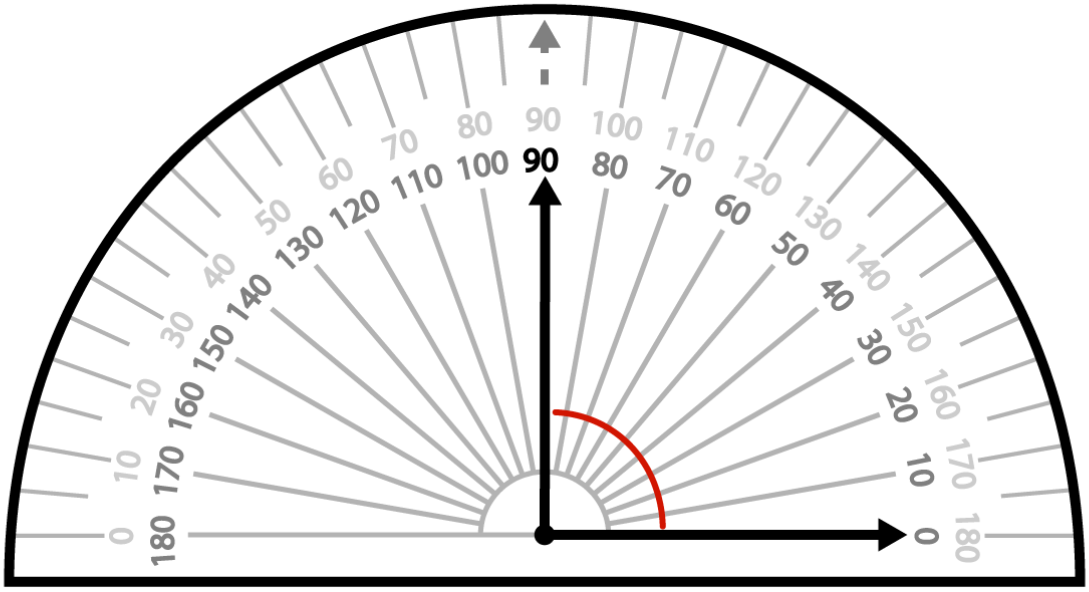


The angle is _____ º .

It is ☐ a right angle. This is ☐ .



The angle is _____ º .

It is ☐ a right angle. This is ☐ .

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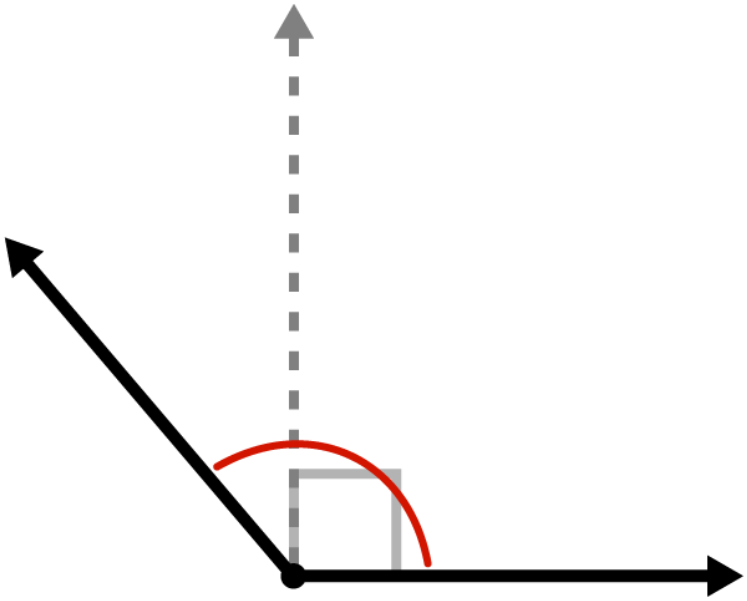
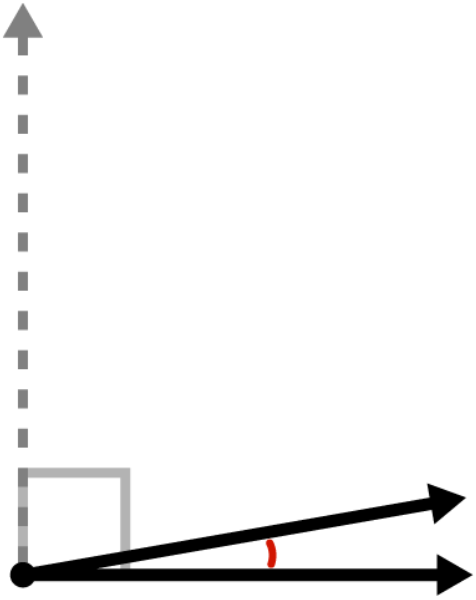


The angle is 130°.

It is ☐ **a right angle.** **This is** ☐ **.**



The angle is 10°.

It is ☐ **a right angle.** **This is** ☐ **.**

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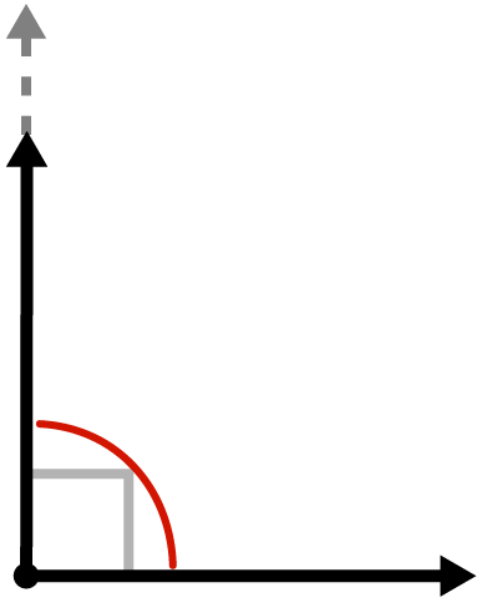
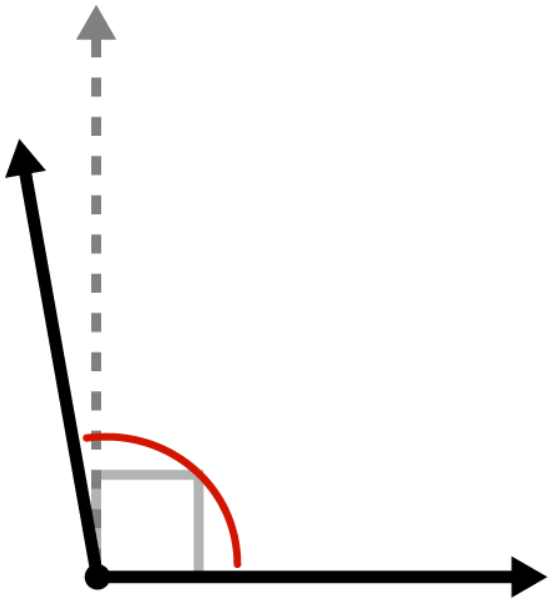


The angle is 90°.

It is ☐ **a right angle.** **This is** ☐ **.**



The angle is 100°.

It is ☐ **a right angle.** **This is** ☐ **.**

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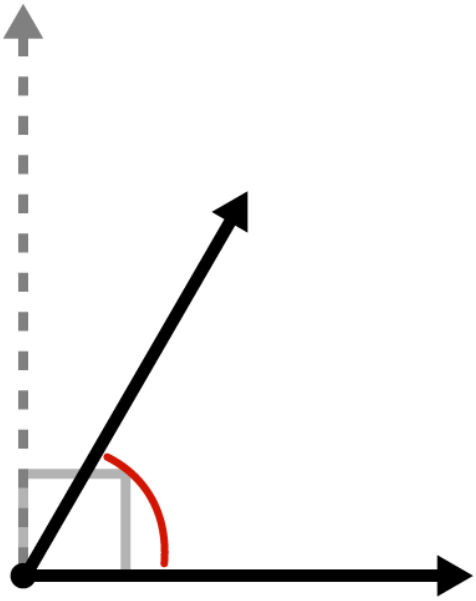
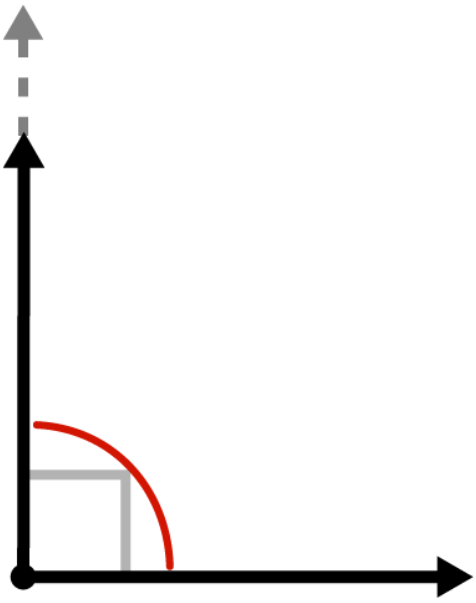


The angle is 60°.

It is ☐ **a right angle.** **This is** ☐ **.**



The angle is 90°.

It is ☐ **a right angle.** **This is** ☐ **.**

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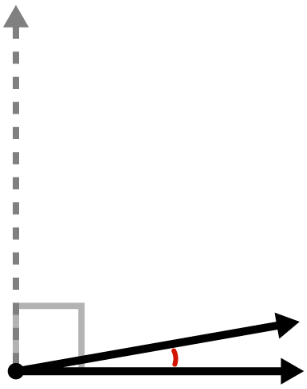
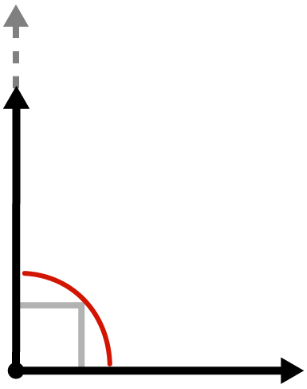
This is an acute angle.



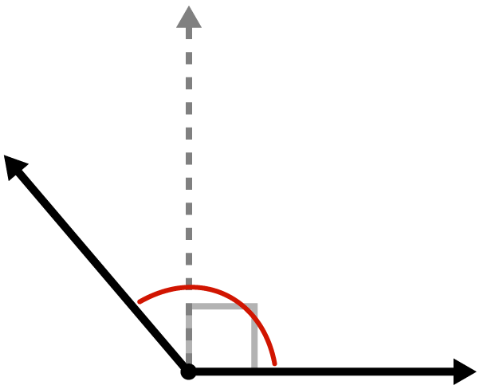
Find the acute angle.

This is a right angle.



Find the right angle.

This is an obtuse angle.



Find the obtuse angle.

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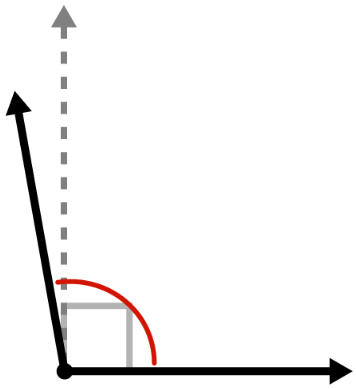
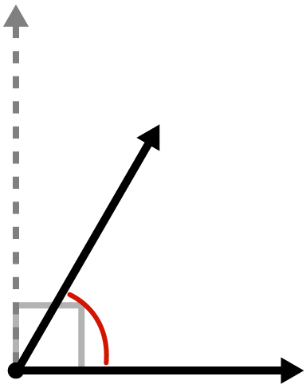
This is an obtuse angle.



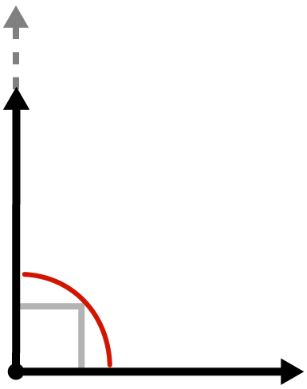
Find the obtuse angle.

This is an acute angle.



Find the acute angle.

This is a right angle.



Find the right angle.

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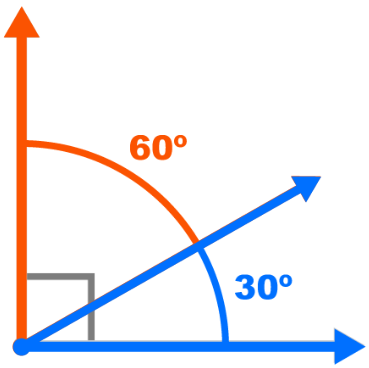
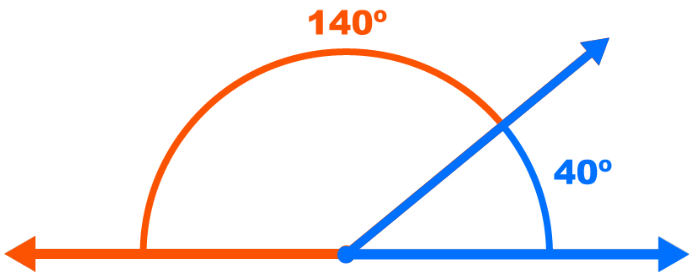
Complementary and Supplementary Angles

Complementary Angles	Supplementary Angles
	
60° + 30° = 90°	**140° + 40° = 180°**
Two angles are complementary when they... • Make a right angle. • Add up to 90°.	**Two angles are supplementary when they...** • Make a straight angle. • Add up to 180°.

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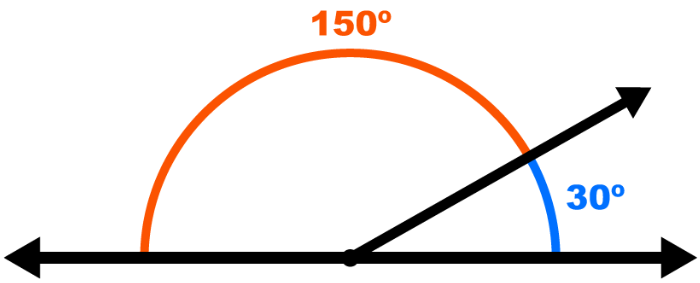


The orange angle is _____°.

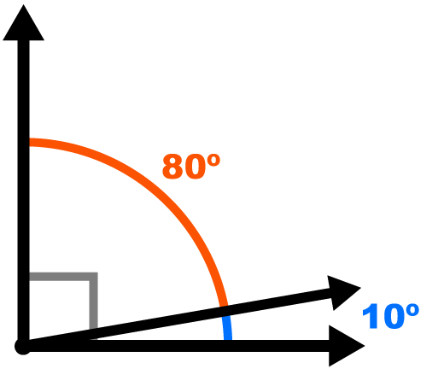
The blue angle is _____°.

Add the orange and the blue angles.

_____° + _____° = _____°

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .



The orange angle is _____°.

The blue angle is _____°.

Add the orange and the blue angles.

_____° + _____° = _____°

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .

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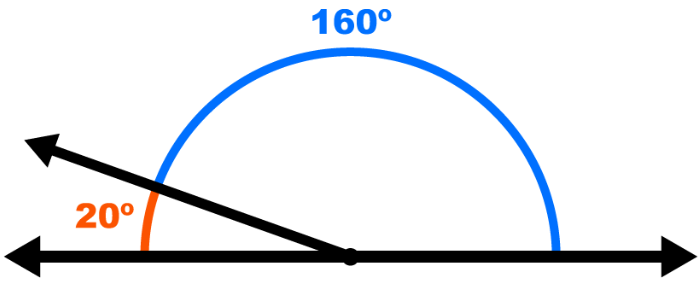


The orange angle is _____°.

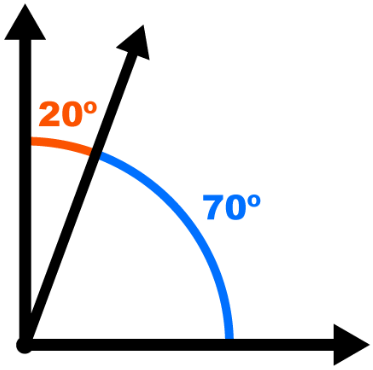
The blue angle is _____°.

Add the orange and the blue angles.

_____° + _____° = _____°

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .



The orange angle is _____°.

The blue angle is _____°.

Add the orange and the blue angles.

_____° + _____° = _____°

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .

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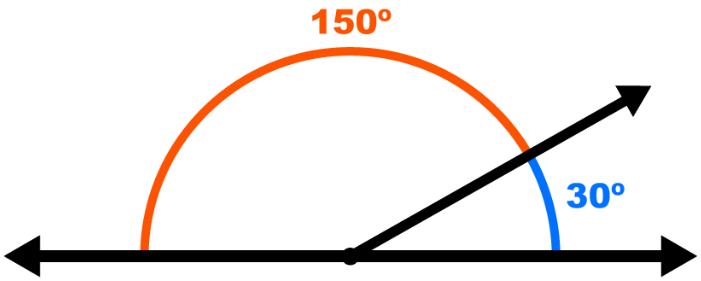


The orange angle is 150 °.

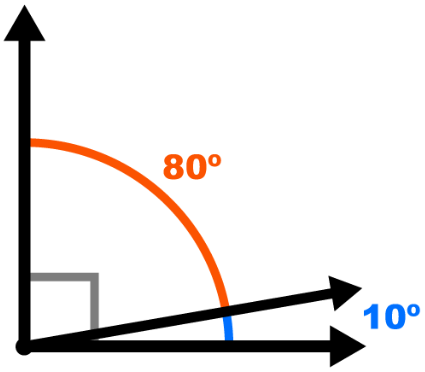
The blue angle is 30 °.

Add the orange and the blue angles.

150 ° + 30 ° = 180 °

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .



The orange angle is 80 °.

The blue angle is 10 °.

Add the orange and the blue angles.

80 ° + 10 ° = 90 °

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .

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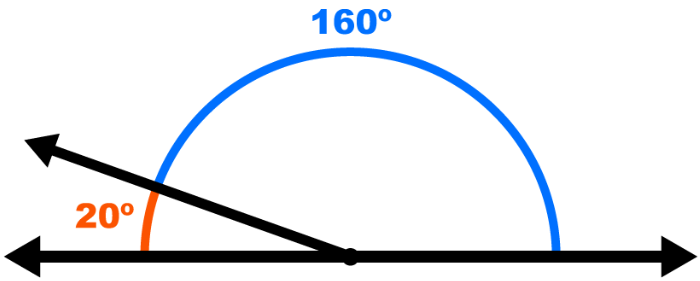


The orange angle is 20 °.

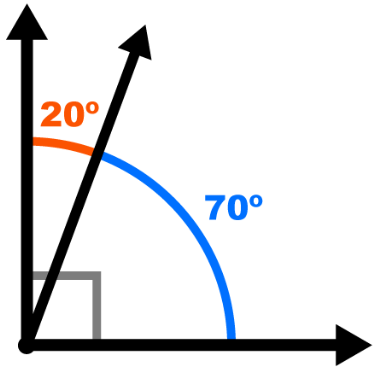
The blue angle is 160 °.

Add the orange and the blue angles.

20 ° + 160 ° = 180 °

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .



The orange angle is 20 °.

The blue angle is 70 °.

Add the orange and the blue angles.

20 ° + 70 ° = 90 °

Does the pair of angles make a right angle (90°)?	yes	no
Does the pair of angles make a straight angle (180°)?	yes	no

The angles are _____ .

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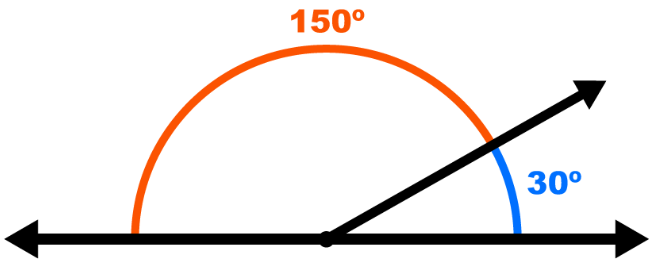
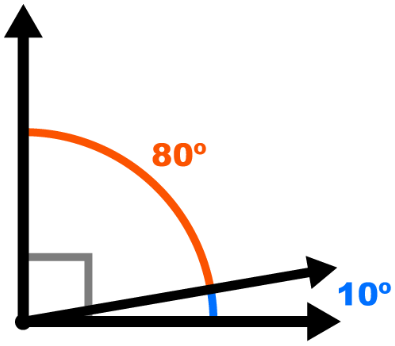
The blue and orange angles are supplementary angles.



Find the supplementary angles.

The blue and orange angles are complementary angles.



Find the complementary angles.

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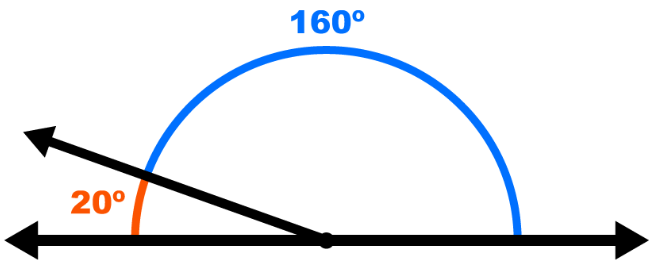
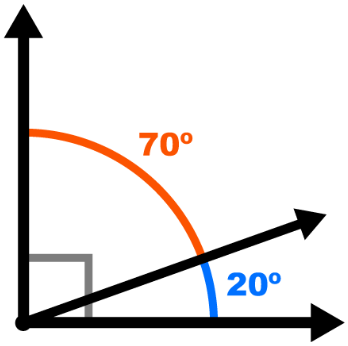
The blue and orange angles are supplementary angles.



Find the supplementary angles.

The blue and orange angles are complementary angles.



Find the complementary angles.

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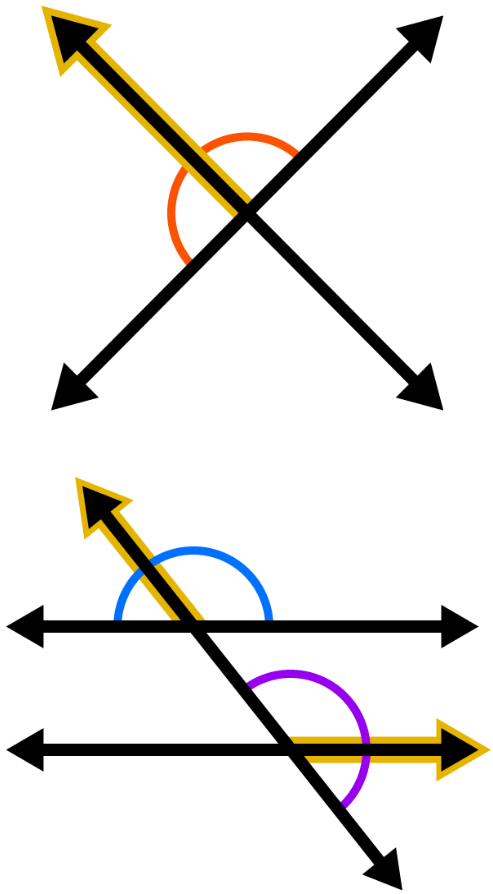
Adjacent and Vertical Angles

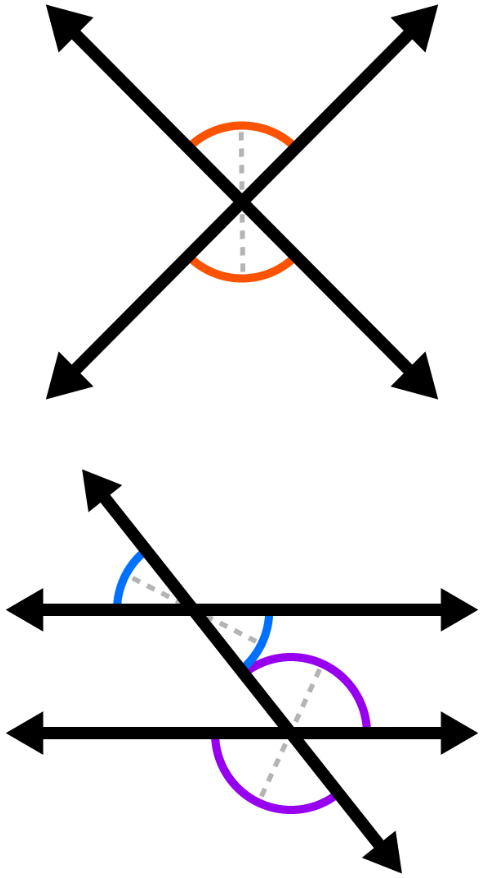
Adjacent Angles



Adjacent angles...

- Made by intersecting lines.
- Share a ray.
- Have the same vertex.
- Are not always equal.

Vertical Angles



Vertical angles...

- Made by intersecting lines.
- Are across from each other.
- Have the same vertex.
- Are equal.

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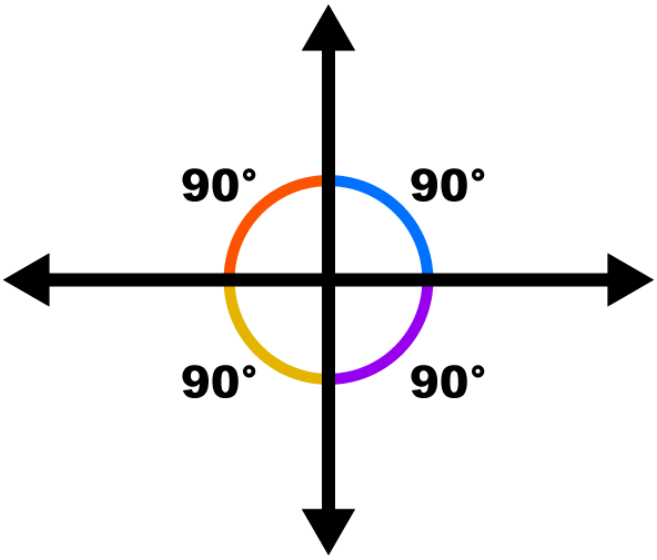
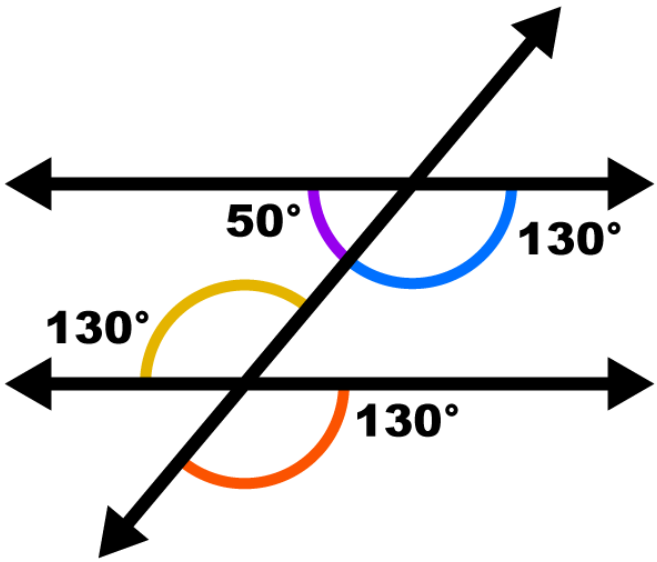


The orange and purple angles are:

The orange and yellow angles are:



The purple and blue angles are:

The yellow and orange angles are:

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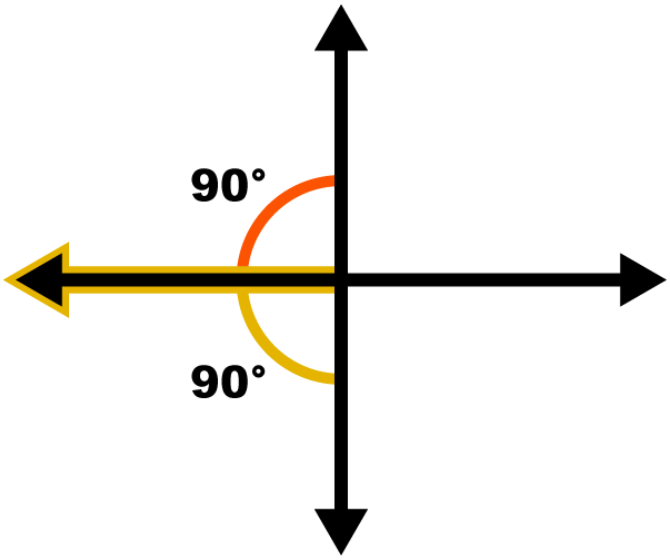
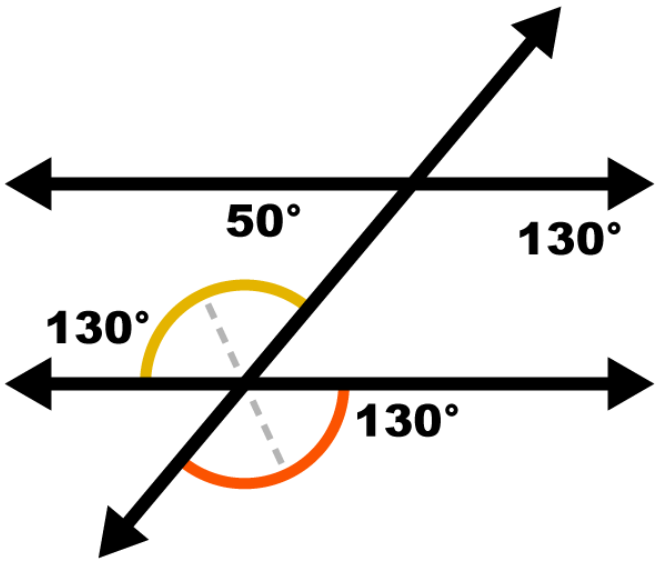


The orange and yellow angles are:

The orange and yellow angles are:



The yellow and orange angles are:

The yellow and orange angles are:

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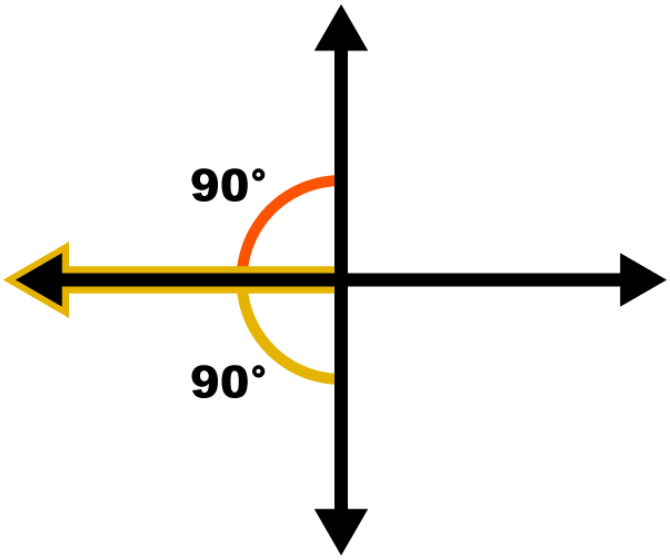
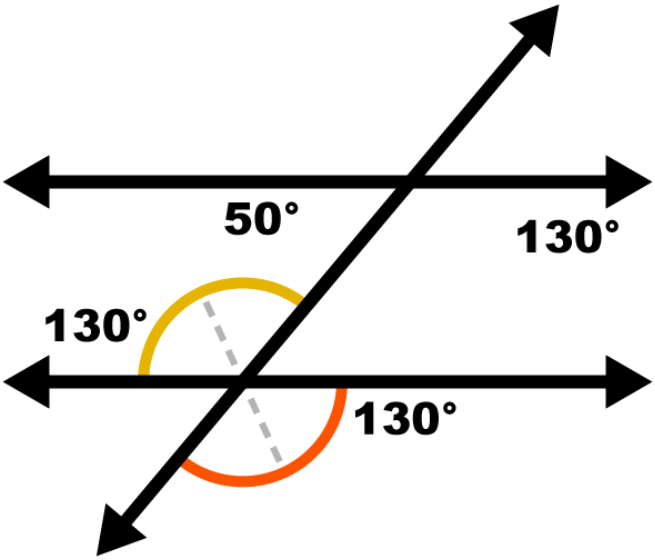
The orange and yellow angles are adjacent angles.





Find the adjacent angles.

The yellow and orange angles are vertical angles.





Find the vertical angles.

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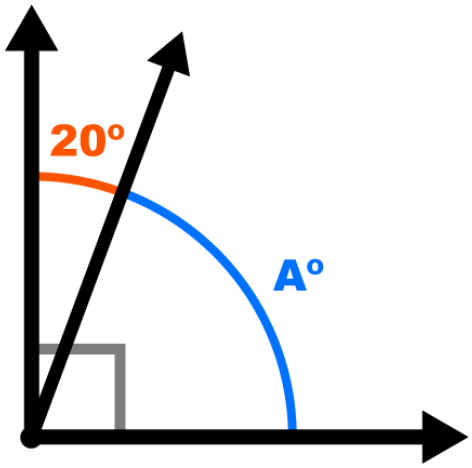
The blue and the orange angles are complementary.
What is the measure of the blue angle?



A °	+	B °	=	C °
blue angle		orange angle		right angle

Fill in the numbers for the known angle measurements.

A	+	B	=	C
A °	+	°	=	°

Solve the equation for A.

A	+	B	-	B	=	C	-	B
A °	+	°	-	°	=	°	-	°
A °	+	°			=	°		
A °					=	°		

The blue angle = °

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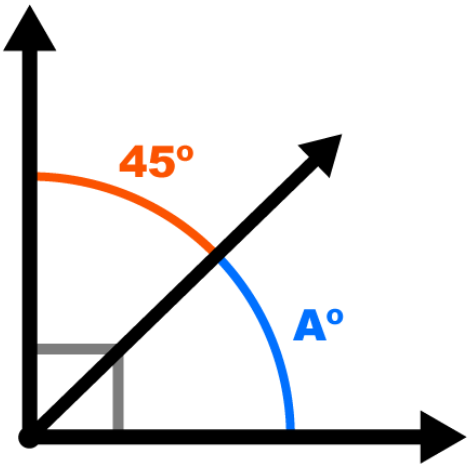
The blue and the orange angles are complementary.
What is the measure of the blue angle?



A °	+	B °	=	C °
blue angle		orange angle		right angle

Fill in the numbers for the known angle measurements.

A	+	B	=	C
A °	+	°	=	°

Solve the equation for A.

A	+	B	-	B	=	C	-	B
A °	+	°	-	°	=	°	-	°
A °	+	°			=	°		
A °					=	°		

The blue angle = °

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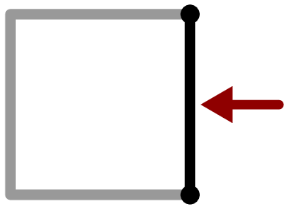
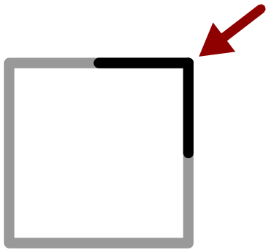
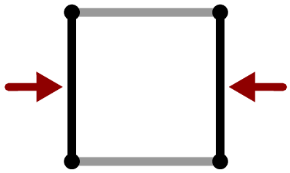
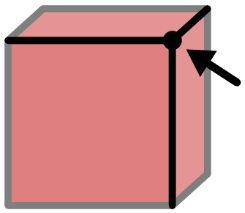
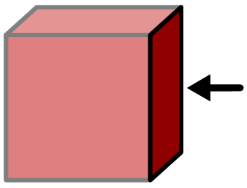
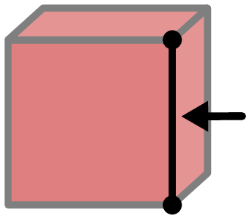
Parts of Shapes		
side	• one of the line segments that makes a flat shape	
angle	• a shape made when 2 or more sides or edges meet	
parallel sides	• sides that are always the same distance apart and will never touch even if they are longer	
vertex	• a point where 2 or more sides or edges meet	
face	• a flat or curved side of a solid shape	
edge	• a line segment where 2 faces meet	

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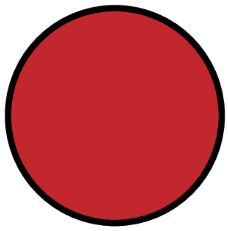
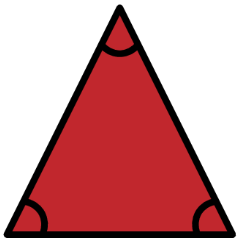
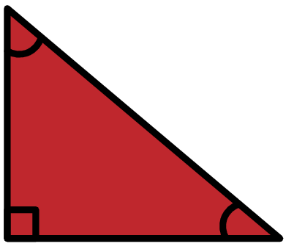
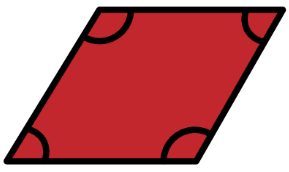
Geometry Chart 5

2-D	Flat Shapes	
circle	• 1 curved side • no angles	
square	• 4 equal sides • 2 sets of parallel sides • 4 right angles	
rectangle	• 4 sides • 2 sets of equal sides • 2 sets of parallel sides • 4 right angles	
triangle	• 3 sides • no parallel sides • 3 angles	
right triangle	• 3 sides • no parallel sides • 1 right angle • 2 acute angles	
rhombus	• 4 equal sides • 2 sets of parallel sides • 2 opposite equal acute angles • 2 opposite equal obtuse angles	

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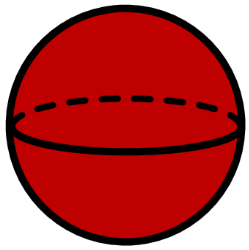
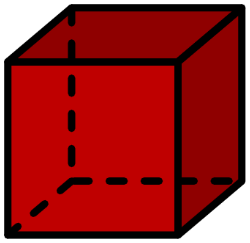
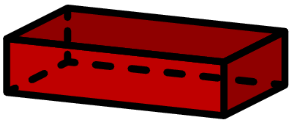
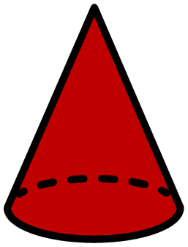
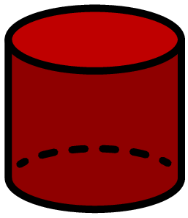
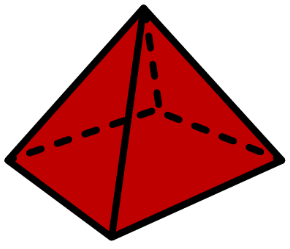
3-D Solid Shapes		
sphere	• no flat faces • no edges • no vertices	
cube	• 6 flat square faces • 12 edges • 8 vertices	
rectangular prism	• 6 flat rectangle faces • 12 edges • 8 vertices	
cone	• 1 curved face • 1 flat circle face • 1 curved edge • 1 vertex	
cylinder	• 2 flat circle faces • 1 curved face • 2 curved edges • no vertices	
pyramid	• 4 triangle faces • 1 square or rectangle face • 8 edges • 5 vertices	

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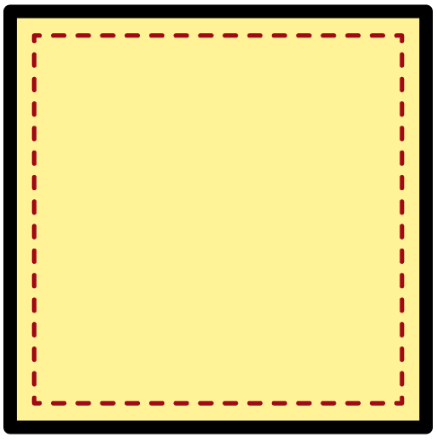
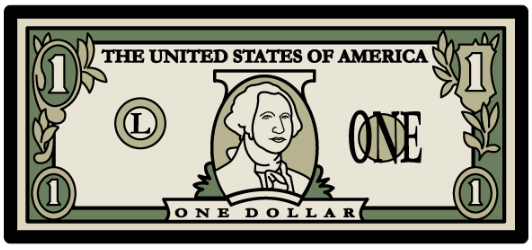
Look at the objects. Find the object that has a square shape.

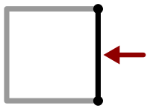
Put the matching square shape over that object.



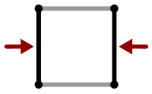


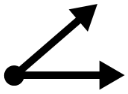


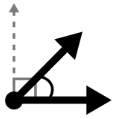
Answer the questions about the square.

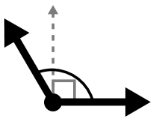
How many sides? 

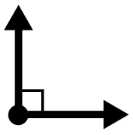
How many equal sides? =

How many sets of parallel sides? 

How many angles? 

How many acute angles? 

How many obtuse angles? 

How many right angles? 

The _____ is a square.

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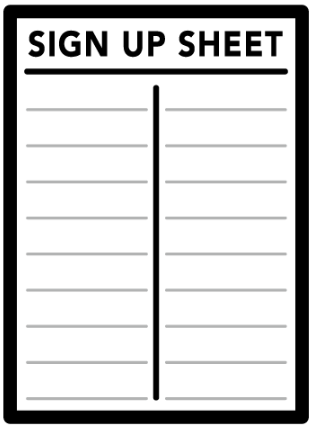
Look at the objects. Find the object that has a rectangle shape.

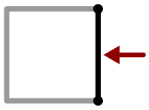
Put the matching rectangle shape over that object.



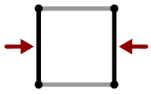


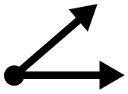


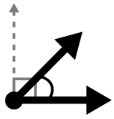
Answer the questions about the rectangle.

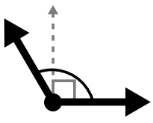
How many sides? 

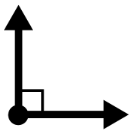
How many sets of equal sides? 

How many sets of parallel sides? 

How many angles? 

How many acute angles? 

How many obtuse angles? 

How many right angles? 

The _____ is a rectangle.

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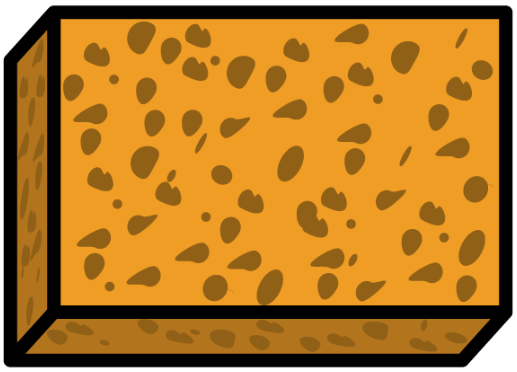
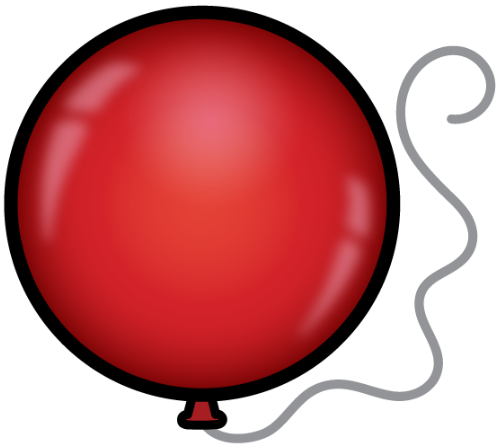
Look at the objects. Find the object that is shaped like a cylinder.

Put the matching cylinder shape over that object.

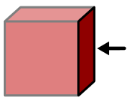




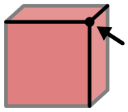


Answer the questions about the cylinder.

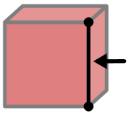
How many faces?



How many vertices?



How many edges?



The _____ is a cylinder.

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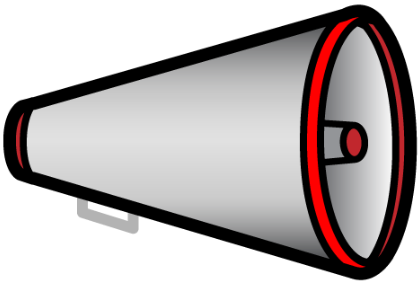
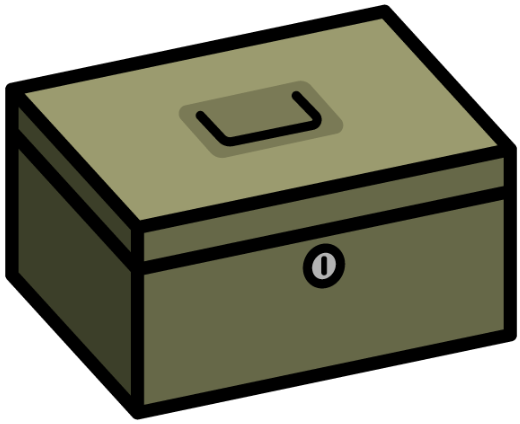
Look at the objects. Find the object that is shaped like a cone.

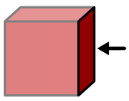
Put the matching cone shape over that object.

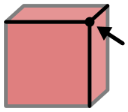


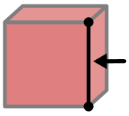




Answer the questions about the cone.

How many faces?  ☐

How many vertices?  ☐

How many edges?  ☐

The ☐

is a cone.

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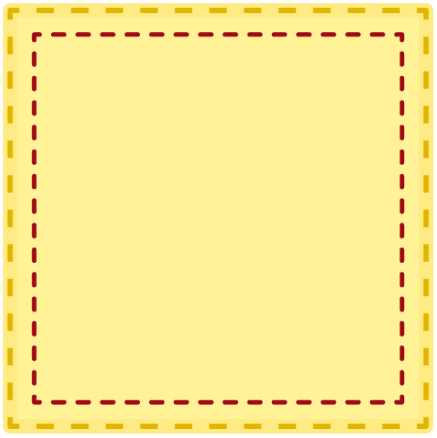
Look at the objects. Find the object that has a square shape.

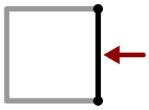
Put the matching square shape over that object.



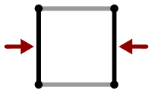


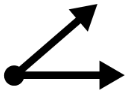


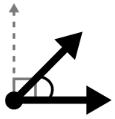
Answer the questions about the square.

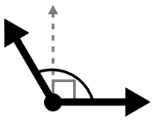
How many sides? 

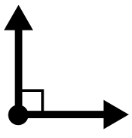
How many equal sides? =

How many sets of parallel sides? 

How many angles? 

How many acute angles? 

How many obtuse angles? 

How many right angles? 

The _____ is a square.

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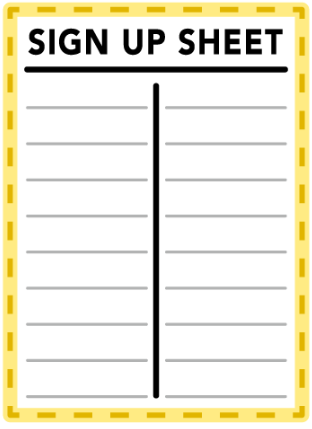
Look at the objects. Find the object that has a rectangle shape.

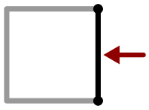
Put the matching rectangle shape over that object.



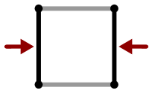


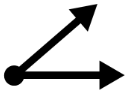


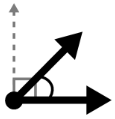
Answer the questions about the rectangle.

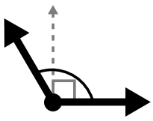
How many sides?  ☐

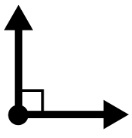
How many sets of equal sides? = ☐

How many sets of parallel sides?  ☐

How many angles?  ☐

How many acute angles?  ☐

How many obtuse angles?  ☐

How many right angles?  ☐

The ☐

is a rectangle.

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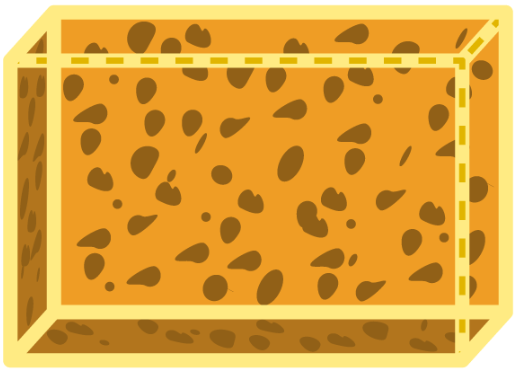
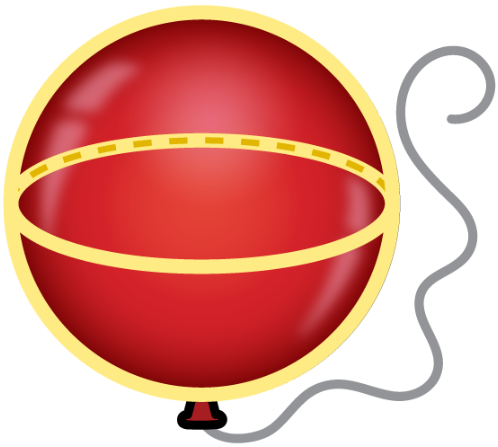
Look at the objects. Find the object that is shaped like a cylinder.

Put the matching cylinder shape over that object.

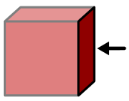




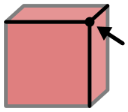


Answer the questions about the cylinder.

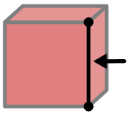
How many faces?



How many vertices?



How many edges?



The _____ is a cylinder.

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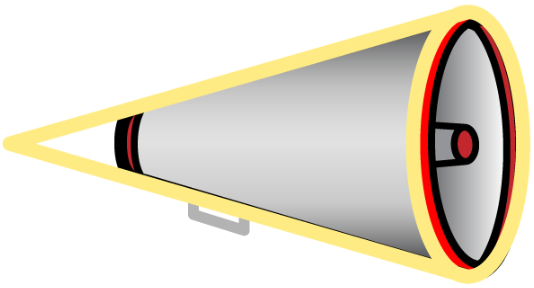
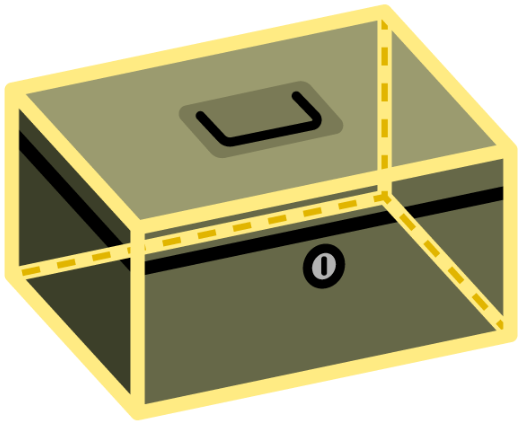
Look at the objects. Find the object that is shaped like a cone.

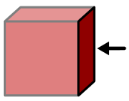
Put the matching cone shape over that object.

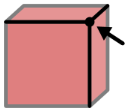


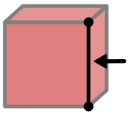




Answer the questions about the cone.

How many faces?  ☐

How many vertices?  ☐

How many edges?  ☐

The ☐ is a cone.

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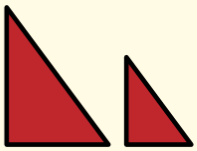
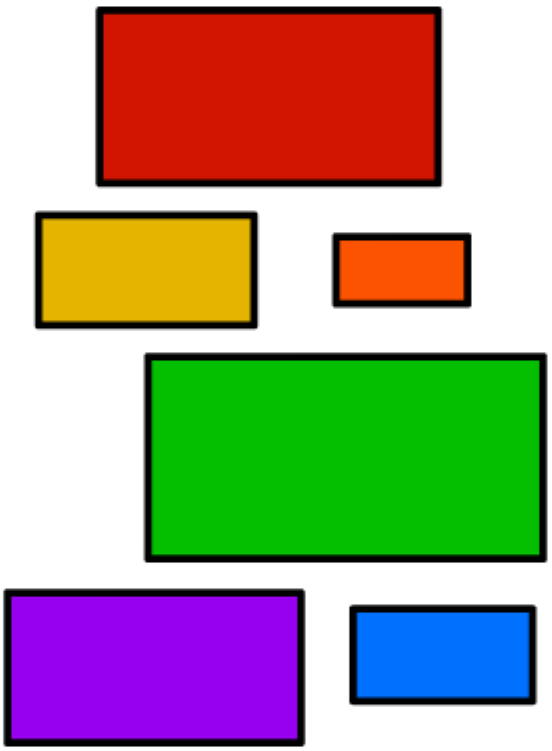
Similar and Congruent Shapes

Similar Shapes



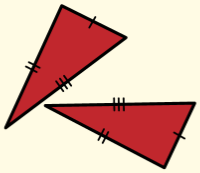


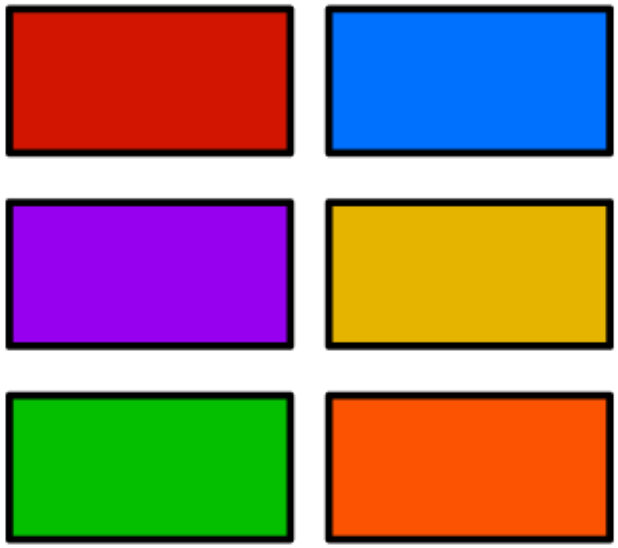
When 2 shapes are similar...

- same shape
- equal angles
- matching sides can be multiplied or divided by the same number

***All circles and squares are similar.**

Congruent Shapes





When 2 shapes are congruent...

- same shape
- equal angles
- equal sides

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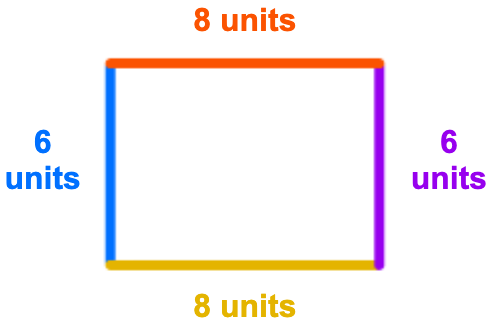
Are Shape A and Shape B Similar?

Shape A



Shape B



Are the angles of Shape B the same size as the matching angles of Shape A? | yes | no

Shape A is the _____ shape.

Shape B is the _____ shape.

Are all the sides of the smaller shape multiplied by the same number to equal the sides of the bigger shape?

Put the length of each side of the smaller shape next to its color in the chart below.

Put the length of each side of the bigger shape next to its color in the chart below.

Find what number each side of the smaller shape is multiplied by to equal the bigger shape.

	smaller shape	x	?	=	bigger shape
side		x		=	
side		x		=	
side		x		=	
side		x		=	

Are all the sides of the smaller shape multiplied by the same number to equal the sides of the bigger shape? | yes | no

Are Shape A and Shape B similar? | yes | no

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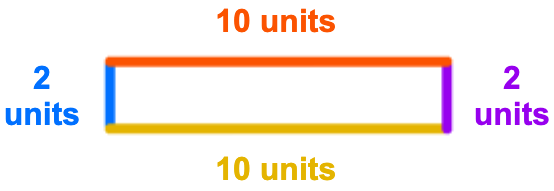
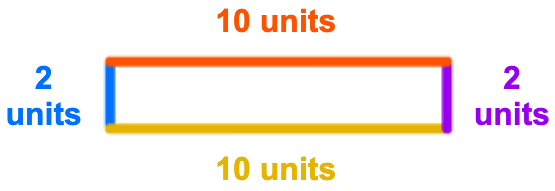
Are Shape A and Shape B Congruent?

Shape A



Shape B



Are the angles of Shape B the same size as the matching angles of Shape A?

yes

no

Are the sides of Shape B equal to the matching sides of Shape A?
Put the length of each side of Shape A next to its color in the chart below.
Put the length of each side of Shape B next to its color in the chart below.
Put an equal or not equal sign in the blank.

	Shape A	= OR ≠	Shape B
side			
side			
side			
side			

Are all of the sides of Shape B equal to the matching sides of Shape A?

yes

no

Are Shape A and Shape B congruent?

yes

no

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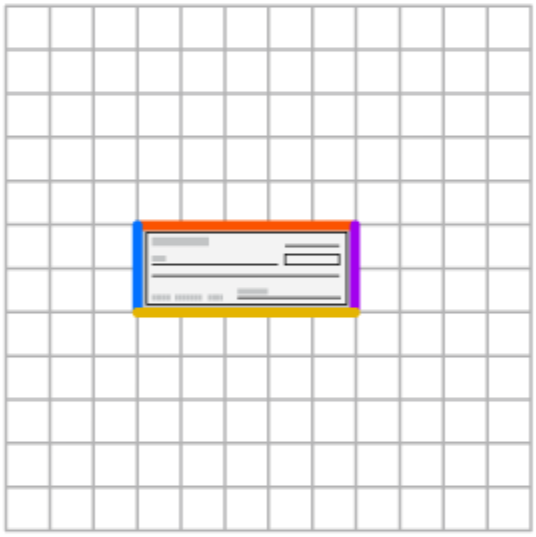
Are Shape A and Shape B Similar?

Shape A



Shape B



Are the angles of Shape B the same size as the matching angles of Shape A? | yes | no

Shape A is the _____ shape.

Shape B is the _____ shape.

Are all the sides of the smaller shape multiplied by the same number to equal the sides of the bigger shape?

Put the length of each side of the smaller shape next to its color in the chart below.

Put the length of each side of the bigger shape next to its color in the chart below.

Find what number each side of the smaller shape is multiplied by to equal the bigger shape.

	smaller shape	x	?	=	bigger shape
side		x		=	
side		x		=	
side		x		=	
side		x		=	

Are all the sides of the smaller shape multiplied by the same number to equal the sides of the bigger shape? | yes | no

Are Shape A and Shape B similar? | yes | no

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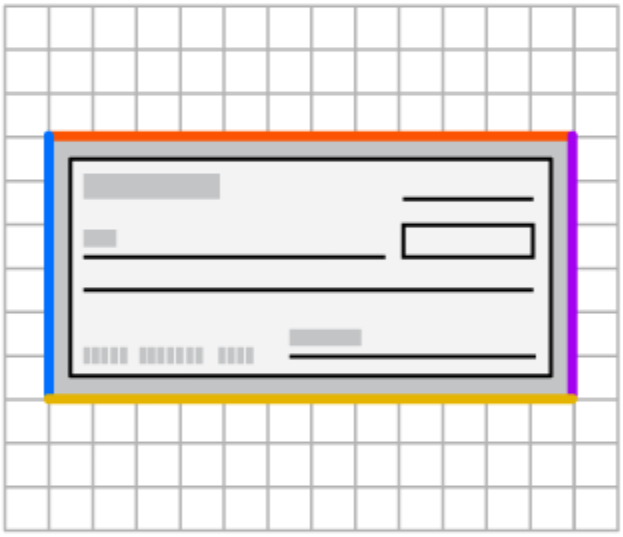
Are Shape A and Shape B Congruent?

Shape A



Shape B



Are the angles of Shape B the same size as the matching angles of Shape A?	yes	no

Are the sides of Shape B equal to the matching sides of Shape A?
Put the length of each side of Shape A next to its color in the chart below.
Put the length of each side of Shape B next to its color in the chart below.
Put an equal or not equal sign in the blank.

	Shape A	= OR ≠	Shape B
side			
side			
side			
side			

Are all of the sides of Shape B equal to the matching sides of Shape A?	yes	no

Are Shape A and Shape B congruent?	yes	no

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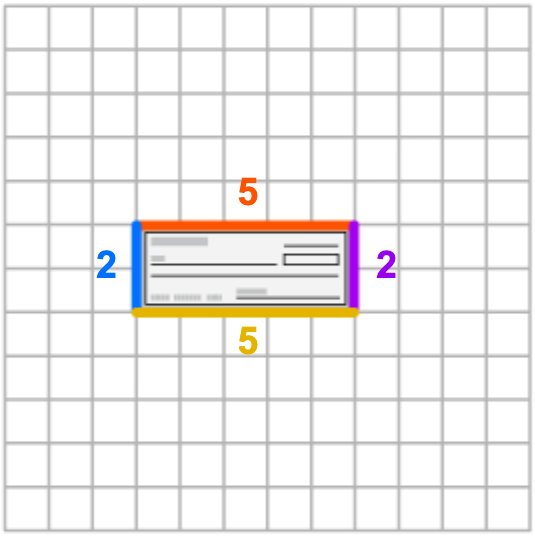
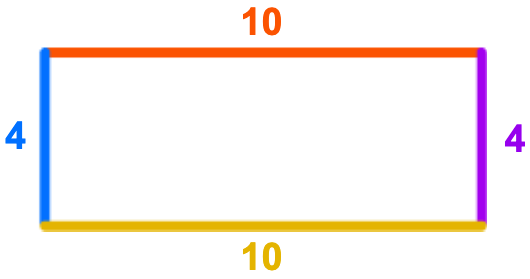
Are Shape A and Shape B Similar?

Shape A



Shape B



Are the angles of Shape B the same size as the matching angles of Shape A? ☺ yes ☹ no

Shape A is the _____ shape.

Shape B is the _____ shape.

Are all the sides of the smaller shape multiplied by the same number to equal the sides of the bigger shape?

Put the length of each side of the smaller shape next to its color in the chart below.

Put the length of each side of the bigger shape next to its color in the chart below.

Find what number each side of the smaller shape is multiplied by to equal the bigger shape.

	smaller shape	x	?	=	bigger shape
side		x	2	=	
side		x	2	=	
side		x	2	=	
side		x	2	=	

Are all the sides of the smaller shape multiplied by the same number to equal the sides of the bigger shape? ☺ yes ☹ no

Are Shape A and Shape B similar? ☺ yes ☹ no

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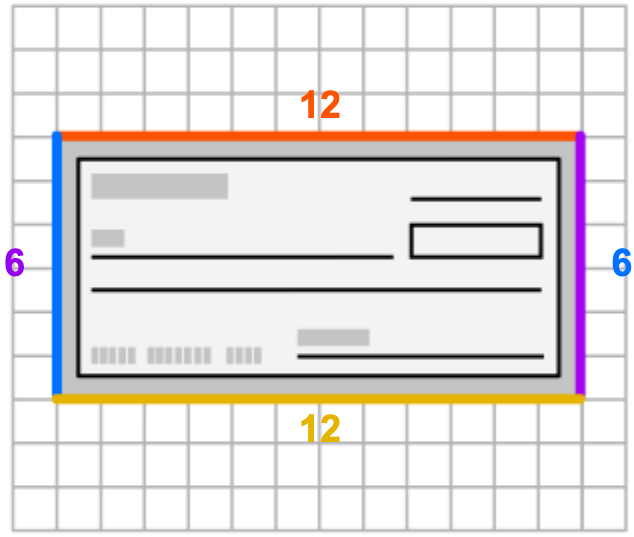
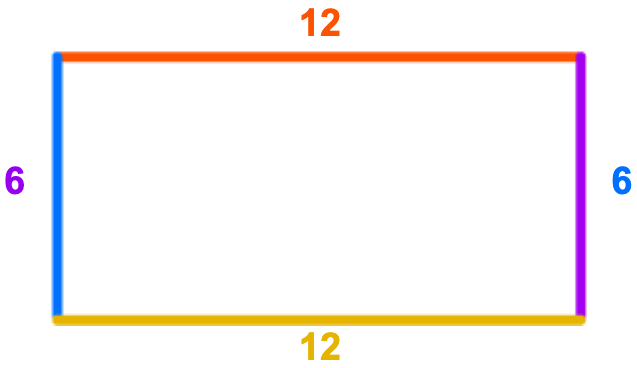
Are Shape A and Shape B Congruent?

Shape A



Shape B



Are the angles of Shape B the same size as the matching angles of Shape A?	yes	no

Are the sides of Shape B equal to the matching sides of Shape A?
Put the length of each side of Shape A next to its color in the chart below.
Put the length of each side of Shape B next to its color in the chart below.
Put an equal or not equal sign in the blank.

	Shape A	= OR ≠	Shape B
side	12		12
side	6		6
side	12		12
side	6		6

Are all of the sides of Shape B equal to the matching sides of Shape A?	yes	no

Are Shape A and Shape B congruent?	yes	no

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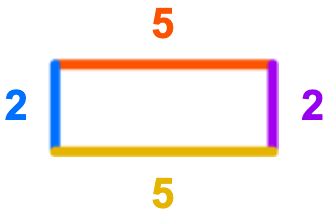
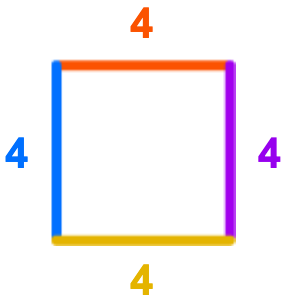
This is a check.
Which shape is congruent to the check?
Find the shape that is the same size and shape as the check.



All angles are equal to the check.

All sides are equal to the check.



All angles are equal to the check.

All sides are not equal to the check.

Which shape is congruent to the check?

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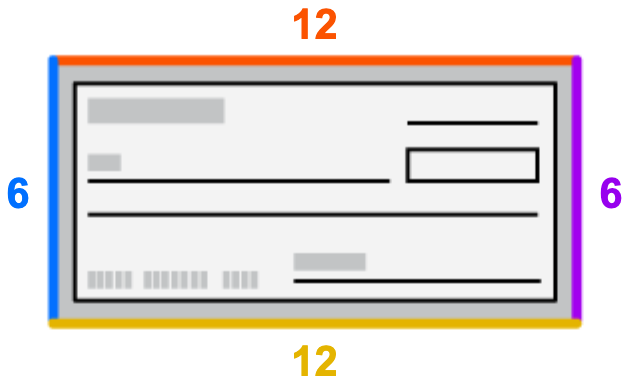
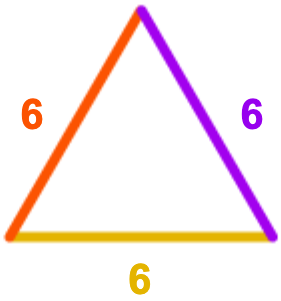
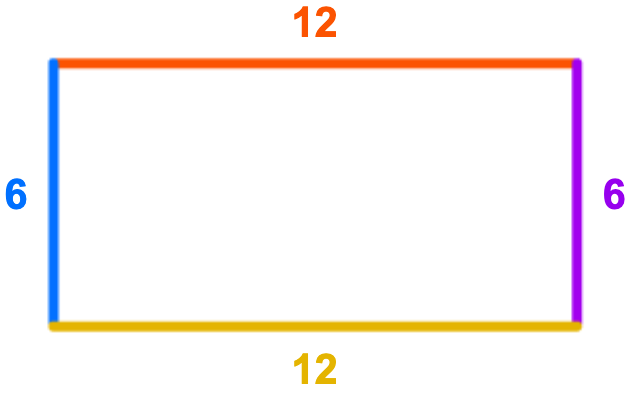


This is a check.
Which shape is congruent to the check?
Find the shape that is the same size and shape as the check.



All angles are not equal to the check.

All sides are not equal to the check.



All angles are equal to the check.

All sides are equal to the check.



Which shape is congruent to the check?

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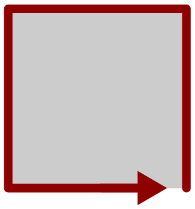
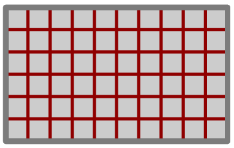
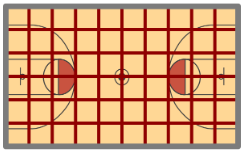
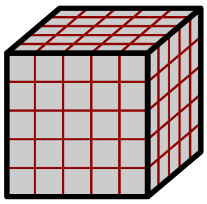
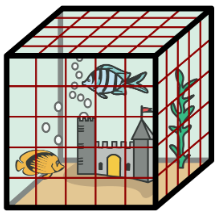
Perimeter, Area and Volume			
perimeter	• the distance around the outside of a shape • add all side lengths		
area	• the space inside of a 2-dimensional or flat shape • measured in units squared • count the unit squares inside shape		
volume	• the space inside of a 3-dimensional or solid shape • measured in units cubed • count the unit cubes that fill the shape		

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Perimeter

Find the perimeter of the car wash poster.
The perimeter is the distance around the car wash poster.

side #1 = 7 units

side #4 = 10 units



side #2 = 10 units

side #3 = 7 units

_____ units + _____ units + _____ units + _____ units = _____ units
side #1 **side #2** **side #3** **side #4**

Perimeter of the car wash poster = _____ units around.

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Perimeter

Find the perimeter of the car wash poster.
The perimeter is the distance around the car wash poster.

side #1 = 7 units

side #4 = 10 units



side #2 = 10 units

side #3 = 7 units

_____ units + _____ units + _____ units + _____ units = _____ units
side #1 side #2 side #3 side #4

Perimeter of the car wash poster = _____ units around.

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Perimeter

Find the perimeter of the car wash poster.
The perimeter is the distance around the car wash poster.

side #1 = 7 units

side #4 = 10 units



side #2 = 10 units

side #3 = 7 units

Perimeter of the car wash poster = ____ units around.

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Area

Find the area. The area is the space inside a 2-dimensional or flat shape.
Count the unit squares in the shape to find the area.



How many squares fill the car wash poster? _____

Area of the car wash poster = _____ units squared (units^2) .

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Area

Find the area of the donations sign.
The area is the space inside a 2-dimensional or flat shape.

length = 9 units

width = 8 units



_____ units x _____ units = _____ units squared (units ^{2}) .
length **width**

Area of the donations sign = _____ units squared (units ^{2}) .

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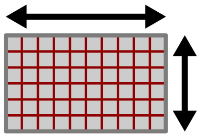
Area



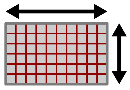
Find the area of the donations sign.
The area is the space inside a 2-dimensional or flat shape.

length = 9 units

width = 8 units



_____ units x _____ units = _____ units squared (units ^{2}) .
length width



Area of the donations sign = _____ units squared (units ^{2}) .

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Area

Find the area of the donations sign.
The area is the space inside a 2-dimensional or flat shape.

length = 9 units

width = 8 units



[ ] units x [ ] units = **72** units squared (units ^{2}) .

length width

Area of the donations sign = **72** units squared (units ^{2}) .

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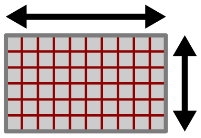
Area



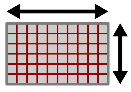
Find the area of a triangle.
First, find the area of the donations sign. Then, use the triangles to divide the donations sign. The area of each triangle is the surface, or area, inside the donations sign divided by 2.

length = 9 units

width = 8 units



_____ units x _____ units ÷ 2 = _____ units squared (units ^{2}) .
length **width**



Area of each triangle = _____ units squared (units ^{2}) .

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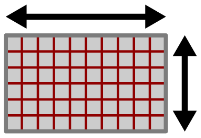
Area



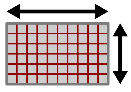
Find the area of a triangle.
First, find the area of the donations sign. Then, use the triangles to divide the donations sign. The area of each triangle is the surface, or area, inside the donations sign divided by 2.

length = 9 units

width = 8 units



_____ units x _____ units ÷ 2 = _____ units squared (units ^{2}) .
length width



Area of each triangle = _____ units squared (units ^{2}) .

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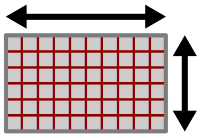
Area



Find the area of a triangle.
First, find the area of the donations sign. Then, use the triangles to divide the donations sign. The area of each triangle is the surface, or area, inside the donations sign divided by 2.

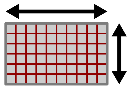
length = 9 units

width = 8 units



[ ] units x [ ] units ÷ 2 = **36** units squared (units ^{2}) .

length width



Area of each triangle = **36** units squared (units ^{2}) .

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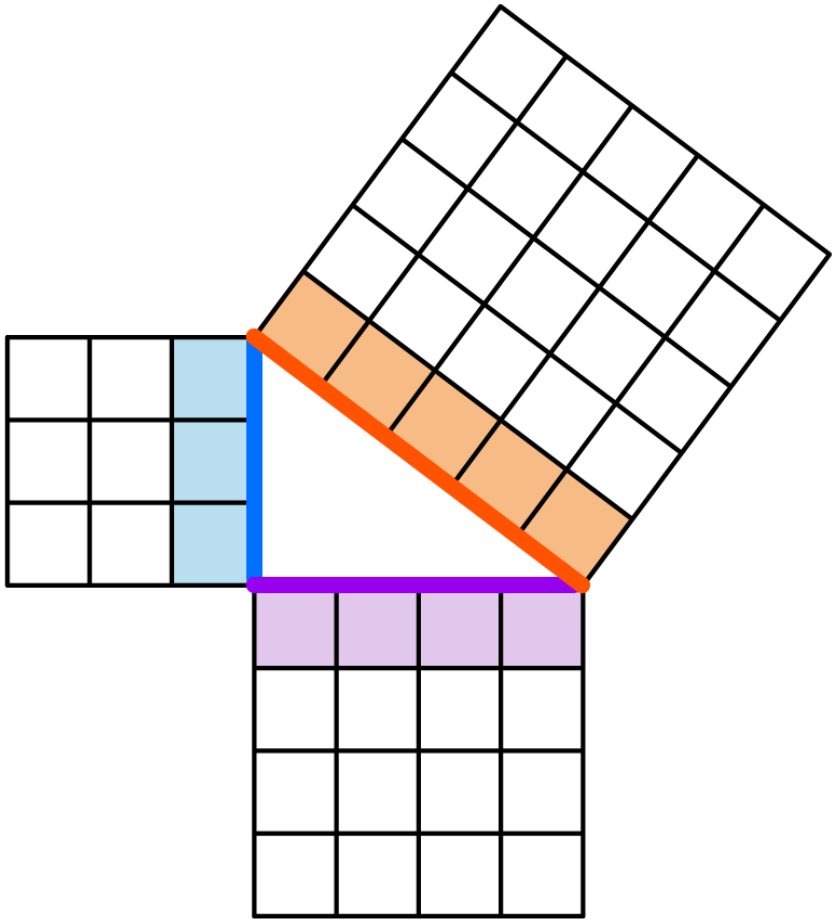

Find a^2: $\frac{\text{Leg}}{}$ x $\frac{\text{Leg}}{}$ = $\frac{a^2}{}$

Find b^2: $\frac{\text{Leg}}{}$ x $\frac{\text{Leg}}{}$ = $\frac{b^2}{}$

Find c^2: $\frac{\text{Hypotenuse}}{}$ x $\frac{\text{Hypotenuse}}{}$ = $\frac{c^2}{}$

$\frac{a^2}{}$ + $\frac{b^2}{}$ = $\frac{c^2}{}$

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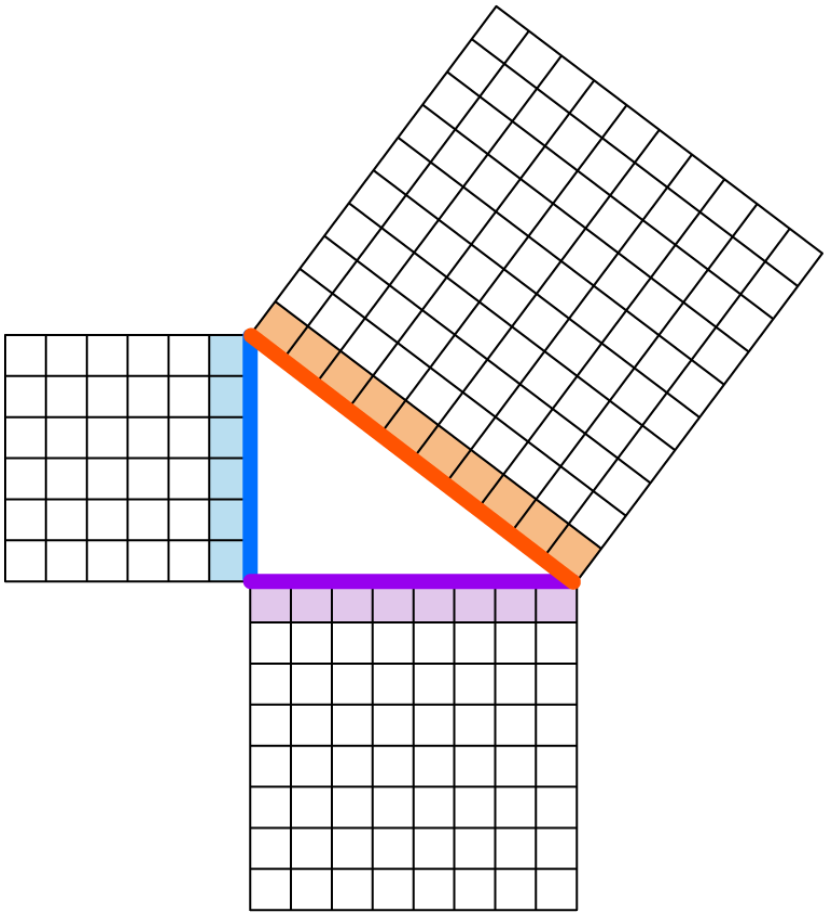

Find a^2: _____ (Leg) x _____ (Leg) = _____ (a^2)

Find b^2: _____ (Leg) x _____ (Leg) = _____ (b^2)

Find c^2: _____ (Hypotenuse) x _____ (Hypotenuse) = _____ (c^2)

_____ (a^2) + _____ (b^2) = _____ (c^2)

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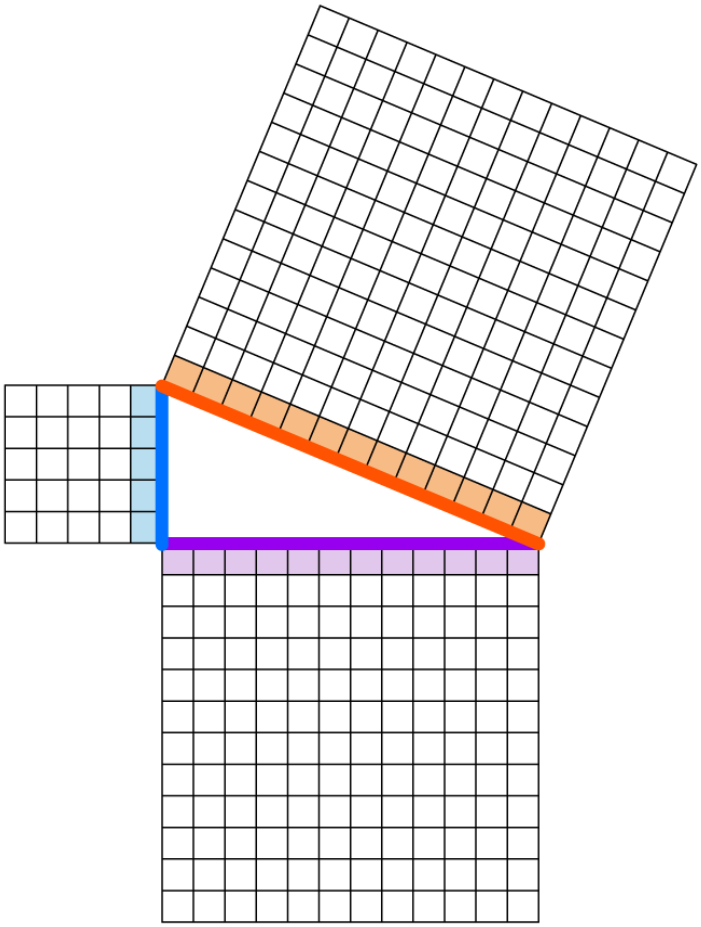

Find a^2: $\frac{\text{Leg}}{\text{Leg}} \times \frac{\text{Leg}}{\text{Leg}} = \frac{}{a^2}$

Find b^2: $\frac{\text{Leg}}{\text{Leg}} \times \frac{\text{Leg}}{\text{Leg}} = \frac{}{b^2}$

Find c^2: $\frac{\text{Hypotenuse}}{\text{Hypotenuse}} \times \frac{\text{Hypotenuse}}{\text{Hypotenuse}} = \frac{}{c^2}$

$\frac{}{a^2} + \frac{}{b^2} = \frac{}{c^2}$

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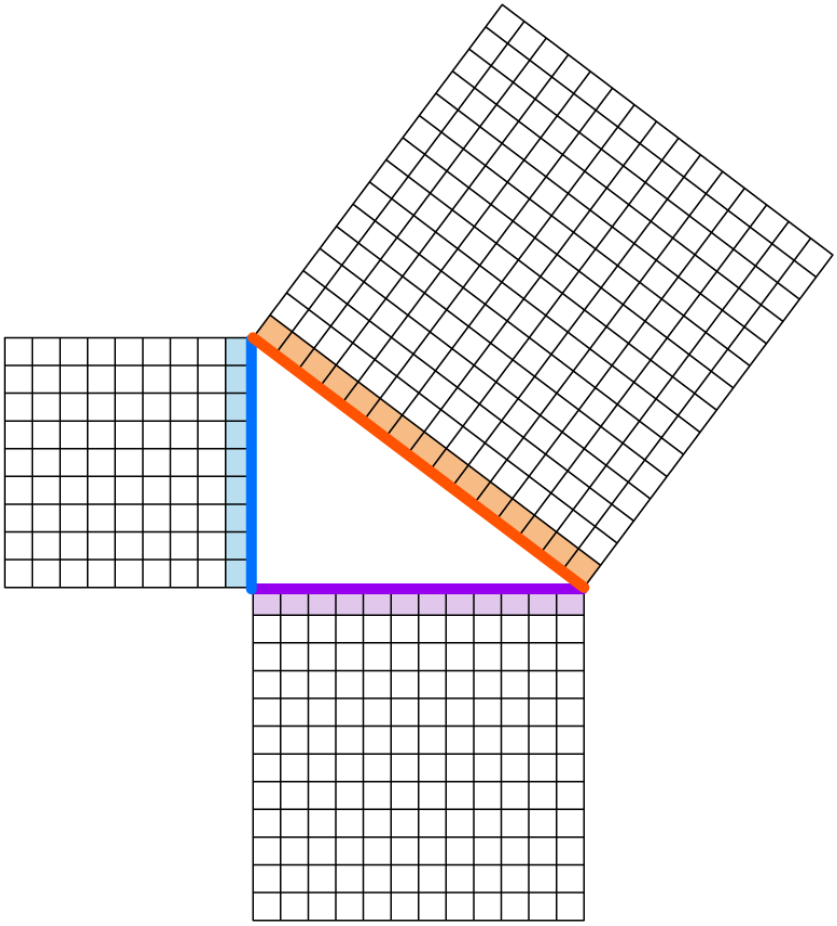

Find a^2: $\frac{\text{Leg}}{}$ x $\frac{\text{Leg}}{}$ = $\frac{a^2}{}$

Find b^2: $\frac{\text{Leg}}{}$ x $\frac{\text{Leg}}{}$ = $\frac{b^2}{}$

Find c^2: $\frac{\text{Hypotenuse}}{}$ x $\frac{\text{Hypotenuse}}{}$ = $\frac{c^2}{}$

$\frac{a^2}{}$ + $\frac{b^2}{}$ = $\frac{c^2}{}$

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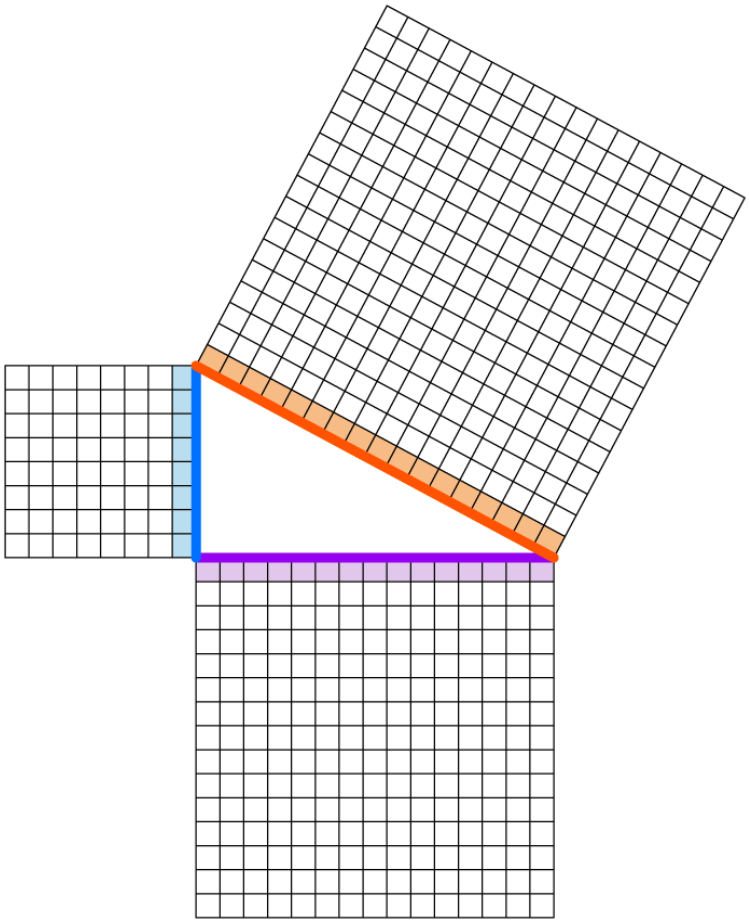

Find a^2: $\frac{\text{Leg}}{\text{Leg}} \times \frac{\text{Leg}}{\text{Leg}} = \frac{a^2}{a^2}$

Find b^2: $\frac{\text{Leg}}{\text{Leg}} \times \frac{\text{Leg}}{\text{Leg}} = \frac{b^2}{b^2}$

Find c^2: $\frac{\text{Hypotenuse}}{\text{Hypotenuse}} \times \frac{\text{Hypotenuse}}{\text{Hypotenuse}} = \frac{c^2}{c^2}$

$\frac{a^2}{a^2} + \frac{b^2}{b^2} = \frac{c^2}{c^2}$

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Measure the legs and hypotenuse of the right triangle. Put the numbers into each formula. Solve.

_____ Leg	_____ Leg	_____ Hypotenuse
_____ Leg x _____ Leg = _____ a^2	_____ Leg x _____ Leg = _____ b^2	_____ Hypotenuse x _____ Hypotenuse = _____ c^2

_____ a^2 + _____ b^2 = _____ c^2

Are the left and right sides of the equation equal to each other? yes no

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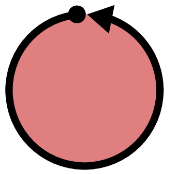
Circumference of a Circle

The distance around the circle.



1. Cut a string that measures around a circular object.
2. Lay the string out in a straight line.
3. Use a ruler to measure the string.
4. The length around the circle is the circumference.
5. Put the circumference of this circle on the chart.

Object	Circumference

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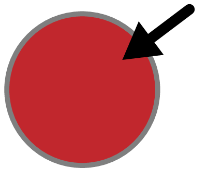
Area of a Circle

The space inside the circle.



1. Find the center of the circle.
2. Measure from the center point of the circle to a point on the circle. This is the radius.
3. Put the radius under Radius in the table in both places.
4. Use a calculator to multiply the radius by the radius by 3.14.
5. The answer is the area of the circle.
6. Put the area of this circle under Area on the chart.

Object	Radius	X	Radius	X	pi	=	Area
		X		X	3.14	=	

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Lesson 24b - Geometry
Car Wash Fundraiser

24b

Instructional Targets

Math Standards for Geometry

- ***Building Blocks to Geometry.***
  Identify and plot points on a coordinate plane.
- ***Draw, construct, and describe geometrical figures and describe the relationships between them.***
  Solve real-world problems involving scale drawings on a coordinate plane.
- ***Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.***
  Identify and plot points of a polygon on a coordinate plane.
  Determine the volume of cubes and rectangular prisms.
  Determine the two-dimensional shapes of the faces that make up a three-dimensional object.
  Apply the understanding of surface area to three-dimensional objects.
- ***Understand congruence and similarity using physical models, transparencies, or geometry software.***
  Identify if a turn (rotation), a flip (reflection), or a slide (translation) has been applied to a shape.

Differentiated Tasks

Level 3 Students will...

- Identify and plot points in a coordinate plane.
- Find the scale of geometric figures or the length of a side using a scale in real-world situations.
- Identify and plot points that form a polygon in a coordinate plane (rectangle, square, triangle and rhombus).
- Use a model or formula to find the volume of cubes and rectangular prisms.
- Identify and describe the two-dimensional shapes that make up three-dimensional objects.
- Find the surface area of three-dimensional objects.
- Identify if a shape has been turned, flipped or slid.

Level 2 Students will...

- Locate and plot points in a coordinate plane, with support.
- Find the scale of geometric figures or the length of a side using a scale in real-world situations, with support.
- Locate and plot points of a polygon in a coordinate plane, with support.
- Use a model to find the volume of a cube or rectangular prism.
- Identify the two-dimensional shapes that make up a three-dimensional object, with support.
- Use a net and/or unit squares to find the surface area of three-dimensional objects, with support.
- Identify if a shape has been turned, flipped or slid, with support.

Level 1 Students will...

- Select a point on a graph through an active participation response.
- Identify the change in a figure by selecting larger, smaller or same.
- Select a point of a polygon on a graph through an active participation response.
- Count unit squares on a model to find the volume of a cube or rectangular prism using an active participation response.
- Select a face of a three-dimensional object from a single or errorless choice.
- Count unit squares on a net of a three- dimensional object to find the surface area using an active response (e.g., voice output device, eye gaze board).
- Select a turn, flip or slide from a single or errorless choice.

Topic Connection

Throughout this unit, students are exploring money, budgeting and banking services. Sometimes people use fundraisers to earn money for charities. In this lesson, students will be working with the objects they may encounter when organizing a car wash fundraiser.

Topic Words

earn money*

Math Words

area	edge	height	plot	scale	turn
circle	equal	length	point	slide	unit
cone	face	map	prism	square	volume
cylinder	flip	net	rectangle	surface area	width

* Power Words

Benchmark Assessments

- Basic Math, Math: Shapes

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3
Instructional Activities	3D Shapes, Surface Area and Volume	Coordinate Planes	Transformations and Scale Drawings
ULS Materials and Resources	**Geometry Charts 8, 9** **Nets and Faces** **Surface Area** **Finding Volume** **Fill-In Cards**	**Geometry Chart 10** **Plotting Map** **Plotting on a Map 1, 2, 3** **Polygon on a Coordinate Plane** **Fill-In Cards**	**Geometry Charts 10, 11** **Identifying Transformations** **Scale Drawing 1, 2** **Coordinate Plane** **Manipulatives**
	Math Pack / Shapes **Math Pack / Nets** **Instructional Guides: Mathematics** **L³ Skills: Math Skills**		
Additional Materials	**Ruler** **Measuring Tape**		

See how these activities fit into the **Suggested Monthly Plan**.

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Instructional Targets

Math Standards for Geometry

- ***Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.***

  Determine the volume of cubes and rectangular prisms.
  Determine the two-dimensional shapes of the faces that make up a three-dimensional object.
  Apply the understanding of surface area to three-dimensional objects.

Instructional Routine

? or

Introduce

- Introduce the activity with a focus question about 3-D shapes using real-world objects. For example, show the students a 2-D and 3-D shape and ask, "Which object is a 3-dimensional or solid shape?" Discuss students' responses.
- Display Geometry Chart 9. Discuss the nets and faces of common 3-D figures. Consider using 3-D objects in the classroom and the printable nets in the Math Pack: Nets to help students visualize the faces and 2-D shapes that make up the object.
- Tell students that today they will explore 3-D figures by identifying their faces, finding their total surface area and volume. Say, "Today, your job is to identify faces and nets and find the surface area and volume of solid objects."
- Review the learning goal with students: **I will identify faces and nets of solid figures.**
  I will find the surface area and volume of solid objects.

Model

While modeling the scenarios below, it may be helpful to have a tangible manipulative for students to visualize concepts and practice with, such as stackable counting cubes and printed nets.

- Display the Nets and Faces page. Refer to Geometry Chart 9 as you model how to select the net that fits the object. Then place the net in the box, and answer the questions about the shapes of the faces. For example, count the faces on the net picture and say, "There are 2 circle faces and 1 rectangle face. I think this is a cylinder, but just to make sure I will check on the geometry chart. Yes, the cylinder has 2 circle faces and 1 rectangle face."
- Display the first Surface Area page. Model how to find the surface area of the shape on the page. Tell students that the surface area of a 3-D shape is the area of all of the faces of the shape added together. On the first page, model how to find the surface area of a cube by finding the area of one face and adding it six times. For example, say, "The area of one square face is 16 units squared. There are six square faces in a cube. So, 16+16+16+16+16+16 = 96 units squared." Display the next Surface Area page and model how to find the surface area of the rectangular prism by finding the area of each rectangle face and adding them together.
- Display the Finding Volume page and Geometry Chart 8. Use Geometry Chart 8 to discuss the meaning of volume. Model how to find the volume of the object on the page by counting and by using the formula. Comment aloud as you model. For example, say, "Volume is the number of units it takes to fill the inside of a 3-D shape. I need to count the cubes in this shape." Model counting the cubes row by row, layer by layer. Then model using a formula to find the volume by completing the steps in the chart on the page.

Provide Practice

Provide students with the appropriate Geometry pages, Geometry Charts 8, 9 and Math Supports as needed.

Level 3: Have the student complete the activities to independently identify and describe the two-dimensional shapes that make up three-dimensional objects and use a model or formula to find the volume and surface area of a cube or rectangular prism.
Level 2: With support, have the student complete the activities to identify the two-dimensional shapes that make up a three-dimensional object and use a model to find the volume and surface area of a cube or rectangular prism.
Level 1: Have the student count unit squares on a model to find the volume and surface area of a cube or rectangular prism using an active participation response and select a face of a three-dimensional object from a single or errorless choice.

Review

- Review the learning goal by discussing students' answers to each scenario. Have students describe the difference between 3-D and the 2-D shapes that make up the net of the 3-D shape. Discuss the difference between surface area and volume and model the concepts using real life objects.
- Use Geometry Chart 9 to review the shape nets and faces regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.

Check Understanding

Level 3: Can the student independently identify and describe the two-dimensional shapes that make up three-dimensional objects? Can the student use a model or formula to find the volume and surface area of a cube or rectangular prism?
Level 2: Can the student identify the two-dimensional shapes that make up a three-dimensional object with support? Can the student use a model to find the volume and surface area of a cube or rectangular prism with support?
Level 1: Can the student count unit squares on a model to find the volume and surface area of a cube or rectangular prism using an active participation response?
Can the student select a face of a three-dimensional object from a single or errorless choice?

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Instructional Targets

Math Standards for Geometry

- ***Building Blocks to Geometry.*** Identify and plot points on a coordinate plane.
- ***Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.*** Identify and plot points of a polygon on a coordinate plane.

Instructional Routine

or

Introduce	• Introduce the activity by asking a focus question about maps or coordinate planes. For example, display the Plotting Map page and ask, "What can we use to find the location of something on this map—letters or numbers?" Discuss students' responses. Explain that the numbers on the horizontal line and the vertical line help to explain the location of a place on the map. • Display Geometry Chart 10. Discuss the information provided on the chart. Explain that the coordinate points are numbers used to locate places on a map or coordinate plane. After, have students point to different features of the chart. For example, say, "Show me the x-axis. Show me the y-axis. Show me where the two axes cross." • Tell students they are going to identify and plot points on a coordinate plane on a map of Ryan's community. For example, say, "You will be looking at a map of Ryan's community. Your job is to use numbers to find places on the map and plot points on the map where the places are located." • Review the student learning goal: **I will identify and plot points on a coordinate plane.**
Model	• Display the Map of Ryan's Community. Discuss locations on the map. Point out that the points on the map indicate exactly where the places are on the map. Next, point out the numbers on the x-axis and y-axis of the map. Tell students that you will now find the location of the dollar store. Using your finger or other visual aid, demonstrate finding the numbered location by starting at the point and then moving outward on the line until you reach the number on the axis. Then say, "The dollar store is located at -5, 3." Next, model finding the location by starting with the numbers on the axis. • Display Plotting On a Map 1. Read the scenario. Tell students that you will now find the first location. Point to the first number in the parenthesis and tell students that the first number is always the number of spaces you move away from 0 on the x-axis. Using your finger or other visual aid, demonstrate finding the numbered location by starting at the point of origin and then moving outward on the x-axis until you reach the number. Then do the same with the number for the y-axis. • Display Plotting On a Map 2 and review the map on the page. Explain that this is the same map, but the pins and titles have been removed. Review how to use the numbers to find locations on the map. Read one of the scenarios. Demonstrate how to drag or draw the points to plot them on the map. • Display Plotting On a Map 3. Explain that this is the same map, but the coordinate points are the vertices for a shape that can be formed when connecting the points. Read one of the scenarios. Demonstrate how to choose the correct shape and draw or drag the shape onto the map so that each vertex aligns to a point on the map. Then model how to locate and fill in the coordinates. • Display Polygon On a Coordinate Plane. Review the parts of the coordinate plane. Discuss the shape on the plane. Model how to locate and fill in the coordinates for each vertex.
Provide Practice	***Provide students with the appropriate Geometry pages, Geometry Chart 10 and Math Supports as needed.*** **Level 3:** Have the student complete the activities to independently identify and plot points in a coordinate plane. **Level 2:** Have the student complete the activities to locate and plot points in a coordinate plane, with support. **Level 1:** Have the student select a point on a coordinate plane through an active participation response.
Review	• Review the learning goal by discussing students' answer to each scenario. Discuss other places students may see coordinate planes in the real-world, such as maps, game boards, etc.

Check Understanding

- **Level 3:** Can the student independently identify and plot points in a coordinate plane?
- **Level 2:** With support, can the student locate and plot points in a coordinate plane?
- **Level 1:** Using his or her response mode, can the student select a point on a plane?

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Instructional Targets

Math Standards for Geometry

- ***Understand congruence and similarity using physical models, transparencies, or geometry software.***
  Identify if a turn (rotation), a flip (reflection), or a slide (translation) has been applied to a shape.
- ***Draw, construct, and describe geometrical figures and describe the relationships between them.***
  Solve real-world problems involving scale drawings on a coordinate plane.

Instructional Routine

? or

Introduce

- Introduce the activity with a focus question about transformations or scale drawings. For example, slide a book on top of a desk and ask, "What happened to the book— it slid, it flipped or it turned?" Discuss students' responses. Tell students that the size and shape of the book did not change. The only thing that changed was the position of the book.
- Display and read Geometry Chart 11. Review the types of transformations and use the book to model flipping and turning, pointing out that the book is still the same shape and size after each movement, but note the position and how the book looks after each movement. Then ask students to physically perform one of the movements. For example, slide across the floor, flip vertically along a line on a wall from back against the wall to facing the wall and turn with their legs slightly apart, keeping one foot in the same place. Talk about the body positions before and after each movement.
- Tell students that slides, flips and turns do not change the size or shape of an object; however, objects can change size. Explain that scale drawings are one way to show an object that has changed size, but not shape. Then tell students that they will be identifying transformations and finding the scale of drawings. Say, "Today, your job is to identify how objects moved and describe scale drawings."
- Review the learning goal with students: **I will identify how objects moved and describe scale drawings.**

Model

- Display and read aloud an Identifying Transformations page. Point out the colored vertices and reference Geometry Charts 10 and 11 as needed as you think aloud to model figuring out which transformation was made. For example, say, "I see that Randy moved a parallelogram. The line segment connecting the purple point to the orange point of the first parallelogram is on the line at 9 on the y-axis. On the second parallelogram, that line is at 3 on the y-axis. It looks like the parallelogram flipped over the line at 6 on the y-axis." Continue modeling how to select the answer on the page.
- Display a Scale Drawing 1 page. Explain scale and its use. Tell students that when a picture on a page is copied on a copy machine, the original picture can be made bigger or smaller, but the shape of the picture does not change. When the picture is made bigger, the sides of the picture are multiplied by the same number to get the size of the bigger picture. When the picture is made smaller, the sides of the picture are divided by the same number to get the size of the smaller picture. This number is the scale or the number that the picture changed by.
- Read the scenario and model how to find the scale. For example, say, "Danielle has made a copy of a picture of a car. I need to find the length of the blue side of the original picture and the length of the blue side of the copy and write them here in the chart. I will count the squares to find the lengths. The original picture's side length is 6 and the copy's side length is 18. Since the copy is bigger, I need to pick multiply. Since 6 x 3 = 18, the scale is 3." Continue modeling how to select the answer on the page.
- Display a Scale Drawing 2 page. Read the scenario and model how to find the missing side using the model of Scale Drawing 1 as an example.

Provide Practice

Provide students with the appropriate Geometry pages, Geometry Charts 10, 11 and Math Supports as needed.

Level 3: Have the student complete the activities to independently identify if a shape has been turned, flipped or slid and find the scale of geometric figures or the length of a side using a scale in real-world situations.
Level 2: With support, have the student complete the activities to identify if a shape has been turned, flipped or slid and find the scale of geometric figures or the length of a side using a scale in real-world situations.
Level 1: Have the student select a turn, flip or slide from a single option and identify the change in a figure by selecting larger, smaller or same from an errorless choice.

Review

- Revisit the learning goal by reviewing slides, flips, turns and scale drawings. Print the Coordinate Plane and manipulatives and have students use these to create slides, flips and turns.
- Use Geometry Chart 11 to review the math words regularly. Each row can be cut out and used to make a foldable for each student and/or cut apart and used as a matching activity. Create a classroom math word wall, adding each word and its picture as it is introduced. Review the wall regularly and reference it during instruction.

Check Understanding

Level 3: Can the student independently identify if a shape has been turned, flipped or slid? Can the student find the scale of geometric figures or the length of a side using a scale in real-world situations?
Level 2: With support, can the student identify if a shape has been turned, flipped or slid? Can the student find the scale of geometric figures or the length of a side using a scale in real-world situations, with support?
Level 1: Can the student select a turn, flip or slide from a single option? Can the student identify the change in a figure by selecting larger, smaller or same from an errorless choice?

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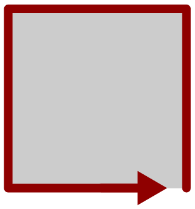
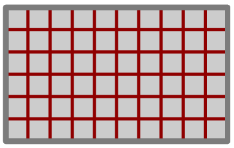
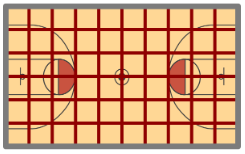
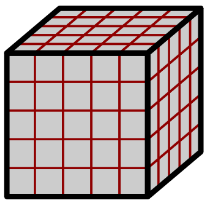
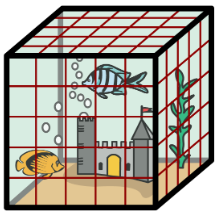
Perimeter, Area and Volume			
perimeter	• the distance around the outside of a shape • add all side lengths		
area	• the space inside of a 2-dimensional or flat shape • measured in units squared • count the unit squares inside shape		
volume	• the space inside of a 3-dimensional or solid shape • measured in units cubed • count the unit cubes that fill the shape		

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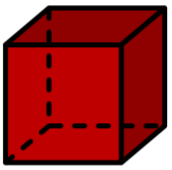
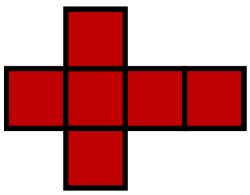
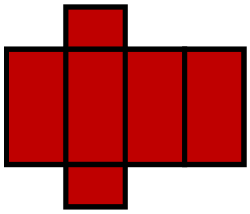
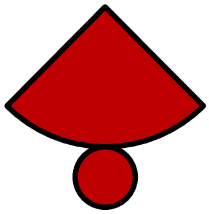
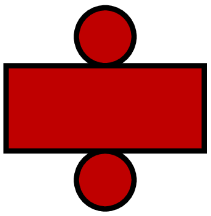
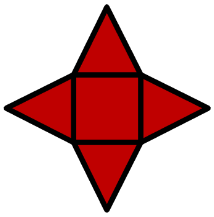
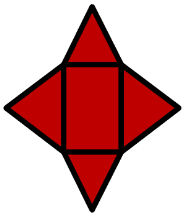
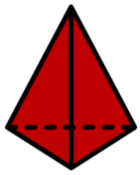
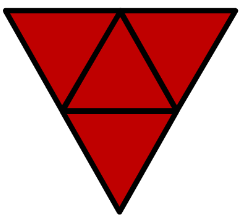
Nets of 3-D Shapes

cube 		• 6 square faces
rectangular prism 		• 6 rectangle faces
cone 		• 1 sector face • 1 circle face
cylinder 		• 2 circle faces • 1 rectangle face
square pyramid 		• 1 square face • 4 triangle faces
retangular pyramid 		• 1 rectangle face • 4 triangle faces
triangular pyramid 		• 4 triangle faces

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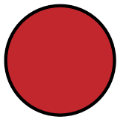
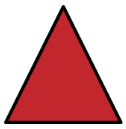
Choose the net that makes up the shape.



How many of each type of face make up the money jar?



Number of circle faces:



Number of triangle faces:



Number of sector faces:



Number of square faces:



Number of rectangle faces:

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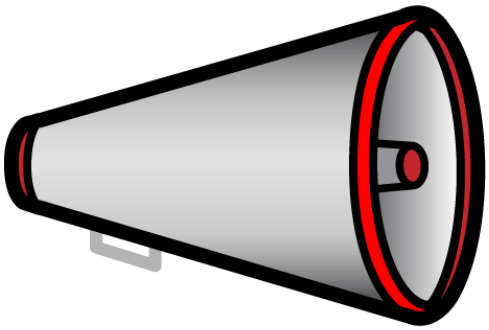
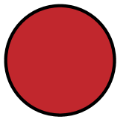
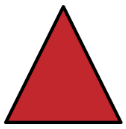
Choose the net that makes up the shape.



How many of each type of face make up the megaphone?



Number of circle faces:



Number of triangle faces:



Number of sector faces:



Number of square faces:



Number of rectangle faces:

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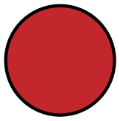
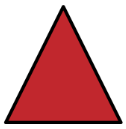
Choose the net that makes up the shape.



How many of each type of face make up the money jar?



Number of circle faces:



Number of triangle faces:



Number of sector faces:



Number of square faces:



Number of rectangle faces:

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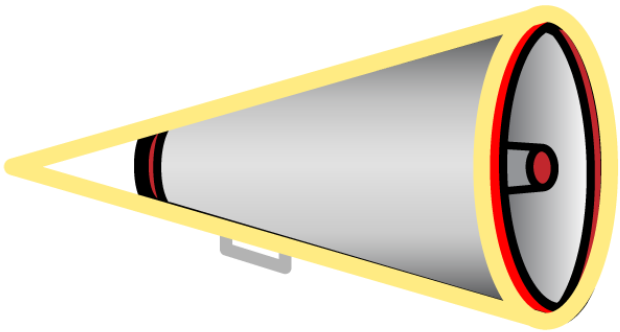
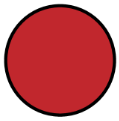
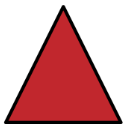
Choose the net that makes up the shape.



How many of each type of face make up the megaphone?



Number of circle faces:



Number of triangle faces:



Number of sector faces:



Number of square faces:



Number of rectangle faces:

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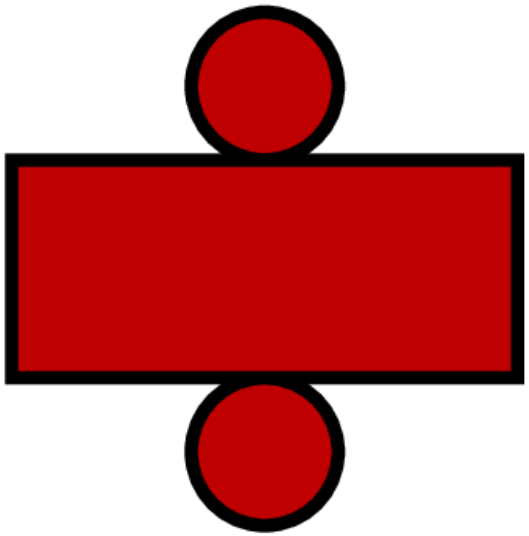
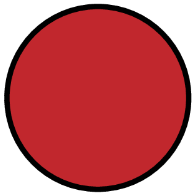
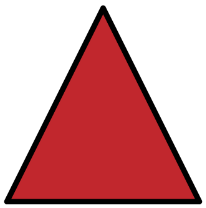
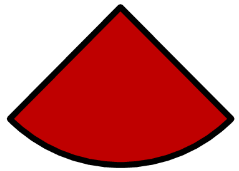
This is a money jar.	These are the flat shapes that make up the money jar.
	

Choose a flat shape that is in the money jar.

circle	square	rectangle	triangle	sector
				

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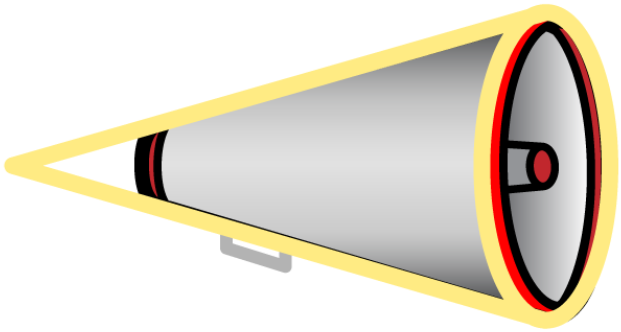
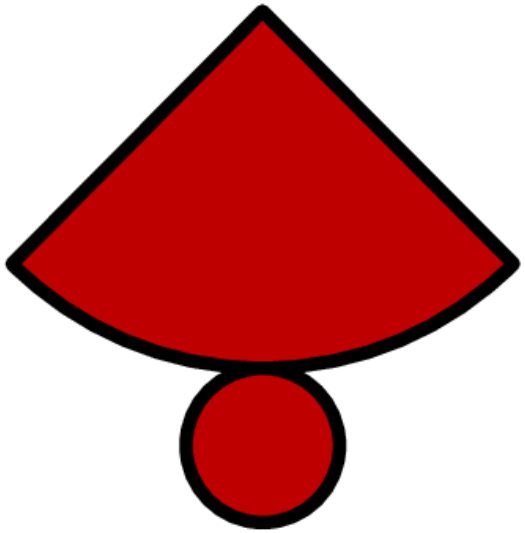
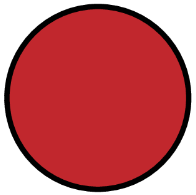
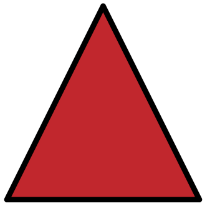
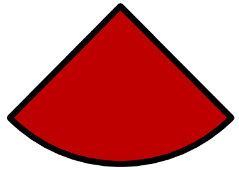
This is a megaphone.	These are the flat shapes that make up the megaphone.
	

Choose a flat shape that is in the megaphone.

circle	square	rectangle	triangle	sector
				

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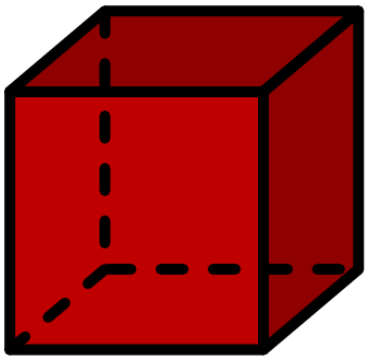
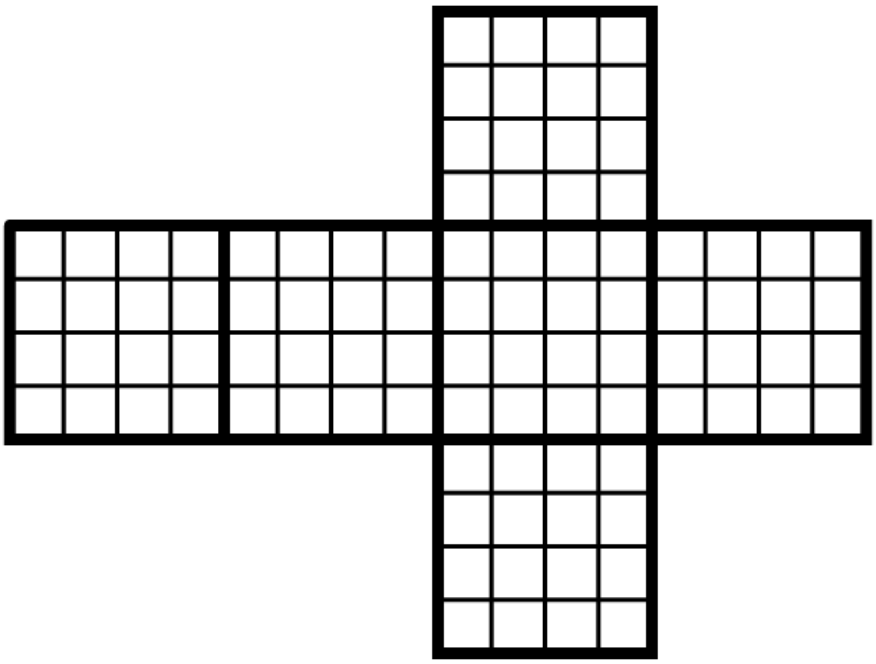
Surface Area

Find the surface area of the cube.
The surface area is the total area of all the faces of a 3-dimensional shape.





Find the area of one cube face.

_____ units long x _____ units wide = _____ units squared

There are 6 cube faces. Add the area of 1 cube face 6 times.

_____ + _____ + _____ + _____ + _____ + _____ = _____ units squared

The surface area of the cube is _____ units squared.

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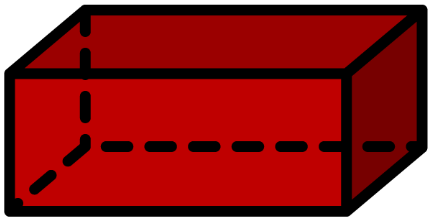
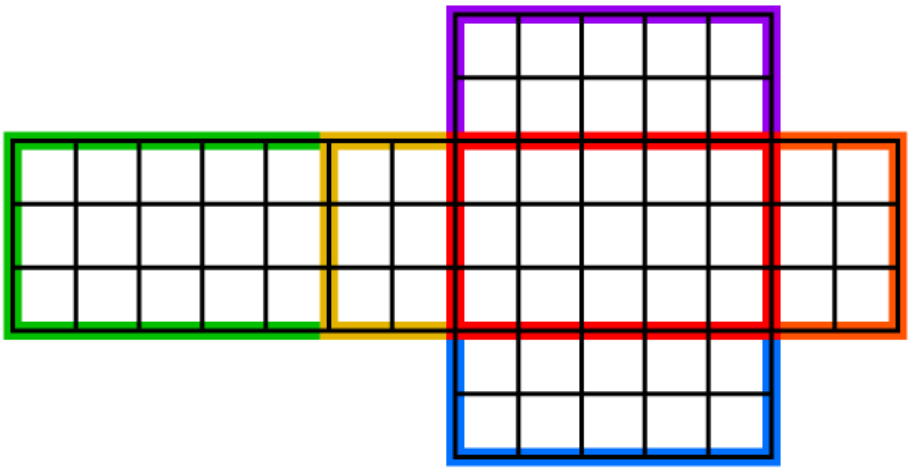
Surface Area

Find the surface area of the rectangular prism. The surface area is the total area of all the faces of a 3-dimensional shape.





Find the area of the purple rectangle.

_____ units long x _____ units wide = _____ units squared

Find the area of the green rectangle.

_____ units long x _____ units wide = _____ units squared

Find the area of the yellow rectangle.

_____ units long x _____ units wide = _____ units squared

Find the area of the red rectangle.

_____ units long x _____ units wide = _____ units squared

Find the area of the orange rectangle.

_____ units long x _____ units wide = _____ units squared

Find the area of the blue rectangle.

_____ units long x _____ units wide = _____ units squared

Add the area of the rectangle faces.

_____ + _____ + _____ + _____ + _____ + _____ = _____ units squared

The surface area of the rectangular prism is _____ squared units.

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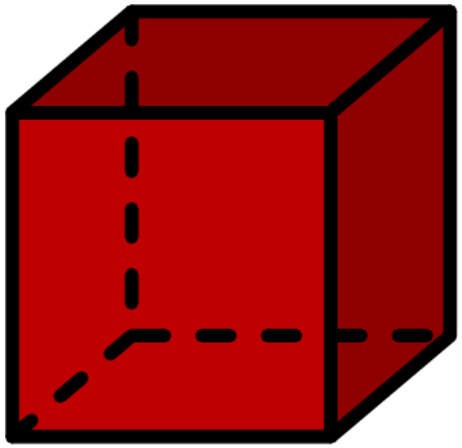
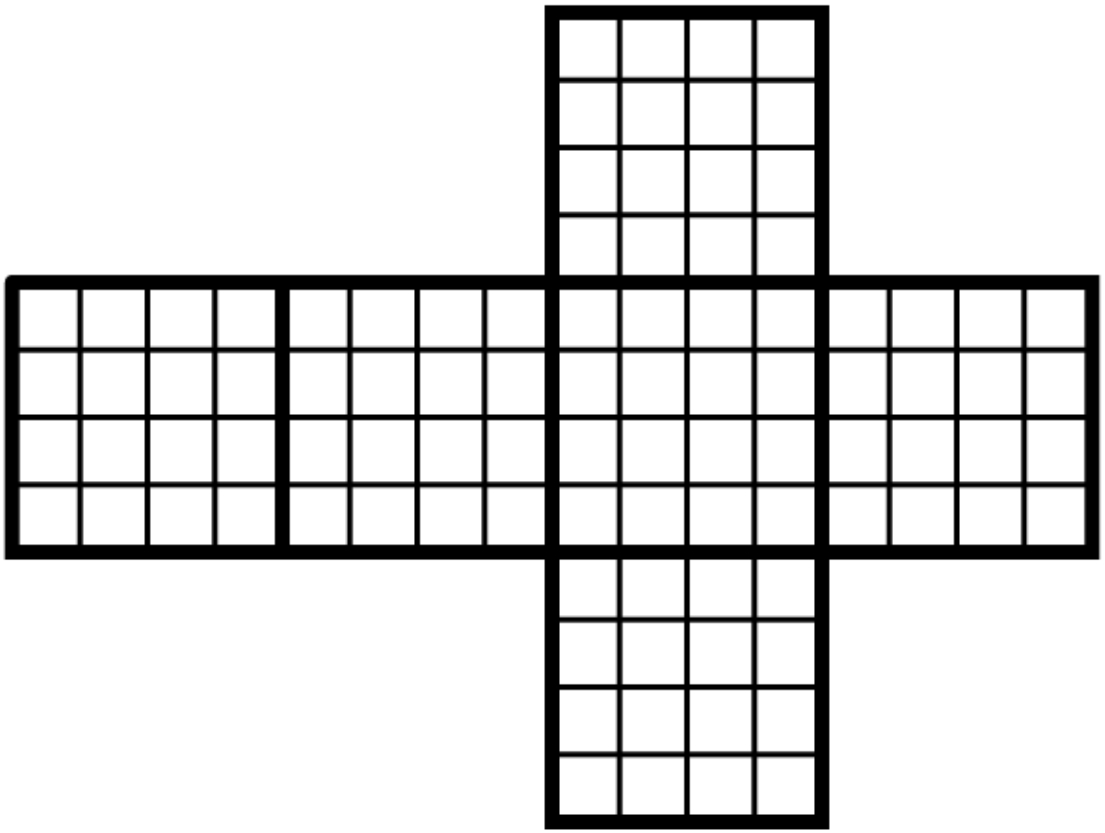
Surface Area

Find the surface area of the cube.
The surface area is the total area of all the faces of a 3-dimensional shape.





Count the unit squares on the net.

The surface area of the cube is _____ units squared.

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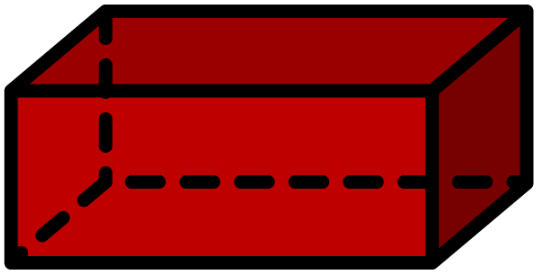
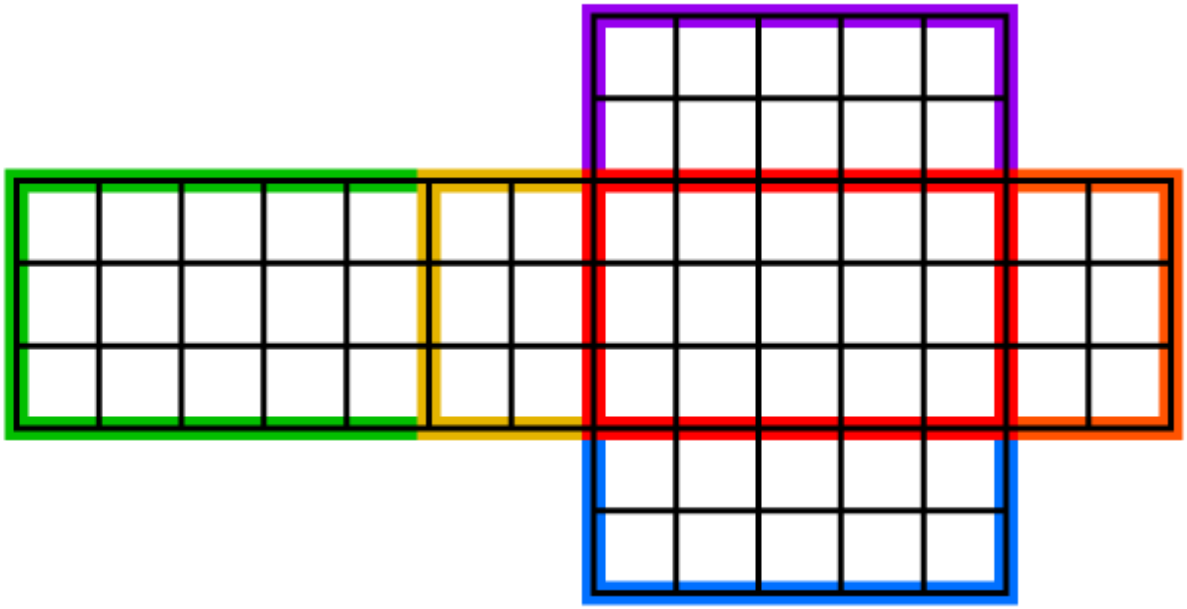
Surface Area

Find the surface area of the rectangular prism. The surface area is the total area of all the faces of a 3-dimensional shape.





Count the unit squares on the net.

The surface area of the rectangular prism is _____ units squared.

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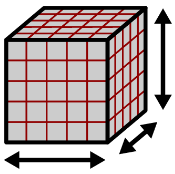
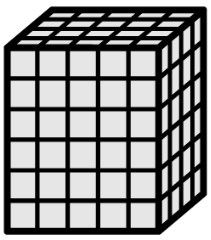
Volume



What is the volume of this solid shape?

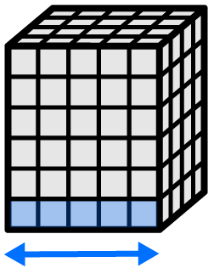


1. How many units long is the bottom row?

   _____

   This is the length of the shape.

   The length is _____ units.

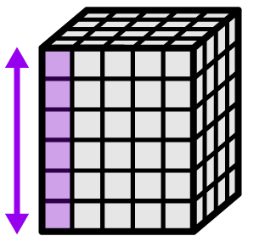


2. How many units long is the first column?

   _____

   This is the height of the shape.

   The height is _____ units.

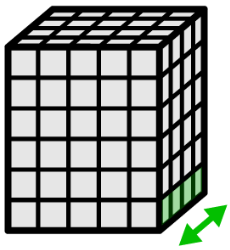


3. How many units long is the side bottom row?

   _____

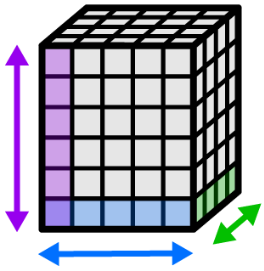
   This is the width of the shape.

   The width is _____ units.



4. Multiply the length times the height times the width.

length	x	height	x	width	=	volume
_____	x	_____	x	_____	=	_____



The length times the height times the width is _____ .



So, the volume of this solid shape is _____ units cubed.

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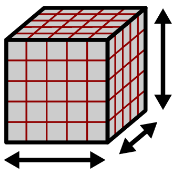
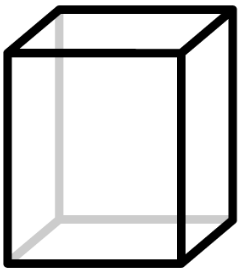
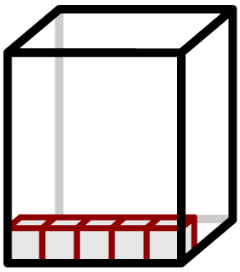
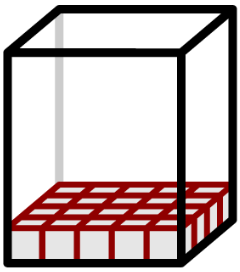
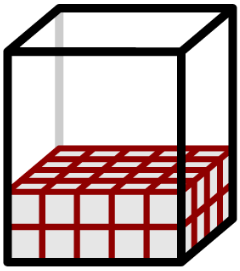
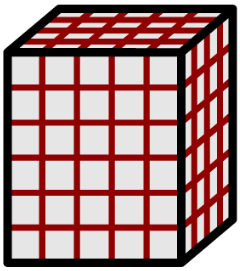
Volume



How many cubes does it take to fill this solid shape?



1. Make the first bottom row of cubes. How many cubes are in the shape now? _____ Is the shape full? yes no If yes, this is the volume. If no, go to the next question.	
2. Make the other bottom rows of cubes. How many cubes are in the shape now? _____ Is the shape full? yes no If yes, this is the volume. If no, go to the next question.	
3. Make the second layer of cubes. How many cubes are in the shape now? _____ Is the shape full? yes no If yes, this is the volume. If no, go to the next question.	
4. Make the other layers of cubes until the shape is full. How many cubes are in the shape now? _____	

It takes _____ cubes to fill up this solid shape.



So, the volume of this solid shape is _____ units cubed.

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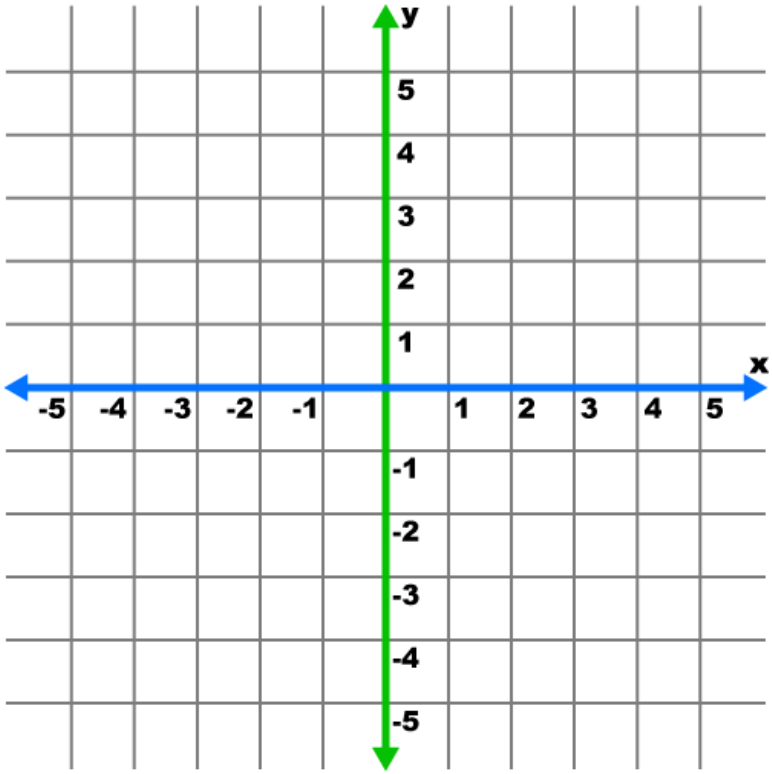
Coordinate Plane



- A **coordinate plane** has two perpendicular lines called axes.
- The **x-axis** is a horizontal line that runs left and right.
- The **y-axis** is a vertical line that runs up and down.

- Each axis has numbers on it.
- The numbers are used to locate points on the plane.
- Each point has a number from the x and y axes called an **ordered pair** (x , y).
- The number from the x-axis is always listed 1st in the pair.
- The number from the y-axis is always listed 2nd in the pair.
- The **point of origin** is where both lines intersect (0, 0); 0 on the x-axis and 0 on the y-axis.

- To the right of 0, the numbers on the x-axis are positive numbers.
- To the left of 0, the numbers on the x-axis are negative numbers.
- Up from 0, the numbers on the y-axis are positive numbers.
- Down from 0, the numbers on the y-axis are negative numbers.

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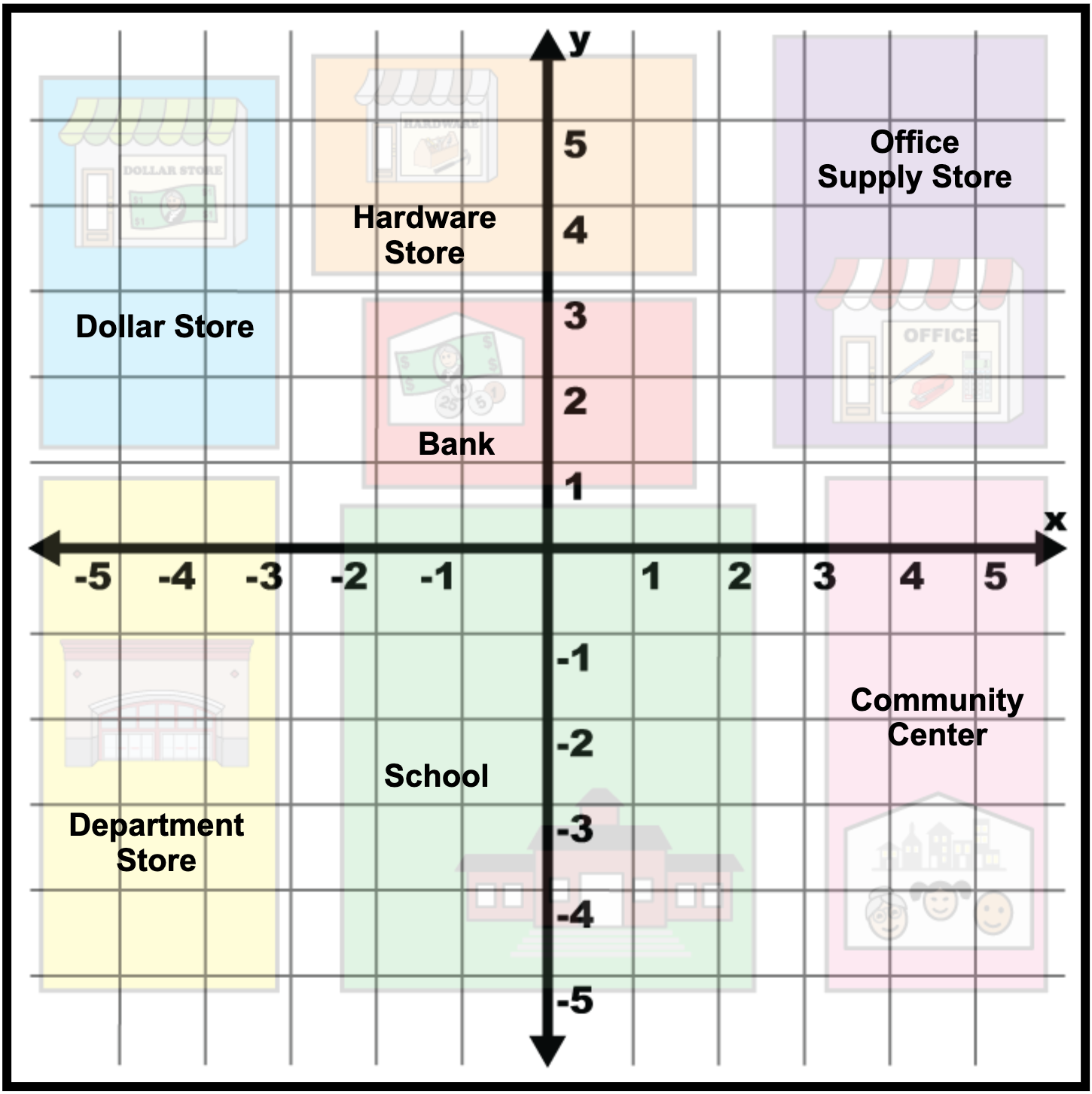
Map of Ryan's Community



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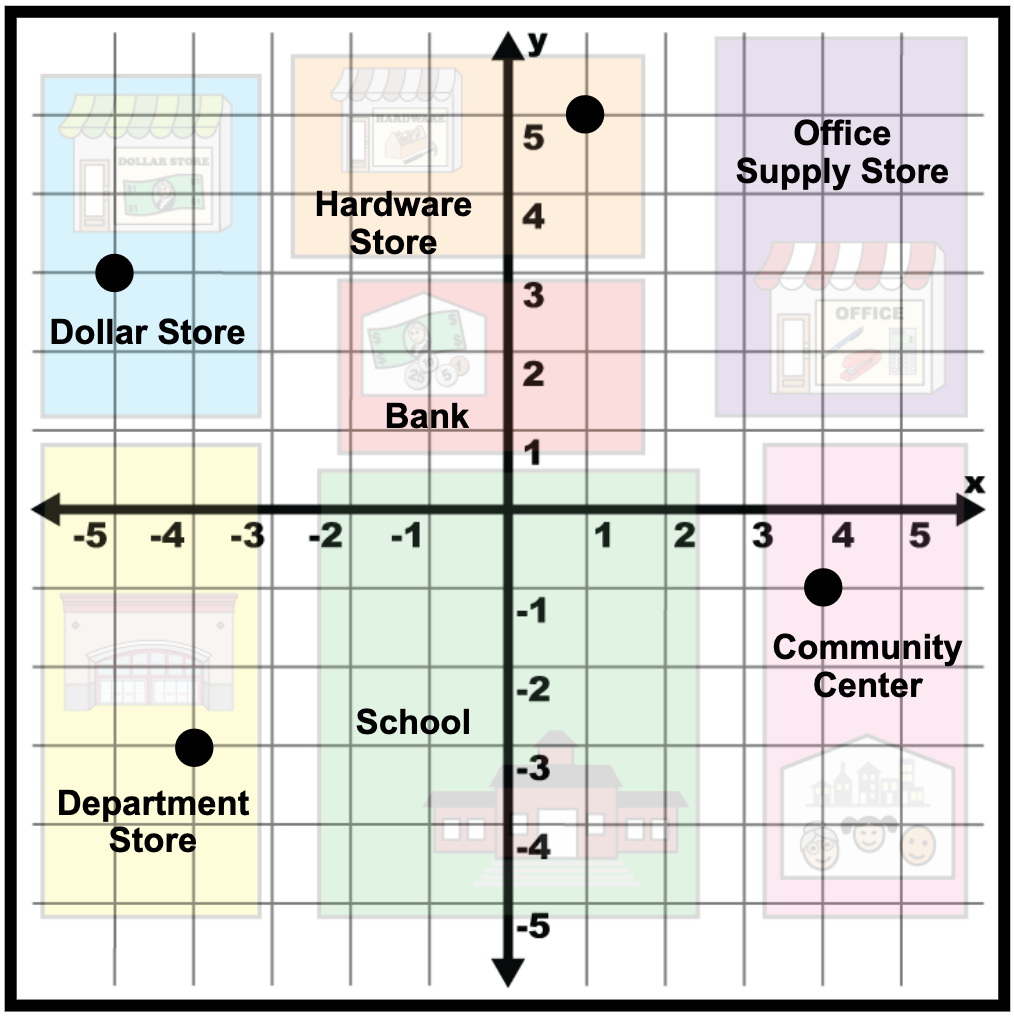



Ryan is getting ready for the car wash fundraiser.
What are the different locations Ryan goes to in his community?

Ryan starts at:

(-5, 3)

Where is he?

Ryan goes to:

(1, 5)

Where is he?

Ryan goes to:

(4, -1)

Where is he?

The last stop is:

(-4, -3)

Where is he?

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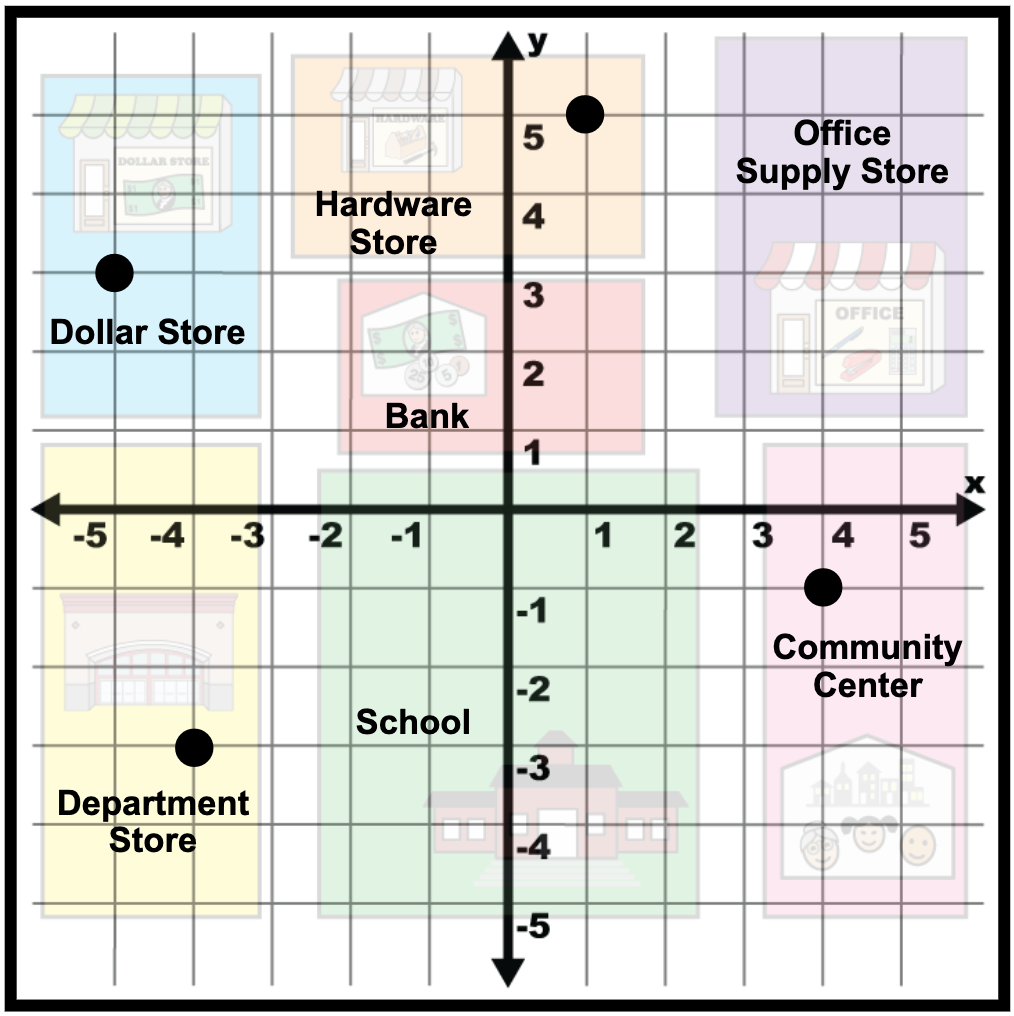




Ryan is getting ready for the car wash fundraiser.
What are the different locations Ryan goes to in his community?

1. Ryan starts at (-5, 3). Where is he?

Dollar Store 

or

School 

2. Ryan goes to (1, 5). Where is he?

Community Center 

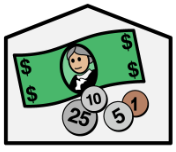
or

Hardware Store 

3. Ryan goes to (4, -1). Where is he?

Community Center 

or

Bank 

4. Ryan's last stop is (-4, -3). Where is he?

Office Supply Store 

or

Department Store 

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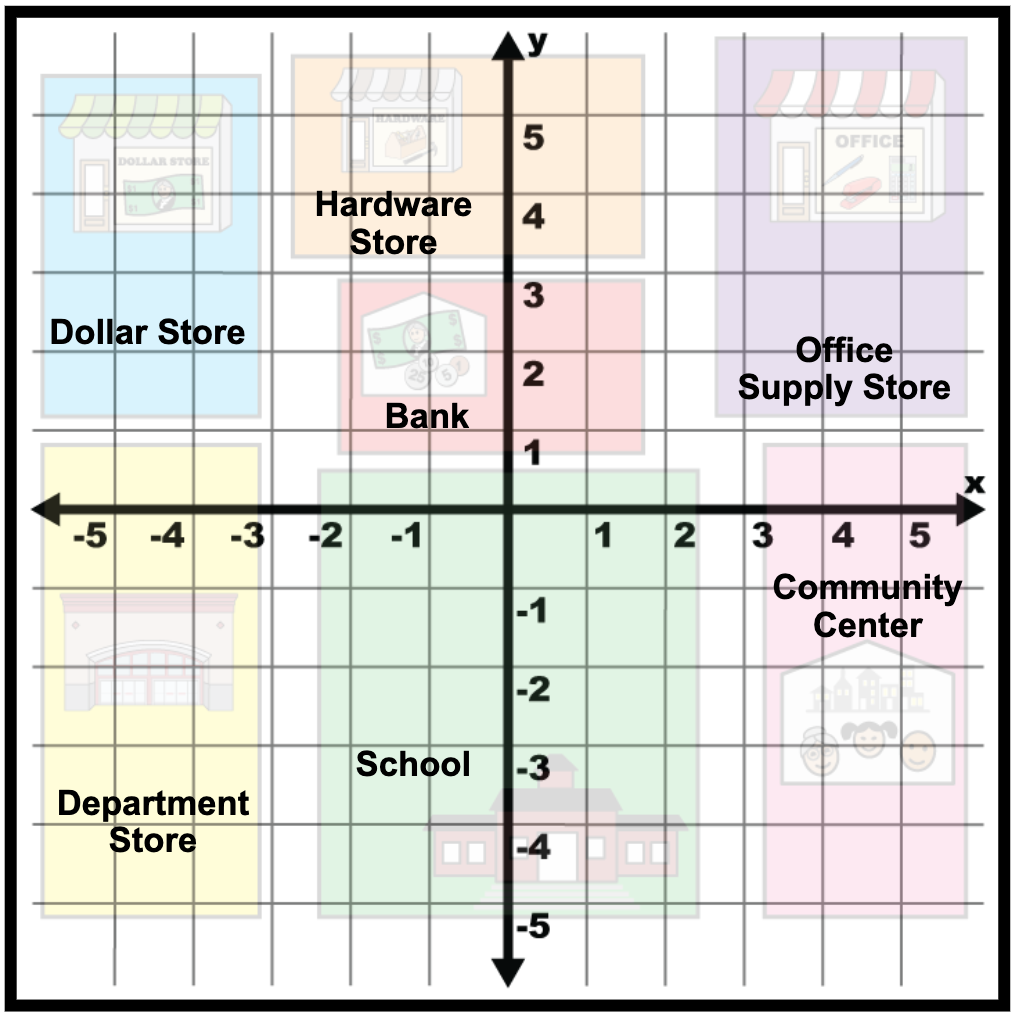
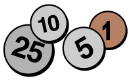




Ryan is getting ready for the car wash fundraiser.
Plot the locations where Ryan goes in his community.

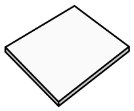
1. Ryan gets change for the car wash at:



(1, 2)

Use an orange point to plot the change at (1, 2) on the map.

2. Ryan buys poster board to make posters for the car wash at:



(5, 3)

Use a purple point to plot the poster board at (5, 3) on the map.

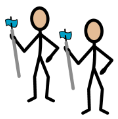
3. Ryan hangs up fliers about the car wash at:



(5, -4)

Use a yellow point to plot the fliers at (5, -4) on the map.

4. Ryan signs up volunteers to work at the car wash at:



(-1, -2)

Use a blue point to plot the volunteers at (-1, -2) on the map.

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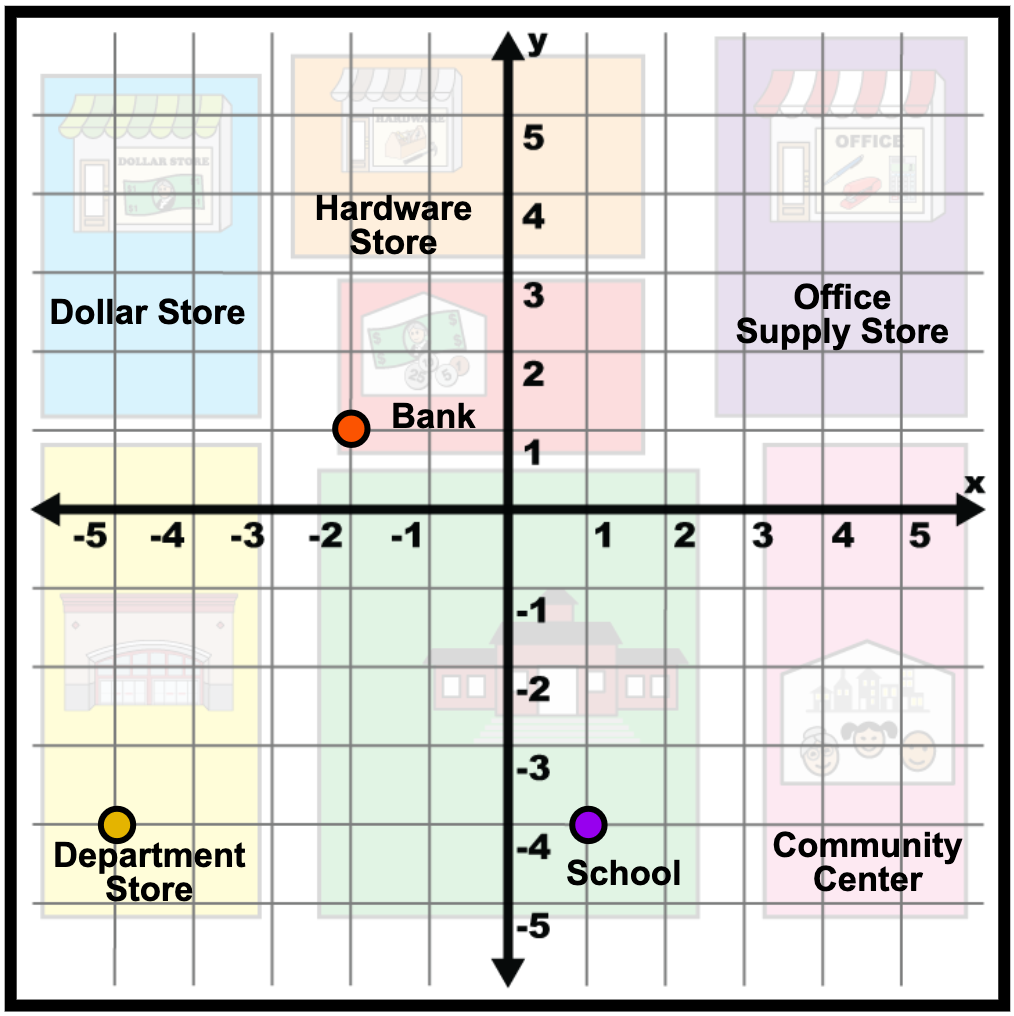



Ryan continues to get ready for the car wash fundraiser the next day.
The path Ryan took makes the outline of a shape.
1. Outline the path with the right shape.
2. Locate the points of each place he went.

1. Ryan went to the Bank.
What is the ordered pair of points?

(_____ , _____)

2. Ryan went to the School.
What is the ordered pair of points?

(_____ , _____)

3. Ryan went to the Department Store.
What is the ordered pair of points?

(_____ , _____)

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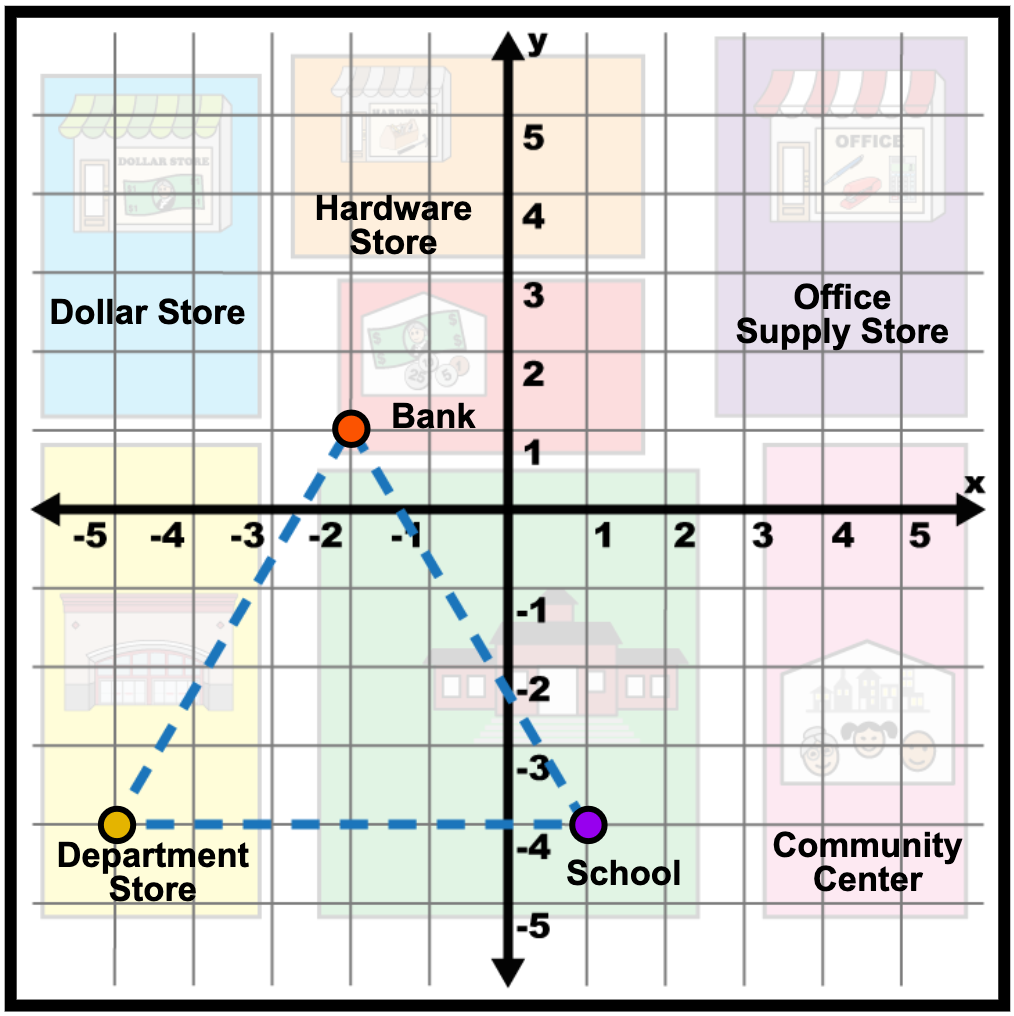



Ryan continues to get ready for the car wash fundraiser the next day.
The path Ryan took makes the outline of a shape.
1. Outline the path with the right shape.
2. Locate the points of each place he went.

1. Ryan went to the Bank.
What is the ordered pair of points?

(_____ , _____)
x y

2. Ryan went to the School.
What is the ordered pair of points?

(_____ , _____)
x y

3. Ryan went to the Department Store.
What is the ordered pair of points?

(_____ , _____)
x y

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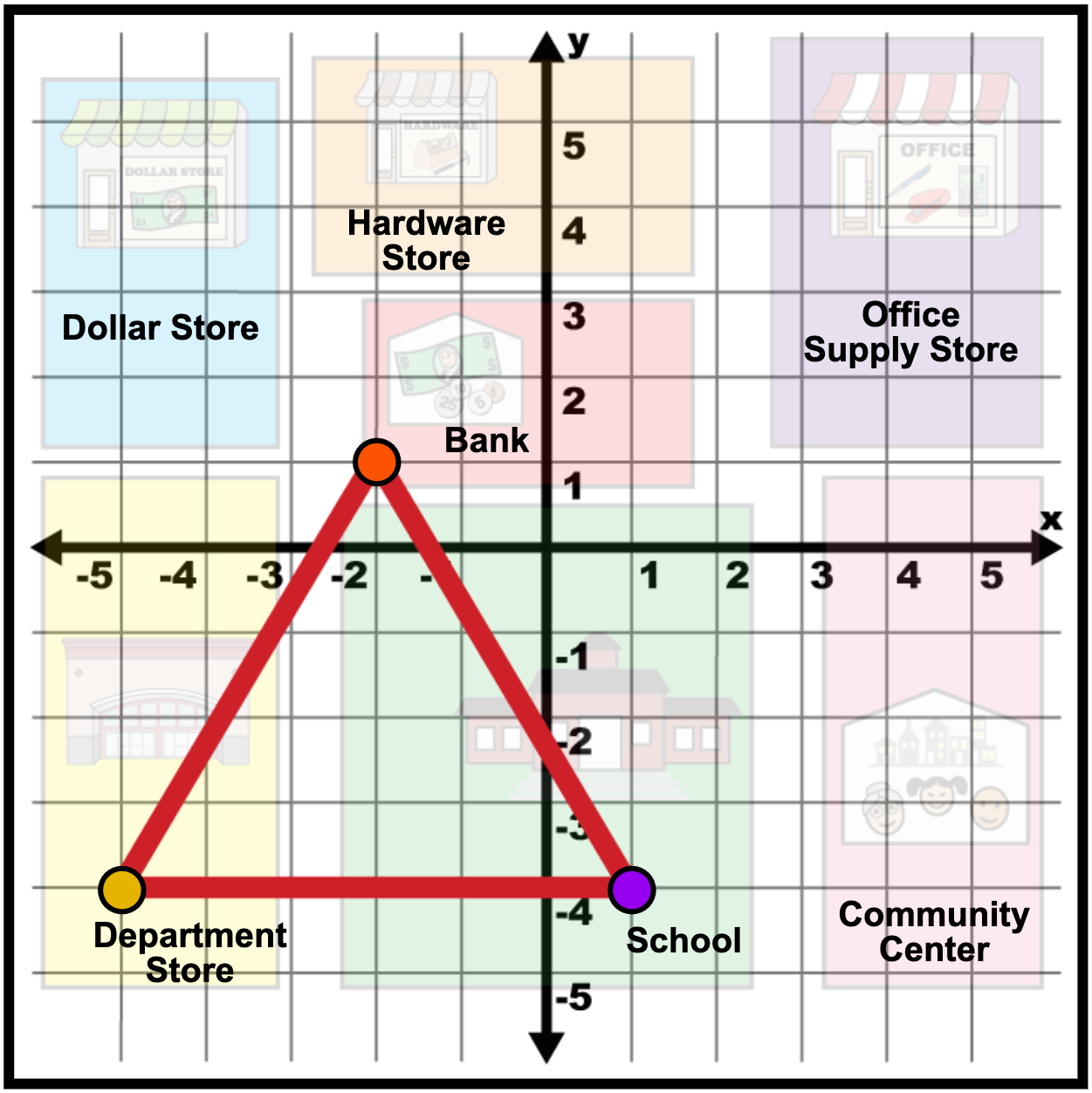



Ryan continues to get ready for the car wash fundraiser the next day. The triangle shows the path Ryan took.

Find the orange point on the vertex of the triangle.

(-2, 1)

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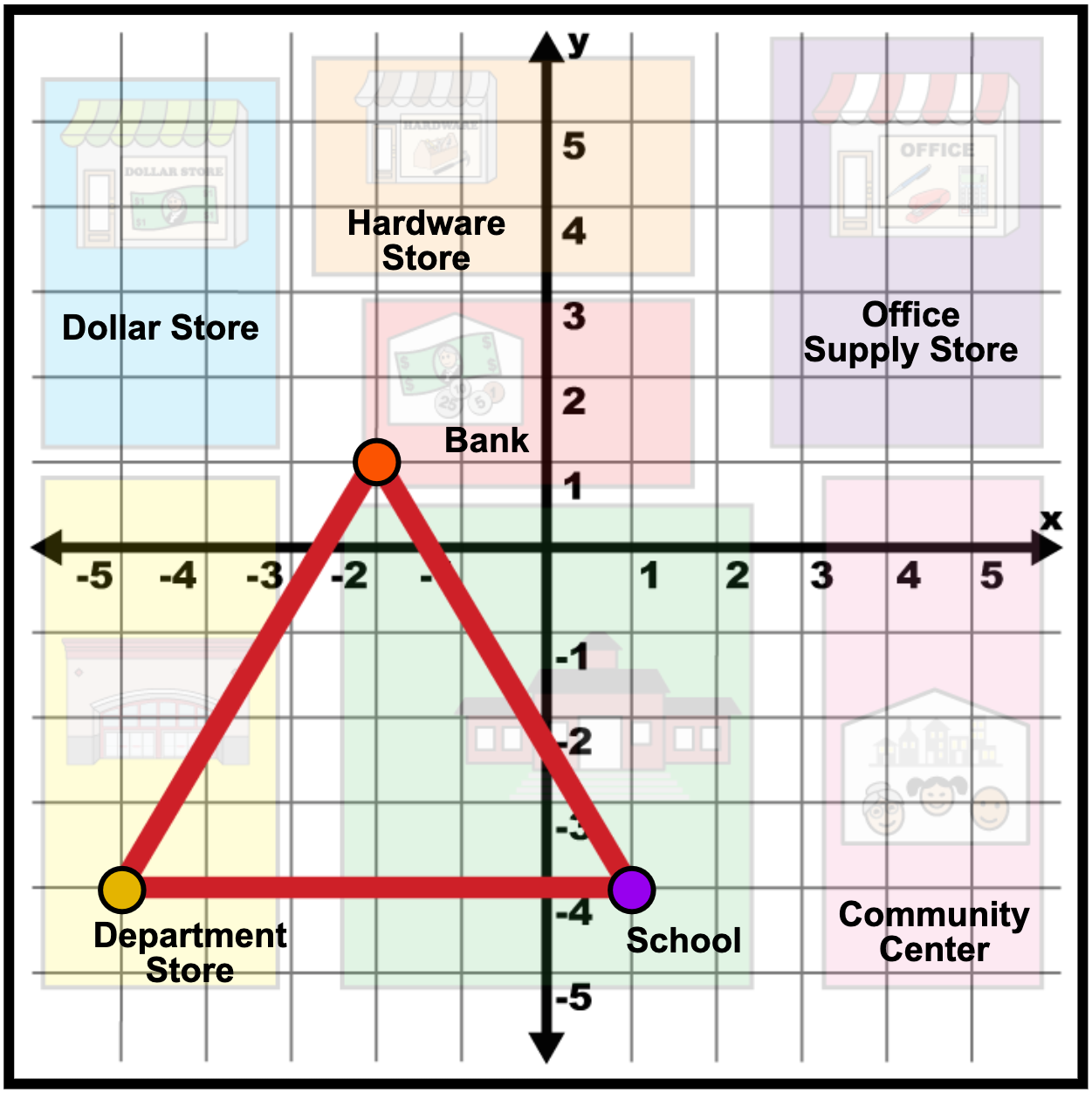



Ryan continues to get ready for the car wash fundraiser the next day. The triangle shows the path Ryan took.

Find the purple point on the vertex of the triangle.

● (1, -4)

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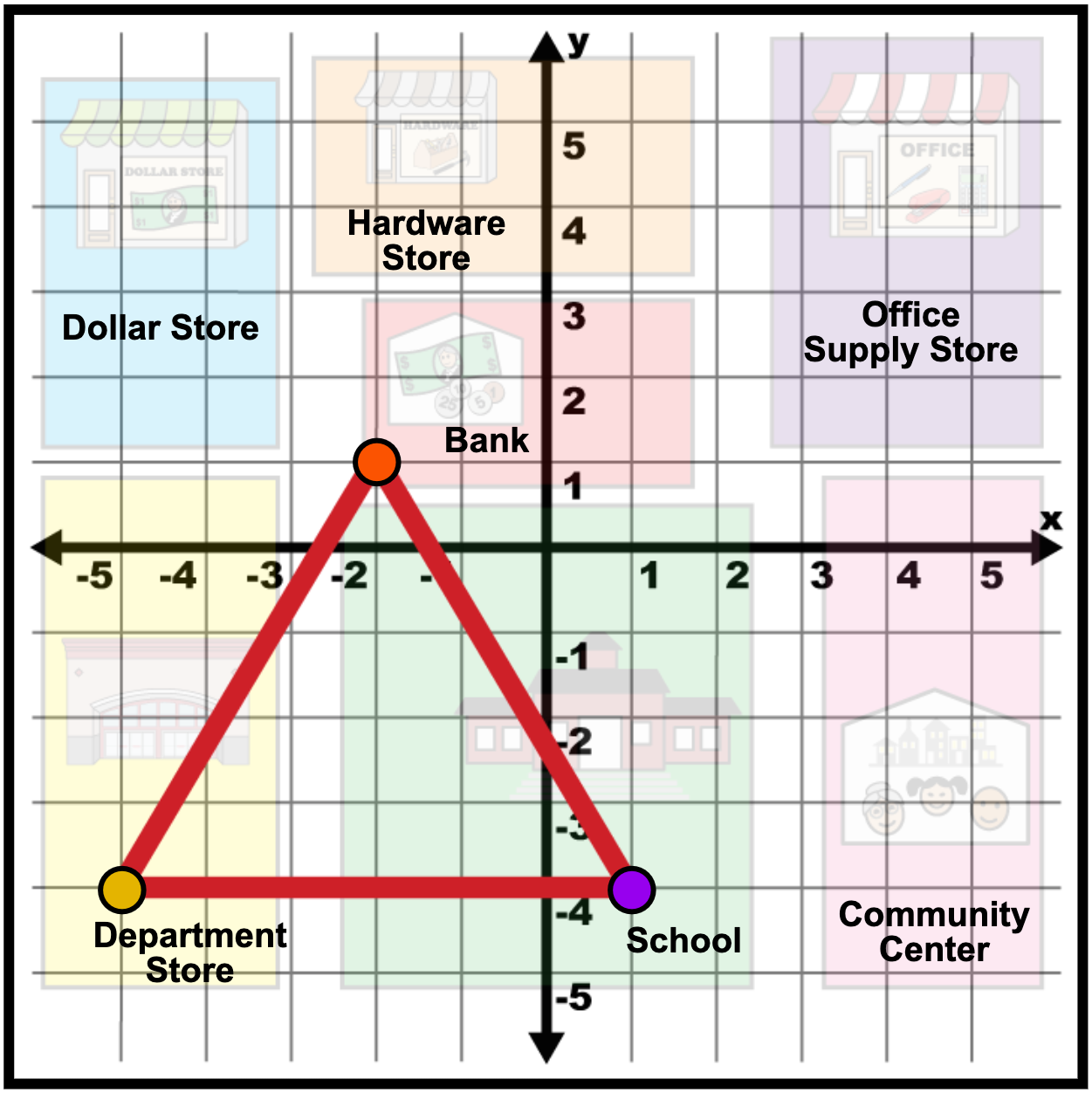



Ryan continues to get ready for the car wash fundraiser the next day. The triangle shows the path Ryan took.

Find the yellow point on the vertex of the triangle.

(-5, -4)

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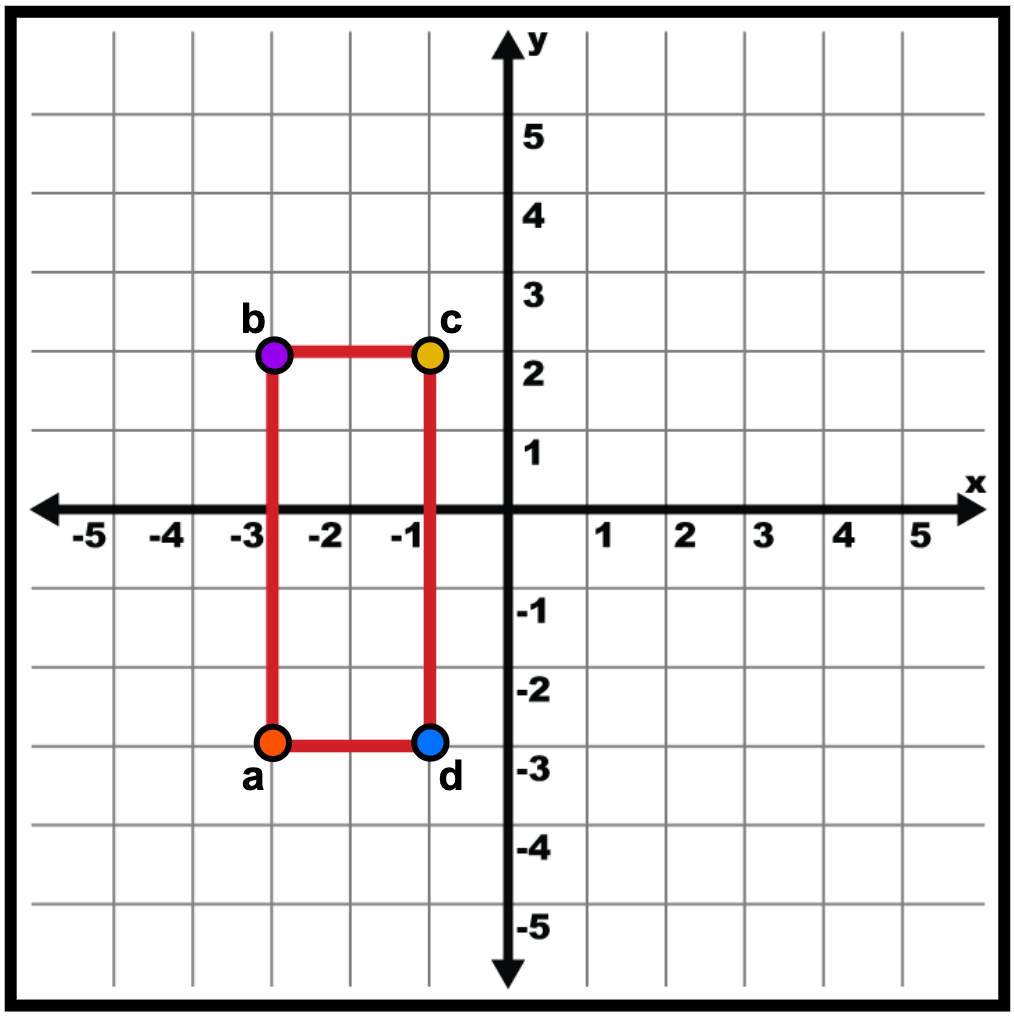

What is the ordered pair of each point on the rectangle?

The ordered pair of point **a** is (_____ , _____)	The ordered pair of point **b** is _____ , _____)
The ordered pair of point **c** is (_____ , _____)	The ordered pair of point **d** is (_____ , _____)

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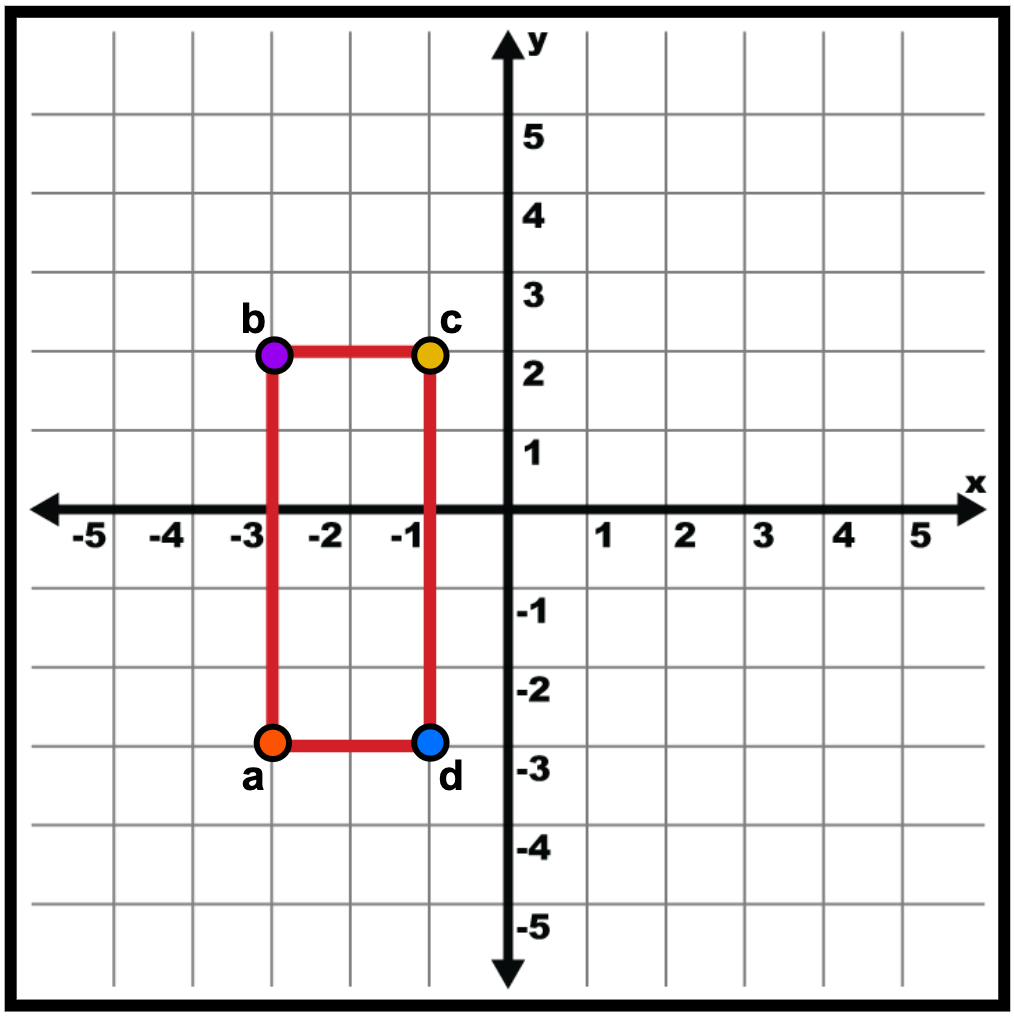

What is the ordered pair of each point on the rectangle?

The ordered pair of point **a** is

(_____ , _____)

x y

The ordered pair of point **b** is

(_____ , _____)

x y

The ordered pair of point **c** is

(_____ , _____)

x y

The ordered pair of point **d** is

(_____ , _____)

x y

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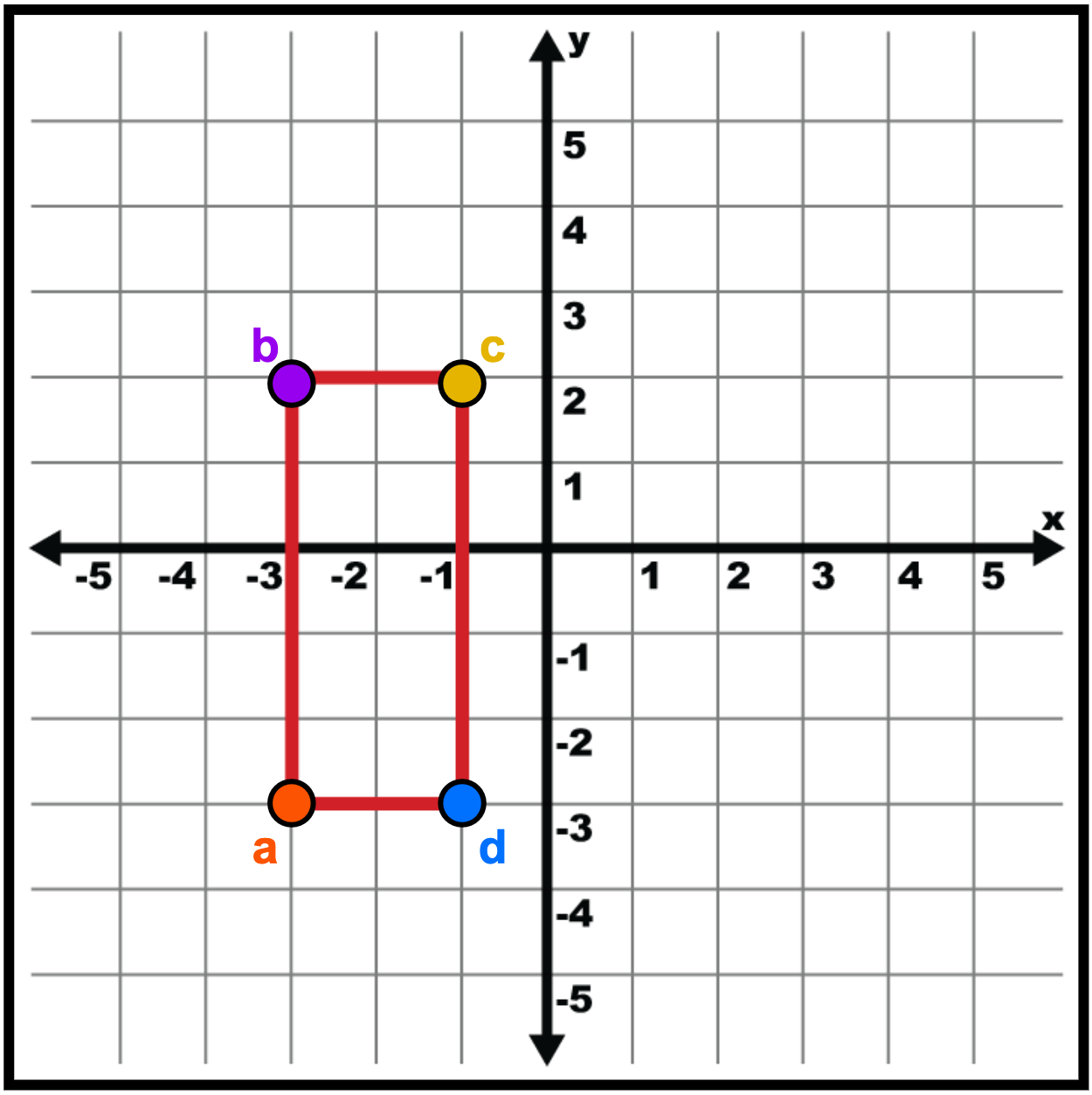

Find point a of the rectangle.

● (-3, -3)

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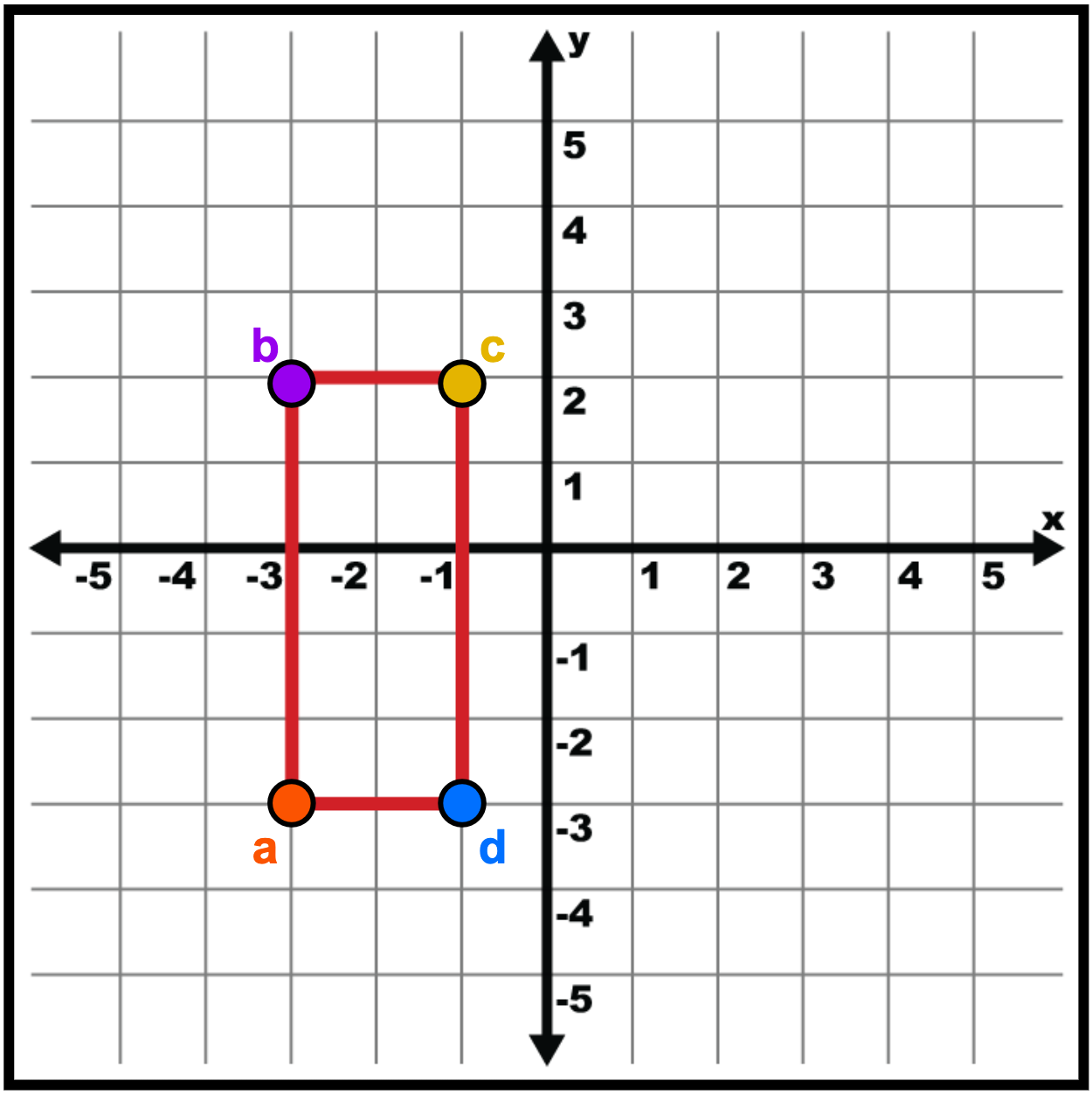

Find point b of the rectangle.

● (-3, 2)

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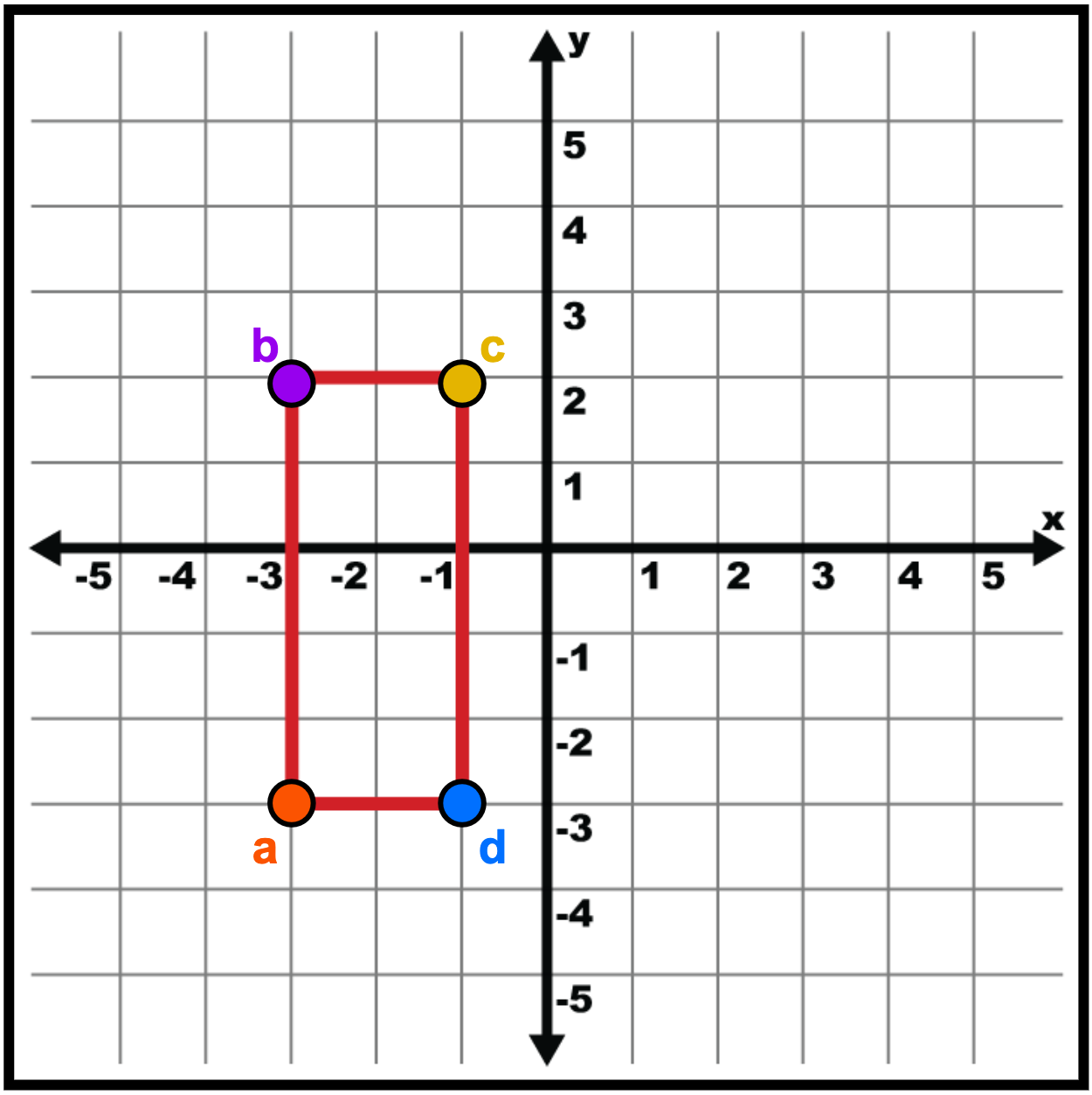

Find point c of the rectangle.

(-1, 2)

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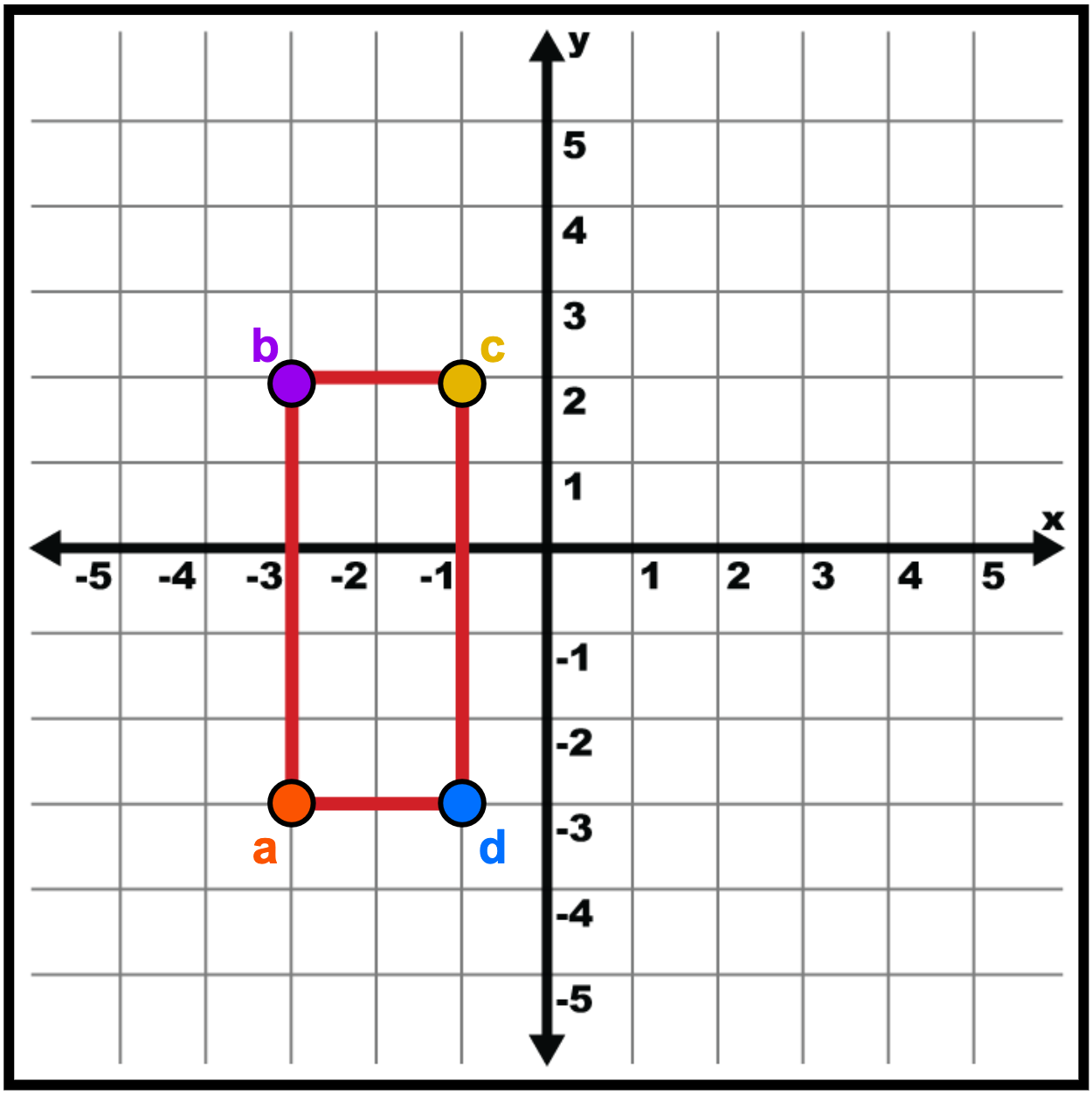

Find point d of the rectangle.

● (-1, -3)

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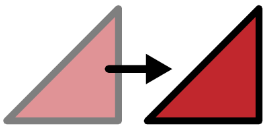
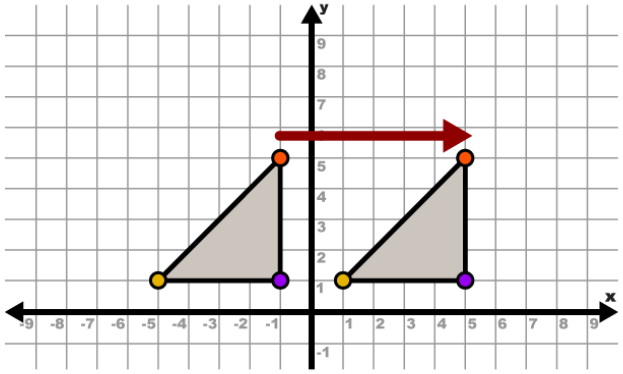
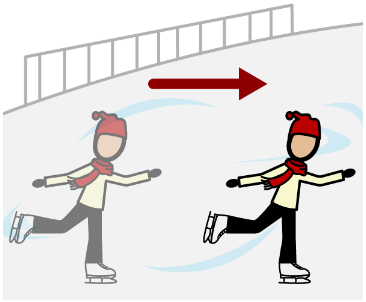
Types of Transformations

translation (slide)

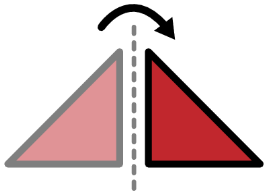


- a shape slides left, right, up, down or diagonally on a coordinate grid

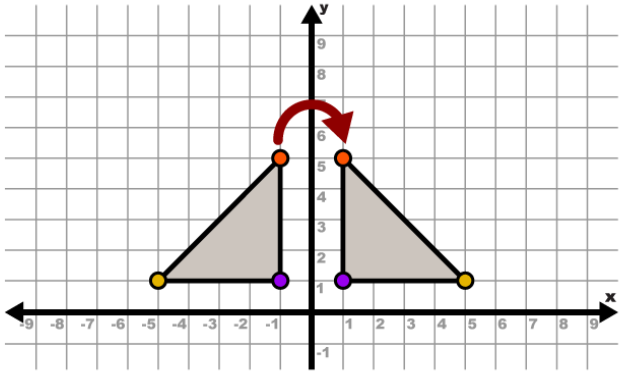


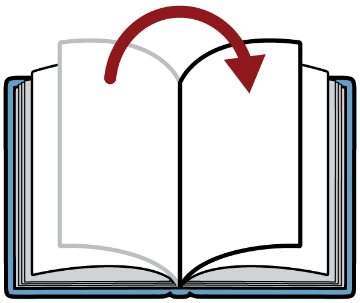


reflection (flip)

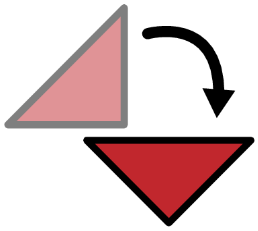


- a shape flips over a line on a coordinate grid

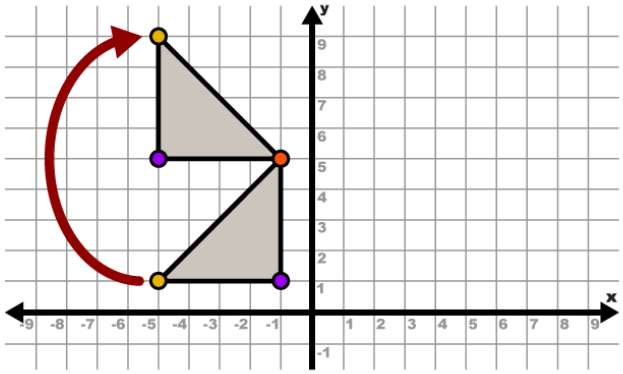




rotation (turn)



- a shape turns around a point on a coordinate grid





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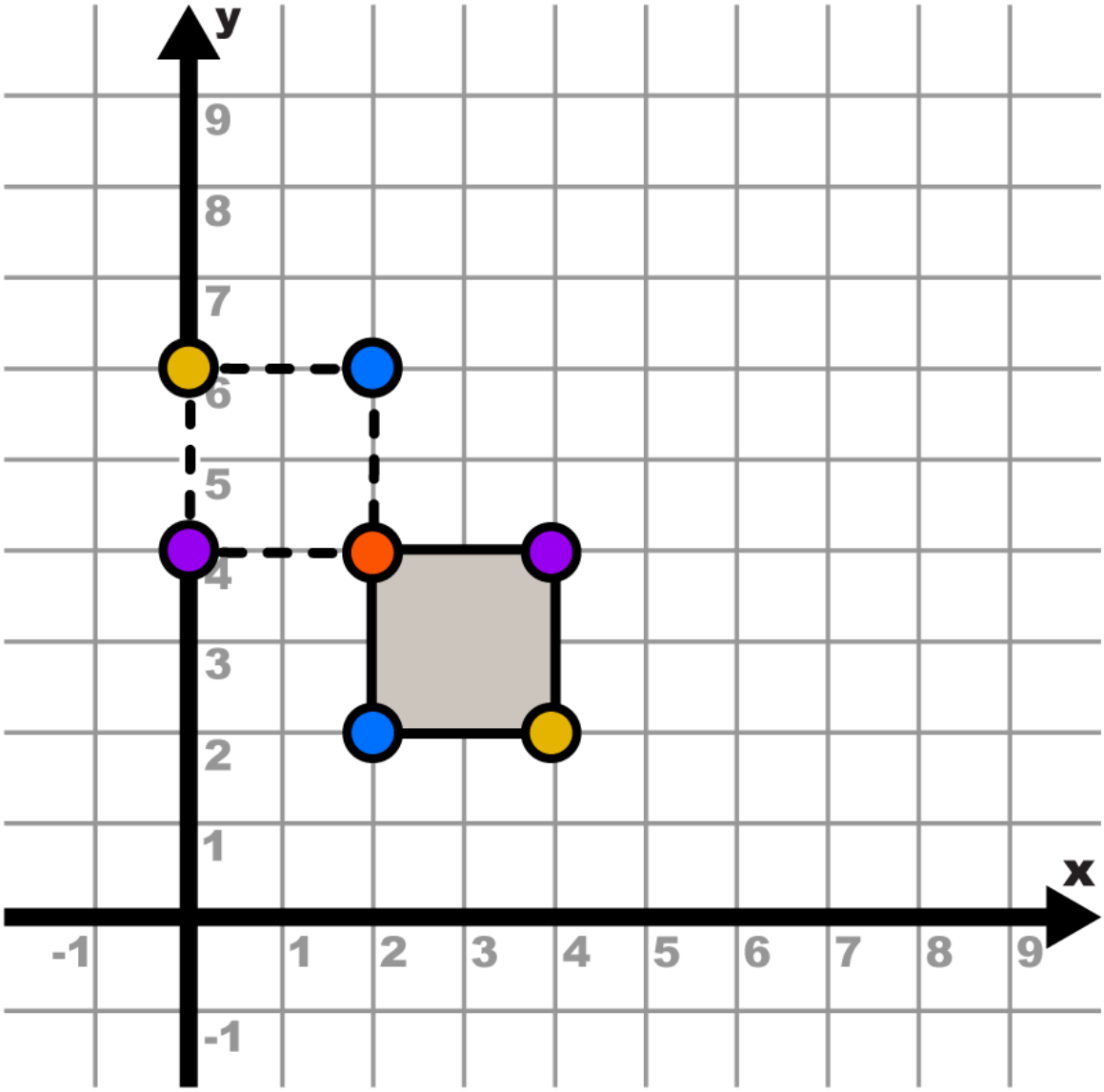
Danielle puts a square on a grid. She moves it.



Danielle ____ **the square.**

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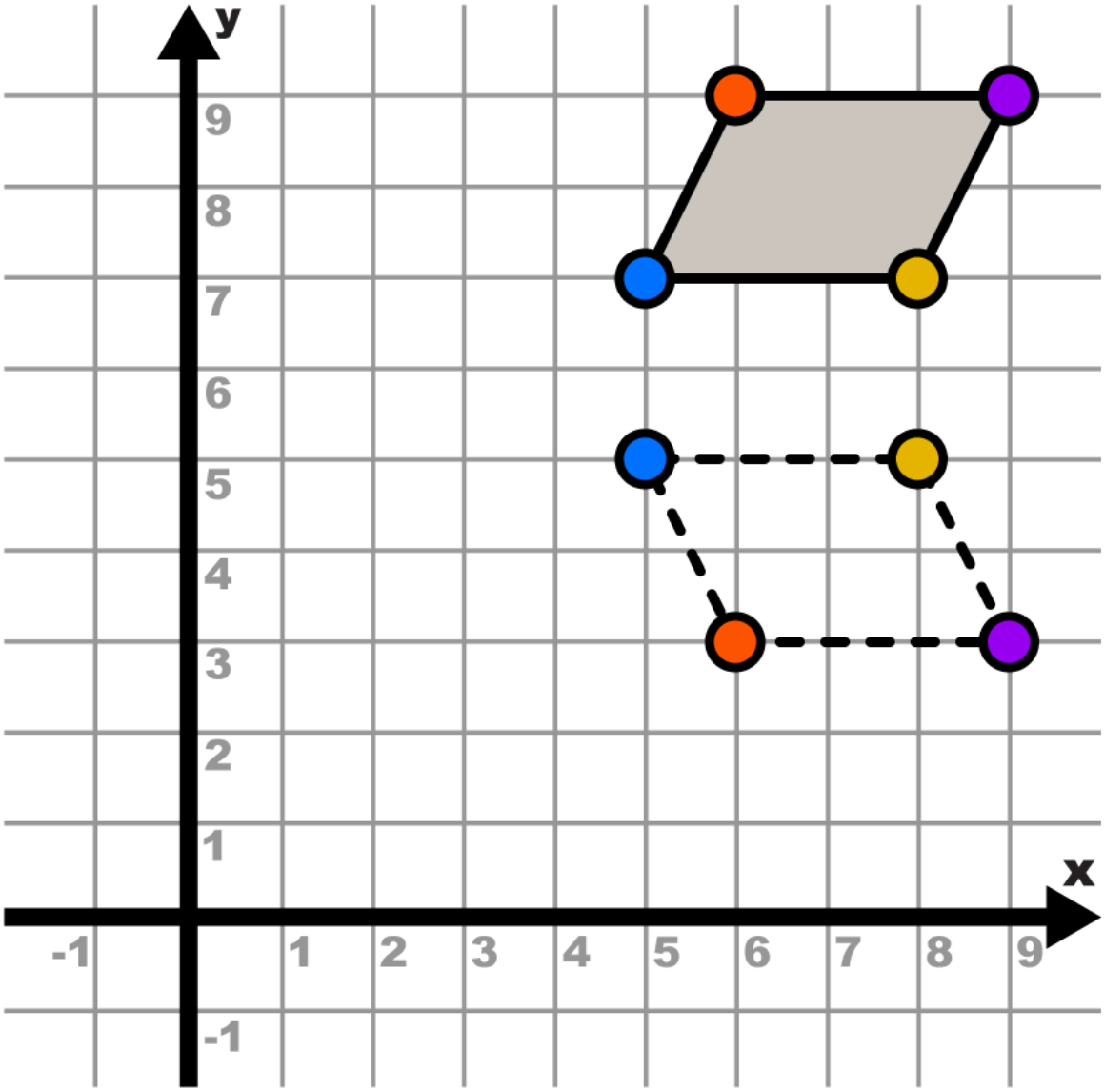
Randy puts a parallelogram on a grid. He moves it.



Randy ☐ **the parallelogram.**

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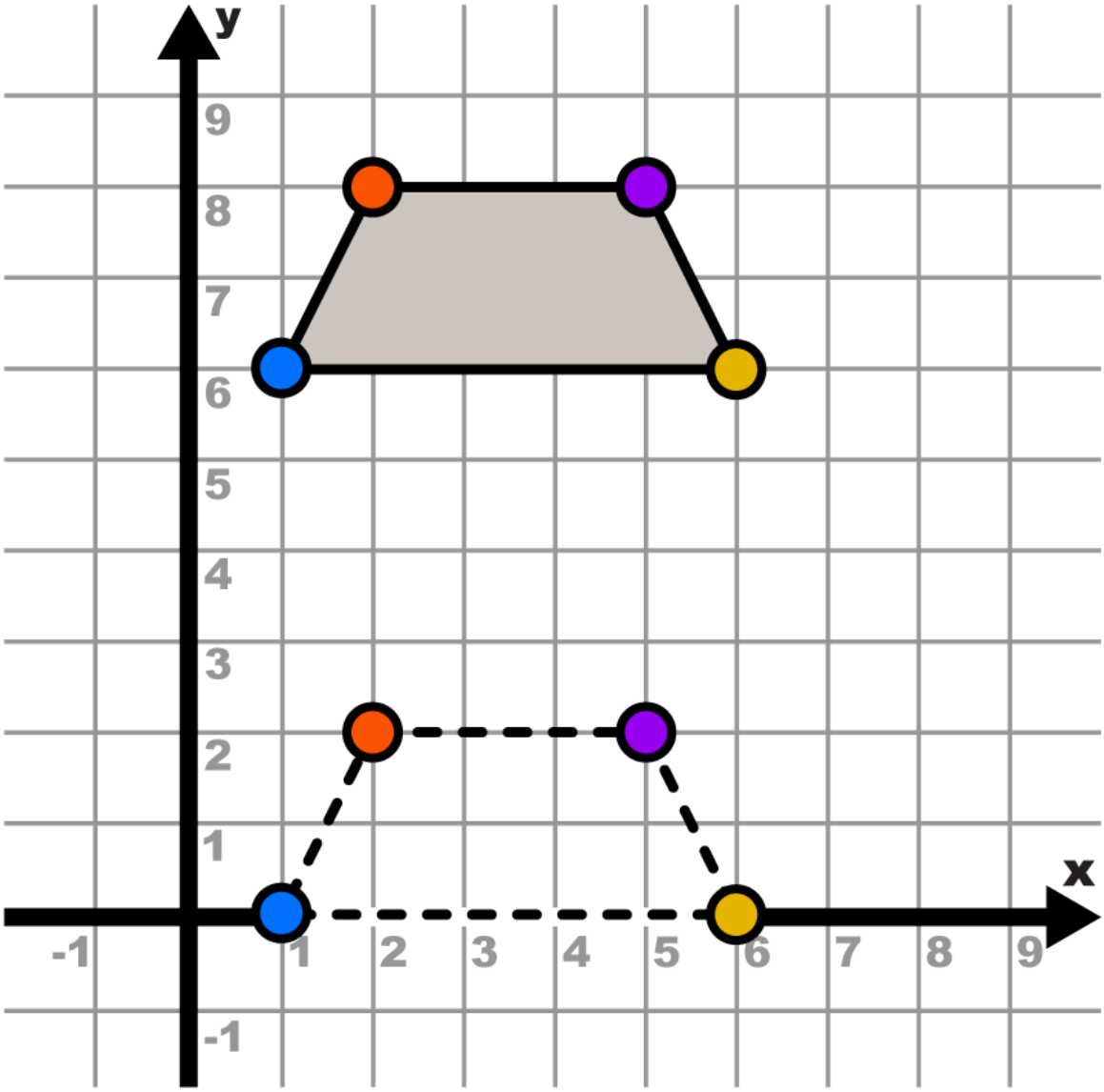
Mary Beth puts a trapezoid on a grid. She moves it.



Mary Beth ____ **the trapezoid.**

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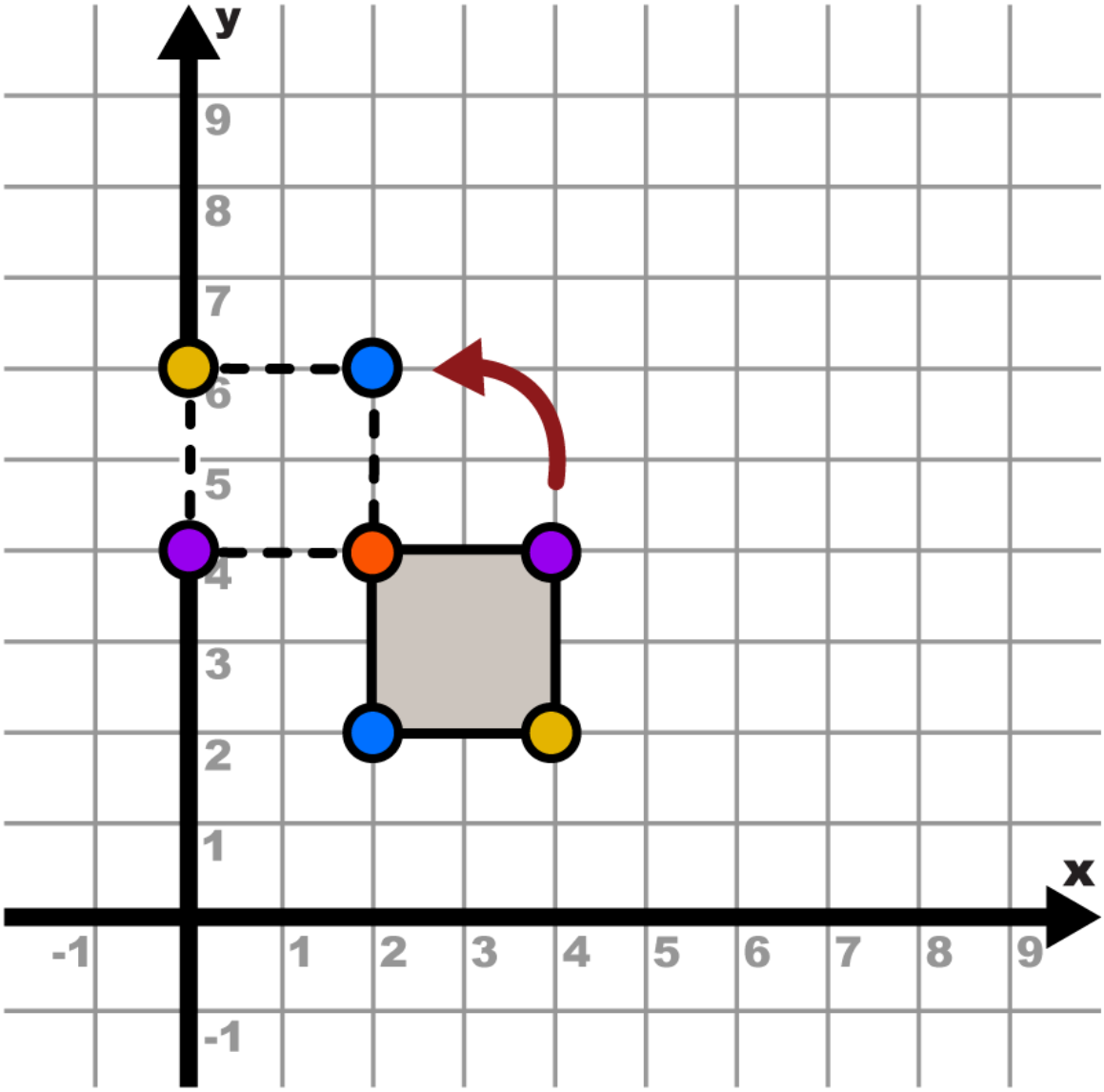
Danielle puts a square on a grid. She moves it.



Danielle _____ **the square.**

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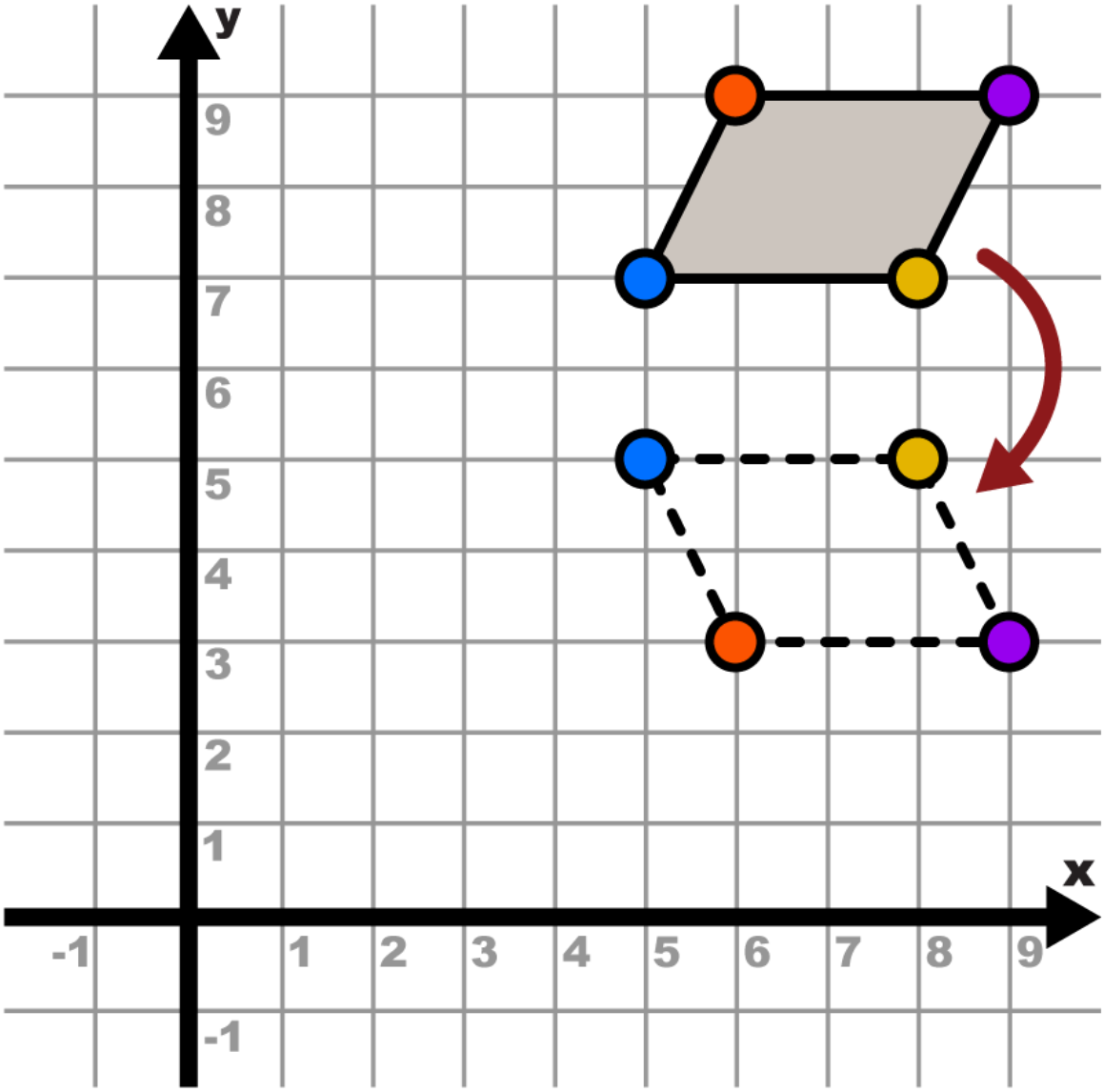
Randy puts a parallelogram on a grid. He moves it.



Randy ____ the parallelogram.

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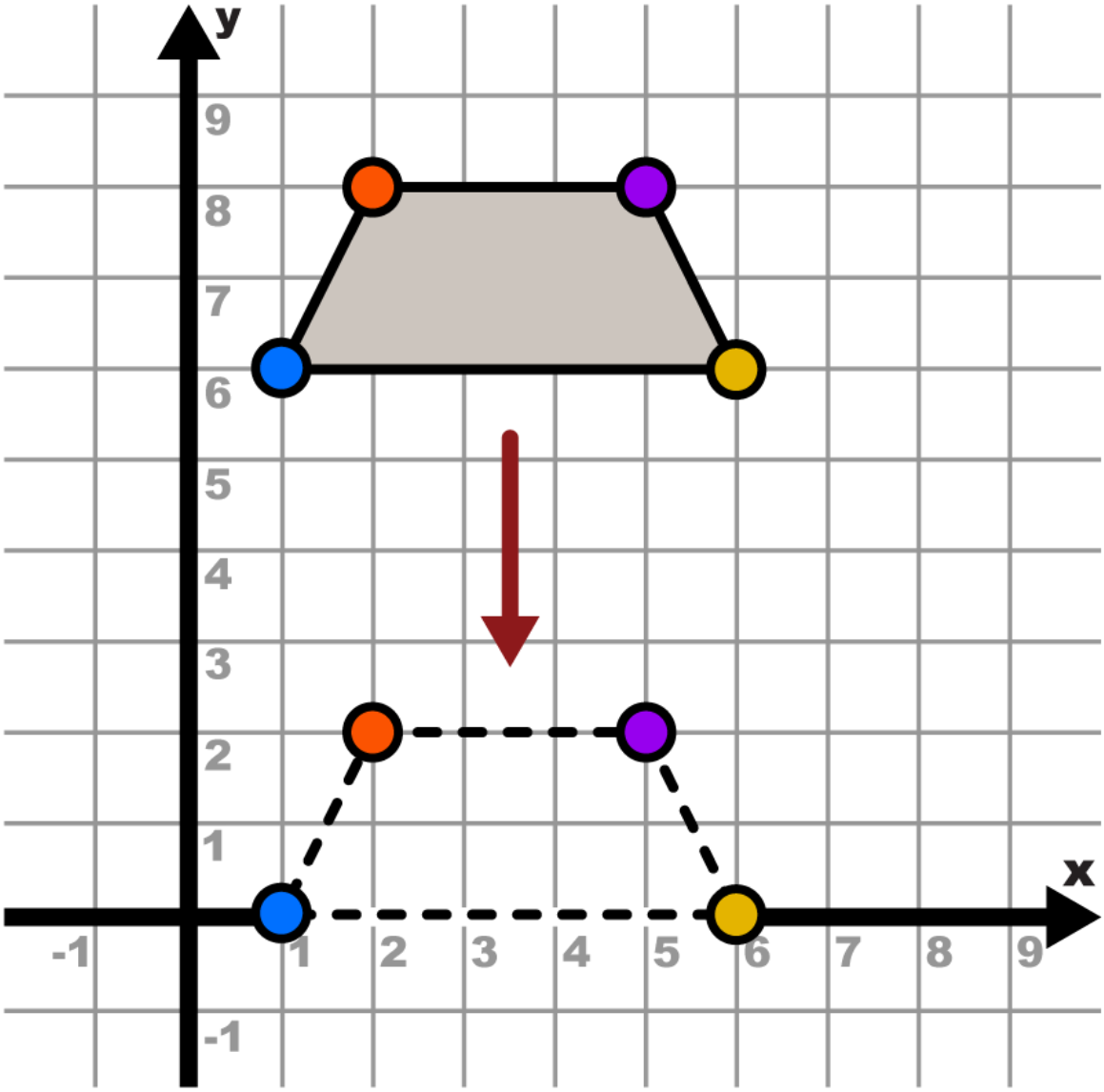
Mary Beth puts a trapezoid on a grid. She moves it.



Mary Beth _____ **the trapezoid.**

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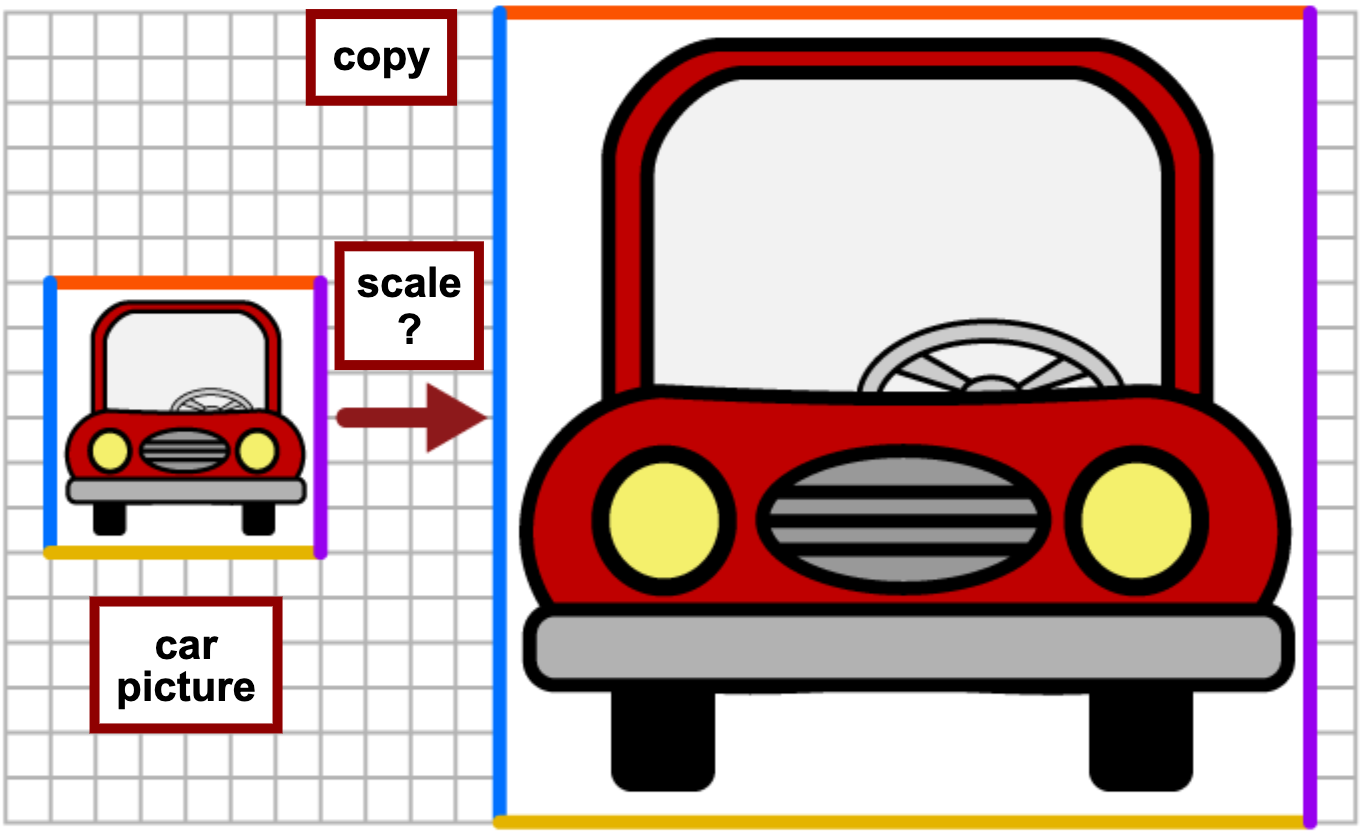
Danielle copied the car picture.
What happened to the copy?



1. Write the length of the blue side of the car picture on the chart.
2. Write the length of the blue side of the copy on the chart.
3. Choose the correct symbol for the equation.
   a. Is the copy smaller or bigger than the car picture?
      - If the copy is smaller, divide.
      - If the copy is bigger, multiply.
4. Solve the equation to find the scale.

	car picture	÷ or x	scale	=	copy
side				=	

What is the scale? ☐

The copy is ☐ times ☐ than the car picture.

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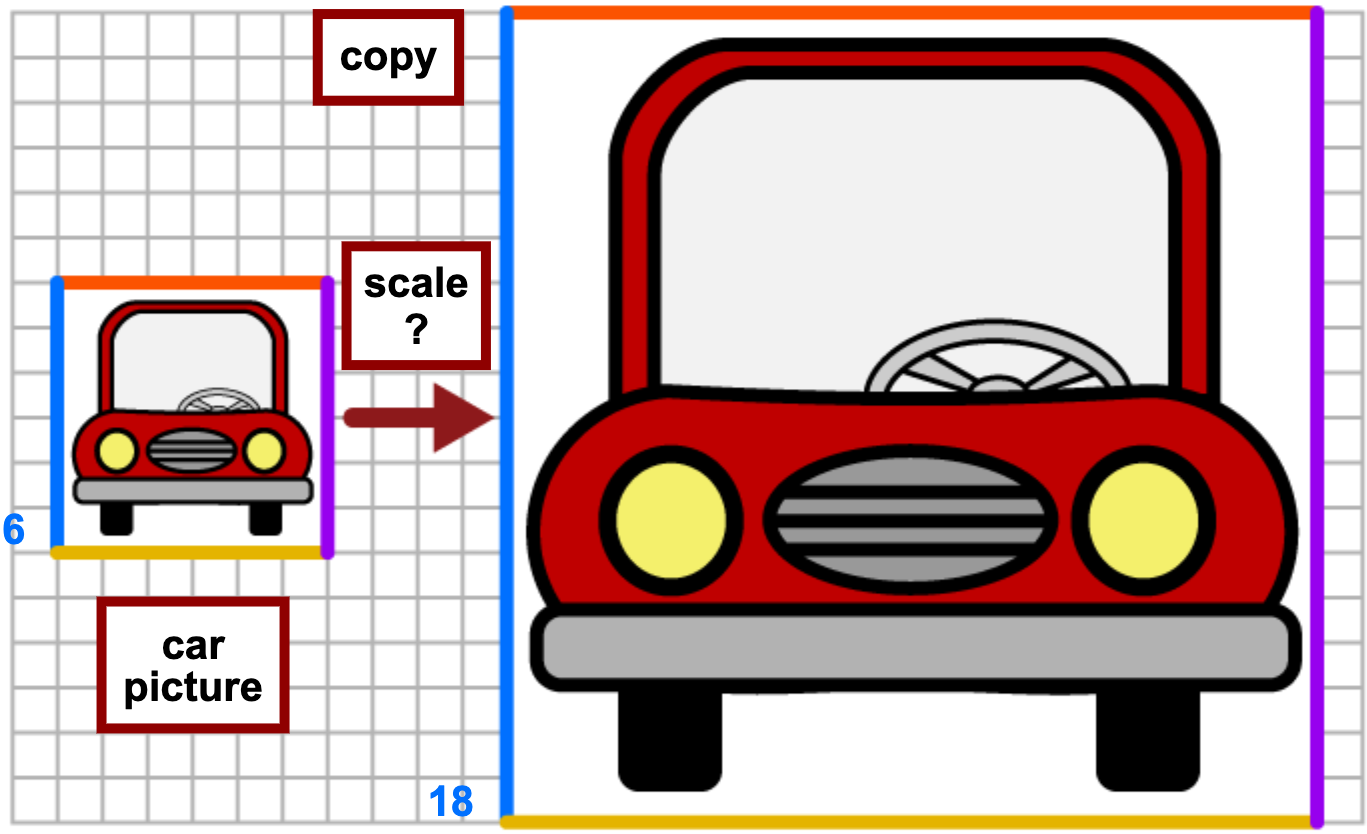
Danielle copied the car picture.
What happened to the copy?



1. Write the length of the blue side of the car picture on the chart.
2. Write the length of the blue side of the copy on the chart.
3. Choose the correct symbol for the equation.
   a. Is the copy smaller or bigger than the car picture?
      - If the copy is smaller, divide.
      - If the copy is bigger, multiply.
4. Solve the equation to find the scale.

	car picture	÷ or x	scale	=	copy
side		x		=	

What is the scale? ☐

The copy is ☐ times ☐ than the car picture.

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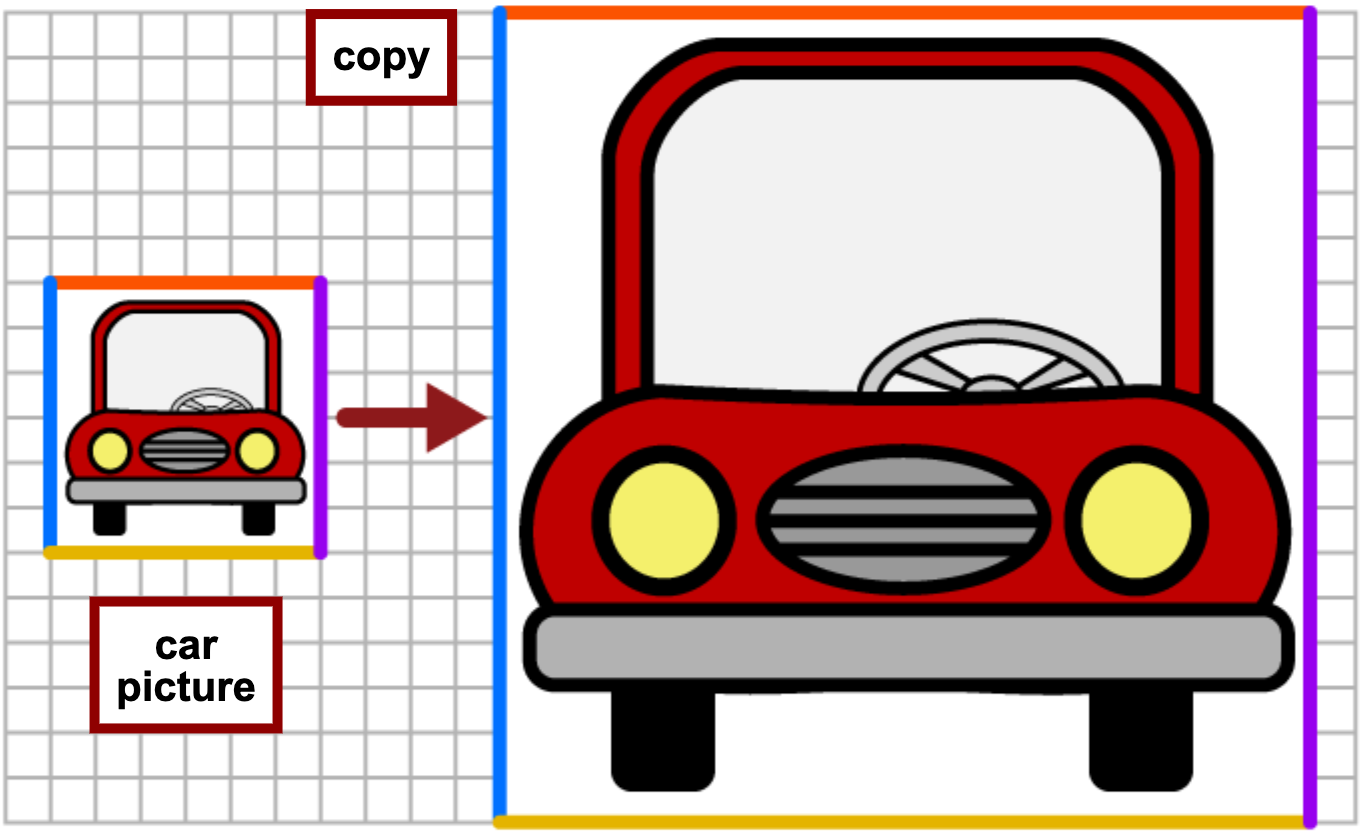
Danielle copied the car picture.
What happened to the copy?



The copy is _____ .

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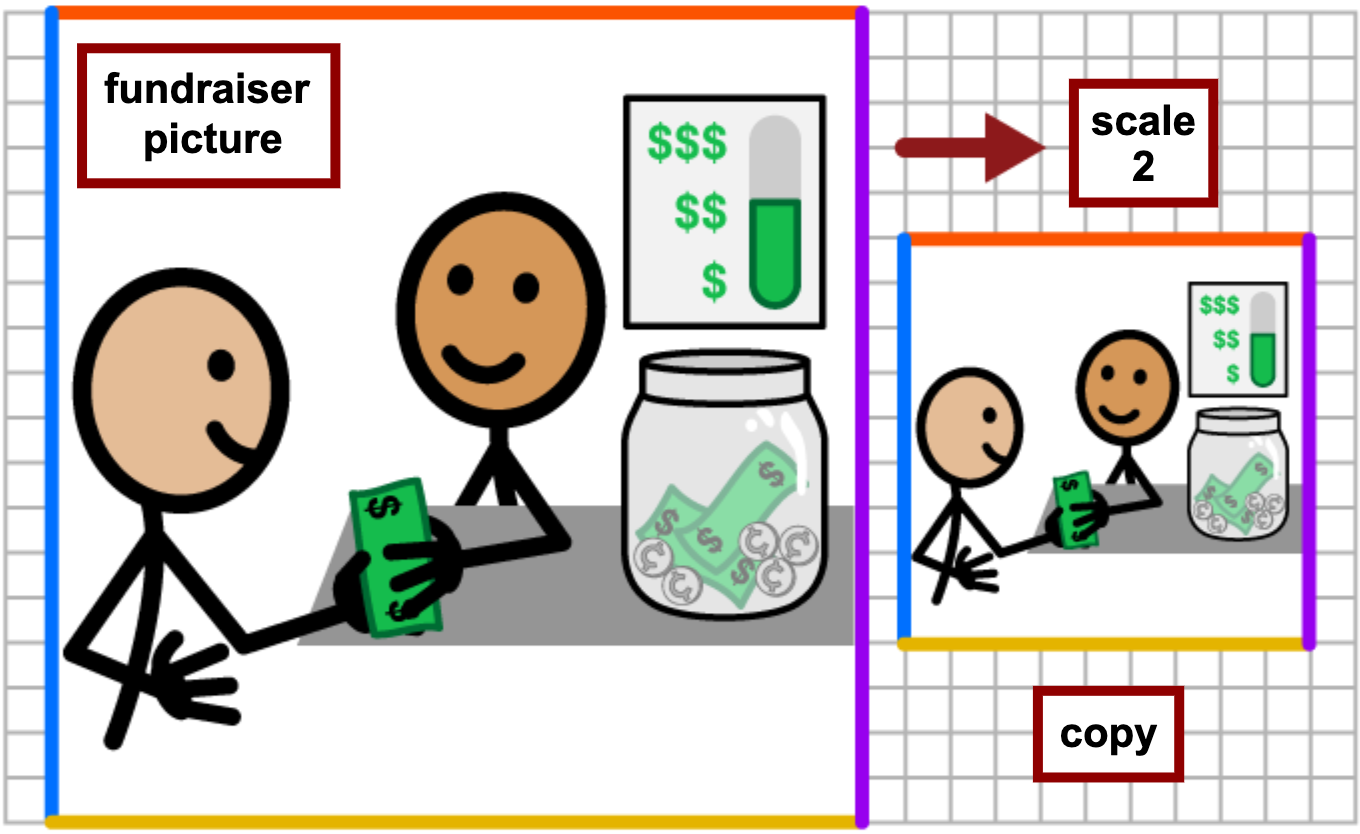
Danielle copied the fundraiser picture. It has a scale of 2. What is the length of the blue side of the copy?



1. Write the length of the blue side of the fundraiser picture on the chart.
2. Write the scale on the chart.
3. Choose the correct symbol for the equation.
    a. Is the copy smaller or bigger than the fundraiser picture?
        - If the copy is smaller, divide.
        - If the copy is bigger, multiply.
4. Solve the equation to find the length of the blue side of the copy.

	fundraiser picture	÷ or x	scale	=	copy
side				=	

What is the length of the blue side of the copy? _____

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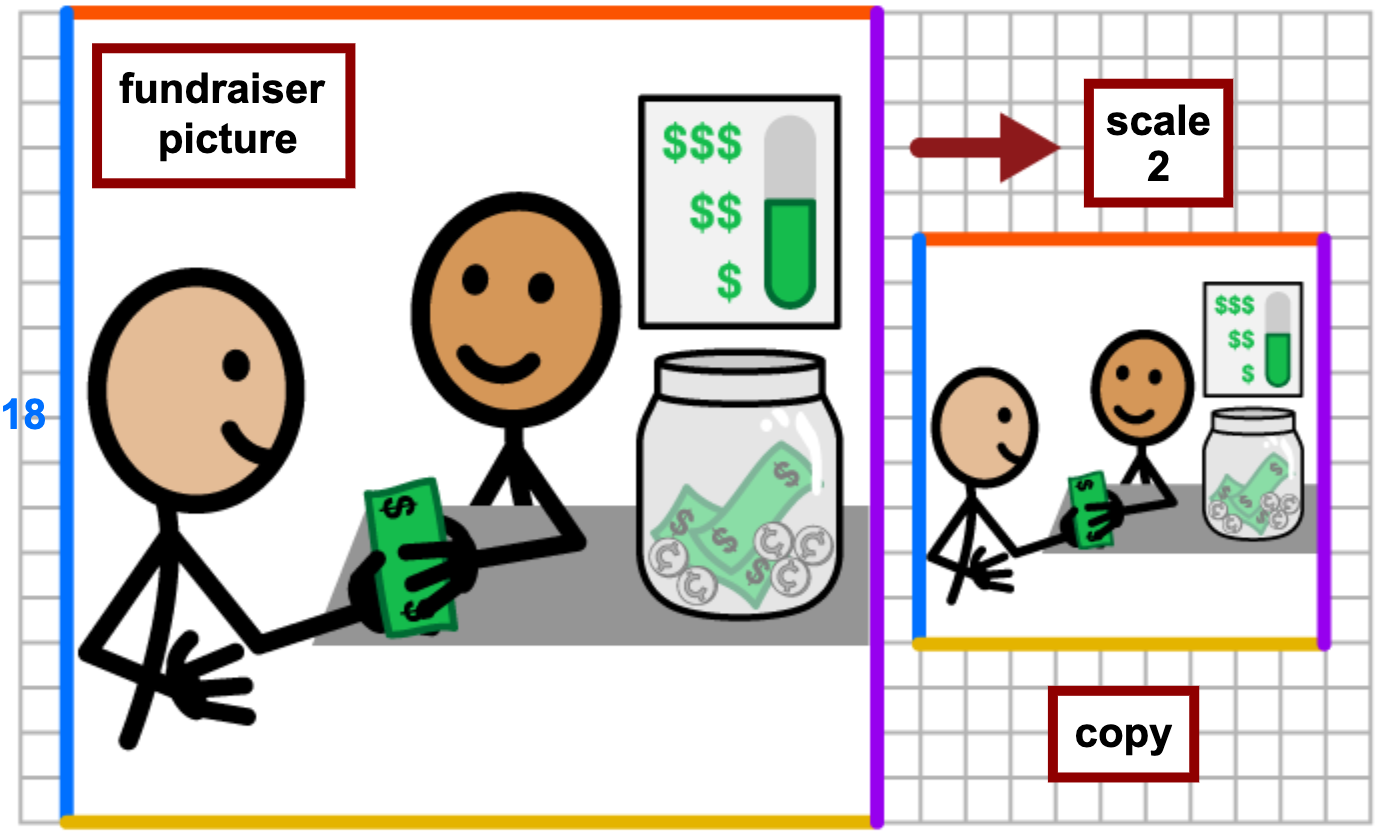
Danielle copied the fundraiser picture. It has a scale of 2. What is the length of the blue side of the copy?



1. Write the length of the blue side of the fundraiser picture on the chart.
2. Write the scale on the chart.
3. Choose the correct symbol for the equation.
   a. Is the copy smaller or bigger than the fundraiser picture?
      - If the copy is smaller, divide.
      - If the copy is bigger, multiply.
4. Solve the equation to find the length of the blue side of the copy.

	fundraiser picture	÷ or x	scale	=	copy
side		÷		=	

What is the length of the blue side of the copy? _____

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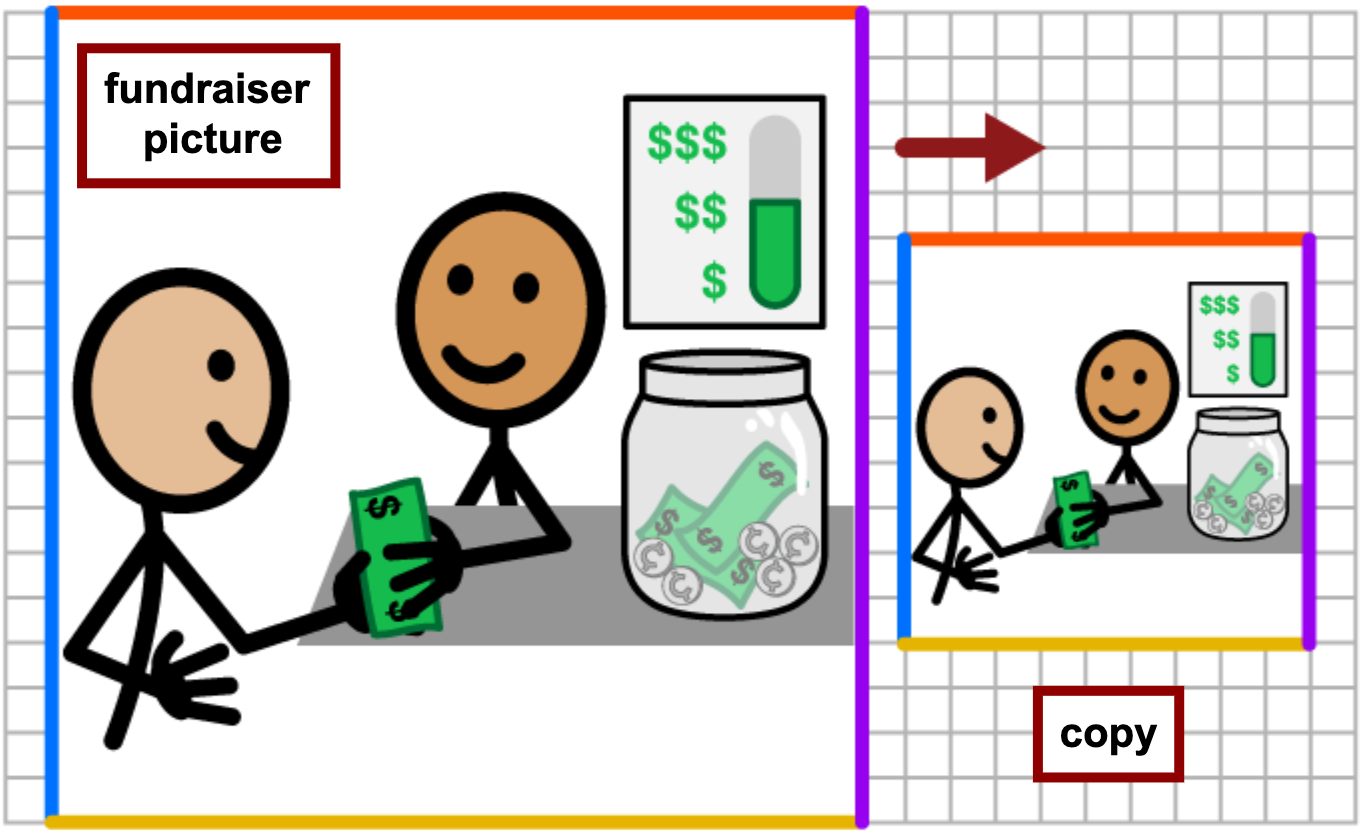
Danielle copied the fundraiser picture.
What happened to the copy?



The copy is _____ .

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For hands-on instruction, print, cut out and laminate.

Classifying Angles

smaller than	equal to	bigger than	bigger than
smaller than	equal to	bigger than	
smaller than	equal to	bigger than	equal to
smaller than	equal to	bigger than	
smaller than	equal to	bigger than	smaller than

an acute angle	a right angle	an obtuse angle	an obtuse angle
an acute angle	a right angle	an obtuse angle	
an acute angle	a right angle	an obtuse angle	
an acute angle	a right angle	an obtuse angle	an acute angle
an acute angle	a right angle	an obtuse angle	a right angle

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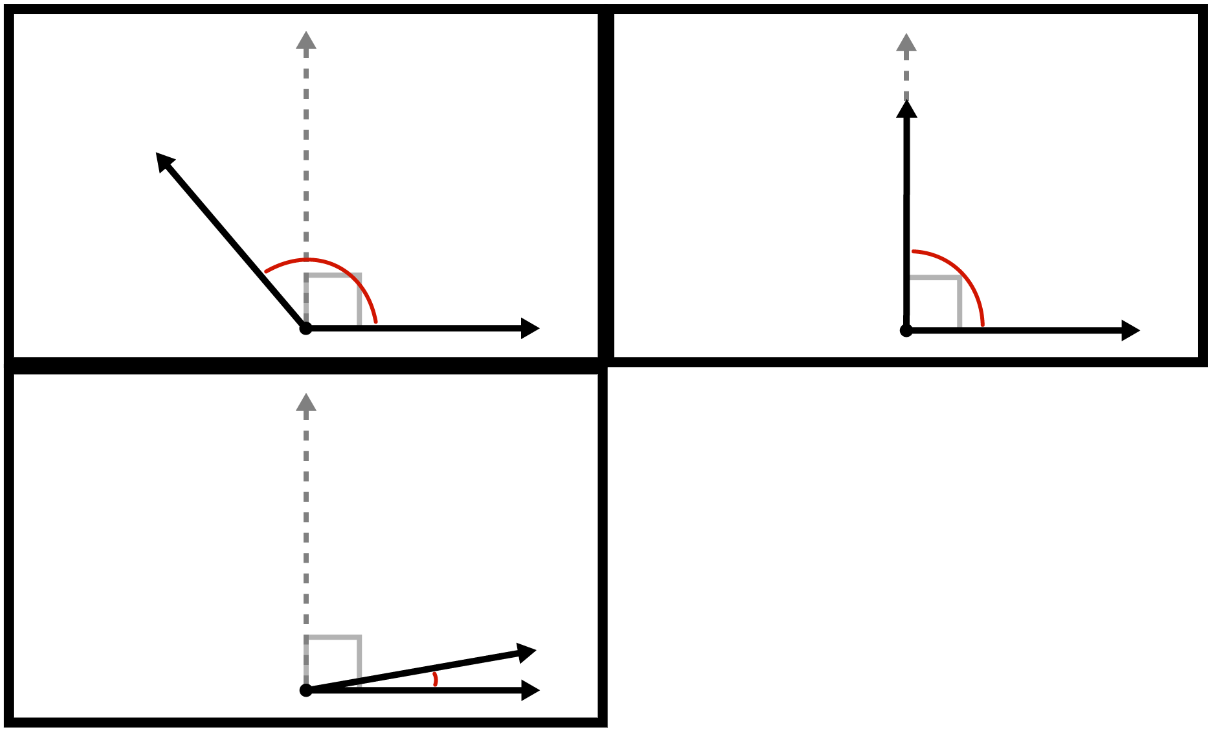
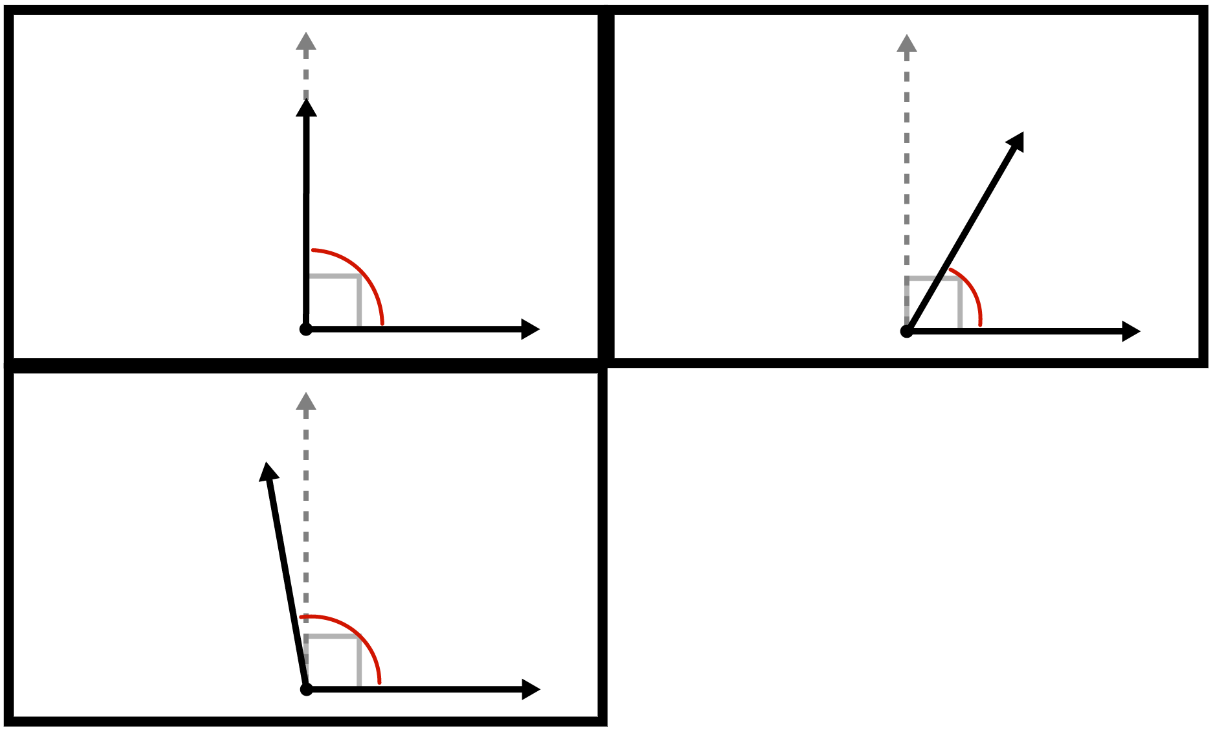
Classifying Angles





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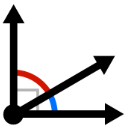
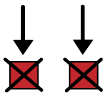
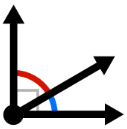
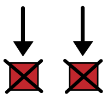
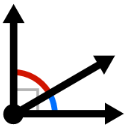
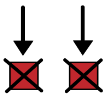
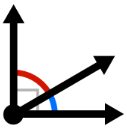
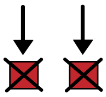
Angle Relationships 1: Level 2 and Level 3

complementary 	supplementary 	not complementary or supplementary 
complementary 	supplementary 	not complementary or supplementary 
complementary 	supplementary 	not complementary or supplementary 
complementary 	supplementary 	not complementary or supplementary 

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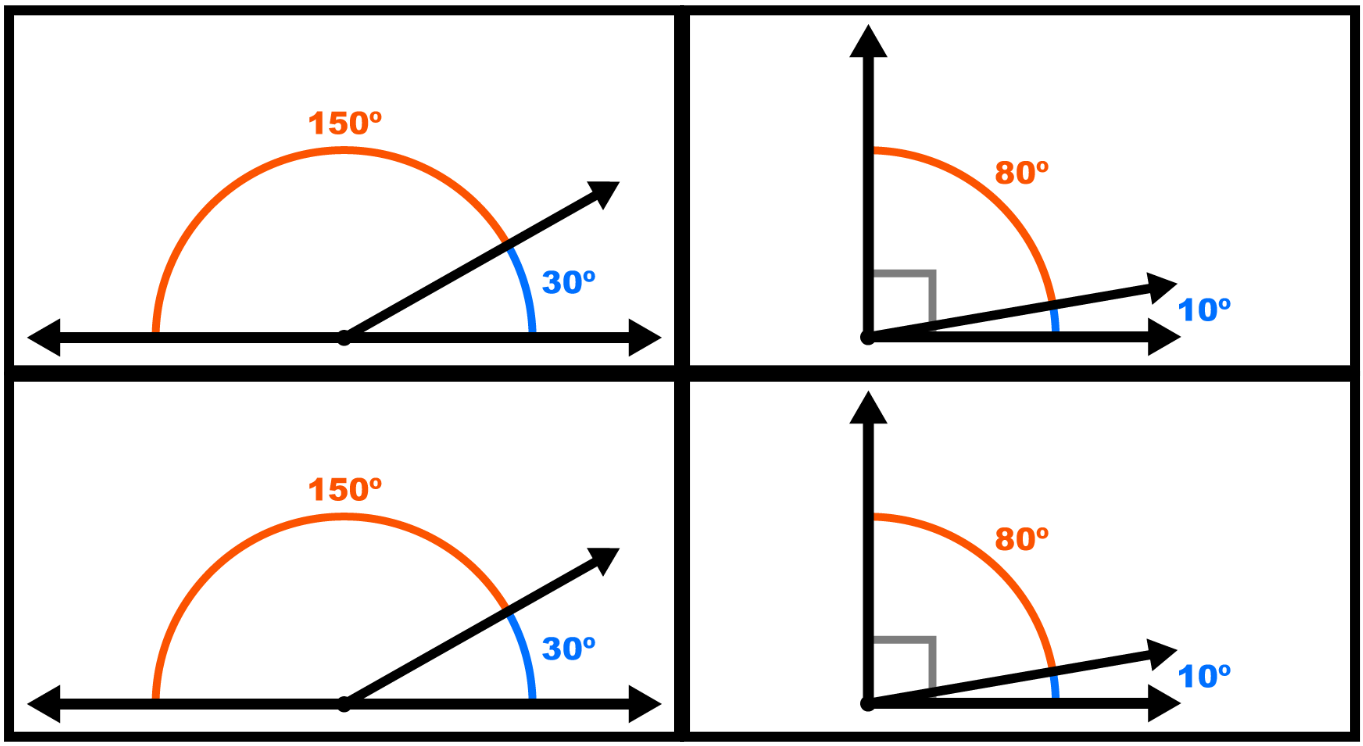
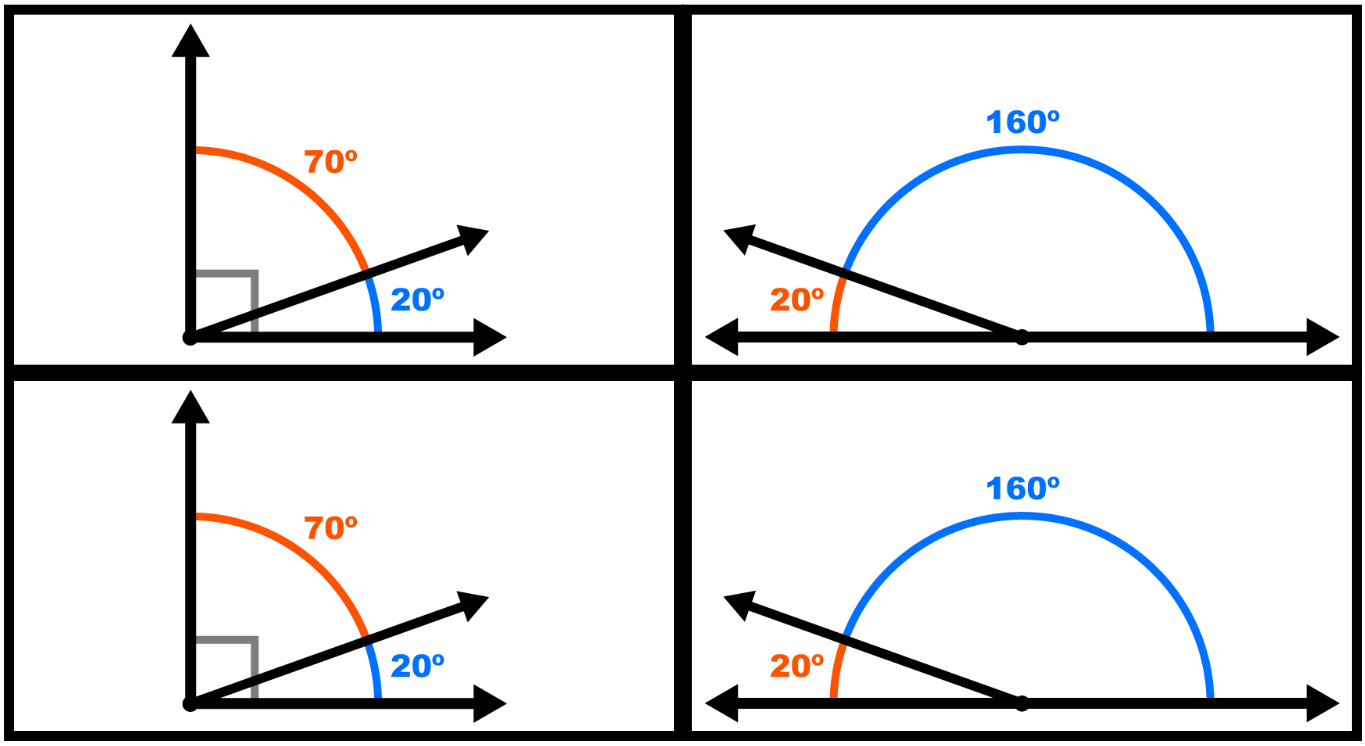
Angle Relationships 1: Level 1





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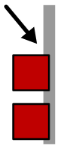
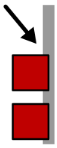
Angle Relationships 2: Level 3

vertical angles 	vertical angles 	vertical angles 	vertical angles 
adjacent angles 	adjacent angles 	adjacent angles 	adjacent angles 

Angle Relationships 2: Level 2

next to each other 	vertical angles 	next to each other 	vertical angles 
across from each other 	adjacent angles 	across from each other 	adjacent angles 

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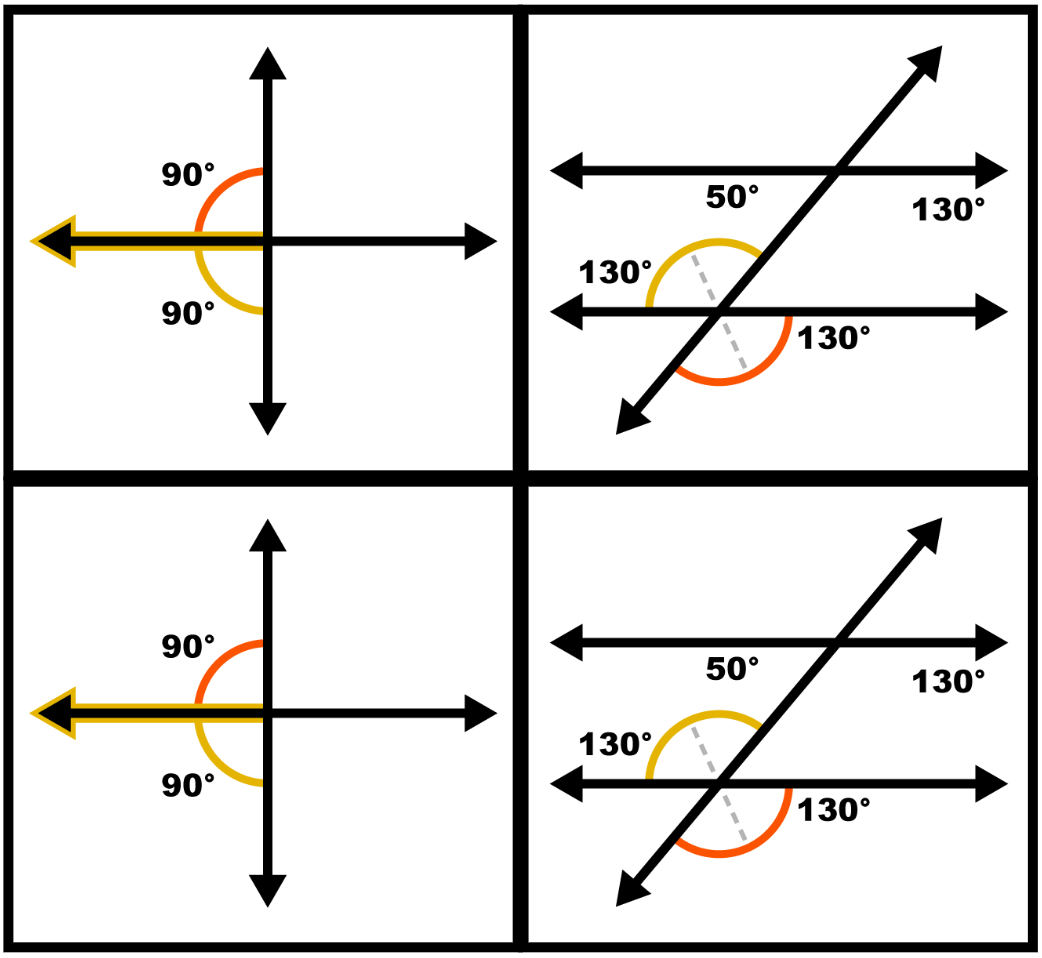
Angle Relationships 2: Level 1



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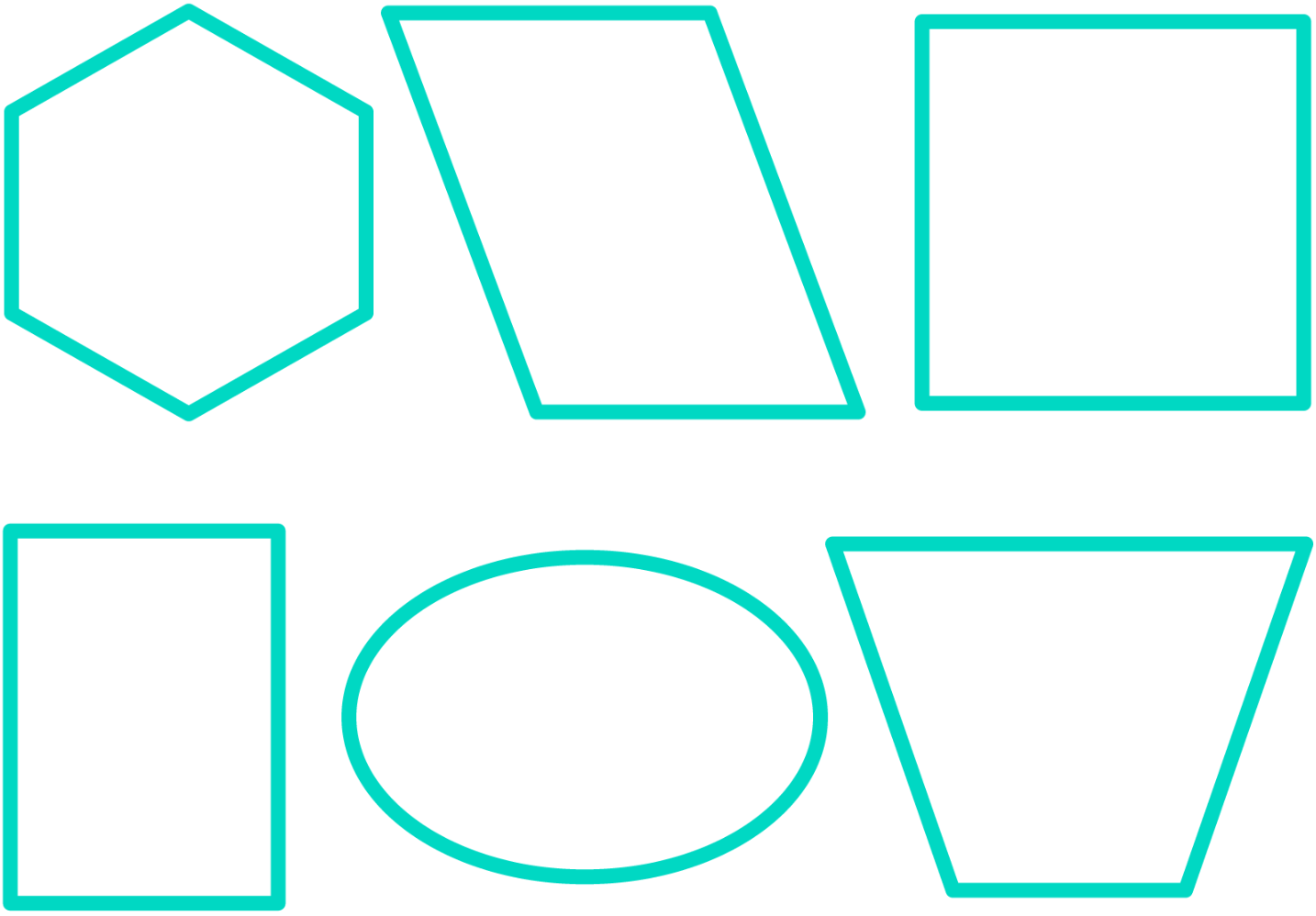
Attributes of Shapes



penny	
dust cloth	
dollar	

air freshener	
dime	
sign-up sheet	

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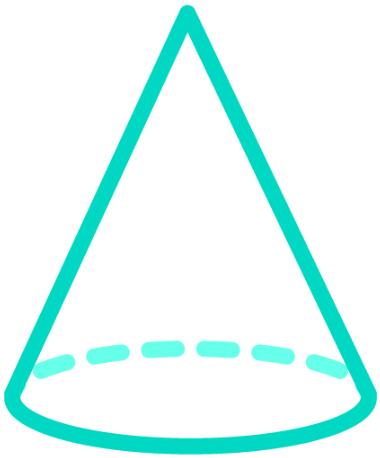
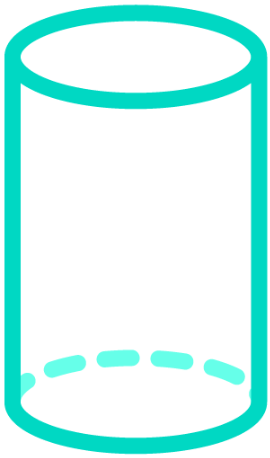
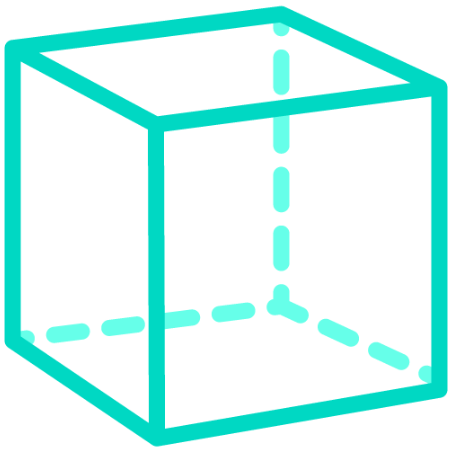
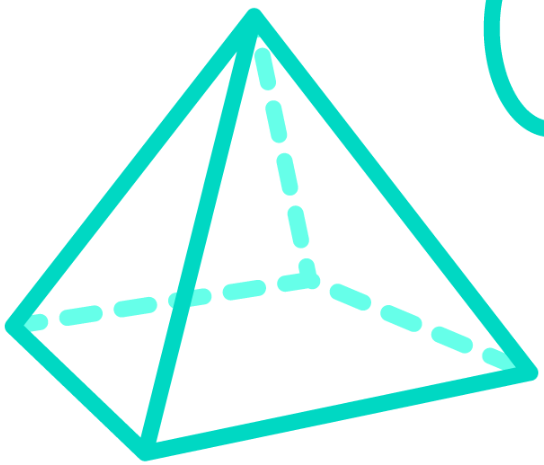
Attributes of Shapes

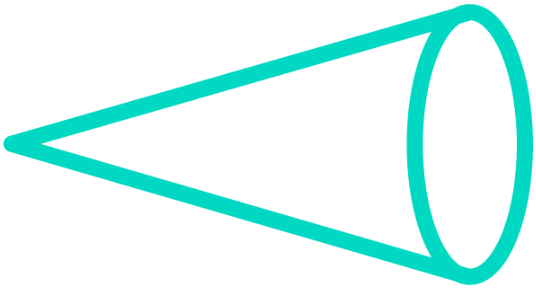












sponge	
money jar	
balloon	

megaphone	
lock box	
car wax jar	

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Similar and Congruent Shapes

bigger	smaller

1	1	1	1
1	1	1	1
2	2	2	2
2	2	2	2
3	3	3	3
3	3	3	3
4	4	4	4
4	4	4	4
5	5	5	5
5	5	5	5
6	6	6	6
6	6	6	6
7	7	7	27
7	7	7	7
8	8	8	8
8	8	8	8
9	9	9	9
9	9	9	9
10	10	10	10
10	10	10	10
11	11	11	11
12	12	12	12

≠	=
≠	=
≠	=
≠	=

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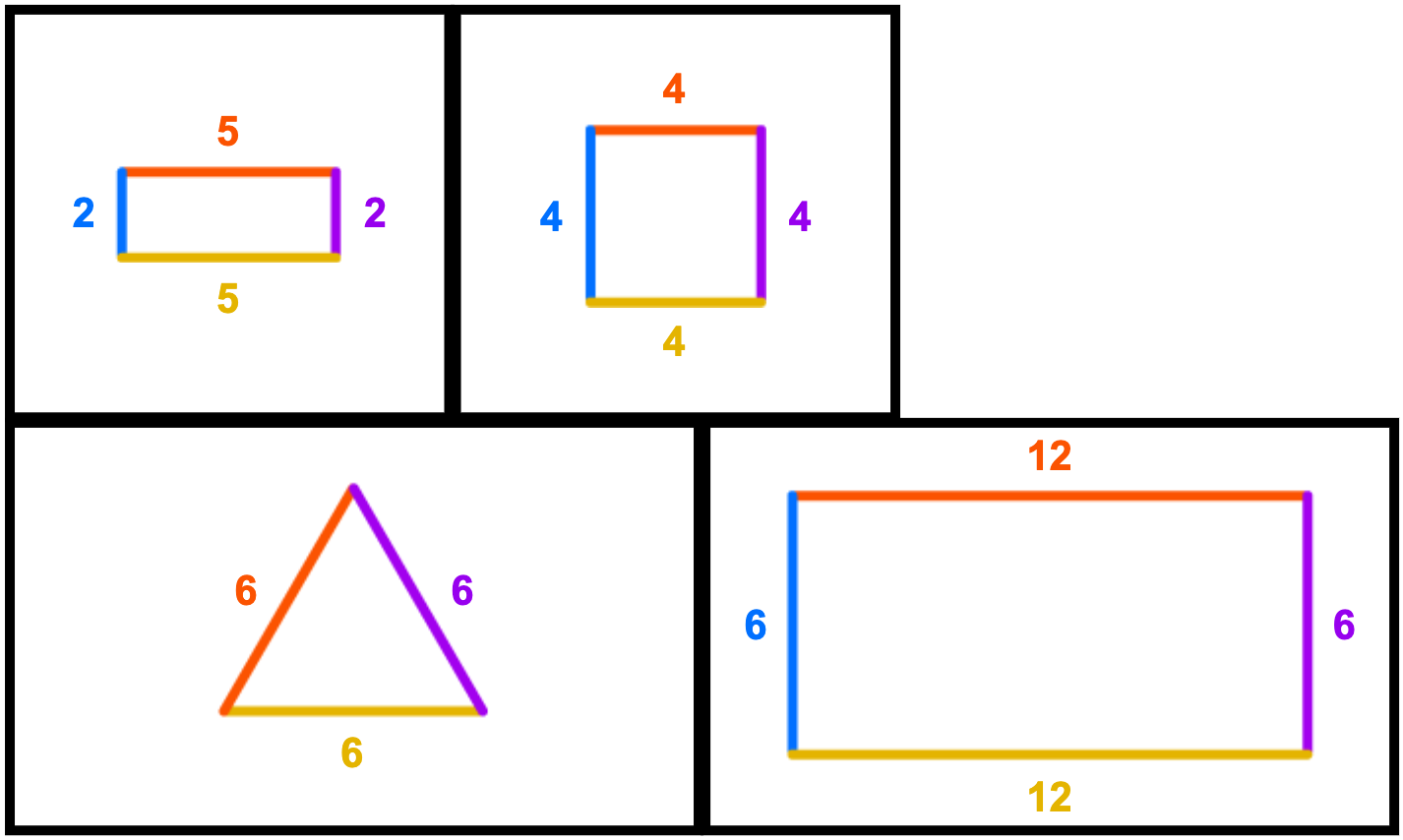
Congruent Shapes - Level 1



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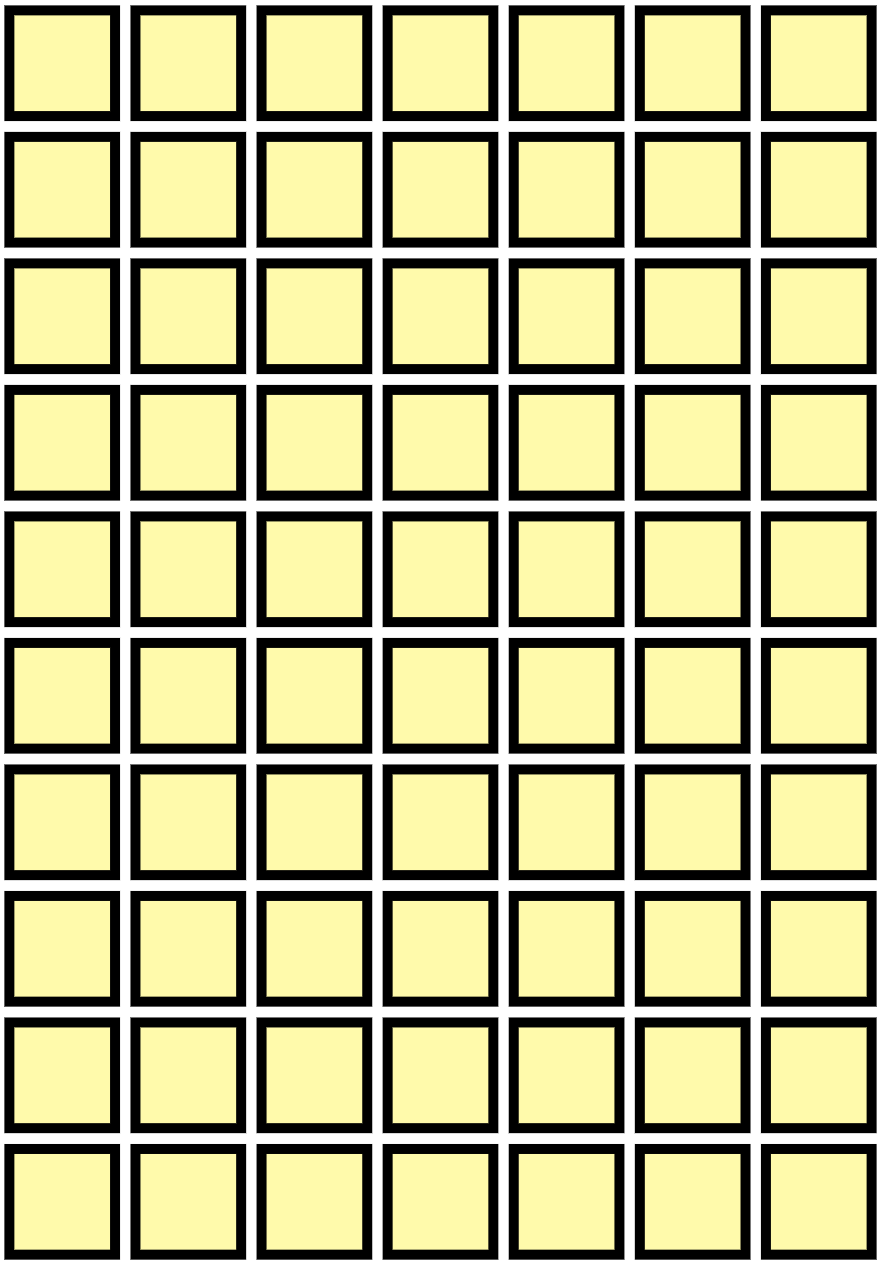
Area



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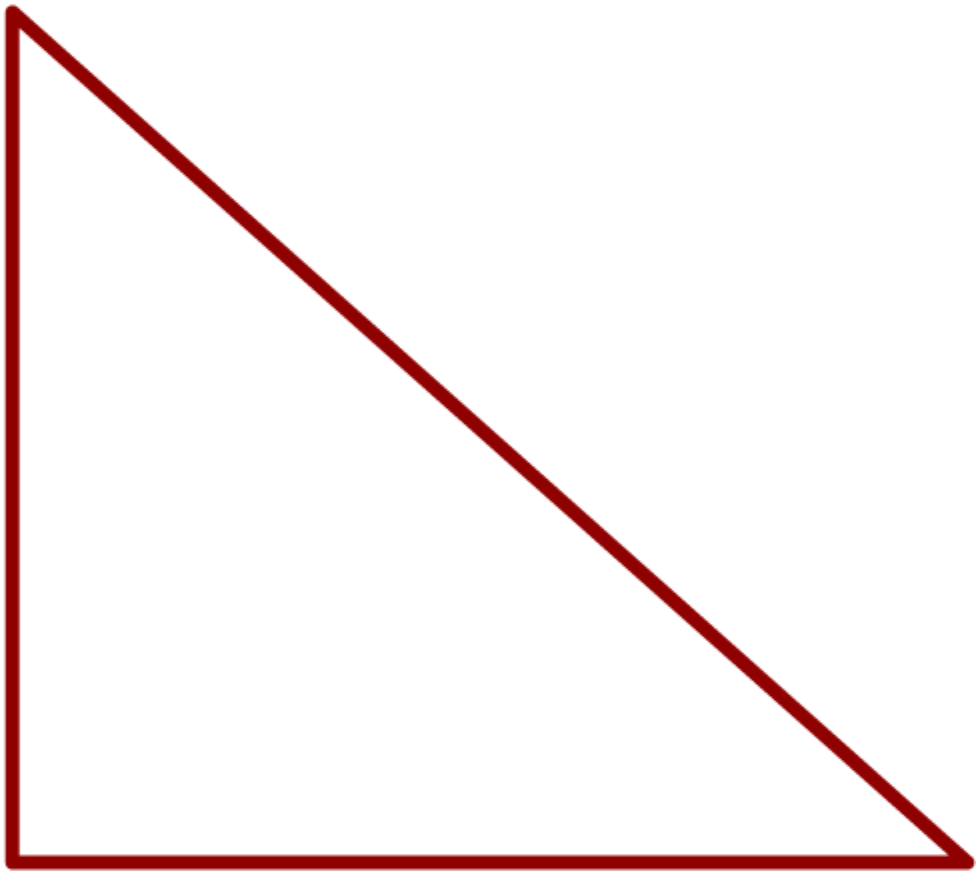
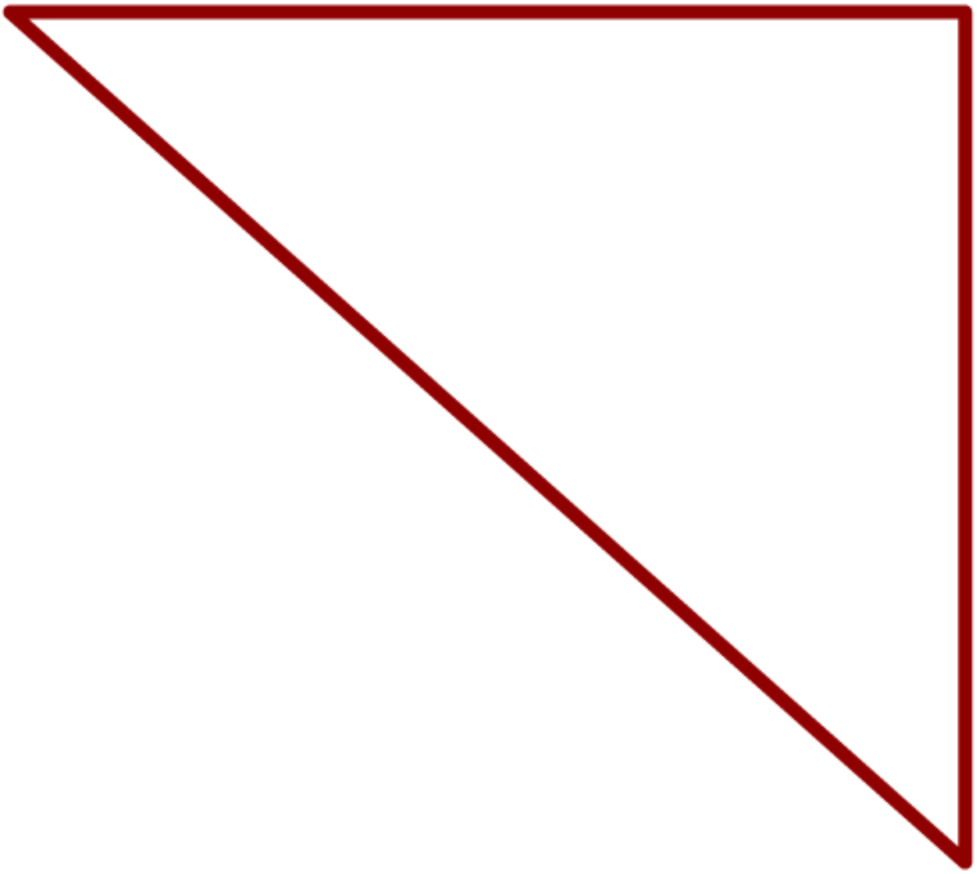
Area: Triangles





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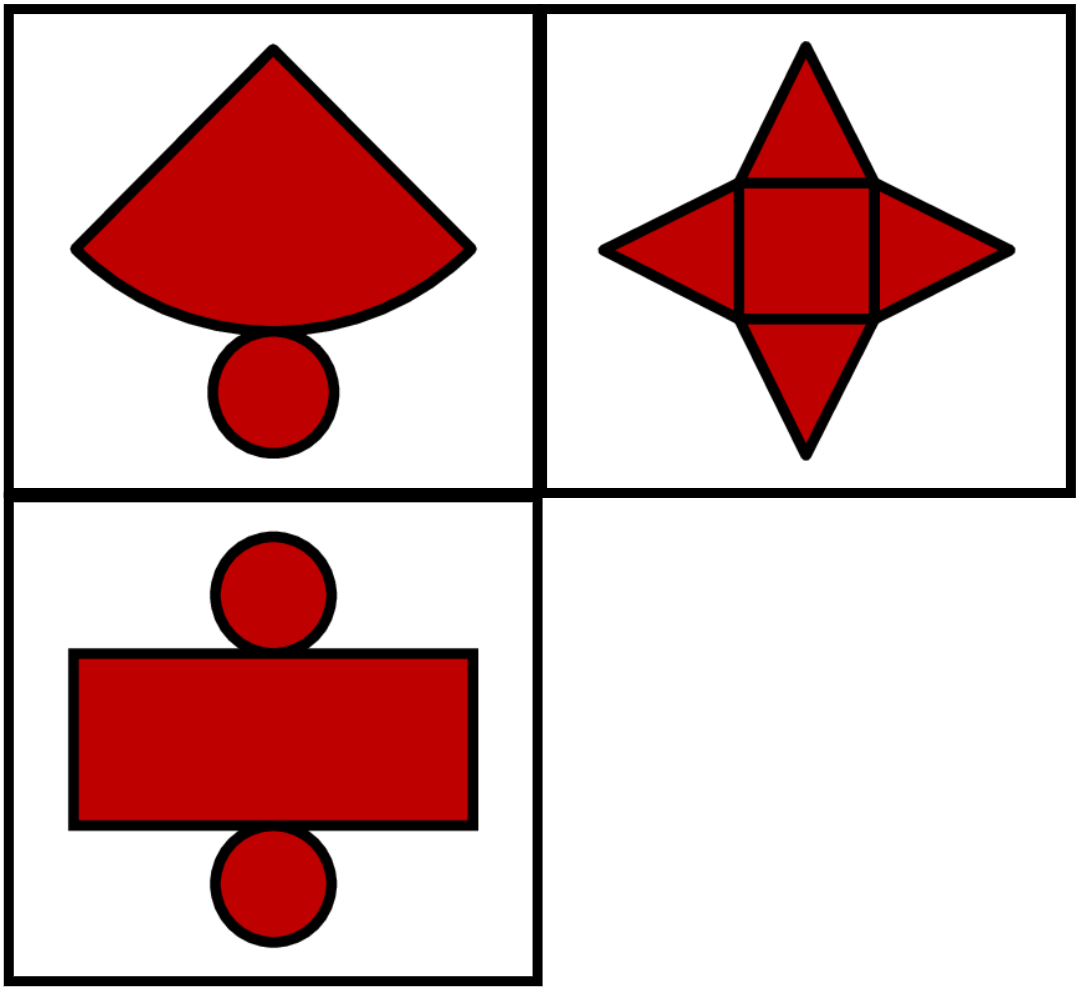
Nets and Faces



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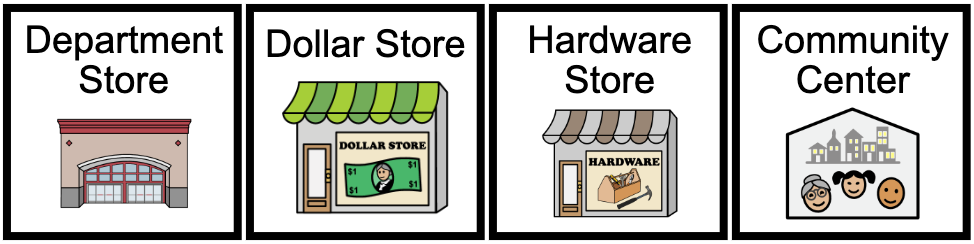
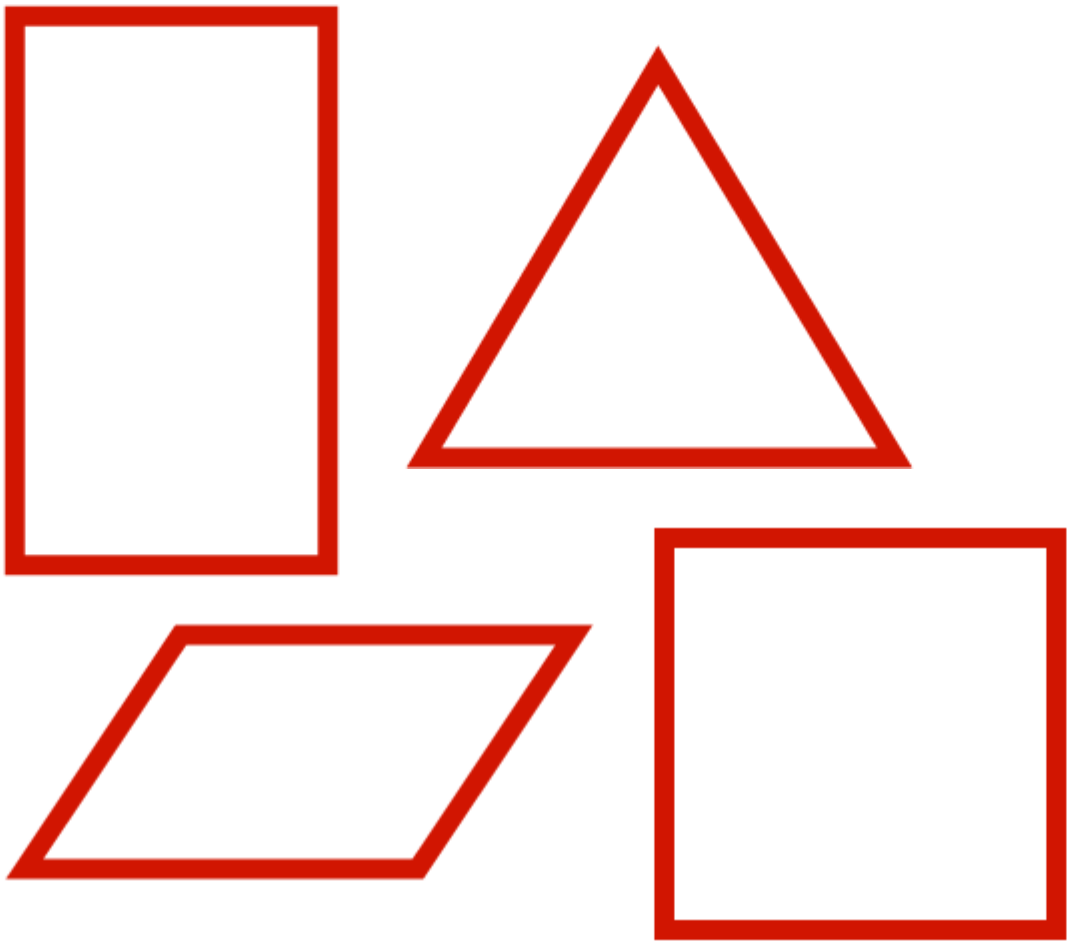
Plotting On a Map





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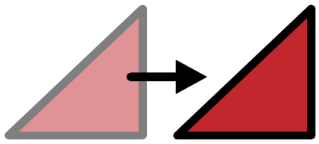
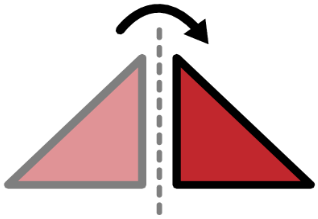
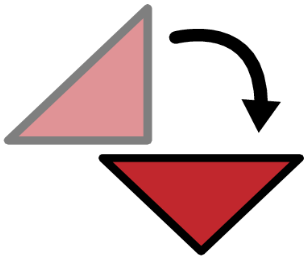
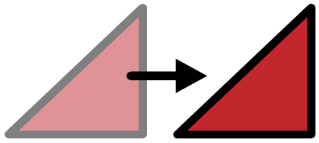
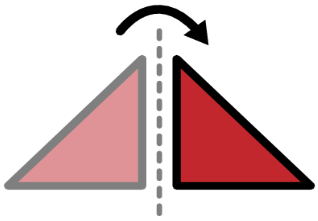
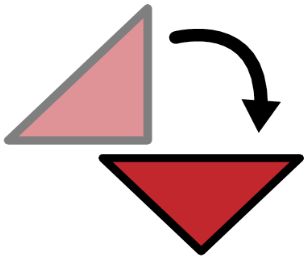
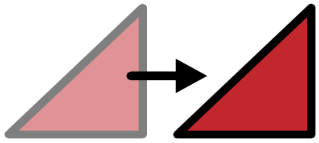
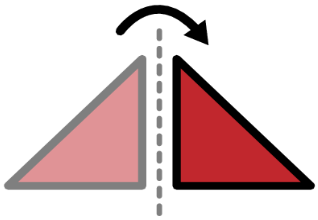
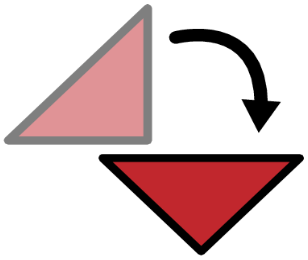
Identifying Transformations

slides 	flips 	turns 
slides 	flips 	turns 
slides 	flips 	turns 

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For hands-on instruction, print, cut out and laminate.

Scale Drawings, Level 2 & Level 3

1	6	11	16
1	6	11	16
2	7	12	17
2	7	12	17
3	8	13	18
3	8	13	18
4	9	14	
4	9	14	
5	10	15	
5	10	15	

1	2	3	4	5	÷	X
1	2	3	4	5	÷	X

bigger	smaller

Scale Drawings, Level 1

the same	bigger	smaller

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For hands-on instruction, print, cut out and laminate.

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12

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For hands-on instruction, print, cut out and laminate.

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
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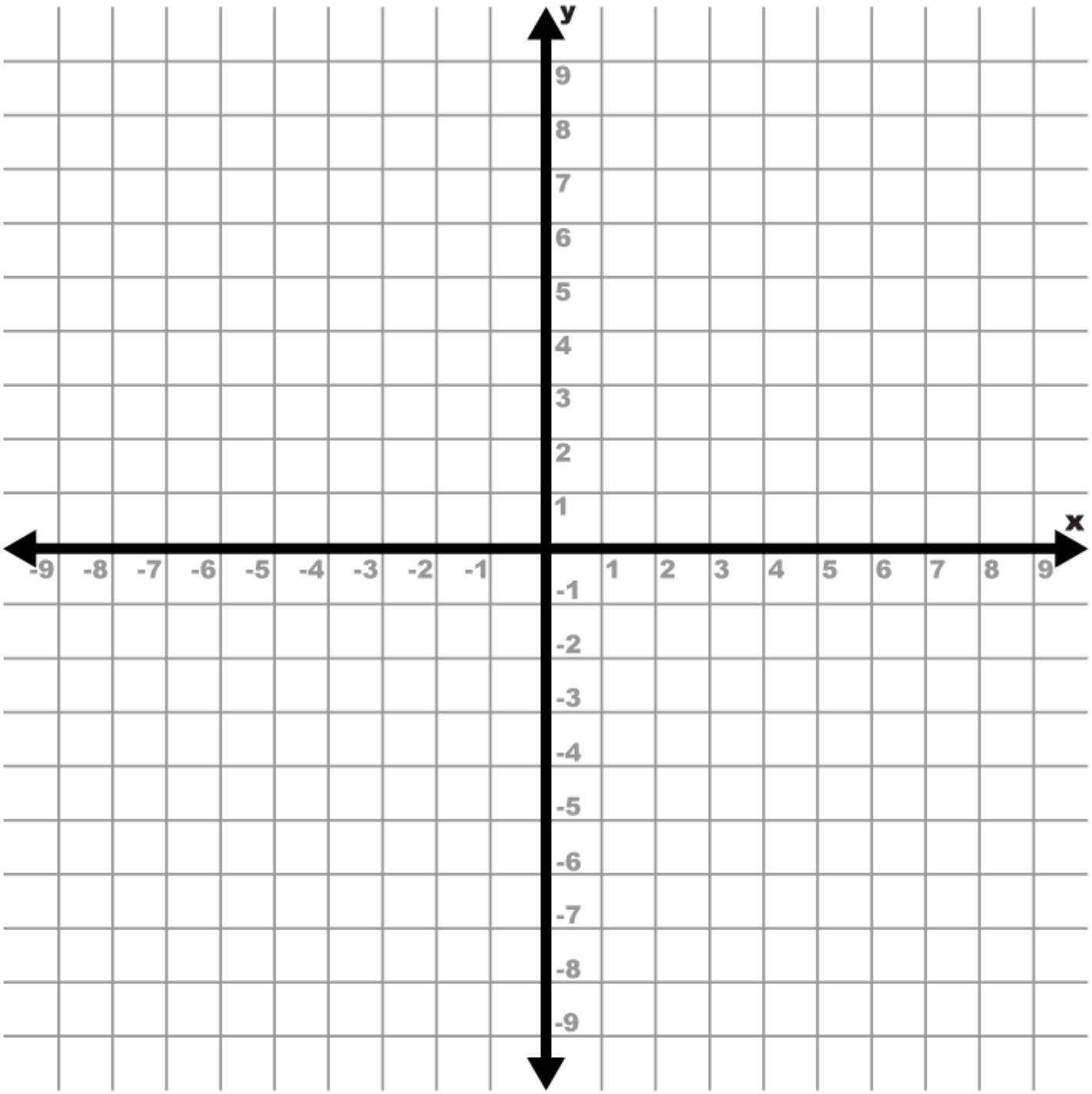

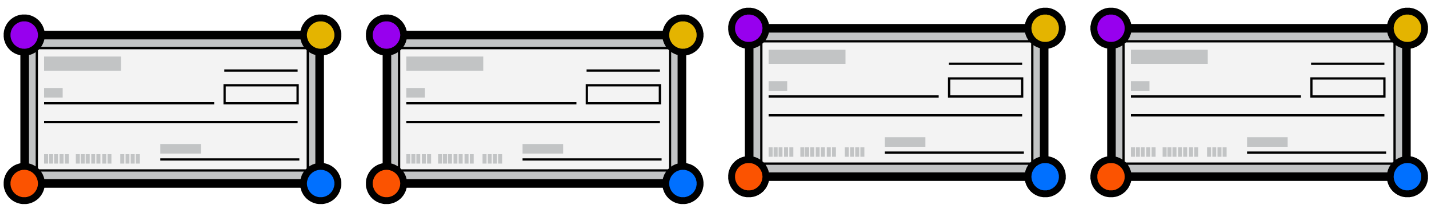

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Lesson 25a - Algebra
Working for the Money

25a

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems. Model and solve problems involving multiplication or division.
- ***Apply and extend previous understanding of arithmetic to algebraic expressions:*** Write and simplify expressions in which letters stand for unknown numbers within a real-world scenario.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Write and solve equations with one variable to solve real-world word problems.

Differentiated Tasks

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, model multiplication and division with objects and numbers that show equal groups.
- In the context of a real-world scenario, write and simplify an expression.
- In the context of a real-world scenario, use a combination of operations to solve an equation.
- In the context of a real-world scenario, write and solve an equation with a variable.

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- Count equal numbers of objects in selected groups or an array.
- In the context of a real-world scenario, select numbers to write and simplify an expression.
- In the context of a real-world scenario, use operations and models to solve an equation.
- Select pictures and numbers to model an equation with a variable.

Level 1 Students will...

- Count a set of objects in an addition or a subtraction problem through an active participation response (e.g. voice output device, eye gaze choice board).
- Count a set of objects in a group through an active participation response (e.g., voice output device, eye gaze choice board).
- In the context of a real-world scenario, select numbers to write an expression.
- In the context of a real-world scenario, select numbers and count within an equation.
- Select a number (errorless choice) within an equation with a variable.

Topic Connection

In this unit students are learning about money, budgeting and banking services. The scenarios in this lesson focus on Mrs. B's class as they work in a variety of environments to earn money.

Topic Words

bank
earn
money*

Math Words

add	equal	more*	simplify
altogether	equation	multiply	solve
count	expression	negative	subtract
divide	less*	positive	variable

* Power Words

Benchmark Assessments

- Math Problem Solving: Adding and Subtract
- Math Problem Solving: Multiply and Divide
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	Writing and Simplifying Expressions 1 (addition and subtraction)	Writing and Solving Equations 1 (addition and subtraction)	Writing and Simplifying Expressions 2 (multiplication and division)	Writing and Solving Equations 2 (multiplication and division)
ULS Materials and Resources	**Algebra Problems for Math Expressions** **Clues Guide 1 and 2** **Manipulatives**	**Algebra Problems for Math Equations** **Clues Guide 3, 4, 5, 6, 7 and 8** **Manipulatives** **Standards Connection A**	**Algebra Problems for Math Expressions** **Clues Guide 9 and 10** **Manipulatives** **Fill-In Cards**	**Algebra Problems for Math Equations** **Clues Guide 11 and 12** **Manipulatives** **Standards Connection B** **Fill-In Cards**
	Math Supports: Algebra Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed. **Instructional Tools: Number Journal** **Instructional Tools: Math Number Pack/Numbers** **Instructional Guides: Mathematics** **L³ Skills: Math Skills**			
Additional Materials				

See how these activities fit into the **Suggested Monthly Plan** .

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Lesson 25a - Algebra
Activity 1 - Writing and Simplifying Expressions 1

25a
Activity 1

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Apply and extend previous understanding of arithmetic to algebraic expressions:*** Write and simplify expressions in which letters stand for unknown numbers within a real-world scenario.

Instructional Routine

or

Introduce

- Introduce this activity by asking a focus question. For example ask, "What does the word, 'altogether' mean in a word problem—add or subtract?" Discuss students' responses.
- Review and discuss the key words used in addition and subtraction problems, relating the words to their signs. Use Clues Guides 1 and 2 located at the beginning of each lesson to provide a visual.
- Discuss the use of a variable to represent an unknown number in the problem.
- Tell students that they will be writing and simplifying math expressions with addition and subtraction. Say, "Today, your job is to write and simplify math expressions."
- Review the learning goals with students: **Levels 2-3: I will write and simplify math expressions.**
  Level 1: I will count objects.

Model

Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.

- Call attention to a math expression. Point out that numbers in the expression are represented by the letters A and B.

Level 3: Model the steps of writing a math expression. Emphasize the location of the information. For example point to the "Write the expression" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. Locate the number in the sentence and fill in the number for A in the expression. Continue this process for B. Since B is unknown, write 'B' in the second part of the expression. Explain that if a number is unknown, we use the variable in the expression to represent the unknown number. Then simplify the expression. Read the second part of the scenario below the expression. Model filling in the number for A and the now known number for B. Complete the operation to simplify the expression and find the answer. Model using Math Supports as needed.

Level 2: Model finding the information, writing the math expression and filling in the unknown variable. Then use Manipulatives to illustrate the scenario and solve the problem.

Level 1: Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario and choosing the correct variable for the unknown. Then select the correct numeral for the number of Manipulatives counted and variable for the unknown. Repeat for each number in the scenario, as well as the answer to the scenario.

Provide Practice

Provide students with the appropriate Algebra Problems, Clues Guides 1 and 2 and Math Supports as needed.

Level 3: Have students read, act out, write and simplify the Algebra Problem expressions.
Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student simplify the problem and then complete the expression.
Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless). Assist the student in using his or her selection to complete the math expression. Interactive numbers or other Math Supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected math expressions with students. Point out how the numbers in the expressions represent the numbers in the problems.

Check Understanding

- **Level 3:** Can the student read, write and simplify a math expression (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and simplify a math expression?
- **Level 1** Can the student participate in counting objects and choosing a number to complete an expression?

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Lesson 25a - Algebra
Activity 2 - Writing and Solving Equations 1

25a
Activity 2

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Write and solve equations with one variable to solve real-world word problems.

Instructional Routine

? or

Introduce

- Introduce this activity by asking a focus question. For example ask, "What do the words, 'How many are left?' mean in a word problem—add or subtract?" Discuss students' responses.
- Review and discuss the key words used in addition and subtraction problems, relating the words to their signs. Use Clues Guides 3, 4, 5, 6, 7 and 8 located at the beginning of each lesson to provide a visual.
- Discuss the use of a variable to represent an unknown number in the problem.
- Tell students that they will be writing and solving math equations with addition and subtraction. Say, "Today, your job is to write and solve math equations."
- Review the learning goals with students: **Levels 2-3: I will write and solve math equations.** **Level 1: I will count objects.**

Model

Choose Algebra Problem for modeling and practice based on students' needs and abilities. Algebra problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.

- Call attention to a math equation. Point out that numbers in the equation are represented by the letters A, B and C.

Level 3: Model the steps of writing a math equation. Emphasize the location of the information. For example point to the "Write the equation" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. Locate the number in the sentence and fill in the number for A in the equation. Continue this process until the math equation is written. Then solve the problem following the Clues Guide. Check the answer by replacing the variable in the original equation with the answer. Model using Math Supports as needed.

Level 2: Model finding the information and writing the math equation. Then use Manipulatives to illustrate the scenario. Use the Manipulatives to solve the problem and check the answer.

Level 1: Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario. Then select the correct numeral for the number of Manipulatives counted. Repeat for each number in the scenario, as well as the answer to the scenario.

- Call attention to a math equation with unknown variables. Point out that students will have to fill in the variables and signs of the operation used in these problems.

To extend the lesson, model basic properties with numbers in Algebra Problems using the Standards Connection A.

Provide Practice

Provide students with the appropriate Algebra problems, Clues Guides 3, 4, 5, 6, 7, 8 and Math Supports as needed.

Level 3: Have students read, act out, write and solve the Algebra Problem equations.

Level 2: Read and act out an Algebra Problem. Have student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation.

Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless). Assist the student in using his or her selection to complete the math equation. Interactive numbers or other Math Supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected math equations with students. Point out how the numbers in the equations represent the numbers in the problems.

Check Understanding ?

- **Level 3:** Can the student read, write and solve a math equation (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math equation?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an equation?

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Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Model and solve problems involving multiplication or division.
- ***Apply and extend previous understanding of arithmetic to algebraic expressions:*** Write and simplify expressions in which letters stand for unknown numbers within a real-world scenario.

Instructional Routine

? or

Introduce	• Introduce this activity by asking a focus question. For example ask, "What does the word, 'altogether' mean in a word problem—add, multiply or both?" Discuss students' responses. • Review and discuss the key words used in multiplication and division problems, relating the words to their signs. Use Clues Guides 9 and 10 located at the beginning of each lesson to provide a visual. • Discuss the use of a variable to represent an unknown number in the problem. • Tell students that they will be writing and simplifying math expressions with multiplication and division. Say, "Today, your job is to write and simplify math expressions." • Review the learning goals with students: **Levels 2-3: I will write and simplify math expressions.** **Level 1: I will count objects.**
Model	Choose Algebra Problem for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate. • Call attention to a math expression. Point out that numbers in the expression are represented by the letters A and B. **Level 3:** Model the steps of writing a math expression. Emphasize the location of the information. For example point to the "Write the expression" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. The number for A is unknown, so we use 'A' as the variable to write in the expression. Write the variable 'A' in the expression. Continue this process for B. Since B has a number, locate the number in the sentence and fill in the number for B. Then simplify the expression. Read the second part of the scenario below the expression. Model filling in the now known number for A and the number for B. Complete the operation to simplify the expression and find the answer. Model using Math Supports as needed. **Level 2:** Model finding the information, writing the math expression and filling in the unknown variable. Then use Manipulatives to illustrate the scenario and solve the Algebra Problem. **Level 1:** Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario and choosing the correct variable for the unknown. Then select the correct numeral for the number of Manipulatives counted and variable for the unknown. Repeat for each number in the scenario, as well as the answer to the scenario.
Provide Practice	***Provide students with the appropriate Algebra Problems, Clues Guides 9 and 10 and Math Supports as needed.*** **Level 3:** Have students read, act out, write and simplify the Algebra Problem expressions. **Level 2:** Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student simplify the problem and then complete the expression. **Level 1:** Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless). Assist the student in using his or her selection to complete the math expression. Interactive numbers or other Math Supports should be used as needed.
Review	• Revisit the learning goal by reviewing selected math expressions with students. Point out how the numbers in the expressions represent the numbers in the problems.

Check Understanding ?

- **Level 3:** Can the student read, write and simplify a math expression (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and simplify a math expression?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an expression?

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Lesson 25a - Algebra
Activity 4 - Writing and Solving Equations 2

25a
Activity 4

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Model and solve problems involving multiplication or division
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Write and solve equations with one variable to solve real-world word problems.

Instructional Routine

? or

Introduce

- Introduce this activity by asking a focus question. For example ask, "What do the words, 'How many are in each?' mean in a word problem—divide or subtract?" Discuss students' responses.
- Review and discuss the key words used in multiplication and division problems, relating the words to their signs. Use Clues Guides 11 and 12 located at the beginning of each lesson to provide a visual.
- Discuss the use of a variable to represent an unknown number in the problem.
- Tell students that they will be writing and solving math equations with multiplication and division. Say, "Today, your job is to write and solve math equations."
- Review the learning goals with students: **Levels 2-3: I will write and solve math equations.**
  Level 1: I will count objects.

Model

Choose Algebra Problem for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.

- Call attention to a math equation. Point out that numbers in the equation are represented by the letters A, B and C.

Level 3: Model the steps of writing a math equation. Emphasize the location of the information. For example point to the "Write the equation" portion of the first problem and say, "I need to fill in a number for A." Then point to the A located in the first part of the scenario and say, "Here is an A." Read the sentence next to the A. Locate the number in the sentence and fill in the number for A in the equation. Continue this process until the math equation is written. Then solve the problem following the Clues Guide. Check the answer by replacing the variable in the original equation with the answer. Model using Math Supports as needed.

Level 2: Model finding the information and writing the math equations. Then use Manipulatives to illustrate the scenario. Use the Manipulatives to solve the problem and check the answer.

Level 1: Read the scenario in the first problem and stop at the first number. Model counting the Manipulatives for the first number in the scenario. Then select the correct numeral for the number of Manipulatives counted. Repeat for each number in the scenario, as well as the answer to the scenario.

- Call attention to a math equation with unknown variables. Point out that students will have to fill in the variables and signs of the operation used in these problems.

To extend the lesson, model basic properties with numbers in Algebra Problems using the Standards Connection B.

Provide Practice

Provide students with the appropriate Algebra Problems Clues Guides 11 and 12 and Math Supports as needed.

Level 3: Have students read, act out, write and solve the Algebra Problem equations.

Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation.

Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless). Assist the student in using his or her selection to complete the math equation. Interactive numbers or other Math Supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected math equations with students. Point out how the numbers in the equations represent the numbers in the problems.

Check Understanding

- **Level 3:** Can the student read, write and solve a math equation (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math equation?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an equation?

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Instructional Target

Math Standards for Expressions and Equations

- ***Apply and extend previous understanding of arithmetic to algebraic expressions:***
  Use the commutative, associative and distributive properties to add, subtract and multiply whole numbers.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• In the context of a real-world scenario, students will use the commutative, associative, or distributive properties to add, subtract or multiply whole numbers.	• In the context of a real-world scenario, model addition, subtraction or multiplication of sets of objects.	• Count a set of objects in an addition, subtraction or multiplication problem through an active participation response (e.g., voice output device, eye gaze choice objects.)

The understanding of the properties of numbers is a strategy for solving math sentences. Type in a number sentence on the left side of the equal sign, and have students select numbers to make the math sentence true.

+	Basic Properties of Numbers	
Property	**Explanation**	**Addition**
Commutative	Order doesn't matter	a + b = b + a ex: 1 + 2 = 2 + 1 3 = 3
Associative	Grouping doesn't matter	(a + b) + c = a + (b + c) ex: (2 + 3) + 4 = 2 + (3 + 4) 5 + 4 = 2 + 7 9 = 9

Commutative Property

When adding two numbers, the order in which you add them does not matter. Changing the order of the number will not change the sum.

Associative Property

Explain to students that parentheses tell us what operation we have to do first. However, when there are only addition operations within a number sentence, the grouping of the numbers will not matter. Either way you add them together, you will get the same sum.

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Instructional Target

Math Standards for Expressions and Equations

- ***Apply and extend previous understanding of arithmetic to algebraic expressions:***
  Use the commutative, associative and distributive properties to add, subtract and multiply whole numbers.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• In the context of a real-world scenario, students will use the commutative, associative, or distributive properties to add, subtract or multiply whole numbers.	• In the context of a real-world scenario, model addition, subtraction or multiplication of sets of objects.	• Count a set of objects in an addition, subtraction or multiplication problem through an active participation response (e.g., voice output device, eye gaze choice objects.)

The understanding of the properties of numbers is a strategy for solving math sentences. Type in a number sentence on the left side of the equal sign, and have students select numbers to make the math sentence true.

X	Basic Properties of Numbers	
Property	**Explanation**	**Multiplication**
Commutative	Order doesn't matter	a x b = b x a ex: 2 x 3 = 3 x 2 6 = 6
Associative	Grouping doesn't matter	(a x b) x c = a x (b x c) ex: (2 x 3) x 4 = 2 x (3 x 4) 6 x 4 = 2 x 12 24 = 24
Distributive	Adding the addends, then multiplying the sum by the factor is the same as multiplying each addend by the factor then adding them together.	a x (b + c) = (a x b) + (a x c) ex: 2 x (3 + 1) = (2 x 3) + (2 x 1) 2 x 4 = 6 + 2 8 = 8

Commutative Property

When multiplying two numbers,
the order in which you multiply them does not matter. Changing the order of the number will not change the product.

Associative Property

Explain to students that parentheses tell us what operation we have to do first. However, when there are only multiplication operations within a number sentence, the grouping of the numbers will not matter. Either way you multiply them together, you will get the same product.

Distributive Property

Explain to students that distribute means to share out. In multiplication, the factor can be shared over each addend, by multiplying each addend by the factor, then adding the products to find the answer. This will produce the same answer as adding the two addends first within the parentheses and then multiplying the sum by the factor.

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Clues Guide 1
Write and Simplify Addition Expressions

+	**Write and simplify an addition expression when you see these words:** *How many **altogether**?*

Write the expression: Fill in the empty spaces with the known number. Write the variable for the unknown number in the empty space.

A	+	*B*
	+	

Simplify the expression.

1. Replace the unknown variable with the given number.

A	+	*B*
	+	

Simplify the expression.

2. Add the numbers together. Write the sum in the empty space.

A + B

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Name: _____

+ Expressions

use manipulatives or calculator to simplify

Mary Beth and Danielle are feeding dogs at the animal shelter.

A Mary Beth feeds 9 dogs.

B Danielle feeds B dogs.



Write an expression for the number of dogs they feed altogether.

Write the expression.

A	+	B
_____	___	_____

Danielle feeds 7 dogs.
How many dogs do they feed altogether?

Simplify the expression to find the answer.

A	+	B
_____	___	_____

_____

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Name: _____

+ Expressions

use manipulatives or calculator to simplify

Mary Beth and Danielle are feeding dogs at the animal shelter.

A  Mary Beth feeds 9 dogs.

B  Danielle feeds B dogs.



 Write an expression for the number of dogs they feed altogether.

Write the expression.

A	+	*B*
_____	+	_____

 Danielle feeds 7 dogs.
How many dogs do they feed altogether?

Simplify the expression to find the answer.

A	+	*B*
_____	+	_____

_____

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Write and Simplify
Addition Expressions 1b, Level 3

Name: _____

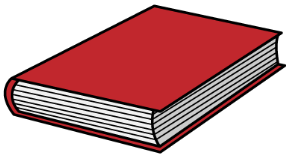
+ Expressions

use manipulatives or calculator to simplify

Mary Beth and Danielle are putting books on shelves at the library.

A Mary Beth puts A books on shelves.

B Danielle puts 12 books on shelves.



Write an expression for the number of books they put on shelves altogether.

Write the expression.

A	+	B
_____	___	_____

Mary Beth puts 15 books on shelves.
How many books do they put on shelves altogether?

Simplify the expression to find the answer.

A	+	B
_____	___	_____

_____

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Name: _____

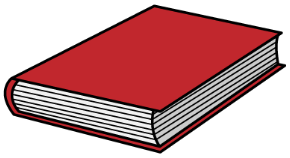
+ Expressions

use manipulatives or calculator to simplify

Mary Beth and Danielle are putting books on shelves at the library.

A  Mary Beth puts A books on shelves.

B  Danielle puts 12 books on shelves.



 Write an expression for the number of books they put on shelves altogether.

Write the expression.

A	+	*B*
_____	+	_____

 Mary Beth puts 15 books on shelves.
How many books do they put on shelves altogether?

Simplify the expression to find the answer.

A	+	*B*
_____	+	_____

_____

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Clues Guide 2
Write and Simplify Subtraction Expressions

-	**Write and simplify a subtraction expression when you see these words:** *How many are **left**? How many **more** than? How many **less** than?*

Write the expression: Fill in the empty spaces with the known number. Write the variable for the unknown number in the empty space.

A	**-**	***B***
	-	

Simplify the expression.

1. Replace the unknown variable with the given number.

A	**-**	***B***
	-	

Simplify the expression.

2. Subtract the numbers. Write the difference in the empty space.

A - B

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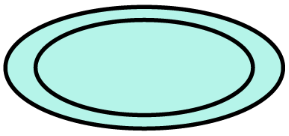
Name: _____

- Expressions

use manipulatives or calculator to simplify

Randy is washing dishes at a restaurant.

A  Randy has 18 dishes to wash.



B  He has washed B dishes so far.

 Write an expression for the number of dishes he has left to wash.

Write the expression.

A	-	B
_____	___	_____

 Randy has washed 9 dishes so far.
How many dishes does he have left to wash?

Simplify the expression to find the answer.

A	-	B
_____	___	_____

_____

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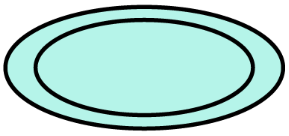
Name: _____

- Expressions

use manipulatives or calculator to simplify

Randy is washing dishes at a restaurant.

A  Randy has 18 dishes to wash.



B  He has washed B dishes so far.

 Write an expression for the number of dishes he has left to wash.

Write the expression.

A	-	B
_____	-	_____

 Randy has washed 9 dishes so far.
How many dishes does he have left to wash?

Simplify the expression to find the answer.

A	-	B
_____	-	_____

_____

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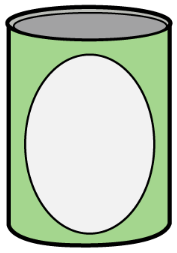
Name: _____

- Expressions

use manipulatives or calculator to simplify

Ryan is organizing cans of food at the grocery store.



A Ryan must organize A cans of food.

B He has organized 17 cans of food so far.

Write an expression for the number of cans of food he has left to organize.

Write the expression.

A	-	B
_____	___	_____

Ryan must organize 30 cans of food.
How many cans of food does he have left to organize?

Simplify the expression to find the answer.

A	-	B
_____	___	_____

_____

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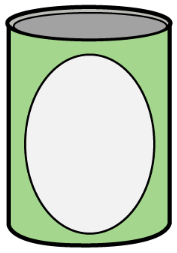
Name: _____

- Expressions

use manipulatives or calculator to simplify

Ryan is organizing cans of food at the grocery store.



A  Ryan must organize A cans of food.

B  He has organized 17 cans of food so far.

 Write an expression for the number of cans of food he has left to organize.

A	-	B
_____	-	_____

 Ryan must organize 30 cans of food.
How many cans of food does he have left to organize?

A	-	B
_____	-	_____

_____

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Clues Guide 3
Write and Solve Addition Equations 1

+	**Write an addition equation when you see these words:** *How many **altogether**?*

A and **B** are known numbers.
C is the unknown answer to your problem.
Use this model to write your equation.

A	+	*B*	=	*C*

Follow these steps to solve the equation for C.

1. Fill in the empty spaces with the known numbers.
Write the variable for the unknown number.

A	+	*B*	=	*C*
	+		=	*C*

2. Add the numbers for **A** and **B**.

A + B	=	*C*
	=	*C*

3. C = how many altogether?

4. Check your work. Fill in the numbers for **A**, **B** and **C**. Solve.

A	+	*B*	=	*C*
	+		=	
			=	

Is the equation true?	**Yes**	**No**

5. If the equation is true, then your answer for **C** is correct.

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Write and Solve
Addition Equations 1a, Level 3

Name: _____

A + B = C use manipulatives or calculator to solve

Mary Beth and Danielle are watering plants at the greenhouse.



A  Mary Beth waters 5 plants.

B  Danielle waters 6 plants.

C  How many plants do they water altogether?

Write the equation:

A	+	*B*	=	*C*
_____	_____	_____	_____	_____

Solve the equation for C.

A + B	=	*C*
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	*B*	=	*C*
_____	_____	_____	_____	_____
_____			_____	_____

Is the equation true?	**Yes**	**No**

Since C = _____, they water _____ plants altogether.

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Write and Solve
Addition Equations 1a, Level 1 & 2

Name: _____

A + B = C use manipulatives or calculator to solve

Mary Beth and Danielle are watering plants at the greenhouse.



A  Mary Beth waters 5 plants.

B  Danielle waters 6 plants.

C  How many plants do they water altogether?

Write the equation:

A	+	*B*	=	*C*
_____	+	_____	=	_____

Solve the equation for C.

A + B	=	*C*
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	*B*	=	*C*
_____	+	_____	=	_____
_____			=	_____

Is the equation true?	**Yes**	**No**

Since C = ____ , they water ____ plants altogether.

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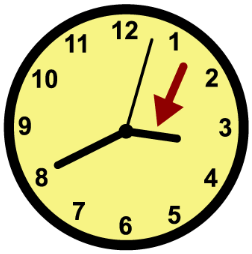
Write and Solve
Addition Equations 1b, Level 3

Name: _____

A + B = C	use manipulatives or calculator to solve

Brent and Ryan are working at the greenhouse.



A  Brent works 6 hours.

B  Ryan works 4 hours.

C  How many hours do they work altogether?

Write the equation:

A	+	*B*	=	*C*
_____	_____	_____	_____	_____

Solve the equation for C.

A + B	=	*C*
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	*B*	=	*C*
_____	_____	_____	_____	_____
_____			_____	_____

Is the equation true?	Yes	No

Since C = _____ , they work _____ hours altogether.

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Write and Solve
Addition Equations 1b, Level 1 & 2

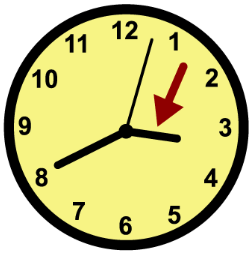
Name: _____

A + B = C use manipulatives or calculator to solve

Brent and Ryan are working at the greenhouse.

A  Brent works 6 hours.

B  Ryan works 4 hours.



C  How many hours do they work altogether?

Write the equation:

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for C.

A + B	=	C
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	B	=	C
_____	+	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since C = _____, they work _____ hours altogether.

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Clues Guide 4
Write and Solve Addition Equations 2

+	**Write an addition equation when you see these words:** *How many **altogether**?*

B and **C** are known numbers. **A** is the unknown answer to your problem.
Use this model to write your equation.

A	+	*B*	=	*C*

Follow these steps to solve the equation for A.

1. Fill in the empty spaces with the known numbers.
Write the variable for the unknown number.

A	+	*B*	=	*C*
A	+		=	

2. Subtract the number for **B** from both sides of the equal sign.

A	+	*B*	-	*B*	=	*C*	-	*B*
A	+		-		=		-	

3. Write the difference in each space below.

A	+		=	

4. **B** - **B** = 0. 0 = nothing. Remove it.
Rewrite the variable, **A** and difference for **C** - **B**.

A		=	

5. **A** = the answer to the problem.

6. Check your work. Fill in the numbers for **A**, **B** and **C** in the equation. Solve.

A	+	*B*	=	*C*
	+		=	
			=	

Is the equation true?	**Yes**	**No**

7. If the equation is true, then your answer for **A** is correct.

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Write and Solve
Addition Equations 2a, Level 3

Name: _____

A + B = C use manipulatives or calculator to solve

Brent and Ryan are washing dogs at the animal shelter.

A  Brent washes A dogs.

B  Ryan washes 22 dogs.

C  They wash 46 dogs altogether.
How many dogs does Brent wash?



Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for A.

A	+	B	-	B	=	C	-	B
_____	+	_____	-	_____	=	_____	-	_____
_____	+	_____			=	_____		
_____					=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	B	=	C
_____	+	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since A = _____, Brent washes _____ dogs.

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Write and Solve
Addition Equations 2a, Level 1 & 2

Name: _____

A + B = C use manipulatives or calculator to solve

Brent and Ryan are washing dogs at the animal shelter.

A  Brent washes A dogs.

B  Ryan washes 22 dogs.

C  They wash 46 dogs altogether.
How many dogs does Brent wash?



Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for A.

A	+	B	-	B	=	C	-	B
A	+	____	-	22	=	____	-	22
A	+	0			=	_____		
A	+				=	_____		

Check your work. Fill in the number for A. Solve.

A	+	B	=	C
_____	+	22	=	46
_____			=	_____

Is the equation true?	Yes	No

Since A = _____, Brent washes _____ dogs.

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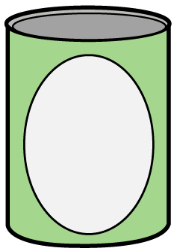
Write and Solve
Addition Equations 2b, Level 3

Name: _____

A + B = C use manipulatives or calculator to solve

Mary Beth and Danielle are stacking cans of food at the grocery store.



A  Mary Beth stacks A cans of food.

B  Danielle stacks 14 cans of food.

C  They stack 30 cans of food altogether.
How many cans of food does Mary Beth stack?

Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for A.

A	+	B	-	B	=	C	-	B
_____	+	_____	-	_____	=	_____	-	_____
_____	+	_____			=	_____		
_____					=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	B	=	C
_____	+	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since A = _____ , Mary Beth stacks _____ cans of food.

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Write and Solve
Addition Equations 2b, Level 1 & 2

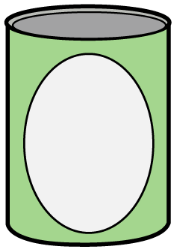
Name: _____

A + B = C use manipulatives or calculator to solve

Mary Beth and Danielle are stacking cans of food at the grocery store.

A  Mary Beth stacks A cans of food.

B  Danielle stacks 14 cans of food.



C  They stack 30 cans of food altogether.
How many cans of food does Mary Beth stack?

Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for A.

A	+	B	-	B	=	C	-	B
A	+	____	-	14	=	____	-	14
A	+	0			=	_____		
A					=	_____		

Check your work. Fill in the number for A. Solve.

A	+	B	=	C
_____	+	14	=	30
_____			=	_____

Is the equation true?	Yes	No

Since A =_____ , Mary Beth stacks_____ cans of food.

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Clues Guide 5
Write and Solve Addition Equations 3

Name: _____

+	**Write an addition equation when you see these words:** *How many altogether?*

A and **C** are known numbers. **B** is the unknown answer to your problem.
Use this model to write your equation.

A	+	B	=	C

Follow these steps to solve the equation for B.

1. Fill in the empty spaces with the known numbers.
Write the variable for the unknown number.

A	+	B	=	C
	+	B	=	

2. Subtract the number for **A** from both sides of the equal sign.

A	-	A	+	B	=	C	-	A
	-		+	B	=		-	

3. Write the difference in each space below.

	+	B	=	

4. **A** - **A** = 0. 0 = nothing. Remove it.
Rewrite the variable, **B** and difference for **C** - **A** .

	B	=	

5. **B** = the answer to the problem.

6. Check your work. Fill in the numbers for **A**, **B** and **C** in the equation. Solve.

A	+	B	=	C
	+		=	
			=	

Is the equation true?	**Yes**	**No**

7. If the equation is true, then your answer for **B** is correct.

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Write and Solve
Addition Equations 3a, Level 3

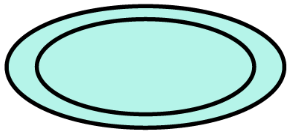
Name: _____

A + B = C use manipulatives or calculator to solve

Mary Beth and Danielle are drying dishes at the restaurant.

A  Mary Beth dries 7 dishes.

B  Danielle dries B dishes.



C  They dry 16 dishes altogether.
How many dishes does Danielle dry?

Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for B.

A	-	A	+	B	=	C	-	A
____	-	____	+	_____	=	____	-	____
_____			+	_____	=	_____		
				_____	=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	B	=	C
_____	+	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since B = _____ , Danielle dries _____ dishes.

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Write and Solve
Addition Equations 3a, Level 1 & 2

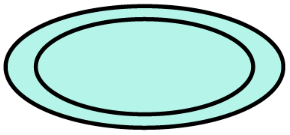
Name: _____

A + B = C use manipulatives or calculator to solve

Mary Beth and Danielle are drying dishes at the restaurant.

A  Mary Beth dries 7 dishes.

B  Danielle dries B dishes.



C  They dry 16 dishes altogether.
How many dishes does Danielle dry?

Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for B.

A	-	A	+	B	=	C	-	A
____	-	7	+	B	=	____	-	7
0			+	B	=	_____		
				B	=	_____		

Check your work. Fill in the number for B. Solve.

A	+	B	=	C
7	+	_____	=	16
_____			=	_____

Is the equation true?	Yes	No

Since B = _____ , Danielle dries _____ dishes.

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Write and Solve
Addition Equations 3b, Level 3

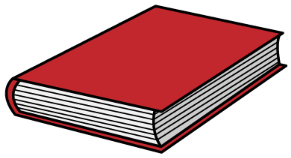
Name: _____

A + B = C use manipulatives or calculator to solve

Ryan and Brent are scanning books at the library.

A Ryan scans 21 books.

B Brent scans B books.



C They scan 47 books altogether.
How many books does Brent scan?

Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for B.

A	-	A	+	B	=	C	-	A
____	-	____	+	_____	=	____	-	____
_____			+	_____	=	_____		
				_____	=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	+	B	=	C
_____	+	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since B = _____, Brent scans _____ books.

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Write and Solve
Addition Equations 3b, Level 1 & 2

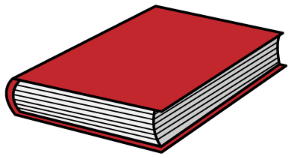
Name: _____

A + B = C use manipulatives or calculator to solve

Ryan and Brent are scanning books at the library.

A Ryan scans 21 books.

B Brent scans B books.



C They scan 47 books altogether.
How many books does Brent scan?

Write the equation.

A	+	B	=	C
_____	+	_____	=	_____

Solve the equation for B.

A	-	A	+	B	=	C	-	A
____	-	21	+	B	=	____	-	21
0			+	B	=	_____		
				B	=	_____		

Check your work. Fill in the number for B. Solve.

A	+	B	=	C
21	+	_____	=	47
_____			=	_____

Is the equation true?	Yes	No

Since B = _____, Brent scans _____ books.

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Clues Guide 6
Write and Solve Subtraction Equations 1

−	**Write a subtraction equation when you see these words:** *How many are **left**? How many **more** than? How many **less** than?*

A and **B** are known numbers.
C is the unknown answer to your problem.
Use this model to write your equation.

A	-	B	=	C

Follow these steps to solve the equation for C.

1. Fill in the empty spaces with the known numbers.
Write the variable for the unknown number.

A	-	B	=	C
	-		=	C

2. Subtract the number for **B** from the number for **A**.

A - B	=	C
	=	C

3. C = how many are left or how many more or how many less.

4. Check your work. Fill in the numbers for **A**, **B** and **C**. Solve.

A	-	B	=	C
	-		=	
			=	

Is the equation true?	**Yes**	**No**

5. If the equation is true, then your answer for **C** is correct.

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Write and Solve
Subtraction Equations 1a, Level 3

Name: _____

A - B = C use manipulatives or calculator to solve

Randy is trimming plants at the greenhouse.

A  Randy has 9 plants to trim.

B  He trims 4 plants.

C  There are C plants left to trim.
How many plants are left to trim?



Write the equation:

A	-	B	=	C
_____	_____	_____	_____	_____

Solve the equation for C.

A - B	=	C
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	_____	_____	_____	_____
_____			_____	_____

Is the equation true?	Yes	No

Since C = _____, there are _____ plants left to trim.

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Write and Solve
Subtraction Equations 1a, Level 1 & 2

Name: _____

A - B = C	use manipulatives or calculator to solve

Randy is trimming plants at the greenhouse.

A  Randy has 9 plants to trim.

B  He trims 4 plants.

C  There are C plants left to trim.
How many plants are left to trim?



Write the equation:

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for C.

A - B	=	C
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	-	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since C = _____, there are _____ plants left to trim.

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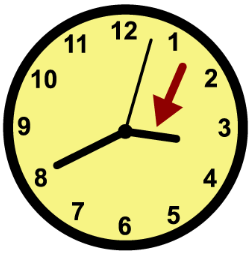
Write and Solve
Subtraction Equations 1b, Level 3

Name: _____

A - B = C

use manipulatives or calculator to solve

Brent and Ryan are comparing the number of hours they worked this week.



A  Brent worked 15 hours.

B  Ryan worked 11 hours.

C  Brent worked C more hours than Ryan.
How many more hours did Brent work than Ryan?

Write the equation:

A	-	B	=	C
_____	_____	_____	_____	_____

Solve the equation for C.

A - B	=	C
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	_____	_____	_____	_____
_____			_____	_____

Is the equation true?	Yes	No

Since C = _____, Brent worked _____ more hours than Ryan.

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Write and Solve
Subtraction Equations 1b, Level 1 & 2

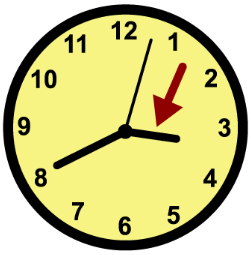
Name: _____

A - B = C use manipulatives or calculator to solve

Brent and Ryan are comparing the number of hours they worked this week.

A  Brent worked 15 hours.

B  Ryan worked 11 hours.



C  Brent worked C more hours than Ryan.
How many more hours did Brent work than Ryan?

Write the equation:

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for C.

A - B	=	C
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	-	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since C = _____, Brent worked _____ more hours than Ryan.

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Clues Guide 7
Write and Solve Subtraction Equations 2

−	**Write a subtraction equation when you see these words:** *How many are **left**? How many **more** than? How many **less** than?*

B and **C** are known numbers. **A** is the unknown answer to your problem.
Use this model to write your equation.

A	-	*B*	=	*C*

Follow these steps to solve the equation for A.

1. Fill in the empty spaces with the known numbers.
Write the variable for the unknown number.

A	-	*B*	=	*C*
A	-		=	

2. Since **B** is negative, add the number for **B** to both sides of the equal sign.

A		*-B*	*+*	*B*	=	*C*	*+*	*B*
A			*+*		=		*+*	

3. Write the sum in each space below.

A			=	

4. **-B** + **B** = 0. 0 = nothing. Remove it.
Rewrite only the variable, **A** and sum for **C** + **B**.

A		=	

5. **A** = the answer to the problem.

6. Check your work. Fill in the numbers for **A**, **B** and **C** in the equation. Solve.

A	-	*B*	=	*C*
	-		=	
			=	

Is the equation true?	**Yes**	**No**

7. If the equation is true, then your answer for **A** is correct.

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Write and Solve
Subtraction Equations 2a, Level 3

Name: _____

A - B = C	use manipulatives or calculator to solve

Brent and Ryan are playing with dogs at the animal shelter.



A  Brent plays with A dogs.

B  Ryan plays with 14 dogs.

C  Brent plays with 8 more dogs than Ryan.
How many dogs does Brent play with?

Write the equation.

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for A. Remember that B is negative.

A		-B	+	B	=	C	+	B
_____		- _____	+	_____	=	_____	+	_____
_____		_____			=	_____		
_____					=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	-	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since A = _____ , Brent plays with _____ dogs.

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Write and Solve
Subtraction Equations 2a, Level 1 & 2

Name: _____

A - B = C	use manipulatives or calculator to solve

Brent and Ryan are playing with dogs at the animal shelter.



A  Brent plays with A dogs.

B  Ryan plays with 14 dogs.

C  Brent plays with 8 more dogs than Ryan.
How many dogs does Brent play with?

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for A. Remember that B is negative.

A		-B	+	B	=	C	+	B
A		-14	+	____	=	____	+	14
A		0			=	_____		
A					=	_____		

Check your work. Fill in the number for A. Solve.

A	-	B	=	C
_____	-	14	=	8
_____			=	_____

Is the equation true?	Yes	No

Since A = _____ , Brent plays with _____ dogs.

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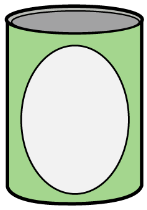
Write and Solve
Subtraction Equations 2b, Level 3

Name: _____

A - B = C use manipulatives or calculator to solve

Mary Beth and Danielle are counting cans of food at the grocery store.



A  Mary Beth counts A cans of food.

B  Danielle counts 13 cans of food.

C  Mary Beth counts 6 more cans of food than Danielle. How many cans of food does Mary Beth count?

Write the equation.

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for A. Remember that B is negative.

A		-B	+	B	=	C	+	B
_____		- _____	+	_____	=	_____	+	_____
_____				_____	=	_____		
_____					=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	-	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since A = _____ , Mary Beth counts _____ cans of food.

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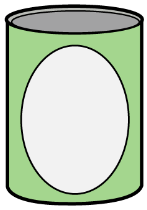
Write and Solve
Subtraction Equations 2b, Level 1 & 2

Name: _____

A - B = C	use manipulatives or calculator to solve

Mary Beth and Danielle are counting cans of food at the grocery store.



A  Mary Beth counts A cans of food.

B  Danielle counts 13 cans of food.

C  Mary Beth counts 6 more cans of food than Danielle. How many cans of food does Mary Beth count?

Write the equation.

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for A. Remember that B is negative.

A		-B	+	B	=	C	+	B
A		-13	+	____	=	____	+	13
A		0			=	_____		
A					=	_____		

Check your work. Fill in the number for A. Solve.

A	-	B	=	C
_____	-	13	=	6
_____			=	_____

Is the equation true?	Yes	No

Since A = _____ , Mary Beth counts _____ cans of food.

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Clues Guide 8
Write and Solve Subtraction Equations 3

−	**Write a subtraction equation when you see these words:** *How many are **left**? How many **more** than? How many **less** than?*

A and **C** are known numbers. **B** is the unknown answer to your problem.
Use this model to write your equation.

A	-	B	=	C

Follow these steps to solve the equation for B.

1. Fill in the empty spaces with the known numbers.
   Write the variable for the unknown number.

A	-	B	=	C
	-	B	=	

2. Subtract the number for **A** from both sides of the equal sign.

A	-	A	-	B	=	C	-	A
	-		-	B	=		-	

3. Write the difference in each space below.

	-	B	=	

4. **A** - **A** = 0. 0 = nothing. Remove it. Rewrite the variable, **B** and difference of **C** - **A**. Notice that **B** is now a negative **B**.

	-B	=	

5. Multiply -1 to each side of the equal sign to make it a positive **B**.

	-1	x	-B	=	-1	x	(C - A)
	B			=			

6. **B** = the answer to the problem.

7. Check your work. Fill in the numbers for **A**, **B** and **C** in the equation. Solve.

A	-	B	=	C
	-		=	
			=	

Is the equation true?	**Yes**	**No**

8. If the equation is true, then your answer for **B** is correct.

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Write and Solve
Subtraction Equations 3a, Level 3

Name: _____

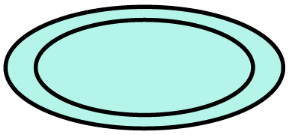
A - B = C

use manipulatives or calculator to solve

Randy is washing dishes at a restaurant.

A  Randy has to wash 27 dishes.

B  He has washed B dishes so far.



C  There are 10 dishes left to wash.
How many dishes has Randy washed so far?

Write the equation.

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for B.

A	-	A	-	B	=	C	-	A
____	-	____	-	_____	=	____	-	____
_____			-	_____	=	- _____		
			- _____		=	- _____		
			- _____	x	- _____	=	- _____	x	- _____
			_____			=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	-	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since B = _____, Randy has washed _____ dishes so far.

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Write and Solve
Subtraction Equations 3a, Level 1 & 2

Name: _____

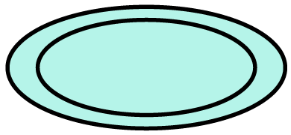
A - B = C

use manipulatives or calculator to solve

Randy is washing dishes at a restaurant.

A  Randy has to wash 27 dishes.

B  He has washed B dishes so far.



C  There are 10 dishes left to wash.
How many dishes has Randy washed so far?

Write the equation.

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for B.

A	-	A	-	B	=	C	-	A
____	-	27	-	B	=	____	-	27
_____			-	B	=	- _____		
				-B	=	- _____		
			-1	x -B	=	-1	x	- ____
				B	=	_____		

Check your work. Fill in the number for B. Solve.

A	-	B	=	C
27	-	_____	=	10
_____			=	_____

Is the equation true? Yes No

Since B = _____ , Randy has washed _____ dishes so far.

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NUMBER JOURNAL

Write and Solve
Subtraction Equations 3b, Level 3

Name: _____

A - B = C

use manipulatives or calculator to solve

Mary Beth is brushing dogs at the animal shelter.



A  Mary Beth needs to brush 22 dogs.

B  She has brushed B dogs so far.

C  She has 8 dogs left to brush.
How many dogs has she brushed so far?

Write the equation.

A	-	B	=	C
_____	-	_____	=	_____

Solve the equation for B.

A	-	A	-	B	=	C	-	A
____	-	____	-	_____	=	____	-	____
_____			-	_____	=	- _____		
			- _____		=	- _____		
			- _____	x	- _____	=	- _____	x	- _____
			_____			=	_____		

Check your work. Fill in the numbers for A, B and C. Solve.

A	-	B	=	C
_____	-	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since B = _____, Mary Beth has brushed _____ dogs so far.

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Write and Solve
Subtraction Equations 3b, Level 1 & 2

Name: _____

A - B = C

use manipulatives or calculator to solve

Mary Beth is brushing dogs at the animal shelter.



A  Mary Beth needs to brush 22 dogs.

B  She has brushed B dogs so far.

C  She has 8 dogs left to brush.
How many dogs has she brushed so far?

Write the equation.

A	-	*B*	=	*C*
_____	-	_____	=	_____

Solve the equation for B.

A	-	*A*	-	*B*	=	*C*	-	*A*
____	-	22	-	B	=	____	-	22
_____			-	B	=	- _____		
				-B	=	- _____		
			-1	x	-B	=	-1	x	- ____
				B	=	_____		

Check your work. Fill in the number for B. Solve.

A	-	*B*	=	*C*
22	-	_____	=	8
_____			=	_____

Is the equation true? Yes No

Since B = _____, Mary Beth has brushed _____ dogs so far.

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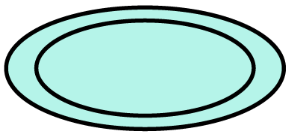
Name: _____

Write an equation.

_____  Ryan washes 13 dishes at the restaurant.

_____  Randy washes 9 dishes at the restaurant.



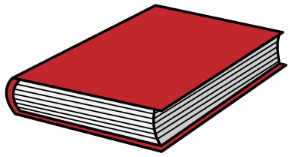
C _____  How many dishes do they wash altogether?

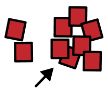
			=	C
_____	_____	_____	_____	_____

Write an equation.

_____  Brent puts 14 books on shelves at the library.

_____  Danielle puts 6 books on shelves at the library.



C _____  How many more books does Brent put on shelves than Danielle?

			=	C
_____	_____	_____	_____	_____

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Name: _____

Write an equation to solve this problem.

_____  Mary Beth waters 18 plants at the greenhouse.

_____  Randy waters B plants at the greenhouse.



_____  They water 38 plants altogether. How many plants does Randy water?

Write the equation.

Solve the equation for the unknown variable.

Check your work. Fill in the numbers for all variables. Solve.

Is the equation true?	**Yes**	**No**

Since ____ = ____ , Randy waters _____ plants at the greenhouse.

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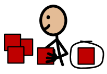
Name: _____

Write an equation to solve this problem.

_____  Brent has A dogs to walk at the animal shelter.



_____  He has walked 5 dogs so far.

_____  There are 7 dogs left to walk.
How many dogs does Brent have to walk?

Write the equation.

_____	____	_____	____	_____

Solve the equation for the unknown variable.

		-						
_____		_____	____	_____	_____	_____	____	_____
_____		_____			____	_____		
_____					____	_____		

Check your work. Fill in the numbers for all variables. Solve.

_____	____	_____	____	_____
_____			____	_____

Is the equation true?	**Yes**	**No**

Since ____ = _____ , Brent has _____ dogs to walk.

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Clues Guide 9
Write and Simplify Multiplication Expressions

X	**Write and simplify a multiplication expression when you see these words:** *How many **altogether**?* *How many **in all**?*

Write the expression: Fill in the empty spaces with the known number. Write the variable for the unknown number in the empty space.

A	x	*B*
	x	

Simplify the expression.

1. Replace the unknown variable with the given number.

A	x	*B*
	x	

Simplify the expression.

2. Multiply the numbers. Write the product in the empty space.

A x B

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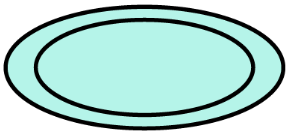
Name: _____

x Expressions

use manipulatives or calculator to simplify

Randy is putting dishes into cupboards at the restaurant.

A He puts A dishes in each cupboard.



B There are 6 cupboards.

Write an expression for the number of dishes he puts in cupboards altogether.

Write the expression.

A	x	B
_____	___	_____

He puts 4 dishes in each cupboard.
How many dishes does he put in cupboards altogether?

Simplify the expression to find the answer.

A	x	B
_____	___	_____

_____

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Name: _____

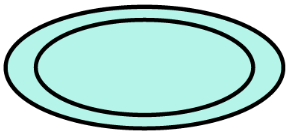
x Expressions

use manipulatives or calculator to simplify

Randy is putting dishes into cupboards at the restaurant.

A He puts A dishes in each cupboard.

B There are 6 cupboards.



Write an expression for the number of dishes he puts in cupboards altogether.

Write the expression.

A	x	B
_____	x	_____

He puts 4 dishes in each cupboard.
How many dishes does he put in cupboards altogether?

Simplify the expression to find the answer.

A	x	B
_____	x	_____

_____

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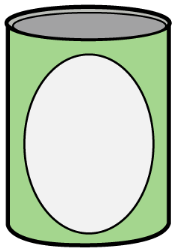
Name: _____

x Expressions

use manipulatives or calculator to simplify

Ryan is putting cans of food on shelves at the grocery store.

A He puts 8 cans of food on each shelf.



B There are B shelves.

Write an expression for the number of cans of food he puts on shelves altogether.

Write the expression.

A	x	B
_____	___	_____

There are 5 shelves. How many cans of food does he put on shelves altogether?

Simplify the expression to find the answer.

A	x	B
_____	___	_____

_____

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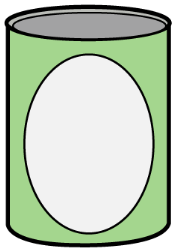
Name: _____

x Expressions

use manipulatives or calculator to simplify

Ryan is putting cans of food on shelves at the grocery store.

A He puts 8 cans of food on each shelf.



B There are B shelves.

Write an expression for the number of cans of food he puts on shelves altogether.

Write the expression.

A	x	*B*
_____	x	_____

There are 5 shelves. How many cans of food does he put on shelves altogether?

Simplify the expression to find the answer.

A	x	*B*
_____	x	_____

_____

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Clues Guide 10
Write and Simplify Division Expressions

÷	**Write and simplify a division expression when you see these words:** *How many are **in each**?*

Write the expression: Fill in the empty spaces with the known number. Write the variable for the unknown number in the empty space.

A	÷	***B***
	÷	

Simplify the expression.

1. Replace the unknown variable with the given number.

A	÷	***B***
	÷	

Simplify the expression.

2. Divide the number for **A** by the number for **B**. Write the quotient in the empty space.

A ÷ B

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Name: _____

÷ Expressions

use manipulatives or calculator to simplify

Danielle has to put an equal number of plants in each crate at the greenhouse.



A  There are A plants altogether.

B  Danielle puts plants into 7 crates.

 Write an expression for the number of plants that are in each crate.

Write the expression.

A	÷	*B*
_____	☐	_____

 There are 28 plants altogether.
How many plants are put into each crate?

Simplify the expression to find the answer.

A	÷	*B*
_____	☐	_____

_____

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Name: _____

÷ Expressions

use manipulatives or calculator to simplify

Danielle has to put an equal number of plants in each crate at the greenhouse.



A  There are A plants altogether.

B  Danielle puts plants into 7 crates.

 Write an expression for the number of plants that are in each crate.

Write the expression.

A	÷	*B*
_____	÷	_____

 There are 28 plants altogether.
How many plants are put into each crate?

Simplify the expression to find the answer.

A	÷	*B*
_____	÷	_____

_____

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Name: _____

÷ Expressions

use manipulatives or calculator to simplify

Brent needs to play with an equal number of dogs each day at the animal shelter.

A There are 18 dogs at the animal shelter.

B Brent works B days a week at the animal shelter.

Write an expression for the number of dogs Brent will play with each day.



Write the expression.

A	÷	B
_____		_____

Brent works 3 days a week at the animal shelter. How many dogs will he play with each day?

Simplify the expression to find the answer.

A	÷	B
_____		_____

_____

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Name: _____

÷ Expressions

use manipulatives or calculator to simplify

Brent needs to play with an equal number of dogs each day at the animal shelter.

A There are 18 dogs at the animal shelter.

B Brent works B days a week at the animal shelter.

Write an expression for the number of dogs Brent will play with each day.



Write the expression.

A	÷	*B*
_____	÷	_____

Brent works 3 days a week at the animal shelter. How many dogs will he play with each day?

Simplify the expression to find the answer.

A	÷	*B*
_____	÷	_____

_____

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Clues Guide 11
Write and Solve Multiplication Equations 1

x	**Write a multiplication equation when you see these words:** *How many **altogether**? How many **in all**?*

A and **B** are known numbers.
C is the unknown answer to your problem.
Use this model to write your equation.

A	***x***	***B***	***=***	***C***

Follow these steps to solve the equation for C.

1. Fill in the empty spaces with the known numbers.
Write the variable for the unknown number.

A	***x***	***B***	***=***	***C***
	x		***=***	***C***

2. Multiply the numbers for **A** and **B**.

A x B	***=***	***C***
	=	***C***

3. C = how many altogether or how many in all.

4. Check your work. Fill in the numbers for **A**, **B** and **C**. Solve.

A	***x***	***B***	***=***	***C***
	x		***=***	
			=	

Is the equation true?	**Yes**	**No**

5. If the equation is true, then your answer for **C** is correct.

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Write and Solve
Multiplication Equations 1a, Level 3

Name: _____

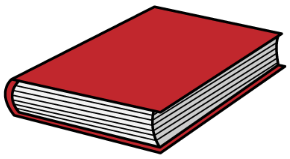
A x B = C

use manipulatives or calculator to solve

Mary Beth needs to check in books at the library.

A Mary Beth checks in books for 4 hours.

B She checks in 9 books per hour.



C How many books does she check in altogether?

Write the equation:

A	x	B	=	C
_____	_____	_____	_____	_____

Solve the equation for C.

A x B	=	C
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	x	B	=	C
_____	_____	_____	_____	_____
_____			_____	_____

Is the equation true?	Yes	No

Since C = _____, she checks in _____ books altogether.

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Write and Solve
Multiplication Equations 1a, Level 1 & 2

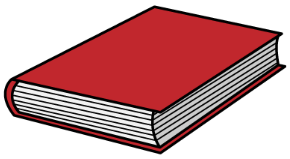
Name: _____

A x B = C use manipulatives or calculator to solve

Mary Beth needs to check in books at the library.

A Mary Beth checks in books for 4 hours.

B She checks in 9 books per hour.



C How many books does she check in altogether?

Write the equation:

A	x	B	=	C
_____	x	_____	=	_____

Solve the equation for C.

A x B	=	C
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	x	B	=	C
_____	x	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since C = _____, she checks in _____ books altogether.

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Write and Solve
Multiplication Equations 1b, Level 3

Name: _____

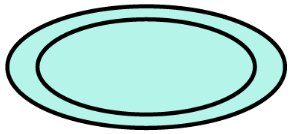
A x B = C use manipulatives or calculator to solve

Ryan is collecting dirty dishes from tables at the restaurant.

A He collects 2 dishes from each table.

B There are 8 tables.

C How many dishes does he collect altogether?



Write the equation:

A	x	B	=	C
_____	_____	_____	_____	_____

Solve the equation for C.

A x B	=	C
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	x	B	=	C
_____	_____	_____	_____	_____
_____			_____	_____

Is the equation true?	Yes	No

Since C = _____, he collects _____ dishes altogether.

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Write and Solve
Multiplication Equations 1b, Level 1 & 2

Name: _____

A x B = C

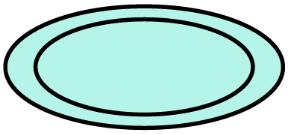
use manipulatives or calculator to solve

Ryan is collecting dirty dishes from tables at the restaurant.

A He collects 2 dishes from each table.

B There are 8 tables.

C How many dishes does he collect altogether?



Write the equation:

A	x	B	=	C
_____	x	_____	=	_____

Solve the equation for C.

A x B	=	C
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	x	B	=	C
_____	x	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since C = _____, he collects _____ dishes altogether.

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Clues Guide 12
Write and Solve Division Equations 1

÷	**Write a division equation when you see these words:** *How many are **in each** ?*

A and **B** are known numbers.
C is the unknown answer to your problem.
Use this model to write your equation.

A	÷	*B*	=	*C*

Follow these steps to solve the equation for C.

1. Fill in the empty spaces with the known numbers.
Write the variable for the unknown number.

A	÷	*B*	=	*C*
	÷		=	*C*

2. Divide **A** by **B**.

A ÷ B	=	*C*
	=	*C*

3. C = how many in each.

4. Check your work. Fill in the numbers for **A**, **B** and **C**. Solve.

A	÷	*B*	=	*C*
	÷		=	
			=	

Is the equation true?	**Yes**	**No**

5. If the equation is true, then your answer for **C** is correct.

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Write and Solve
Division Equations 1a, Level 3

Name: _____

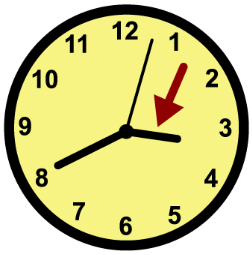
A ÷ B = C use manipulatives or calculator to solve

Danielle needs to work an equal number of hours each day at work.

A She is scheduled to work 16 hours this week.

B Danielle works 4 days.

C How many hours will she work each day?



Write the equation:

A	÷	B	=	C
_____		_____	_____	_____

Solve the equation for C.

A ÷ B	=	C
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	÷	B	=	C
_____		_____	_____	_____
_____			_____	_____

Is the equation true?	Yes	No

Since C = _____ , Danielle will work _____ hours each day.

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NUMBER JOURNAL

Write and Solve
Division Equations 1a, Level 1 & 2

Name: _____

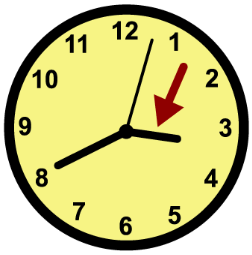
A ÷ B = C use manipulatives or calculator to solve

Danielle needs to work an equal number of hours each day at work.

A She is scheduled to work 16 hours this week.

B Danielle works 4 days.

C How many hours will she work each day?



Write the equation:

A	÷	B	=	C
_____	÷	_____	=	_____

Solve the equation for C.

A ÷ B	=	C
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	÷	B	=	C
_____	÷	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since C = _____, Danielle will work _____ hours each day.

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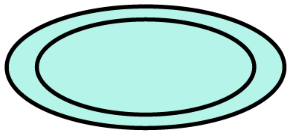
Write and Solve
Division Equations 1b, Level 3

Name: _____

A ÷ B = C use manipulatives or calculator to solve

Randy needs to put an equal number of dishes on each table.

A There are 56 dishes altogether.



B There are 8 tables.

C How many dishes go on each table?

Write the equation:

A	÷	B	=	C
_____		_____	_____	_____

Solve the equation for C.

A ÷ B	=	C
_____	_____	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	÷	B	=	C
_____		_____	_____	_____
_____			_____	_____

Is the equation true?	Yes	No

Since C = _____ each table gets _____ dishes.

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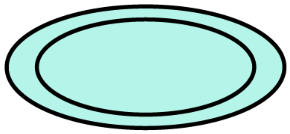
Write and Solve
Division Equations 1b, Level 1 & 2

Name: _____

A ÷ B = C use manipulatives or calculator to solve

Randy needs to put an equal number of dishes on each table.

A There are 56 dishes altogether.



B There are 8 tables.

C How many dishes go on each table?

Write the equation:

A	÷	B	=	C
_____	÷	_____	=	_____

A ÷ B	=	C
_____	=	_____

Check your work. Fill in the numbers for A, B and C. Solve.

A	÷	B	=	C
_____	÷	_____	=	_____
_____			=	_____

Is the equation true?	Yes	No

Since C = ____ each table gets ____ dishes.

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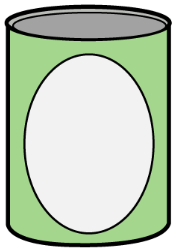
Name: _____

Write an equation.



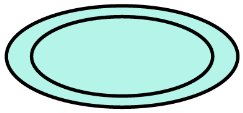
_____  Randy has 3 shelves to stock.

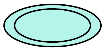
_____  He needs to put 8 cans of food on each shelf.

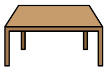
C _____  How many cans of food does Randy put on shelves altogether?

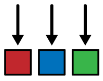
			=	C
_____		_____	_____	_____

Write an equation.



_____  Brent has 15 clean dishes altogether.

_____  He needs to put an equal number of dishes onto 3 tables.

C _____  How many dishes does he put onto each table?

			=	C
_____		_____	_____	_____

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Name: _____

Write an equation to solve this problem.

Mary Beth is walking dogs at the animal shelter.



_____  Mary Beth takes 4 walks.

_____  She takes 3 dogs on each walk.

_____  How many dogs will she walk altogether?

Write the equation.

_____	____	_____	____	_____

Solve the equation for the unknown variable.

_____	____	_____

Check your work. Fill in the numbers for all variables. Solve.

_____	____	_____	____	_____
_____			____	_____

Is the equation true?	**Yes**	**No**

Since ____ = _____ , Mary Beth walks _____ dogs altogether.

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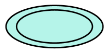
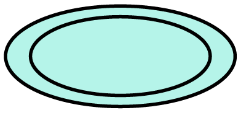
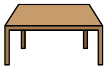
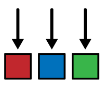
Name: _____

Write an equation to solve this problem.
Randy puts an equal number of dishes onto each table at the restaurant. _____  There are 49 dishes altogether.  _____  There are 7 tables. _____  How many dishes does Randy put on each table?

Write the equation.

_____		_____	____	_____

Solve the equation for the unknown variable.

_____		____	_____

Check your work. Fill in the numbers for all variables. Solve.

_____		_____	____	_____
_____			____	_____

Is the equation true?	**Yes**	**No**

Since ____ = ____ , Randy will put ____ dishes on each table.

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+	Basic Properties of Numbers	
Property	**Explanation**	**Addition**
Commutative	Order doesn't matter	a + b = b + a ex: 1 + 2 = 2 + 1 3 = 3
Associative	Grouping doesn't matter	(a + b) + c = a + (b + c) ex: (2 + 3) + 4 = 2 + (3 + 4) 5 + 4 = 2 + 7 9 = 9

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X	Basic Properties of Numbers	
Property	**Explanation**	**Multiplication**
Commutative	Order doesn't matter	a x b = b x a ex: 2 x 3 = 3 x 2 6 = 6
Associative	Grouping doesn't matter	(a x b) x c = a x (b x c) ex: (2 x 3) x 4 = 2 x (3 x 4) 6 x 4 = 2 x 12 24 = 24
Distributive	Adding the addends, then multiplying the sum by the factor is the same as multiplying each addend by the factor then adding them together.	a x (b + c) = (a x b) + (a x c) ex: 2 x (3 + 1) = (2 x 3) + (2 x 1) 2 x 4 = 6 + 2 8 = 8

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+	Basic Properties of Numbers											
Commutative Property of Addition												
Order doesn't matter				a + b = b + a ex: 1 + 2 = 2 + 1 3 = 3								
a	**+**	**b**	**=**	**b**	**+**	**a**						
	+		**=**		**+**							
			=									
Is the equation true?				**Yes**				**No**				

+	Basic Properties of Numbers																			
Associative Property of Addition																				
Grouping doesn't matter								(a + b) + c = a + (b + c) ex: (2 + 3) + 4 = 2 + (3 + 4) 5 + 4 = 2 + 7 9 = 9											
(	**a**	**+**	**b**	**)**	**+**	**c**	**=**	**a**	**+**	**(**	**b**	**+**	**c**	**)**						
(		**+**		**)**	**+**		**=**		**+**	**(**		**+**		**)**						
					+		**=**		**+**											
							=													
Is the equation true?								**Yes**						**No**						

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X	Basic Properties of Numbers											
Commutative Property of Multiplication												
Order doesn't matter				a x b = b x a ex: 2 x 3 = 3 x 2 6 = 6								
a	x	b	=	b	x	a						
	x		=		x							
			=									
Is the equation true?				Yes				No				

X	Basic Properties of Numbers																	
Associative Property of Multiplication																		
Grouping doesn't matter							(a x b) x c = a x (b x c) ex: (2 x 3) x 4 = 2 x (3 x 4) 6 x 4 = 2 x 12 24 = 24											
(	a	x	b	)	x	c	=	a	x	(	b	x	c	)			
(		x		)	x		=		x	(		x		)			
					x		=		x									
							=											
Is the equation true?							Yes						No					

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	Basic Properties of Numbers															
Distributive Property																
Adding the addends, then multiplying the sum by the factor is the same as multiplying each addend by the factor then adding them together.							a x (b + c) = (a x b) + (a x c) ex: 2 x (3 + 1) = (2 x 3) + (2 x 1) 2 x 4 = 6 + 2 8 = 8								
a	**x**	**(**	**b**	**+**	**c**	**)**	**=**	**(**	**a**	**x**	**b**	**)**	**+**	**(**	**a**	**x**	**c**	**)**
	x	**(**		**+**		**)**	**=**	**(**		**x**		**)**	**+**	**(**		**x**		**)**
	x						**=**						**+**					
							=											
Is the equation true?								**Yes**						**No**				

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Lesson 25b - Algebra
Working for the Money

25b

Instructional Targets

Math Standards for Expressions and Equations

- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Write and solve equations with one variable to solve real-world word problems. Write and solve inequalities with one variable to solve real-world word problems.

Math Standards for the Number System

- ***Apply and Extend Previous Understanding of Numbers to the System of Rational Numbers:*** Graph positive and negative numbers in a real-world scenario.

Math Standards for Functions

- ***Building Blocks to Functions:*** Complete a function table containing at least 2 complete ordered pairs and one missing number of another ordered pair. Construct a graph based on a function table. Describe how a graph represents a relationship between two quantities.

Math Standards for Ratios and Proportional Relationships

- ***Understand ratio concepts and use ratio reasoning to solve problems:*** Identify and write a ratio to compare part-to-part and part-to- whole relationships.

Math Standards for Statistics and Probability

- ***Building Blocks to Statistics and Probability:*** Read, compare and interpret data from tables and graphs.

Differentiated Tasks

Level 3 Students will...

- In the context of a real-world scenario, use a combination of operations to solve an equation.
- In the context of a real-world scenario, write and solve an equation with a variable.
- In the context of a real-world scenario, write and solve an inequality with a variable.
- Independently identify points in all four quadrants of the coordinate plane.
- In the context of a real-world scenario, complete a function table to represent the relationship between two quantities.
- Plot points on a graph to represent a function table.
- Describe the relationship between two quantities based on a graph (increasing (going up) or decreasing (going down)).
- Identify and write a ratio to describe part-to-part and part-to-whole relationships in the context of a real-world scenario.
- Compare data from tables and graphs to report specific information.

Level 2 Students will...

- In the context of a real-world scenario, use operations and models to solve an equation.
- Select pictures and numbers to model an equation with a variable.
- Select pictures and numbers to model an inequality with a variable.
- Locate points in all four quadrants of the coordinate plane, with support.
- In the context of a real-world scenario, complete a function table with support.
- With support, plot points on a graph to represent a function.
- With support, identify the relationship between two quantities based on a graph (increasing (going up) or decreasing (going down)).
- Model part-to-part and part-to-whole relationships in the context of a real-world scenario.
- Select pictures and numbers to model an equation with a variable.
- Identify specific data from a table or graph.

Level 1 Students will...

- In the context of a real-world scenario, select numbers and count within an equation.
- Select a number (errorless choice) within an equation with a variable.
- Select a number (errorless choice) within an inequality with a variable.
- Select a point on a graph through an active participation response.
- In the context of a real-world scenario, select numbers (errorless choice) to fill in a function table.
- Select plotted points on a graph (errorless choice).
- Select the relationship between two quantities based on a graph (errorless choice).
- Match objects represented in part-to-part and part-to-whole relationships in the context of a real-world scenario.
- Report data that is presented in a table or graph.

Topic Connection

In this unit students are learning about money, budgeting and banking services. The scenarios in this lesson focus on Mrs. B's class as they work in a variety of environments to earn money.

Topic Words

bank	earn	money*

Math Words

add	divide	function	more*	positive	subtract
altogether	equal	inequality	multiply	ratio	variable
bar graph	equation	less*	negative	simplify	
count	expression	line graph	plot	solve	

* Power Words

Benchmark Assessments

- Math Problem Solving: Adding and Subtract
- Math Problem Solving: Multiply and Divide
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	Analyzing Graphs (Bar Graphs, Line Graphs and Plotting on a 4-Quadrant Graph)	Writing, Solving and Graphing Equations and Inequalities	Writing and Graphing Functions	Writing Ratios: Part-to-Part Part-to-Total
ULS Materials and Resources	**Algebra Problems for Graphs and Equations** **Manipulatives** **Fill-In Cards**	**Algebra Problems for Math Inequalities** **Manipulatives** **Fill-In Cards**	**Algebra Problems for Math Functions** **Manipulatives** **Fill-In Cards**	**Algebra Problems for Ratios** **Clues Guide 14 and 15** **Manipulatives** **Fill-In Cards**
Additional Materials				

See how these activities fit into the **Suggested Monthly Plan**.

Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed.

Instructional Tools: Number Journal

Instructional Tools: Math Number Pack/Numbers

Instructional Guides: Mathematics

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Lesson 25b- Algebra
Activity 1 - Analyzing Graphs

25b
Activity 1

Instructional Target

Math Standards for Expressions and Equations

- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.
- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Write and solve equations with one variable to solve real-world word problems.

Math Standards for the Number System

- ***Apply and Extend Previous Understanding of Numbers to the System of Rational Numbers:*** Graph positive and negative numbers in a real-world scenario.

Math Standards for Statistics and Probability

- ***Building Blocks to Statistics and Probability:*** Read, compare and interpret data from tables and graphs.

Instructional Routine

? or

Introduce

- Introduce this activity by asking a focus question about graphs. For example ask, "What kind of graph can we use to show the results of a survey—a bar graph, a line graph or both?" Discuss students' responses.
- Review and discuss that graphs can be used to show information in many different ways. It is important to be able to read and understand information on a graph.
- Tell students that they will be writing and solving math equations from information on graphs and plotting points on a 4-quadrant graph. For example, say, "Your job is to write and solve equations based on information from a a graph and plot points on a 4-quadrant graph."
- Review the learning goals with students: **Levels 2-3: I will write and solve equations and plot points on a coordinate graph.**
  Level 1: I will count objects and select points on a graph.

Model

Display each graph and read the scenarios. Discuss the information on the graphs.

- Explain the steps needed to answer the questions below the graph.
- Display the first problem. Read the problem and emphasize the information needed to write the equation.
- Call attention to the math equations below each scenario. Explain how to find what each variable represents.
- Use the graph to determine the number of each. Encourage students to count and identify the numeral of the counted number. Place the numbers in the equation.
- Using Manipulatives count and solve for the unknown variable. Encourage students to count with you and help identify the target numeral.

Display the Four-Quadrant Graph. Discuss the information on the graph.

- Explain the process for graphing points on a coordinate graph. Point out the numbers on the x and the y axes as you trace each line to the intersecting point. Work backwards to find the coordinates for the locations and place the numbers in the coordinate location.

Provide Practice

Provide students with the appropriate Algebra Problems, Clues Guides and Math Supports as needed.

Level 3: Have the student read, act out, write and solve the equations, and plot points on a coordinate graph. Have the student report information from graphs.

Level 2: Have the student read and act out an Algebra Problem. Have the student model and solve the equation and select points on a graph. Have students identify specific data from a graph.

Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless). Assist the student in using his or her selection to complete the equation, select points and report data. Interactive numbers or other Math Supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected equations with students. Point out how the numbers in the equations represent the numbers in the problems. Revisit plotting coordinate points. Point out that the first number in the pair is on the horizontal axis and the second number is on the vertical axis.

Check Understanding ?

- **Level 3:** Can the student read, write and solve a math equation, plot points on a coordinate graph and report information from a graph(using individual modifications)?
- **Level 2:** Can the student model and solve a math equation, select points on a graph, and identify specific data from a graph with support?
- **Level 1:** Can the student participate in counting objects and choose a number to complete an equation, points on a graph, and report data in a graph? How?

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Instructional Target

Math Standards for Expressions and Equations

- ***Solve Real-Life and Mathematical Problems by Using Numerical and Algebraic Expressions and Equations:*** Write and solve equations with one variable to solve real-world word problems. Write and solve inequalities with one variable to solve real-world word problems.

Math Standards for the Number System

- ***Apply and Extend Previous Understanding of Numbers to the System of Rational Numbers:*** Graph positive and negative numbers in a real-world scenario.

Instructional Routine

? or

Introduce

- Introduce this activity by asking a focus question about number lines. For example, ask, "On a number line, what number would be between 0 and 5—3, 4 or both?" Discuss students' responses.
- Discuss that 3 is greater than 0, but less than 5, so it is between. Use both signs (> and <) to symbolize this. Review and discuss that number lines can be used to solve equations and inequalities. Remind students that an unknown number can be represented with many different letters.
- Tell students that they will be writing math equations and inequalities and using a number line to solve and graph the answer. For example, say, "Your job is to write, solve and graph equations and inequalities."
- Review the learning goals with students: **Levels 2-3: I will write, solve and graph equations and inequalities on a number line.**
  Level 1: I will count objects and select points on a number line.

Model

Choose Algebra Problems for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.

- Call attention to a math equation and inequality. Point out that numbers in the equations are represented by 'n'.

Model the steps of writing a math equation. Emphasize the location of the information and that n is rewritten because it represents the unknown value. Model how to graph the point. Then model the steps for writing a math inequality. For example in "Write, Solve and Graph Inequalities 1a," point to the blank under n and say, "I need to fill in this space with an 'n' because it is the unknown." Then fill the next blank space with the number specified in the top line of the scenario. Locate this number on the number line and place the open-point ray with the open point over the number. The arrow is pointing in the less than direction. Discuss with students that any number in that direction would make the inequality true. Then check the answer by placing each guess on the number line and in the inequality. Model using Math Supports as needed.

Read the algebra scenario and stop at the first number. Model counting the manipulatives for the first number in the scenario. Then select the correct numeral for the number of manipulatives counted. Repeat for each number in the scenario, as well as each answer to the scenario.

Provide Practice

Provide students with the appropriate Algebra Problems and Math Supports as needed.

Level 3: Have the student read, act out, write, solve and graph the equations and inequalities.

Level 2: Read and act out an Algebra Problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. Have the student solve the problem and then complete the equation and inequality and select points on a number line.

Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless). Assist the student in using his or her selection to complete the equation or inequality and select points. Interactive numbers or other Math Supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected equations and inequalities with students.

Check Understanding ?

- **Level 3:** Can the student write, solve and graph an equation and inequality on a number line (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve an equation and select points on a number line?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete an equation and points on a number line?

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Instructional Targets

Math Standards for the Number System

- ***Apply and Extend Previous Understanding of Numbers to the System of Rational Numbers:*** Graph positive and negative numbers in a real-world scenario.

Math Standards for Functions

- ***Building Blocks to Functions:*** Complete a function table containing at least 2 complete ordered pairs and one missing number of another ordered pair. Construct a graph based on a function table. Describe how a graph represents a relationship between two quantities.

Instructional Routine

? or

Introduce

- Introduce this activity by asking a focus question about coordinate points. For example, ask, "How many numbers do you need to graph a point on a coordinate graph—1 or 2?" Discuss students' responses.
- Discuss that a number is needed on each axes. One number tells how many spaces to move either left or right, and the other tells how many to move up or down. These are called coordinate pairs. Remind students that an unknown number can be represented with many different letters. Explain that we will be using x and y for functions. The x represents the horizontal line and the y represents the vertical line.
- Tell students that they will be filling in a table that will give them several coordinate pairs to graph and form a line. For example, say, "Your job is to solve a real-world problem with a function table."
- Review the learning goals with students: **Levels 2-3: I will solve a problem using a function table.**
  Level 1: I will count objects and select points of a function.

Model

Choose function scenarios for modeling and practice based on students' needs and abilities. Algebra Problems include Manipulatives (interactive or printable). Additional Math Supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.

- Call attention to the first function table and graph. Point out that the problem can be written as a function and graph.
- Point to the "Rule" and read it to the students. Then point to the "Points" and tell them that once they complete the entire set of coordinates, they will use these to graph the function.
- Point to the 1st x column and model the steps of completing the function table. Emphasize the pattern that is forming. For example, point to the numbers in the 1st x column, read out the numbers and say, "Each time, the number increases by ____." Model filling in the numbers in the blank spaces.
- Point to the x column under "Rule" and model filling in the blank spaces with numbers.
- Point to the y column under "Rule" and model filling in the blank spaces. Model completing the "Rule" with each x to find each y.
- Point to the 2nd y column and tell students to fill in the blank spaces in this column with the number they got for y under "Rule".
- Point to the "Point" and tell students that we have to fill in the y for every x so we know the coordinate points to complete the graph below.
- Model answering the questions, graphing the coordinate points, drawing the line and predicting the answer to the last question based on the pattern. Model using Math Supports as needed.
- Use Manipulatives to illustrate the scenario, solve the problem and check the answer as needed. Read the scenarios and Model counting with Manipulatives as needed.

Provide Practice

Provide students with the appropriate function scenarios and Math Supports as needed.

Level 3: Have the student read, act out, write, solve a problem using a function table.

Level 2: Read and act out an Algebra problem. Have the student illustrate/represent the Algebra Problem using desired Manipulatives. With assistance, have the student complete the table and solve the problem.

Level 1: Read and act out an Algebra Problem. Have the student actively participate in counting the number or numbers using Manipulatives. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless). Assist the student in using his or her selection to complete the function table. Interactive numbers or other Math Supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected functions problems with students.

Check Understanding

- **Level 3:** Can the student write, and solve a function table (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and complete a function table?
- **Level 1:** Can the student participate in counting objects and choosing a number to complete a function table?

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Activity 4 - Writing Ratios: Part-to-Part and Part-to-Total

Instructional Targets

Math Standards for Ratios and Proportional Relationships

- ***Understand ratio concepts and use ratio reasoning to solve problems:*** Identify and write a ratio to compare part-to-part and part-to-whole relationships.

Instructional Routine

or

Introduce

- Introduce this activity by asking a focus question about ratios and relationships. For example, ask, "How many wheels does every bicycle have—1 or 2?" Discuss students' responses.
- Discuss that a bicycle and the number of wheels it has represents a part-to-part ratio. For every 1 bicycle, there are 2 wheels. This is a ratio of 1 bicycle to 2 wheels. A ratio compares two numbers and describes a pattern. If there are two bicycles, then there are 4 wheels. Each time another bicycle is added, 2 more wheels are added. Refer to Clues Guide 14 to further explain part-to-part ratios.
- Explain that there is another type of ratio called a part-to-total ratio. A part-to-total ratio compares part of the total to the overall total. Tell students that for every pack of markers, there is 1 red marker. In every pack there are 8 markers. The part-to-total ratio of red markers to total markers is 1 to 8. Refer to Clues Guide 15 to further explain part-to-total ratios.
- Tell students that they will modeling, writing and matching ratios to describe a real-life relationship. For example, say, "Your job is to model and write a ratio to describe a relationship."
- Review the learning goals with students: **Levels 3-2: I will model and write a ratio to describe a relationship. Level 1: I will match objects that represent a relationship.**

Model

Choose ratio scenarios for modeling and practice based on students' needs and abilities.

- Read the part-to-part ratio scenario. Think aloud while modeling the steps of selecting the appropriate number of manipulatives for each part of the ratio. Then model writing the number for each part of the ratio.
- Read the part-to-total ratio scenario. Think aloud while modeling the steps of selecting the appropriate number of manipulatives for the part and the total of the ratio. Then model writing the number for the part and the total of the ratio.
- Model using Clues Guides 14 and 15 and math supports as needed.

Provide Practice

Provide students with Clues Guides 14 and 15, appropriate real-world Math Stories, Manipulatives/lesson objects and the Math Supports as needed.

Level 3: Have the student identify and write a ratio to describe a part-to-part and part-to-total relationship.

Level 2: Have the student model a ratio to describe a part-to-part and part-to-total relationship.

Level 1: Have the student match objects represented in part-to-part and part-to-total relationships. Have the student use his or her active participation mode to select the number counted from a field of 2-3 choices (may be errorless).

Review

- Revisit the learning goal by reviewing selected ratio problems with students.

Check Understanding

- **Level 3:** Can the student identify and write a ratio to describe a part-to-part and part-to-total relationship (using individual modifications)?
- **Level 2:** Can the student model a ratio to describe a part-to-part and part-to-total relationship?
- **Level 1:** Can the student participate in counting objects and matching objects represented in a relationship?

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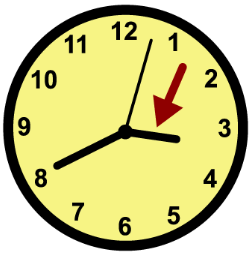
Analyzing Bar Graphs

Name: _____

Look at this graph. Use it to solve these problems.



Mrs. B's class is graphing the number of hours they work per shift at their jobs. Look at the graph and see how many hours each student works for their shift.



Which student works the most hours in their shift? _____

Which student works the least hours in their shift? _____

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Analyzing Bar Graphs

Name: _____



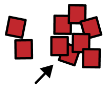
Write an equation.



How many hours do Randy and Danielle work for their shifts altogether?

R		*D*	=	*C*

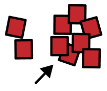
Write an equation.



How many more hours is Danielle's shift than Ryan's shift?

D		*R*	=	*C*

Write an equation.



How many more hours is Randy's shift than Mary Beth's shift?

R		*M*	=	*C*

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NUMBER JOURNAL

Analyzing Bar Graphs

Name: _____

Randy						
Mary Beth						
Danielle						
Ryan						

Use the graph to write an equation and solve this problem.

Ryan says that he will soon have the same amount of hours in his shift as Mary Beth.

M How many hours is Mary Beth's shift? _____

R How many hours is Ryan's shift? _____

C How many more hours will Ryan's shift be?

Write an equation.

M		*R*	=	*C*
_____	_____	_____	=	_____

Solve the equation.

_____	=	_____	

Check your work. Fill in the numbers for all variables. Solve.

_____	_____	_____	=	_____
_____			=	_____

Is the equation true?	**Yes**	**No**

Since _____ = _____ , Ryan's shift will be _____ more hours.

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NUMBER JOURNAL

Analyzing Bar Graphs

Name: _____

Randy						
Mary Beth						
Danielle						
Ryan						

Use the graph to write an equation and solve this problem.

Brent is not on the graph. His shift is 1 hour long.
How many hours will the graph show altogether with Brent's shift?

A How many hours does the graph show altogether without Brent's shift? _____

B How many hours is Brent's shift? _____

C How many hours altogether with Brent's shift?

Write an equation.

A		*B*	=	*C*
_____	_____	_____	=	_____

Solve the equation.

_____		=	_____

Check your work. Fill in the numbers for all variables. Solve.

_____	_____	_____	=	_____
_____			=	_____

Is the equation true? **Yes** **No**

Since _____ = _____, the graph will show _____ hours altogether.

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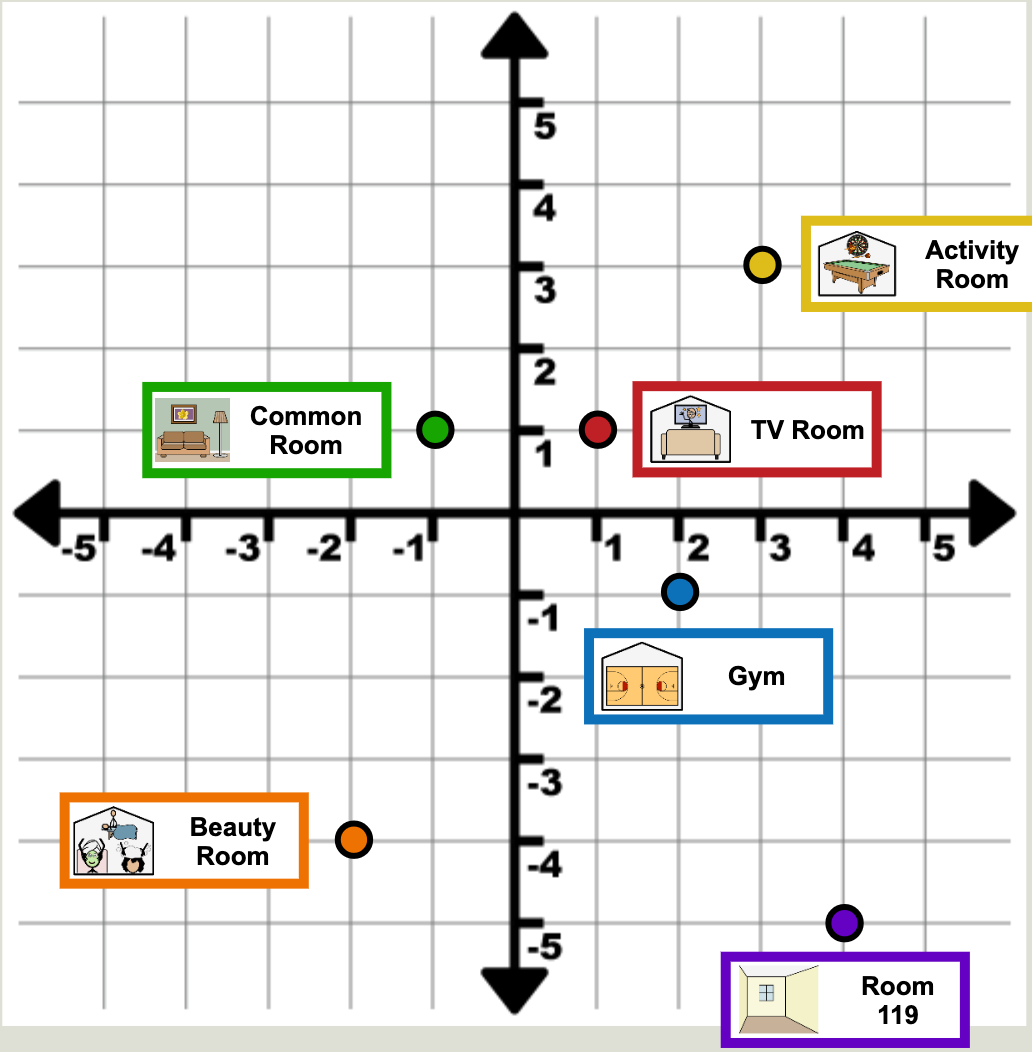
Plotting Coordinate Points On a Four-Quadrant Graph 1

Name: _____

Ryan is delivering mail to the residents at the nursing home.
Use the graph below to answer the following questions.



1. Ryan starts at (4, -5). Where is he? _____

2. He goes to (2, -1) next. Where is he? _____

3. He goes to (1, 1) next. Where is he? _____

4. He goes to the Activity Room. What are the coordinate points? _____ , _____

5. He goes to the Common Room. What are the coordinate points? _____ , _____

6. He goes to the Beauty Room. What are the coordinate points? _____ , _____

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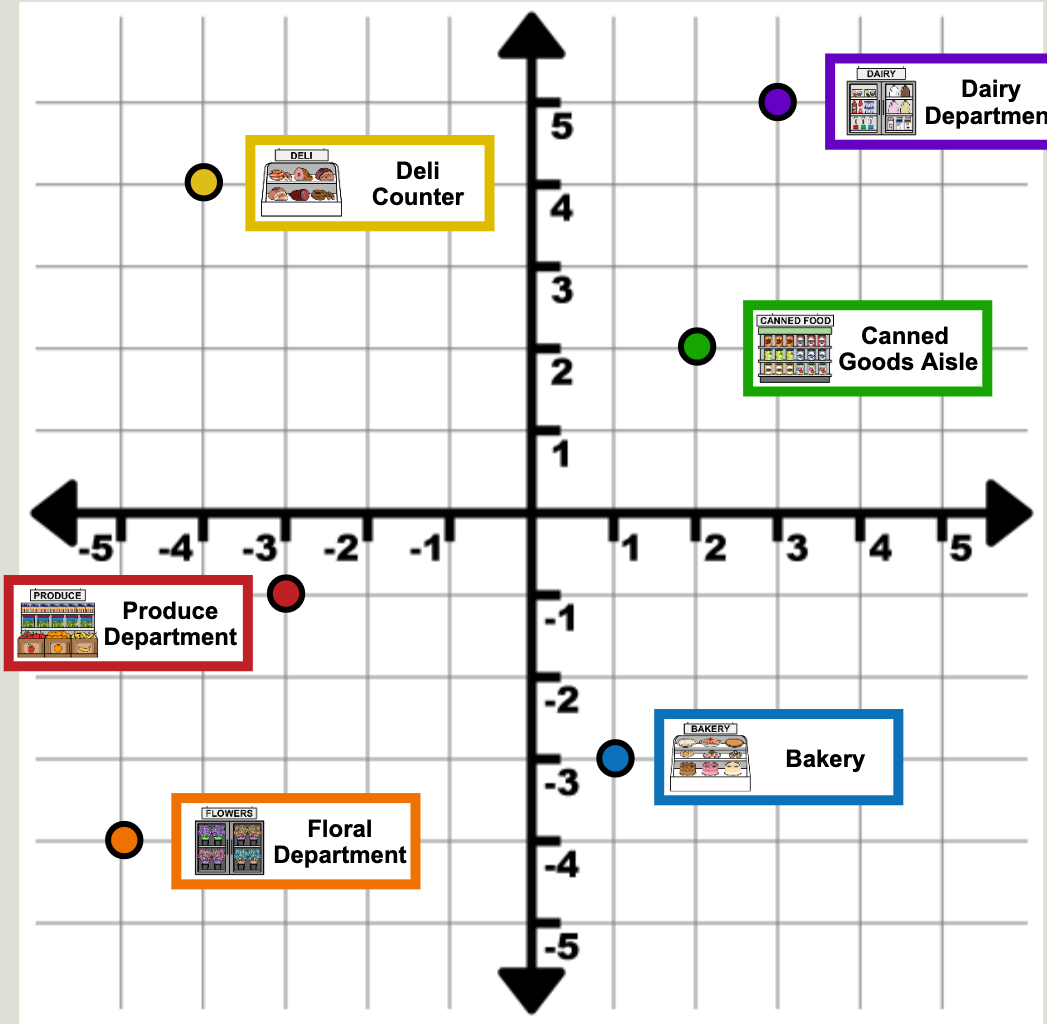
Plotting Coordinate Points On a Four-Quadrant Graph 2

Name: _____

Mrs. B's class is touring the grocery store before they do their job exploration. They locate 6 places in the store where they might work. Use the graph below to answer the following questions.



1. Which place is located at (-3, -1)? _____

2. Which place is located at (2, 2)? _____

3. Which place is located at (1, -3)? _____

4. What are the coordinate points for the Deli Counter? _____ , _____

5. What are the coordinate points for the Floral Department? _____ , _____

6. What are the coordinate points for the Dairy Department? _____ , _____

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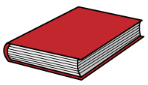
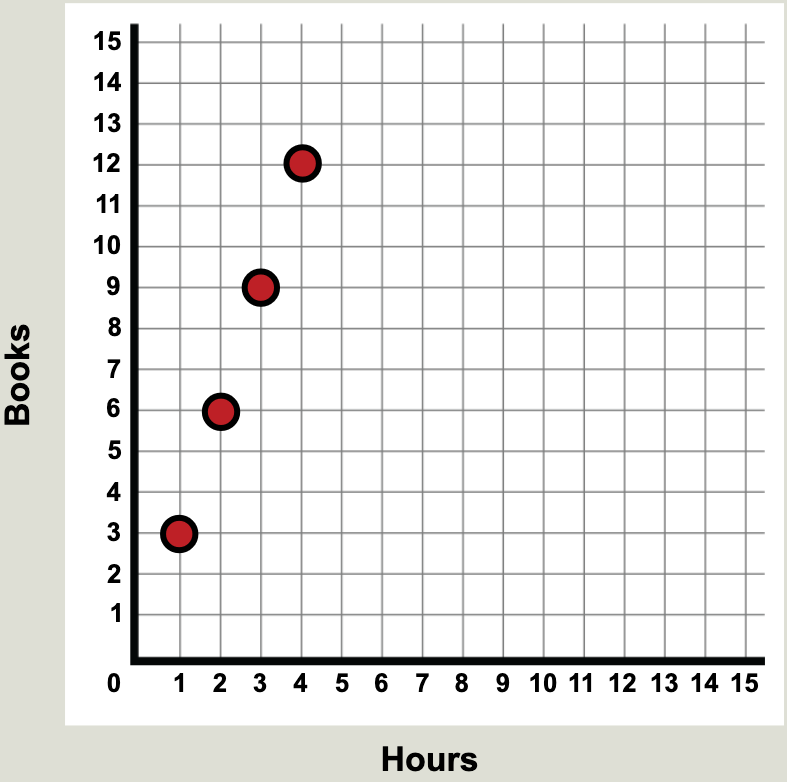
Analyzing Line Graphs

Name: _____

Look at this line graph. Use it to answer the questions.

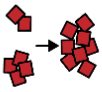


Randy is graphing the number of books returned each hour. Look at the graph and see how many books Randy checks in each hour.

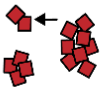


List the coordinate points for the graph.

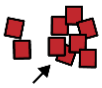
Hours	,	Books
(____	,	____)
(____	,	____)
(____	,	____)
(____	,	____)



Which hour did Randy check in the most books? _____



Which hour did Randy check in the least books? _____



How many more books does Randy check in each hour? _____



If Randy continues to check in books at this same rate, how many will he check in in hour 5? _____

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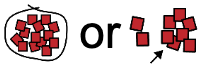
Analyzing Line Graphs

Name: _____

Use these variables to write an equation for each of the following problems.

E		Answer to the problem.
A	**Hour 1**	Number of books in hour 1.
B	**Hour 2**	Number of books in hour 2.
C	**Hour 3**	Number of books in hour 3.
D	**Hour 4**	Number of books in hour 4.

1. How many books did Randy check in during hours 1 and 2 altogether?

A		***B***	=	***E***
_____	_____	_____	_____	_____

2. How many more books did Randy check in during hour 3 than in hour 1?

C		***A***	=	***E***
_____	_____	_____	_____	_____

3. How many more books did Randy check in during hour 4 than in hour 3?

D		***C***	=	***E***
_____	_____	_____	_____	_____

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NUMBER JOURNAL

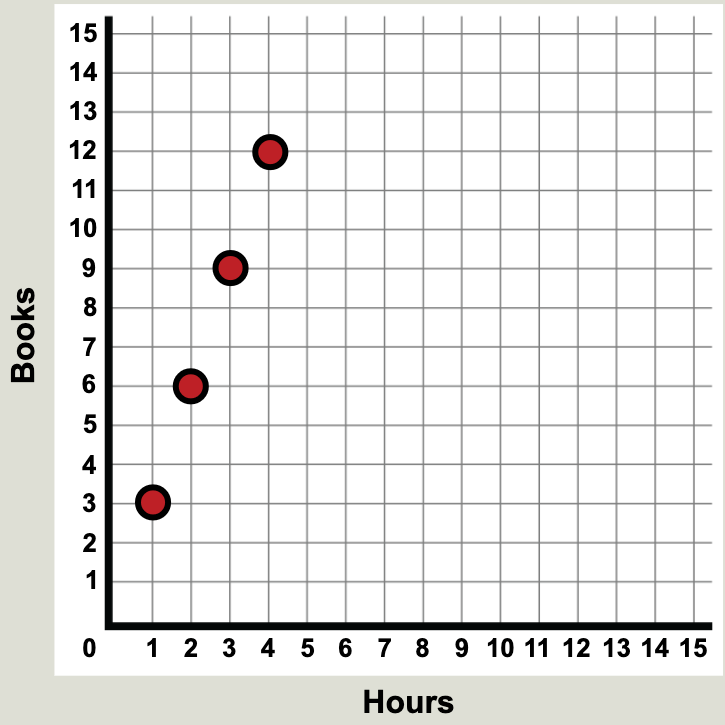
Analyzing Line Graphs

Name: _____

Use the graph to solve this problem.

Randy hopes to get 15 books checked in during hour 5. How many more books must he get in hour 5 than hour 4 in order for this to happen?

Graph the number of books Randy wants to check in during hour 5.
Find hour 5. Find 15 books.
Put a point on the place where the 2 lines meet.



How many books does he want to check in during hour 5?

_____

How many books did he check in during hour 4?

_____

E How many more books will he have to check in during hour 5 than in hour 4?

Write an equation.

_____	___	_____	=	*E*

Solve the equation.

_____	=	*E*

Check your work. Fill in the numbers for all variables. Solve.

_____	___	_____	=	_____
_____			=	_____

Is the equation true?	**Yes**	**No**

Since E = _____, Randy would check in _____ more books in hour 5 than in hour 4.

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NUMBER JOURNAL

Write, Solve and Graph Equations 1a

Name: _____

n=

5 Ryan feeds 5 dogs.

n Mary Beth feeds n dogs.

8 They feed 8 dogs altogether.

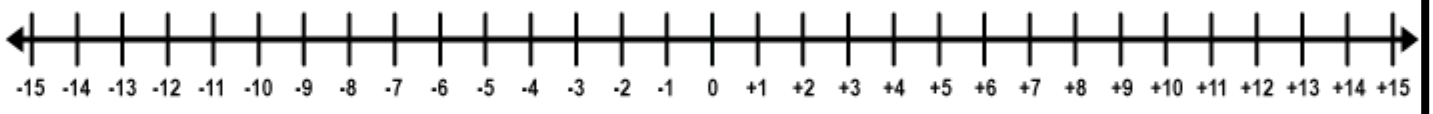


Write an equation.
Solve for n to find out how many dogs Mary Beth feeds.

			+	***n***	=			
_____			+	_____	=	_____		
	-		+	***n***	=		-	
____	-	____	+	_____	=	____	-	____
_____			+	_____	=	_____		
				n	=	_____		

Since n = _____ , Mary Beth feeds _____ dogs.

Graph the equation on the number line.
Put a green point on the number that n represents.



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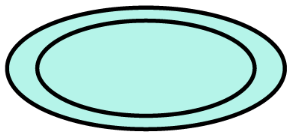
Write, Solve and Graph Equations 1b

Name: _____

n=

6 Danielle washes 6 dishes.

n Randy washes n dishes.



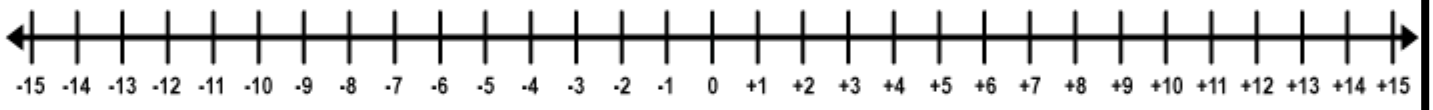
13 They wash 13 dishes altogether.

Write an equation.
Solve for n to find out how many dishes Randy washes.

			+	*n*	=			
_____			+	_____	=	_____		
	-		+	*n*	=		-	
____	-	____	+	_____	=	____	-	____
_____			+	_____	=	_____		
				n	=	_____		

Since n = _____ , Randy washes _____ dishes.

Graph the equation on the number line.
Put a green point on the number that n represents.



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NUMBER JOURNAL

Write, Solve and Graph Inequalities 1a

Name: _____

n <

< Ryan feeds less than 4 dogs each hour at the animal shelter.

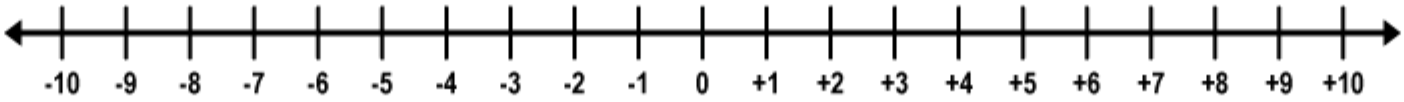
n Use n as the variable to represent the number of dogs Ryan feeds each hour.



Write the inequality.

n	<	
_____	<	_____

Graph the inequality on the number line.
Put a red ray with open point on the number that n must be less than.



Danielle guesses that Ryan feeds 6 dogs each hour.
Mary Beth guesses that Ryan feeds 3 dogs each hour. Who is correct?

Danielle's Guess			Mary Beth's Guess		
n	<,=,>		n	<,=,>	
_____		_____	_____		_____
Is 6 less than 4?			Is 3 less than 4?		

Graph both guesses on the number line. Graph Danielle's guess with a blue point. Graph Mary Beth's guess with a green point.

Which point falls on the red line?

_____ **is correct because** ____ **is less than 4.**

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NUMBER JOURNAL

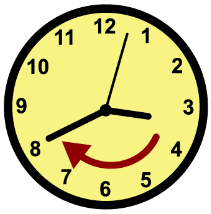
Write, Solve and Graph Inequalities 2a

Name: _____

n >

> Ryan works more than 2 hours each day at the animal shelter.

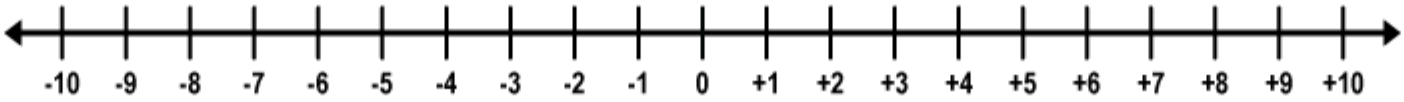
n Use n as the variable to represent the number of hours Ryan works at the animal shelter.



Write the inequality.

n	>	
_____	>	_____

Graph the inequality on the number line.
Put a red ray with open point on the number that n must be more than.



Danielle guesses that Ryan worked 7 hours each day.
Mary Beth guesses that Ryan worked 1 hour each day. Who is correct?

Danielle's Guess			Mary Beth's Guess		
n	<,=,>		n	<,=,>	
_____		_____	_____		_____
Is 7 more than 2?			**Is 1 more than 2?**		

Graph both guesses on the number line. Graph Danielle's guess with a blue point. Graph Mary Beth's guess with a green point.

Which point falls on the red line?

_____ **is correct because** _____ **is more than 2.**

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NUMBER JOURNAL

Write, Solve and Graph Inequalities 3a

Name: _____

< n <

> Randy works more than 3 hours each day at the library.

< Randy works less than 6 hours each day at the library.

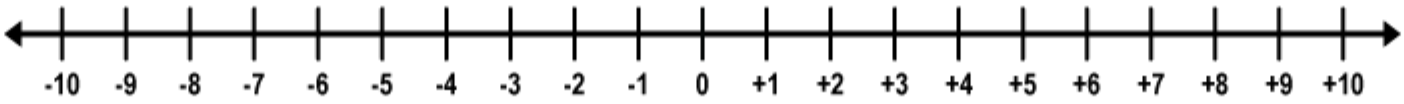


n Use n as the variable to represent the number of hours Randy works each day at the library.

Write the inequality.

	<	n	<	
_____	<	_____	<	_____

Graph the inequality on the number line. Put a red line segment with open points on the numbers that n must be less than and more than.



Danielle guesses that Randy works 7 hours each day.
Mary Beth guesses that Randy works 4 hours each day. Who is correct?

Danielle's Guess					Mary Beth's Guess				
	<,=,>	n	<,=,>			<,=,>	n	<,=,>	
_____		_____		_____	_____		_____		_____
Is 7 more than 3 and less than 6?					**Is 4 more than 3 and less than 6?**				

Graph both guesses on the number line. Graph Danielle's guess with a blue point. Graph Mary Beth's guess with a green point.

Which point falls on the red line?

_____ **is correct because** _____ **is more than 3 and less than 6.**

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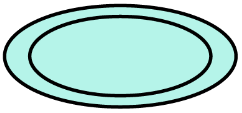
Write, Solve and Graph Inequalities 1b

Name: _____

n <

< Danielle collected less than 7 dishes from each table.

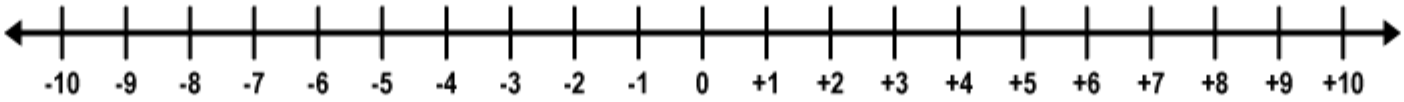


n Use n as the variable to represent the number of dishes Danielle collected from each table.

Write the inequality.

n	<	
_____	<	_____

Graph the inequality on the number line.
Put a red ray with open point on the number that n must be less than.



Randy guesses that Danielle collected 5 dishes. Mary Beth guesses that Danielle collected 8 dishes. Who is correct?

Randy's Guess			Mary Beth's Guess		
n	<,=,>		n	<,=,>	
_____		_____	_____		_____
Is 5 less than 7?			Is 8 less than 7?		

Graph both guesses on the number line. Graph Randy's guess with a blue point. Graph Mary Beth's guess with a green point.

Which point falls on the red line?

_____ **is correct because** ____ **is less than 7.**

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NUMBER JOURNAL

Write, Solve and Graph Inequalities 2b

Name: _____

n >

> Danielle watered more than 6 plants for the landscaper.

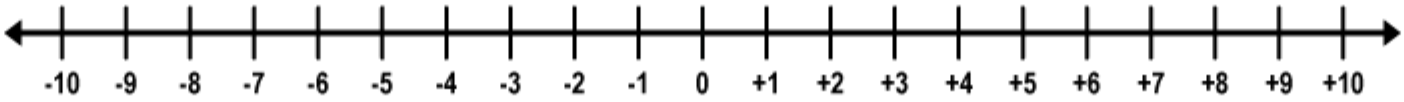


n Use n as the variable to represent the number of plants Danielle watered.

Write the inequality.

n	>	
_____	>	_____

Graph the inequality on the number line.
Put a red ray with open point on the number that n must be more than.



Randy guesses that Danielle watered 2 plants. Mary Beth guesses that Danielle watered 8 plants. Who is correct?

Randy's Guess			Mary Beth's Guess		
n	<,=,>		n	<,=,>	
_____		_____	_____		_____
Is 2 more than 6?			Is 8 more than 6?		

Graph both guesses on the number line. Graph Randy's guess with a blue point. Graph Mary Beth's guess with a green point.

Which point falls on the red line?

_____ is correct because _____ is more than 6.

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NUMBER JOURNAL

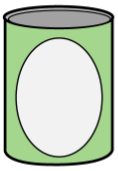
Write, Solve and Graph Inequalities 3b

Name: _____

< n <

> Brent stacked more than 5 cans of food at the grocery store.

< Brent stacked less than 8 cans of food at the grocery store.

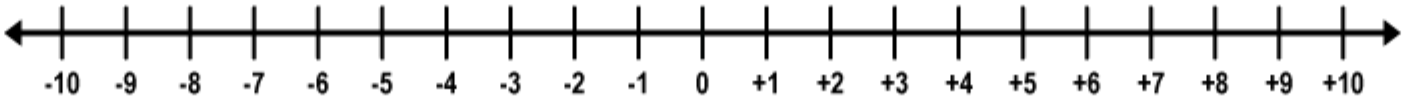


n Use n as the variable to represent the number of cans of food Brent stacked at the grocery store.

Write the inequality.

	<	n	<	
_____	<	_____	<	_____

Graph the inequality on the number line. Put a red line segment with open points on the numbers that n must be less than and more than.



Randy guesses that Brent stacked 1 can of food.
Mary Beth guesses that Brent stacked 6 cans of food. Who is correct?

Randy's Guess					Mary Beth's Guess				
	<,=,>	n	<,=,>			<,=,>	n	<,=,>	
____		____		____	____		____		____
Is 1 more than 5 and less than 8?					**Is 6 more than 5 and less than 8?**				

Graph both guesses on the number line. Graph Randy's guess with a blue point. Graph Mary Beth's guess with a green point.

Which point falls on the red line?

_____ **is correct because** _____ **is more than 5 and less than 8.**

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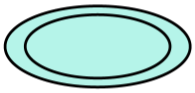
Name: _____

Linear Functions with an Origin of 0

Mary Beth collects dirty dishes from tables at a restaurant. She gets $3.00 for each table. If Mary Beth collects dishes off 2 tables, how much money will she earn?

x Each table she collects dirty dishes.

y Amount of money she earns.



Complete the function table. Use it to answer the following questions.

x	Rule					y	Point						
	3	x	x	=	y		(	x	,	y	)		
	3	x	0	=	0	0	(	0	,	0	)		
1	3	x	1	=			(	1	,	3	)		
2	3	x	2	=			(	2	,		)		
	3	x	3	=	9	9	(	3	,	9	)		
4	3	x		=	12	12	(	4	,	12	)		
5	3	x	5	=	15	15	(		,	15	)		
6	3	x	6	=			(	6	,		)		

1. If Mary Beth collects dishes from 2 tables she will earn $ _____.

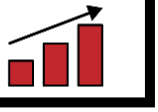
2. If Mary Beth collects dishes from 6 tables, she will earn $ _____ .

Use the table to graph the function. The first 2 sets of coordinate points have been graphed. Graph the remaining coordinate points. Put a line to connect the points.

Use the graph to answer the following question.

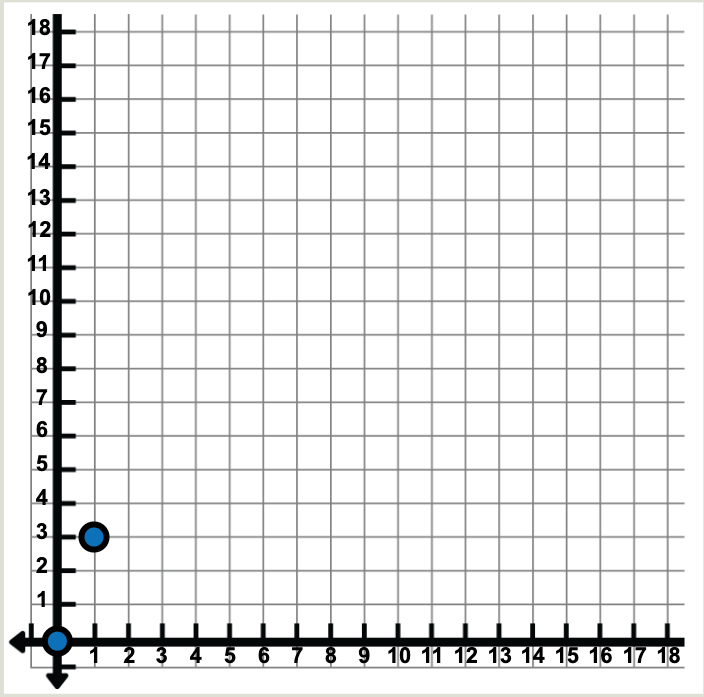
3. What will happen to the amount of money Mary Beth earns as she collects dishes from more tables?

For each table Mary Beth collects dirty dishes, the amount of money she earns will

increase 

decrease 

by _____



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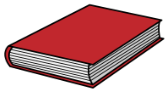
Name: _____

Linear Functions with an Origin of 0

Ryan is putting books away on shelves. For every book he puts away, he gets 1 extra minute of break time. If Ryan puts away 4 books, how many more minutes of break time will he get?

x Each book he puts away on the shelves.

y Amount of break time he gets.



Complete the function table. Use it to answer the following questions.

x	Rule					y	Point						
	1	x	x	=	y			(	x	,	y	)	
0	1	x	0	=				(	0	,	0	)	
1	1	x	1	=				(	1	,		)	
	1	x	2	=	2	2		(	2	,	2	)	
3	1	x	3	=	3	3		(		,	3	)	
4	1	x	4	=				(	4	,		)	
	1	x	5	=	5	5		(	5	,	5	)	
6	1	x		=	6	6		(	6	,	6	)	

1. If Ryan puts 4 books away, he will get _____ more minutes of break time.

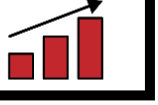
2. If Ryan puts 1 book away, he will get _____ more minutes of break time.

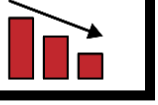
Use the table to graph the function. The first 2 sets of coordinate points have been graphed. Graph the remaining coordinate points. Put a line to connect the points.

Use the graph to answer the following question.

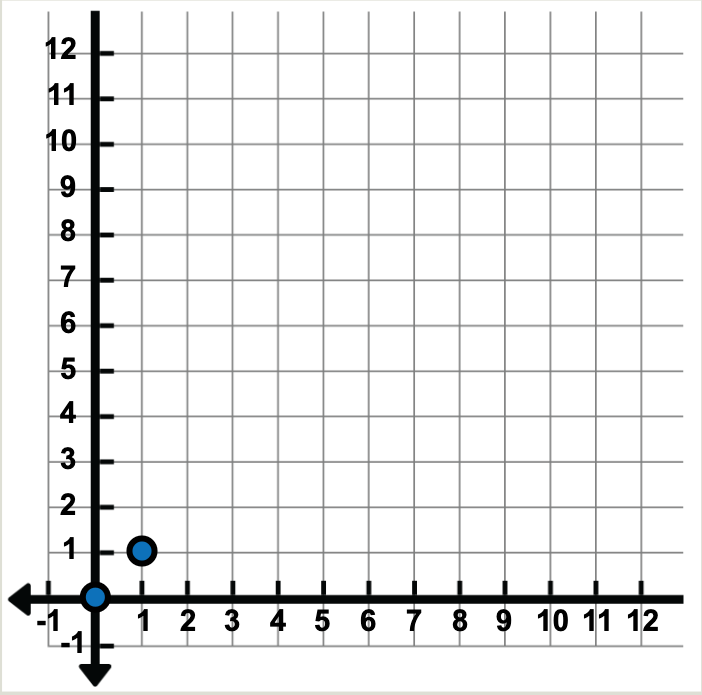
3. What will happen to the amount of break time Ryan gets as he puts more books away?

For each book Ryan puts away, the amount of break time he gets will

increase 

decrease 

by _____



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Name: _____

Linear Functions with starting value and increasing slope

Brent is looking at how much each job pays. The dog walking job pays a flat hourly rate of $6.00 plus $1.00 for each dog walked. If he walks 3 dogs in an hour, how much will he make each hour?

x Number of dogs walked.

y Total pay for the job.



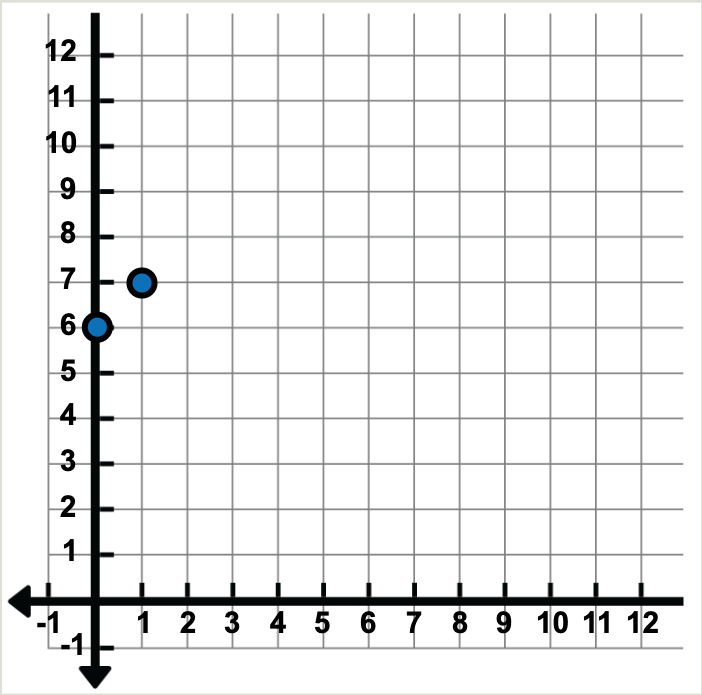
Complete the function table. Use it to answer the following questions.

x	Rule					y	Point						
	6	+	x	=	y			(	x	,	y	)	
0	6	+		=	6	6		(	0	,	6	)	
	6	+	1	=	7	7		(	1	,	7	)	
2	6	+	2	=				(	2	,	8	)	
3	6	+	3	=				(	3	,		)	
4	6	+	4	=	10	10		(		,	10	)	
5	6	+	5	=				(	5	,		)	
	6	+	6	=	12	12		(	6	,	12	)	

1. If Ryan walks 3 dogs each hour, the total pay each hour would be $ _____.

2. If Ryan walks 5 dogs each hour, the total pay each hour would be $ _____.

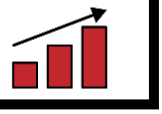
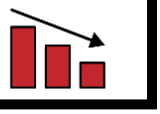
Use the table to graph the function. The first 2 sets of coordinate points have been graphed. Graph the remaining coordinate points. Put a line to connect the points.



Use the graph to answer the following question.

3. What will happen to the hourly pay as Ryan walks more dogs?

For each additional dog walked, the total pay will

increase  decrease  by _____

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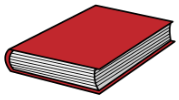
Name: _____

Linear Functions with starting value and increasing slope

Randy checked in 4 books this morning. He is counting the books he checks in every hour. He thinks he will get one more book each hour. If Randy checks in books at this rate, in 1 hour, how many books will he have checked in?

x Number of hours.

y Total number of books.



Complete the function table. Use it to answer the following questions.

x	Rule					y	Point						
	4	+	x	=	y		(	x	,	y	)		
	4	+	0	=	4	4	(	0	,	4	)		
1	4	+	1	=			(	1	,		)		
2	4	+	2	=	6	6	(		,	6	)		
3	4	+		=	7	7	(	3	,	7	)		
	4	+	4	=	8	8	(	4	,	8	)		
5	4	+	5	=			(	5	,	9	)		
6	4	+	6	=			(	6	,		)		

1. If Randy continues at this rate, in 1 hour, he will check in _____ books.

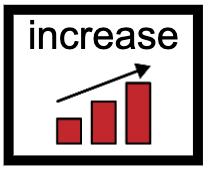
2. If Randy continues at this rate, in 6 hours, he will check in _____ books.

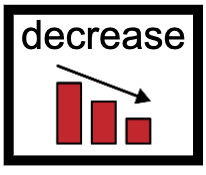
Use the table to graph the function. The first 2 sets of coordinate points have been graphed. Graph the remaining coordinate points. Put a line to connect the points.

Use the graph to answer the following question.

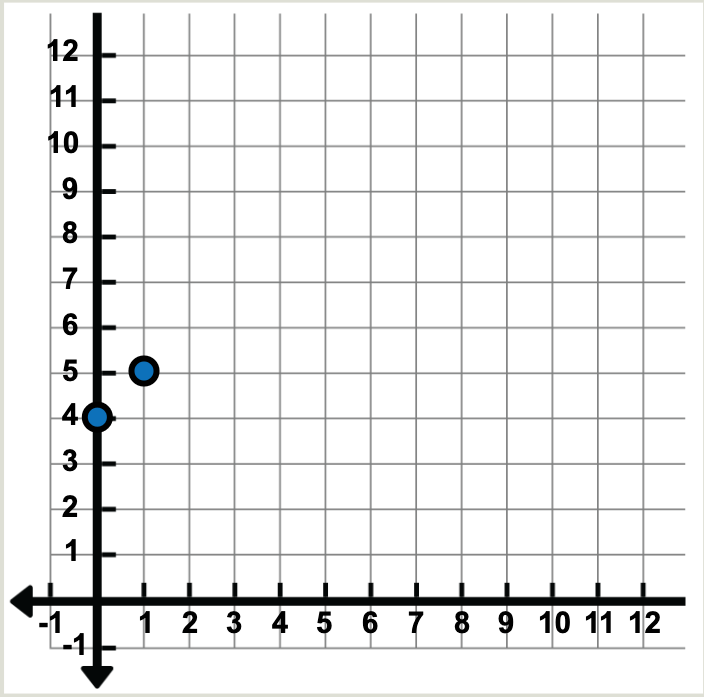
3. What will happen to the number of books he checks in as each hour passes?

For each hour that passes, the number of books will





by _____



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Name: _____

Linear Functions with starting value and decreasing slope

Ryan is feeding dogs. He has 9 dogs to feed. He feeds 1 dog each minute. If he continues to feed dogs at this rate, how many dogs will he have left to feed after 2 minutes?



x Each minute that passes.

y Number of dogs left to feed.

Complete the function table. Use it to answer the following questions.

x	Rule					y	Point						
	9	-	x	=	y			(	x	,	y	)	
0	9	-	0	=	9	9		(		,	9	)	
1	9	-		=	8	8		(	1	,	8	)	
2	9	-	2	=				(	2	,		)	
	9	-	3	=	6	6		(	3	,	6	)	
4	9	-	4	=				(	4	,	5	)	
5	9	-	5	=				(	5	,	4	)	
	9	-	6	=	3	3		(	6	,	3	)	

1. If Ryan feeds 1 dog each minute, after 2 minutes, there will be _____ dogs left.

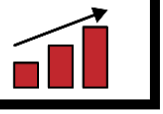
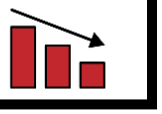
2. If Ryan feeds 1 dog each minute, after 5 minutes, there will be _____ dogs left.

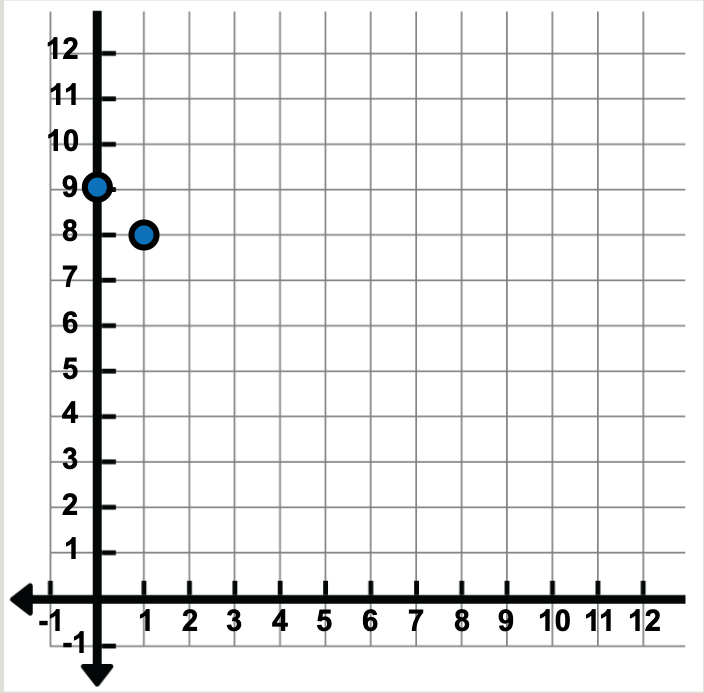
Use the table to graph the function. The first 2 sets of coordinate points have been graphed. Graph the remaining coordinate points. Put a line to connect the points.

Use the graph to answer the following question.

3. What will happen to the number of dogs needing to be fed after each minute?

For each minute that passes, the number of dogs will

increase  decrease  by _____



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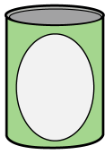
Name: _____

Linear Functions with starting value and decreasing slope

Ryan is stocking cans of food. He has 12 cans to stock. He stocks 1 can each minute. If he continues to stock cans of food at this rate, how many cans will he have left to stock after 3 minutes?



x Each minute that passes.

y Number of cans of food left to stock.

Complete the function table. Use it to answer the following questions.

x	Rule					y	Point						
	12	-	x	=	y		(	x	,	y	)		
0	12	-	0	=			(	0	,	12	)		
	12	-	1	=	11	11	(	1	,	11	)		
	12	-	2	=	10	10	(	2	,	10	)		
3	12	-	3	=			(	3	,		)		
4	12	-	4	=			(	4	,		)		
5	12	-		=	7	7	(	5	,	7	)		
6	12	-	6	=	6	6	(		,	6	)		

1. If he stocks 1 can each minute, there will be _____ cans left after 3 minutes.

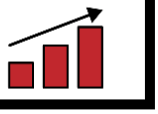
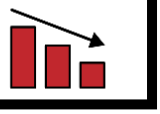
2. If he stocks 1 can each minute, there will be _____ cans left after 4 minutes.

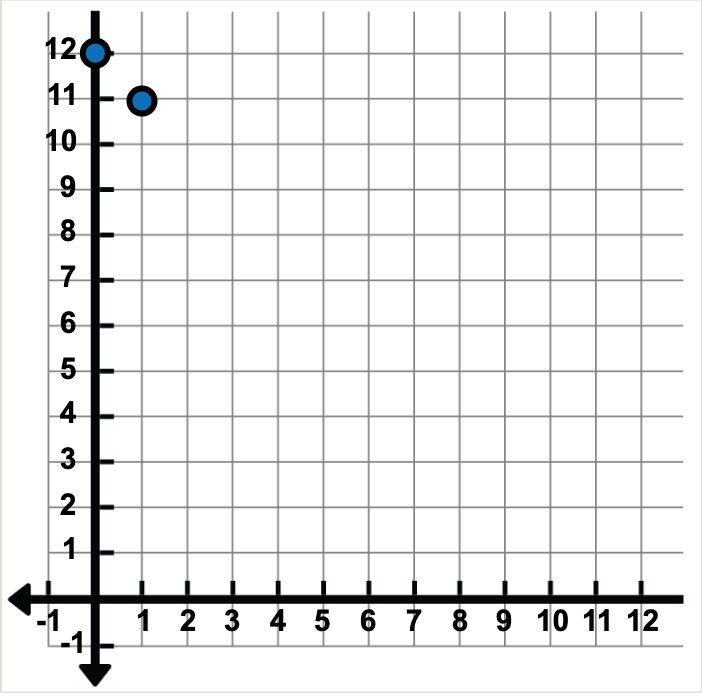
Use the table to graph the function. The first 2 sets of coordinate points have been graphed. Graph the remaining coordinate points. Put a line to connect the points.

Use the graph to answer the following question.

3. What will happen to the number of cans of food that need to be stocked as each minute passes.

For each minute that passes, the number of cans of food will

increase  decrease  by _____



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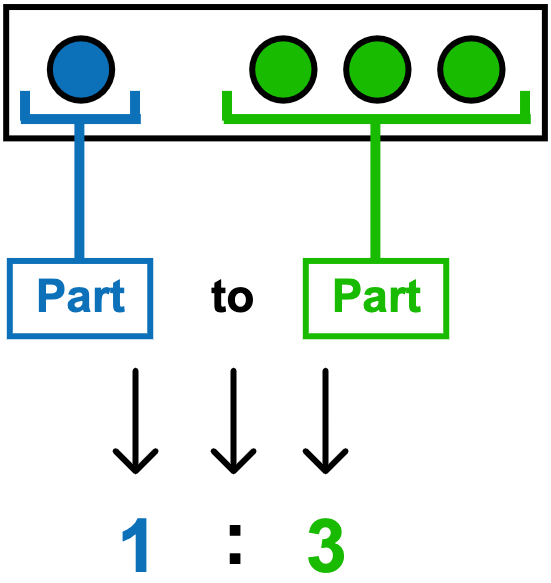
1:3 Ratios: Part-to-Part

A ratio compares two numbers and shows how they are related.
A part-to-part ratio shows how one part compares to another part.

1 blue ball for **every** 3 green balls.

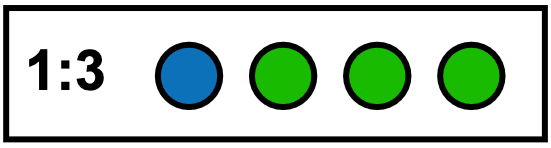


The blue ball is one part.
The green balls are another part.

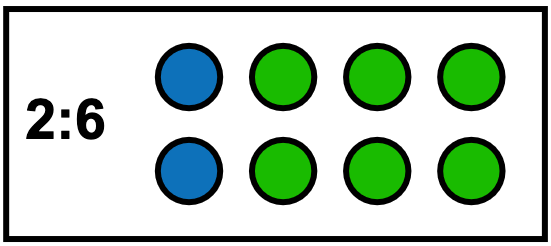
The ratio is 1 blue ball to 3 green balls.
It is a 1 to 3 ratio.

A ratio describes a pattern.

We draw 1 blue ball for
every 3 green balls we draw.



So, for 2 blue balls,
we draw 6 green balls.



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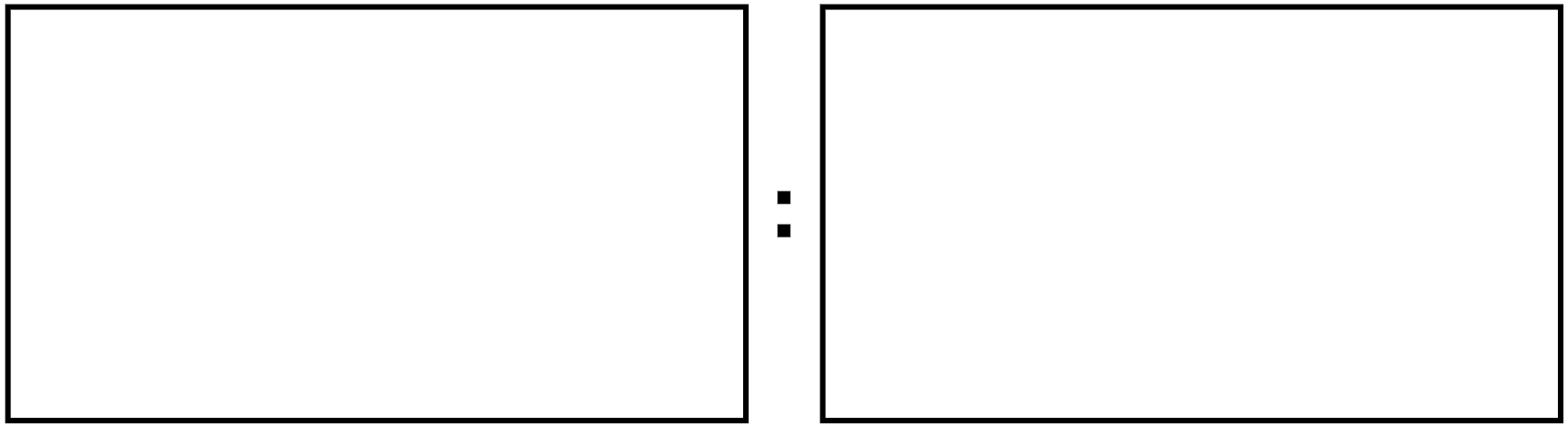
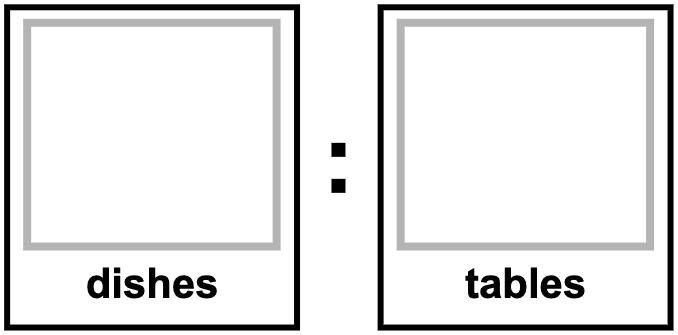
Name: _____



Randy is cleaning tables at the restaurant. He collects 5 dishes from each table. Use objects to show the part-to-part ratio of the number of dishes to the number of tables he cleans. Write the part-to-part ratio.

Part : **Part**





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Ratios: Part-to-Part 1
Level 1

Name: _____



Randy is cleaning tables at the restaurant. He collects 5 dishes from each table. Use objects to show the part-to-part ratio of the number of dishes to the number of tables he cleans. Write the part-to-part ratio.

Part	:	Part
●●●●●	:	●

Use objects to show ratio of dishes to tables.

	:	
	:	

Write the part-to-part ratio.

	:	
dishes	:	tables

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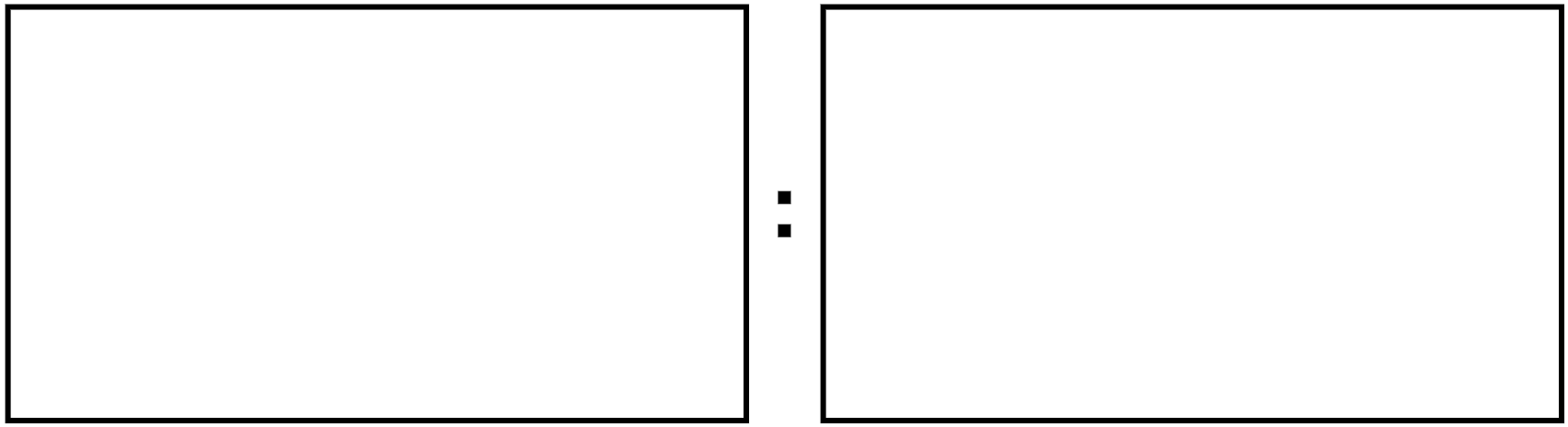
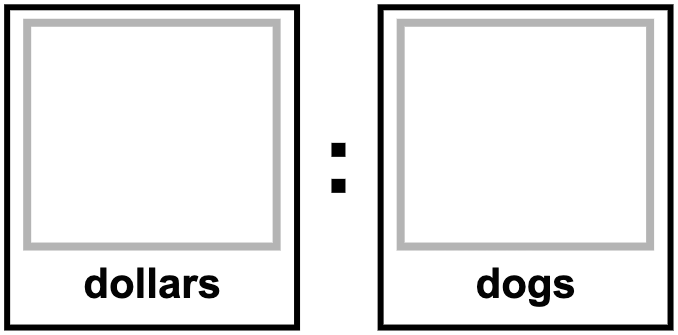
Name: _____



Randy is walking dogs at work. He gets 3 dollars for every dog he walks. Use objects to show the part-to-part ratio of the number of dollars he earns to the number of dogs he walks. Write the part-to-part ratio.

Part : **Part**





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Ratios: Part-to-Part 2
Level 1

Name: _____



Randy is walking dogs at work. He gets 3 dollars for every dog he walks. Use objects to show the part-to-part ratio of the number of dollars he earns to the number of dogs he walks. Write the part-to-part ratio.

Part	:	Part
● ● ●	:	●

Use objects to show ratio of dollars to dogs.

	:	
	:	

Write the part-to-part ratio.

	:	
dollars	:	dogs

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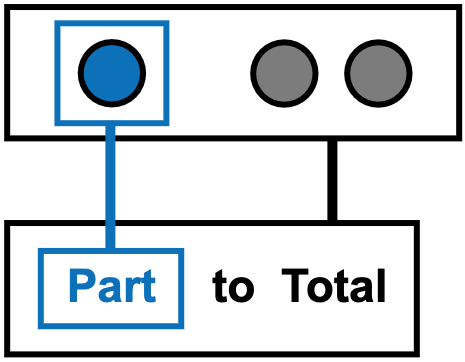
1:3 Ratios: Part-to-Total

A ratio compares two numbers and shows how they are related.
A part-to-total ratio shows how one part of the total compares to the total.

1 blue ball for **every** 3 total balls.



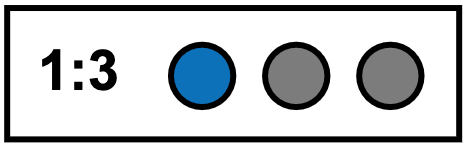
The blue ball is one part of the total balls.

The ratio is 1 blue ball to 3 total balls.
It is a 1 to 3 ratio.

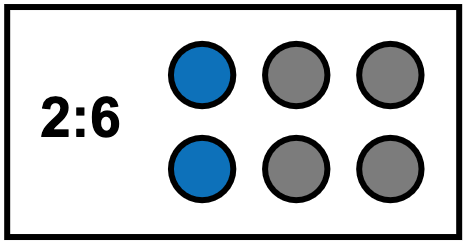
1 : 3

A ratio describes a pattern.

We draw 1 blue ball for
every 3 total balls we draw.



So, for 2 blue balls,
we draw 6 total balls.



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Name: _____



Randy is stocking shelves at the grocery store. He puts 4 cans of food on the shelf for every 7 items. Use objects to show the part-to-total ratio of the number of cans of food to the total number of items he stocks on shelves. Write the part-to-total ratio.

Part : Total

cans of food : items

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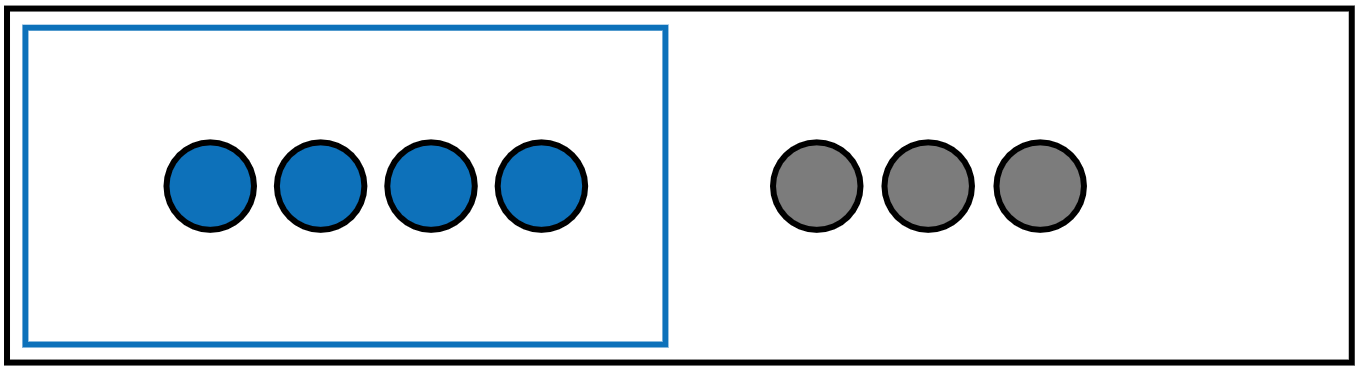
Ratios: Part-to-Total 1
Level 1

Name: _____



Randy is stocking shelves at the grocery store. He puts 4 cans of food on the shelf for every 7 items. Use objects to show the part-to-total ratio of the number of cans of food to the total number of items he stocks on shelves. Write the part-to-total ratio.

Part : Total



Use objects to show ratio of cans of food to items.

Write the part-to-total ratio.

cans of food	:	items

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Name: _____



Mary Beth is watering plants at the greenhouse. She waters 2 trees for every 3 plants. Use objects to show the part-to-total ratio of the number of trees to the total number of plants she waters. Write the part-to-total ratio.

Part : Total

trees : plants

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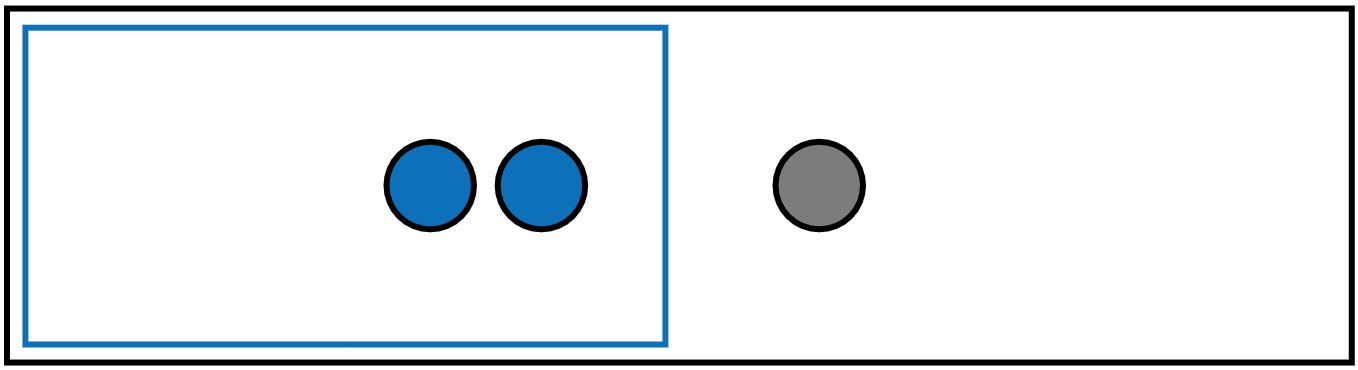
Ratios: Part-to-Total 2
Level 1

Name: _____

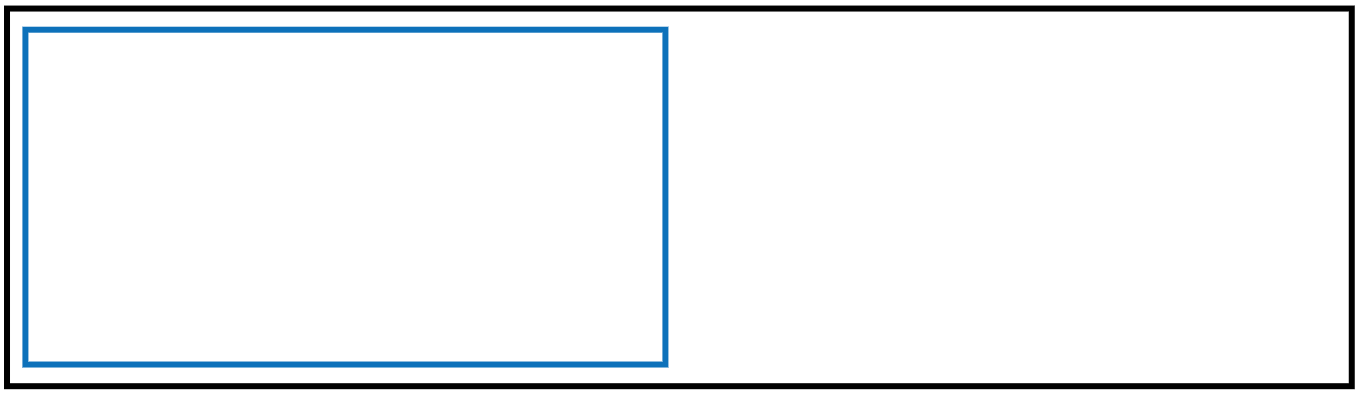


Mary Beth is watering plants at the greenhouse. She waters 2 trees for every 3 plants. Use objects to show the part-to-total ratio of the number of trees to the total number of plants she waters. Write the part-to-total ratio.

Part : Total



Use objects to show ratio of trees to plants.



Write the part-to-total ratio.

trees : plants

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For hands-on instruction, print, cut out and laminate.











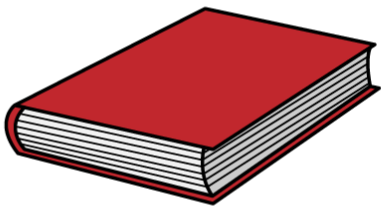
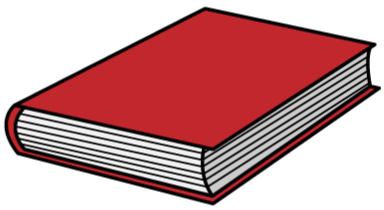

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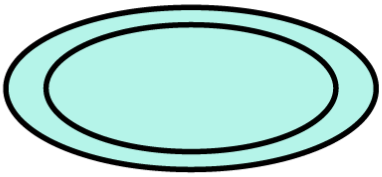
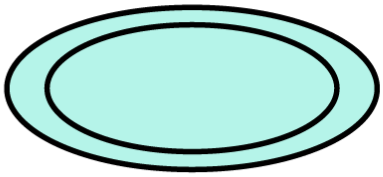
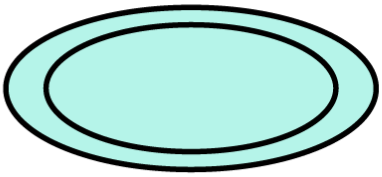
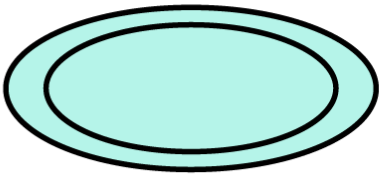
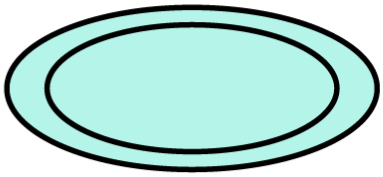
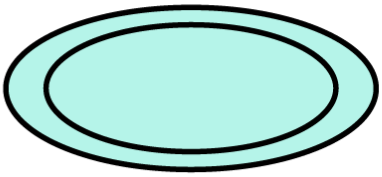
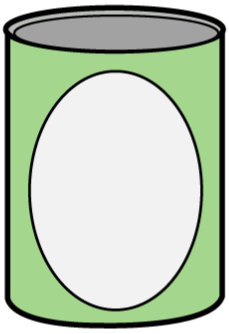
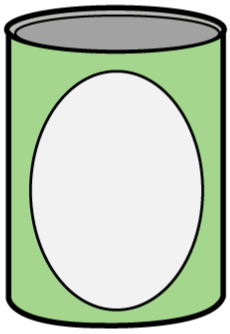
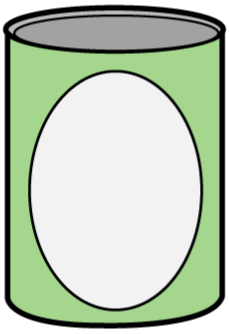
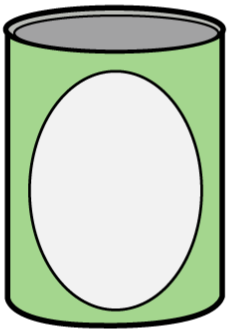
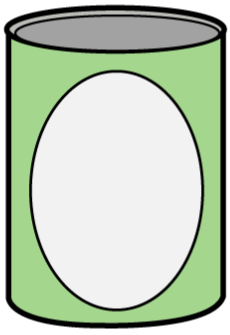
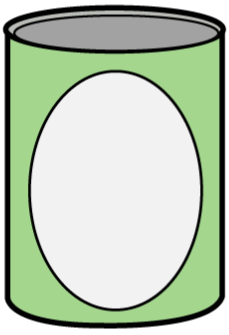

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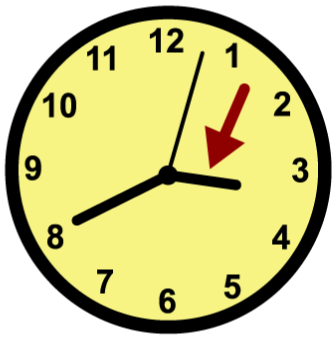
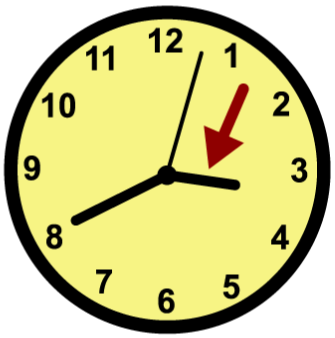
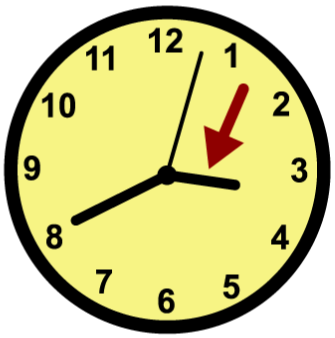
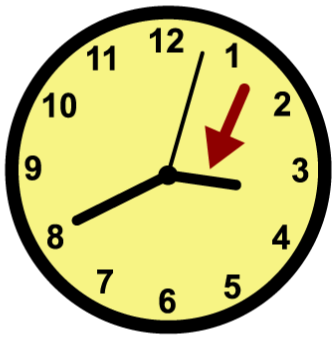
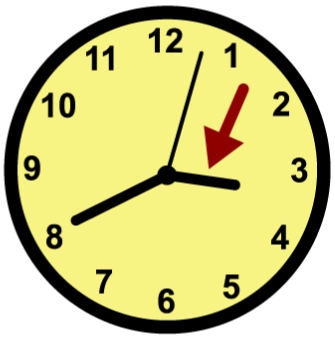
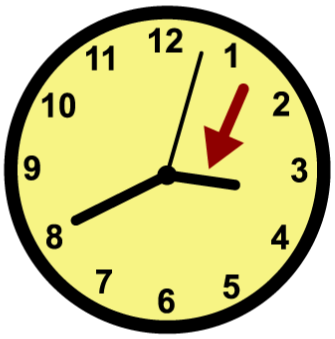

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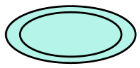
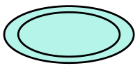
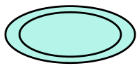
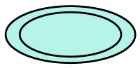
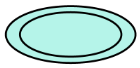
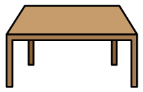






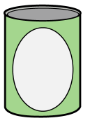
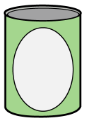
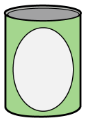
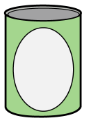
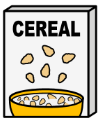









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Division Expressions

+	÷	-	X	+	÷	-	X

Division Equations

+	÷	-	X
+	÷	-	X

Write Equations

÷	X	÷
		X

Write and Solve Equations

÷	÷	÷	X	X	X
÷	÷	X	X		

Write, Solve and Graph Inequalities

<	<	<	<	<	<	<	<	<	<	<	<
>	>	>	>	>	>	>	>	>	>	>	>
=	=	=	=	=	=	=	=	=	=	=	=

 Mary Beth	 Mary Beth	 Mary Beth
 Mary Beth	 Mary Beth	 Mary Beth
 Danielle	 Danielle	 Danielle
 Randy	 Randy	 Randy

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0	1	2	3	4	5
6	7	8	9	10	

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Standard for Writing:

- ***Range of Writing:*** Participate routinely in supported writing activities for varied purposes.

Social Studies Standard:

- ***Economics:*** Identify purposes of banking services.

Differentiated Tasks

Level 3 Students will...

- Use topic words in conversation.
- Write routinely for a range of discipline-specific tasks, purposes and audiences.
- Identify and describe banking services, including checking and savings accounts, use of debit cards and loans.

Level 2 Students will...

- Point to pictures of key vocabulary from unit topics as part of a discussion.
- Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.
- Complete steps of a check-cashing process at a bank.

Level 1 Students will...

- Make a selection to indicate a picture of key vocabulary within a unit topic.
- Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.
- Identify a bank as a business that helps people by keeping their money safe.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In the Chapter Book, ***Mark's Money*** , Mark earns his first paycheck from working at his job. Mark decides to deposit this money into his bank accounts. In this lesson, students will learn more about the information included on a check, depositing checks at the bank and the check cashing process. Students will then practice how to fill out deposit slips in different scenarios.

Topic Words

account	earn	money*
bank	job*	save
check		

* Power Words

Content-Area Words

complete	discuss	participate
describe	identify	write

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Lesson at a Glance

Activity 1

Instructional Activities

Depositing and Cashing a Check

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Parts of a Check Poster

What Can I Do With a Check? Poster

Parts of a Deposit Slip Poster

Deposit Slip Scenarios
(Templates C and B)

Sample Checks

Bank Account Number Cards

Fill-In Cards

Additional Materials

play money

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Instructional Targets

Standards for Language

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Standards for Writing:

- ***Range of Writing:*** Participate routinely in supported writing activities for varied purposes.

Social Studies Standards:

- ***Economics:*** Identify purposes of banking services.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question. For example, ask, "What is another way you can pay someone money—write them a check or do a craft?" Discuss students' responses. • Remind students that Mark received a paycheck from his job. Checks are another way you can give someone money instead of giving them cash. Explain to students that in the future they may receive a check for different reasons. For example, they could receive a paycheck for a job they have done or receive a check as a gift from a friend or family member. • Tell students that they will learn about the information on a check and how to deposit that check in different ways at the bank. For example, say, "Today we are going to look at information about checks. Your job is to write about depositing a check and write the correct information on a deposit slip. • Review the learning goal with students: **I will write about depositing a check. I will fill out a deposit slip.**
Model	***Prior to the lesson, prepare Sample Checks and a My Bank Account Number Card for each student. Type or write each student's name on the Sample Checks. Then, type or write a series of no more than 7 numbers for a checking and/or savings account number on a My Bank Account Number Card.*** • Display the Parts of a Check Poster. Read each part of the check. Ask students a question such as, "Where is the date on a check?" Model finding this information using the poster. • Display the What Can I Do With a Check? Poster. Read and model each step on the poster. Ask students why they might want to deposit a check into their savings account verses checking account or why they might want to cash a check. When explaining how to deposit a check, display the Parts of a Deposit Slip Poster. Identify and explain each part of the deposit slip. • Display the Deposit Slip Scenarios, Sample Checks and My Bank Account Number Cards. Two templates are provided with the lesson (Template C and B). Display the template that meets the majority of the students' needs. Read the first scenario aloud. Model how to fill in the sentence in each scenario by deciding whether to deposit the check in a checking or savings account. Model how to write the correct information on the deposit slip referring to the posters, sample checks and number card as needed. For example, say, "I got money for my birthday. The check is for $30.00. I will write $30.00 on one of the rows on the right hand side of the deposit slip."
Provide Practice	***Provide students with the lesson materials needed to complete the activity. Provide appropriate writing alternatives, such as adaptive keyboards, eye gaze and dictation, to fit students' needs and abilities.*** **Level 3:** Have the student write routinely for a range of discipline-specific tasks, purposes and audiences by writing about depositing checks and completing deposit slips. **Level 2:** Have the student participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences by writing about depositing checks and completing deposit slips. **Level 1:** Have the student actively participate in shared writing and communication activities by participating in writing about depositing a check and completing a deposit slip. For example, show the student his or her name. Ask, "We need to put your name on this line on the Deposit Slip. What is your name?" Have the student use an active participation response to indicate their name. Assist the student in adding it to the deposit slip.
Review	• Revisit the learning goal by having the students share the deposit slips that they have filled in and share what they have learned about the parts of a check and parts of a deposit slip.
Extend	• Have students use the deposit slips they filled out and the Sample Checks to role-play depositing a check into a bank account. • Have students use the Sample Checks and play money to role-play cashing a check at the bank.

Check Understanding

- **Level 3:** Can the student write routinely for a range of discipline-specific tasks, purposes and audiences by writing about depositing checks and completing deposit slips?
- **Level 2:** Can the student participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences by writing about depositing checks and completing deposit slips?
- **Level 1:** Can the student actively participate in shared writing and communication activities by participating in writing about depositing a check and completing a deposit slip?

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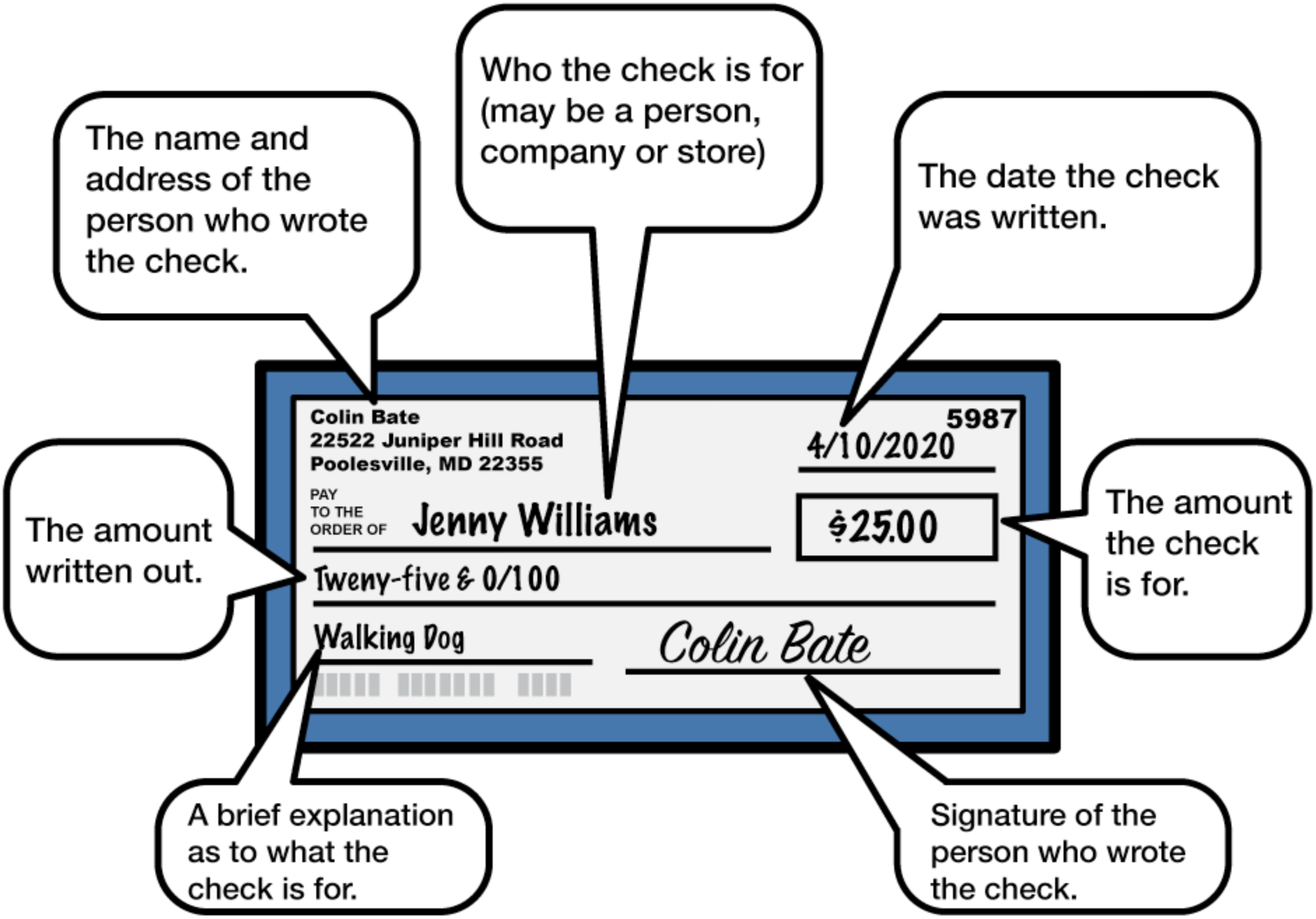

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What Can I Do With a Check?



Cash it out

1. Sign the back of the check. 
2. Show identification to the bank teller. 
3. Get the cash from the bank teller. 
4. Count the cash to make sure you got the correct amount. 



Deposit it into a checking or savings account

1. Sign the back of the check. 
2. Fill out the deposit slip. 
3. Give the deposit slip and check to the bank teller. 

4. Show identification to the bank teller. 

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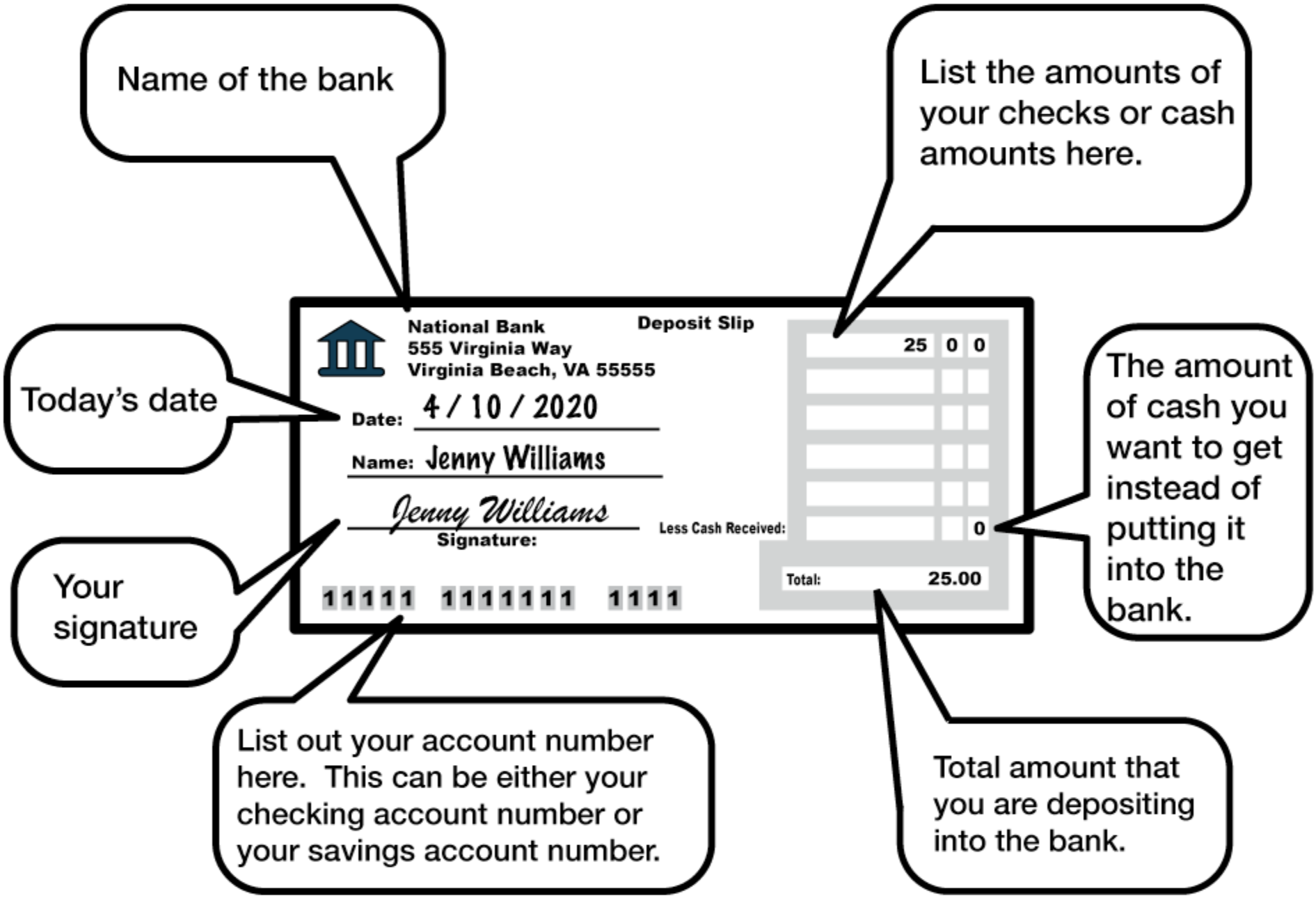

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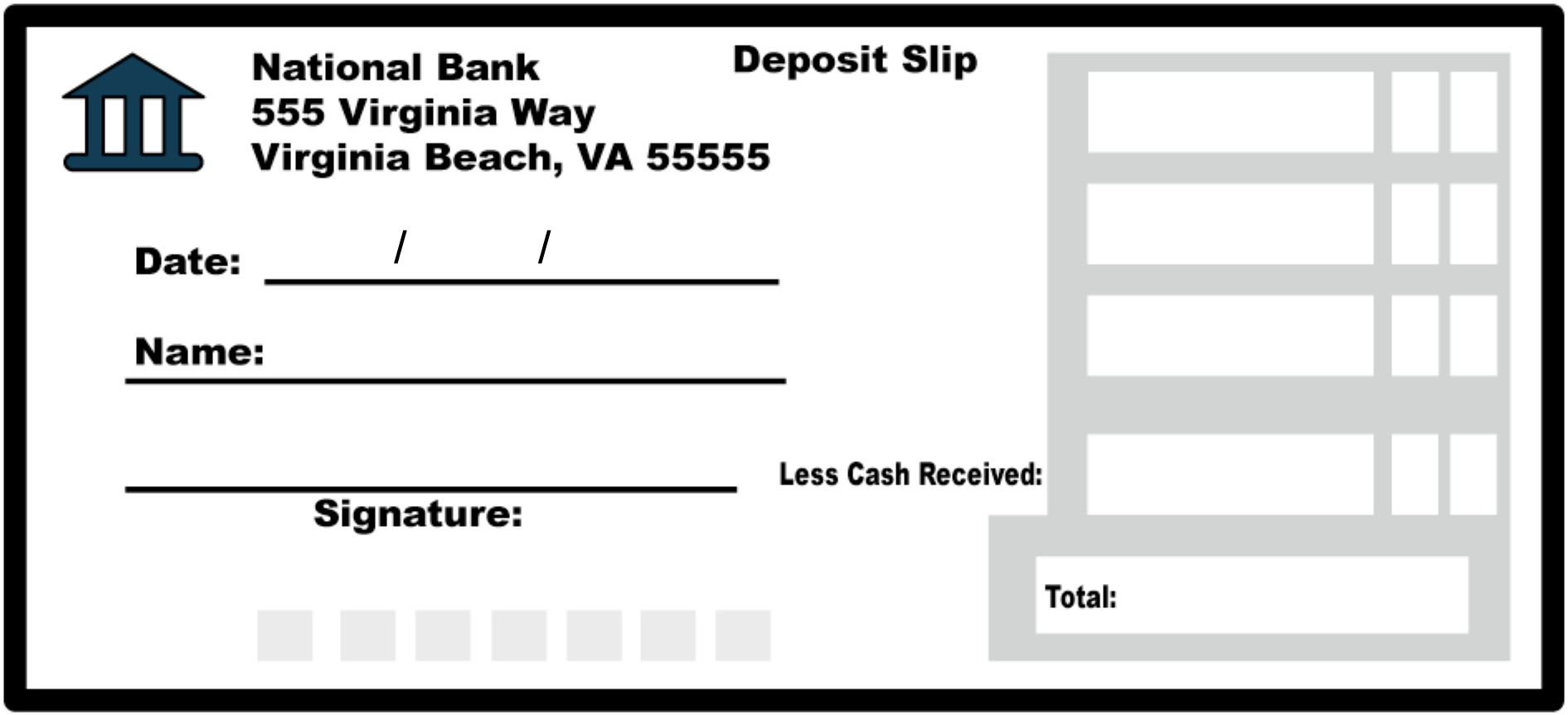
You get a check for your birthday.

I will put the money in my _____ .



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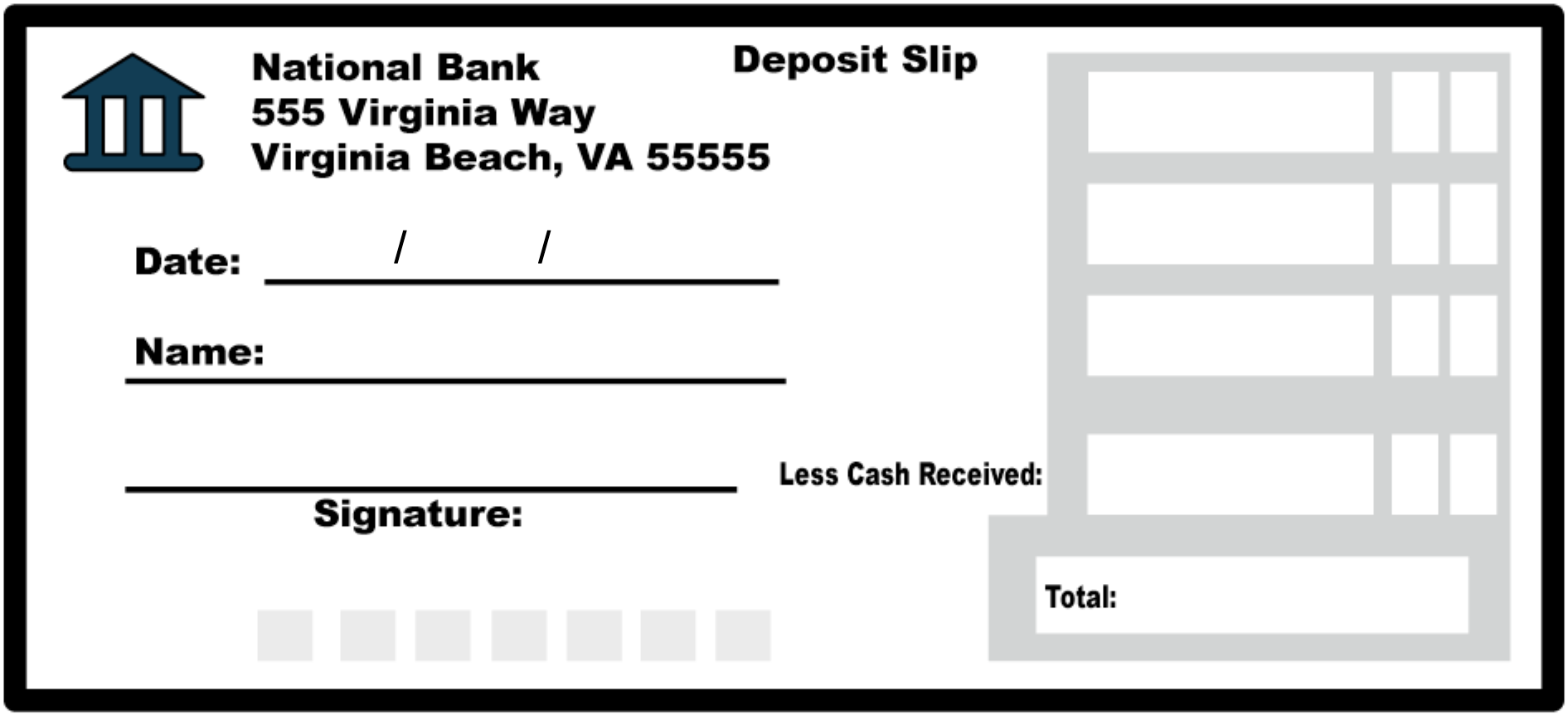
You earned money helping your neighbor do yard work.

I will put the money in my _____.



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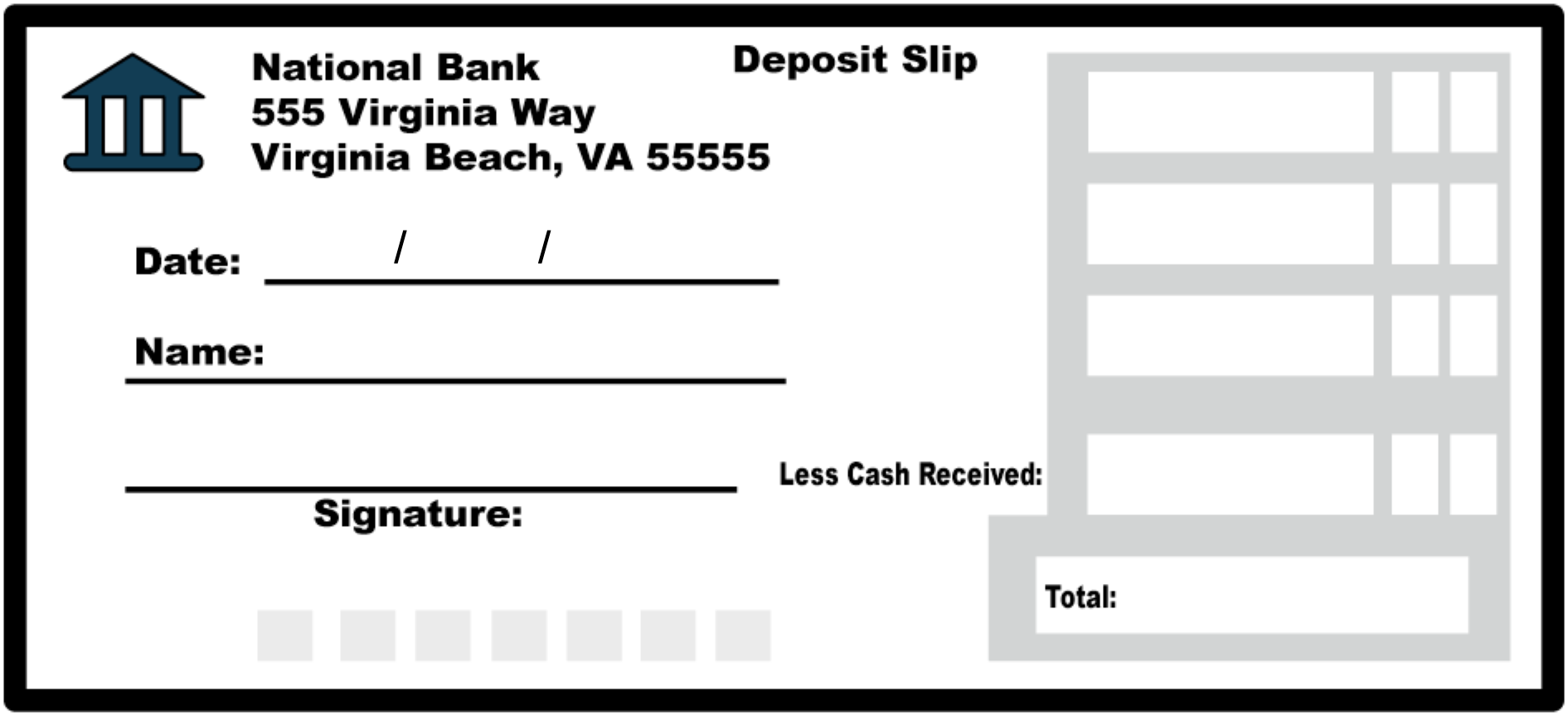
You earned money from taking care of your neighbor's dog while your neighbor was on vacation.

I will put the money in my _____.



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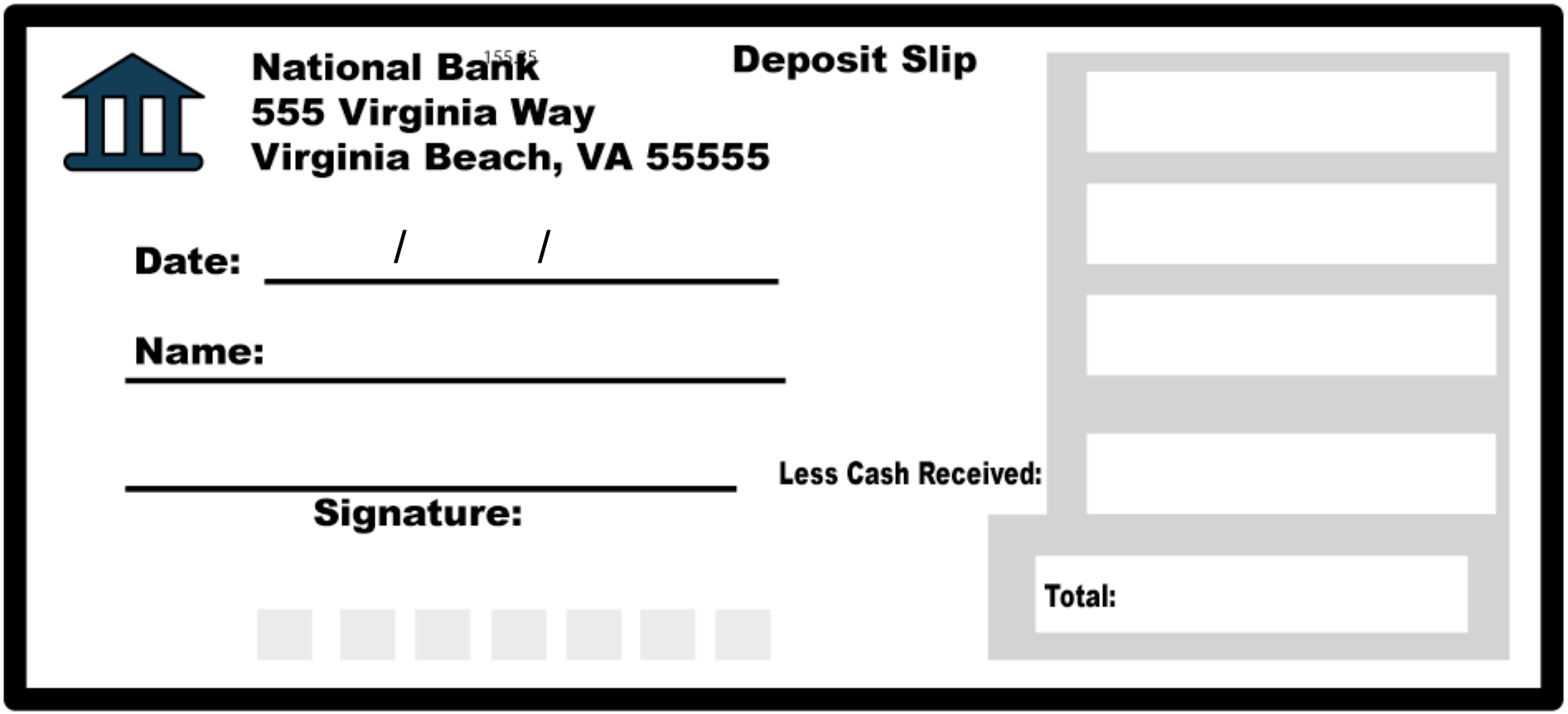

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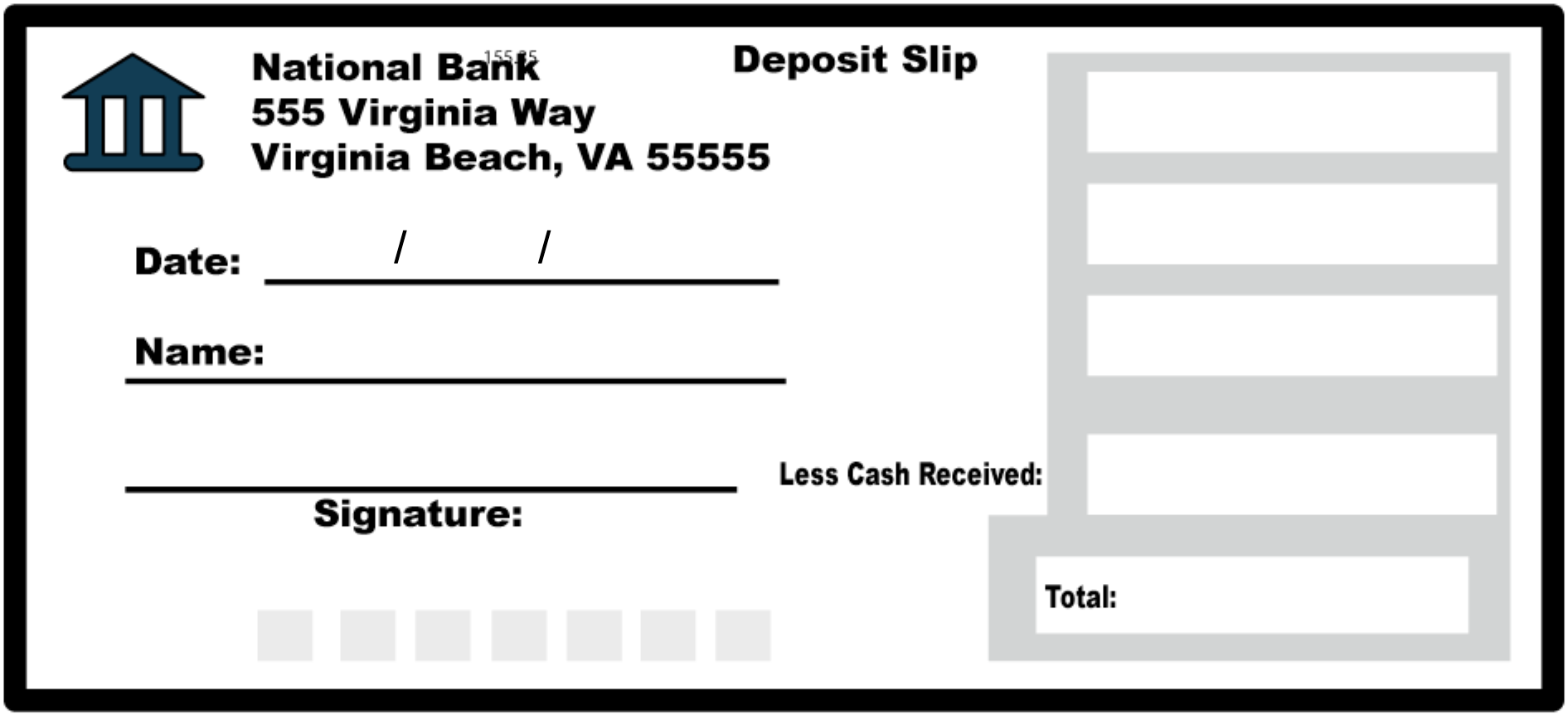

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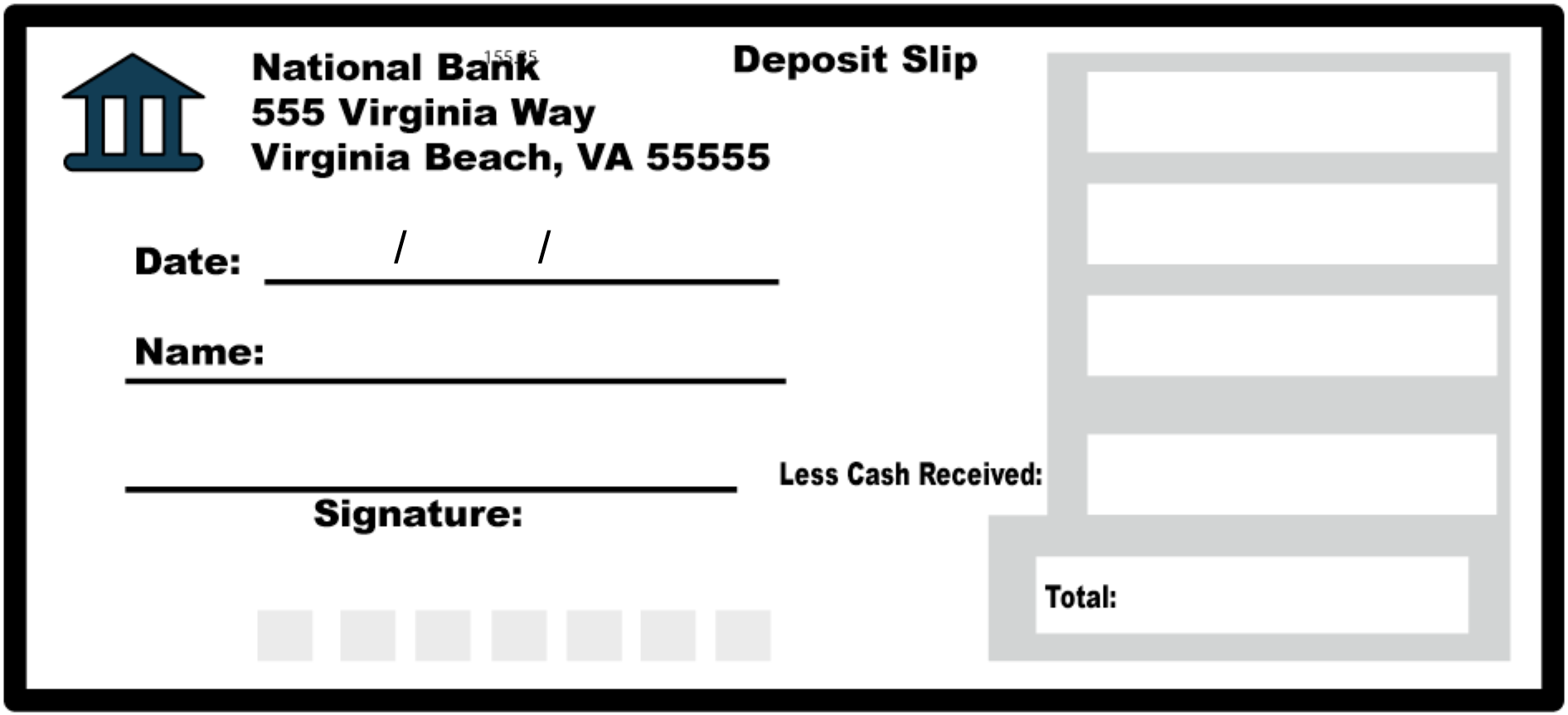

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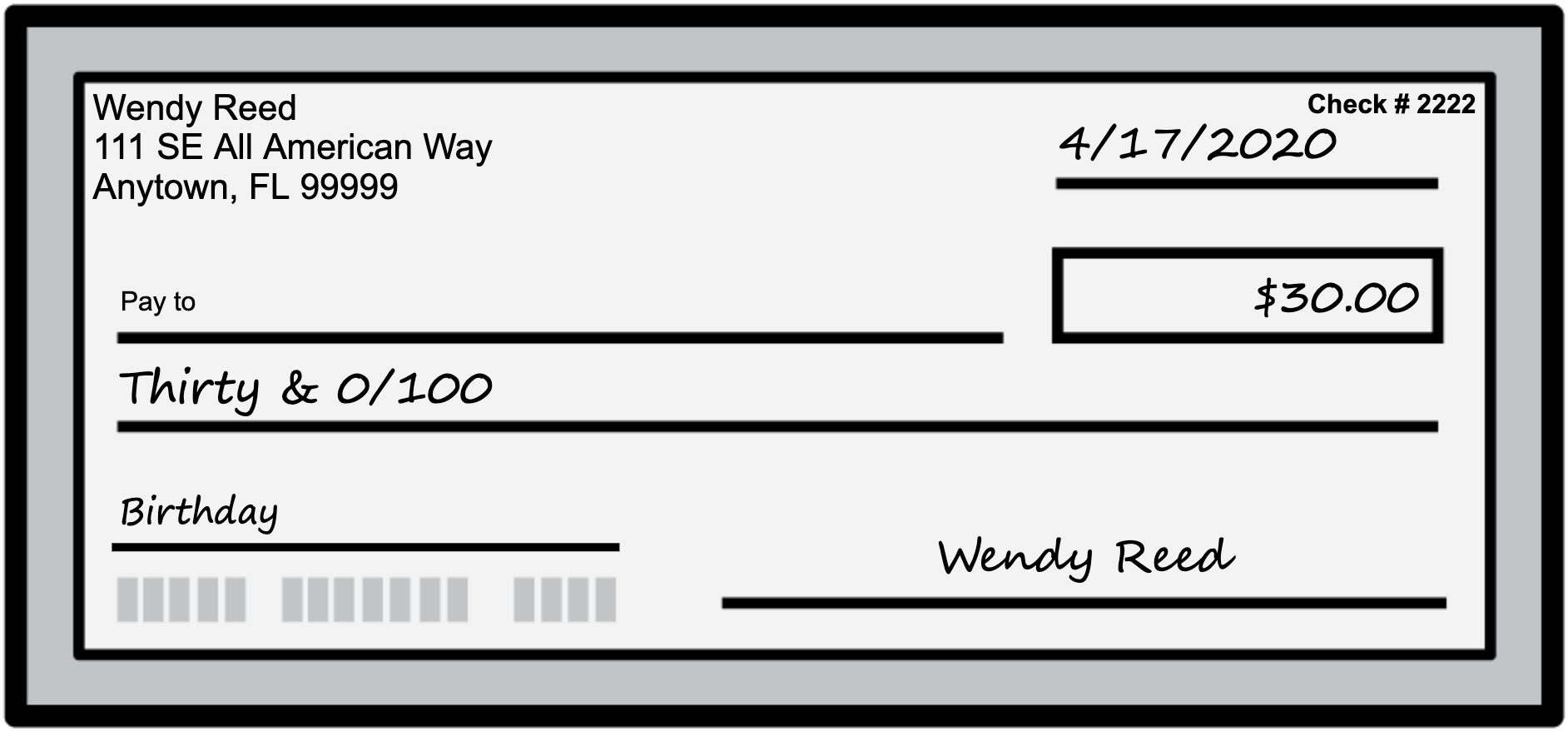

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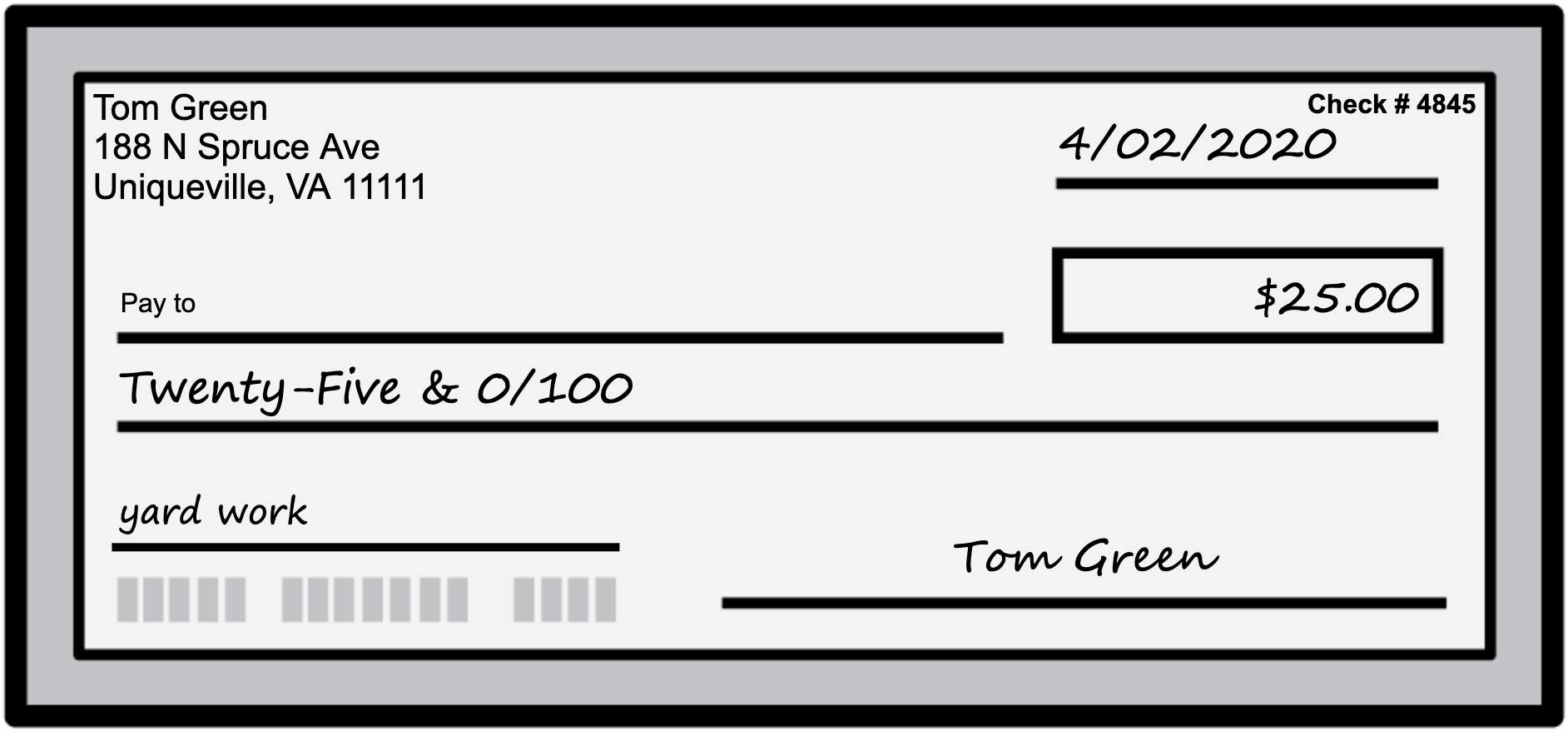

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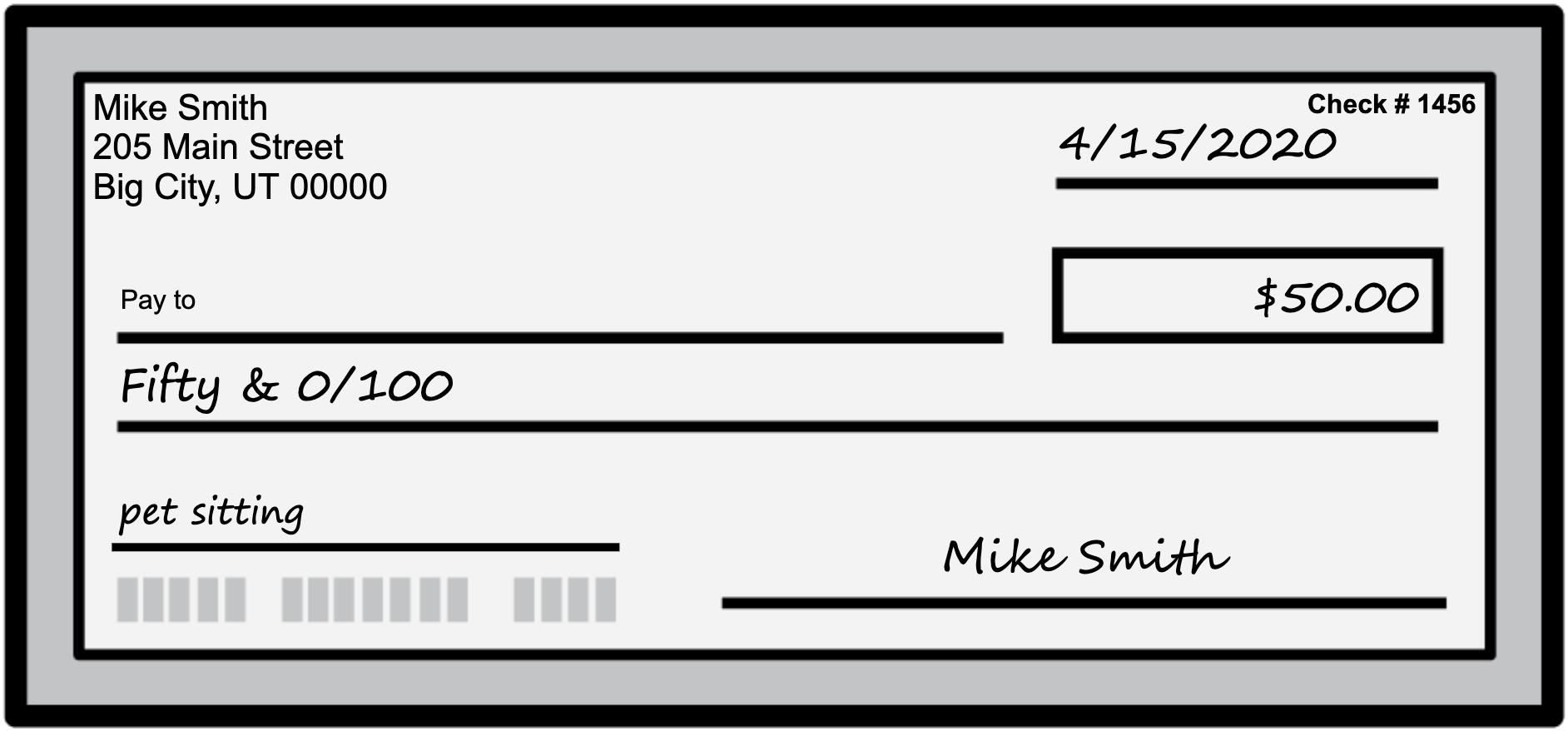

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My Bank Account Numbers



CHECKING ACCOUNT



SAVINGS ACCOUNT

My Bank Account Numbers



CHECKING ACCOUNT



SAVINGS ACCOUNT

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	checking account
	savings account

$50.00	$30.00	$25.00
$50.00	$30.00	$25.00
$50.00	$30.00	$25.00
$50.00	$30.00	$25.00

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Instructional Targets

Standards for Language:

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain-specific sources when speaking and writing.

Social Studies Standards:

- ***Economics:*** Identify ways to earn an income and results of loss of income.

Community Living Standards:

- ***Recreation and Leisure:*** Make plans and access community resources.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Use unit topic words in conversation. • Create a simple budget plan, including money earned, money to spend and money to save. • Actively plan, prepare and participate in a community event or activity.	• Point to pictures of key vocabulary from unit topics as part of a discussion. • Identify reasons to earn, spend or save money. • With support, plan, prepare and participate in a community event or activity.	• Make a selection to indicate a picture of key vocabulary within a unit topic. • Participate in a process to earn, spend or save money. • Actively respond to plan, prepare and participate in a community event or activity.

Topic Connection

Throughout this unit, students look at money, budgeting and banking services. In the Chapter Book, ***Mark's Money***, Mark learns how to save his money by creating a budget plan. In this lesson, students will decide on a class fundraiser to raise money for something in their classroom, school or community. Students will create their own budget plan to include money earned, money spent and money saved from their fundraiser.

Topic Words

bank	earn	save
budget plan	money*	spend

Content-Area Words

create	participate	prepare
discuss	plan	respond
identify		

* Power Words

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Lesson at a Glance

Activity 1

Instructional Activities

Earning for a Purpose

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Our Class Fundraiser Budget Plan

Picture/Word Cards

budget plan
fundraiser
school
community
money
earn
save
cost
spend
expense
donate

Additional Materials

calculator

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Instructional Targets

Standards for Language:

- ***Vocabulary Acquisition and Use:*** Use words acquired through academic and domain specific sources when speaking and writing.

Social Studies Standards:

- ***Economics:*** Identify ways to earn an income and results of loss of income.

Community Living Standards:

- ***Recreation and Leisure:*** Make plans and access community resources.

Instructional Routine

or

Introduce

- Introduce the activity by asking a focus question about earning money. For example, ask, “How can we earn money to help others, or get something we need for our class or school—do a fundraiser or take a nap?” Discuss students' responses.
- Tell students that fundraisers are events people do to help earn money for something they want or need. Sometimes the money can be given to groups or people who need it. Other times, the money might be used to purchase something everyone will enjoy, like a new scoreboard for a football field. Explain to students that a fundraiser takes a lot of planning. Additionally, there needs to be a way to keep track of all of the money earned and money spent in the fundraiser. Remind students that this can be done through a budget plan, just like Mark used. He used a budget plan to help him save money for a video game system in the Chapter Book.
- Tell students that they will be choosing a class fundraiser to earn money and creating their own budget plan for the fundraiser. For example, say, "Today, your job is to plan and participate in a fundraising activity as a class and create a budget plan.”
- Review the learning goal with students: **I will plan and participate in a fundraiser in my school or community. I will create and complete a budget plan.**

Model

Prior to the lesson, explore opportunities for students to create or participate in a fundraiser within the school or community setting. Consider options that may complement current classroom or school initiatives, such as a current classroom business or a current school or community fundraiser. Consider any school and district policies when exploring options.

- Display the Our Class Fundraiser Budget Plan. Discuss options for what or whom students would like to do a fundraiser for, how much they need to raise and ways to raise the money. Model filling in the budget plan to reflect the class' decisions. Picture/Word Cards have been included with the lesson to aid in vocabulary development.
- Discuss any expenses that students will incur to complete their fundraiser. For example, say, "We are going to sell candy bars to raise money to donate to the animal shelter. We will need to buy 3 boxes of candy bars to sell. This will cost $20.00." Model filling in the items the class needs to purchase on the budget plan and using a calculator to figure out the total cost of the expenses.
- After students have completed the fundraiser, model how to fill out page 2 of the Our Class Fundraiser Budget Plan. Show students how to record the amount of money earned and their expenses and calculate the amount they have left. Model how to determine if the class earned the amount of money they wanted to earn. Finally, if there is any money left over, have students discuss what they would like to do with the extra money and record it on the budget plan.

Provide Practice

Provide students with the Our Class Fundraiser Budget Plan, calculators and materials necessary for the fundraiser. Assist students in calculating monetary values on the budget planning sheet as needed.

Level 3: Have the student create a budget plan by completing the Our Class Fundraiser Budget Plan. Have the student use the completed budget plan to help actively plan, prepare and participate in the fundraiser.

Level 2: Have the student identify reasons to earn, spend or save money as they complete the Our Class Fundraiser Budget Plan. With support, have the student use the budget plan to help plan, prepare and participate in the fundraiser.

Level 1: Have the student participate in a process to earn, spend or save money by participating in completing the Our Class Fundraiser Budget Plan. Then, have the student use the budget plan to help actively respond to plan, prepare and participate in the fundraiser. For example, show the student the symbol for "animal shelter" and ask, "What are we earning money for?" Have the student use an active participation response to identify what they are earning money for.

Review

- Review the learning goal by having each student share their experience from the fundraiser. Ask questions, such as, "What did you like? What didn't you like?" Have the students discuss their budget plans with the class.

Check Understanding

- **Level 3:** Can the student create a budget plan by completing the Our Class Fundraiser Budget Plan? Can the student use the completed budget plan to help actively plan, prepare and participate in the fundraiser?
- **Level 2:** Can the student identify reasons to earn, spend or save money as they complete the Our Class Fundraiser Budget Plan? With support, can the student use the budget plan to help plan, prepare and participate in the fundraiser?
- **Level 1:** Can the student participate in a process to earn, spend or save money by participating in completing the Our Class Fundraiser Budget Plan? Can the student use the budget plan to help actively respond to plan, prepare and participate in the fundraiser?

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Our Class Fundraiser Budget Plan

 What are we earning money for?	$
 How much money do we want to earn?	$
 How will we earn money?	$
 Do we need to buy anything for our fundraiser?	☐ yes  ☐ no 
 How much does each item we need to buy for our fundraiser cost?	Item / Cost _____ $ _____ _____ $ _____ _____ $ _____ _____ $ _____ **Total** $ _____

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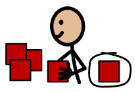
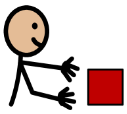
Our Class Fundraiser Budget Plan

*Complete after the fundraiser is over.

 How much money did we earn?	$
 How much were our expenses (any items we bought for our fundraiser)?	$
 How much money do we have left?	= $
 Did we earn the amount of money we wanted to earn?	☐ yes  ☐ no 
 If we earned more money than we needed, what can we do with the extra money?	☐ save it  ☐ buy something else  ☐ donate it 

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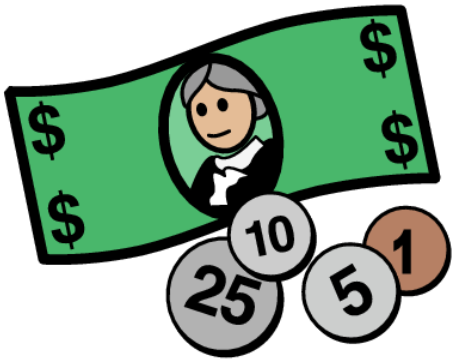
For hands-on instruction, print, cut out and laminate.

budget plan 	fundraiser 
school 	community 
money 	earn 

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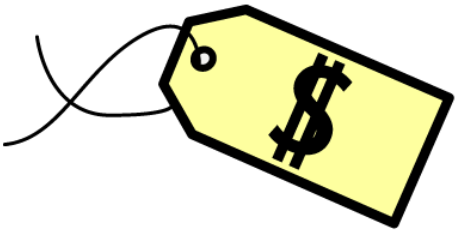
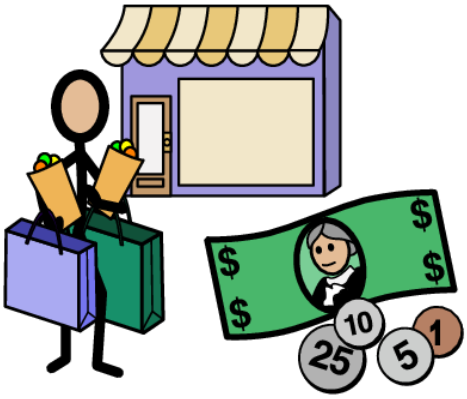
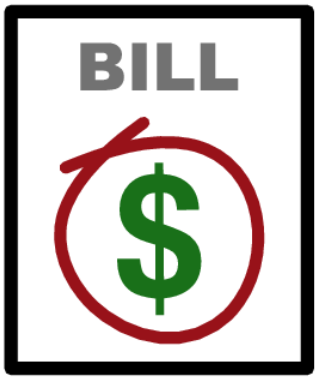
For hands-on instruction, print, cut out and laminate.

save 	cost 
spend 	expense 
donate 	

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Lesson 28 - Science Experiment
Changing Pennies

28

Instructional Targets

Standards for Scientific Inquiry

- Identify questions that can be asked about the natural environment.
- Conduct simple scientific investigations.
- Use tools to gather data and information.
- Analyze and interpret data.
- Communicate procedures and explanations about an investigation.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Follow steps of a scientific process related to grades 6-8 science topics.	• With support, follow steps of a scientific process related to grades 6-8 science topics.	• Actively participate in a scientific process related to grades 6-8 science topics.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. The penny was one of the first coins made by the United States Mint to use for money exchange. In this lesson, students will learn about chemical reactions on a copper penny. Students will do an experiment to see if they can make a copper penny change color.

Topic Words

bank
money*

Science Words

ask*
conclusion
data
experiment
guess
hypothesis
observe
process
question*
scientific

* Power Words

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Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
Instructional Activities	Introduce the Experiment	Make a Guess / Hypothesis	Conduct the Experiment	Review and Share Findings
? See how these activities fit into the **Suggested Monthly Plan**.				
ULS Materials and Resources	**Picture/Word Cards** pennies dirty clean shiny smooth dull new old brown green blue	**Experiment Steps 1 and 2**	**Experiment Steps 3 and 4** **Picture/Word Cards** white vinegar salt glass bowl wooden spoon pennies paper towel Changing Pennies	**Experiment Steps 4 and 5**
	Instructional Tools: Scientific Inquiry Processes			
Additional Materials	**Real Objects** clean pennies dirty pennies magnifying glass **U.S Mint Website** https://www.usmint.gov/learn/kids/library/circulating-coins/penny		**Experiment Materials** ¼ C white vinegar 1 t salt glass bowl wooden spoon 10 pennies (1981 or earlier) paper towel, folded in half Note: Some pennies should be dirty and some should be clean.	

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Instructional Targets

Standards for Scientific Inquiry

- Identify questions that can be asked about the natural environment.
- Communicate procedures and explanations about an investigation.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question. For example, display a penny and ask, "Is this a penny or a quarter?" Discuss students' responses. • Discuss how pennies have changed over time. Use the information from the **U.S. Mint website** to explain how pennies have changed over time. For example, say, "When the United States Mint was created in 1792, one of the first coins it made was the penny. It was made from pure copper. Since then, pennies have changed to include different metals such as bronze, tin, zinc and nickel. Today, the U.S. Mint makes pennies from zinc with a copper coating. The copper coating on the penny gives it a brown color." • Display a variety of new and old pennies and tell students they will explore pennies. For example, say, "Today, you are going to observe and ask questions about pennies." • Review the learning goal with students: **I will observe and ask questions about pennies.**
Model	• Demonstrate looking at the different pennies. Show students how to use a magnifying glass to get a closer look at the pennies. Then, model how to make observations about the pennies. For example, say, "This is a penny. It looks brown. It looks shiny. The date on it is 2017. This means the penny was made in 2017. It is a newer penny." Picture/Word Cards have been included with the lesson to aid in vocabulary development and communication. • Model exploring different pennies. For example, hold up a clean penny and say, "This penny is clean. I wonder when this penny was made. I will probably see it is not very old." Then hold up a dull, dirty penny and say, "This penny is dull and dirty. If I look at the date on this penny, I will see that it is probably an older penny. Older pennies look different than newer pennies." • Continue modeling by noting other details, especially focusing on the dates and colors of the pennies.
Provide Practice	***Provide students with an assortment of clean and dirty pennies. Aid students in the manipulation and exploration of the pennies as needed.*** **Level 3:** Have the student observe different pennies. Encourage the student to ask questions and share observations about the color of pennies with his or her peers. **Level 2:** Have the student observe different pennies. Encourage the student to ask questions and share observations about the color of pennies, using visual support as needed. **Level 1:** With support, guide the student to observe a penny. For example, display a penny and have the student use their active participation mode to select a word that describes the color of the penny (may be single option or errorless choice).
Review	• Revisit the learning goal. For example, ask, "What did you notice about the pennies? How were the pennies different? Did you notice that newer pennies look clean and older pennies look dirty? What color are the pennies?" • Tell students that, next, they will begin an experiment to find out if they can change what pennies look like.

Check Understanding

Level 3: Can the student make and share an observation?

Level 2: Can the student make an observation?
Can the student share an observation?

Level 1: Can the student participate in making a supported observation? How?
Can the student communicate about a supported observation? How?

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Instructional Targets

Standards for Scientific Inquiry

- Identify questions that can be asked about the natural environment.
- Communicate procedures and explanations about an investigation.

Instructional Routine

Introduce	• Introduce the activity with a focus question such as, "What color are pennies—brown or purple?" Remind students that pennies are usually brown, which is the color of the copper coating on the pennies. • Continue discussion by reading the "What We Know" statements in the Experiment. Compare or have students compare these statements to what they learned about pennies in Activity 1. • Tell students that they will now begin an experiment with pennies. For example, say, "When we do an experiment, we ask a question and make a guess or hypothesis. Today, it is your job to ask a question and make a guess/hypothesis." • Review the learning goal with students: **I will ask a question and make a guess/hypothesis.**
Model	• Display Science Experiment Steps 1 and 2. • Read Step 1. Emphasize that right now you can only make a guess or hypothesis about the answers to these questions. Point out that the final answers will come from doing the experiment. • Read Step 2 and model making a guess/hypothesis. For example, say, "I know that pennies are brown from the copper in the penny. I think that pennies will always be brown. I can't make a penny change color." • Continue modeling to show the students how to record your guess/hypothesis.
Provide Practice	**Level 3:** Have the student make a guess/hypothesis by writing or dictating what they think will happen. **Level 2:** Have the student make a guess/hypothesis using visual supports as necessary. **Level 1:** Have the student make a guess/hypothesis by choosing from 2 to 3 choices (may be errorless).
Review	• Revisit the learning goal. Point out that today, students completed the first two steps of the scientific process—they asked a question and made a guess/hypothesis. • Tell students that next, they will conduct the experiment and gather data.

Check Understanding

- **Level 3:** Can the student make a guess/hypothesis by writing or dictating?
- **Level 2:** Can the student make a guess/hypothesis with visual support?
- **Level 1:** Can the student make a guess/hypothesis from 2 to 3 choices (may be errorless)?

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Instructional Targets

Standards for Scientific Inquiry

- Conduct simple scientific investigations.
- Use tools to gather data and information.

Instructional Routine

Introduce	• Introduce the activity by displaying the experiment chart and ask, "What do we use the chart for—singing or collecting data on what happens to the color of the penny over time?" Discuss students' responses. • Review the guesses/hypotheses students made in Activity 2. Then introduce the materials needed for the Experiment. Picture/Word Cards are provided to support vocabulary development. • Tell students they will now complete Steps 3 and 4 of the scientific process. For example, say, "Today, your job is to do an experiment and gather and record data." • Review the learning goals with students: **I will do an experiment.** **I will gather and record data.**
Model	• Display the experiment page. Model reading and following the directions in Step 3 to complete the experiment. • When you come to Step 4 in the directions, model how to gather and record data. For example, say, "Some of the pennies are starting to change color in 30 minutes. I will mark that on the data sheet under the column for 30 minutes." Model how to select the color or colors the students see on the pennies and how to color the penny outline on the chart to show what the pennies look like.
Provide Practice	**Level 3:** Have the student follow the directions to conduct the experiment and gather and record data. **Level 2:** With support, have the student follow the directions to conduct the experiment and gather and record data. **Level 1:** Have the student use his or her active response participation mode to participate in conducting the experiment and gathering and recording data.
Review	• Revisit the learning goals by discussing the steps to the experiment, as well as what happened during the experiment. • Point out that today, students completed steps 3 and 4 of the scientific process—they conducted an experiment and they gathered data. Explain that the next step is to review and discuss the data they gathered and find the conclusion.

Check Understanding

Level 3: Can the student independently follow steps to complete an experiment?
Can the student independently gather and record data?

Level 2: Can the student follow steps to complete an experiment with support?
Can the student gather and record data with support?

Level 1: Can the student actively participate in an experiment? How?
Can the student actively participate in gathering and recording data? How?

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Instructional Targets

Standards for Scientific Inquiry

- Analyze and interpret data.
- Communicate procedures and explanations about an investigation.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question such as, "What colors were the pennies after they were left on the paper towel for one hour?" Discuss students'responses. • Prompt students to recall the experiment. For example, say, "We did an experiment with pennies. We gathered and recorded data. Today, it is your job to look at the data and decide if the guess/hypothesis you made in Step 2 was correct." • Review the learning goal with students: **I will decide if my guess is correct.**
Model	• Display a completed data form from Step 4. • Model using the data to answer the questions in Step 5. • Discuss why the guess/hypothesis you made in Step 2 is correct or incorrect.
Provide Practice	**Level 3:** Have the student use data from Step 4 to answer the questions in Step 5 independently. **Level 2:** Have the student use data from Step 4 to answer the questions in Step 5. Provide support as necessary. **Level 1:** Review the data from Step 4 with the student. Then have the student answer each question in Step 5 by selecting an answer from a single option or errorless choice.
Review	• Revisit the learning goal. For example, discuss what happened in the experiment and have students share their findings. Use the additional information at the end of the experiment to discuss student learning. • Explain that students have now completed all five of the steps in the scientific process. Review the steps.
Extension	• Have students clean the pennies by putting them back into the mixture of white vinegar (¼ cup) and salt (1 teaspoon). Let them sit for five minutes and then rinse them off with water. Explain that rinsing with water helps to wash away the malachite that has formed on the penny.

Check Understanding

- **Level 3:** Can the student use data to independently decide if a guess/hypothesis was correct?
- **Level 2:** With support, can the student use data to decide if a guess/hypothesis was correct?
- **Level 1:** Can the student make a selection from a single option or errorless choice to indicate if a guess/hypothesis was correct?

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NEED



experiment

Changing Pennies



Experiment



¼ C white vinegar



1 t salt



glass bowl



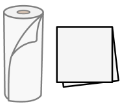
wooden spoon



10 pennies (1981 or earlier)



paper towel, folded in half





What We Know:

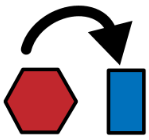
- Pennies are usually made of zinc and copper.
- Pennies are usually brown in color.
- Older pennies look different than newer pennies.





Step 1: Ask a Question

- Can pennies change color?



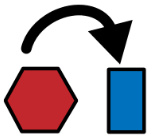


Step 2: Make a Guess / Hypothesis

I think...



I can make a penny change color.



I can't make a penny change color.



My guess:

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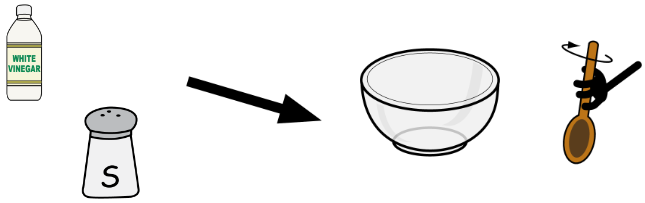
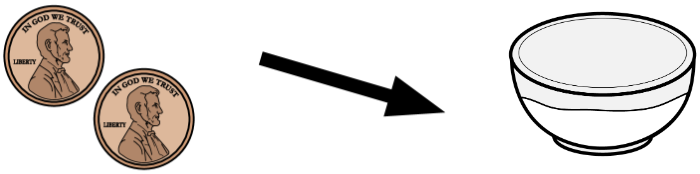
See Experiment Steps 1-2

Step 3: Do an Experiment

1. Put vinegar and salt into bowl. Stir until salt dissolves.



2. Put pennies into vinegar and salt mixture.



3. Let pennies sit in mixture for 5 minutes.



4. Take pennies out of bowl and put onto paper towel.



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Step 3: Do an Experiment

5. Check the pennies throughout the day.



6. Record results on the chart.



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Step 4: Organize Data

Time on Paper Towel	Do the pennies look the same as they did before they were put in the vinegar and salt?	What color are the pennies?	What do the pennies look like?
10 **10 minutes**	yes no	☐ brown ☐ green ☐ white ☐ blue ☐ other: _____	
20 **20 minutes**	yes no	☐ brown ☐ green ☐ white ☐ blue ☐ other: _____	
30 **30 minutes**	yes no	☐ brown ☐ green ☐ white ☐ blue ☐ other: _____	
40 **40 minutes**	yes no	☐ brown ☐ green ☐ white ☐ blue ☐ other: _____	
1 **1 hour**	yes no	☐ brown ☐ green ☐ white ☐ blue ☐ other: _____	

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See Experiment Steps 1-4

Step 5: Find the Conclusion

Did some pennies change color?

yes

no

What colors did you see on the pennies?

brown

green

white

blue

other color

How long did it take for the pennies to start changing colors?

10 min	20 min	30 min	40 min	1 hour
10	20	30	10	1

Was your guess correct?

yes

no

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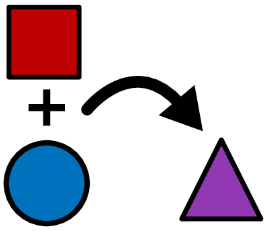
Step 5: Find the Conclusion

Explanation:



- Why do the pennies begin to turn a green-blue color? A chemical reaction occurs! A chemical reaction happens when two materials make something new. A chemical can change how something looks.



- First, you put pennies in a bowl with vinegar and salt. Pennies have a copper coating on them. The acid in the vinegar reacts with the chlorine in the salt. This starts to break up the copper coating on the pennies. Then, you put the pennies on a paper towel. The copper from the pennies mixes with the oxygen in the air. This is a new material called malachite. The malachite is a green-blue color. This is the same chemical reaction that caused the Statue of Liberty to turn green-blue color.

Extension:

- To clean the pennies, use the same vinegar and salt mixture. But this time, rinse the pennies after taking them out of the mixture. Explain that rinsing with water helps to wash away the malachite that has formed on the penny.

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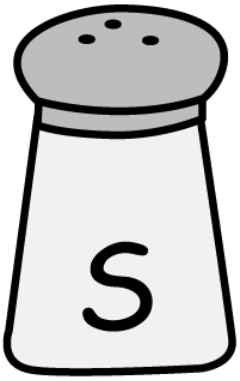
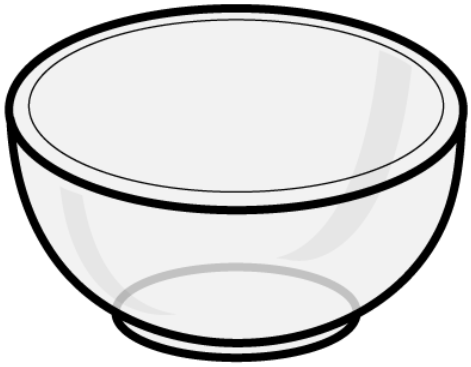
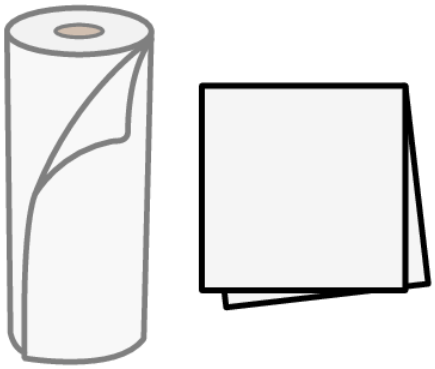
For hands-on instruction, print, cut out and laminate.

white vinegar 	salt 
glass bowl 	wooden spoon 
pennies 	paper towel 

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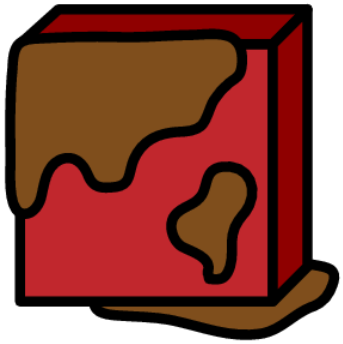
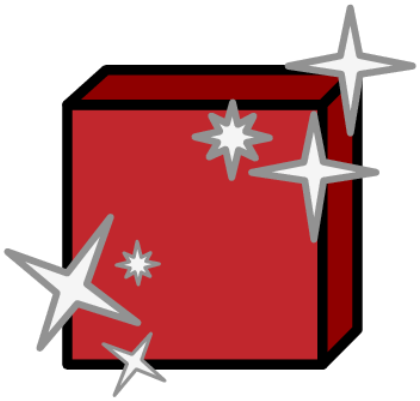
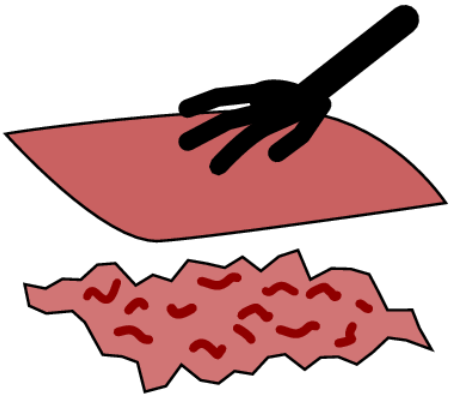
For hands-on instruction, print, cut out and laminate.

Changing Pennies 	dirty 
clean 	shiny 
smooth 	dull 

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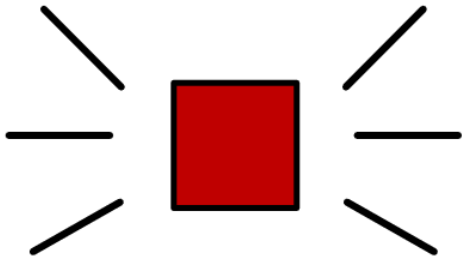
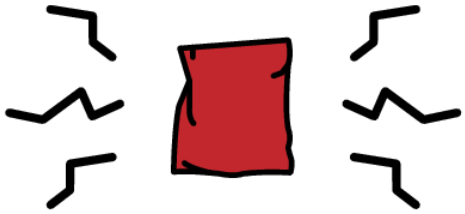
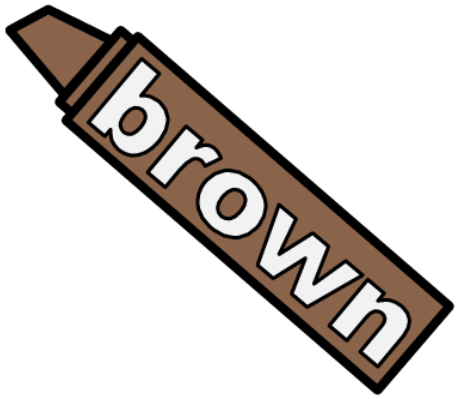
For hands-on instruction, print, cut out and laminate.

new 	old 
brown 	green 
blue 	

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Instructional Targets

Social Studies Standards for U.S. History
- Describe and sequence historical events from a specific historical period.

Social Studies Standards for World History
- Describe and sequence historical events from a specific historical period.

Reading Standards for Informational Text
- ***Range and Level of Text Complexity:*** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

Differentiated Tasks

Level 3 Students will...
- Create a timeline that describes historical events or activities from a specific period of time.
- Describe a sequence of events in a story or the steps of a procedure.

Level 2 Students will...
- Sequence a series of events or activities in history.
- Use picture supports to identify a sequence of events in a story or the steps of a procedure.

Level 1 Students will...
- Select a historical event or activity that occurs before or after another event or activity.
- Select a picture to identify an event in a story or a step in a procedure (single option or errorless choice).

Topic Connection

In this unit, students are learning about money, budgeting and banking services. Students follow Mark in the Chapter Book, ***Mark's Money***, as he works at his first job as a grocery bagger at the local grocery store. In this lesson, students will learn about different jobs celebrities had before or after becoming famous.

Topic Words

bank	job*
earn	money*

History Words

A.D.	B.C.	historical events	past
after*	date	history	sequence
before*	earliest	order	timeline

* Power Words

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Lesson at a Glance

	Activity 1	Activity 2
Instructional Activities	Reading a Timeline	Sequencing Events
See how these activities fit into the **Suggested Monthly Plan**.		
ULS Materials and Resources	**Timeline**	**Timeline Cards** **Sequencing Templates**
Additional Materials		

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Instructional Target

Reading Standards for Informational Text

- ***Range and Level of Text Complexity:*** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about historical sequencing. For example, ask, "What can we use to know what happened in the past, and in what order it happened—a phone book or a timeline?" Discuss students' responses. Explain that a timeline shows events in the order in which they happened. The earliest date appears at the beginning (top) of the timeline and the most recent date appears at the end of the timeline (bottom). • Tell students they will read a timeline of celebrities' jobs. Both before and after becoming famous, celebrities worked at different jobs for which they were not famous. Many held jobs at restaurants or other local places around their communities. Say, "Today, your job is to read a timeline of important events." • Review student learning goal: **I will read a timeline.**
Model	• Display the Timeline. • Read the first date on the timeline. Explain that the date tells when an event happened. Model tracking the Timeline event. Read and discuss the event. • Continue reading parts of the timeline. Comment on the sequence of events using words such as before and after. If necessary, explain the difference between A.D. and B.C.
Provide Practice	**Level 3:** Have the student independently read parts of the timeline. **Level 2:** Have the student use the picture supports to read parts of the timeline. **Level 1:** Have the student actively participate in reading parts of the timeline using a preferred communication mode.
Review	• Review the Timeline with students. • Discuss what people could learn about the past based on those dates. • Explain to students that it is important to know about dates in our history because we can learn from them.

Check Understanding

- **Level 3:** Can the student independently read parts of the timeline?
- **Level 2:** Can the student read parts of the timeline using picture supports?
- **Level 1:** Can the student participate in reading a timeline? How?

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Instructional Target

Social Studies Standards for U.S. History

- Describe and sequence historical events from a specific historical period.

Social Studies Standards for World History

- Describe and sequence historical events from a specific historical period.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question about historical sequencing. For example, ask, "When we look at the timeline, what do we use to tell what happened first—the dates or the colors?" Discuss students' responses. • Remind students that a timeline shows events in the order in which they happened. • Review and reread the Timeline from Activity 1. • Tell students that they will complete a timeline. For example, say, "Today, your job is to complete the timeline by putting events in order." • Review the student learning goal:**I will put events in order.**
Model	• Display a Sequencing Template and demonstrate how to put the events into the proper sequence by looking at the provided dates. For example, say, "Events on a timeline go in order from the earliest date to the most recent date. I'm going to look for the earliest date." Identify the first date, read the event and model placing the event on the timeline. • Repeat with one or two more events / dates.
Provide Practice	***Provide each student with the appropriate Sequencing Template based on their skills and abilities.*** **Level 3:** Have the student put the dates and events in order to create a timeline. **Level 2:** Have the student put the dates on the timeline to show the sequence of events. **Level 1:** Have the student participate in sequencing events by selecting a picture from a field of 2-3 pictures or errorless choice.
Review	• Review the completed timeline with students and discuss what people could learn about the past based on those dates. • Explain to students that it is important to know about dates in our history because we can learn from them.

Check Understanding

- **Level 3:** Can the student put the dates and events in order?
- **Level 2:** Can the student put the dates in order?
- **Level 1:** Can the student select pictures to sequence an event using their active communication mode?

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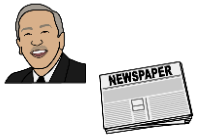
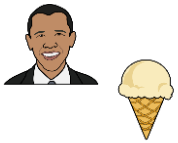
1911



Cartoonist Walt Disney woke up early every day to deliver newspapers in Kansas City, Missouri.

1978



Former U.S. President Barack Obama scooped ice cream at an ice cream shop in Honolulu, Hawaii.

1987



Actor Hugh Jackman was a PE teacher in Rutland, England.

1976



Talk show host Oprah Winfrey was a television reporter in Baltimore, Maryland.

1986



Actress Sandra Bullock became a waitress in Manhattan, New York.

2019



Actor Matthew McConaughey became a college professor in Austin, Texas.

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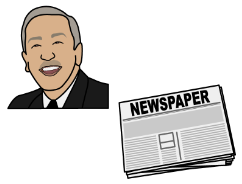
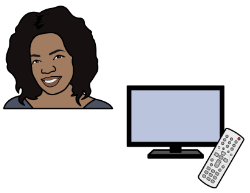
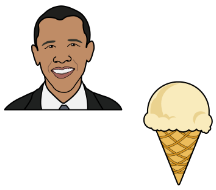


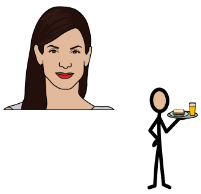
Cartoonist Walt Disney woke up early every day to deliver newspapers in Kansas City, Missouri.



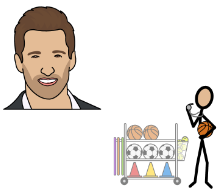
Talk show host Oprah Winfrey was a television reporter in Baltimore, Maryland.



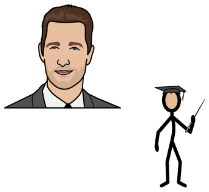
Former U.S. President Barack Obama scooped ice cream at an ice cream shop in Honolulu, Hawaii.



Actress Sandra Bullock became a waitress in Manhattan, New York.



Actor Hugh Jackman was a PE teacher in Rutland, England.



Actor Matthew McConaughey became a college professor in Austin, Texas.

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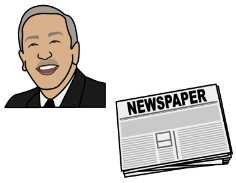
1911		Cartoonist Walt Disney woke up early every day to deliver newspapers in Kansas City, Missouri.
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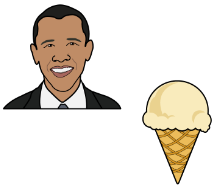
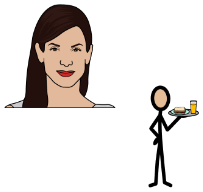
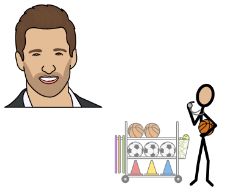
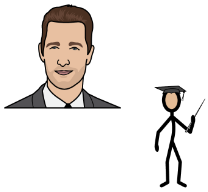
1978		Former U.S. President Barack Obama scooped ice cream at an ice cream shop in Honolulu, Hawaii.
1986		Actress Sandra Bullock became a waitress in Manhattan, New York.
1987		Actor Hugh Jackman was a PE teacher in Rutland, England.
2019		Actor Matthew McConaughey became a college professor in Austin, Texas.

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Lesson 30 - Journal Writing
Monthly Topics

30

Instructional Target

Standards for Writing

- ***Range of Writing:*** Participate routinely in supported writing activities for varied purposes.
- ***Text Types and Purposes:*** Generate a simple narrative paragraph that includes a logical sequence of events and descriptive details.

Standards for Language

- ***Knowledge of Language:*** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...

- Write routinely for a range of discipline-specific tasks, purposes and audiences.
- Create and write a story that includes narrative elements, including a sequence of events.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.
- Select pictures with text to create a logical sequence of events that tell a story.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.
- Given an errorless choice of pictures, make a selection to tell a story sequence.
- Use language to share an idea with others.

Topic Connection

In this unit, students are learning about money, budgeting and banking services. In this lesson, students will write about jobs they are interested in and what they would like to buy with their paycheck. They will also write a journal prompt on helping on Earth Day, a job we should all take part in.

Topic Words

check	job*	save
earn	money*	

Literacy Words

capitalization	journal	revise
entry	prompt	sentence
illustrate	punctuation	write*

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Emerging Skills: Early Emerging Writing Rubric

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Lesson at a Glance

	Activity 1	Activity 2		
Instructional Activities	Journal Entry 1: Whole Group Entry	Journal Entry 2: What Job Do I Want?	Journal Entry 3: Payday!	Journal Entry 4: Earth Day

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Activity 1	Activity 2
Journal Cover	**Writing Templates C, B and A**
Writing Template	**Fill-In Picture/Word Cards**
Illustration Page	**Fill-In Word Cards**
Standards Connection (Lesson 16)	**Illustration Page**
	Standards Connection (Lesson 16)

SymbolStix PRIME

L³ Skills: **Language Arts Skills**

Additional Materials

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Lesson 30 - Journal Writing
Activity 1 - Journal Entry 1

30
Activity 1

Instructional Target

Standards for Writing

- ***Range of Writing:*** Participate routinely in supported writing activities for varied purposes.
- ***Text Types and Purposes:*** Generate a simple narrative paragraph that includes a logical sequence of events and descriptive details.

Instructional Routine

Introduce	• Introduce the activity by asking a focus question such as, "What did you do after school yesterday?" Discuss students' responses, pointing out that their answers are events, or things that happened. • Remind students that a journal is a place to write thoughts and memories. Tell students that they will work together to write a journal entry. For example, say, "Today, we are going to work together to write a journal entry about today's events. Your job is to help write a journal entry about today's events." • Review the learning goal with students: **I will help write a journal entry about today's events.**
Model	• Display the writing template and model writing the date. Then read the prompt aloud. • Model brainstorming ways to complete the prompt by asking, "What events can we write about?" Model writing one or two sentences about the event(s). Model writing a conclusion. • After writing, model rereading and checking the sentences for capitalization, end punctuation, a sequence of events and a conclusion.
Provide Practice	***Incorporate use of appropriate writing alternatives, such as dictation, adaptive keyboards and eye gaze, to fit students' need and abilities. Visual supports may include story illustrations, unit symbols or symbols from SymbolStix PRIME.*** **Level 3:** Have the student contribute to the journal entry by writing words or sentences about a sequence of events and a conclusion. **Level 2:** Have the student contribute to the journal entry by writing words or sentences about a sequence of events and a conclusion with support. **Level 1:** Have the student use his or her active participation mode to contribute to the journal entry. For example, have the student suggest an event to include by making a selection from a single option or errorless picture choice.
Review	• Revisit the learning goal by reading the completed journal entry aloud. • Check or have students check for correct capitalization and punctuation. A checklist for revising journal entries is provided in the Standards Connection.

Check Understanding

- **Level 3:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events and a conclusion?
- **Level 2:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events and a conclusion with support?
- **Level 1:** Can the student participate in shared writing activities by making a selection from a single option or errorless picture choice?

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Instructional Target

Standards for Writing

- ***Range of Writing:*** Participate routinely in supported writing activities for varied purposes.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question such as, "What do we do in our journal—look up addresses or write words?" Discuss students' responses.
- Remind students that journals are a way to write and save personal thoughts and memories.
- Tell students that they will write a journal entry. For example, say, "Today, your job is to write about ___ in your journal."
- Review the learning goal with students: **I will write about _____.**
  the job I want
  what I want to buy on payday
  helping out on Earth Day

Model

- Choose and display a Writing Template and read the prompt(s) aloud.
- Model brainstorming ways to answer the prompt(s).
- Write or complete one or two sentences, then model checking for capitalization and end punctuation.

Provide Practice

Provide appropriate writing alternatives, such as adaptive keyboards, eye gaze and dictation, to fit students' needs and abilities.

Level 3: Provide the student with Writing Template C or B. Have the student write in response to the prompt. Encourage the student to use correct capitalization and end punctuation.

Level 2: Provide the student with Writing Template C or B and Fill-In Word Cards. Have the student write in response to the prompt by completing the sentences. Students may write words or use the Fill-In Word Cards to complete the sentences. Have the student add ending punctuation, providing assistance as needed.

Level 1: Provide the student with Writing Template A and Fill-In Picture/Word Cards. Have the student select from a field of 2-3 choices (may be errorless choice) to complete each sentence.

Review

- Revisit the learning goal by inviting students to read their journal entries aloud.
- **Writing Conference:** Use the Standards Connection to meet with students to review and revise journal entries for conventions.

Check Understanding

Level 3: Can the student write in response to a prompt?
Can the student use correct capitalization and end punctuation?

Level 2: Can the student write in response to a prompt by completing sentences?
Can the student add missing end punctuation with assistance?

Level 1: Can the student write in response to a prompt by selecting a word or phrase from a field of 2-3 choices (may be errorless choice)?

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Journal Writing

April 2020

This journal belongs to:



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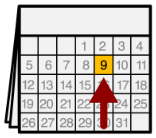
Journal #1 Date: _____



Today we . . .

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Journal #2 Date: _____



There is one job I would like to do the most.

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Journal #3 Date: _____



I like payday.

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Journal #4 Date: _____



Earth Day is April 22.

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Journal #2 Date: _____



There is one job I would like to do the most



I would like to be a



I like to



If I had a job I could

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Journal #3 Date: _____



I like payday



When I get a paycheck, I feel ____



I want to save some money for a ____



I want to buy ____ now

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Journal #4 Date: _____



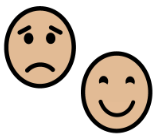
Earth Day is April 22



I can help by recycling



I will help by cleaning up our



I feel helping on Earth Day

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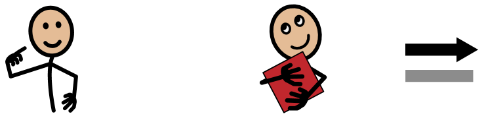
Journal #2 Date: _____

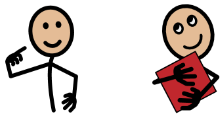
There is one job I would like to do the most.



I would like to be a _____ .



I like to _____ .



If I had a job I could _____ .



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Journal #3 Date: _____

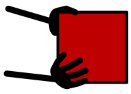
I like payday.





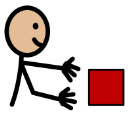
When I get a paycheck, I feel _____.

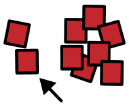




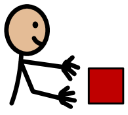



I want to save some money for a _____.




I want to buy _____ now.



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Journal #4 Date: _____

Earth Day is April 22.



=



22

I can help by recycling  .





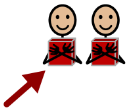


I will help by cleaning up our  .









I feel  helping on Earth Day.









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For hands-on instruction, print, cut out and laminate.



Journal #2

dog walker	car washer	store cashier	fast food worker
grocery store bagger	library aide	walk dogs	wash cars
work with money	make sandwiches	bag groceries	shelve books
earn money	save for something big	help people	be proud
make friends	learn new skills		

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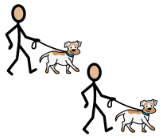
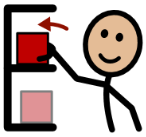
Journal #2

dog walker 	car washer 	store cashier 	fast food worker 
grocery store bagger 	library aide 	walk dogs 	wash cars 
work with money 	make sandwiches 	bag groceries 	shelve books 
earn money 	save for something big 	help people 	be proud 
make friends 	learn new skills 		

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For hands-on instruction, print, cut out and laminate.



Journal #3

happy	proud	rich	excited
responsible	grown up	bike	phone
TV	tablet	video game system	smart watch
clothes	books	video games	candy
jewelry	shoes		

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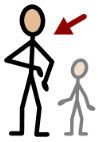
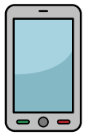
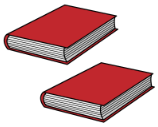
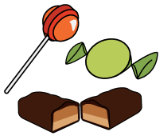
Journal #3

happy 	proud 	rich 	excited 
responsible 	grown up 	bike 	phone 
TV 	tablet 	video game system 	smart watch 
clothes 	books 	video games 	candy 
jewelry 	shoes 		

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For hands-on instruction, print, cut out and laminate.



Journal #4

paper	cardboard	soda cans	metal
plastic bottles	glass containers	beach	street
backyard	river	park	school
happy	proud	good	tired
amazing	awesome		

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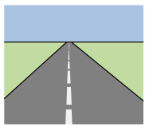
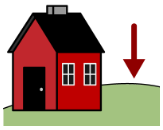
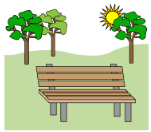
Journal #4

paper 	cardboard 	soda cans 	metal 
plastic bottles 	glass containers 	beach 	street 
backyard 	river 	park 	school 
happy 	proud 	good 	tired 
amazing 	awesome 		

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