

GRADE 5 MATH AND CAREER EDUCATION: My Financial Goal

Summary of Learning Opportunity		
Students learned about creating a budget, including key math vocabulary terms such as budget, income, and expenses. Students brainstormed age-appropriate income and expense categories, an item to purchase with a verified price, and set a goal to purchase an item. The students checked their work with several classmates before submission.		
Curricular Competencies and Content	Math 5	<ul style="list-style-type: none"> • Model mathematics in contextualized experiences • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Connect math concepts to areas of personal interest • Financial literacy—developing simple financial plans
	Career Education 5	<ul style="list-style-type: none"> • Set realistic short- and longer-term learning goals, define a path, and monitor progress

Literacy and Numeracy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
NUMERACY: Interprets—Extracts relevant information, Identifies parameters and limitations	1. Students learned vocabulary words such as budget, income, and expenses. Students first completed the section in the textbook answering questions about budgets calculating income and expenses to reach a financial goal.	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
NUMERACY: Interprets—Understands the real-world problem, Extracts relevant information	2. Students brainstormed ideas of income and expenses that would be appropriate for their age group. They used devices to research the cost of the item that they wanted to save for. The student also justified why they wanted to save for the item.	Set realistic short- and longer-term learning goals, define a path, and monitor progress
NUMERACY: Applies—Translates scenario into a mathematical problem, Develops a plan of approach Analyzes—Reflects on the reasonableness of the solution in context	3. The students created a budget, including weekly saving goals, taxes, weekly income, and weekly expenses. They showed their work to three peers for feedback.	Model mathematics in contextualized experiences
NUMERACY: Communicates—Defends decisions and assumptions	4. The students reflected on how their use of mathematics and budgeting helped them with future goal setting.	Connect math concepts to areas of personal interest

Proficient Student Work Samples

Teacher Assessment

1. My financial goal is to buy a new back pack
2. My expenses are \$4 for snacks
3. Income - \$10 a week \$5 for doing chores like doing the laundry, washing the dishes and feeding the dog and \$5 for allowance.

pick up at store
Cost = \$24.64
↓
because
~~22 + 12%~~
22 + 12% =
\$24.64

Week	Income	Expenses	Amount saved
1	\$10	\$4	\$6
2	\$10	\$4	\$6
3	\$10	\$4	\$6
4	\$10	\$4	\$6
5	\$10	\$4	\$6

6 + 6 = 12
6 + 6 = 12
⑥
12 + 12 = 24

24 + 6 = \$30 We have \$5.36 left after we buy the bag

it took 5 weeks to get my bag

I want this because my bag is a bit to small and it is breacking .

Student's reflection:

"I learned that things take a long time to save up for."

Proficient: The student gave a personal reason for choosing to save for a new backpack. They extracted relevant, realistic numerical information from various sources and identified parameters of the situation like the number of weeks it would take to save for the item based on their income and expenses. They organized their information clearly and showed their calculations.

Further learning

This task could be personalized further by emphasizing key elements for assessment:

- Develop two or three contingency budgets to account for other expenses or income (Numeracy)
- Present to the class or a small group their problem-solving process (Numeracy)
- Brainstorm age and context appropriate ways to earn more money (Career Education)
- Create a financial goal around helping others in their school or community (Personal and Social Responsibility Core Competency)