

# Planning a Purchase

This lesson plan will help students develop problem-solving skills and their understanding of money as they think about what it might cost to purchase and care for a pet. Through solving a word problem, students will explore financial literacy concepts related to saving, value, and hidden costs. Complete each section by following the instructions below.

		
Teacher Led	Requires Computer OR Mobile Device	Requires <a href="#">Spaces</a>

**Spaces Prep** Create your Activity in Spaces before the lesson. Not sure how to create an Activity? Check out this [short video tutorial](#) on assigning and managing Activities.

## Learning Goals

1. Students will learn financial literacy concepts such as saving, budgeting, and decision-making.
2. Students will develop and practice strategies for solving word problems, as well as adding and multiplying money amounts.
3. Students will practice persuasive writing to justify if a problem is a responsible or irresponsible decision.

## Materials

 Student Handouts	HANDOUT [A]: Persuasive Writing Graphic Organizer
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	<b>Technology Requirements</b>	<ul style="list-style-type: none"><li>• Internet</li><li>• Mobile device, tablet, or laptop</li></ul>
	<b>Video/Audio Clips</b>	Optional Video: "I Wanna Iguana" <a href="https://youtu.be/X7dswe0DuDU">https://youtu.be/X7dswe0DuDU</a>
	<b>Additional Materials</b>	<ul style="list-style-type: none"><li>• Chalkboard, whiteboard, or Smart Board</li><li>• Manipulatives (Ex. Money manipulatives, base ten materials)</li><li>• Chart paper</li><li>• "I Wanna Iguana" by Karen Kaufman Orloff</li></ul>

## Instructions

### Introducing the Lesson

1. Introduce the term cost to students by asking students to share what they think it means when an item “costs” money. Tell students that you will be reading a story about pets and that they should be thinking about how much a pet can cost while the story is being read aloud.
2. Read “I Wanna Iguana” by Karen Kaufman Orloff or listen to the read aloud by clicking the following link <https://youtu.be/X7dswe0DuDU>
3. Highlight the point in the story when Alex says he will pay for the food for the iguana with his allowance. Emphasize that sometimes we have to plan ahead and think about how much something will cost to see if it’s a good purchase.

*\*Teacher's Note: Discuss the term allowance with students, meaning an amount of money given to someone on a regular basis (E.g., Some students might receive \$3.00 every week for doing chores around the house).*

4. **Think- Pair- Share:** Using think-pair-share, ask students: *What are some of the things you need to consider before having a pet? What do pets need?*
5. Write student responses on the chalkboard or whiteboard. Some examples could include veterinarian bills, food, toys, cage/carrier, etc.

## Class Brainstorm and Activity (Mathematics)

1. Introduce the following problem to the whole class. Write the problem on the board:
  - *It costs David \$5 each week to purchase food for his pet. It also costs him \$3 each week to purchase vitamins and materials for his pet's habitat. How much money will David need each month to care for his pet?*
2. As a class, break down the problem by pointing out the information you already know as well as information you need to know to solve the problem. Use student input while breaking down the problem. You can either highlight the information in two different colours or create a simple t-chart to display the information.
 

What We Know	What We Need to Find Out
- \$5 for food for one week - \$3 for vitamins/materials for one week	- How many weeks are in a month? - How much does the pet cost in total for one week? - How much does the pet cost David for one month?
3. Once students understand the problem, they can work in pairs to collaboratively solve the problem and represent their thinking. Give each pair a piece of chart paper to show their thinking. Students should also be encouraged to use available manipulatives (e.g. money manipulatives, base ten materials, etc.
  - Each pair should talk about how they solved the problem. Use the following questions to guide the discussion:
    - i. What did you do to start to solve the problem?
    - ii. How did you decide which operation to use?
    - iii. How did you decide to organize your information?
4. **Discussion:** Ask students to share how they solved the problem. Highlight differences and similarities in how students chose to solve the problem (e.g. Some students may have chosen to add \$5 and \$3 and then multiply by 4 weeks to find the total; other students may have multiplied \$5 and \$3 by 4 weeks and then added the amounts).
5. Pose the rest of the problem for students to solve as a class:



- David gets \$10 each week for his allowance. How much allowance does he get in a month? Will he have enough money to take care of his pet? Explain how you know.

## Class Activity (Literacy Connection)

1. Tell students that they will be writing a short, persuasive paragraph to say whether or not they think it's a good idea for David to buy a pet. They will use HANDOUT [A]: Persuasive Writing Graphic Organizer to plan their writing, but they will create their final draft in Spaces. You might want to review the components of the organizer.
2. Students can begin writing a rough draft of their persuasive paragraph using HANDOUT [A]: Persuasive Writing Graphic Organizer (see page 6).

*\*Teacher's Note: Review the "Persuasive Writing Graphic Organizer" as a class and discuss some of the key aspects of writing a persuasive paragraph (e.g. You must choose a side or state your point of view as well as add reasons to support your point of view).*

## Documenting the Activity in Spaces

### Teacher Tip!

This lesson has been created as an Activity in Spaces, but you can easily adapt the instructions if you'd prefer for your students to post directly into the Class Space or their Individual Space.

1. Explain to students that they will complete an Activity in Spaces. Their activity will include:
  - Media entry (picture): Chart paper brainstorm
  - Media entry (picture): HANDOUT [A]: Persuasive Writing Graphic Organizer
  - Description: Their persuasive paragraph on whether or not they think it's a good idea for David to buy a pet
2. Students will complete the Activity in Spaces by following these guidelines:
  - Click **Activities** > Choose today's activity
  - Read the Activity and Click **✓ Start Activity**
  - Media > Choose **Camera or File** > add a picture of their chart paper brainstorm



- Media > Choose **Camera or File** > add a picture of HANDOUT [A]: Persuasive Writing Graphic Organizer
- Add a title > “Pet Math”
- Post Description > This is where students should write their persuasive paragraph on whether or not they think it’s a good idea for David to buy a pet. Students should reference HANDOUT [A]: Persuasive Writing Graphic Organizer while writing their persuasive paragraph
- **✓ Submit** > Click **Yes, Submit**

## Extension: Planning a Future Purchase

Once you have reviewed student work and added student work to either the Class Space or the Individual Space, students can revisit the concepts from this lesson and plan for an item that they really want to purchase. Students can then develop a plan for making their purchase by asking themselves how much the item will cost and how they can save money. Students can log their ideas in Spaces by following these guidelines:

1. Locate their post in the **Class Space** or their **Individual Space**
2. In the **Add reflection** box, students can create an action plan for an item that they really want to buy in the future. Students can **Add Media** if they visually want to show a math problem or diagram



## HANDOUT [A]: Persuasive Writing Graphic Organizer

Is it a good idea for David to buy a pet? You will write a persuasive paragraph on why David should or should not buy a pet. Use this graphic organizer to plan your ideas. You will need to brainstorm three ideas that support your point of view!

Topic Sentence/Point of View:

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Reason #1:

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Reason #2:

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Reason #3:

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Closing Sentence:

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