

## Bliss - 3 Act Task

The story: <https://docs.google.com/presentation/d/1g0cgoPhO-orTwQIRq9uvFaeDWHe3vUrW8xG3mdEhyLM/edit?usp=sharing>

### Teaching Notes:

Task Synopsis: Through a 3-Act-Task, students engage in wondering, questioning, problem solving, and exploring money concepts under \$20.

Curriculum Connections:

\*Grade 3/4 curriculum, but the task is accessible for any students at this level in their learning.

Content –financial literacy to \$100

Curricular Competency – estimate reasonably, develop and use multiple strategies to engage in problem solving, communicate mathematical thinking in many ways, explain and justify mathematical ideas and decisions, connect mathematical concepts to each other and to other areas and personal interests

Core Competency – all 3 embedded, focus on critical, reflective, creative thinking

I can add and/or subtract money under \$20.

I can identify a mathematical problem and find multiple solutions.

Teaching Plan:

\*Due to the nature of the group this lesson was planned for, students will not be expected to do any writing. The teacher will record the discussion ideas on the whiteboard. Students will be able to show their thinking on a whiteboard or with play money, and explain their thinking verbally.

Act 0:

- Discussion: What is a local business? Why is there a push to support local? What makes chain businesses attractive? What have we learned about local businesses from the pandemic?

### Act 1:

- Show first photo.
- Discussion: What do you notice? What do you wonder? What would make this a math problem?
- Read story intro aloud.
- Discussion: What is the problem? What are you wondering? What are some solutions to the problem? What information do you need?

### Act 2:

- Show second and third photos. Read second part of the story.
- Discussion: What solution are you going to work towards? What are some strategies you could use to do that? How might estimation help? Would you prefer to use a whiteboard and pen, pencil and paper, play money, anything else?
- Student 'work' time – allow some struggle and problem solving before providing support, individual scaffolding as needed (Possible adaptation: \*Cash Special\* If you pay with cash, all your items get rounded down to the nearest dollar.)

### Act 3:

- Read story ending when students have found solutions.

### Extension Questions:

\*Extensions are intended for after Act 3, but could be used during Act 2 for early finishers.

- A good tip is approximately \$2 for every \$10 spent - what is an appropriate tip for Ms. Dougherty's order?
- What combination of coins and cash could have been used? (Are there other combinations that would have worked?)
- What could you order for x amount of money? Estimate how much money you would need for x and y.
- Mrs. Gauthier ordered a butter chicken poutine and an authentic chai – how much was her *final* total?
- (Any "What if..?" question)

### Considerations:

- There are multiple solutions – Ms. D could change her order or she could borrow money. The goal is to have students add or subtract money in some way, such as calculating total cost or calculating the change given back.
- The task assumes taxes are included.
- Ms. D and Mrs. G only had cash. They didn't bring credit cards or debit cards.

### Whole class lesson:

If teaching this task as a whole class, instead of a small group, some modifications could be made. During the discussion, students could think-pair-share, and/or they could write their ideas on a given recording sheet. Students could work individually or in partners during main task. Students could have recording sheets to show their process and solution. Rather than allowing any solution, recording sheets could have different questions if differentiation is needed. The task could be modified for older students by including taxes and a tip. The task could be modified for younger students by using the Cash Special.