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| **Making a Savings Plan Behaviours/Strategies** |
| 1. Student chooses an item to save

for, but cannot make a savings plan as he or she does not associate the cost of an item to a savings goal.“I want the small puppet that is 20¢.What is my goal?” | 1. Student chooses a job, but struggles to make a savings plan, as job will not allow savings goal to be met.

Item: Toy Car, 100¢Job: Fill Water Bowl, 5¢ | 1. Student makes a savings plan, but circles random dates, places wrong coin on calendar, or does not place same amount on each date.
 | 1. Student successfully makes a

savings plan that will allow asavings goal to be reached.Item: Toy Car, 100¢Job: Get Mail, 25¢ |
| **Observations/Documentation** |
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| **Adding, Subtracting, and Comparing Money Amounts Behaviours/Strategies** |
| 1. Student gathers coins, but cannot add quantities to 100 to determine total savings.

“How do I find how muchwas saved?” | 1. Student adds quantities to 100,

but struggles to compare andorder quantities to decide if goalwas met.“How do I know if the goalwas met?” | 1. Student compares and orders

quantities, but struggles tosubtract quantities, to find howmuch more needs to be saved.“I need more but I don’t knowhow much more.” | 1. Student successfully adds,

subtracts, and compares andorders quantities to 100.Item: 25¢Savings: 20¢Need to earn 5¢ more. |
| **Observations/Documentation** |
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