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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 a  savings 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 much  was saved?” | 1. Student adds quantities to 100,   but struggles to compare and  order quantities to decide if goal  was met.  “How do I know if the goal  was met?” | 1. Student compares and orders   quantities, but struggles to  subtract quantities, to find how  much more needs to be saved.  “I need more but I don’t know  how much more.” | 1. Student successfully adds,   subtracts, and compares and  orders quantities to 100.  Item: 25¢  Savings: 20¢  Need to earn 5¢ more. |
| **Observations/Documentation** | | | |
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