

Middle Special Education Distance Learning Plan 6th Grade Math

Although this is for all groups, each student can benefit from going through these steps. These activities may divert from our current lessons, but they are timely and valuable and I hope each of you learns something and has a little fun along the way.

<p>Thursday April 2:</p> <ul style="list-style-type: none"> • Warm Up continues from existing sheet • Start Budgeting Workbook. Review first page and complete Activity 1 • Review Activity 11 and think about an item that you would like to work towards • Vmath Live, Edmentum, or Study Island online (30 minutes optional alternative) 	<p>Friday April 3:</p> <ul style="list-style-type: none"> • Warm Up continues from existing sheet • Complete Activity 2 in Budgeting Workbook • Vmath Live, Edmentum, or Study Island online (30 minutes optional alternative)
<p>Monday April 6:</p> <ul style="list-style-type: none"> • Warm Up: If you do not have your times tables memorized, start making flash cards with 0s • Activity 3 in Budgeting Workbook • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>Tuesday April 7:</p> <ul style="list-style-type: none"> • Warm Up: Continue making flash cards: 1s • Activity 4 in Budgeting Workbook • Vmath Live, Edmentum, or Study Island online (30 minutes optional)
<p>Wednesday April 8:</p> <ul style="list-style-type: none"> • Warm Up: flash cards for 5s • Activity 5 • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>Thursday April 9:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 10s • Activity 6: Savings section only • Vmath Live, Edmentum, or Study Island online (30 minutes optional)
<p>Friday April 10:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 2s • Activity 6: Entertainment section only • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>**** April 13-17 Spring Break****:</p> <p>Rehearse Flash Cards made so far</p>
<p>Monday April 20:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 3s • Activity 6: Food/Other section, adjust other sections to include spring break • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>Tuesday April 21:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 4s • Activity 7 • Vmath Live, Edmentum, or Study Island online (30 minutes optional)
<p>Wednesday April 22:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 6s • Activity 8 • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>Thursday April 23:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 7s • Activity 9 • Vmath Live, Edmentum, or Study Island online (30 minutes optional)
<p>Friday April 24:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 8s • Activity 10 • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>Monday April 27:</p> <ul style="list-style-type: none"> • Warm Up: flash cards 9s • Activity 11 for an item you want now • Vmath Live, Edmentum, or Study Island online (30 minutes optional)
<p>Tuesday April 28:</p> <ul style="list-style-type: none"> • Warm Up: flash card practice 5-10 min • Complete Activity 11 again, this time for an item you want in the future • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>Wednesday April 29:</p> <ul style="list-style-type: none"> • Warm Up: flash card practice 5-10 min • Activity 12 • Vmath Live, Edmentum, or Study Island online (30 minutes optional)

<p>Thursday April 30:</p> <ul style="list-style-type: none"> • Warm Up: flash card practice 5-10 min • Please create a multiplication quiz that you will give to a classmate upon our return. Your quiz must have 20 questions and must include a variety of different facts. You must also provide a key. • Vmath Live, Edmentum, or Study Island online (30 minutes optional) 	<p>Friday May 1:</p> <ul style="list-style-type: none"> • Warm Up: flash card practice 5-10 min • Please use this time to complete any assignments from the distance learning packets that have been sent home • Vmath Live, Edmentum, or Study Island online (30 minutes optional)
--	--

PIGGY BANK

Hi! My name is Pig E. Bank. I am the fellow on your dresser who helps you save money for things that you want. I am usually shaped like a pig, but even a can, jar, or an old box can be used as a bank. A favorite saying of mine is, “Spend a part, save a part, and share a part!”

Two friends of mine learned this lesson not too long ago. Greg and his friend, Ann, both want something to record their music on so they can listen to it any time. The MP3 player they saw at the mall satisfies this want. It cost \$59.99. They made plans to buy the MP3 player.

Activity 1: My Wants

Definitions:

Wants:	Desires or wishes that can be satisfied by consuming goods or services
Goods:	Objects that can satisfy people’s wants
Services:	Activities that can satisfy people’s wants
Income	Earnings received for work (providing human resources or labor)

Assignment: Greg and Ann have unlimited wants for goods and services .

The MP3 player they want is a good . They both take music lessons .

The lessons are a service . What are some goods or services that you want? Either paste pictures, draw pictures, or write a list of things on this page.

Activity 2: Now or Later

Greg went to his mother and asked her to buy the MP3 player for him. His mother told

Giving to charity was important to Greg. When he was at the zoo, he learned that the zoo was collecting money for a new panda bear exhibit. He decided he wanted to help, so he gave some money for the exhibit. Every day, more interesting things—like going to the movies, to the bowling alley, or buying new clothes—kept Greg spending his money. Soon he had little savings. Greg had a great time with his friends, but no money left.

Definition:

Opportunity Cost The highest-valued choice that is given up when a decision is made

Assignment: Greg had to make choices when he was saving for the MP3 player.

When Greg chose to buy ice cream cones and video game tokens for his friends and to buy other things for himself, his opportunity cost was saving for his MP3 player. Now look again at your list in Activity 2. What two things from the “Goods and Services I Must Save to Buy” column do you want the most.

Write one sentence why you choose these items:

Choice one: _____

Choice two: _____

Activity 4: Choices have Costs and Benefits

Do you remember Greg's friend, Ann? She wants an MP3 player, too. Ann planned differently. Ann earned income from tasks that she did around the house, too. She offered to babysit her little sister so that her mother could cook dinner. She saved her income in piggy bank. "Spend apart, save a part, and share a part is what I am going to do," thought Ann. She saved for the MP3 player and bought a new comic book. She thought the new panda bear exhibit for the zoo was important, too, so she made a donation.

"I have a birthday coming up soon," she thought. "I think I will use some of the money I receive as birthday gifts to buy that new game I want, but I will save the rest of my birthday money in my piggy bank for the MP3 player."

Ann and her friends had some good times during the summer, but Ann always did the jobs she said she'd do before going off to play. When her friends begged her to buy them ice cream or candy bars, she would tell them that she was saving for an MP3 player. As a special birthday treat, she bought her friends an ice cream cone. At the end of summer, Ann had saved, spent, and shared her money wisely.

Definitions:

Choices	decisions made or a course of action taken
Benefits	things that are favorable to the decision-maker
Costs	things that are unfavorable to the decision-maker

Assignment: When you make a decision, you have to look at all of the benefits and costs that go along with each choice. You want to select the choice that gives you the most benefits for the fewest costs.

Now is your chance to satisfy your wants. Write your two choices from Activity 3 on the lines above the charts. List all of the benefits and the costs for each of the items. See

CHOICE ONE BENEFITS	CHOICE ONE COSTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CHOICE TWO BENEFITS	CHOICE TWO COSTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

which one will satisfy your wants in the best possible way.

Activity 5: Choices and Opportunity Cost

Greg wondered where his money had gone. He remembered he had bought ice cream cones and tokens, but he didn't remember about the rest. His mother suggested he use a tracker. You should try it, too! You'll be amazed.

-In the "Savings" section, list the amount of money you are putting aside for savings

-In the "Entertainment" section, list items such as purchasing apps, trips to the movies, or other outings

-In the "Food/Other" section, list items such as soda, candy, snacks as well as book, school supplies, etc.

Activity 7: Describing My Savings Plan

By following Greg and Ann's stories, you have learned how to make a savings plan.

Put the steps for creating a savings plan into the correct order by placing numbers on the lines to the left of each step below.

___ Determine how long it will take you to reach your goal.

___ Identify ways you can earn income to help you reach your goal.

___ Decide what your savings goal is.

___ Decide how much you will save each week.

___ Determine how much you must save to achieve your goal.

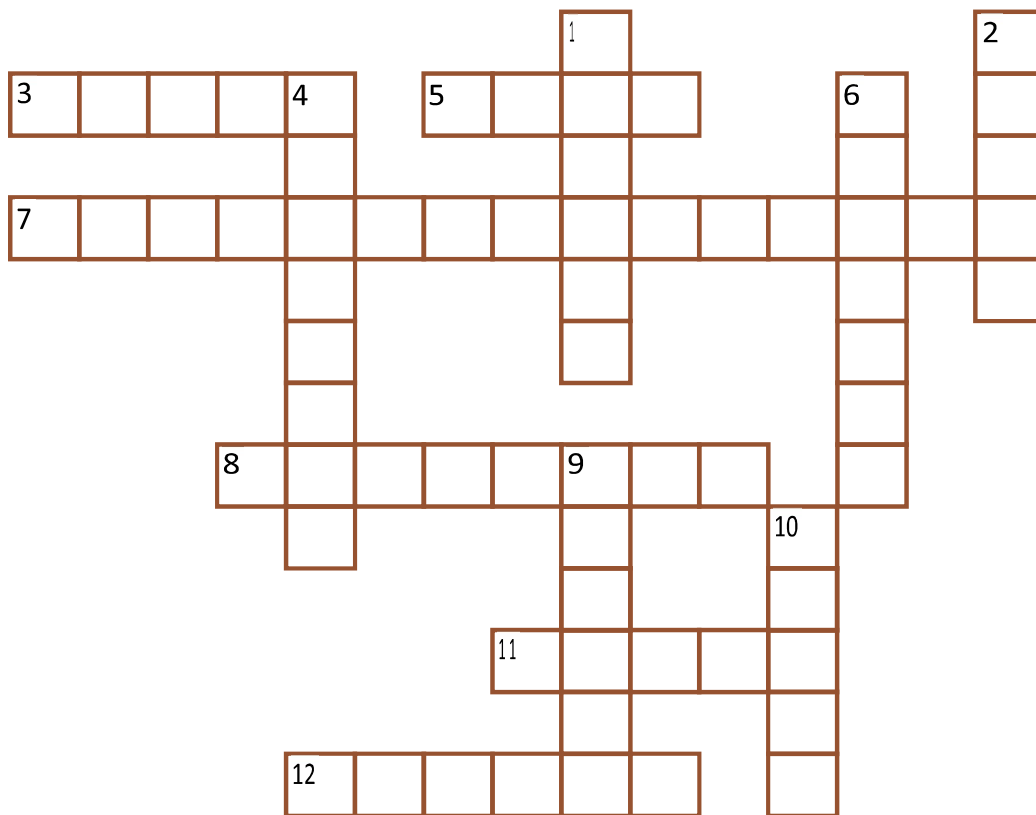
___ Identify events such as your birthday or a holiday when you might receive money.



Activity 8: Crossword Puzzle

Use the words and clues below to complete the crossword puzzle.

Budget	Income	Benefits	Costs	Goals	Opportunity Cost
Services	Saving	Choices	Plan	Wants	Goods



Across

- 3. Things a person plans to achieve in the future
- 5. A process developed in advance of doing something to achieve a goal
- 7. The highest-valued choice that is given up when a decision is made
- 8. Things that are favorable to the decision-maker
- 11. Objects that can satisfy people's wants
- 12. A plan for managing income, saving and spending

Down

- 1. Putting aside income or gift money for future use
- 2. Desires or wishes that can be satisfied by consuming goods and services
- 4. Activities that can satisfy people's wants
- 6. Decisions made or a course of action selected
- 9. Earnings received for work
- 10. Things that are unfavorable to the decision-maker

Activity 9: Word Search

- | | | | | |
|----------|--------|------------------|-------|--------|
| Benefits | budget | choices | costs | goals |
| Goods | income | opportunity cost | plan | saving |
| Services | wants | | | |

O E Y R G J R Z F B O I D L V
 P W Q X O R P R F N R I M B M
 P X T Z A H G Y G D Y N T Z Z
 O H B L L D W A N T S C Q Q C
 R N C E S U A Y X X N O O B U
 T L B P N I H U Y O N M B T E
 U J S L S E C H O I C E S V I
 N N Z A F E F O C O S T S G V
 I C B N Q N R I K I Z R Q C G
 T F F U G N H V T H O O U S N
 Y O H Z D G B E I S C O V A O
 C T W D T G O V U C D V V V M
 O H O J Y J E O V N E L M I A
 S M A Z A T Y T D V M S X N S
 T C C P E O G Y L S B N A G Z

Activity 10: Scavenger Hunt

With your parent's permission, go on a scavenger hunt around your home to see how much money your family has "lying around."

Hint: Look for coins and paper money in the following places.

How Much Did You Find?

Under sofa and chair cushions (Make parents proud and ask if you can vacuum while you are in there!)

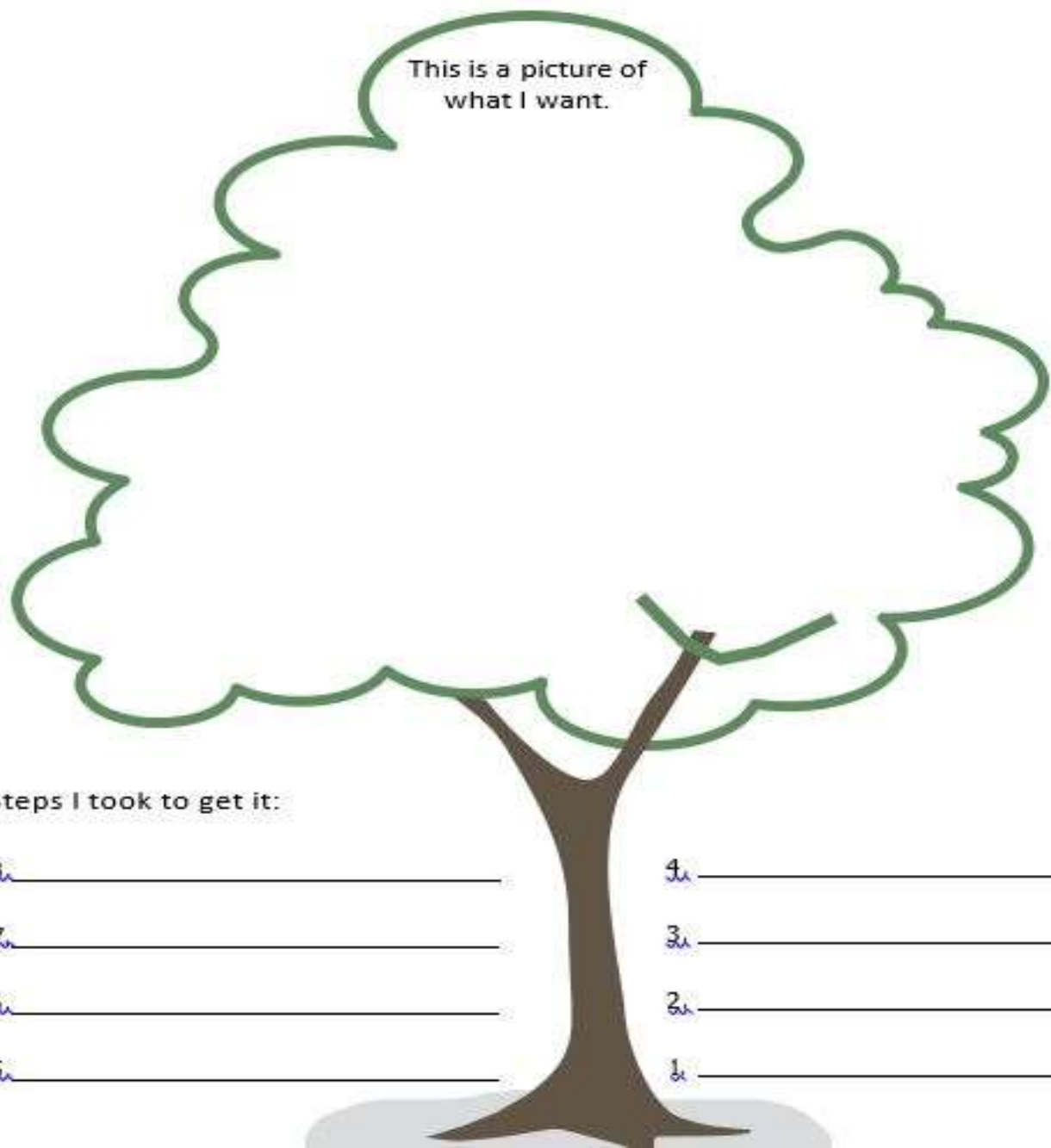
In winter coat pockets (Be sure to ask before you look here. Make sure that you hang up the coats when you are finished searching.)

Inside the car in between seats, under floor mats and in glove boxes (Do not, repeat, do not do this while the car is moving!)

In and around the washing machine and dryer (Make sure that it is okay for you to keep any money you find!)

Your Grand Total is ... (drum roll) \$_____

Activity 11: Climb the Tree to Reach Your Goal



Activity 12: Reflections

What is the biggest takeaway you've gotten from this activity? How will this inform your spending habits in the future? Please write at LEAST 5 sentences.