

Ultimate Performance Tasks	If I Had 200 Dollars
Grade: Framework	Grade 02: Framework 03 (<i>using Bridges</i>)
<i>This task was designed with a specific topic or theme in mind. It is not imperative that teachers deliver the task with the same topic or theme. What is most important is that ultimate performance tasks require students to demonstrate the identified skills.</i>	
GOAL <ul style="list-style-type: none"> • Provide a statement of the task. • Establish the goal, problem, challenge, or obstacle in the task. • Does it contain Cognitive Demand? • Does it blend GRS and CCSS? 	Students will apply addition and subtraction concepts to financial decision-making related to the upcoming holidays.
ROLE <ul style="list-style-type: none"> • Define the role of the students in the task. • State the job of the students for the task. 	Students will be a customer at a local store.
AUDIENCE <ul style="list-style-type: none"> • Identify the target audience within the context of the scenario. • Example audiences might include a client or committee. • Is the audience authentic? 	Students' families.
SITUATION <ul style="list-style-type: none"> • Set the context of the scenario. • Explain the situation. 	It's the thought that counts! For this task you will get an imaginary \$200 to spend on your family for the holidays. You must buy at least four gifts that cost more than \$10. This means you may need to buy more than one gift for some people in your family. You will get to create holiday cards for your family explaining what you "bought" each person and why. Use your money wisely! You want to make sure everyone in your family gets something nice.
PRODUCT <ul style="list-style-type: none"> • Clarify what the students will create and why they will create it. • Is the product demanding? 	<p>Students will use a Walmart, Target or a different store catalog to go on a mock holiday shopping trip for their family. Consider allowing students research gifts online.</p> <p>Each student will have \$200 to spend. They must buy <i>at least</i> four gifts costing <i>more than \$10</i> each for their family members (you can differentiate for students needing further challenge by giving them a larger amount of money to spend or creating more specific criteria for their spending). If students have more family members, they will need to buy more gifts. If they still have money after buying each member of their family something special, what else could they</p>

	buy, and for whom? Could they go back and spend more on each family member? How much more?
Standards (Criteria) for Success <ul style="list-style-type: none"> • <i>Provide students with a clear picture of success.</i> • <i>Identify specific standards.</i> • <i>Share rubrics/checklists/exemplars to the students or develop them with the students.</i> 	<p>Common Core State Standards (CCSS) – Numbers and Operations in Base Ten Use place value understanding and properties of operations to add and subtract. (2.NBT.B) 2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>Common Core State Standards (CCSS) –Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction. (1.OA.A) 2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
Global Ready Skills	<ul style="list-style-type: none"> • critical thinking and problem solving • effective oral and written communication • accessing and analyzing information • agility and adaptability
Steps to Get There	<p>This task will take multiple class periods to complete. Pacing will vary depending on what you choose to include and the students you are working with.</p> <p><i>Day 1: Explore Catalogs</i></p> <ol style="list-style-type: none"> 1. Explore the catalog you will use together. This can be done online or pick up paper catalogs at a local store. Students will need time to familiarize themselves with the catalogue and make observations. Are the items sorted into categories? Are there sale items? What is the important/unimportant information? 2. Here are some warm up activities you could do with the shopping catalogues. This may be the lesson or two before introducing the performance task. <p><i>Day 2: Introduce Performance Task</i></p> <ol style="list-style-type: none"> 3. Introduce shopping activity: Share the “situation” above. Explain to students that while they don't really have the money to buy these gift for their family members, it's the thought that counts. To teach kids about this concept you could read aloud Cookies: Bite-size Life Lessons by Amy Krouse Rosenthal. 4. Ask students to think about who is part of their family. How will they decide what family

members would want as a gift? This can be done through a turn and talk, or a writing activity.

Day 3: Introduce Criteria for Success and Performance of Understanding

5. Explain to students that for the purpose of this activity they will only look at the dollar amount, not the cents. Practice finding the dollar amount of a few items together (example: \$42.98 will cost \$42).
6. Model how students will choose a gifts and record the cost on their paper. How much have you spent so far? Who else do you need to shop for?
7. Explain that they will be working for multiple days on this project so it is very important that they organize their thinking on paper. This is like a rough draft for the card they will make. You could use a [worksheet](#) or graphic organizer to help students who need it.
8. Let students work for a while to see what they can work through independently.
9. Bring students back together to work though some of the following scenarios. You could do this through modeling your thinking, or having a student share their thinking. Use this activity to help students adapt their thinking.
 - Buy a family member something expensive and talk about how much money you will have leftover to spend on other family members.
 - Model spending too much money. How can you fix your mistake?
 - You bought everyone something. How much money do you have left? What should you spend the extra money on?

Day 4: Finish up Work

10. Model how to use the 'notes' students took while shopping to create a card for the family. As students complete their shopping, they can create their card.
11. Show [an example](#) of the end product.

The card must include:

 - The name of each person you shopped for:
 - o what you bought them.
 - o why you think they would like it as a gift.
 - o how much it cost.
 - How much money you spent all together.
 - How much of the \$200 you have remaining.
12. Share with classmates for feedback before sending home to give to families.