

# Video Viewer Guide for Professional Learning Facilitators

## Financial Literacy in Grade 4 Mathematics and Language

### *Planning a Pet Purchase*

Students develop problem-solving skills and their understanding of money as they think about what it might cost to purchase and care for a pet. Using a read-aloud book as a minds on hook for the lesson, students reflect on concepts relating to money, value and hidden costs. They work together, then in small groups to do addition, subtraction and multiplication calculations and solve problems related to the costs associated with pet care. Students use manipulatives and discuss a range of strategies they might use to solve the problem. They discuss taking responsibility for personal financial decisions and think about the implications of being responsible pet owners. Students consolidate their learning with a quick write to summarize their own reflections and point of view.

#### Concepts for discussion within this video:

- Financial Literacy
  - Understanding of money
  - Planning skills, decision-making
  - Needs versus wants
  - Building compassionate awareness
- 21<sup>st</sup> century learning skills
- Assessment for learning – clear success criteria, note-taking and observation
- Differentiated instruction – student choice, range of supports
- Parent engagement – reinforcing learning outside of school
- Student engagement – supporting positive classroom dynamics, intentional use of instructional strategies
- Professional development – collaborative teaching and learning
- Learning for all – application of strategies to support all students

#### Introduction (3:30 min.)

The teacher introduces the concept of money and money management with her grade 4 class. Students talk about their understanding of money and other speakers make connections to 21<sup>st</sup> century learning skills and the relevance of helping young students build these skills.

Time	Speaker/Context	Content
0:21	Teacher	Introducing the concept of money, “Money doesn’t grow on trees.”
0:52	Students	Comments about learning about money and money management
1:26	Classroom	Questions about money, getting money, having enough money. Note clear instructions for soliciting answers, “I’m going to pick three people for each question.”
2:08	Expert	Importance of educating young people about money, problem solving skills, asking questions
2:44	Principal	21 <sup>st</sup> century learning skills, developing curiosity, reflection about personal beliefs and values, decision-making, problem solving

#### Minds On (2:28 min.)

The teacher uses a picture book to stimulate students’ thinking about the costs of a pet. Reviewing a sample cost breakdown, students contribute ideas about the costs associated with caring for a pet.

Time	Speaker/Context	Content
0:10	Classroom	Introduction to a discussion about the cost of pets with a read-aloud
1:05	Classroom	Review of a sample cost breakdown for a pet. Discussion of needs for a pet e.g., habitat

### Action (2:57 min.)

Students use a variety of strategies as they work together to solve a sample problem. Note a variety of intentional instructional strategies that the teacher uses to engage and include all students and support a range of learning needs.

Time	Speaker/Context	Content
0:10	Classroom	Use of mathematical processes to examine the costs of having a pet with a sample problem
1:02	Classroom	Use of the “turn and talk” strategy to give students an opportunity to share their ideas about what is important in the problem and what they need to know to solve the problem. Note also routine strategies for getting the class’ attention
1:41	Classroom	Digging deeper – teacher encourages students to consider the number of weeks in a month when responding to the question
2:04	Classroom	Differentiated instruction – students have the opportunity to work in different groupings and use different strategies to solve the problem
2:28	Teacher	Assessment for learning – observation and note taking for assessment

### Consolidation (5:17 min.)

The class works together to review the different strategies students used to solve the problem. The teacher uses instructional strategies to engage and include all students and extend their thinking about different ways to approach a problem. Students are given an independent problem to work on and are encouraged to use a range of materials including manipulatives for support. They consolidate their thinking with a quick write to express their point of view.

Time	Speaker/Context	Content
0:11	Classroom	Review of strategies different groups used; reflective thinking – review of different ways of approaching the problem; use of “turn and talk” to give students opportunity to think and share; clapping to get students’ attention
1:27	Classroom	Mental math – calculation of allowance. Teacher challenges students to think about costs/benefits of spending allowance on pet care. Note use of “turn and talk” strategy.
2:36	Students	Sharing different perspectives on whether the student should make the pet purchase
3:18	Classroom	Independent problem for application of learning; students using a range of strategies to solve the problem
3:40	Students, Teacher	Value of the use of manipulatives to help solve problems; <a href="#">classroom dynamics</a> – classroom set up and access to resources to support learning
4:34	Classroom	Quick write for expressing point of view; posted success criteria (co-constructed with students) for a quick write
4:46	Classroom	<a href="#">Learning for All</a> – using different strategies to support all students

### Learning Reflections (4:42 min.)

Educators, professionals from the financial sector and a parent reflect on the rich opportunities for learning in this lesson related to working with parents and the community, collaborative planning and teaching, building compassionate awareness and 21<sup>st</sup> century learning skills.

Time	Speaker/Context	Content
0:11	Teacher	Intentional teaching – using strategies to help students learn from each other
0:35	Teacher	Collaborative planning and teaching – with support from school board and teaching partner <a href="#">Classroom dynamics</a> – working with a critical friend
1:18	Teacher	Strategies to work collaboratively with parents

## Learning Reflections (cont'd)

<b>Time</b>	<b>Speaker/Context</b>	<b>Content</b>
1:39	Parent	Strategies to support student learning at home and in the community, learning about taxes
2:23	Principal	Building compassionate awareness, building a sense of belonging
2:44	Expert	Teachers as role models, sharing knowledge
3:20	Principal	Building skills – media awareness, students as consumers, purchasing power, influence of decisions on economy and environment, developing critical literacy, decision-making based on personal values and beliefs