

# Video Viewer Guide

## 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.

#### Before Viewing

Reflect on what you had to know about money as a child and how that has changed for students today. Consider how providing learning opportunities that reflect real life scenarios and use of mathematics skills helps to build financial literacy skills.

#### During Viewing

This video is divided into five segments. Consider the reflective questions for each segment.

#### 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.

- Some students in this lesson were aware of considering sales tax when making purchases. How can teachers support building this awareness of tax or other added costs?
- The principal made comments about students reflecting about their own personal beliefs and values, developing curiosity and 21<sup>st</sup> century skills such as critical thinking, problem-solving and decision-making skills. Why are these skills important now and for the future? How can you support students in developing 21<sup>st</sup> century skills?

#### 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.

- The teacher used a read-aloud to spark student thinking about the problem they would be working on. With this strategy and others used in the lesson, the teacher modelled using opportunities to build literacy skills across the curriculum. What other benefits are there to using a story as a hook for a lesson?
- The teacher in this lesson used technology to share current data (sample pet care costs) from the internet. What other ways could you use technology in this lesson?

#### 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.

- What teaching strategies did you notice? Reflecting on the needs of your own learners, what other teaching strategies could you use?
- What questioning strategies did you notice the teacher using in this lesson? How did she effectively use questioning strategies to help her students develop critical thinking skills?

### 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 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.

- In the sample problem, David received an allowance. An allowance – or an allowance of the amount presented in the sample problem – may not be the norm for all families. How do you approach this money-management style without presenting it as a norm or an expectation? How could you adapt the scenario as needed to be reflective of your own learners?
- Some students used manipulatives in this lesson. The students had the opportunity to use real-looking money to help with their mathematics problems. What value do you see in students having the opportunity to handle and use “practice” money? How do you encourage your students to use a range of tools to support and enhance their learning?
- In what ways could you extend the lesson to expand the learning? What other curriculum expectations could you integrate with a lesson like this?

### 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.

- The teacher in this video planned the lesson with support from a school board consultant and regularly co-plans with a teaching partner. What benefits do you find in collaborative planning and teaching? How do you overcome any challenges?
- The parent in this video commented on the value of working together with the school to support their child’s learning about financial literacy. How are parents engaged in your classroom? What strategies do you find work the best when encouraging parent engagement? Why is it important to encourage dialogue that includes parents when discussing financial literacy?

### After Viewing

Financial literacy education is a shared responsibility with educators, parents and the community. How do you encourage ongoing conversations about financial literacy beyond your classroom?