

Lab Framework

Text: CORD

Unit number and title: Unit 2 Estimating Answers

Short Description: Students are given a real life situation - living on a budget, given a family and job.

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Lab Title Get A Life

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**

Students will learn to successfully monitor and adjust a budget plan given real-life situations.

- **Statement of pre-requisite skills needed**

Basic math skills, adding subtracting, balancing

- **Vocabulary**

Percentages

Checking accounts

Savings accounts

Wages--including deductions

Household expenses

Groceries

Budgets

Reconciling a Bank Statement

- **Materials List**

a. Different scenarios that a student can have: single mother with a 2 year old toddler, married with a family of 2 children, ages 2 and 4, with only one income; married couple with both people working and no children etc.

b. Job descriptions: McDonald's server, Sales Clerk, Waitress, Teacher, Nurse, etc. Including what their salaries are and whether they get benefits, how often they get paid and so on (or make the students figure this out by looking in a handbook borrowed from the counselor).

c. Give each student a checkbook and a certain beginning balance that they each have to start with.

d. Put the slips you made out for a. and b. in different bowls and have the students draw one from each. This is their life.

- **GLEs (State Standards) addressed:**

Math:

EALR 2: The student uses mathematics to define and solve problems.

2.2.1 Select and use relevant information to construct solutions.

Communication:

EALR 1: The student uses listening and observation skills and strategies to gain understanding.

EALR 2: The student uses communication skills and strategies to interact/work effectively with others.

Writing:

EALR 2: The student writes in a variety of forms for different audiences and purposes.

- **Leadership Skills**

Learning to assess each person's attributes and using them to complete the task successfully.

- **SCAN Skills/Workplace Skills**

Collecting data you need from a limited source

Organizing data so you can work with it

Increasing observational skills

- **Set-up information**

Run off situation lists and job descriptions - cut into strips

Checkbooks with balances

Bowls or containers to put strips in

- **INTRODUCTION TO LAB GIVEN FIRST DAY**

Inform the students that they will have to find a place to live. Have several

Newspapers ready for them to find a suitable place to fit their "families". They

have to write a check to you for rent, deposit, etc. The students will also have to

write out checks for all of their bills, extra spending, or anything extra that might pop up.

Tell the students that all checks go to you. (You are the bank.) Every day, in a different bowl, you will have different things that can happen to a person in real life--Your child needs braces pay the orthodontist \$100.00 each month for the next four months. Whatever--(I also let my students make some up. They enjoyed that and had a good time and used their imaginations.)--You might even let them get money--You just received your federal income tax refund Deposit \$400.00 into your account--Of course you would get a deposit slip so you can keep your records up to date. I had them draw 5 things each day and they got the whole period to work on their activity.

- **Lab organization; -Timeline required**

Students may discuss family problems with each other and seek guidance in making decisions. You can keep this up for however long you want. I suggest two weeks. At the end of the two weeks give them each a Bank Statement that has most of the checks written on it and have them reconcile their Check Books. You can experiment with this in many ways and come up with a few new ideas. Like having the students write 2 checks "per week" for miscellaneous items. I suggest having them draw as to whether or not they had a car and whether or not they made Car payments.--perhaps Bus Fare, Taxis etc. would be another expense. 1 day equals 2 weeks in this activity. This is a good exercise and students really get involved. They become really worried about whether they are going to find a babysitter, if they have enough money left over to pay all of the extra bills etc.

- **Teacher Assessment of student learning**

These additional items should be turned in for evaluation

Budget--per month

Revised budgets--after their first ones didn't quite work

Students are required to make out deposit slips for all deposits going into the checking account

- **Summary of learning**

Worksheet - see attached

- **Optional activities**

Have the students make a list of consequences for poor budget planning on their "families".

- **Career Applications**

Social Worker

Child Protective Services Manager

Banker

Washington
Applied

Math

Council

<https://wa-appliedmath.org/>

Lab Data Collection

Student: _____ Date: _____

Unit: 2 Estimating Answers

Lab Title: **Get A Life**

1. Write the problem in statement form

2. Data Collection: Turn in your checkbook for evaluation.

3. Calculations:

Make sure you know how much money is available at any given time.

**4. Did you ever run out of money for basic necessities? Why did this happen?
What can you do to prevent this situation in the future?**

Summary Statement:

Write a paragraph or two explaining what you have learned by completing this unit.

Other Assessment(s)

<https://wa-appliedmath.org/>