

**Real Financial Literacy  
Year End Field Trip**

<b>Grade: 5</b>	<b>Subject: Mathematics Education</b>
<b>Big Idea:</b>	<b>Learning Outcome:</b>
<ul style="list-style-type: none"> <li>• Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a simple financial plan for a year end field trip.</li> </ul>
<b>Curricular Competencies:</b>	<b>Content:</b>
<p><i>Reasoning and analyzing</i></p> <ul style="list-style-type: none"> <li>• Use reasoning to explore and make connections</li> </ul> <p><i>Understanding and solving</i></p> <ul style="list-style-type: none"> <li>• Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> </ul> <p><i>Communicating and representing</i></p> <ul style="list-style-type: none"> <li>• Explain and justify mathematical ideas and decisions</li> </ul> <p><i>Connecting and reflecting</i></p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to each other and to other areas and personal interests</li> </ul>	<p><i>Financial Literacy</i></p> <ul style="list-style-type: none"> <li>• making monetary calculations, including making change and decimal notation to \$1000 in real-life contexts and problem-based situations</li> <li>• applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change</li> <li>• making simple financial plans to meet a financial goal</li> <li>• developing a budget that takes into account income and expenses</li> </ul>

<b>Financial Decision to be made by the class:</b>
The class will need to decide how much money they will need to fundraise to pay for their field trip at the end of the school year.
<b>Learning Activity:</b>
In October every year, the grade five class has a meeting to decide where they would like to go for their year-end field trip. This year, the class voted to go to an amusement park, which is located three and a half hours away.
<b>Description of Activity:</b>
Students are placed into five random groups and are given the following tasks: Group 1: Determine how many students are planning on going and how many adult chaperones will be needed according to school policy. TASK: Find

school policies, photocopy, and highlight the required information they need to know for field trips.

Group 2: Cost of admission for each student, and for adults. Email an inquiry to the amusement park to see if there is a discounted rate for large groups or schools. TASK: Create a spreadsheet that outlines these costs.

Group 3: What is the cost of getting there? How many buses will they need to get there? How many passengers does each bus hold? What is the estimated cost for fuel? What is the cost for a driver? TASK: Create a chart that estimates required travelling costs.

Group 4: How many teachers are required to go? Which teachers are available? TASK: Write a letter that you will send to teachers and parents which asks them if they would be willing to volunteer for this trip.

Group 5: What are some fundraisers that the class can do to raise money for this trip. TASK: Provide at least three different fundraisers and why you chose them.

Students will be given a pre-determined amount of class time to research and gather the information outlined above. The groups will come together with the information they have collected and discuss the field trip costs as a class. Each group must make photocopies of their collected data and distribute this information to the class which will support them as they make notes in their math journals. Once each group has presented their findings, each student will create a graphic organizer to highlight the information they have received, and choosing a fundraiser that they think will be most worthwhile to meet the field trip expenses.

A class meeting date will be set where students will be asked to share their ideas (if they want to), and have a final vote on the fundraising event that they think is most worthwhile.

#### Meeting all Learners

ALL	MOST	FEW
Create graphic organizers for student enter in the information that they need to collect.	Write down the instructions on the whiteboard, along with a handout to refer to during the discussion.	Provide visual cue cards and links to support building successful researching skills.

#### Assessment

Formative:

- Collaboration and communication within groups

Summative:

- Required documents as outlined for each group
- Graphic organizer