Jobs Unit: Numeracy

# Numeracy Goals

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| Goal | Easy | So-So | Hard |
| I want to be able to say the numbers in my phone number and address. |  |  |  |
| I want to be able to add up how many hours I worked. |  |  |  |
| I want to be able to talk about more or less than (40 hours). |  |  |  |

# Goal 1: Personal Information Numbers

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| --- | --- | --- |
| Levels of Knowing | Activity/Objective | Materials/Worksheets |
| **Intuitive** | SWBAT point to numbers on a job application, phone bill, or other authentic text | real bills, forms, etc. |
| **Concrete** | SWBAT record phone numbers and/or SSN in the correct boxes | “write board” laminated or inserted in a page protector |
| **Pictoral** | SWBAT distinguish phone numbers and SSN | picture worksheet where they circle the word that matches the picture |
| **Abstract** | SWBAT match information with the English term and/or the blank that it goes in | matching worksheet |
| **Application** | SWBAT correctly match a term with an example in the test format and on an application. | CASAS worksheet, form |
| **Communication** | SWBAT ask/answer what is your phone number? | dialogue |

# Goal 2A: Adding Hours in week

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| --- | --- | --- |
| Levels of Knowing | Activity/Objective | Materials/Worksheets |
| **Intuitive** | SWBAT answer How many beads? | beads |
| **Concrete** | SWBAT answer How many all together? | beads |
| **Pictoral** | SWBAT find the total number of dots when two groups are added together. | worksheet w/ dots  <http://www.math-aids.com/Addition/Adding_Dot_Figures.html> |
| **Abstract** | SWBAT find the sum of two numbers when written as an equation. | adding drill sheet  <http://www.math-aids.com/Addition/Single_Digit.html> |
| **Application** | SWBAT find the total number of hours worked on a time sheet. | timesheet dice game/worksheets |
| **Communication** | SWBAT ask/answer How many hours did he work on Monday? Etc. | Dialogue and time sheets from application step |

# Goal 2B: Adding Hours in a day (Elapsed Time)

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| Levels of Knowing | Activity/Objective | Materials/Worksheets |
| **Intuitive** | SWBAT count how many beads | beads |
| **Concrete** | SWBAT answer How many on a number line. | string/yarn number line |
| **Pictoral** | SWBAT find how many hours past on a clock. | <http://www.math-aids.com/Time/Elapsed_Time_Clocks.html> |
| **Abstract** | SWBAT calculate how many hours from a starting time to an ending time. | <http://www.math-aids.com/Time/Elapsed_Time.html> |
| **Application** | SWBAT find the total number of hours worked on a schedule. | work schedule |
| **Communication** | SWBAT ask/answer How many hours did he work on Monday? Etc. | Dialogue and work schedule from application step |

# Goal 3: More than/Less Than

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| Levels of Knowing | Activity/Objective | Materials/Worksheets |
| **Intuitive** | SWBAT compare the piles of beads by size. | beads |
| **Concrete** | SWBAT use a balance to find which pile of beads is “more.” | beads/balance |
| **Pictoral** | SWBAT identify which group of dots is “more” by writing the greater than or less than symbol. | pictures of piles/groups  <http://www.math-aids.com/Greater_Than_Less_Than/Shapes.html> |
| **Abstract** | SWBAT identify which number is “more” by writing the greater than or less than symbol. | drill worksheet  <http://www.math-aids.com/Greater_Than_Less_Than/Kindergarten_Integers.html> |
| **Application** | SWBAT determine whether the number of hours offered/worked is more than or less than full time. | job add (and/or time card) with part or full time |
| **Communication** | SWBAT ask/answer is this full time? (Yes./No, it’s less than full time. ) | Dialogue and time card from application step |