

At the store, one bouquet of flowers costs \$15 and one box of chocolate costs \$12, how much money do you need to buy two boxes of chocolate and one bouquet of roses?



At the bakery, one Valentine's Day cupcake costs \$5. If you want to buy cupcakes for 3 of your friends, how much money will you spend?



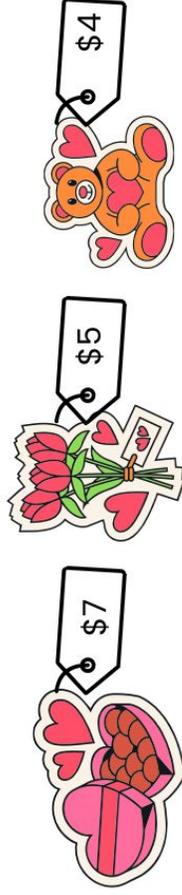
You have \$20 in your wallet. You want to buy a Valentine's Day card for \$5, a box of chocolates for \$9, and a teddy bear for \$7. Do you have enough money for your purchase?



At the florist shop, one flower costs \$3. You have budgeted \$20 to spend on buying flowers. How many flowers can you buy and stay under budget?

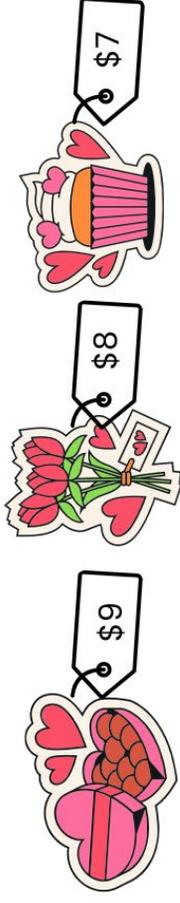


You have \$10



Which two gifts  
can you buy?

You have \$15



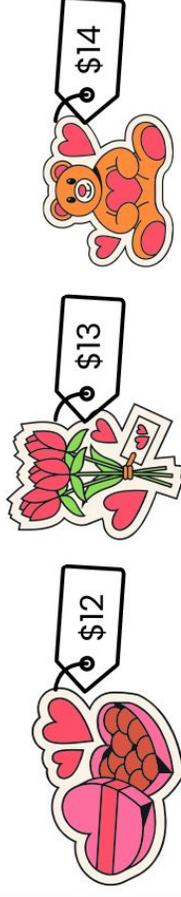
Which two gifts  
can you buy?

You have \$20



Which two gifts  
can you buy?

You have \$25



Which two gifts  
can you buy?

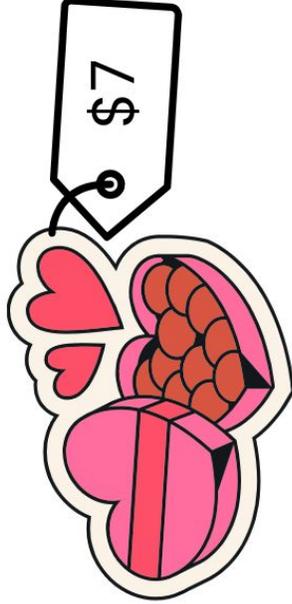
Circle the correct number of dollars



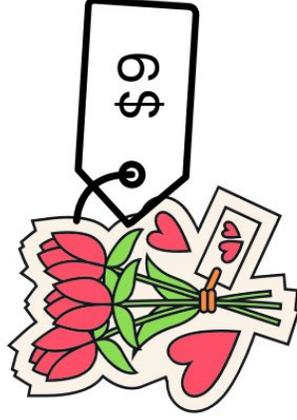
Circle the correct number of dollars



Circle the correct number of dollars



Circle the correct number of dollars







# BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

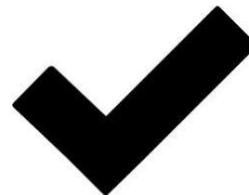
## 1.GOALS MY INCOME GOALS: WARM UP ACTIVITY

**Directions:** Keep this page safe! After each lesson, mark down the date and the dollars you earned.

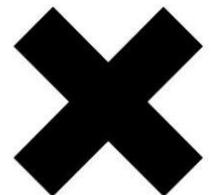


[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



**YES**



**No**



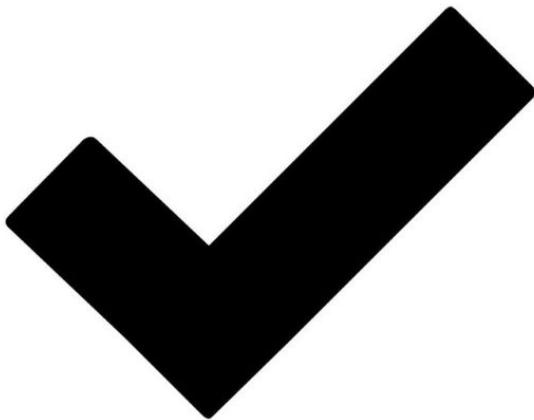
[Find All Bills Here](#)



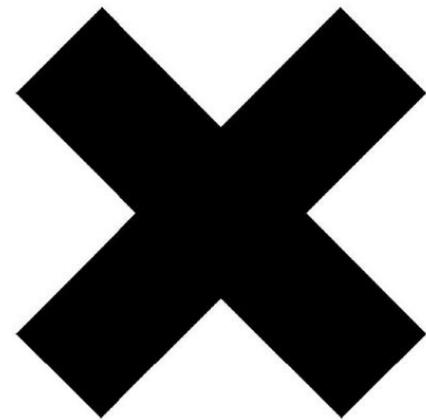
## YES OR NO IMAGE EXCHANGE CARD

SE1.IEC.Y/N

**Directions:** To make a selection, right click on the YES or No box.



**YES**



**NO**



[Access the interactive Google Template version.](#)

### 3.EXIT TICKET RUBRIC

# Digitability™

## Exit Ticket Part 2 Giving and Receiving Feedback for Workplace Communication Rubric

#### Teachers:

**IEP Goal for Workplace Communication:** SWBAT exhibit workplace communication skills using expressive and receptive language with independence (total score of 8 or higher) on 4 out of 5 trials, as measured by the Digitability Exit Ticket Part 2 Giving and Receiving Feedback Rubric.

Every learner will have a range of expressive/receptive language skills. The goal is to demonstrate progress toward increasing workplace communication abilities through the repetition of the Exit Ticket Activity.

Student scores can be entered into Bankability in the “Exit Ticket” field to award virtual dollars and collect workplace communication data.

Workplace Communication	\$5	\$4	\$3	\$2	\$1	Score
<b>EXPRESSIVE LANGUAGE</b>	Presenter spoke independently for at least <b>60 seconds</b> continuously without being prompted by the teacher.	Presenter spoke independently for at least <b>30 seconds</b> continuously without being prompted by the teacher.	Presenter mostly spoke independently (at least 30 seconds), but was prompted once by the teacher.	Presenter spoke independently some of the time and was prompted 2-3 times by the teacher.	Presenter mostly used sentence fragments and was prompted more than four times by the teacher.	
<b>RECEPTIVE LANGUAGE</b>	Presenter responded independently the entire time AND directly to his/her peers. They repeated <b>BOTH</b> the peer feedback and answered the question accurately without being prompted by the teacher.	Presenter responded independently the entire time AND directly to his/her peers. They repeated <b>EITHER</b> peer feedback or answered the question accurately without being prompted by the teacher.	Presenter responded independently most of the time. He/she was prompted once to either respond directly to their peers, repeat the feedback, or answer the question.	Presenter responded independently some of the time. He/she was prompted 2-3 times to either respond directly to their peers, repeat the feedback, or answer the question.	Presenter was prompted four or more times to respond directly to their peers, repeat the feedback, or answer the question.	
					<b>Total</b>	