

Digitability™



Valentine's Day

Budgeting and Cost Task Cards



SILICON VALLEY
SOCIAL
INNOVATION
SUMMIT



TechCrunch



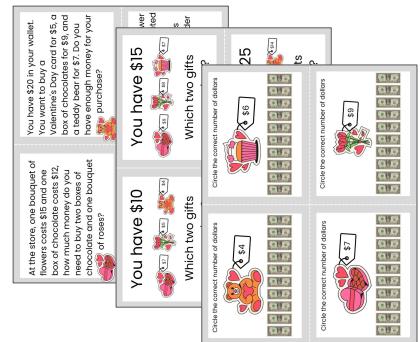
Valentine's Day Budget

Materials:

- Differentiated Valentine's Day Task Cards
- Calculator (as needed)
- Pencil
- Bankability Dollars
- Student Dollar Tracker
- Bankability Dollar Tracker

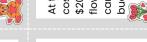
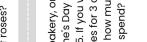
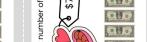
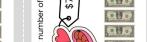
Instructions:

- 1) Determine which set of leveled cards your students will use. Different students can use different cards according to their level of need and skill.
- 2) Students will read directions on each card, or if more support is needed, a peer helper, para, or teacher can read the cards to the student.
- 3) For word problem cards, students can solve the problems on their own paper.
- 4) For the other sets of cards, students can circle the correct answer (laminate the cards and use a dry erase marker for repeated use).



Differentiated Instruction:

- Tier 1: Word problem cards Students can use manipulatives if needed to solve the equations presented in the word problems on their own paper.
- Tier 2: "Choose Two" Allow students to use manipulatives as needed and solve equations on their own paper. Students can circle the two gifts they can purchase with their allotted budget.
- Tier 3: "Circle the correct number of dollars" Students will circle the number of dollars needed to purchase the item shown. Alternatively, students can count out the printable dollars to show the correct number of dollars.

<p>You have \$20 in your wallet. You want to buy a Valentine's Day card for \$5, a box of chocolates for \$8, and a teddy bear for \$7. Do you have enough money for your purchase?</p> 	<p>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?</p> 
<p>At the store, one bouquet of flowers costs \$5 and one box of chocolates costs \$12. How much money do you need to buy two boxes of chocolate and one bouquet of roses?</p> 	<p>At the bakery, one Valentine's Day cupcake costs \$5. If you want to buy cupcakes for all of your friends, how much money will you spend?</p> 
<p>You have \$15</p>  <p>Which two gifts can you buy?</p>	<p>You have \$25</p>  <p>Which two gifts can you buy?</p>
<p>You have \$10</p>  <p>Which two gifts can you buy?</p>	<p>You have \$20</p>  <p>Which two gifts can you buy?</p>
<p>Circle the correct number of dollars</p>  <p>\$4</p> 	<p>Circle the correct number of dollars</p>  <p>\$9</p> 
<p>Circle the correct number of dollars</p>  <p>\$7</p> 	<p>Circle the correct number of dollars</p>  <p>\$12</p> 

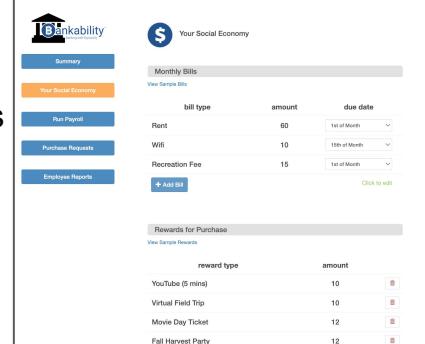
Incorporating Bankability:

- Students will earn dollars for solving Valentine's Day budgeting scenarios. .
- Students can earn dollars for participating by completing task within the allotted time.
- Students can earn dollars for sharing their budgets when complete.
- Student can be awarded dollars for helping their peers as needed throughout the activity.

Complete these steps in Bankability

From your teacher account:

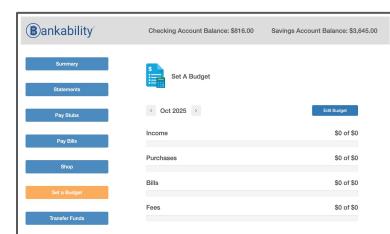
- Create a Valentine's Day activity that students can purchase using their Bankability dollar. Ex. A Valentine's Day themed party, Valentine's Day treats, etc.
- Determine the price for students to purchase your Valentine's Day activity.
- Add this item to your social economy so it is available for students to purchase.



For your students:

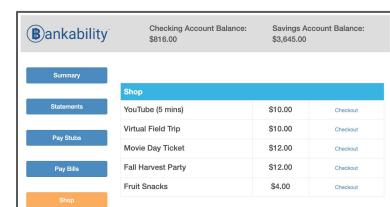
1. Add a Valentine's Day activity to Your Monthly Budget

- Have students open the Bankability app and navigate to their Budget section.
- Students should review the "Purchases" category and determine how much money they have left in their monthly budget to spend on purchases.



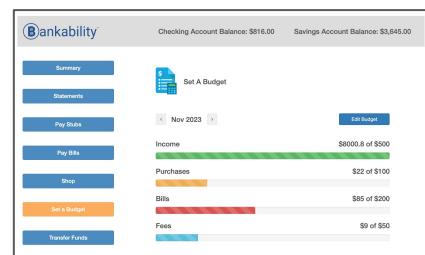
2. Shop with your Account Balances

- Students will select "shop" from their menu to review Valentine's Day activity prices.
- Students will review Checking and Savings account balances in the Bankability app and decide which account they will pay from.



4. Adjust Your Budget

- Using the Budgeting Tool in Bankability, adjust your spending categories as needed.
- Make sure the Valentine's Day activity fits within your overall monthly budget without going over.



5. Review and Reflect

- Ask students: "Did you stay within your budget?"
- "What budgeting choices helped you save or spend wisely?"
- "How did planning ahead affect your spending?"
- Have students write a short reflection using the space provided in their worksheet or Google Doc version.

6. Submit Your Work

- Have students turn in their completed Valentine's Day activities reflection or submit your work digitally via email.

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 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 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?



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 \$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?

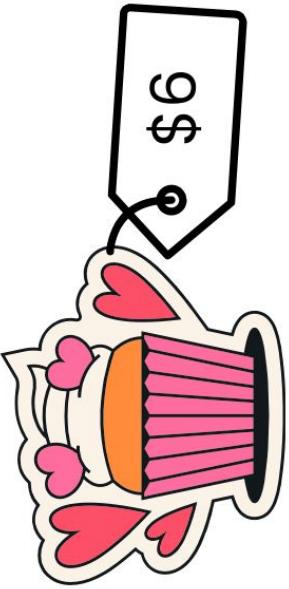
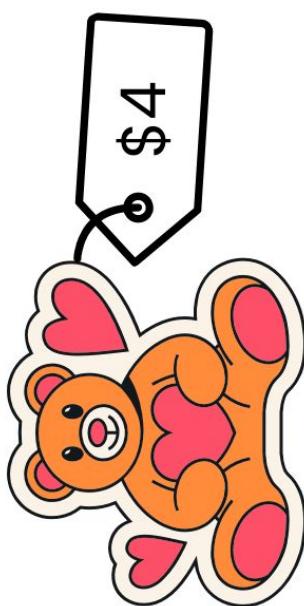
You have \$25



Which two gifts
can you buy?

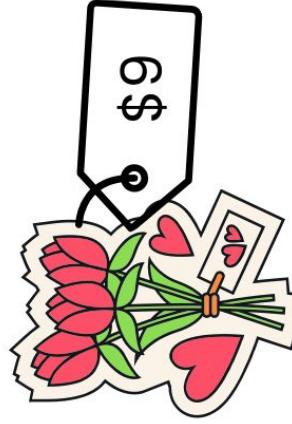
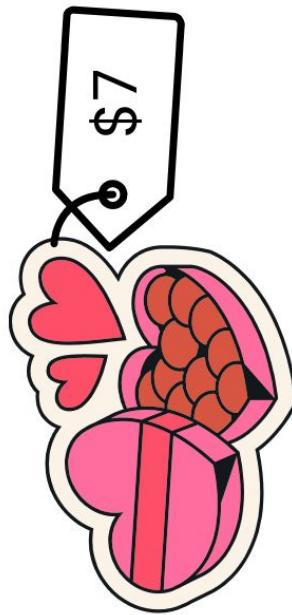
Circle the correct number of dollars

Circle the correct number of dollars



Circle the correct number of dollars

Circle the correct number of dollars





Supplemental Materials

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DOLLAR TRACKER

SE1. TRACKER

Student Name

11/2/21

Total
Payroll

Exit Ticket
Date:

1st-14th
15th-30th/31st

Payroll
Period

[Google Template](#)





By Digitability



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.

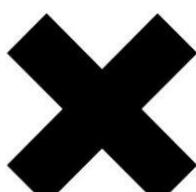


[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



YES



No

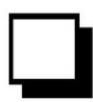
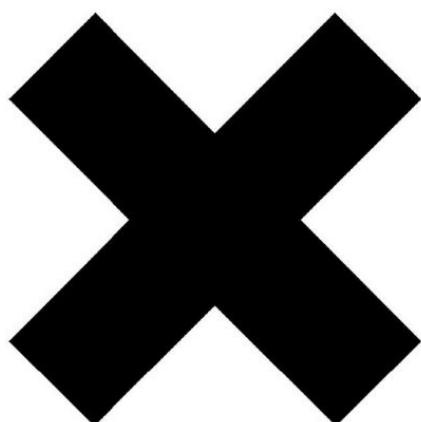
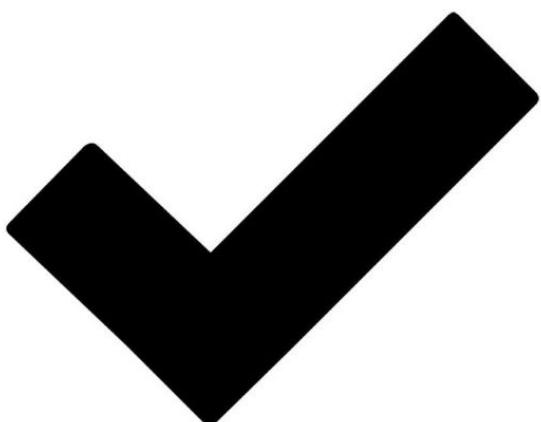




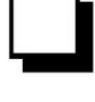
YES OR NO IMAGE EXCHANGE CARD

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
EXPRESSIVE LANGUAGE	Presenter spoke independently for at least 60 seconds continuously without being prompted by the teacher.	Presenter spoke independently for at least 30 seconds 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.	
RECEPTIVE LANGUAGE	Presenter responded independently the entire time AND directly to his/her peers. They repeated BOTH 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 EITHER 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.	
					Total	

Did you know that Bankability can now be used in any classroom in your school to create an inclusive, school-wide, Positive Behavior Support Intervention.

Request a quote to learn more or [click here to email your coach for more information!](#)

Digitability's work-ready program has everything you need.

Bring an easy-to-use life skills curriculum that works for all of your students.



Comprehensive Curriculum
Lesson plans address a [variety of domains](#) and are scripted and differentiated with all modified resources available as Google Doc templates and print-ready resources.



Virtual Banking App
Bankability is the first special education program that allows students

Get Your FREE Quote and Packet!

First Name*

Last Name*

Title*

School or Organization*

Estimated number of student users*

Estimated number of teacher users*

Email*

Phone*

What products are you interested in?