



Marketplace in Sensory Village

Pre-K	Child begins to use language to describe location of objects.
Kinder	<p>(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <ul style="list-style-type: none"> a) Identify mathematics in everyday situations; b) Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; c) Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and d) Use tools such as real objects, manipulatives, and technology to solve problems.
1 st Grade	<p>(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <ul style="list-style-type: none"> a) Identify mathematics in everyday situations; b) Use a problem-solving model, with guidance as needed, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; c) Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and d) Use tools such as real objects, manipulatives, and technology to solve problems.
2 nd Grade	<p>(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <ul style="list-style-type: none"> a) Identify the mathematics in everyday situations; b) Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; c) Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and d) Use tools such as real objects, manipulatives, and technology to solve problems.
3 rd Grade	<p>(3.15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <ul style="list-style-type: none"> a) Identify the mathematics in everyday situations; b) Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; c) Select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and d) Use tools such as real objects, manipulatives, and technology to solve problems.
4 th Grade	<p>(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <ul style="list-style-type: none"> a) Identify the mathematics in everyday situations; b) Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and c) Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem. <p>TAKS-AIT Essence Statement: Uses mathematics to solve everyday problems.</p>
5 th Grade	<p>(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language. The student is expected to:</p> <ul style="list-style-type: none"> a) Relate informal language to mathematical language and symbols. <p>TAKS-AIT Essence Statement: Communicates using informal mathematical language.</p>

MATH

Objective: While in Morgan’s Wonderland Market Center in the Sensory Village, the student will be able to develop a “healthy meal shopping” plan.

Engagement: Before visiting the Sensory Village, review the food groups and what constitutes a healthy meal plan. Brainstorm the different sections of the grocery store and make a list on the board of possible sections in which these items would be found. Utilizing grocery store ads, have students cut out pictures of foods that will make up a healthy meal and glue them on a plate. Check for understanding by having the students compare their meal to the food pyramid guidelines. Tell students that when they get to the Market at Morgan’s Wonderland, they will implement a “healthy meal shopping” plan. Accommodations: Provide individual cards of food items and have students sort food items by category and/or use the cards to glue on their healthy meal plate.

Exploration & Explanation: Once at the Village Market, allow the students to explore the grocery items. Monitor their activity while they locate the items to complete their “healthy meal shopping” plan. Note to teachers: You will need to develop a plan for your students to follow in the Market. Suggestions for “healthy meal shopping” plan:

- Objective-purchase items that make up a healthy meal based on the food pyramid.
- Buy 3 pounds of fruits and vegetables. (Students will use the scale in the Market to weigh their produce.) List the produce you gathered and how many of each item you selected. List which meal each produce item would be served.
- Buy 1 pound of grains. How many and what types of grain would you purchase? List which meal each grain item would be served.
- How many and what types of meat would you purchase? How many pieces of meat would you buy? List which meal each meat item would be served.
- List any oils you would purchase.
- List any “extras” you would purchase and provide justification.
- What dairy items would you need to complete your “healthy meal shopping” plan?
- Add higher level questions to engage students in critical thinking of this process.

Accommodations: Allow students to verbally tell you about their “healthy meal shopping” plan. Provide simplified/modified questions on the student’s plan. Allow students to work with a partner.

Note: Food items in the market are not labeled with prices, so students would not be able to follow a budget to buy food items for a healthy meal.

Elaboration: Once back in the classroom, have students share their plans with a small group. Have them elaborate on their plans by reflecting on what they would do differently if they followed this plan at a real grocery store. Have students share what they have learned about developing and carrying out a “healthy meal shopping” plan.

Accommodation: Allow students to use needed communication device in order to actively participate in discussion. Simplify questions as needed to check for student’s understanding.

Evaluation: The student will have mastered the objective if they were able to complete their “healthy meal shopping” plan and explain their results.