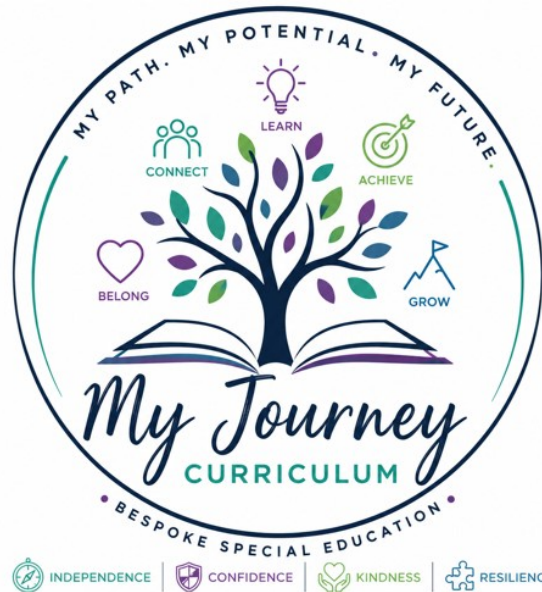




EDITABLE VISUAL RESOURCE PACK

WEEKLY FOOD BUDGET

A Year 1 authentic math starter pack

NOTICE • MODEL • SOLVE • DECIDE

Weekly food budgets for authentic mathematical decisions

BELONG • CONNECT • LEARN • ACHIEVE • GROW

Print the learner pages or edit every element in Google Slides.



Educator guide at a glance

Use practice prices to build mathematical meaning before symbolic procedures.

PURPOSE

Make choices within a visual weekly food budget.

PRIORITY MATH

Price • compare • total • estimate • enough / not enough • revise

MATERIALS

Item cards • budget mats • calculator • coins/bills if useful • preferred AAC

EVIDENCE

Record the decision, mathematical relationship, representation and support—not speed.



Safety, dignity and real-life relevance

Food and money tasks can be personal. Teach the mathematics without judging bodies, diets, income or family choices.

1

USE PRACTICE PRICES

Local prices vary. Label all pack prices as fictional practice data.

2

NO FOOD MORALITY

Do not sort food into 'good' people and 'bad' people. The target is mathematical decision-making.

3

PLAN FOR ACCESS

Honor allergies, cultural/religious choices, sensory preferences and private/pass responses.

4

TOOLS ARE MATHEMATICS

Calculators, number lines, visuals and digital payment simulations can support independence.



Visual lesson rhythm

Alternate representation, active choice, computation and reflection.

1

FLUENCY & ACCESS

Revisit one useful price or quantity relationship.

2

APPLICATION

Begin with a short, relevant budget decision.

3

CONCEPT

Connect objects, prices, visuals, language and symbols.

4

GUIDED PRACTICE

Compare, total, estimate, revise and explain.

5

DEBRIEF & TRANSFER

Check reasonableness and change one condition.



Three fluid Journey Routes

Keep the shared decision; change representation, number range, operations, tools and independence.

1

EXPLORE & CONNECT

Match items and prices, compare more/less, and choose items within a visual spending limit.

2

BUILD & USE

Add prices, estimate the total, compare with the budget and explain one adjustment.

3

APPLY & LEAD

Build and justify a plan, compare alternatives or unit prices, and revise when a condition changes.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Math communication board

Reasoning can be shown through action, selection, objects, drawings, symbols, speech, sign or AAC.

MORE

LESS

SAME

ENOUGH

NOT ENOUGH

CHECK AGAIN

ADD

CHANGE ONE

NOT SURE

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS

PARTNER PROMPTS

What do you notice? • Show me another way. • Is the total reasonable? • What could change? • Which tool will help?



Budget vocabulary cards

Cut and use for matching, sequencing, response choices or a word wall.

\$

BUDGET

spending limit

TAG

PRICE

cost of one item

+

TOTAL

all prices together

≈

ESTIMATE

close answer

YES

ENOUGH

total is within budget

NO

NOT ENOUGH

total is over budget



Practice item cards — set A

Fictional practice prices. Replace with local, current prices for real-world instruction.

OATMEAL

\$2.40

BREAD

\$2.10

MILK / ALT.

\$3.25

BANANAS

\$1.80

SOUP

\$1.65

RICE

\$2.75

SORT / COMPARE

- Find a price less than \$2.00.
- Find the greatest price.
- Put three prices in order.
- Choose two items and estimate the total.



Practice item cards — set B

Use high-contrast printed numbers; pair with real packages only when safe and useful.

PASTA

\$1.95

SAUCE

\$2.60

YOGURT

\$3.00

BEANS

\$1.35

APPLES

\$3.40

CHEESE / ALT.

\$3.85

BUILD A COMBINATION

**Choose items for a purpose set by the learner or educator.
Show the combination with cards, a list, a drawing, a
calculator or an equation.**



Visual budget mat: \$10

Place item cards in the basket. Move the marker to show how much of the budget is used.

MY BUDGET = \$10.00

MY ITEMS

TOTAL

\$ _____

MONEY LEFT

\$ _____

ENOUGH

NOT ENOUGH



Visual budget mat: \$15

Use the same routine with a changed budget. Tools and representations remain available.

MY BUDGET = \$15.00

MY ITEMS

TOTAL

\$ _____

MONEY LEFT

\$ _____

ENOUGH

NOT ENOUGH



Blank visual budget mat

Write or type a budget selected for the learner and context.

MY BUDGET = \$ _____

MY ITEMS

TOTAL

\$ _____

MONEY LEFT

\$ _____

Reasoning / communication: _____



Model: plan within a \$10 budget

Think aloud about the relationship, not just the arithmetic.

BREAD

\$2.10

MILK / ALT.

\$3.25

BANANAS

\$1.80

$$\text{\$2.10} + \text{\$3.25} + \text{\$1.80} = \text{\$7.15}$$

1

Estimate: about $\text{\$2} + \text{\$3} + \text{\$2} = \text{\$7}$.

2

Add accurately with a chosen tool.

3

Compare $\text{\$7.15}$ with the $\text{\$10}$ budget.

4

Decision: enough. Money left = $\text{\$2.85}$.

5

Check: the exact answer is close to the estimate.



Route 1: affordability choices

Match prices and choose. Adjust the array before the response, not after it.

BUDGET = \$5.00

Can I buy BREAD for \$2.10?

YES

NO

Can I buy APPLES for \$3.40?

YES

NO

Can I buy BREAD + APPLES?

YES

NO

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Route 1: compare prices

Show the relationship with words, symbols, gesture, selection or an ordered set.

SOUP \$1.65

< = >

BREAD \$2.10

COSTS LESS

COSTS MORE

BANANAS \$1.80

< = >

APPLES \$3.40

COSTS LESS

COSTS MORE

MILK / ALT. \$3.25

< = >

YOGURT \$3.00

COSTS LESS

COSTS MORE



Route 2: add, estimate and adjust

Use a calculator or written method if that supports the intended reasoning.

Oatmeal \$2.40 + Bananas \$1.80

Estimate: _____

Exact: _____

Within \$10? YES / NO • One adjustment: _____

Pasta \$1.95 + Sauce \$2.60

Estimate: _____

Exact: _____

Within \$10? YES / NO • One adjustment: _____

Rice \$2.75 + Beans \$1.35 + Apples \$3.40

Estimate: _____

Exact: _____

Within \$10? YES / NO • One adjustment: _____



Receipt and change mat

Use as a concrete record of the plan and to connect total, amount paid and change.

DATE: _____ PRACTICE STORE: _____

MY JOURNEY PRACTICE RECEIPT

1. _____ \$ _____

2. _____ \$ _____

3. _____ \$ _____

4. _____ \$ _____

5. _____ \$ _____

6. _____ \$ _____

TOTAL \$ _____

AMOUNT PAID: \$ _____

CHANGE: \$ _____



Practice flyer A

Fictional weekly prices for sorting, planning and computation.

SUNRISE MARKET — PRACTICE PRICES

Oatmeal

\$2.40

Bread

\$2.10

Milk / alt.

\$3.25

Bananas

\$1.80

Soup

\$1.65

Rice

\$2.75

Pasta

\$1.95

Sauce

\$2.60

Yogurt

\$3.00

All prices are fictional and provided only for instruction.

Choose three items. Estimate first, then find the exact total.



Practice flyer B

Changed prices create a fresh problem without changing the mathematical purpose.

RIVER MARKET — PRACTICE PRICES

Oatmeal

\$2.25

Bread

\$2.35

Milk / alt.

\$3.10

Bananas

\$1.95

Soup

\$1.80

Rice

\$2.50

Pasta

\$2.15

Sauce

\$2.45

Yogurt

\$3.20

All prices are fictional and provided only for instruction.

Which market gives the lower total for your chosen items? Show why.



Route 3: build and justify a plan

Set the learner-relevant purpose without requiring disclosure of real household finances.

PRACTICE BUDGET = \$15.00

ITEM + PRICE

ESTIMATE

EXACT TOTAL

WHY THIS PLAN WORKS

ONE ALTERNATIVE



Change the condition cards

Cut apart. Add one change after the learner completes an initial plan.

-\$2

BUDGET DROPS BY \$2

Revise the plan

+1

ADD ONE NEEDED ITEM

Keep within budget

OUT

**ONE ITEM IS
UNAVAILABLE**

Choose an alternative

2X

QUANTITY DOUBLES

Find a new total

NEW

PRICES CHANGE

Use Flyer B

WHY

JUSTIFY ONE CHOICE

Show the relationship



Game: Budget Builder

A cooperative game for repeated reasoning without timed performance.

1

Choose a budget card: \$5, \$10 or \$15.

2

Draw or select an item card.

3

Decide: keep it, swap it or pass.

4

Update the estimate and exact total.

5

Draw one change-the-condition card.

6

Win together when the plan is justified and within budget.

NO SPEED POINTS • TOOLS ARE ALLOWED • EXPLANATIONS CAN USE ANY RESPONSE MODE



Calculator and strategy card

The goal is selecting and checking a useful strategy—not performing every step mentally.

ESTIMATE

Round to friendly amounts. Predict the size of the answer.

CHOOSE A TOOL

Objects • number line • written method • calculator • spreadsheet

ENTER / REPRESENT

Build the equation or representation carefully.

CHECK

Compare with the estimate. Re-enter if the answer is unreasonable.

DECIDE

Enough / not enough? What changes?

COMMUNICATE

Show, select, explain, sign, type, speak or use AAC.



A-K-I-C-G evidence form

Record a mathematical decision and its conditions. Do not collapse tool use into 'cannot do math.'

Learner: _____ **Task:** _____ **Date:** _____

ACCESS

What objects, display, language, tool and response mode were available?

KNOWLEDGE / QUALITY

What quantity, relationship, strategy, estimate or check is shown?

INDEPENDENCE

What prompt, model, calculator or partner action was present?

COMMUNICATION / AGENCY

What did the learner choose, explain, reject, revise or recommend?

GENERALIZATION

What changed in the budget, price, item, tool, setting or purpose?



Transfer and family/chosen-support guide

Use local, current information only when it is safe, relevant and consented to.

1 AT SCHOOL

Compare two practice flyers, plan for a class event or total items for a shared cooking activity.

2 IN THE COMMUNITY

With consent, compare two real prices, read a receipt or decide which option fits a set practice budget.

3 AT HOME / CHOSEN SUPPORT

Use a learner-chosen snack, household item or fictional list. Never require disclosure of household finances.

FRESH EVIDENCE

Can the learner compare, total or revise when one price, item, budget, person or setting changes? Record strategy, tool and least support needed.