Problem Solving Task Lesson Plan

Task Title: Let's Create a Board Game Financial System

Grade: 6	**Strand: Financial Literacy**

Expectations:

F1.3 identify and describe various factors that may help or interfere with reaching financial goals

F1.5 describe trading, lending, borrowing, and donating as different ways to distribute financial and other resources among individuals and organizations

Learning Environment:

- ☑ ~~Whole Class~~
- ☑ ~~Partners~~
- ☐ Individual work

Resources:

-Pencils and Erasers
-Pencil Crayons or Markers
-Templates for task/ Worksheets
-Fake money manipulatives
-Chromebooks or tech for those who require it

Ontario Math Curriculum:
https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics/grades/g3-math/strands

Board Games: Life, Monopoly, Pay Day.

"How to play" videos: in case nobody in the class knows how to play the game (these would allow for some conversation around the money system in the game while it is being shown):

Life: https://www.youtube.com/watch?v=mMDwcKhTnDU
Monopoly: https://www.youtube.com/watch?v=3Wtbkbos5nc
Pay Day: https://www.youtube.com/watch?v=Nj775ufUAEs

Examples of Games that we can view:
https://wiserinvestor.com/using-board-games-to-teach-your-kids-about-money/

Framework for group work choices:

https://www.youcubed.org/wp-content/uploads/2025/10/Encouraging-productive-mathemat

ical-thinking-final-1.pdf
“Collaboration is critical to mathematics learning, which is ironic given that math is often the subject most taught as a solitary exercise. One of the reasons that collaboration is important is reasoning is the essence of mathematics” (Encouraging Productive Mathematical Thinking and Reasoning through Pedagogical Variety. Jo Boaler, Stanford University).

Learning Goals, Manipulatives, and Problem Solving Task Help:

High-Impact Instructional Practices in Mathematics (Ontario, 2020)- https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/d7fbcc68-2f2b-4ef8-988d-3fb9b42c33cd/high-impact-instruction-math.pdf#page=7

Help focusing in my assessment strategies:

Growing Success (Ontario, 2010)- Assessment For, As, Of
https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf#page=34

Learning Goals:

Our goal is to learn the various ways in which finances work such as borrowing, lending, paying, and loans, in relation to an equitable board game financial system.

Success Criteria:

We will be successful when we:
- ☐ Identify factors that are required for an equitable financial system in a board game
- ☐ Identify factors that may help or interfere with the success of a financial system in a board game
- ☐ Describe various ways in which you can use money in a board game (loaning, borrowing, payments, money collection, etc).
- ☐ Create a framework for a financial system for a made up board game.

Minds On (10 minutes):

- ☐ Introduce various board games to the class as a whole group (ask if anyone has ever played any of the games before, maybe ask what they like and do not like about them)- discuss the way in which the game works, focusing on how the money system in the game runs. Example-
    - ☐ The Game of Life- If you want to go to college you need to take out a loan in order to continue which you will have to pay back in the future, you get a job that varies in pay depending on your skills and the type of job. Everytime you get a pay day you get the amount on the job card (your salary). You can also discuss the payments you have to make such as bills, and other unexpected payments that might arise.
    - ☐ Monopoly- You can discuss paying mortgages, and paying other

people to stay on their property. You can discuss the cost of wanting to expand on the property you already own. You can talk about utility bills and taxes in this game as well.

    - ☐ Pay Day- You can discuss bills and other payments with this game. You can also discuss getting payments.

- ☐ If you feel it would be beneficial refer to the videos above and you can show a brief video of how the game works and discuss further with the class.

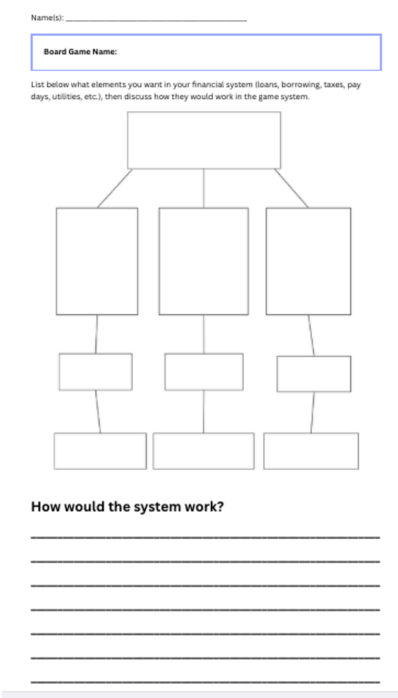
- ☐ After discussing the games and how they work you can make an anchor chart about what would make a good financial system in a game. You can talk about what makes it fair, what it needs and what it could go without. This chart will serve as a resource for students when they start to brainstorm their own financial system for a made up board game.

Action (30 minutes):

- ☐ The students task is to create a board game financial system to use in their own made up board game. They will do this in groups of 3-4.

- ☐ They do not need to physically make a board game or anything at this time but they should be able to tell you what the system will look like, they should be writing down how their system will work, what elements it has/needs.

- ☐ Students can use one of the template options below to do their assignment.
    - ☐ https://canva.link/7x73oc724pcvgj6


Name(s): ______________________________

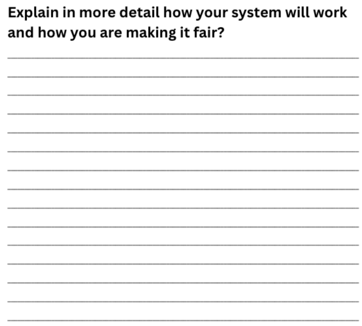
Board Game Name:

List below what elements you want in your financial system (loans, borrowing, taxes, pay days, utilities, etc.), then discuss how they would work in the game system.

How would the system work?

____
____
____
____
____
____
____

- [ ] https://canva.link/ryx717bg4i90dju



- [ ] Or they can create their own graphic organizer and use regular paper to explain in more detail how their system will work and how to make sure it is fair.
- [ ] For those students who require tech they can use a graphic organizer on the computer to complete the assignment and they can also use text to speech if required.

Effective Questions:

- [ ] What makes your financial system a fair and equitable system?
- [ ] What are some questions that arose while you created your financial system?
- [ ] Did you have to make any changes to solve the problems that arose?
- [ ] How did you use the other board games we explored to help shape your thinking of your financial system?
- [ ] What strategies did you use when solving this problem?
- [ ] Were there any materials or other resources in the classroom that helped you out with your problem solving task?
- [ ] Is there anything else you would like to find out about board games and their money systems?

Anticipation of Student Thinking:

See Seating Plan attached to this document

Misconceptions:

See Seating Plan attached to this document

Consolidation (20 minutes):

Students will gather on the mat and have a chance to discuss their financial systems:

- ☐ Each group will present what they have come up with while the other students on the mat are filling out a piece of paper with the following information: One thing they love about the financial system idea, and one question or concern they have about it.

Group Members:	Board Game Name:
One thing I liked about this was....	One question or concern I have is....

- ☐ Once each group has presented and all the papers are filled out we can take a turn going through some of them and answering the questions and concerns anonymously.
  - ☐ These papers will then provide insight for the groups if you choose to further the project in the future with the possible extension options listed.

Differentiated Instruction:

- ☐ There are multiple templates that can be used in order to complete the project.
- ☐ Students have the option of writing a lot or a little.
- ☐ Students will be working within small groups which gives them the option to take on tasks that they are more comfortable with (one person can write, the other person can use the manipulatives as practice, maybe one student uses pictures to portray their information, etc). Group work allows students to play to their own strengths.
- ☐ Money manipulatives will be available for students to use if they need a concrete item to use when counting and planning out their systems.
- ☐ This problem is very open ended and there is a lot of room for students to work to their strengths and create a system that they feel comfortable talking about and presenting.
- ☐ Not all students need to talk while presenting, however they will be encouraged to all say at least one thing about the system they have created.
- ☐ Consolidation will also include anonymous feedback sheets so that nobody feels on the spot or anxious about presenting and giving feedback to their peers.
- ☐ Technology will be provided for assistance if needed.

Assessment:

For: This will take place before instruction and will occur as we begin talking about financial systems in board games. You will be able to use the discussion about what board games we have played and how their systems work in order to find out what

As: This assessment will take place primarily when the students are assessing each other's financial systems during the consolidation period of the lesson. Students will be filling out an anonymous form with one good thing they like and one question or concern they have about the other peers' systems. This will be a good opportunity for students to learn how to access themselves and their peers now and in the future.

"During this time you will be modelling that students need to use vocabulary learned in the lesson in order to assess their peers financial systems and not just say they like it because it was good"

Of: This will be the final assessment of the financial systems, this will take the form of a final evaluation from the teacher of their financial system as it is now. You will provide feedback for the groups that includes both positive things you enjoyed about the system and ways you believe they could improve upon it for future if you continue on with the extension ideas for the problem solving task.

Extension Options:

If students are showing interest and creative thinking while figuring out their own financial system for a made up board game then there are options on how to extend this lesson into other subjects as well.

- [ ] A good extension of this problem would be to continue working with the group and collaborate to make their own board game.
    - [ ] This board game can be made using found/recycled materials and will incorporate the financial system they have already created/brainstormed. They can build the board, create the cards, and write the rules.
    - [ ] All of these extensions will incorporate art, language (writing, sequencing, etc), it will still use math (financial literacy).

Seating Plan: Let's Create a Board Game Financial System

<table>
<tr><td>Lesson/Unit of Study Title
Let's Create a Board Game Financial System</td><td>Grade
6</td><td colspan="2">ASSESSMENT FOR LEARNING
OBSERVATION & INTERVIEW- SEE PLAN</td><td>Date:May 4th 2026</td></tr>
<tr><td colspan="2">Mathematics Lesson Task/Problem

☐ The students task is to create a board game financial system to use in their own made up board game. They will do this in groups of 3-4.

☐ They do not need to physically make a board game or anything at this time but they should be able to tell you what the system will look like, they should be writing down how their system will work, what elements it has/needs.</td><td colspan="3">Learning Goal/Curriculum Expectations
Our goal is to learn the various ways in which finances work such as borrowing, lending, paying, and loans, in relation to an equitable board game financial system.

F1.3 identify and describe various factors that may help or interfere with reaching financial goals

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Students	Math Thinking

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- ☐ Create a framework for a financial system for a made up board game.

Student Thinking:

1. Students will create a financial system that includes borrowing money and pay days.
2. Students will include in their financial system, taxes, utilities, loans, pay days and other various payments like they saw in the example board games.
3. Students will create a financial system idea that includes everything we included in our graphic organizer about what to include in fair and equitable financial systems, and even think about how they would extend it with more time.

Misconceptions:

A. Students will hand out loans and taxes that will take up too much of their money compared to the amount they are getting paid out.

B. Students will try to create a financial system that only includes pay days and nothing else.

C. Students will be unsure of what kind of money amounts to include in their financial system. They will not know what fair amounts to give away for salaries etc.

D. Students will wonder what needs to be included in their financial system and some may make it too simple while others make it too extensive.

Possible Probing Questions

- ☐ How do you know that your system is fair and equitable?
- ☐ Can you explain how you came up with elements for your system?
- ☐ Is it always true that a fair financial system includes loans, pay days, and taxes?
- ☐ How did you decide what your board game would be called and what it would include?

Mathematical Sorting Criteria	**Math Annotations (concepts, strategies, actions, models)**	**Highlights/Summary Focus:**
☐ The use of a graphic organizer such as a flow chart, venn diagram, etc in order to sort our elements of our financial system into fair/ too complex/ not needed/ etc.	☐ Model a graphic organizer with what makes a good and equitable board game financial system. ☐ Introduce concepts like: ☐ Loans/Borrowing ☐ Payments ☐ Taxes ☐ Utilities ☐ Equity/Fair ☐ Use various board games with their own financial systems to model ideas for the students.	☐ Focus on making this problem solving task more broad-ranged with only lists of elements they would include and a short summary about why these are the right elements to achieve our final learning goal. ☐ Allow for growth in future problem solving tasks and extensions of this task in order to elaborate more on what we have already introduced. ☐ Allow for creativity and open thinking in order to solve this task (no one correct way to solve our problem)

Continue your professional learning … co-teaching, learning mathematics for teaching, teacher inquiry/study … View The Literacy and Numeracy Secretariat webcasts at http://www.curriculum.org (Archived Webcasts): November 2005 – Learning Mathematics for Teaching; March 2007 – Making Mathematics Accessible for All Students; June 2007 – Coaching for Student Success in Mathematics; March 2008 – High Yield Strategies for Improving Mathematics Instruction and Student Learning