

Order Form Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources Needed:

- Each student should have access to a piece of paper and writing tool¹
- Some method of displaying images²
- Whiteboard or some manner of recording student responses

Resources Provided:

- Resource Documents
 - Figure 1. School Supplies
 - Figure 2. Order Form

Learning Goal:

- The student will understand the context of the key ideas related to the topic
 - Ordering supplies
- The student will understand the following vocabulary:
 - Order: to buy supplies from a company

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

¹ Students who need an accommodation may use their preferred tool for writing.

² Instead of displaying Figures 1 & 2, the last page of this document can be used as a handout for students.

Order Form Classroom Activity

[Purpose: The facilitator’s goal is to help students understand that schools order supplies and items rather than buying them in a store.]

Facilitator says: “Today, we will get ready for the Order Form Performance Task. This task is about ordering supplies for a school event.”

Facilitator says: “To get ready for this task, we will order school supplies during a class activity.”

Facilitator says: “Instead of going to a store to buy items, sometimes a school will order supplies from a company. The school pays the company to gather and deliver the supplies.”

Facilitator says: “Who can think of supplies our school might order or need to buy during the year?” [Allow time for student responses.]

Facilitator says: “What type of school supplies do you use in class?” [Allow time for student responses.]

[Facilitator should display Figure 1 School Supplies on whiteboard or other method.]

Figure 1. School Supplies

			
Backpack Cost: \$15	Box of Crayons Cost: \$2	Eraser Cost: \$1	Glue Cost: \$3

Facilitator says: “This is a list of some school supplies and their prices. The list includes a backpack that costs fifteen dollars, a box of crayons that costs two dollars, an eraser that costs one dollar, and a bottle of glue that costs three dollars.”

Facilitator says: “What if we wanted to buy or order many items. How could we keep track of all the items we want to order?” [Allow time for student responses. Facilitator can guide students to the idea of making a list.]

[Facilitator should display Figure 2 Order Form on whiteboard or other method.]

Figure 2. Order Form

Item	Number Needed	Cost
Backpack	1	
Box of Crayons		\$20
Eraser	30	
Glue	8	
Total		

Facilitator says: “This is an example of an order form that is not completed. This order form states that one backpack, thirty erasers, and eight bottles of glue are needed. It also says that the individual wants to spend twenty dollars on boxes of crayons.”

Facilitator says: “Let’s work together to complete this order form. How much would it cost to buy or order one backpack?” [Allow time for student responses. Correct response is \$15. Either the facilitator or a student can write this information on the order form.]

Facilitator says: “How many boxes of crayons can the customer buy and only spend twenty dollars?” [Allow time for student responses. Facilitator can ask students to explain. Correct response is 10. Either the facilitator or a student can write this information on the order form.]

Facilitator says: “How much does it cost to buy or order thirty erasers?” [Allow time for student responses. Correct response is \$30. Either the facilitator or a student can write this information on the order form.]

Facilitator says: “What is the cost of buying or ordering eight bottles of glue?” [Allow time for student responses. Facilitator can ask a follow-up question for the students to explain how to calculate the cost of eight bottles of glue. Correct response is \$24. Either the facilitator or a student can write this information on the order form.]

Facilitator says: “Now we need to calculate the total amount of money that is needed to buy these supplies. I will give you a few moments to calculate the total cost.”

Facilitator says: “Who can tell us the total?” [Allow time for student responses. Correct response is \$89. Either the facilitator or a student can write this information on the order form.]

Facilitator says: “The order form is now complete with the number of each item that is ordered, the cost of each item and the total amount needed to buy all the supplies.”

Facilitator says: “Who would like to summarize what it means to order supplies?” [Allow time for student responses. Make sure students understand that to order means requesting and buying a specific number of items from a company.]

Facilitator says: “Can you think of something that you, your family, or a business would order?” [Allow time for student responses.]

Possible class discussion questions (*unscripted*):

- Sometimes you have to pay to have an item you order delivered to your home or school. Why do you think a company would make you pay to deliver an item you buy? [Facilitator, make sure students understand that not all companies have a delivery charge. If there is a delivery charge, then it is in addition to the cost of the items.]
- Can you think of any differences between buying an item in a store and ordering the same item?

[No resolution is needed for these questions. Questions are to increase student interest and to promote discussion regarding the topic.]

Facilitator says: “Today we completed an order form to buy supplies. We discussed that schools, businesses and individuals sometimes order items instead of buying them in a store. These ideas may help you when you complete your performance task.”

Facilitator says: “Does anyone have any questions?” [Allow for student questions.]

Facilitator says: “You are ready to complete the Order Form Performance Task.”



Resource Documents

Figure 1. School Supplies

			
Backpack Cost: \$15	Box of Crayons Cost: \$2	Eraser Cost: \$1	Glue Cost: \$3

Figure 2. Order Form

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