

This classroom activity introduces students to the context of the performance task. This ensures that students are not disadvantaged in completing the skills the task intends to assess. Contextual elements include understanding the situation of the task, potentially unfamiliar concepts associated with the situation or setting, and key terms or vocabulary students will need to understand in order to engage with the performance task. This classroom activity is also intended to interest the students in the task they are to complete. This activity should be easy to implement and contains clear instructions.

Please read through the entire classroom activity before beginning the activity with students. This will ensure that all classroom preparation is completed before the activity begins.

Resources Needed:

- Each student should have access to a piece of paper and a writing tool

Learning Goals:

- The student will understand the context of the key ideas related to the topic:
 - Planning a trip to the toy store
 - Earning money for a trip to the toy store by completing chores
- The student will understand the following vocabulary:
 - **Chore:** a routine task or job, most likely done around the house

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.

[**Purpose:** The facilitator's goal is to introduce students to toy stores and chores.]

Facilitator says: "Today, we are going to talk about toy stores. Who can tell me what kind of toys you like?" [Allow students to raise their hand and list their favorite kinds of toys.]

Facilitator asks: "Does anybody have a toy store they like visiting? What kind of toys can you find there?" [Allow students to tell about their favorite toy stores.]

Facilitator asks: "Other than a toy store, where else can you find toys for sale?" [Answers may include the internet, TV commercials, and garage sales.]

Facilitator asks: "If you wanted to buy a toy, what are some ways you can earn money for it?" [Answers may include doing chores, starting a lemonade stand, and asking parents for money.]

Facilitator asks: "What types of chores could you do to earn money? Do you complete chores at your house often?" [Wait for students to respond and discuss chores they have or do complete.]

Facilitator says: "Now that we have discussed chores and toy stores, you are now ready to start your performance task."

[Collect all notes from students and remind them that they cannot be used during the performance task.]