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Thematic Unit Theme/Title/Grade Level: *Production, distribution, and consumption (economics)*, All About Money, 1st Grade

Wike space address: [http://ucfgr1economicssp15t.weebly.com](http://ucfgr1economicssp15t.weebly.com/)

Daily Lesson Plan Day/Title: Day 1, Am I a Buyer, Seller or a Producer?

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| **Learning Goals/Objectives** | **Learning Goal**: Students will learn different ways that money is used and who uses it.**Learning objective:*** Students will learn the coin song.
* Students will understand the process of creating a product
* Students will understand the difference between goods and services
* Students will learn about buyers, sellers and producers
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| **NCSS Themes****Common Core State Standards (CCSS)****Next Generation****Sunshine State Standards (NGSSS)**  | **NCSS theme(s):**Production, distribution, and consumption (economics)**Common Core State Standard(s):**[LAFS.1.SL.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/5858) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**Next Generation Sunshine State Standards:**[SS.1.E.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/2923) Recognize the importance of saving money for future purchases[SS.1.E.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/2919)Recognize that money is a method of exchanging goods and services.[SS.1.E.1.Su.d:](http://www.cpalms.org/Public/PreviewAccessPoint/Preview/4650) Recognize that people buy goods in a store.[SS.1.E.1.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/2922) Distinguish people as buyers, sellers, and producers of goods and services.  |
| **Assessment** | **Unit Pre-Assessment:**-Prior to starting the unit students will answer 5 questions about economics1. What is the difference between a good and a service?
2. Give at least 3 examples of things you need.
3. Give at least 3 examples of things you want.
4. What is a scarce resource?
5. What are different ways of saving money?

**Unit Post-Assessment:**After the unit students will answer questions based on what they were taught about economics.1. What is the difference between a good and a service?
2. Give at least 3 examples of things you need.
3. Give at least 3 examples of things you want.
4. What is a scarce resource?
5. What are different ways of saving money?

**On-going daily (progress-monitoring) Assessment:**After watching the video from BrainPopJr ask students to self-assess according to the scale  Scale:4 - I understand and can teach a friend           3 - I understand without help from anyone           2 - I understand some but have some questions           1 - I do not understand |
| Design for instruction | **Anticipatory Set:*** Teacher will ask students to share with a partner 3 things that they know about money.
* Ask students to keep those in mind while they learn more about money.

**Guided practice:*** The teacher will play the coin song to students <https://www.youtube.com/watch?v=3ARNqyQ0CuY>
* ESE or ESOL accommodation: Provide students a hardcopy of the coin song.
* As a whole class sing the song along
* The teacher will ask students to share what they had discussed about with their partner about money and write it on the board.
* The teacher will correct students if needed.
* The students will watch the video <https://jr.brainpop.com/socialstudies/economics/savingandspending/>
* **ESE or ESOL accommodation:  Allow students to look up on the internet the definition of unfamiliar words. Provide dictionaries for ESOL students**
* The teacher will ask students if they want to change or add to their answers
	+ Where does money come from?
	+ Who spends money?
	+ What can you do with money?
	+ Talk about the video who’s the consumer, buyer, and seller.
	+ Allow students to discuss with each other
* After watching the video from BrainPopJr ask students to self-assess according to the scale

            Scale:4 - I understand and can teach a friend                  3 - I understand without help from anyone                  2 - I understand some but have some questions                  1 - I do not understand* The teacher will read the book Money Madness by David A. Alder aloud to students

- On Pg. 6 ask students to share with their right shoulder partner on they would get stuff if money did not exist.- At the end of the book ask students to share which method that they learned about bartering would they use. - **ESE or ESOL accommodation: Allow students that to sit up front for reading time if needed.**  **Independent practice:*** -Divide students into groups of 3-5
* The teacher will explain to the students that they are going to pretend they are a toy company and that they are going to create a toy.
* Each group will get a poster with a template.
* Give students an example; Play-Doh is the name of the company and Play-doh Burger Builder is the name of the toy.
* Students in their groups will have to come up with name of the company, name of the toy.
* Make sure students do not complete the rest of the poster
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| **Resources/Materials** | * Tablet or computer with internet access
* Coin song
* “Invention” Poster board
* Money Madness by David A. Adler illustrated by Edward Miller
* Writing utensils
* <https://www.youtube.com/watch?v=3ARNqyQ0CuY>
* <https://jr.brainpop.com/socialstudies/economics/savingandspending/>
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