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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 |
| **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 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?   **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 |
| **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/> |