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Thematic Unit Theme/Title/Grade Level: Economics, All About Money, 1st Grade

Wiki space address: <http://ucfgr1economicssp15t.weebly.com>

Daily Lesson Plan Day/Title: Day 2, Why Do We Need To Work?

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| **Learning Goals/Objectives** | **Learning Goal:** Students will understand that people work to earn money.  **Learning Objectives:**   * Students will recite the coin song * Students will learn what goods and services are * Students will understand the difference between a good and a service * Students will understand the difference between a need and a want * Students will be able to distinguish people as buyers, sellers or producers * Students will create a price for their group invention |
| **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.RI.1.3-Describe the connection between two individuals, events, ideas, or pieces of information in a text   Next Generation Sunshine State Standards:   * SS.1.E.1.1-Recognize that money is a method of exchanging goods and services * SS.1.E.1.3-Distinguish between examples of goods and services * SS.1.E.1.4-Distinguish people as buyers, sellers, and producers of 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. |
| **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 example of things you need. 3. Give at least 3 example 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 aservice? 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 reading “Joe Van der Katt and the Great Picket Fence” by Peter J. Welling, the students will self-assess what they know about goods and services. * *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**  **Student Activities & Procedures** | **Anticipatory Set:**   * Review from day 1 * Where does money come from? * Who spends money? * What can you do with money? * Give example of consumer, buyer  and seller. * The teacher will ask the students to draw a picture of a coin; it doesn’t matter which coin or how well they draw it * Then the teacher will pass around real coins for the students to look at, feel, and observe   **Guided Practice:**   * The teacher will replay the coin song to the whole class * The students will get out their hard copies and follow/sing along * The teacher will ask the students to share their drawings with the class and explain why they chose that coin to draw. * The teacher will now discuss what goods and services are * On the Interactive whiteboard, the teacher will draw a T-chart and label one side goods and one side services * The first example will be given so the students have an idea of what they should say (Goods: New pair of shoes, Service: Washing mom’s car) * Students can come up to the IWB and write their own good or service * Do this until the chart has many DIFFERENT examples of goods and services * Then the teacher will have the class gather together on the reading carpet   **ESOL Accommodation: The students are able to see the pictures up close of the book as well as listen to the teacher read it to really grasp what is going on.**   * The teacher will read the book “Joe Van der Katt and the Great Picket Fence” by Peter J. Welling * After reading, the teacher will ask:   + Why did the Van der Katts live in a crate under a creaky catwalk? (*They didn’t have a lot of money)*   + What did Joe’s wife, Mary Lu, tell Joe to ask Mr. Kitty for? (*A raise*) What is a raise? (*When someone gets paid more than they used to)*   + What was Mr. Kitty going to pay Joe if he harvested his Catawba grapes? (*A nickel a basket)* * The teacher will tell the students to write each of their answers in their reading notebook so they can refer back to it later.   **Independent Practice:**   * The students will get back into their groups from the previous day to work on their invention * They will write a description about what their invention does. * Make sure the students don’t complete the rest of the poster   **ESOL Accommodations: Promoting cooperation (small groups) for students to work together.** |
| **Resources/Materials** | * Interactive White Board * Coins (pennies, nickels, dimes and quarters) * Internet access for Coin Song (<https://www.youtube.com/watch?v=3ARNqyQ0CuY>) * Book “Joe Van der Katt and the Great Picket Fence” by Peter J. Welling * Writing utensils * Students’ own reading notebooks * “Invention” poster board |