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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
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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.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.
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| **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*
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| **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
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