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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 3, Saving Money for the Future

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| **Learning Goals/Objectives**  | **Learning Goal:** Students will understand the importance of saving money for future purchases.**Learning Objectives:*** Students will recite the coin song
* Students will be able to create an ad for their group invention.
* Students will understand how to combine money.
* Students will answer key questions about the text.
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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.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Next Generation Sunshine State Standards:* SS.1.E.1.5- Recognize the importance of saving money for future purchases.
* MAFS.1.MD.2.a Identify and combine values of money in cents up to one dollar working with a single unit of currency.
* SS.1.E.1.3-Distinguish between examples of goods and services
* [SS.1.E.1.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/2922) Distinguish people as buyers, sellers, and producers of goods and services.
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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 “Alexander Who Used to Be Rich Last Sunday” by Judith Viorst, the students will self-assess what they know about counting coins and saving money.
* *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:
* Look over the T-chart and have students explain what is in the T-chart
* Ask students if their toy company is a buyer, seller, or producer and explain why.
* Ask the students if they are currently saving money for something, and have a couple students share their answers

**Guided Practice:*** The Teacher will show the students the book “Alexander, Who Used to Be Rich Last Sunday” by Judith Viorst that is going to be read to them.
* The teacher will show the students the recording sheet and model how to place the corresponding coins in the correct box.**(ESOL/ESE Accommodation: teacher will model and explain the different coins with their names and values)**
* The teacher will discuss the different coins and review what they are called with the entire class.

**Independent Practice:**1. The teacher will read the story aloud to the students.**(ESOL/ESE Accommodation: Before reading the story, make sure that students are seated appropriately to accommodate all student needs)**
2. Before the teacher reads the story, the students will place all their coins on the chart and add up how much money Alexander had at the beginning of the story.
3. The students will follow along and listen to what happens to Alexander’s money as the story goes on.
4. As the teacher reads, the students will take the coins off the chart once they hear that Alexander has spent it.
5. At the end of the story the students will add up how much money he has left.
6. The students will discuss with a shoulder partner what happened in the story and prepare to have a full class discussion.
7. The class will have a discussion at the end of the story about what happened in the book and answer key questions about it.
8. The students will self-assess what they know about counting coins and saving money.

*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*1. After the discussion about the book, the class will have a discussion about the importance of saving money and the things that they can buy with the saved money.
2. The teacher will ask questions like
* Why is it important to not spend all of your money?
* What is more important to save for, things we need or things we want?
* What are different ways that you can save money?
1. The students will then create a picture of their invention on their posters. **(ESOL/ESE Accommodation: the teacher will show a model of what the poster board should look like)**
2. Make sure students do not complete the rest of the poster
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| **Resources/Materials** | **Materials:*** Coins (7 dimes, 4 nickels, and 10 pennies per student)
* “Alexander’s Money” recording sheet for each student
* Paper
* Colored Pencils
* Markers
* Invention Poster Board

**Resources:*** Book: “Alexander, Who Used to Be Rich Last Sunday” by Judith Viorst
* Coin Activity: http://mathsolutions.com/documents/Alexander\_Used\_tobe\_Rich\_i39.pdf
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**Discussion notes:** As an extension to this lesson the students could at home students will write a letter to Alexander telling him why saving money is important and telling him ways that he can save money.