Teacher(s) name: Kahley Novak, Maria Rico, Jessica Corcoran

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 4, This or That?

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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 be able to distinguish buyers, sellers and producers. * Students will understand that in order to get one thing you have to give up another. * Students will learn that scarcity a human impulse |
| **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. * SS.1.E.1.2 Define opportunity costs as giving up one thing for another. * SS.1.E.1.6 Identify that people need to make choices because of scarce resources |
| 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 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 reading the poem and and watching the video the students will self-assess on their level of understanding of scarcity and opportunity cost*   *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:**   * Review:   + Pull up on interactive white board graphic organizer of goods and services <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=dragndrop_5.swf&lid=642>   + Have students come up to the IWB and drag each object to the place on the map to which it relates to.   **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 aloud * The teacher will show interactive video to students <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=190#.VTWgKnCgj5Q.email> * **ESOL/ESE accommodation: Provide individual tablet or computer and headphones to students that need it. Allow students that to sit up front for reading time if needed.** * Ask students  what scarcity means (Scarcity means that you always want more than you can have.) * Ask students what opportunity cost is (All choices have costs. Not only do you have to make a choice because of scarcity, but the cost of making that choice means you give up the chance to get something else is called opportunity cost. * **ESOL/ESE accommodation: Allow students to look up on the internet the definition of unfamiliar words** * The teacher will read poem Toys for Me by  [*Cindy Crain*](http://www.econedlink.org/about-us/about-EconEdLink-authors.php?aid=177) <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em_story.swf&lid=517> * **ESE or ESOL accommodation: Provide students a hardcopy of the poem.** * The class will discuss what the girl’s opportunity cost was in the poem.   **Independent practice:**  -Students will write in the journal the definition of scarcity in their own words.  **ESOL Accommodation: Provide dictionary for students that need it.**  - Allow a handful of students to share with their class what they wrote.  - The teacher will give students three examples of what they can buy and the students will have to choose the order in which they want to buy them (toy car, book, movie).  - Then the students will label which one is the opportunity cost explain why.   * *After reading the poem and and watching the video the students will self-assess on their level of understanding of scarcity and opportunity cost*   *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 students will get back into their groups from the previous day to work on their invention * They will have to create a price for their invention * They will have to discuss with the other groups to see if they can afford their product and how much money they would be willing to pay for this toy.   **ESOL and ESE accommodations:**         - Make sure classroom seat arrangement is beneficial for             all students. |
| **Resources/Materials** | * Coin Song: <https://www.youtube.com/watch?v=3ARNqyQ0CuY> * Poster Board * Student Journals * Poem: Toys for Me by  [*Cindy Crain*](http://www.econedlink.org/about-us/about-EconEdLink-authors.php?aid=177) <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em_story.swf&lid=517> * Interactive Video: <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=190#.VTWgKnCgj5Q.email> * Goods and services review <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=dragndrop_5.swf&lid=642> |