

Lesson Plan Template

Grade: 3rd		Subject: Social Studies	
Materials: pencil and paper, tchart		Technology Needed: Projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost). E.3_5.3 Identify factors that influence saving and spending choices.		Differentiation Below Proficiency: Students will most likely only struggle with remembering terms and how to use them so I will have students refer throughout to the visual with all the terms on it. This should allow them to engage in conversation with their peers and engage in the story choices. Students who learn better verbally will have opportunities to speak with their peers as a review of the terms to make sure all of them are exposed well to it. Above Proficiency: Students who fully understand right away will be challenged to explain more fully what their reasons are and can be given verbal questions throughout the class activity to make them think deeper about the different concepts. Approaching/Emerging Proficiency: These students should be able to explain their choices, using the terms that we learn in the lesson. They will be able to refer to the definitions but should be able to explain it in their own words. Modalities/Learning Preferences: Students will be able to verbalize the definitions and hear them expressed in several different ways as well as see them written out for students with a preference for auditory learning.	
Objective(s) At the end of the lesson students will be able to explain what several terms related to saving, spending, and principles of economics mean. At the end of the lesson, the student will be able to explain why they chose to save or spend, using economics terminology. Bloom’s Taxonomy Cognitive Level: Remember, Understand, Apply, Analyze		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to listen to their classmates and to be respectful in their answers.	
Classroom Management- (grouping(s), movement/transitions, etc.) I will need to be very aware of when to allow good conversation and when to bring students back to me. This requires them to talk and decide things as a group, but this may lead into them getting distracted with conversation.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to listen to their classmates and to be respectful in their answers.	
Minutes	Procedures		
	Set-up/Prep: Make sure website is accessible https://fnx7hb4xlte.typeform.com/to/L3pgWPAQ (10 uses per month, should have 8 left) Anchor chart of key terms		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Alright 3 rd graders, we are going to start learning a little today about money. Now I am sure many of you think money is a good thing, but why do people want money? Money helps us get things that we want or we need. Do you think that money on its own is super helpful? Why do you think that? What can I do with a piece of paper if its not going to get me something? Exactly, money really is only designed as a way to get something else. Like when I get a blanket, I really like it because it keeps me warm and is super fluffy. It’s purpose is to warm me up. Money’s purpose is to buy things.		
	Explain: (concepts, procedures, vocabulary, etc.) Now before we think to much about what we can do with money, how can I get money? *wait for someone to say working*		

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Yeah, I can work to get money. Most of the jobs that you can think of are going to provide one of two things: goods or services. *write on board or have tchart started on anchor chart*
Goods are something that is made or grown and then sold. So, a job that provides a good would be like a farmer. Farmers provide food and cotton and other materials that we use every day. Most of us are wearing clothes that have cotton in them and so we need the goods that farmers provide. What is another type of goods that someone can provide for us? (anything at the grocery store, videogames, clothes, earrings, books, paper, plastic, glasses, medicine, markers, etc)

fill in under goods on tchart

The other kind of job that I mentioned was a service job. This kind of job does work for others for money. An example would be a mailman, whose job is to bring you your mail. Another kind would be a teacher whose job is to teach or a janitor whose job is to clean. They aren't necessarily making anything, the work that they do what they get paid for. Can you think of any other jobs that would be a service job? What jobs would get paid just for the work that they do? (Pizza delivery, construction worker, waiter, pharmacist, physical trainers, doctors, lawyers, nurses)

fill in under goods on tchart

Good, we have a really strong list of both of these now. Can someone tell me what the two kinds are, in their own words? *take a couple answers if they keep offering*

Exactly, so now that we know how we make money, what do you think we can do with it? *wait for spend it*

We can spend it, that is the purpose, right? People use their money to buy things that they need and want. Needs are not optional, they are the things we have to buy. We have to buy food and your parents have to pay for somewhere to live. But sometimes it isn't smart to spend it right away and we need to save it. When do you think that we might want to save our money?

can take a handful of answers here

Yeah, when we have something bigger that we want to spend money on. There is another reason that I can think of, can you guys think of anything else?

The one that I thought of was what if we have something come up later on that is an emergency or that we end up wanting to spend money on. Sometimes we don't have one specific thing to save for, but we still want to have a little bit saved in case of emergencies. All of this saving and spending is because of a concept called scarcity. Scarcity means that you want more than you can have. I can want everything in the world, but I can't always have everything. That is why I have to make choices on what I would buy or what I might not get so that I can save my money. Spending and saving is super important because there will be things that aren't worth the money. And some things might be too expensive so you would end up missing out on something else.

We just got a ton of really important words and ideas all at once so before we start on our activity, turn to somebody beside you and tell them when you might want to save money and when you might want to spend money.

Good, let's bring it back. What sorts of things did we talk about with our partners?

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

Those are super good ideas about when we save money and when we spend money. Today's activity will allow you guys to decide when to save and when to spend. And as we go I will be asking you guys why you choose to save or spend, because there isn't always a right answer. Sometimes it depends on the person and sometimes it depends on the situation.

I have made a little choose your own adventure for you guys. Have you ever read any books where you get to choose your own adventure? Basically you will begin with a little situation. In this adventure, the situation is that you just got a new job and you want to save money for a big trip that you are taking. As we go through the choices, you will get the chance to save and spend on different options and we will see how much you can save and what sorts of things you can buy.

Are you ready?

pull up typeform choose your own adventure

As you go...

What kind of job are we working? Is it providing a good or a service?

Is this saving for a need or a want? Are there other needs or wants?

Why might we buy that? Why might we choose not to?

Do we need to work more? How might it help us to work more? Is there a reason it might not be a good thing to work more?

Etc.

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	<p>Review (wrap up and transition to next activity):</p> <p>That was good thinking 3rd graders. It is super important to be able to think through what we buy and when we want to save, especially with a goal in mind. It can be hard to save enough to meet a goal but by remembering what is necessary and what isn't we can make smart money choices.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Students will be describing their thought process throughout the activity and will be assessed on how they use key terms in conversation. Students will be brainstorming lists of job types and types of goods. They will be assessed on their confidence and accuracy with contributing to the lists.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will write out their own definition for needs, wants, service and goods jobs, and scarcity (and opportunity cost?) to be handed in. They can be brief but should not be word for word from the tchart.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went pretty well overall. I feel as though the students were super engaged and were on task most of the time. This was the lesson that was observed by Mrs. Hager, so I was given the chance to discuss the lesson after and got many good notes. She had mentioned trying to get the students moving after I have been talking for awhile. This note was good to remember because I did look to fill the entire lesson with them sitting with me. I had structured a portion to be them doing an activity but even the activity was seated at the carpet. A half hour lesson sitting at the carpet is too long for students at that age and I would like to have them up and moving. Another note that she gave was that I could only take the response of one student at a time. For some answers I had the whole class vote but for many I let one student choose. This worked well, but doesn't engage the rest of the students. At this age, the kids were so eager to share their opinions and their ideas. I would like to keep that energy up and keep them thinking through the information. She had mentioned letting them put up one finger for one answer and two fingers for the other option. This would make every child think it through and then I could simply ask one or two of them to share why. She also threw out the idea of having the students turn and talk throughout. This would work for certain things but I not every question would be an effective turn and talk.</p> <p>One solution to most of those issues would be to have the students get up and pick a side of the room for each decision point. The students would be able to defend their choices, they would all be engaged, and it would have them moving instead of sitting for the whole lesson. If I did this again I would like to use a strategy like this to better engage the students in the activity that we are doing. Hopefully this would also eliminate the students who are sitting on the outside and who are quieter. There were a couple who I noticed never offered an explanation, but this would let them participate even if they don't talk in front of the whole class.</p>		




Potential for fake money? Something to represent money?

Economics

Key Terms

earning - how we make money, normally by working



2 types of jobs

goods - things that are made or grown	Services - doing work for others
- wheat  - donuts 	- mailman  - haircuts

Saving - setting money aside to use later

Spending - how we use money to buy things we want/need

2 types of things to buy

needs - things we have to have to live	wants - things we can choose to buy
- electricity - house 	- ice cream  - air force 1 shoes

Scarcity - we have unlimited wants and limited resources - this is why we have to make choices