Lesson Plan #1

Kaitlyn Tatem Dec. 9, 2013 Subject: Social Studies Grade level: 1st
Time needed: 45 mins

Preliminary Planning

Topic: Economics/Money

Prior Student Knowledge: Students will be introduced to money in this lesson, but should already be familiar with it from experiences at home, at the store, in math class, etc. The using money math standard isn’t addressed until 2nd grade, but this will be a brief introduction to what money looks like and what each piece of money is worth.

Illinois Learning Standards:

- **16.B.1 (W)** Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.
- **CCSS.ELA-Literacy.W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-Literacy.SL.1.1a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Learning Objectives:

1. Given a biography about important historical figures featured on money, learners will be able to write about the accomplishments of a historical figure of their choice (George Washington, Abraham Lincoln, FDR, or Thomas Jefferson) in order to demonstrate their understanding of the importance of these historical figures being on our money (16.B.1).
2. Given cards with pictures of pieces of money and the names of the historical figures on them, students will be able to match the correct piece of money with the corresponding president to demonstrate their understanding of the important men featured on our money (16.B.1).

Academic Language: Students should be calling each piece of money by the correct name and should be saying each president’s name correctly when identifying whose face is on each coin. The matching card game will help reinforce this academic language. As students match their cards they should be saying the name of the coin out loud and the name of the president that matches it. The teacher will be monitoring this as the students play the matching game. This language will also be used when students write their informative essay about their chosen piece of money/president.
**Language Objectives:**

1. Given a matching card game, learners will be able to read and speak the names of each coin and the corresponding president in order to demonstrate their understanding of whose face is on our money. (CCSS.ELA-Literacy.SL.1.1a)
2. Given a money biography book read aloud to the class, learners will be able to write an informative essay about a piece of money and corresponding president of their choice in order to demonstrate their understanding of why these presidents were important people to our country. (CCSS.ELA-Literacy.W.1.2)

**Formative Assessment (Process):**
Students will be assessed throughout the lesson plan through class activities, such as the matching card game. Students will be responsible for matching the correct piece of money to the name of the corresponding president. The teacher will be observing students as they complete this game to check for understanding.

**Summative Assessment (Product):**
Students will be writing an informative essay in which they describe a piece of money of their choosing and its corresponding president’s accomplishments. The teacher will collect this writing to evaluate students’ understanding.

**Preparation:**
The teacher will need to print out enough sets of the matching card game for each pair of students (If you have a class of 20, then print out 10 sets of the game). The teacher will also need to provide the informative essay writing prompt for students to complete (either printed out one per student or written somewhere visible in the classroom). The teacher should also bring in the money biography book, “Whose Face is on my Money?” for the class to read as a whole. The students should either have one copy of the book per 2 students, or the teacher can project the book on an overhead for students to see, or the teacher can read one copy and provide notes for the students (they will need to have access to the book’s information for their essays toward the end of class). Another optional material is for the teacher to bring in actual money to pass around for the students to look at.

**Technology Used:**
None needed, but using a projector or smart board to display the money biography is optional.

**Classroom Setting:**
Students will need to be in pairs for the matching card game. Students can either sit in their desks for the group reading of the money biography, or they can sit on the floor in a circle in front of the teacher while she reads it. The classroom setup for this lesson is pretty flexible, as long as students are easily able to get in pairs for the matching game.
Instructional Plan

Engage, Connect, Launch: (10-15 mins)

This lesson is the first lesson in a unit plan on economics, therefore it is pretty introductory. The teacher will start the class by asking the class if they have seen or used money before. Students will be asked to volunteer their experiences with money, to describe how it looks, how it feels, etc. Once the class has discussed money for about 1-2 minutes, the teacher will introduce the lesson.

The teacher will pass out a nickel, penny, dime, quarter, and dollar bill to circulate around the room. As the students are passing around the money, the teacher should ask questions about whose faces are on the money they see. Have a few students guess whose face is on their money. The money can continue to circulate the classroom as the teacher launches into the first activity of the lesson.

“Today we are going to learn about the faces we see on our money and why those people are important. We will also learn what each piece of money I passed around is worth. To teach you guys about money, I am going to read to you this book called ‘Whose Face is on my Money?’” The teacher should take out the book and begin reading it to the class. The book is 9 pages long, and should take from 5-10 minutes, depending on if students have questions or not between each page.

Sequence of Learning Activities:

Activity #1: Matching card game (12 mins)

1. When the book is finished being read, pass out a matching cards set to each pair of students in your class. “Please keep the cards face down on your desk until I give you further instructions.”
2. “Now that you all have a set of cards, I am going to explain how the game works. You and your partner will lay the cards face down on the table in rows of 2. There should be 10 cards in your deck.”
3. “Next, you and your partner will take turns flipping cards to get a match. A match consists of a card that has a picture of a piece of money on it and a card that has the corresponding president’s name on it. When you flip a card I want you to say out loud what piece of money it is, like ‘Nickel’ for example. I also want you to read the name of your president out loud, like ‘Thomas Jefferson’ for example. If you are unsure of the match or can’t read the name, please raise your hand and ask me, or refer to your money book that we just read as a class. The person with the most matches wins. You may play the game multiple times if you finish early.”
4. Ask students if they have any questions and tell them they may start the game.
5. Circulate the room, watching as students play the game, checking to see if students seem to be matching the correct money and presidents. Also, make sure students are reading their cards aloud and saying the correct name for the money and president.

Transition: “Great job making matches, class! I liked how I heard your voices saying the names of each coin and president. I also liked how students used their money books as a resource when they weren’t sure before raising their hands. Now we are going to move onto our next activity. Now that we feel pretty confident knowing which president’s face is on each coin, we are going to choose one president that we especially like and write about them, using the information from our money books. Please take out a pencil and your money books and hand in your matching cards to me.”

Activity #2: Informative Essay (12 mins)

1. Pass out informative essay writing prompts to each student. Inform students that they may brainstorm with their game partners before they begin writing, but they should be writing the essay on their own ultimately.
2. Read the prompt out loud to students and ask students if they have any questions.
3. Remind students about the parts of an informative essay: topic sentence, a couple facts about their topic, and a closing sentence. You might even want to write these on the board to remind students, or have it written on your writing prompt handout.
4. Circulate the room, helping students that are struggling to get started or pick a president. Remind students that they can ask their partner for help or consult the money book first before raising their hand for help from the teacher.

Transition: “I see that many of you are done or almost done with your essays. Try to wrap up whatever sentence you are working on. If you haven’t gotten to your conclusion yet, that is ok. You can work on them later in the day.”

Closure: (5 mins)
After students finish writing their essays, ask students if anyone would like to volunteer to read their essay aloud. Have a couple students read their essays if possible and then collect the essays. Review with students what the name and worth of each coin is and have students name the presidents on each coin. Have a few students volunteer a couple accomplishments of each president. To end the class, “Thank you for your hard work today as we got to know each piece of money and why the faces on our money are so important. Tomorrow we are going to learn about things we can buy with money, called goods and services.”

Assignment/Evaluation:
The informative essays that were collected will be read by the teacher and graded based on the clarity of their sentences and based on whether they had all 3 parts of the essay included: topic
sentence, 1-2 facts, and a conclusion sentence. The information in the essays should correspond with what is found in the money book that was read at the beginning of class.
<table>
<thead>
<tr>
<th>Coin</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dime</td>
<td>Thomas Jefferson</td>
</tr>
<tr>
<td>Nickel</td>
<td>Franklin D. Roosevelt</td>
</tr>
<tr>
<td>Penny</td>
<td>Abraham Lincoln</td>
</tr>
</tbody>
</table>
George Washington

Quarter
25¢

George Washington

George Washington
1. Choose a piece of money and write about the President on it. Include important facts such as:
   - What number president was he?
   - What is something he did to help our country?
     - How long was he president?
     - How much is his piece of money worth?

2. Write a topic sentence introducing your piece of money, at least 2 sentences describing his accomplishments, and a concluding sentence.

*Note: If you choose George Washington, there are 2 pieces of money that go along with him. You may choose which one to write about.
Lesson Plan #2

Kaitlyn Tatem Dec. 9, 2013 Subject: Social Studies Grade level: 1st
Time needed: 45 mins

Preliminary Planning

Topic: Economics/Goods and Services

Prior Student Knowledge: Students will have already learned about money and each piece’s worth in the previous lesson. Students will build upon this knowledge in this lesson by learning about what you can buy with money – a good or a service. Students may have some knowledge about goods and services from information from parents and adult family members or from learning about their parents’ jobs.

Illinois Learning Standards:

1. 15.E.1 Identify goods and services provided by government.
2. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Learning Objectives:

1. Given a go fish card game about goods and services, learners will be able to identify and tell their classmates the difference between jobs that provide a good or a service.
2. Given a Smart Board activity, learners will be able to drag and drop the jobs into the correct category that they provide in order to demonstrate their understanding of the different between a job that provides a good and a job that provides a service.

Academic Language:

Students will be given the definition of a good and a service at the beginning of class along with a graphic organizer that has the definitions and examples of each. Students will be expected to be able to distinguish between jobs that offer goods or services throughout the lesson, especially during the go fish game in which students much say whether the job provides a good or a service in order to receive the match they are asking for.

Language Objectives:

1. Given a go fish card game, learners will be able to say whether the card they are asking for provides a good or a service in order to demonstrate their understanding of the important vocabulary for this lesson.
**Formative Assessment (process):**
Throughout the lesson, the teacher will be observing students’ correct usage of the vocabulary discussed at the beginning of class (during the Smart Board activity and the go fish game especially). The students’ participation in the class discussions and games will also be observed, and the teacher will take note of which students are engaged in the lesson content and which students seem to be distracted or not listening and participating.

**Summative Assessment (product):**
Students will complete an exit ticket at the end of class to demonstrate their understanding of goods and services.

**Preparation:**
The teacher will need to create the goods and services go fish game (materials needed: a deck of playing cards, cutouts of various jobs that provide goods and services, double sided tape to attach cutouts to cards, and a sheet describing the directions). The teacher will also need to create and print out graphic organizers giving the definition of goods and services as well as examples of each and exit tickets for the end of class.

**Technology Used:**
For the interactive drag and drop goods and services game, a Smart Board is needed. Students could also complete this activity individually on laptops/computers/iPads if a Smart Board is not available. If none of the above are available, the teacher may choose to project the game onto the white board and have students complete the game with a dry erase marker by drawing lines from the jobs to the correct category.

**Classroom Setting:**
To begin the class, students will be taught as a whole, so no specific desk formation is needed. However, once the interactive activities begin, the class will be split in half and will take turns doing either the Smart Board activity or the go fish game. For this reason, the desks may need to be moved around the room to make the games more comfortable to play. Students may sit on the floor in a circle to play go fish or create a circle with their desks. Students can stand and wait their turn for the Smart Board activity or sit at a table.

**Instructional Plan**

**Engage, Connect, Launch:** (10 mins)
To engage the students during the introduction of this lesson, the teacher will ask the students what jobs their parents have. A few students will volunteer answers. The teacher will ask these students to describe what their parents do in their job. The teacher will ask guiding questions like, “what actions does your parent do during their job? What items or objects does
your parent work with in their job?” These questions will help lead into the definition of a good and service.

To connect this class discussion with the lesson content, the teacher will say to the class, “Now that we have discussed some of the jobs your parents do, let’s talk about what each of your parents’ jobs provide. There are two kinds of jobs we are going to talk about today. The first kind of job provides a service, or an action. The second kind of job provides a good, or an object.” The teacher will then pass out to the class the graphic organizers with the definitions of a good and a service along with examples.

To launch the lesson, the teacher will read the graphic organizer out loud to the class as they follow along and give the examples listed. The teacher will ask the class if they have any questions and then connect these definitions with their own parents’ jobs. The teacher will have one of the students who volunteered to describe their parents’ job guess which kind of job their parent has. The teacher will guide the student through the reasoning by asking questions and giving hints, such as, “Does your parent do an action in his/her job, or does he/she work with objects, like food or toys, etc.?” After having determined what kind of job that student’s parent has, transition into a small group discussion about each student’s parents’ job.

**Sequence of Learning Activities:**

**Activity #1:** Small group discussion (5-10 mins)

1. The teacher will break the students up into pairs and possibly a group of 3 if there is an odd number.
2. The teacher will ask the students to tell each other what job their parent has, describe what your parent does in that job, and whether it is a good or a service.
3. The teacher should remind students to refer to their graphic organizers if they aren’t sure and to help their partner if they can’t figure it out. This is a collaborative discussion, so you students can help each other out.
4. The teacher should explain to students that if they aren’t sure what job their parents have, they can just choose a random job or pick their dream job and then describe it and decide whether it provides a good or service.
5. The teacher will circulate the room, listening to students’ conversations and giving help where needed.

Transition: “Now that you have had some practice deciding whether a job provides a good or a service, we are going to move into some more interactive activities and games that will help you practice more with some different jobs.” (The teacher should split the class in half because there will be two centers and they will rotate stations after they have completed the first one. The teacher should give a brief overview of each station before sending students off in their groups.)
**Activity #2:** Smart Board Activity (10 mins)

1. At this station, students will take turns dragging and dropping different jobs into their correct category on the Smart Board. For example, if the job says “police” they will drag and drop the police icon into the “service” category, because this job provides a service. The link to this activity is: [http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=dragndrop_5.swf&lid=642](http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=dragndrop_5.swf&lid=642)

2. The teacher will be walking back and forth between stations, monitoring students to make sure they are staying on task, and answering any questions they may have, as well as giving hints if students are struggling.

3. The teacher should remind students that they are to take turns and they are each to only drag ONE job into the correct category. If they get it wrong, they can try again. Students may refer to their graphic organizers during this activity if they are not sure of the answer.

**Activity #3:** Go Fish Goods and Services (10 mins)

1. In this center, the students will have a stack of cards with different jobs labeled on each card. There are 4 cards per set. For example, one set would be 4 cards of the job “mail man.”

2. Students will deal 5 cards each and take turns asking each other for the cards they need to complete a set. Before the other player can give them the card they asked for, they must correctly identify whether the job they want provides a good or a service. If they identify it incorrectly, they do not get the card they asked for, but if they do, and the player has the card, they must give it to the asker.

3. Students may refer to their graphic organizers during this card game and students may challenge each other’s answers if they think it is wrong. An answer sheet will also be provided with the game that the teacher will have a copy of so that if any disagreement arises they may call over the teacher and she will settle it.

4. Students keep asking for cards until all the cards are in their corresponding sets. The players count how many sets they have and whoever has the most wins.

5. If your class is large and you have too many students to play one game in this center, you may provide 2 decks of cards and have 2 games going simultaneously.

Transition: After students have completed both centers, the teacher will ask them to return to their seats.

**Closure:** (5 mins)
The teacher will review with students the difference between a good and a service and ask
students to provide examples of jobs that provide each. The teacher will ask if there are any questions. The teacher will then pass out exit tickets to each student.

**Assignment/Evaluation:**
Students will be given exit tickets on which they must write an example of a job that provides a good and an example of a job that provides a service. These will turned into the teacher when they have finished filling them out.
EXIT TICKET

Give an example of a job that provides a good:
________________________________

Give an example of a job that provides a service:
________________________________

EXIT TICKET

Give an example of a job that provides a good:
________________________________

Give an example of a job that provides a service:
________________________________
Go Fish Answer Key

- **ACE** - Factory worker: good (provides you with various items created in factories – object)
- **2** - Toy store: good (provides you with toys – object)
- **3** - Grocery store: good (provides you with food – object)
- **4** - Teacher: service (teaches you in school – action)
- **5** - Baker: good (provides you with bread – object)
- **6** - Ice cream truck: good (provides you with ice cream and treats – object)
- **7** - Barber: service (cuts your hair – an action)
- **8** - Police: service (keeps you safe – action)
- **9** - Firefighter: service (puts out fires – action)
- **10** - Pilot: service (flies planes/takes you places – action)
- **JACK** - Doctor: service (takes care of your body/health – action)
- **QUEEN** - Farmer: good (provides you with vegetables and other crops – object)
- **KING** - Mailman: service (delivers your mail – action)
**Goods**

- **Definition:** something that you can use or consume (an **object** you can touch or hold)
- **Example:** Grocery stores provide goods.

**Services**

- **Definition:** something that someone does for you (an **action**)
- **Examples:** Doctors provide a service.
Lesson Plan #3

Kaitlyn Tatem Dec. 9, 2013 Subject: Social Studies Grade Level: 1st Time needed: 50 mins

Preliminary Planning

Topic: Economics/Bartering vs. Buying and selling

Prior Student Knowledge: By 1st grade, the students learning this lesson should have basic knowledge about counting, so they will be able to count their pretend money easily. Students will also have knowledge about what a store consists of from dramatic play in the classroom in which they pretend to act out real life events, such as grocery shopping. Students will probably not know what the word ‘bartering’ means, so it will be the teacher’s responsibility to explain that concept to students.

Illinois Learning Standards addressed:

1. 15.D.1b Know that barter is a type of exchange and that money makes exchange easier.
2. CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
3. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
4. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Learning Objectives:

1. Given a pretend grocery store setup, the learners will be able to identify the cost of an item and be able to pay for it with fake money by counting in order to demonstrate understanding of the United State’s currency and counting.
2. Given a shopping simulation, students will be able to distinguish between the advantages of using money and the disadvantages of bartering items in a grocery store in order to demonstrate their understanding of the United States economy’s development over time.

Academic Language:

- Key Vocabulary: Bartering: to trade one thing for another without the use of money. This word will first be introduced by writing it on the board along with the other vocab words. The teacher will then ask the class if they have heard the word before. The teacher will then write the definition on the board. After having written the word’s definition and then having read the word and definition verbally out loud to the class, the teacher will ask for volunteers (2 students) to come up and act out what bartering means. Each of the two students will be given an object of equal size/value (ex: a block and a ball) and will be act out a scenario in which they trade in order to get each other’s object. At the end of the 45 min class period, students should be asked again what bartering means in order to assure their knowledge of the concept and if they still are not clear, have 2 different students come up and act out the scenario again. Other important vocab words in this lesson include: buy, sell, cost, pay, and money.

Language Objectives:

Revised 2.11.13/1.18.13/ 11.30.12
1. Given a simulation of bartering and grocery shopping, the learners will be able to describe the pros and cons of money versus trading goods through oral conversations with peers.
2. Given a written assignment about the simulations, the learners will be able to summarize the class period’s events using the vocabulary discussed in class in the correct context (Ex: students should understand the difference between the terms buy and sell and be able to use them correctly in a sentence).

**Formative Assessment (Process):**
Students will be assessed through the following ways:
- The teacher should be paying close attention to students’ participation in discussions and to what extent/how correctly they are using the necessary vocabulary. *(ORAL)*
- The teacher should be observing the students as they complete each simulation to see if they are acting out the situation correctly. *(Ex: when the student picks out an item to purchase at the grocery store, do they go up to the cashier and pay the correct amount of money or do they leave the store without paying for the item?)*
- As the teacher makes these observations, they should be taking notes on each student as they circulate the classroom *(Ex: carry a clipboard around with you to take notes, or have a note card ring with each student’s name on each card and have a symbol system devised before hand to take notes on students who are participating properly and those who are not – a star for those participating and an ‘x’ for those who aren’t participating, for example).*
- After the simulations are completed, have a discussion as a class talking about what parts of the simulations the students liked and what they had a hard time with. Write down student’s comments on the board. Ask students what they could relate with and what new information they learned. *(VISUAL)*
- Read each student’s summary of the class period’s events, this will give the teacher a good overview of what the class needs to work on and what they have a good understanding of. The next class period, spend a few minutes addressing the items students didn’t seem to grasp completely.

**Summative Assessment (Product):** The student’s journal entries will be collected at the end of class as evidence of student learning. The journal entries should contain proper usage of key vocabulary and a sequence of events that took place during class that makes sense, these two elements will document students’ achievement.

**Preparation:**
- items must be collected to use in the store (play food, dishes, toys, etc.)
- costumes for the cashier (optional)
- a play cash register (or a box with compartments to store the money in)
- price stickers for each item in the store
- play money (ex: monopoly dollars)
- print out a list of the important vocab words/definitions for each student to refer to
- print out journaling prompt for end of class
- baskets for each student to put their items in during the simulation

**Technology used:**
- play/electronic cash register (optional)
- computer for students to type out assignment if desired
**Classroom Setting:** Students will be standing and moving around for the simulations, so moving the desks and chairs out of the way to make more room for the simulation to take place would be helpful. During the discussion and instructions at the beginning/end of class, students can sit on the ground in a semi-circle before beginning the simulation if desired, or in their desks/at their tables. If you have enough materials to set up multiple simulation centers, each corner of the room could be turned into a mini grocery store and the students could be split into 3 or 4 groups accordingly.

**Instructional Plan**

**Engage, Connect, and Launch:** (5 mins)

To engage the learners, the teacher should have the students imagine that they are in their favorite store. Have students close their eyes to add to the effect as you give them prompts to imagine their surroundings and the scenario. Give students a few minutes to imagine their favorite store and have a good idea of their surroundings in their minds. Now let the students open their eyes and begin to ask them questions regarding what they imagined. Ask a few students to share what they imagined and what store they chose. Have students share what they plan to buy in their favorite store as well. This exercise will lead into the topic for the day: money and how it works.

To connect with the learners, the teacher should ask students to share stories from when they have bought something at a store. The teacher should refer to the previous lesson in which they learned about money and each coin’s value. Relate what happens in a store to games we play, like monopoly. When explaining bartering, the teacher could talk about how it relates to trading baseball cards (or any toy of that kind – pokemon cards).

After these first two steps, the teacher should formally introduce the topic by saying something along the lines of, “today we will be learning about money and how we use it in our day to day lives. We will also learn about the difference between buying an item with money and bartering for an item with another item. To learn these things, we will pretend we own our own grocery store! Some of you will be customers, and some of you will be store workers, like cashiers. After we finish pretending we own a grocery store, we will discuss our experiences as a class and write about it.”

**Sequence of Learning Activities:**

**Activity #1:** Vocabulary Introduction: students will read, say, and act out important vocabulary that will be useful in the upcoming simulation. (10 minutes)

1. Write the vocabulary words on the board and hand out a pre-typed out list of the words to each student. (Words to use: purchase/buy, sell, trade/barter, money, cashier, cost, etc.)
2. Have the class read the words out loud as a class before diving into each definition.
3. For each word, have students volunteer what they think the definition is.
4. For words that are unfamiliar to students, explain these words a little more in depth.
5. For each definition, write it on the board as you verbalize it for the benefit of auditory and visual learners alike.
6. For the word bartering, have two students volunteer to come up in front of the class and act it out.
7. Have a bag of items prepared for this part of your lesson. Let the two students pick out one item each for the demonstration.
8. Read the definition of bartering once again for the class and ask the students to act it out. If the students are having trouble acting it out, give them some prompts from the definition, or give an example, like trading baseball cards or pokemon cards, etc.
9. Ask the class if they have any questions about any of the vocab words, and explain to the class that you expect them to be utilizing these words throughout the simulation and in their written assignment after the simulation.

Transition: point out the center(s) for the grocery store(s) around the room to the students and begin dividing them up into groups to begin the next activity, as well as passing out baskets and fake money. Explain to the students that instead of bartering, in the present day we go shopping using money. Refer to past math lessons about counting and previous economics lesson about the value of our money pieces and how we will be integrating that into our grocery store simulation today. Do a couple examples of how to buy something (ex: have an item labeled with a price prepared to show the class, and take out some fake money and count it to the correct amount). By modeling this behavior, the students will be able to re-enact it during the simulation.

**Activity #2:** Grocery Store Simulation: students will be assigned a job in the store (cashier, shopper, janitor, toy stocker, etc. you choose how many jobs you want in your classroom) and they must act out what they would do for that job. (ex: shoppers should be carrying around their baskets, collecting items, and taking out the corresponding amount of cash as they approach the cash register. Cashiers should be collecting the money, counting it as they receive it to check that it is the correct amount, and giving people their items. These are the two basic jobs, but you may choose to add more jobs depending on the amount of students you are teaching and the grade level). (20 minutes)

1. Circulate the classroom, keeping an eye out for students who are counting their money according to what an item’s price tag says. Listen for students who are utilizing the vocabulary correctly.
2. Take notes to record data for each student (ex: “Johnny isn’t counting his money correctly, and continues to pick items that exceed his budget”).
3. If one student has been cashier for more than 5 minutes, rotate the job to another student so everyone gets a chance.

Transition: begin moving the tables/desks back into regular classroom formation and make an announcement that students need to wrap up their shopping. Tell students to take a seat in their desk once they have finished shopping and to take out their history journals/notebooks.

**Activity #3:** Final Discussion: students will discuss as a group what experiences they had while shopping. Students will be asked to compare their shopping experiences with money to the introductory bartering simulation. (5 minutes)

1. The teacher may begin this reflective discussion by asking some guiding questions like “was it hard keeping track of your money?” “Would shopping have been harder without the use of money?” “Did you have enough money to buy all of your items?” etc.
2. Dividing students up into small groups for discussion might also be helpful for them to share their experiences with one another and relate to one another.
3. Have students reflect on the bartering simulation that took place at the beginning of class. How was that different from our kind of shopping today? Which kind of shopping is easier (trading or using money)? Which kind of shopping do you prefer?

Transition: tell students to open up their journals and then write the written assignment/prompt on the board for students to refer to or print out individual prompts for each student to refer to.

**Activity #4:** Written Assignment

1. Ask the students if they have any questions about the writing prompt, and then tell them they have 5 minutes to write before class is over. In the first part of their journal they will be writing
about what they learned during the grocery shopping simulation, and in the second part they will write about whether they prefer shopping or bartering and why.

2. Circulate the room as your students write to check if they are on the right track and staying on task. Give guidance to students struggling to know what to write and maybe even write a couple sentence starters on the board to guide their writing (ex: “My favorite part of shopping today was...” or “I had a hard time with...”)

Transition: “Thank you for writing so diligently in your journals. I look forward to reading your responses! Let’s wrap up the class by talking about what we learned today.”

Closure: Have students volunteer their shopping experiences. Have students share funny stories, the highlights, the struggles, etc. Ask if any of the students would be will to read their journal entries for the class. Dismiss class. (5 mins)

Assignment: None.
What I learned today:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Bartering or Shopping?
Which do you like better?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Directions:
1) In the box on the left, write about what happened while you were pretending to be in a grocery store. What was your favorite part? What was hard? What happened?
2) In the box on the right, write about whether you like bartering or shopping with money better. Give at least one reason why you like one or the other.
Important Vocabulary

Purchase/Buy
• To pay money for a good or service

Sell
• To trade a good or service for money

Barter
• To trade one thing for another without the use of money

Money
• An item, such as a coin or bill, used to trade for a good or service

Cashier
• A person whose job is to collect money from people who buy things at a store

Cost/Price
• How much money must be paid for a good or service
Lesson Plan #4

Kaitlyn Tatem Dec. 9, 2013 Subject: Social Studies Grade level: 1st
Time needed: 45 mins

Preliminary Planning

Topic: Economics/Wants vs. Needs

Prior Student Knowledge: Students will already have knowledge about money and what it is worth. In this lesson, students will apply this knowledge to buying items and using wisdom when shopping. Students will learn to determine if they actually need the object they want to buy with their money.

Illinois Learning Standards:

1. **15.B.1** Explain why consumers must make choices.
2. **CCSS.Math.Content.1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Learning Objectives:

1. Given a board game about shopping, learners will be able to distinguish whether an item is a want or a need in order to demonstrate their understanding of the definition of wants and needs.
2. Given a certain amount of fake money, learners will be able to buy items from a fake grocery store board game in order to demonstrate their understanding of the value of money pieces, as well as what items they want and what items they need.

Academic Language: Students will be given graphic organizers defining wants and needs as well as giving examples. Students will need to know what these words mean in order to participate in class discussions as well as the shopping board game they will be playing later in the lesson.

Language Objectives:

1. Given a worksheet about wants, students will be able to identify an item that is categorized as a want and be able to correctly write/describe why it is a want in order to demonstrate their understanding of this vocabulary word.

Formative Assessment (process): Students will be assessed throughout the lesson through the teacher’s careful observance and class discussions. Students will also be formatively assessed through the playing of the “Let’s Go
“Shopping” board game (credit for the idea behind this game goes to Sheree Peterson and her blog, “Peterson’s Pad”). The teacher will be watching students as they play this game looking for the following things: correct identification of items as wants or needs and the planning of spending money depending on whether they need or just want the item.

**Summative Assessment (product):**
The teacher will assess students at the end of class by filling out a worksheet from BrainPop.com ([http://www.brainpopjr.com/socialstudies/economics/needsandwants/activity/](http://www.brainpopjr.com/socialstudies/economics/needsandwants/activity/)). This worksheet will have students pick an item that is classified as a want and create an advertisement for that item. The teacher will collect their ads at the end of class.

**Preparation:** The teacher will need to print out graphic organizers about wants and needs for the students. The teacher will need to have access to the book “Alexander, Who Used to be Rich Last Sunday” to read to the class at the beginning of the lesson. Teachers will need to have their own, or have access to someone else’s, BrainPop account to access the worksheet about a wants advertisement. The teacher will also need to print off the “Let’s Go Shopping” game board for students to play as well as purchase dice for the students to roll during the game. The teacher will also need to provide either real coins or fake coins for students to “spend” during the board game activity. The teacher will also need tokens to represent each player moving on the board.

**Technology Used:** None is necessary.

**Classroom Setting:** At the beginning of class a book will be read as a whole group, so students will need to sit in a circle on the floor around the teacher, or just stay in their desks depending on the size of your classroom. During the board game activity, students will need to be split into groups of 3 or 4 per game board, so the classroom should either have students sitting at tables in these groups, or on the floor, or moving desks together into clusters to play the game. When the students are completing the worksheet, they will need to move back to their original seats because this is independent work.

**Instructional Plan**

**Engage, Connect, Launch:** (10 mins)
To engage students, the teacher will have students gather around in a semi-circle on the floor to listen to a book the teacher will read. The book that will be read is called, “Alexander, Who Used to Be Rich Last Sunday.” This book describes a little boy who was given a dollar by his grandparents, and by the end of the week he had completely spent the entire dollar on worthless items and bets instead of saving it to spend on something worthwhile. This will lead into the topic of the day: wants and needs.

To connect this story to today’s topic, the teacher will ask the class to name some of the silly
things Alexander spent his dollar on. After a few students have named some of the items he spend his money on (like the melted candle, renting the snake for an hour, betting that he could hold his breath while counting to 300, etc.), the teacher will ask the students if he really needed to buy any of those things. The teacher can ask students if they think that was a good idea. If not, why? After the students have discussed whether he made wise decisions in what he bought with his dollar, the teacher will then tell the class that what they will be learning about today is the different between something we want to buy with our money and something that we need to buy with our money. The teacher will explain to the students to Alexander bought a lot of things he wanted, but in the end he really didn’t need those things, and then he had no more money left for anything else.

To launch the lesson, the teacher will pass out graphic organizers with the definition of wants and needs and examples of each listed. The teacher will read through the graphic organizer with the class and then ask students if they have any questions concerning the graphic organizer. The teacher will explain to the class that they are going to do a small group activity next to help practice their knowledge about wants and needs.

Transition: The teacher will break up students into groups of 3 or 4 depending on class size. The teacher will pass out a game board, fake money, tokens for each player, and dice to each group.

**Sequence of Learning Activities:**

**Activity #1:** “Let’s Go Shopping” board game (20 mins)

1. For this game, each student will be given 8 quarters, 10 dimes, 10 nickels, and 10 pennies. This is their set amount of money they have to spend throughout the game.
2. To start the game, the student that is the shortest will roll the dice. Whatever number the student gets, they move their token on the board that many spaces.
3. The student will either land on an item with a price next to it, or an action space that gives some sort of directions. If the students lands on an item, they must decide whether the item is a want or a need, according to their information on their graphic organizer. If it is a need, they must buy it, but if it is a want, they can decide whether they buy it or not, based on how much money they have left.
4. On the action spaces, the players just follow whatever directions are given.
5. The goal of the game is to not run out of money and to reach the end space first. If a student runs out of money, they can either be out of the game, or return one of their items they bought to get some money back. The space in the middle of the board that says “Bank” is where the money from everyone’s purchases is collected.
6. If students finish early, they can restart the game and play again.
7. The teacher will explain these directions to the class as a whole after they’ve been split into groups. The teacher will do an example turn for the class to show them what to do before telling them to start the game.
Transition: After time is up, the teacher will announce to students that wherever they are in the game, they need to stop playing and pack up the game into the baggies it came in. The teacher will instruct students to go back to their original seats at the beginning of class. The teacher will pass out the worksheets for the next activity.

**Activity #2:** Worksheet/Wants Advertisement (10 mins)

1. The teacher will explain to the class what they will be doing with this worksheet (this can be found on BrainPop.com). “Turn to the person beside you and I want you to work together to create and advertisement. For your advertisement you need to choose together an item that is a want. It can be anything, as long as it isn’t a need. Refer to your graphic organizers if you aren’t sure. You can even use one of the items from the board game if you can’t think of a new one. Next, with your partner I want you to pretend you are trying to get people to buy this item. What would you tell people about this item to get them to buy it? Why do people want this item? Be creative!”

2. Make sure that both students fill out their own sheet, but are working together as they create it. Only one worksheet will be turned in for the pair.

3. The drawing of the item, as well as the price, do not really matter for a grade. Let students know that the sky is the limit and they can be as creative as they choose.

4. As students work on their worksheet, circulate the room, paying attention to students whose reasons are well thought out, make sense, and support the definition of a want.

Transition: After students have finished creating their advertisement, collect them. Allow 2-3 groups to share their advertisement with the class (either let the groups volunteer, or choose the groups you feel followed the directions the best and demonstrated understanding of what a want is).

**Closure:** To end class, the teacher will review with the class the definition of a want and a need and why they are important to our use of money. Have students give the definitions of a want and need in their own words and examples of each. (5 mins)

**Assignment/Evaluation:**
Pass out exit tickets to students. On each ticket, students must list one difficulty they ran into while playing the let’s go shopping board game. These will be turned into the teacher at the end of the class period.
Name one problem you ran into while playing the shopping board game:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Picked up food that fell off the shelf. Move ahead 2 spaces!

Lost your shopping list. Go back 2 spaces!

Free food samples. Move ahead 2 spaces!

START

BANK

1¢

5¢

10¢

25¢

END

Forgot your wallet. Go back 2 spaces!
<table>
<thead>
<tr>
<th>WANTS</th>
<th>NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Candy</td>
<td>• Food</td>
</tr>
<tr>
<td>• Dolls</td>
<td>• Water</td>
</tr>
<tr>
<td>• Video games</td>
<td>• Clothes</td>
</tr>
<tr>
<td>• Legos</td>
<td>• Shoes</td>
</tr>
</tbody>
</table>

**Definition of Wants:**
Something people would like to have.

**Definition of Needs:**
Something people must have to live.
Lesson Plan #5

Kaitlyn Tatem Dec. 9, 2013 Subject: Social Studies Grade level: 1st
Time needed: 45 mins

Preliminary Planning

Topic: Economics/saving and spending wisely

Prior Student Knowledge: Students will need to have knowledge about money, goods and services, and general information about shopping. Some of this knowledge will come from previous lessons in this unit, while other knowledge will come from personal experiences at home with family members or friends.

Illinois Learning Standards:

1. **15.B.1** Explain why consumers must make choices.
2. **CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. **CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Learning Objectives:

1. Given a video about saving and spending money wisely, learners will be able to discuss with peers ways to save/spend money wisely in order to demonstrate their understanding of learning standard 15.B.1
2. Given the book “My Rows and Piles of Coins,” learners will be able to read the story and collaborate with peers in order to answer questions about important details in the text in order to demonstrate their understanding of the importance of saving and spending money wisely.

Academic Language: Students will learn the following important vocab words while watching a BrainPop video about saving and spending: allowance, save, budget, donate, and charity. These words will be helpful for them in the activities throughout the class period (writing, reading, speaking, etc.). The teacher should be aware of students’ correct usage of these words in class discussions as well as writing turned in to the teacher.

Language Objectives:

1. Given a worksheet about spending money wisely, learners will be able to discuss ideas from the BrainPop video and then write down their own ideas of ways we can spend our
money wisely, in order to demonstrate their understanding of the BrainPop video as well as learning standard 15.B.1

2. Given a blank piece of paper, learners will be able to write about the important saving and spending aspects in the book “My Rows and Piles of Coins” in order to demonstrate their understanding of the book’s central message as well as why saving money and spending it wisely is important.

**Formative Assessment (process):** Students will be evaluated throughout the class through the use of in-class discussion with peers as well as various written documents. The students will be filling out worksheets and writing short essays during their small group discussions and centers. The teacher should be carefully observing students’ engagement with the material as well as their usage of important vocabulary and understanding of important topics.

**Summative Assessment (product):** The teacher will collect all written pieces of work done throughout the class period to be graded (the worksheet done with a partner, and the short essay about “My Rows and Piles of Coins”). The teacher will also do a quick wrap around of the class at the end to get feedback from students about what they are learning to assess their understanding of the topics covered in class.

**Preparation:** The teacher will need to print off the important vocab sheet, ways to spend money wisely worksheet, and blank writing paper from BrainPop.com ahead of time. The teacher will also need to print off exit tickets for students to fill out ahead of time. The teacher will need to have access to a BrainPop account in order to watch the video, “Saving and Spending.” The teacher will also need to have access to the book, “My Rows and Piles of Coins” for center activities.

**Technology Used:** The teacher will need a projector of some sort to play the BrainPop video for the class.

**Classroom Setting:** This lesson will start out as whole-group instruction as the class watches the BrainPop video. After this, the students will break off into pairs for discussion and a worksheet, but desks do not need to be moved for this activity. There will need to be room for 2 centers to be set up around the room after the partner discussions of the BrainPop video. Either desks will need to be moved around, or some sort of tables or floor space can be used to accommodate the centers.

**Instructional Plan**

**Engage, Connect, Launch:** (10-15 mins)

To engage the students in the lesson, the teacher will start the class off by reviewing the previous days concepts (the difference between wants and needs). Then, the teacher will play a
video from BrainPop.com for the class that will explain today’s topic, saving and spending wisely. The link for this video is: http://www.brainpopjr.com/socialstudies/economics/savingandspending/.

Throughout the video, when a question is asked by the main character, the pause button will flash red. The teacher should pause the video at this time and have the students volunteer a couple answers and discuss as a class their ideas before resuming the video. The students will be given important vocab sheets from BrainPop.com and whenever an important vocab word is said, the teacher will pause the video and go over the word with students and make sure there aren’t any questions about the word’s meaning or context.

When the video has finished, the teacher will pass out the “Ways to Spend Money Wisely” worksheet from BrainPop.com and will have students turn to a partner of their choosing. The teacher will read the instructions of the worksheet to the class and explain that the students are to work with their partner in order to brainstorm ideas before filling out their worksheet independently. The teacher will ask the class if they have any questions before allowing them to begin this activity. The teacher should be circulating the class, answering any questions students may have, as well as paying attention to students’ usage of vocab words in their writing and discussion.

Transition: After the class has finished filling out this sheet, have students turn it in to the teacher. Next, break the class in half to transition into centers. There will be 2 centers to complete and half the class in each center.

**Sequence of Learning Activities:**

**Activity #1:** Center #1 (“My Rows and Piles of Coins”) (10-12 mins)

1. Students in this center will be reading the story “My Rows and Piles of Coins” together. Students should take turns reading aloud. (Depending on the reading level of your students, the teacher may want to sit in on this station, to help struggling readers and give guidance on hard to pronounce words).

2. After the story had been read, the students will be given a sheet of paper with discussion questions on it that they must talk about with their group.

3. After they have talked about each of the discussion questions, the students will be given blank sheets of paper to write their own story down. Students will write a short story about a time that they really wanted a toy and saved up for it to buy it, just like Yaruni. If students have never done this before, they may be creative and make up their own story that is similar to the book that was read. Have students brainstorm their story ideas before they begin writing.
4. After students have finished writing their story, they should put their stories in a pile on the table and move on to the next center when the teacher signals them.

Transition: “Ok class, time is up. Whatever you are doing at your center, please stop. Put your pencils down and stack your papers in the center of your table. Now quietly stand up and move to the next center that you haven’t done yet.”

**Activity #2:** Center #2 (The Perfect Pet Interactive Game) (10-12 mins)

1. Students will be playing on a SmartBoard/computer a game called “The Perfect Pet.”
2. Students will be given instructions that they just bought a new pet fish and they need to buy food and supplies to take care of it. They are given the budget of $5.00 to spend on their new fish. Students must work together to look at the price of each item and decide what is most important to buy with their $5.00.
3. Students will be given a sheet per person that they must write down what items they intend to buy, the price of each item, their total money spent, and their reasoning behind each purchase.
4. Students will place their sheets in a pile at the end of this center when they have finished, to be graded by the teacher later.

Transition: “Center time is all done, class. Please tidy up your center quickly before heading back to your original seats at the beginning of class. Make sure all your papers are neatly placed in a pile at the center of your table.”

**Closure:** To close this lesson, the teacher will do a quick wrap around of the room and each student must say one thing they learned about saving and spending money wisely. After each student has taken a turn, the teacher will collect all the students’ worksheets/writing from the centers and dismiss class. (5 mins)

**Assignment/Evaluation:** Worksheets and essays will be collected to be read by the teacher.
My Rows and Piles of Coins

Discussion Questions

1. What did Saruni do with the coins his mother gave him?
2. How did Saruni feel when he didn’t have enough money to buy the bike at first?
3. What did Saruni decide to do so he could buy the bike?
4. How many coins did Saruni save up to buy the bike?
5. What happened at the end of the story that surprised Saruni?
Total Spent: _____

Item #1:
___________________________
Cost:
___________________________

Item #2:
___________________________
Cost:
___________________________

Item #3:
___________________________
Cost:
___________________________

Why did you choose those items?
______________________________________________________________________________
______________________________________________________________________________
Lesson Plan #6

Kaitlyn Tatem Dec. 9, 2013 Subject: Social Studies Grade level: 1st
Time needed: 45 mins

Preliminary Planning

Topic: Economics/Jobs and Salaries

Prior Student Knowledge: Students should know what money is in order to understand what a salary is and what earning means in this lesson. Students will have experience with class jobs within the classroom and maybe even chores at home that can be applied to this lesson about jobs.

Illinois Learning Standards:

1. 15.A.1b Describe how wages/salaries can be earned in exchange for work.  
2. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Learning Objectives:

1. Given a worksheet about creating classroom jobs and salaries, learners will be able to discuss with their partner possible classroom job ideas and write down their ideas and descriptions in complete sentences, in order to demonstrate their understanding of the definition of a job and a salary.
2. Given a poster board, learners will be able to draw and write what was written on their graphic organizers and present to the class their 6 jobs and salaries, in order to demonstrate their understanding of learning standard 15.A.1b.

Academic Language: Students will be responsible for knowing the following vocabulary words: salary, job, and earn. Students will be given a graphic organizer with those words defined, along with pictures to help students visualize the meaning of the words. Students will have opportunities to practice this vocabulary throughout the lesson through whole and small group discussions, written worksheets and graphic organizers, as well as their poster board presentations. The teacher should be aware of students’ usage of the important vocab words and should grade their poster boards on their understanding of those words’ meanings.

Language Objectives:

1. Given discussions with peers and written assignments, learners will be able to speak and write about classroom jobs and salaries with their peers using the correct usage of
vocabulary words in the correct context, in order to demonstrate their understanding of important vocabulary words.

2. Given a poster board and a partner(s), learners will be able to write about the classroom jobs they created using the vocabulary on their graphic organizers in order to demonstrate their understanding of learning standard 15.A.1b.

**Formative Assessment (process):** The students will be evaluated throughout the lesson through teacher observance, worksheets and graphic organizers they fill out, and discussions (whole and small group). The teacher will be paying attention for correct usage of key vocab words and the connections that students make between home, family, and education life and the real world.

**Summative Assessment (product):** The students will be assessed by the collection of their worksheets, graphic organizers, and poster board at the end of class.

**Preparation:** The teacher should print out all worksheets and graphic organizers ahead of time (important vocab sheet and classroom jobs chart and descriptions). The teacher should provide poster board for students to create and present their classroom jobs display.

**Technology Used:** None. (If desired, the teacher could use glogster.com as a good alternative to creating physical poster boards if the technology is available to all students groups).

**Classroom Setting:** Students will start out class in a whole group setting as they review previous topics and introduce new topics and vocabulary. Students will then move into small groups to brainstorm classroom job titles and salaries and eventually create their poster board to present to the class. Desks can either be moved and clustered to form groups or pushed out of the way completely to work on the floor or even tables.

**Instructional Plan**

**Engage, Connect, Launch:** (5 mins)

To engage students, the teacher should start the class off my reviewing the lesson earlier in this unit in which students learned about the different types of jobs there are: those that provide goods and those that provide services. The teacher can ask a few students to give examples of each.

To connect this previous concept with the new topic, the teacher should ask the students if they have ever had a job themselves. The teacher should ask the students what kind of job they had and if they were paid or not. If students cannot think of anything, bring up the topic of chores around the house and ask students if they do that. After having discussed chores for a few minutes, pass out the important vocabulary sheets and explain to students that a job is a *place where someone works or a set of responsibilities*. Explain to students that
when their mother tells them to “do their chores,” what she is really asking them to do is a job or a responsibility. At home, we may or may not get paid for the chores we do, but in the real world, anyone with a job gets paid for what they do. This payment is called a salary and it comes monthly. Point students’ attention to their graphic organizers and the definitions listed for salary. Finally, tell students that when someone gets paid, we say that they earned it. Explain to the class that to earn means to get something in return for your work. Ask the students if they are clear on what all these words mean and if there are any questions.

To launch the class into the meat of the lesson, break the class up into small groups of 3-4 students and pass out the classroom jobs worksheets. Explain to the class that in our very own classroom we can have chores or jobs to do. Have a couple students volunteer some jobs they already do around the class (examples: paper-passers, outer, line leader, etc.). Explain to students that if we were to pretend our class jobs were real jobs, then we would pay each student a salary for their work each month for completing those responsibilities. Explain to students that in class today they are going to work with their small groups to come up with 6 jobs for their classroom, a description of each job’s responsibilities, and a salary for each worker. Explain to students that not every salary has to be the same and some jobs can get higher pay than others. Tell students to be creative and to be sure to write in complete sentences, as well as to pay attention to their graphic organizer of vocab words while they work.

Transition: “Any questions, class? Get in your groups, find a comfortable place to work somewhere in the room, and start filling out your worksheets. When each member of your group has finished filling out the sheet, raise your hand and I will come give you the next instructions.”

**Sequence of Learning Activities:**

**Activity #1:** Classroom Jobs Worksheet (15 mins)

1. Students will each have a classroom jobs worksheet. The students need to brainstorm together and come up with 6 classroom jobs of their choosing. Jobs can be as creative as they want.
2. Each student should be writing on their own worksheet. After the job titles have been decided, students must come up with salaries for each job. The sky is the limit for this portion of the worksheet.
3. After the job titles and salaries have been decided, then a description of each job title needs to written on the second worksheet. These should be complete sentences.
4. After every member of the group has filled out both sheets, the group will raise their hands and wait for further instruction.
Transition: “Now that you have finished brainstorming and writing down all your ideas, I want you to present your classroom jobs to the class. To do this, I am giving you a poster board and markers. You can draw pictures or act it out, but on this poster board needs to be everything you have written on your worksheets. You need to include: job title, job description, and job salary. Also, I want each group member to contribute to the poster, so I should see each person’s handwriting.”

Activity #2: Poster Board (20 mins)

1. Students will work with their same groups to create a poster board based on their worksheets. Each group member needs to write something on the poster to contribute.
2. After having written all their information on the poster board, students need to decide how they will present the information. They can draw illustrations beside each job title or they can act out each job, or they can get the audience to participate. The sky is the limit for the presentation as well.
3. Students will take turns going to the front of the class and presenting their 6 classroom jobs and salaries in 2 mins per group (if you have 10 groups of students). Students should each take a turn speaking or acting out during their presentation. All 3 aspects of the worksheets should be included.

Transition: “Great job, class! I really enjoyed seeing all the hard work you put into these classroom jobs. We might even have to add some of those jobs to our own classroom.”

Closure: To end the lesson, the teacher should collect all the posters and worksheets. The teacher will review with the class the definition of a job and a salary and have the class give a few examples. Class is dismissed. (5 mins)

Assignment/Evaluation: The poster boards and worksheets will be collected to be graded.
Directions:
With your partner, create **6 jobs** for our classroom. Make up a **salary** for each job. Example: Pencil Sharpener has a salary of $5 a month. On the next page, explain what the person does for each job. This question will help: What **responsibilities** do they have?

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: ________________________________

1. Describe Job #1:
   ____________________________________________________________

2. Describe Job #2:
   ____________________________________________________________

3. Describe Job #3:
   ____________________________________________________________

4. Describe Job #4:
   ____________________________________________________________

5. Describe Job #5:
   ____________________________________________________________

6. Describe Job #6:
   ____________________________________________________________
**Important Vocabulary**

- **Salary**: The money someone is paid each month at their job.

- **Job**: A place someone works or a set of responsibilities.

- **Earn**: To get something in return for your work.
Lesson Plan #7

Kaitlyn Tatem Dec. 9, 2013 Subject: Social Studies Grade level: 1st
Time needed: 45 mins

Preliminary Planning

Topic: Economics/Review Day

Prior Student Knowledge: Students will be reviewing all the concepts from the past 6 lessons in this lesson, so students will need to be familiar with all the economics related concepts and vocabulary covered up to this point in the unit plan.

Illinois Learning Standards:

1. 15.D.1b Know that barter is a type of exchange and that money makes exchange easier.
2. 15.E.1 Identify goods and services provided by government.
3. 15.A.1b Describe how wages/salaries can be earned in exchange for work.
4. 15.B.1 Explain why consumers must make choices.
5. 15.D.1a Demonstrate the benefits of simple voluntary exchanges.
6. 16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

Learning Objectives:

1. Given a review vocabulary game, learners will be able to identify the definitions of important vocabulary words related to economics.
2. Given an instructions sheet about creating their own store, learners will be able to write about, describe, and draw their own store, in order to demonstrate their understanding of all the economics concepts covered so far in this unit.

Academic Language: In this lesson, students will play a review game that involves all of the past vocabulary words learned in the previous 6 lessons. These words include: goods, services, bartering, wants, needs, saving, job, salary, earn, allowance, budget, donate, charity, quarter, dime, nickel, penny, and one dollar bill. Students’ knowledge of these words will be tested through the use of an “I have – Who has?” game.

Language Objectives:

1. Given an “I have – Who has?” game, learners will be able to say the correct vocab word that corresponds with the correct definition card, in order to demonstrate their understanding of the economics concepts taught in this unit.
2. Given a worksheet about creating their own store, learners will be able to write and talk about their store correctly using the vocabulary words covered throughout this unit in order to demonstrate their understanding of learning standards: 15.D.1b, 15.E.1, 15.A.1b, 15.B.1, 15.D.1a, and 16.B.1 (W).

**Formative Assessment (process):** Students will be evaluated throughout the class period through the use of the “I have – Who has?” game. In this game, students will be required to identify the vocab word that matches the definition their peers read out loud. The teacher will be paying attention to the students who seem to be struggling with the game and address their needs later in the class or in another class period.

**Summative Assessment (product):** The students will be creating their own stores based on all the concepts covered in the unit so far. They will need to identify things like whether the store sells goods or services, what job titles are within the store, how much certain items cost, etc. The teacher will collect the packets students fill out about their store and grade them based on their application of the concepts learned during this economics unit and the rubric attached.

**Preparation:** The teacher will need to print off the “I have – Who has?” cards ahead of time for the game (game idea from Katee at [http://2ndgradesleuths.blogspot.com/](http://2ndgradesleuths.blogspot.com/)). The teacher will need to print off the “Create Your Own Store” worksheets for each student as well.

**Technology Used:** None.

**Classroom Setting:** Students will be playing the “I have – Who has?” game either as a whole group or multiple small groups; depending on how big your class is (there are 18 cards in the game).

**Instructional Plan**

**Engage, Connect, Launch:** (5 mins)

To start off the lesson, let students know that this is their last day learning about economics. Congratulate the class on their hard work. Tell the students that there are 2 things left to do before they are done studying economics. First, they will be playing a review game of all the concepts learned up until this point and second, the class has a final project which they will complete in class today. Explain to the class that you will be starting off with the review game to refresh everyone’s memory on our important vocabulary and concepts, because this will help students when working on their final project later in class. Transition the class into the review game by having everyone get out of their seats and stand next to their desks/table and passing out the game cards to each student. (If your class is bigger than 18 students, you may choose to make some extra cards of repeats of some words or add some words I didn’t use, such as money, buy, sell, etc.).
**Sequence of Learning Activities:**

**Activity #1:** Review Game: I Have – Who has? (15 mins)

1. Students all start out by standing. Each student gets one card. The student whose card says “Start” will begin the game.
2. The first student reads what there card says out loud to the class. For example, “Who has the word for something you can use or consume?” All the other students look at their cards to see if they have the corresponding vocabulary card that matches that definition.
3. The student who started sits down after he/she reads her card. The student who has the definition reads his/her card out loud and asks the next question and sits down.
4. The game continues until every student is sitting, then it is over.
5. You may choose to play this game multiple times depending on how well your students do the first time around. Keep practicing until students seem confident in the meaning of all 18 vocab words.
6. If no one reads a definition or a student is unsure of their answer, they may ask the teacher to check their answer before reading their card out loud.

Transition: “Now that we have reviewed all the important information from our economics unit, we are going to apply all this knowledge to a final project in this class. We are going to create our own stores based on all that we have learned. Each student will create their own and I will pass out a worksheet that explains the project more and gives you step by step directions to complete the assignment. You will be given the rest of the class period to complete it. If you don’t have enough time, we can finish it up tomorrow in class before we start our new unit.”

**Activity #2:** Create Your Own Store (idea from Morgan Ogea of teacherspayteachers.com) (20 mins)

1. Pass out “Create Your Own Store” packets to each student.
2. The teacher should have a copy of the packet as well to explain it to the students. The teacher should read through each page of the packet, explaining what the students should be writing/drawing on each page.
3. The teacher should ask for questions as he/she reads through each page. The teacher should explain expectations for the packet clearly, such as complete sentences, neat handwriting, colorful drawings, etc.
4. Students will work independently on this project. They will be given the rest of the time period to complete it. Students may raise their hands and ask questions if they are confused by something in the packet or forgot something.
5. Let students know that they may use any of the handouts from all the past 6 lessons to help them as they create their store. They can be as creative as they’d like when creating their store.

6. When students have finished their packets they will cut out the pages and staple it together to be turned in.

Transition: “We are out of time to work on our stores now, so please put all your pencils and crayons away. Thank you for your hard work today and for following the directions so closely. I will give you time at the beginning of class tomorrow to finish up this project, so don’t worry if you didn’t quite finish.”

Closure: To end class, the teacher will ask any of the students if they’d like to share their store with the class, even if they are not done yet. The student can stand up and read their packet out loud, or just give a brief summary of their store or their favorite part about it. The teacher will congratulate the students on doing such a good job with their stores and will dismiss class. (5 mins)

Assignment/Evaluation: Students will hand in their store creations to the teacher as their final, authentic assessment of this unit. Students will be given extra time the next day to complete it if necessary. The project will be graded using the rubric attached to this unit plan.
My Store Name: ____________________________________________

My Name: ________________________________________________

Goods and Services (circle one)

My store sells... goods  services

I sell: ________________________________________________

It is a... want  need

Draw a picture of what you sell:
Jobs and Salaries

Job #1: _______________________
Salary: _______________________

Job #2: _______________________
Salary: _______________________

Job #3: _______________________
Salary: _______________________

Draw a picture of these jobs: (what does each person do?)

How much does it cost?

Describe an object or service that you sell at your store and give the price (example: I sell an umbrella and it costs 10¢):

Draw a picture:
<table>
<thead>
<tr>
<th>Start.</th>
<th>I have goods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has the word for something that you can use or consume?</td>
<td>Who has the word for something that someone does for you?</td>
</tr>
<tr>
<td>I have services.</td>
<td>I have bartering.</td>
</tr>
<tr>
<td>Who has the word for trading one thing for another without the use of money?</td>
<td>Who has the word for something people would like to have?</td>
</tr>
<tr>
<td>I have wants.</td>
<td>I have needs.</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Who has the word for something people must have to live?</td>
<td>Who has the word for putting money away to use later?</td>
</tr>
<tr>
<td>I have saving.</td>
<td>I have job.</td>
</tr>
<tr>
<td>Who has the word for a place someone works or a set of responsibilities?</td>
<td>Who has the word for the money someone is paid each month at their job?</td>
</tr>
<tr>
<td>I have salary.</td>
<td>I have earn.</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Who has the word for getting something in return for your work?</td>
<td>Who has the word for an amount of money earned from a parent or family member?</td>
</tr>
<tr>
<td>I have allowance.</td>
<td>I have budget.</td>
</tr>
<tr>
<td>Who has the word for a plan for spending and saving money?</td>
<td>Who has the word for giving food, items, services, or money to help a person or group?</td>
</tr>
<tr>
<td>I have donate.</td>
<td>I have charity.</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Who has the word for a special group that does good things for a community?</td>
<td>Who has the word for a coin that is worth 25¢ and has President George Washington on it?</td>
</tr>
<tr>
<td>I have quarter.</td>
<td>I have dime.</td>
</tr>
<tr>
<td>Who has the word for a coin that is worth 10¢ and has President Franklin D. Roosevelt on it?</td>
<td>Who has the coin that is worth 5¢ and has President Thomas Jefferson on it?</td>
</tr>
</tbody>
</table>
I have nickel.

Who has the coin that is worth 1¢ and has President Abraham Lincoln on it?

I have penny.

Who has the money that is worth 100¢ and has President George Washington on it?

I have $1.00 bill.

Stop.