

Ashley Mellor  
 TE 803- Social Studies  
 Judy Thompson  
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Overview of Lessons and Assessments

**a) Narrative Overview:**

<i>Day 1 Introducing Economics</i>	<i>Day 2 Needs and wants</i>	<i>Day 3 Earning Money</i>	<i>Day 4 Money for Trading</i>
<ul style="list-style-type: none"> <li>• <b>GLCE:</b>  <b>E1.0.2</b> Describe ways in which families consume goods and services.  <b>E1.0.3</b> Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</li> <li>• <b>Objective:</b>            SWBAT discuss with their partners the ideas of Bunny Money            SWBAT state the things that Max and Ruby used their money for in the story</li> <li>• <b>Lesson Format:</b></li> <li>• <b>Opening:</b> <ul style="list-style-type: none"> <li>- Introduce that we are going to be talking about economics in social studies.</li> <li>Economics is the study of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>GLCE:</b>  <b>E1.0.2</b> Describe ways in which families consume goods and services.  <b>E1.0.3</b> Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</li> <li>• <b>Objective:</b>            SWBAT distinguish between a need and a want.            SWBAT draw and label a list of needs and a list of wants</li> <li>• <b>Lesson Format:</b></li> <li>• <b>Opening:</b> <ul style="list-style-type: none"> <li>- Today we are going to talk about needs and wants.</li> <li>- You are going to learn about what those two words mean and how to determine if something is something you</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>GLCE:</b>  <b>E1.0.5</b> Describe ways in which people earn money (e.g., providing goods and services to others, jobs).  <b>E1.0.6</b> Describe how money simplifies trade.</li> <li>• <b>Objective:</b>            SWBAT state that you earn money from a job or from working.</li> <li>• <b>Lesson Format:</b></li> <li>• <b>Opening:</b> <ul style="list-style-type: none"> <li>-Review previous days lesson about needs and wants.</li> <li>- Refer to the definition of economics and explain that today we are going to talk about the money part of the definition.</li> <li>- “In order to get things</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>GLCE:</b>  <b>E1.0.6</b> Describe how money simplifies trade.  <b>E1.0.4:</b> Describe reasons why people voluntarily trade.</li> <li>• <b>Objective:</b>            SWBAT state why it is easier to trade money for something then having to trade another object</li> <li>• <b>Lesson Format:</b></li> <li>• <b>Opening:</b> <ul style="list-style-type: none"> <li>-Today we are going to talk about trading money for things we need and want and why it is important.</li> <li>- This will help you to better understand why we have money in our society and why it is important to use it</li> </ul> </li> <li>• <b>Middle:</b> <ul style="list-style-type: none"> <li>-Students will be given a piece</li> </ul> </li> </ul>

<p>way in which money and goods are produced and used.</p> <ul style="list-style-type: none"> <li>- "That seems like a lot to know but we are going to break each part down into smaller parts and talk about the different things in this sentence. We will make a chart of what we talk about and what it means throughout the next two weeks".</li> <li>- Have definition on chart paper with space for graphics, organizers, and other writing concerning those main ideas in the definition.</li> <li>- Written on the chart paper is the two separate phrases "The study of money and how people use it" and "How things are made and used"</li> <li>- Learning about economics is important because it will help you understand how to get money, how you use money, and how you can make good choices when spending your money</li> </ul> <ul style="list-style-type: none"> <li>• Middle: <ul style="list-style-type: none"> <li>- Read <i>Bunny Money</i> to class</li> <li>- Discuss concepts in the book problems and solutions</li> </ul> </li> </ul>	<p>need or something you want</p> <ul style="list-style-type: none"> <li>- This is important because it will help you to understand what your parents spend their money on and it will help you to make good choices in the future about what you should spend your money on</li> </ul> <ul style="list-style-type: none"> <li>• Middle: <ul style="list-style-type: none"> <li>- Things you need are things you must to stay alive, if you don't have them you will die. Things you want are things you would like to have.</li> <li>- Give examples and non examples of needs and wants</li> <li>- Students will help me come up with a list of needs for our chart.</li> <li>- "Remember a need is something that you must have in order to stay alive and healthy. Without this you will die"</li> <li>- Have students place pictures of objects on a needs and wants chart correctly identifying those things as a need or a want. If the student places the object on the wrong side of the chart discuss the choice and refer back to the definition and needs and wants chart</li> </ul> </li> </ul>	<p>you need or want you need to have money.</p> <p>When you go to the store you have to use money to buy things. In school you use money to buy you lunch, bagels, popcorn, and other things you need and want. But where do you get that money? From your parents? And where do they get their money?"</p> <ul style="list-style-type: none"> <li>- "Today we are going to talk about how you earn money" Ask for students to offer their ideas prior to teaching the lesson.</li> <li>- This is important because it will help you to understand why your parents do certain things and why people run out of money and can't always buy everything they want</li> </ul> <ul style="list-style-type: none"> <li>• Middle: <ul style="list-style-type: none"> <li>- Read <i>Lemonade for Sale</i> By Stuart J. Murphy a story about children who need money and how they earn it</li> <li>- Class discussion of ways that people earn money</li> <li>- Ideas taken from</li> </ul> </li> </ul>	<p>of colored paper and they are going to try and walk around the room with the colored strips of paper and they will have 5 minutes to get their favorite color by making a trade with people</p> <ul style="list-style-type: none"> <li>- When they get their favorite color they can take a seat on the mat</li> <li>- Students will be polite to their classmates and may ask to trade colors by saying "Would you like to trade with me?" If the student says no they can move on to the next person with the color they want.</li> <li>- When students successfully got the color they wanted they can go take a seat on the mat</li> <li>- Students will return to the mat and discuss if it was hard or easy to get people to trade with them.</li> <li>- "Why was it hard to get people to trade?"</li> <li>- "What might make it easier?"</li> <li>- Money makes trading easier because instead of trading with people you can go to the store and trade money for what you want</li> <li>- Read <i>The Little Green Pocket Book</i> and identify the different trades that happened in the</li> </ul>
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<p>- "What things in the book did Max and Ruby buy?"  - "Why couldn't they buy the present they wanted for grandmother?"</p> <p>• Closing:  - In social studies we are going to be talking more about these things and learning about money, needs and wants, who makes the things we need and want and how we get them.</p>	<p>created to determine the correct placement of the object.  - Students will use these ideas to create their own illustrated lists of needs and wants</p> <p>• Closing:  - Today we talked about needs and wants. Lets review the things you NEED to stay alive. Needs and wants are important because it helps us to understand what we spend out money on which we will talk about tomorrow</p> <p>- When students are finished with their needs and wants page they will be able to decorate and illustrate the cover of their "Money Book"</p>	<p>previous discussion and from the story  - Why did they need money and how did the children in the book get money? They worked a job a lemonade stand to earn money because they needed to fix their shelter (their club house).  - People go to work each day to earn money for the things they want or need  - You parents go to work, I go to work, you also go to work. Your job is school  - For the next few weeks you will get a chance to earn money for doing your job.  - Your job is being a ROARING student in school. You will earn money by following the rules and turning in your homework. You will earn certain amounts of money depending on what color on our behavior chart you are on in the end of the day, because that says if you followed the rules or not which is your job in school.  - At the end of the two weeks we are going to</p>	<p>book</p> <p>• Closing:  -Discuss why money is important, why we work to get it.  - Add to the Economics chart by money that it makes it easier to trade things with others because everyone wants money, because everyone can use it.</p>
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		<p>have a class store and you can trade this money for things you need or want from the store</p> <ul style="list-style-type: none"><li>- Go over the list of how students can earn money.</li><li>- \$1.00 for staying on green- you earned all your money by doing your very best job today. Congratulations!!</li><li>- \$0.50 for going home on yellow- you worked hard but didn't do your best. You still earned money but not as much as you could have</li><li>- \$0.25 for being on red- you showed up for work today but didn't really do a great job you did a little work but did not do enough to earn your total pay.</li><li>- \$0.00 for being on blue- you showed up to work but you didn't do any work. You do not earn money because you did not do your job.</li><li>- "In our school Webster students R.O.A.R. everyday. You R.O.A.R in the classroom, on the playground, in the lunchroom, and at</li></ul>	
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		<p>specials. This is going to be your job and a way that you can earn money. School is your job just like your parents have to go to work you have to go to school. For the next two weeks you will be able to earn money and get paid for doing your job.</p> <ul style="list-style-type: none"><li>- Review R.O.A.R. expectations with the class.</li><li>- “When you earn money I will put it in these pouches” (show pocket poster). In two weeks we are going to have a class store. You will be able to use this money you have earned by doing your job to purchase things you need or want at the store. Once a week you will also be working on trading in your coins to me for dollars and we will talk about this later today in math”.</li></ul> <p>• Closing:</p> <ul style="list-style-type: none"><li>- Add to the economics chart that people earn money by working or having a job. Review that the job of the students is to follow the rules</li></ul>	
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in school and to learn and they will earn money for doing that. Tomorrow we are going to talk more about why money is so important to have.

- Students will also

***Day 3***  
***Money in Math***

• **Objective:**

SWBAT state the values of coins

SWBAT trade coins for larger amounts of money

• **Lesson Format:**

• Opening:

- Today in social studies we talked about money and how you get it. Now we are going to talk about trading money and the different ways that you can have money

- Read “Smart” poem. Why is it important to make good trades and be smart with money?

• Middle:

- Talk about each coin (what it looks like, value, how to trade it)

- Students will play a coin trading game trading

		<p>pennies, nickels, and dimes for fewer coins</p> <ul style="list-style-type: none"> <li>• Closing: -This will be important because when you go to the class store you will want to bring as few coins as possible to pay for what you are getting. If you have too many coins and have to count out 100 pennies it will take you too long and you wont get to finish shopping in time. Trading coins will make it faster for you to pay for the things you need and want</li> </ul>	
<p><b>Day 5</b> <b>Producers</b></p> <ul style="list-style-type: none"> <li>• <b>GLCE:</b> <b>E1.0.1</b> Distinguish between producers and consumers of goods and services. <b>E1.0.2</b> Describe ways in which families consume goods and services.</li> <li>• <b>Objective:</b> SWBAT write that to produce means to make something to sell to others and illustrate someone producing something</li> </ul>	<p><b>Day 6</b> <b>Being a Producer</b></p> <ul style="list-style-type: none"> <li>• <b>GLCE:</b> <b>E1.0.1</b> Distinguish between producers and consumers of goods and services. <b>E1.0.2</b> Describe ways in which families consume goods and services.</li> <li>• <b>Objective:</b> SWBAT identify themselves as a producer of objects for the class store. SWBAT state that a producer is a person that makes a good or provides a service to</li> </ul>	<p><b>Day 7</b> <b>Consumers</b></p> <ul style="list-style-type: none"> <li>• <b>GLCE:</b> <b>E1.0.1</b> Distinguish between producers and consumers of goods and services. <b>E1.0.2</b> Describe ways in which families consume goods and services.</li> <li>• <b>Objective:</b> SWBAT write a list of 5 ways they consume things or 5 things they consume</li> <li>• <b>Lesson Format:</b> • Opening-:</li> </ul>	<p><b>Day 8</b> <b>Class Store</b></p> <ul style="list-style-type: none"> <li>• <b>GLCE:</b> <b>E1.0.1</b> Distinguish between producers and consumers of goods and services. <b>E1.0.2</b> Describe ways in which families consume goods and services. <b>E1.0.3</b> Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). <b>E1.0.4</b> Describe reasons why people voluntarily trade. <b>E1.0.5</b> Describe ways in which</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Lesson Format:</b></li> <li>• Opening: <ul style="list-style-type: none"> <li>- Today we are going to talk about something called a producer.</li> <li>- This will help you better understand where the things you need and want come from</li> </ul> </li> <li>• Middle: <ul style="list-style-type: none"> <li>- Discuss with students some things they like to make. Create a class list. Tell students that they are producers. A producer is a type of person that makes something that people need or want.</li> <li>- Refer to <i>Lemonade for Sale</i> talk about how the children in that book made lemonade to sell to others they traded lemonade for money</li> <li>- Read <i>How Ice Cream is Made by</i> Discuss how the people in the story are workers earning money but that they are producers making something to sell to others.</li> <li>- Producers can either be producers of goods or</li> </ul> </li> </ul>	<p>others</p> <ul style="list-style-type: none"> <li>• <b>Lesson Format:</b></li> <li>• Opening: <ul style="list-style-type: none"> <li>- Yesterday we talked about producers as the people that make things (goods) or provide a service (a doctor)</li> <li>- Review of producers</li> <li>- Review goods and services</li> <li>- consumer in some way.</li> <li>- Today you will get the chance to be a producer by making something to sell in our class store. This will help you better understand that things that producers think about when making a product. What will other people like? And how they make sure their products are good to sell to others.</li> </ul> </li> <li>• Middle: <ul style="list-style-type: none"> <li>- Today we are going to get the chance to produce something to sell at the class store.</li> <li>- Students will use the money they have earned to purchase materials to create into products to sell</li> <li>- Students can create a assortments of different things they will be able to sell at the store</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Yesterday we talked about producers as the people that make things (goods) or provide a service (a doctor)</li> <li>- Review of producers</li> <li>- Review goods and services</li> <li>- Today we are going to talk about the people that buy or use those things. Those people are called consumers. Almost everyone is a consumer in some way.</li> <li>- This will help you to better understand what you spend your money on, or why producers would make things.</li> <li>• Middle: <ul style="list-style-type: none"> <li>- A consumer is a type of person that buys the goods or services that a producer creates or supplies</li> <li>- We are going to create a list of all the different things we can think of that we consume. Those things can either be goods or services.</li> <li>- Create a list with the class of things they buy and list them under goods.</li> <li>- Create another list of things they spend money on that they don't get to take anything home from,</li> </ul> </li> </ul>	<p>people earn money (e.g., providing goods and services to others, jobs).</p> <p><b>E1.0.6</b> Describe how money simplifies trade.</p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> <ul style="list-style-type: none"> <li>SWBAT trade correct amounts of money for products</li> <li>SWBAT distinguish a purchase as either a need or a want</li> <li>SWBAT identify them as producers or consumers of the activity</li> </ul> </li> <li>• <b>Lesson Format:</b></li> <li>• Opening: <ul style="list-style-type: none"> <li>- Review chart including needs and wants, producers and consumers, and goods and services</li> <li>- Today you are going to get a chance to use all this information and go shopping in the first grade class store. You will use the money you have been earning to buy things.</li> <li>- This will make you a better member of society and help you understand how your parents use the money they have to buy things.</li> </ul> </li> <li>• Middle: <ul style="list-style-type: none"> <li>- Today you will get the chance to shop in our class store</li> <li>- Are you a producer or a</li> </ul> </li> </ul>
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<p>services</p> <ul style="list-style-type: none"> <li>- Create a class list of things that are goods and things that are services</li> </ul> <p>• Closing:</p> <ul style="list-style-type: none"> <li>- Tomorrow you will get a chance to produce something for the class store lets come up with a list of things that we might be able to produce for the store</li> </ul> <p style="text-align: center;"><b>Day 6</b> <b>Literacy</b> <b>Informational Text</b></p> <p>• <b>GLCE:</b> <b>R.IT.01.02</b> discuss informational text patterns including descriptive, sequential, and enumerative. <b>R.IT.01.03</b> explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.</p> <p>• <b>Objective:</b> SWBAT identify the book as informational text</p> <p><b>Lesson Format:</b></p>	<ul style="list-style-type: none"> <li>• bracelets</li> <li>• bookmarks</li> <li>• frames</li> </ul> <p>• Closing:</p> <ul style="list-style-type: none"> <li>- So today you had the chance to be both producers and consumers. You consumed when you bought the materials to make you products for the store and you produced when you made them.</li> </ul>	<p>a service.</p> <p>• Closing:</p> <ul style="list-style-type: none"> <li>- Review what the word consumer means and the list created of things we consume</li> <li>- Have students ask their parents when they get home of things that they might have forgotten to add to their list</li> </ul>	<p>consumer in the class store?</p> <ul style="list-style-type: none"> <li>- Students will shop at the store and trade money for objects</li> </ul> <p>• Closing:</p> <ul style="list-style-type: none"> <li>- Students will identify the things they bought as a need or a want a good or a service</li> <li>- Students will review the overall economics chart once again</li> </ul>
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<p>Opening: We have been reading fantasy fiction stories for the past few weeks today we are going to read another type of book</p> <p>Review Genre chart</p> <ul style="list-style-type: none"><li>- Today you are going to learn about another type of book. The informational text. Remember on our chart we said that informational text “gives us information”</li><li>- This will help you be a better reader as you learn about the reason the authors wrote this type of book and the things that you can learn from how they wrote the book.</li></ul> <p>Middle: Read story <i>From Tree to Paper</i></p> <p>Identify this story as informational text due to the criteria that it does not tell a story it gives us information</p> <p>Discuss the elements of informational text and how they are different from</p>			
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fiction  Closing: Review genre chart again and write this book on a new chart of the informational text books we have read			
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**b) Assessments:**

- Create a list of needs and a list of wants
  - SWBAT distinguish between a need and a want. (Day 2)
  - SWBAT draw and label a list of needs and a list of wants (Day 2)
- Write and Illustrate an example of a producer
  - SWBAT write that to produce means to make something to sell to others and illustrate someone producing something (Day 5)
- Students will identify text as either fiction or informational text
  - SWBAT identify the book as informational text (Day 5 Literacy)
- Trade the correct amount of coins for an object
  - SWBAT trade correct amounts of money for products (Day 8)
- Cumulative Assessment:
- Students will trade money for objects at the class store and then verbally classify the things they bought at the class store as a need, a want, a good, or a service
  - SWBAT distinguish a purchase as either a need or a want (Day 8)
  - SWBAT identify them as producers or consumers of the activity (Day 8)

Definitions for determining students' understandings in the Cumulative Assessment

Needs- air, water, food, shelter, clothing (need is defined as a situation in which something is necessary)

Wants- anything that you do not need to survive but would like to have for your happiness or for fun

Good- something that is produced in order to be sold

Service- providing some type of work that people need