

Economics

Day 5: Money

I. Content of Lesson

- a. Topic/Key Concept: Students will be able to explain how and why families earn money and the importance of how we use our money.

National/State Standard

- a. D. Know about production, distribution, exchange, and consumption so students can make informed economic decisions.
 - a. D.4.3 Identify local goods and services that are a part of the global economy and explain their use in Wisconsin
- b. A1. Use effective reading strategies to construct, sustain, and repair meaning of narrative and informational text
- c. C2. Listen to and comprehend oral communications

Local Benchmarks

- a. SOCD1.1.6 Understand how and why families earn money
- b. SOCD1.1.7 Understand the importance of how we use our money
- c. LITA1.1.3 Use thinking strategies to aid comprehension
- d. LITC2.1.1 Understand information conveyed orally

Connections

- a. This content is important for the students to learn because the students are surrounded with money every single day. They live in a world where people survive off of the money they make and the money they expend. In our world, money buys goods, services, needs, and wants. People need money in order to have a good quality of life. It is important to teach this content to students so they are able to learn how to earn money and how to use money wisely.

Goals/Objectives

At the end of the lesson, students will be able to:

- a. Describe how families earn money.
- b. Describe why families earn money.
- c. Explain the importance of how to use money.
- d. Use their own thinking strategies to help comprehend questions being asked about the two stories, *Saving Money* and *Earning Money* that will be read to them orally.
- e. Make connections with the information in the two stories, *Saving Money* and *Earning Money* to help learn how to earn money and how to use money wisely.

Assessment Targets and Methods

- a. I will informally test the students on how families earn money by asking the students to come up with ideas about how their families make money and then turning and talking to their neighbor. Based on their ideas, I will be informally testing them on their abilities to use thinking and recall strategies to pull from their prior knowledge and link to new content we are about to explore. This will also allow me to know if the students were able to understand the information from the book that was read to them orally.
- b. I will informally test the students on why families earn money by asking them this question after reading the story, *Earning Money* by Tanya Thayer. Based on their answers given, I will be able to informally test the students if they are able to understand the information from the book that was read to them orally.
- c. I will informally test the students on if they know how to use their money wisely twice throughout the lesson. The first time I will informally assess them is when I ask them this question after reading *Saving Money* by Rebecca Rissman. I will informally test them again, based on what they spent their money on while playing the game.
- d. I will formally test the students by having them complete the pre-assessment both prior to the lesson and again at the end of the lesson so that we better understand the learning growth they have made.

II. Pedagogical Considerations

Classroom Description

- a. There are 23 students in this class. There are 12 boys and 11 girls. Two of these students are children with special needs. One child is nonverbal and is pulled out for most of the day. The student participates in our morning meeting, calendar, milk break, gym, art, music, and our end of the day book share. The other student with special needs has communication delays and is pulled out of class at certain times. This student is integrated throughout most of the day but leaves for one on one help in the afternoon. This student also has a one on one paraprofessional to help to support him in the general education classroom. Out of the 23 students, three children receive reading services. Two more students receive speech and language services. There is one student who also is in math recovery. A large majority of these students come from a middle class family who supports them in their education on a daily basis.

Student Descriptions

- a. _____ is a male student in this classroom.
 - a. *Likes/Dislikes:* _____ enjoys math and enjoys gym, music, and art. He likes math, gym, music, and art because he is able to play games and be with his friends. Math groups allow for interaction and peer support. He does not like reading or writing. When he is asked to read he will stare at the pictures and when he is asked to write he will draw instead of writing.

- b. *Intelligences/Strengths:* has a number of strengths as a student. When he is given material at a level that he can handle, he will succeed. He enjoys playing math games with his friends because the math games consist of material that is not new for him such as, adding and subtracting numbers. When is asked to do something he is familiar with, he will do it to the best of his ability.
 - c. *Communication:* has a hard time communicating with others. He does not like to communicate his feelings. When he is confused about material being taught, he will not ask for help.
 - d. *Behavior:* is a very high energized student. He likes to seek attention from his classmates and the adults in the room. Some of these behavior characteristics are randomly shouting comments, falling off his chair, lying on the ground, distracting others, and talking when others have the floor. He often does not like to listen, especially to new adults in his life. He has a great deal of respect for Mrs. Martin, but when he does not have her specific attention, he seems to act out and looks for her attention.
 - e. *Academic Performance:* is very low in all subjects, especially in math and reading. The staff at Traeger has taken note of these weaknesses and is thinking about holding back next year.
 - f. *Social Skills:* has a hard time with social skills. He does not interact naturally with his peers. He pushes his way into relationships and forces his way into peer groups. will act out to gain the attention of his peers.
 - g. *Concerns:* My concern for is being able to gain his respect. If does not have my respect, he will not behavior appropriately and that will delay his learning.
- b. is a male student in this classroom.
- a. *Likes/Dislikes:* likes to work with his classmates. He likes all subjects, especially math. His favorite time of the week is when it is gym time. He looks playing football and incorporates it into his daily life. He dislikes writing after reading a story. Depending on the day, can struggle with reading as well; however, he does not like to write about what he has read.
 - b. *Intelligences/Strengths:* is intelligent in math and reading. He is an average student in other subjects and right where he is supposed to be academically.
 - c. *Communication:* communicates very well with his peers. Whenever he is having a hard time throughout the day, he will communicate that to adults and his friends. If he is having a difficult time learning a new concept, he will gladly ask his neighbor or an adult in the classroom.
 - d. *Behavior:* behavior is pretty typical for a first grade boy. Independently he is a very quiet student. If he were to sit by his friends on the carpet or while working, he would quickly get off task and find other things to do with his friends. He clearly knows the rules and expectations for the classroom and he abides by them almost always.

- e. *Academic Performance:* To compare all of _____ academic performances, he is pretty high in math and reading. For the other subjects, he fits in very well with the rest of the students.
- f. *Social Skills:* _____ is able to work very well with his peers. He works better with peers that are not his closest friends. He is able to communicate his thoughts as well as listen to others speak. He is very respectful of others and is willing to help his peers out whenever they need it.
- g. *Concerns:* A concern for _____ is to find a happy medium for him to learn. Throughout the week I will have to monitor his success and give him feedback on each part of the process so that I can adjust the instruction for him. Understanding what is too easy for him and what is too hard for him will be important for me to do.
- c. _____ is a female student in the classroom.
- a. *Likes/Dislikes:* _____ likes all subjects. Her favorite subject is math because she feels that it is fun. She likes the interaction with her peers and she likes the opportunity to share what she knows during repetitive math games. _____ also enjoys reading and writing. She often challenges herself with higher reading books. _____ least favorite subject is social studies.
- b. *Intelligences/Strengths:* _____ is intelligent in every subject. She is able to grasp new concepts and then connect them with prior knowledge. She is also able to make connections from what she is learning to her life.
- c. *Communication:* _____ communicates very well. She will communicate what she is feeling almost always. If she is having a difficult time learning, she will ask for help.
- d. *Behavior:* _____ is a well-behaved student. She knows and understands her classroom and school rules. She interacts well with others and shares respectful behavior.
- e. *Academic Performance:* _____ is a high academic student. She succeeds in every subject because of her ability to learn new information. She enjoys applying the information she learned with her daily life.
- f. *Social Skills:* _____ works well with her peers. She is able to integrate well with her classmates and has positive social interactions. She is respectful to her friends and has good peer relationships.
- g. *Concerns:* My only concern for _____ is being able to challenge her so she is able to learn the content being taught at her high level.
- d. _____ is a male student in the classroom.
- a. *Likes/Dislikes:* _____ likes to work with others, especially with his one on one paraprofessional. He enjoys working one on one and with others because he has a hard time staying on task. When he works with others, they are able to provide him with some stimulation that he desires. Some stimulation that he likes is to chin people for pressure on his face or to have pressure put on his body. He likes to work in an open area so he is able to get up and run around for stimulation as well. When _____ does not want to do something, he breaks down. When he is in breakdown mode, he enjoys swinging or playing with his tactile toys.

- b. *Intelligences/Strengths:* enjoys reading. Reading is one of his strengths and he is able to participate in reading groups with some of peers who are at his level.
- c. *Communication:* in a non-verbal student. He has a very difficult time communicating willingly. He usually needs a question or a prompt is needed in order to talk. Sometimes when he wants something or wants to tell you something he will just state it in one word. He is unable to describe it or go into further details.
- d. *Behavior:* depends on stimulation. For stimulation he often “chins” other people by putting his chin on your body and pushing down for pressure. Another way he can have stimulation is by “squishes”. Holding and applying pressure to his body is something that he enjoys as well. When he becomes frustrated, he walks around the classroom and goes to an open area where he jumps around and flaps his arms. He often cries out or bursts out a scream. Some times when he is extremely frustrated he will throw things like his shoe or pencil.
- e. *Academic Performance:* is almost fully included into the general education classroom. He participates in all the lessons and his work is modified to his needs so he is successful in the lessons. He is able to fully participate in his reading group and he really enjoys it.
- f. *Social Skills:* does not communicate with his peers. When he communicates it often is an “echolalia” form of communicating. An example is when Mrs. Martin asks to say, “good morning”, he will reply with, “ say good morning”.
- g. *Concerns:* The only concern I have for is being able to meet his needs so he is able to participate in my lessons and how I am able to understand his learning.

Prior Knowledge

- a. Prior to this lesson, students will need to be familiar with the difference between goods and services and the difference between needs and wants in order to engage in the lesson. To remind the students of these ideas, we will have a short review prior to this lesson. It is important for the students to know these ideas before playing our game so they are able to make wise choices on how to spend their money as a family. By knowing this prior to the lesson, the students will be able to help themselves understand how to prioritize their money needs and wants. It may also allow them to dismiss some of their misconceptions like the belief that their parents have unlimited resources.

Classroom Management

- a. Throughout this lesson, the students and I will always focus on our learning objectives and the roles and responsibilities that each learner has to contribute to a positive learning environment. Throughout the lesson, I will be an assertive teacher and teach with compassion and composure to allow for the students to

focus on putting themselves in control of their own learning. While the students are learning, I will serve as an encourager to help them learn the new material. If a student makes a mistake in the classroom, I will view it as an opportunity for them to reflect on their mistake and learn from it. I will model the right behavior and then reinforce it with individuals and as a group throughout the lesson. If the child does not learn from modeling and reinforcement, the student will be asked to take time to reflect and fill in a respect report during our time together at recess. The student will record what occurred and a better choice that he/she could do next time they are in that situation. The student will then sign the respect report and we will discuss appropriate choices with their families. The families will review the respect report and then return it to school the next day. The students understand their classroom and school rules and will be held accountable for demonstrating them while being in the learning environment.

III. **Technology Components/Considerations**

- a. For this lesson, I will use the Smart Board and the microphone.
- b. I will use the Smart Board to show 6 different pages that help outline the lesson. If the SmartBoard does not work, I will make sure to have a Mrs. Martin's big canvas of paper available to me, so I would be able to write the students' ideas for how families earn money, how their families earn money, and why families earn money. I will also be able to write the directions for the game on the canvas paper and use different color markers to write the "families" that the students will be placed in. On this canvas board I will be able to write what the students are expected to do once the lesson is over. I also will have to bring in pictures that represent goods, services, needs and wants so the students will be able to pick out each for the review.
- c. For this lesson, I also will use the microphone necklace to help amplify my voice throughout the lesson so all students can hear my voice and understand each sound clearly. If the microphone system does not work, I will make sure to put the students close to me and project my voice so that they are able to hear and understand the lesson being taught.

IV. **Lesson Description**

Materials Preparation

- a. Prior to this lesson, I will have to create a pre-assessment to understand where the student's prior knowledge is with economics.
- b. Before this lesson, I will need to have some experience working with the Smart Board so that I am able to use it effectively to better teach the students.
- c. I also will need to be familiar with the two books, *Saving Money* by Rebecca Rissman and *Earning Money* by Tanya Thayer, so I can read them fluently and ask the students guiding questions to help build on their learning.

- i. *Saving Money* by Rebecca Rissman is a simple nonfiction book about how people save money in many different ways and how money is used in trade around the world.
 - ii. *Earning Money* by Tanya Thayer is a simple nonfiction book about how children can earn money. Some examples in the book are children selling different items and doing chores.
- f. Before this lesson, I will need to create 6 different Smart Board pages.
 - a. 1.) What is a good? What is a service? What is a need? What is a want?
 - b. 2.) How do families earn money? How does your family earn money?
 - c. 3.) Why should families save money?
 - d. 4.) "Families" for game
 - e. 5.) Goods, services, wants, and needs pictures with prices.
 - f. 6.) What the students are expected to do: 1.) Put family money back into container. 2.) Grab an assessment and privacy board 3.) Read to self
- d. Prior to this lesson, I also will need to print off "fake money" for the students to use in the game.
- e. I also will need to print off pictures for the game so the students are able to buy goods and services.
- f. I will need to create a graphic organizer for students to use to write what they spend their money on and how much money they have remaining while playing the game.
- g. In case technology does not work, I will have to create the 6 SmartBoard pages on Mrs. Martin's canvas board. I also will have to gather pictures of goods, services, wants and needs so the students will be able to have a review before beginning the lesson.
- h. To assess the students, I will need to give the same assessment to the students before the lesson and following the lesson so that I can see the growth they have made in their understanding and comprehension of the material.
- i. Prior to this lesson I will need to create two different assessments for _____, a student with severe disabilities, and _____, a low academic student. I will need to create a different assessment for each student, because the assessment that I have made for the other students, would be too difficult for these two students. If I had every student do the same assessment as these two students, the other students would not be challenged enough. These different assessments will challenge the two students just enough to help me make sure that I know they are learning the material.

Division of Responsibilities

- a. Mrs. Martin, Mrs. T, and Miss Galovich will be present while this lesson is taking place. Mrs. Martin is the classroom teacher and her role will be to observe my teaching. She will observe my teaching so she can better help me become more effective for my future classroom.
- b. Mrs. T is _____ paraprofessional. Her role will be to assist _____ in the mainstream classroom. I will ask for her to provide sensory for _____ when needed. I also will ask of her to support _____ in his learning. This might

- include rephrasing what I said, writing phrases on the whiteboard for _____ and asking guided questions to help him come to an answer. She will also be able to share feedback with _____ so that he realizes his success. She will help assess _____ at the end of the lesson by reading and prompting questions.
- c. Miss. Galovich will be in the room as well. Her role will be to play a classroom manager. I will ask for her to help me create a learning environment for the students. If a student were to make an inappropriate choice, I will either address the issue or I will expect her to. If I address the issue, I will ask her to keep the other students on task with their learning.

Introduction

- g. To begin this lesson, I will have the students come and sit on the carpet. We will have a short review on what we have learned this week. I will bring up the SmartBoard page that asks the questions of: What is a good? What is a service? What is a need? What is a want? Each of these four questions will be designated a color. The colors will be: red, green, blue, black. I will explain to them that because "what is a good" is printed in red ink, the student who comes up and circles the good will circle it using the red SmartBoard marker. I will make sure to have three pictures for each question asked.
- a. By reviewing with the students, this serves as a repetition for them to remember what we have been learning all week. It also serves as a basis to what our learning will be about today. Reviewing gets all the students on the same page so they have activated their prior knowledge and are all ready to learn new material.
- b. _____ will benefit from this because they need that extra repetition to help remember material. This also will get them ready to learn about the new material today by activating their prior knowledge.
- h. *helpful* (To better help the students understand, I will do the first one for an example. I will state, because "what is a service is in black, I am going to take the black marker and circle what I think a service is. I see a person cutting hair. I know that a person who cuts other people's hair is providing them with a service. I will circle that picture.")
- a. Giving an example will benefit _____ so they know exactly what to do and how to participate in this mini-activity.
- i. I will ask the students if they have any questions. If they do, I will answer them, if not, I then will call on students one by one to circle a good, a service, a need, and/or a want and explain their reasoning to the class.
- a. Making sure to address any questions is important to do so that there are no students who are confused on what is expected of them. I will support those who have questions at the board and need help.
- j. Once we are finished, I will have the students open up their ears and remind them to actively listen as I share our goal. I will tell the students that today's goal is know how families earn money, why families earn money and how to use our money wisely.

- a. By having the students actively get ready to hear the goal information, the students are able to know and understand that we value setting goals and that we want everyone to know exactly what they will be learning today. It will help focus their attention on what we are going to accomplish and learn today which is what goods and services are and where they come from.
- b. _____ will benefit from this focus because it will give them a clear purpose.

Core Instruction

- b. I will first ask the students if they know how their families earn money. I will have the students turn and talk to their neighbor.
 - a. By asking the students to brainstorm how their family earns money, I am allowing them all to activate prior knowledge and we are setting the stage for building on what they already know and understand.
 - b. This will be good for _____ because it gives them ideas on how to start thinking about how families earn money. It also gives them a chance to interact with their peers and learn from others.
- c. I will bring the students back together by stating and showing with my fingers, “We will stop sharing in 3, 2, 1, and 1 is going down, down, down.” I will start this transition with a loud voice. As I keep stating the phrase, my voice will be softer and softer, eventually getting to absolutely silent.
 - a. By doing this transition, I am allowing all students to have 3 seconds to wrap up their thoughts and know that they all should be at zero voices when I state the last “down” in the phrase.
- d. I will introduce the story, *Earning Money* by Tanya Thayer. I will have the students listen for why and how families earn money.
 - a. Using literature in the lesson will broaden the student’s concept of learning about earning money and will link the concept to real life and others outside of our classroom. Literature brings the outside world into our classroom and allows the students to learn from others beyond just me as their teacher.
 - b. By asking the students to listen for why and how families earn money, I am giving the students a purpose for listening to me read and it also, allows them to understand information given to them orally. _____ will benefit from this because they are able to know exactly what to listen for instead of being asked to remember the whole story.
- e. After reading the story, I will have the students turn and talk to their neighbor and state how families earn money.
 - a. By having the students turn and talk to their neighbor, I am allowing them to either teach or be taught about how families earn money with their peers. I also am allowing the students to share what they were able to understand from the information communicated orally to them in the story.

- b. By the students having a conversation about how families earn money, I am setting them up for successful participation in the large group discussion.
- c. This will be a good “re-teaching” time for . . . It can also serve as an opportunity to repeat what has been discussed.
- f. I will bring the students back together by stating and showing with my fingers, “We will stop sharing in 3, 2, 1, and 1 is going down, down, down.” I will start this transition with a loud voice. As I keep stating the phrase, my voice will be softer and softer, eventually getting to absolutely silent.
 - a. By doing this transition, I am allowing all students to have 3 seconds to wrap up their thoughts and know that they all should be at zero voices when I state the last “down” in the phrase.
- g. I will ask the students again, how families earn money in the story. While I am stating this, I will be raising my hand to show the students that I am not looking for them to blurt out answers. I am looking for hands raised so everyone can hear who is talking.
 - a. By asking the students to share their answers, I am will check to see if they were able to comprehend the information communicated to them orally in the story.
- h. While I call on students, I will be writing their ideas up on the SmartBoard page under the heading that states: How do families earn money?
 - a. By writing the students’ ideas on the SmartBoard this serves as a good visual for all students. This is great for . . . because while I am writing the ideas on the SmartBoard, they are reading them, which serves as another repetition. Also, if . . . were not paying attention to what other students had to say, they can always look up at the board and be on the same page as their classmates.
- i. I will ask the students, how do your families earn money? I will write their ideas up on the SmartBoard page under the heading that states: How does your family earn money?
 - a. Writing the students’ ideas on the SmartBoard will serve as a visual for all students and will also allow the students to make a personal connection to their lives and the material being learned. This will benefit . . . because they will be able to relate the content to their lives which can help them internalize the concepts and more readily remember it.
- j. I then will ask the students based on the story, *Earning Money* by Tanya Thayer, why do families earn money? While I am stating this, I will be raising my hand to show the students that I am not looking for them to blurt out answers. I am looking for hands raised so everyone can hear who is talking. I will want the students to know that families earn money so they are able to have their needs met and be able to buy goods and services. If the students are not able to come up with this answer, I will guide their thinking by posing questions such as: “Think about what we have learned this week. Why do we need money?” If the students are still struggling, I will go back to the SmartBoard review page for today and ask them to think about those four words: goods, services, needs, and wants.

Imp question

- a. By guiding the students thinking with clarifying questions, I will be inviting them to think individually. If the students are able to personalize their learning, they are more likely to understand the material more in depth. They also are more likely to remember it.
- k. Once they are able to come to the answer, I will ask the students what they should do once they have money. I will ask the students what families do when they have money. Students will more than likely respond with, "Buy things!" I then will pose the question of, "Should you spend all your money? Why or why not?" While I am stating this, I will be raising my hand to show the students that I am not looking for them to blurt out answers. I am looking for hands raised so everyone can hear who is talking.
- l. Once I take some ideas down, I will state that this is a topic we should be thinking about today. I will introduce the story, *Saving Money* by Rebecca Rissman. I will have the students listen for how families should spend their money.
 - a. Using literature in the lesson will broaden the student's concept of learning about earning money and will link the concept to real life and others outside of our classroom. Literature brings the outside world into our classroom and allows the students to learn from others beyond just me as their teacher.
 - b. By asking the students to listen for how families should spend their money, I am giving the students a purpose for listening to me read. I will benefit from this because they are able to know exactly what to listen for instead of being asked to remember the whole story.
- m. After reading the story, I will have the students turn and talk to their neighbor and state how families should spend their money.
 - a. By having the students turn and talk to their neighbor, I am allowing them to either teach or be taught about how families should spend their money with their peers. I also am allowing the students to share what they were able to understand from the information communicated orally to them in the story.
 - b. By the students having a conversation about how families should spend their money, I am setting them up for successful participation in the large group discussion.
 - c. This will be a good "re-teaching" time for _____ It can also serve as an opportunity to repeat what has been discussed.
- n. I will bring the students back together by stating and showing with my fingers, "We will stop sharing in 3, 2, 1, and 1 is going down, down, down." I will start this transition with a loud voice. As I keep stating the phrase, my voice will be softer and softer, eventually getting to absolutely silent.
 - a. By doing this transition, I am allowing all students to have 3 seconds to wrap up their thoughts and know that they all should be at zero voices when I state the last "down" in the phrase.
- o. I will bring up the SmartBoard page that states: Why should families save money? I will call on a few students to give me ideas on why families should save their money. I will ask guiding questions to on what families could spend their money on after saving for a long time. I will make sure to express the importance of

saying money so the students understand that they should not spend all their money.

- p. I will explain to the students that today we are going to play a game, but first we must get into “families” I will bring up the SmartBoard page that shows the “families” (students listed in groups). The page will show the 6 color coordinated, mixed ability, groups that the students will be placed in. I will tell each group where to go in the classroom one by one.
- a. By creating color coordinated groups for the students and telling them where to go, they are able to know exactly what group they are in, get to work right away and not waste any time creating their own groups or figuring out where to work. This also helps keep behavior problems to a minimum. Learning will have more potential as well because of the mixed ability groups that I re-arranged. If students were asked to create groups themselves, they would choose their friends rather than their peers who will challenge them or peers who they are able to challenge.
 - b. By putting students in mixed ability groups, it allows for to be engaged by working with their peers. These two students will be able to benefit from this by developing ideas based on what their group members say and then be able to participate in the large group discussion. This will also work great for because she will be able to help serve as a “teacher role”. She will be able to help bring up those key points about goods.
- q. Once everyone is put into their groups, I will ask one student from each group to grab their toolkit.
- a. Toolkits will be important for this game because students will need manipulatives to help them with adding and subtracting money throughout the game.
 - b. will benefit from this because they will feel included in the learning. They will be able to access number lines and calculators so they can help add and subtract money for their “family”.
- r. I will then explain the rules of the game to everyone. Each family will be given a job and an amount of money. Each group will have a different job and a different amount of money. will be in the low-income family and will be in the high-income family. The job will match up with their amount of money that they are given.
- a. Putting in the low-income family is important because she will be a great leader for the group on what to spend their money on. She will be able to help teach to the students why she spent money on the needs first instead of the wants in the large group discussion.
 - b. Putting in the high-income family is important because it will keep him engaged. If was placed in the low-income family, I feel he would complain about not having any money and then therefore get extremely frustrated. Having him be in the highest-income family allows him to contribute and not focus on the negative impact of limited resources. It will be important for him to be engaged in the game so that he can be a part of the large group discussion once the game is over with.

- s. On another SmartBoard page, there will be items that illustrate needs, wants, goods, and services with prices for each. These items will be pictures of clothing, food, water, toys, a house, a car, a vacation to Disney World, and a boat. Based on the money given, the students will be asked to buy what they will need to survive.
- t. I will show and explain to the students the graphic organizer for students to use to write what they spend their money on and how much money they have remaining.
- u. I will ask the students if they have any questions. If they do, I will answer them. If they do not, I will hand out the supplies needed. I will set a SmartBoard timer of 5 minutes for them to complete this. This might be too long or too short of time, I will adjust to what the students need.
- Making sure to address any questions is important to do so there are no students who are confused on what is expected of them.
 - Putting a timer on the game will allow the students to get to work right away and be efficient learners. They will know that by the time the timer goes off, they should have made all their decisions.
- v. When the timer goes off, we will come back together as a large group. I will ask each group what they ended up spending their money on. I will ask if they had money left over or if they spent it all. I will ask the students to pass the microphone around the carpet to each group.
- By having the students share their ideas with the microphone it allows them to feel that I and the class want to hear their answers. All the groups will also be able to learn from the group speaking by listening to what they have to say. This can help spark some new ideas.
 - This will help _____ by engaging them in the discussion. They will be more likely to pay attention to their classmates for five minutes rather than listen to me talk. Also, all three students love using the microphone.
- w. To conclude this activity, I will ask the students as a large group as to why _____ group could buy the most things and why Kassie's group could not. I will be looking for an answer like, "I _____ family could spend money on many different things because he was a doctor and had a lot of money where _____ family did not have a job, so she had very little money to spend."
- Comparing the high income to the low income will get students thinking about people who do not have enough money for a good quality of life. This will be new material to most of the students because by having this conversation, I am addressing the misconceptions they may have about economics.
- x. I will address the issue of low income families and state that some families do not have enough money to provide for all their basic needs, let alone save any amount of money for the future. The government provides them with some money, but usually that is never enough to cover the whole family's needs so they must prioritize what they can buy.
- y. I will use _____ family as an example as well as some of the other families in the game to help illustrate my point. I will explain that _____ family had to first spend their money on food and then shelter. People need food and water to survive. Sometimes families do not need shelter because communities help

*excellent
the best
question*

provide that for them. If they have enough money for shelter, then that is a bonus. family though does not have enough money to spend on vacations, toys, candy, or boats (wants). They first must meet their needs.

- a. Having family as an example will help the students connect the information discussed to something more meaningful. They will be able to understand that family did not have enough money to buy wants because they needed to buy their needs first.
 - b. will benefit from this because she will be able to help teach her classmates about why her family made the decisions they did.
- k. I will ask the students if they have any questions. If they do, I will answer them, if they do not, I will ask them what the three goals were for today. The three goals were: how families earn money, why families earn money, how should we use money. We will do a quick review of these as a large group.
- a. Re-stating the three goals is important for all students so they are able to recap what has been learned.
 - b. will benefit from this because they have done many activities and learned many new things today. By stating the three goals, they will be able to take out what was intended to from the day's lesson.

Closure

- l. I will show them the pre-assessment that they did a week ago and I will tell them that we will now re-take this assessment to see how much we have learned. I will bring up the SmartBoard page of what they are expected to do. 1.) Put family money back into container. 2.) Grab an assessment and privacy board 3.) Read to self
 - a. By creating a SmartBoard page that lists what they are expected to do, I am allowing them to be self-sufficient. With the clear expectations listed on the SmartBoard they will not be confused of what they should do and not have to ask any questions. will benefit from this because he does not like to ask for help. Instead of asking for help, he will be able to look up at the SmartBoard and see what he needs to do.
- z. I will ask the students if they have any questions, if they do, I will answer them, if they do not, I will send them back to their seats to get started on the assessment.
 - a. Making sure to address any questions is important to do so there are no students who are confused on what is expected of them.
- aa. To transition the students to their desks, I will ask them the routine questions of, "When should you get started? How long should you work for? What level should our voices be?"
 - a. The students know these three phrases and will respond to them by stating: "Right away, the whole time, zero voices". By asking these questions, the students know what is expected of them to do and how they should be working. I am allowing them to take control of their own learning. If they are able to state the rules then they are able to know the rules and therefore will have a greater chance of being able to demonstrate their understanding by following them.

- bb. For the students who finish early, I will tell them that they should read to self.
 - a. Some students work faster than others. For those students, giving them something to do when they are finished before everyone will allow them to stay busy and not bother any of their peers. This will help minimize any behavior problems.
- cc. Differentiated assessment will be used for _____ The assessments for each student will be different that each other's and the whole class because they both are at different levels.
 - a. By assessing them this way, the students will be able to show what they have learned rather than become frustrated with writing their thoughts down, worrying about spelling and getting every single question correct.

- _____ assessment:

Need vs. Want

_____ will be asked to pick out the need and the want from two different pictures and paste them both on to his paper, in the space provided, underneath the question.

Goods vs. Services

_____ will be asked to pick out the good and the service from two different pictures and paste them on to his paper, in the space provided, underneath the question. Mrs. T, his one on one paraprofessional, will have to give a caption for each picture. An example would be if the picture is of a hairdresser, Mrs. T will ask, "Is cutting hair a service or a good?"

How do families earn money?

_____ will be asked to circle an answer for this question out of three answers. These answers will be: sleeping, eating, working.

Why do you need money?

_____ will be verbally asked this question by a teacher. He will be given verbal options like, "Do you need money to buy things, yes or no? Do you need money to sleep? Yes or no?"

Should we save money?

_____ will be verbally asked this question by a teacher.

- _____ assessment:

Need vs. Want

_____ will be asked to circle the need and the want out of five different pictures.

Goods vs. Services

_____ will be asked to circle the good and the service out of five pictures.

How do families earn money?

will be asked this question verbally by a teacher. Answers such as, "working or a job" will be proficient for him. The teacher will write answer down on a whiteboard. will then be asked to copy it onto his paper.

Why do families earn money?

will be asked this question verbally by a teacher. Answers such as, "to buy things" will be proficient for him if he is able to then answer the question, "what are some *things*?" The teacher will write answer down on a whiteboard. will then be asked to copy it onto his paper.

Should we save money?

will be asked to circle Yes or No underneath this question. He will then be asked to verbally explain why.