

Holly Dahl
 Section 10
 1st Grade- Economics
PART IV- CHART

I CAN describe how people earn and trade money, how families consume goods and services, and distinguish between producers and consumers.

Day 1 Introduction	Day 2 Needs and wants	Day 3 Money	Day 4 Trading Money
<ul style="list-style-type: none"> • GLCE: I-E1.0.1- Distinguish between producers and consumers. I-E1.0.5- Describe ways in which people earn money. I-E1.0.2- Describe ways in which families consume goods and services. R.NT.01.03- Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). • Objective: Students will be able to connect the elements of the unit to their own lives. • Lesson Format: -Introduce the unit by explaining that we will be learning about economics and give a definition of what economics means. -Write a list on chart paper of the concepts that we will cover: needs and wants, producers and consumers, money, and trading money. - Read aloud the book <u>Bunny Money</u> as a way to introduce an overview of all the ideas listed above. Briefly explain what a need and want is and what the character in 	<ul style="list-style-type: none"> • GLCE: I-E1.0.2- Describe ways in which families consume goods and services. • Objective: Students will be able to differentiate between needs and wants by making a list of the things they need and want. • Lesson Format: - Introduce needs and wants by making a two column chart on the chart paper on the carpeted area. Explain a need as something they need to survive, such as air, water, shelter, food, and clothes. Then ask the students what they think a want is and make a list of them on the corresponding column in the chart. - Read aloud <u>If You Give a Moose a Muffin</u> and ask the students what the mouse needed and wanted in the story. - After reading recite as a group the five basic needs that humans have. - Model and explain how they will draw a picture of something they need and on the next column they will draw a picture of something they want. 	<ul style="list-style-type: none"> • GLCE: I-E1.0.5- Describe ways in which people earn money (e.g. providing goods and services to others, jobs.) • Objective: Students will be able to identify coins and their values. Students will be able to exchange money for fewer coins. • Lesson Format: - Review the lesson from the previous day with the students. Review what the five basic needs of people are and what a want is or an example. - Ask the students if they know why people work. If the students have a difficult time I will probe them by asking them what people get when they work (money). Then I will ask them what people buy with their money. I will explain that people use their money to buy things that they want and things that they need. - After we discuss as a class things people can do to earn money I will explain that they will work to earn 	<ul style="list-style-type: none"> • GLCE: I.E1.0.6- Describe how money simplifies trade. R.CM.01.01- Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. • Objective: Students will be able to describe ways people make/earn money. Students will be able to understand that money is a form of trade. • Lesson Format: - Review needs and wants, and the value of the coins that are on the board. - Read <u>The Big Green Pocketbook</u> about how a mother and daughter go into town and trade their money for goods and services in that town. As I read I will explain with the students that a good is something that we can buy that we can see or hold in our hands and I will give them

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<p>the story uses his money for. Also, highlight the idea that the bunny uses money as a way to buy things. -Have the students make text-to-self connections about the story (i.e. they use money to buy things, they have things that they need and want, etc.) -Conclude the lesson by asking the students what the word economics mean. Also, remind the students that we will be working with this unit for a couple of weeks.</p>	<p>Have the students share with a partner on the carpet one item that is a need and another that is a want. This will get the students talking about the main ideas and maybe give each other some new ideas. - After the students share they will go back to their desks to work on the enrichment sheet in that they draw a picture of a need and a want and write what they are. -Close the lesson by asking the students what the five basic needs of humans are and one thing that each of them want.</p>	<p>money. I will explain to them that they can earn money by doing their job as students by listening, following directions, and doing their best. Then I will make a list and hang it later in the room of the amount of money each task is worth. For example, when they stay on green on their behavior chart they get 25 cents, yellow is 10 cents; they also get 10 cents for each piece of homework that they turn in, and they will receive five cents for "caught being good."</p> <p style="text-align: center;">MATHEMATICS LESSON</p> <p>- I will introduce the value of money by reading the poem "Smart" by Shell Silverstein. This poem explains how a boy didn't really know the values of money and how he lost money. I will explain to the students that it is important for them to know the values of money in order to buy things. For example, they need to know how much money to give to our lunch lady, or how much money they have to buy a bagel or how many bagels they can buy. -Then, I will show the class on the board</p>	<p>examples and non-examples. I will explain to them that a service is something that we buy that someone else does for us and give examples and non-examples. I will have the students work with a partner to describe and share what they think the goods and services in the story were. After the students share with a partner we will come together as a class and make a list together of the goods and services in the story. - Ask the students why they think money is important. After discussing why they think money is important I will ask the students why people work (to earn money so they can buy the things they need and want.) - Explain how money is used to buy things, which is a form of trade. Also, that working is a form of trade by trading your time for money. Draw a diagram on the board of these relationships. - Discuss what people buy with money (food, clothes, games, entertainment, etc.) Relate this to how people use money to buy the things that they want or need.</p>
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		<p>using magnetic pictures of coins and ask for their names and values. Also, I will explain which coins are worth more money. After we discuss the coins we will discuss how we exchange coins for fewer coins. This is when we will make a chart of ways we can get the same amount of money, but with using different coins or a combination of coins.</p> <p>- Go back to the poem and ask if the person in the story really had more money when they exchanged their four quarters for five dimes, and so on throughout the poem.</p> <p>-Next, the students will be given fake coins. I will ask them to make a certain value, but one that has uses a combination of coins or one with a few ways to make. Then we will go around the room and ask the ways they made their amount and what coins they used.</p> <p>-To conclude the lesson I will introduce the idea that we will have a “classroom store” at the end of our social studies unit, and that they have to earn money in order to buy things at the store. I will ask the students what some ways are</p>	<p>-Students will draw a picture of three things that they or their family buys with money and why they buy it (need or a want). Before the students go back to their seats they will discuss with a partner something that their family buys with money and why they buy it. This will give them some ideas and hopefully share some new ideas with each other.</p> <p>- To conclude the lesson the students will go to their seats and work on their enrichment sheet where they will draw and write something that their family buys. After the students finish their work I will ask them as a class what people buy with their money (needs and wants), how people can get money, and what a good and service is. This will serve as a review of what we learned today.</p>
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		that they can earn money (from the chart). I will have the students review with me the values and names of the coins.	
<p>Day 5 Producers</p> <ul style="list-style-type: none"> • GLCE: I.E1.0.1- Distinguish between producers and consumers of goods and services. <p>R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p>R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <ul style="list-style-type: none"> • Objective: Students will be able to produce an item that will be sold in the Classroom store.” <ul style="list-style-type: none"> • Lesson Format: - Review with the 	<p>Day 6 Consumers</p> <ul style="list-style-type: none"> • GLCE: I.E1.0.1- Distinguish between producers and consumers of goods and services. <p>I-E1.0.2- Describe ways in which families consume goods and services.</p> <ul style="list-style-type: none"> • Objective: Students will be able to explain what a consumer is. <p>Students will be able to compare producers and consumers.</p> <ul style="list-style-type: none"> • Lesson Format: - Review what has been covered in the unit: needs vs. wants, money, trading money, and producers. -Explain how we learned about producers in the previous lesson and that now we are discussing consumers. Explain that a consumer is someone who buys a good or service and give examples and non- 	<p>Day 7 Producers and Consumers</p> <ul style="list-style-type: none"> • GLCE: I-E1.0.1- Distinguish between producers and consumers of goods and services. <p>I-E1.0.2- Describe ways in which families consume goods and services.</p> <ul style="list-style-type: none"> • Objective: Students will be able to differentiate between a producer and consumer. <p>Students will be able to list examples of producers and consumers.</p> <p>Students will be able to make relationships between producers and consumers and trading of money.</p> <ul style="list-style-type: none"> • Lesson Format: - Review what has been covered in the unit so far: needs vs. wants, money, trading money, producers and consumers. -Introduce the lesson by explaining that we 	<p>Day 8 “Classroom Store”</p> <ul style="list-style-type: none"> • GLCE: I-E1.0.1- Distinguish between producers and consumers. I-E1.0.5- Describe ways in which people earn money. I-E1.0.6- Describe how money simplifies trade. <ul style="list-style-type: none"> • Objective: Students will be able to buy things in the class store with the money they earned throughout the unit. <p>Students will be able to explain why they bought the items they did in terms of needs and wants.</p> <p>Students will be able to identify themselves as a producer, consumer, or both.</p> <ul style="list-style-type: none"> • Lesson Format: - Quickly review what we have learned in the unit: needs vs. wants, money and trading money, producers and consumers. -Explain that the students are going to

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<p>students what we have learned so far about economics: needs vs. wants, money, and how we trade money.</p> <ul style="list-style-type: none"> - Introduce the idea that people make or provide the things that we need and want and that these people are called producers. Define for the students what a producer is. - Give a couple of examples of people or jobs that are producers (farmers, car makers, textile workers, etc.) Then ask the students what are some people who may be producers. I will have the students share with partners of people who they know or think may be a producer and why they think that. After they share we will come back as a class and discuss some of their ideas and make a list of the jobs or people who are producers and what they make or do. - Read aloud the book <u>From Peanuts to Peanut Butter</u>. This will show how something they may eat is made from things in nature and people who make these items are producers. - After reading have the students discuss what they learned 	<p>examples of consumers.</p> <ul style="list-style-type: none"> -Compare how consumers and producers are different by discussing as a group. -Ask the students to think of examples of things that they consume and have them share with a partner. By sharing with a partner they will be able to share ideas and opinions and get new ideas from each other. When they are done sharing with a partner we will come together as a class and make a list together on chart paper. Explain that when they buy things they are being consumers. -Have the students draw three things that they consume (food, clothes, paper, school supplies, etc.) Then have them write a sentence about what or why they consume those things (needs or wants.) - Conclude the lesson by asking the students what the difference is between a producer and a consumer. 	<p>have learned about producers and consumers and that they will learn the relationships between producers and consumers.</p> <ul style="list-style-type: none"> -Explain how people can produce things and be consumers at the same time and give examples (carmaker makes cars at work, but buys groceries for their family.) -Read aloud <u>Little Nino's Pizzeria</u>. Discuss the relationships of the characters in the story and how they are related. Also, discuss how the family produces by making pizzas, but that they also consume by buying the ingredients. Also explain how producers need consumers to buy their product in order to make money. -Draw a diagram of the relationships between producers and consumers. -Ask the students how they and their families may be producers and consumers. -Have the students draw the diagram or fill in the missing parts of the diagram of the relationship between producers and consumers. -Conclude the lesson by asking the students 	<p>shop in the "classroom store". The store will have the items that the students from the other first grade class made/produced along with school supply items and small toys.</p> <ul style="list-style-type: none"> -Before the students shop, ask them to keep in mind whether they are producers, consumers, or both as they shop; and if they are purchasing things they need or want. Also, before they shop they will count the money they have so that they know what they can buy. -I will tell the students the rules of shopping and how they are going to do other work while they are waiting for their turns to shop. Also, students will only be able to buy a total of three items in order to prevent the students from buying everything and students not having anything left to buy. Also, since we traded our items with the other class there will be no hurt feelings about whether their items were or were not sold. -Have the students shop for about 30-40 minutes. They will shop by rows and will be called over to the tables to shop. - When the students are done shopping I
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<p>about the process of producing something (i.e. how long it takes, the many steps, etc.) -Review the idea that at the end of the unit we will be having a class store and that they are going to make something for that store. Have the students make bookmarks and key chains to have in the store. We will switch our items with the other first grade class and sell our items to them and they will sell their items to us. - Close the lesson by asking what a producer is and for an example of a producer.</p>		<p>what the difference is between a producer and consumer, and how you could be both a producer and consumer.</p>	<p>will collect the remainder of their money and give them an enrichment sheet, in which they have to draw a picture of the items they bought, if they were needs or wants, how much it cost, how they earned that money, and if they were a producer or a consumer. -After the students shop I will conclude the lesson by asking students what they learned about money and how we use money. Also, I will ask the students to tell me which items in the store were needs and wants. Also, I will ask them how they earned their money in order to buy the things in the store. I will connect all the major concepts to what they did today along with connecting how important it is to their everyday lives.</p>
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LIST OF ASSESSMENTS (all of my assessments are informal):

- verbal assessments of how they respond to the review questions each day- informal assessment
 - SWBAT explain what needs and wants are and differentiate between them.(Day1, social studies objective #4)
 - SWBAT give examples of producers and consumers (Days 5-6, social studies objective #1)
 - SWBAT to discuss the importance of money and why people trade money (Days 3-4, social studies objective #2)
- drawings of needs and wants- informal assessment
 - SWBAT draw a picture of something that is a need and a want (Day 2, social studies objective #4)

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- SWBAT connect what they are learning to their lives
- informal assessment of how the students make their money amounts with coins and if they can trade in their coins for fewer coins
 - SWBAT use the plastic coins to show a value (Day 3, mathematics objective #1)
 - SWBAT trade their coins to have fewer coins (example five pennies for a nickel) (Day 3, mathematics objective #2)
- responses to discussions about what they use money for and the things they buy with money- informal assessment
 - SWBAT tell me that their families use money to buy things and if they are buying goods or services (Day 4, social studies objective #3)
 - SWBAT explain if they are buying needs and wants (Day 4, social studies objective #4)
- responses and examples of what they think a producer is- informal assessment
 - SWBAT draw a picture of a person that is a producer and what they are producing (Day 6, social studies objective #1)
- drawings of the things they consume and if they are a need or a want- informal assessment
 - SWBAT draw a picture of an item they consume and write whether it is a need or a want (Day 6, social studies objective #3 and #4)
- Responses to discussion on how consumers and producers are different- Informal assessment
 - SWBAT differentiate a consumer as someone who buys a good/service and producer as someone who makes or provides a good/service (Day 7, social studies objective #1)
- Students responses to what they bought in the “classroom store”- Formal assessment
 - SWBAT describe how they earned the money to shop in the store (Day 8, social studies objective # 2)
 - SWBAT count their money and trade their money in order to buy an item (Day 8, mathematics objective #1, social studies objective # 2)
 - SWBAT differentiate their goods as needs or wants (Day 8, social studies objective #4)
- Informally assess discussions after reading books aloud- informal assessment
 - SWBAT make text-to-self connections with Bunny Money and how it is important to be responsible with money (Day 1, ELA objective #1)
 - SWBAT discuss and identify the problem and solution in the story If You Give a Moose a Muffin (Day 2, ELA objective #3)
 - SWBAT discuss information text about how goods are produced and consumed in our society after reading the big book From Peanuts to Peanut Butter (Day 5, ELA objective #2)