Family Economics Two Week Outline

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
• Social Studies GLCE: 1 – E1.0.2 Describe ways in which families consume goods and services.	• Social Studies GLCE: 1 – E1.0.2 Describe ways in which families consume goods and services	 Social Studies GLCE: 1 – E1.0.1 Distinguish between producers and consumers of goods and 	• Social Studies GLCE: 1 – E1.0.5 Describe ways in which people earn money (e.g, providing goods and services to others,	• Social Studies GLCE: 1 – E1.0.5 Describe ways in which people earn money (e.g, providing goods and services to others,
Objective:	 Objective: 	services	jobs)	jobs)
SWBAT –	SWBAT –		Language Arts	
-Define what a need is	-Differentiate between a	• Objective:	GLCE: W.GN.01.04:	Objective:
-Define what a want is	need and a want	SWBAT – -Define what a good	use a teacher- selected topic to write one research	SWBAT – -Identify services of professionals
-Construct a list of	-Provide examples of needs and wants	is	question; locate and	professionals
needs and wants as a		-Define what a	begin to gather	-Summarize what a
class	 Instructional Format: 	service is	information from teacher-selected	good is and who on the panel made that good
 Instructional 	-Teacher opens lesson	-Construct a chart of	resources; organize	
Format:	by reviewing the list of	services families use	the information and	-Communicate the
-Teacher opens unit by	needs and wants	as a class	use the writing	value of working for
showing various pictures of families	created on Day One	-Pantomime services	process to develop a project.	what you need and want
having / doing things	-Teacher models with a	with a classmate	project.	want
(family watching	think aloud how to		Objective:	 Instructional
television, family eating	decide which items are	 Instructional 	SWBAT –	Format:
dinner together, family	needs and which are	Format:	-Define what a job is	-Teacher will open the
at the mall, etc). Using	wants in the	-Teacher opens	and the purpose of	lesson by telling
these pictures will help	advertisements /	lesson by activating	having a job	students why we are
focus students on the	magazines	prior knowledge		having this panel of
things that make up		about goods and	-Write quality interview	professionals come in,
family economics.	-Teacher allows for	services and	questions	explaining that it will
The state of the state of the state	guided practice by	reviewing the pictures		help students become
-Teacher splits students	asking students to help her choose two needs	we looked at during	-Explain the importance	more informed citizens.
into small groups by choosing popsicle	and two wants, acting	Day One's activity. Teacher will activate	of working for things you need and want	-Teacher distributes
sticks.	as the scribe as they	prior knowledge by	you need and want	interview questions
3003.	express their examples.	providing examples	Instructional	previously written
-Teacher distributes		of goods students	Format:	
materials (1-2 pictures	-Teacher distributes	would be familiar with	-Teacher activates prior	-Teacher leads a whole
per group) to students	materials to students in	(foods, toys, school	knowledge about	class discussion
as she instructs them to	order to provide	supplies, etc) as well	various jobs they might	(reviewing what a job is,
look and discuss for a	independent practice	as services students	already know by asking	how we earn money,
few minutes what they	Teesheringtwet	would recognize	students to share jobs	what a good is, what a
see happening in the	-Teacher instructs	(police officer, teacher, firefighter	that they have seen	service is), using previously made charts
picture.	students to clean up materials	teacher, firefighter, etc). Teacher will	adults do. Teacher will	and prior knowledge
	malenais	eter. i eachei will	motivate and hook	

-Teacher brings the		review some of the	students by explaining	from readings
class together to	-Teacher provides	goods and services	that the following day	
discuss and share what	opportunities for	observed in Day	we will have our special	-Teacher invites panel
each group observed in	students to share their	One's activity to	panel of professionals	of professionals to the
the pictures, focusing	work with the class	focus on goods and	who will tell us about	classroom and allows
on family economics as	focusing on the	services they have	their jobs.	students to ask
a whole.	differences between	seen and described.		interview questions at
	needs and wants using		-Teacher leads class in	the end
-Teacher then	their collages	-Teacher introduces	discussion, focusing on	
introduces and hooks		the definitions of	identifying jobs (What	-Teacher will close the
students by gathering	-Teacher instructs	goods and services	are some jobs? Why do	lesson by reviewing
them to the carpet to	students to	by guiding students in	we have jobs? Why are	what each person on
read <i>Beatrice's Goat</i> by	independently complete	reading (<i>Families</i>	they important?)	the panel described in
Page McBrier, focusing	a practice sheet (Black	Book pages 84-87).		terms of goods they
on working for what we	Line Masters page 3),	Teacher will stop	-Teacher instructs	made and services they
need and want and the	focusing on	student reading to	students to get	performed
differences between	differentiating between	repeat the definition	materials (Families	
needs and wants.	needs and wants	of a good and again	Book 2) from their	 Assessment:
		after reading the	desks	-Informal: Students
-Teacher leads whole	-Teacher closes lesson	definition of a service.		participate in classroom
class in discussion	by reviewing the	When finished with	-Teacher calls on	discussion, where they
(asking questions	independent Black Line	the reading, teacher	students to read pages	summarize what a good
during the read aloud	Masters page 3 sheets	will ask students to	88-91 aloud to build	is and who spoke about
such as: What did	with whole class.	identify the goods	understanding. After	this good (Objective 1,
Beatrice really want?	Teacher will discuss the	and services they see	reading these pages,	2, and 3)
Why do you think was	differences between	in the pictures,	teacher will ask	
this so important for	needs and wants using	focusing on	students to identify	
her? Did Beatrice have to work hard in order to	the practice sheet to	recognizing goods	some of the jobs we read about and we will	
get what she wanted?	review learning of these	and services.	develop a classroom	
Do you think Beatrice	concepts.	-Teacher leads class	chart on the board of	
got a lot of the things	Assessment:	in guided practice by	these jobs.	
that she wanted? Do	-Informal: Students will	having students		
you think she had video	work independently to	compose a chart of	-Teacher allows for	
games or a lot of toys?	make a collage of	services families use	independent practice	
Do you think school is	wants and needs		with a crossword puzzle	
important? Was Mugisa	(Objective 1 and 2)	-Teacher divides	(Black Line Masters	
something that		students into pairs by	page 7), focusing on	
Beatrice's family	-Formal: Students will	drawing sticks	jobs adults might have	
needed? Etc.)	work independently to	5	, 3	
,	complete the practice	-Teacher explains	-Teacher again hooks	
-Teacher leads class in	sheet (Black Line	that each pair will be	and reminds students	
guided practice,	Masters page 3)	provided with a	about the panel of	
beginning their	(Objective 1)	service they are to	professionals coming	
understanding of the		act out for the class,	the following day,	
difference between a		focusing on	focusing on who the	
need and a want by	Language Arts	understanding and	professionals are and	
constructing a list	GLCE:	seeing examples of	why they were chosen	
	W.GN.01.04: use a	services using	to come and talk	
-Teacher instructs	teacher-selected	kinesthetic learning		
students to get	topic to write one		-Teacher reminds	
materials (Families	research question;	-Teacher instructs	students about how to	
Book 2) from their	locate and begin to	students to work	write interview	
desks	gather information	together in order to	questions, using the	
Teesheeve	from teacher-	pantomime their	chart created on Day	
-Teacher calls on	selected resources;	service, focusing on	One.	
students to read pages	organize the	collaborating with a	Taaabardiaausses	
78-81 aloud. Teacher	information and use	classmate using	-Teacher discusses	

will stop during reading	the writing process	examples of services	some of the good	
to ask questions	to develop a	to act out	things and some of the	
focusing on the needs	project.	T	weaknesses she saw in	
and wants they see in	Objective:	-Teacher will close	Day Threes practice	
the pictures on pages	SWBAT –	the lesson by	interview questions.	
78 and 79. This will	-Distinguish between	reviewing the	She writes some of the	
help students to begin	strong and weak	different services all of the students	strengths on the board and reads some	
identifying needs and wants.	interview questions	pantomimed and	examples, focusing on	
wants.	using criteria to	asking them to	criteria, as well as	
-Teacher will close	evaluate them	provide a few (five)	reading some of the	
lesson by summarizing	Instructional	examples of goods,	weaknesses to the	
and reviewing what	• Instructional Format:	summarizing their	interview questions and	
needs and wants are,	-Teacher will open this	learning for the day.	things they need to	
using the list created	lesson by reviewing	learning for the day.	improve on today.	
earlier in the lesson.	and activating prior	Assessment:	improvo on today.	
	knowledge of what an	-Informal: Students	-Teacher leads class in	
Assessment:	interview question is	work together to	guided practice of how	
-Informal: Students	from the previous day,	create a chart of	to write interview	
participate in whole class		services families use	questions, reviewing	
discussion on <i>Beatrice's</i>		(Objective 2 and 3)	one last time before	
Goat (Objective 1 and 2)	-Teacher will split		they engage in	
	students into pairs by	-Informal: Students	independent practice	
-Informal: Students work	drawing sticks and give	are able to recognize		
together to create a list	each pair of students'	examples of services	-Teacher divides	
of needs and wants	three interview	through the	students into small	
(Objective 3)	questions on strips of	pantomime activity	groups and instructs	
	colored paper.	(Objective 4)	them to write five	
Language Arts			interview questions for	
GLCE: W.GN.01.04:	-Teacher will explain to	-Informal: Students	one of the panel	
use a teacher-	students that some of	will summarize the	members, using the	
selected topic to	the interview questions	reading, showing	chart created on Day	
write one research	are "good" or "strong"	understanding of	One to focus on the	
question; locate and	because it matches	goods and services	qualities of strong interview questions	
begin to gather	some of the criteria we	(Objective 1 and 2)	Interview questions	
information from teacher-selected	identified yesterday on our chart. Teacher will		-Teacher will close	
	explain to students that	Language Arts	lesson by reviewing	
resources; organize the information and	other interview	GLCE:	what we learned about	
use the writing	questions are "not so	W.GN.01.04: use	jobs adults can have	
process to develop a	good" or "weak"	a teacher-selected	and why adults might	
project.	because it does not	topic to write one	need to have these	
p.0,000	match much of the	research question;	jobs. She will collect the	
Objective:	criteria we identified	locate and begin to	interview questions	
SWBAT –	yesterday in our chart.	gather information	while asking students	
-Recognize interview	Teacher will instruct	from teacher-	how they know their	
questions	students to read and	selected	interview questions	
	discuss their interview	resources;	they wrote with their	
-Recognize features of	questions with their	organize the	groups are strong and	
strong interview	partners focusing on	information and	not weak questions.	
questions by creating a	whether they meet the	use the writing		
classroom chart	criteria or not and	process to develop	Assessment:	
	separate them into	a project.	-Informal: Students	
 Instructional 	"good questions and		work independently to	
Format:	not so good questions"	Objective:	complete the crossword	
-Teacher opens lesson	on their desks.	SWBAT –	puzzle (Objective 1 and	
by telling why she is	Taashaaniilii i	-Write two strong	3)	
teaching the lesson.	-Teacher will give	interview questions		

She will explain to	students the	and two weak	-Informal: Students will	
students that later in the	opportunity to share	interview questions	work in small groups to	
week we will be having a	their interview		construct five interview	
panel of special people	questions (some of	 Instructional 	questions (Objective 2)	
come and talk to us and	which will be the same	Format:		
you will be responsible	between groups) and	-Teacher opens		
for writing interview	identify them as "good"	lesson by reviewing		
questions for these	or "not so good"	the qualities of strong		
people to answer.	questions and why,	interview questions		
Teacher will explain that	focusing on	with the chart made		
being able to recognize	understanding what	on Day One.		
interview questions will	makes an interview			
help them be better	question strong.	-Teacher will model		
interview question		using a think aloud		
writers.	-Teacher will close the	how she would write		
	lesson by reviewing	a strong interview		
-Teacher will instruct	what students learned	question to the other		
three students to help	today about the criteria	first grade teacher		
distribute The Write	of strong and weak			
Source Book to read	interview questions and	-Teacher will then		
about what an interview	explain that they will be	model using a think		
question is	practicing writing	aloud how she would		
	interview questions	write a weak		
-Teacher calls on	tomorrow.	interview question to		
students to read pages		the other first grade		
61-62. Teacher will	 Assessment: 	teacher		
develop a chart on chart	-Informal: Students will			
paper that will identify	work in pairs to identify	-Teacher will allow for		
the features good	strong and weak	guided practice by		
interview questions	interview questions	asking a few students		
have, using The Write	(Objective 1)	to ask strong		
Source reading for these		interview questions		
qualities.		and weak interview		
		questions to her.		
-Teacher instructs three		She will act as the		
different students to		scribe as she writes		
collect The Write Source		these questions		
books		students suggest on		
		the board.		
-Teacher closes lesson				
by summarizing what		-Teacher will split		
they learned about		students into pairs by		
interview questions		drawing sticks		
(good interview				
questions)		-Teacher will tell		
		students they will be		
		writing two strong		
		and two weak		
		interview questions to		
		ask their partners,		
		using the front of the		
		paper for strong		
		questions and the		
		back of the paper for		
		weak questions,		
		focusing on the		
		criteria on our chart		
		paper made and		

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		reviewed on Days		
		One and Two.		
		-Teacher will collect		
		the four interview		
		questions students		
		wrote		
		-Teacher will close		
		the lesson by		
		connecting it to the		
		next lesson where		
		students will write		
		interview questions		
		for the panel of		
		professionals coming		
		on Day Five and		
		reviewing the		
		features of strong		
		and weak interview		
		questions again using		
		the chart.		
		Assessment:		
		-Informal: Students		
		will write interview		
		questions (weak and		
		strong) and their		
		papers will be		
		collected in order to		
		provide feedback for		
		them (Objective 1)		
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Social Studies	 Social Studies 	Social Studies	 Social Studies 	 Social Studies
GLCE: 1 – E1.0.5	GLCE: 1 – E1.0.5	GLCE: 1 – E1.0.1	GLCE: 1 – E1.0.1	GLCE: 1 – E1.0.1
Describe ways in	Describe ways in	Distinguish	Distinguish between	Distinguish between
which people earn	which people earn	between	producers and	producers and
money (e.g,	money (e.g,	producers and	consumers of goods	consumers of goods
providing goods and	providing goods and	consumers of	and services	and services
services to others,	services to others,	goods and	Mathematics	Social Studies
jobs)	jobs)	services	GLCE: M.PS.01.07	GLCE: 1 – E1.0.2
Mathematics	Mathematics	Mathematics	Add and subtract	Describe ways in
GLCE: M.UN.01.04	GLCE: M.UN.01.04	GLCE:	money in dollars	which families
Identify the different	Identify the different	M.UN.01.04	only or in cents only	consume goods and
denominations of	denominations of	Identify the	,	services.
coins and bills	coins and bills	different	Objective:	Social Studies
Language Arts	Objective:	denominations of	SWBAT –	GLCE: 1 – E1.0.5
GLCE: W.PR.01.01	SWBAT –	coins and bills	-List five needs	Describe ways in
With teacher	-Create a bar graph as			which people earn
support, set a	a class	Objective:	-List five wants	money (e.g.,
purpose, consider		SWBAT –		providing goods and
audience, and	-Apply knowledge in	-Define what a	-List five services	services to others,
incorporate literacy	order to write stories	producer is		jobs).
language when	about how they hope to		-List five goods	, ,
writing a narrative or	earn money someday	-Define what a	<u>.</u>	Objective:
information piece;	- ,	consumer is	-Explain the difference	SWBAT –
begin to use specific	-Identify the values of		between a producer	-Identify needs, wants,
		5		

strategies including graphic organizers	each coin	-Explain how goods get to families	and consumer	services, and working for what we need / want
when planning	 Instructional 		-Add several coins	in A Chair for my
1 5	Format:	-Identify the values of	together	Mother
Objective:	-Teacher opens lesson	each coin		
SWBAT –			 Instructional 	-Construct an author's
	by reminding students			
-Identify qualities thank	of the mathematics	 Instructional 	_Format:	chair together, making
you cards must include	rewards system,	Format:	-Teacher hooks	text-to-self connections
	reviewing expectations.	-Teacher hooks	students by reading	of working together to
-Identify the format of	Teacher draws on prior	students by bringing	The Giving Tree by	get what we need /
thank you cards	knowledge of graphing	in a loaf of bread	Shel Silverstein	want
,	by recalling on the			
-Begin identifying the	Valentine's Day graphs	-Teacher leads class	-Teacher leads class in	-Accurately summarize
values of each coin	they made with M&Ms.	in a discussion using	a discussion	and draw conclusions
values of each cont				
		the loaf of bread and	surrounding the text,	on all the key concepts
-Summarize	-Teacher leads class in	focusing on "how did	focusing on the	learned in the course of
experiences with the	guided practice to	I get this bread?"	following questions:	the unit
panel of professionals	create a bar graph		Who was the producer?	
	focusing on what	-Teacher leads in	What did he produce?	 Instructional
 Instructional 	students want to be	guided practice to	Who was the	Format:
Format:	when they grow up.	write student	consumer? What did he	-Teacher will open this
-Teacher opens the	Teacher will ask each	explanations and	consume?	lesson by reviewing the
	student what they	predictions of how I	consume	differences between
lesson by leading		•	Taaabar guidaa	
students in a discussion	would want to be when	got the bread, using	-Teacher guides	needs and wants and
on the panel of	they grow up out of six	the board to record	students to review what	why we work for what
professionals, focusing	choices given (teacher,	thoughts	they have learned	we need / want through
on the following	firefighter, scientist,		about economics	a mini discussion
questions: Who were	doctor, sports player,	-Teacher hooks	(needs, wants, goods,	
our four professionals?	and musician). Teacher	students and builds	services, etc) through	-Teacher hooks
What did they do? Who	will use a piece of chart	their knowledge by	whole group discussion	students by reading A
produced a good?	paper to be the scribe	reading The Little	3 1	Chair for my Mother by
What services did they	and graph the jobs	Red Hen, focusing on	-Teacher distributes	Vera B. Williams
-	students choose.	how the hen made	independent practice to	
provide? Etc.	siduents choose.			Taaabarlaada
- 1 - 111 - 7 - 7	To o ob o a so o dolo	the bread (plant the	students (Black Line	-Teacher leads
-Teacher will instruct	-Teacher models	grains, cut the wheat,	Masters page 14)	students in a discussion
three students to help	through a think aloud	take the wheat to the	focusing on	on the story (relating
distribute The Write	what she is now that	mill, bake the bread,	summarizing the core	the text back to family
Source Book to read	she is grown up,	etc) through a whole	concepts discussed	economics such as
about what a thank you	including that it is a	group discussion	throughout the unit	goods, needs, wants,
card should include	service and will write		_	and working for our
	these statements on	-Teacher leads in	-Teacher again models	needs and wants)
-Teacher calls on	the board	guided practice to	how to add coins	,
students to read pages		describe how they	together using the	-Teacher leads class in
83-84. Teacher will	-Teacher instructs	made the bread in	overhead to display	guided practice on why
develop a chart on chart	students to	the story by recording	coins and thinking	it is important for every
paper that will identify	independently write	student ideas on the	aloud when adding and	student to contribute to
the features good thank	about what they want	board	writing down the values	the things we want /
you cards have, using	to be when they grow			need. Students will
The Write Source	up	-Teacher instructs	-Teacher leads in	focus on the idea that
reading for these		students to get	guided practice to add	we will all contribute to
qualities.	-Teacher leads	materials (Families	coins together as a	create a classroom
	students in the	Book 2)	whole class by showing	Author's Chair.
-Teacher instructs three	Bazooka Bubble Gum	- /	different coins on the	
different students to	song to review the	-Teacher calls on	overhead and asking	-Teacher models with a
collect The Write Source	value of coins	students to read	students to help me	think aloud the writing
				5
books	Topobor provides	pages 94-97 aloud to	add them together. As	prompt (If you could
<u> </u>	-Teacher provides	build understanding	students provide their	save only one thing
-Teacher models using	independent practice	of producers and	responses, teacher will	from your house what

a think aloud how she	on the value of coins	consumers. After	act as the scribe,	would it be?) Teacher
would structure a thank	(lesson 9-2)	reading these pages,	writing down their	will write down her
you card on the board		teacher will lead the	mathematic reasoning	thoughts on the board,
-Teacher introduces the	 Assessment: 	class in a discussion	on the overhead.	focusing on the
coins reward system.	-Informal: Students	about what producers		different elements
Teacher will explain to	create a bar graph as a	and consumers are,	-Teacher allows for	students should include
students how they can	class (Objective 1)	using information	independent practice	in their writing
earn money throughout		from the book.	adding the coins they	
the week (turning in	-Formal: Students write		received during the	-Students will return to
homework earns you	stories about what they	-Teacher distributes	week together in	desks and teacher will
one penny, sitting	want to be when they	independent practice	journals	pass out writing
appropriately on the rug	grow up (Objective 2)	to students (Black		materials and instruct
for phonics earns you a		Line Masters page	Assessment:	students to begin their
nickel, etc.) Teacher	-Formal: Students	11) focusing on	-Informal: Students	responses to the writing
will give each student a	complete a practice	distinguishing	participate in whole	prompt (If you could
small Dixie cup to be	sheet on the value of	between producers and consumers	class discussion	save only one thing
placed on their name	coins (Objective 3)	and consumers	reflecting on producers	from your house what would it be?)
tags as a place for the money to be kept		-Teacher allows time	and consumers	
throughout the week.	Language Arts GLCE: W.PR.01.01	for students to write	(Objective 5)	-Students will write
Teacher will focus on		down each coin they	-Formal: Students will	independently to
what students have to	With teacher	have received thus	independently complete	complete their
do to earn the money	support, set a purpose, consider	far that week in their	practice sheet (Black	responses while small
and what they can buy	audience, and	journals, focusing on	Line Masters page 14)	groups are called to the
at the end of the week.	incorporate literacy	adding the coins	(Objective 1, 2, 3, and	back table in order to
	language when	together	4)	complete the classroom
-Teacher introduces the	writing a narrative or	logotiloi	''	Author's Chair, which
value of each coin with	information piece;	-Teacher will create	-Formal: Students will	will focus students on
a song (Bazooka	begin to use specific	her own amount of	add coins together in	the idea of working
Bubble Gum)	strategies including	coins to demonstrate	journals (Objective 6)	together to get what we
,	graphic organizers	how they might count	, (, ,	need / want
-Teacher will close	when planning	their coins, using the		
lesson by reviewing	1 3	board to write down		-Teacher will briefly
what we learned about	Objective:	value of each of her		review through
thank you cards	SWBAT -	coins, focusing on the		discussion the key
(addressing them,	-Write thank you cards	process of adding		concepts for the unit
closing, signing name,		amounts		before students take
content),our rewards	 Instructional 			the cumulative
system (rules and	Format:	-Teacher will instruct		assessment (needs,
expectations), and what	-Teacher will open the	students to		wants, goods, services,
we learned from our	lesson by reviewing the	independently write		producers, consumers)
panel of professionals	format of thank you	down how many of		
(goods produced that	cards that we read	each coin they have		-Students will complete
we consume, services	about yesterday.	and the value of each		cumulative assessment
they provide, etc).		coin in their journals,		showing their
Accoment	-Teacher leads class in	focusing on the values of each coin		understanding of
Assessment: Informal: Students	guided practice of how			concepts taught throughout the unit
	to write a thank you	and their ability to add the coins		(Black Line Masters
participate in whole class discussion	card using the board to	together		page 13)
surrounding the panel	write down student	iogeniei		page 10)
of professionals	thoughts, focusing on	-Teacher will close		-Teacher will close the
(Objective 4)	the formatting (opening,	lesson by		unit by asking students
	closing, signature, etc)	summarizing what		their favorite part of the
-Informal: Students will	-Teacher provides	students learned		unit and asking them to
show understanding of	independent practice	(how do we add coins		share what they like
the format and qualities	for students to write	together?) and		learning about most in
of thank you cards	thank you cards,	(Remember a		this social studies unit.
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through creation of	focusing on the	producer is a		
whole group chart	formatting and content	consumer is) and		 Assessment:
(Objective 1 and 2)	for the professional	(Can someone		-Informal: Students
	they are writing to	remind me how we		participate in whole
-Informal: Students will		get our bread and		class discussion
identify the values of	Assessment:	some of our goods		surrounding the text A
each coin through the	-Informal: Students will	we use?)		Chair for my Mother
song (Objective 3)	write a thank you card			making connections to
	to one member of the	Assessment:		needs, wants, working
	panel, remembering	-Informal: Students		for what we need /
	the proper formatting	participate in whole		want, and goods.
	(Objective 1)	class discussion on		(Objective 1 and 3)
	(;)	how goods get to		(,
		families (Objective 3)		-Formal: Students will
				complete cumulative
		-Informal: Students		assessment showing
		define and provide		their understanding of
		examples orally of		concepts taught
		what producers and		throughout the unit
		consumers are		(Black Line Master
		(Objective 1 and 2)		page 13) (Objective 4)
				page 13) (Objective 4)
		-Formal: Students will		
		independently		
		complete practice		
		sheet (Black Line		
		Masters page 11)		
		(Objective 3)		
		(Objective 3)		
		-Formal: Students will		
		identify how many of		
		each coin they have		
		received and what		
		the value of each is in		
		their journals		
		(Objective 4)		

c) Assessments:

See each day for the formal and informal assessments. The final cumulative assessment will wrap-up understanding of all key concepts students are expected to have learned throughout the course of the unit. It will be given in the form of a test and can be found in the Black Line Masters page 13.

d) Out-of-school learning: opportunities to expand and enrich the curriculum outside of class (home assignment):

One way students will apply what they learn in the school setting outside of school is through their homework assignments. Students will have a homework assignment on Day Six, Day Seven, and Day Eight that reinforces the mathematics skills being introduced (the value of each coin and how to add coins). This will be important as students will need a significant amount of practice with this mathematical concept. Additionally, students will extend their social studies knowledge on needs and wants with a homework sheet on Day One. This again will reinforce the concepts taught on that day so students are better able to define what needs and wants are. Finally, students will complete a homework sheet on Day Five called *Jobs People Do*, where students will review various jobs in preparation to write about a job they would like to have when they grow up the following week.