

Family Economics Two Week Outline

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.2 Describe ways in which families consume goods and services. • Objective: SWBAT – -Define what a need is -Define what a want is -Construct a list of needs and wants as a class • Instructional Format: -Teacher opens unit by showing various pictures of families having / doing things (family watching television, family eating dinner together, family at the mall, etc). Using these pictures will help focus students on the things that make up family economics. -Teacher splits students into small groups by choosing popsicle sticks. -Teacher distributes materials (1-2 pictures per group) to students as she instructs them to look and discuss for a few minutes what they see happening in the picture. 	<ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.2 Describe ways in which families consume goods and services • Objective: SWBAT – -Differentiate between a need and a want -Provide examples of needs and wants • Instructional Format: -Teacher opens lesson by reviewing the list of needs and wants created on Day One -Teacher models with a think aloud how to decide which items are needs and which are wants in the advertisements / magazines -Teacher allows for guided practice by asking students to help her choose two needs and two wants, acting as the scribe as they express their examples. -Teacher distributes materials to students in order to provide independent practice -Teacher instructs students to clean up materials 	<ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.1 Distinguish between producers and consumers of goods and services • Objective: SWBAT – -Define what a good is -Define what a service is -Construct a chart of services families use as a class -Pantomime services with a classmate • Instructional Format: -Teacher opens lesson by activating prior knowledge about goods and services and reviewing the pictures we looked at during Day One's activity. Teacher will activate prior knowledge by providing examples of goods students would be familiar with (foods, toys, school supplies, etc) as well as services students would recognize (police officer, teacher, firefighter, etc). Teacher will 	<ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.5 Describe ways in which people earn money (e.g, providing goods and services to others, jobs) • Language Arts GLCE: W.GN.01.04: use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project. • Objective: SWBAT – -Define what a job is and the purpose of having a job -Write quality interview questions -Explain the importance of working for things you need and want • Instructional Format: -Teacher activates prior knowledge about various jobs they might already know by asking students to share jobs that they have seen adults do. Teacher will motivate and hook 	<ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.5 Describe ways in which people earn money (e.g, providing goods and services to others, jobs) • Objective: SWBAT – -Identify services of professionals -Summarize what a good is and who on the panel made that good -Communicate the value of working for what you need and want • Instructional Format: -Teacher will open the lesson by telling students why we are having this panel of professionals come in, explaining that it will help students become more informed citizens. -Teacher distributes interview questions previously written -Teacher leads a whole class discussion (reviewing what a job is, how we earn money, what a good is, what a service is), using previously made charts and prior knowledge

<p>-Teacher brings the class together to discuss and share what each group observed in the pictures, focusing on family economics as a whole.</p> <p>-Teacher then introduces and hooks students by gathering them to the carpet to read <i>Beatrice's Goat</i> by Page McBrier, focusing on working for what we need and want and the differences between needs and wants.</p> <p>-Teacher leads whole class in discussion (asking questions during the read aloud such as: What did Beatrice really want? Why do you think was this so important for her? Did Beatrice have to work hard in order to get what she wanted? Do you think Beatrice got a lot of the things that she wanted? Do you think she had video games or a lot of toys? Do you think school is important? Was Mugisa something that Beatrice's family needed? Etc.)</p> <p>-Teacher leads class in guided practice, beginning their understanding of the difference between a need and a want by constructing a list</p> <p>-Teacher instructs students to get materials (<i>Families</i> Book 2) from their desks</p> <p>-Teacher calls on students to read pages 78-81 aloud. Teacher</p>	<p>-Teacher provides opportunities for students to share their work with the class focusing on the differences between needs and wants using their collages</p> <p>-Teacher instructs students to independently complete a practice sheet (Black Line Masters page 3), focusing on differentiating between needs and wants</p> <p>-Teacher closes lesson by reviewing the independent Black Line Masters page 3 sheets with whole class. Teacher will discuss the differences between needs and wants using the practice sheet to review learning of these concepts.</p> <ul style="list-style-type: none"> • Assessment: -Informal: Students will work independently to make a collage of wants and needs (Objective 1 and 2) -Formal: Students will work independently to complete the practice sheet (Black Line Masters page 3) (Objective 1) <ul style="list-style-type: none"> • Language Arts GLCE: W.GN.01.04: use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use 	<p>review some of the goods and services observed in Day One's activity to focus on goods and services they have seen and described.</p> <p>-Teacher introduces the definitions of goods and services by guiding students in reading (<i>Families</i> Book pages 84-87). Teacher will stop student reading to repeat the definition of a good and again after reading the definition of a service. When finished with the reading, teacher will ask students to identify the goods and services they see in the pictures, focusing on recognizing goods and services.</p> <p>-Teacher leads class in guided practice by having students compose a chart of services families use</p> <p>-Teacher divides students into pairs by drawing sticks</p> <p>-Teacher explains that each pair will be provided with a service they are to act out for the class, focusing on understanding and seeing examples of services using kinesthetic learning</p> <p>-Teacher instructs students to work together in order to pantomime their service, focusing on collaborating with a classmate using</p>	<p>students by explaining that the following day we will have our special panel of professionals who will tell us about their jobs.</p> <p>-Teacher leads class in discussion, focusing on identifying jobs (What are some jobs? Why do we have jobs? Why are they important?)</p> <p>-Teacher instructs students to get materials (<i>Families</i> Book 2) from their desks</p> <p>-Teacher calls on students to read pages 88-91 aloud to build understanding. After reading these pages, teacher will ask students to identify some of the jobs we read about and we will develop a classroom chart on the board of these jobs.</p> <p>-Teacher allows for independent practice with a crossword puzzle (Black Line Masters page 7), focusing on jobs adults might have</p> <p>-Teacher again hooks and reminds students about the panel of professionals coming the following day, focusing on who the professionals are and why they were chosen to come and talk</p> <p>-Teacher reminds students about how to write interview questions, using the chart created on Day One.</p> <p>-Teacher discusses</p>	<p>from readings</p> <p>-Teacher invites panel of professionals to the classroom and allows students to ask interview questions at the end</p> <p>-Teacher will close the lesson by reviewing what each person on the panel described in terms of goods they made and services they performed</p> <ul style="list-style-type: none"> • Assessment: -Informal: Students participate in classroom discussion, where they summarize what a good is and who spoke about this good (Objective 1, 2, and 3)
---	---	--	---	---

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

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

		<p>reviewed on Days One and Two.</p> <p>-Teacher will collect the four interview questions students wrote</p> <p>-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.</p> <p>• 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)</p>		
<p>DAY 6</p> <ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.5 Describe ways in which people earn money (e.g, providing goods and services to others, jobs) • Mathematics GLCE: M.UN.01.04 Identify the different denominations of coins and bills • Language Arts GLCE: W.PR.01.01 With teacher support, set a purpose, consider audience, and incorporate literacy language when writing a narrative or information piece; begin to use specific 	<p>DAY 7</p> <ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.5 Describe ways in which people earn money (e.g, providing goods and services to others, jobs) • Mathematics GLCE: M.UN.01.04 Identify the different denominations of coins and bills • Objective: SWBAT – -Create a bar graph as a class -Apply knowledge in order to write stories about how they hope to earn money someday -Identify the values of 	<p>DAY 8</p> <ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.1 Distinguish between producers and consumers of goods and services • Mathematics GLCE: M.UN.01.04 Identify the different denominations of coins and bills • Objective: SWBAT – -Define what a producer is -Define what a consumer is 	<p>DAY 9</p> <ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.1 Distinguish between producers and consumers of goods and services • Mathematics GLCE: M.PS.01.07 Add and subtract money in dollars only or in cents only • Objective: SWBAT – -List five needs -List five wants -List five services -List five goods -Explain the difference between a producer 	<p>DAY 10</p> <ul style="list-style-type: none"> • Social Studies GLCE: 1 – E1.0.1 Distinguish between producers and consumers of goods and services • Social Studies GLCE: 1 – E1.0.2 Describe ways in which families consume goods and services. • Social Studies GLCE: 1 – E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs). • Objective: SWBAT – -Identify needs, wants,

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

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

<p>through creation of whole group chart (Objective 1 and 2)</p> <p>-Informal: Students will identify the values of each coin through the song (Objective 3)</p>	<p>focusing on the formatting and content for the professional they are writing to</p> <p>• Assessment: -Informal: Students will write a thank you card to one member of the panel, remembering the proper formatting (Objective 1)</p>	<p>producer is... a consumer is...) and (Can someone remind me how we get our bread and some of our goods we use?)</p> <p>• Assessment: -Informal: Students participate in whole class discussion on how goods get to families (Objective 3)</p> <p>-Informal: Students define and provide examples orally of what producers and consumers are (Objective 1 and 2)</p> <p>-Formal: Students will independently complete practice sheet (Black Line Masters page 11) (Objective 3)</p> <p>-Formal: Students will identify how many of each coin they have received and what the value of each is in their journals (Objective 4)</p>		<p>• Assessment: -Informal: Students participate in whole class discussion surrounding the text <i>A Chair for my Mother</i> making connections to needs, wants, working for what we need / want, and goods. (Objective 1 and 3)</p> <p>-Formal: Students will complete cumulative assessment showing their understanding of concepts taught throughout the unit (Black Line Master page 13) (Objective 4)</p>
--	--	--	--	---

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.

