

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 1<sup>st</sup></b>		<b>Subject: Social Studies</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<ul style="list-style-type: none"> <li>• STEM House Building Kit (MRTC)</li> <li>• Play money (one-dollar bills only)</li> <li>• Make selected business template for them to reference when constructing similar building structure</li> <li>• Clipboards and “goods checklist”</li> </ul>		<ul style="list-style-type: none"> <li>-laptop</li> <li>-printer</li> </ul>	
<b>Instructional Strategies:</b>		<b>Guided Practices and Concrete Application:</b>	
<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>		<b>Differentiation</b>	
1.3.1 Differentiate between wants and needs		<b>Below Proficiency:</b> Help build, just identify wants and needs, use whiteboard, number line, or chart for money addition/subtraction  <b>Above Proficiency:</b> Have them use coins, instead of bills to purchase  <b>Approaching/Emerging Proficiency:</b> Task as is, (for the most part)  <b>Modalities/Learning Preferences:</b> Tactile, visual, bodily/kinesthetic	
<b>Objective(s)</b>			
By the end of the lesson, students will be able to distinguish between a want and a need by spending allotted money to first purchase needs, and spend remaining money on wants in simulated community setup.			
<b>Bloom’s Taxonomy Cognitive Level:</b> Analyze, Evaluate, Create, apply, understand, remember			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<ul style="list-style-type: none"> <li>• Have business pictures/cards printed and cut out before hand</li> <li>• Draw popsicle sticks for groups of 3</li> <li>• Explain what the building kit/supplies are used for before giving them to students</li> <li>• Send tallest person in the group to get bucket of building set for their groups</li> <li>• Get laptop and play <a href="https://www.myfloridacfo.com/mymoney/games/needs-vs-wants-game.html">https://www.myfloridacfo.com/mymoney/games/needs-vs-wants-game.html</a> if they finish early</li> <li>• Have them build on desk and move all desks together to make one (easily monitored) street where you can be in charge of taking their money and giving reminders of receipt</li> <li>• Have two groups come at a time, other four on <a href="https://jr.brainpop.com/socialstudies/economics/needsandwants/?panel=login&amp;refer=/socialstudies/economics/needsandwants/search/">https://jr.brainpop.com/socialstudies/economics/needsandwants/?panel=login&amp;refer=/socialstudies/economics/needsandwants/search/</a> listening to and doing online activities               <ul style="list-style-type: none"> <li>○ Have link in google classroom for them to easily click</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Outline expectations before they are sent into groups/receive materials               <ul style="list-style-type: none"> <li>○ Participate helpfully and actively in group or work on paper assignment/writing assignment that goes with the lesson by themselves instead</li> <li>○ Be on task</li> <li>○ Be respectful of supplies</li> <li>○ Speak respectfully to others</li> <li>○ Voices off and stop when directed</li> </ul> </li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
5 min	<b>Set-up/Prep:</b>		
2	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		
	<ul style="list-style-type: none"> <li>• Imagine you are in charge of your house for the day</li> </ul>		

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	<ul style="list-style-type: none"> <li>• What if I told you you could have \$10             <ul style="list-style-type: none"> <li>○ BUT! You have to get your house ready and safe for a winter storm that is coming</li> </ul> </li> <li>• Some things you will need to survive, and you need to get those things.</li> <li>• There are some things that you may want, (like maybe a video game)</li> <li>• Sometimes we have to decide if something is a WANT or a NEED, because one is more important than the other</li> </ul>		
15	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• <b>Explain examples of wants and needs</b> <ul style="list-style-type: none"> <li>○ <b>WANT=something you think would be fun or enjoyable, but it's something we could live without and still be just fine</b></li> <li>○ <b>NEED= something that we need to survive, or something that is absolutely necessary. Sometimes it is something we are required to have or pay for</b></li> <li>○</li> </ul> </li> <li>1. <b>In groups of 3</b> <ol style="list-style-type: none"> <li>a. <b>Assemble building</b></li> <li>b. <b>Make sign with its label</b></li> <li>c. <b>Display price of service/good it provides</b></li> </ol> </li> <li>2. <b>Show example of making Tires Plus building, making sign with paper, and having price of tires on it</b></li> <li>• <b>Tell them we are FIRST going to make the town buildings</b></li> <li>• <b>THEN when everyone is done, I will give you money to spend at the different places</b></li> </ul>		
25	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ol style="list-style-type: none"> <li>1. Give each group building and good to be sold there (with price)</li> <li>2.             <ul style="list-style-type: none"> <li>• Electrical/heat (HA Thompson and Sons)= <b>(\$4)</b></li> <li>• Food (Dan's Supermarket)= <b>(\$3)</b></li> <li>• Water (Water Utility Billing Office)= <b>(\$2)</b></li> <li>• Treats (Bearsat)= <b>(\$1)</b></li> <li>• SkyZone (Fun)= <b>(\$1)</b></li> <li>• Movie theater (Grand Theaters)= <b>(\$1)</b></li> </ul> </li> <li>3. WHEN FINISHED BUILDING, ring chimes to get students attention</li> <li>4. Have "goods checklist" pulled up on board</li> <li>5. Have them start thinking about which ones may be wants, which are needs</li> <li>6. Model how to check them as you buy, put what you paid for each, keep total in mind</li> <li>7. give slip with checklist of all of the goods (heat, food, water, donuts, trampolines, movie) to each student</li> <li>8. Have two groups buying goods first, send other four groups to get laptops</li> <li>9. Remind them they have to get all NEEDS first !</li> </ol>		
5	<p><b>Review (wrap up and transition to next activity):</b></p> <p>How many of you wanted to spend all your money on donuts??</p> <p>How many of you wanted to go see 2 movies ?</p> <p>Sometimes we have to be smart with our money and know what we need versus what we want!!</p> <p>Sometimes you have to say no to wants!</p> <p>Can someone give me an example of one "need" we didn't cover?</p> <p>Can someone raise their hand and give me a "want" we didn't say?</p> <p>So remember, a need is something that is required or that we have to have to survive, and a want is something that isn't necessary, but we want it!</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>Have them write down each place they visit</b></li> <li>2. <b>Make receipt (add up total at end)</b></li> <li>3. <b>Check that they bought all the needs!</b></li> </ol> </td> <td style="width: 40%; vertical-align: top;"> <p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> </td> </tr> </table>		<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>Have them write down each place they visit</b></li> <li>2. <b>Make receipt (add up total at end)</b></li> <li>3. <b>Check that they bought all the needs!</b></li> </ol>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>
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**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

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