

## Lesson Plan Template

**Lesson Segment Focus:** Economics/Budgeting

**Lesson:** 1 of 1

**Course & topic addressed:** Social Studies

**Date:** 10/28/19 **Grade:** 4<sup>th</sup>

### Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> <li>- Use the PACED Decision-Making Model to create a financially responsible weekly budget</li> <li>- Use graphs to represent data</li> <li>- Determine the type of graph that would be most appropriate for the data</li> <li>- Interpret graphs to comprehend data</li> </ul>
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	<ul style="list-style-type: none"> <li>- Students have prior knowledge of cost and benefits of making a decision as well as Microsoft Excel and creating spreadsheets</li> </ul>
Knowledge of students background (personal, cultural, or community assets)	<ul style="list-style-type: none"> <li>- Classrooms are equipped with a full set of MacBook Pros with Microsoft Office</li> </ul>

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model) D2.Eco.2.3-5
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<ul style="list-style-type: none"> <li>- Large, visible posters with the key vocabulary displayed around the room for students to reference throughout the project</li> <li>- Model strategies for students as examples</li> <li>- Carry out curriculum-based assessments and classroom observations</li> </ul>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> <li>- Budget, Fixed Expense, Variable Expense, Cost, Benefit, Tax, Credit, Advantages, Disadvantages, Debt, Resources, Scarcity, Finance, Planning, Fixed Income</li> </ul>
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## Materials

Materials needed by teacher for this lesson.	- Examples of budget, spreadsheets, and graphs to show as examples to the class
Materials needed by students for this lesson.	- MacBook, Microsoft Excel

## Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
15 minutes	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>- Hook: Budget Video</li> <li>- Discuss</li> </ul>	<ul style="list-style-type: none"> <li>- I will play School House Rock’s “\$7.50 once a week” <a href="https://www.youtube.com/watch?v=GawH48QNDfc">https://www.youtube.com/watch?v=GawH48QNDfc</a></li> <li>- I will discuss with the class what they took from the video</li> <li>- Questions: <ul style="list-style-type: none"> <li>• Did the boy make financially responsible decisions with his allowance?</li> <li>• How does the video convey why it’s important to have a budget when you have a fixed income?</li> <li>• Why is it important to compare prices and do proper research before purchasing a product?</li> </ul> </li> <li>- I will then break the video down using the PACED Decision-Making Model, using the boy’s dilemma as an example of what it is I expect from them within the project</li> </ul>
1 Hour	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Explanation of Project</li> <li>- Small Group Discussion</li> <li>- Research/Planning</li> <li>- Microsoft Excel</li> </ul>	<ul style="list-style-type: none"> <li>- I will explain to the students that for Social Studies during the next few weeks, they will be working in groups to create a budget for an entire month using only \$1500.</li> <li>- They will spend the first thirty minutes coming up with a budget with no preparation or research. After they have finished, they will use the Excel Template I have created to fill in their data.</li> <li>- Once they have completed the estimation portion of their spreadsheet, they will begin researching to create a financially conscious budget. Every choice they make they must be able to back up logically and with evidence, including website links and any mathematical work they may have done.</li> <li>- This is only the intro lesson, so I don’t expect the students to have all or even half of the spreadsheet created, but I would expect them to have at least two or three cells filled in and evidence to support their choices in a Microsoft Word document.</li> </ul>
15 minutes	<p><b>Closure:</b></p>	<ul style="list-style-type: none"> <li>- After the students have put away their belongings and the room has been put back in order, I will discuss with the class.</li> <li>- Questions: <ul style="list-style-type: none"> <li>• Do you think your estimations were accurate? Why or why not?</li> <li>• What would you have done differently if you had a chance to research beforehand?</li> <li>• Do you think creating a budget makes keeping up with your finances easier or more difficult? Why or why not?</li> </ul> </li> </ul>

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	TBD
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	TBD
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.