

## Lesson Plan

**Learning Segment Focus: Financial Institutions in an Economy**

**Lesson: 1 of 2**

**Course & topic addressed: Social Studies (Money)**

**Date: September 19, 2020**

**Grade: 4**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students should be able to understand the concept of financial institutions in an economy. They should also understand the five main institutions and know the important parts of each.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Learning tasks are appropriate for students because Lesson 1 of 1 would teach them about the different methods of exchange in the United States and around the world.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The economy is always changing and is used every day whether the students know it or not.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>Arkansas E.6.4.2. Describe the role of financial institutions in an economy.</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Economy</b> <b>Bank</b> <b>Credit Union</b> <b>Investment Firm</b> <b>Savings</b> <b>Insurance</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	Go over the definitions of the vocabulary words before getting into the lesson so that the students are familiar with the words.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Poster board/big paper, books, worksheet, computer
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Markers, pencil

**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
8 minutes	<p><b><u>Introduction:</u></b>                      -Introduce the topic by playing video with vocabulary words</p>	<p>Teacher- Put introduction video on the front board.  <a href="https://study.com/academy/lesson/types-of-financial-institutions-definition-examples-roles.html">https://study.com/academy/lesson/types-of-financial-institutions-definition-examples-roles.html</a>                      Explain the lesson that is about to be started and what information is about to be relayed to the (financial institutions in the economy.)</p> <p>Have the students sit at their own desk and quiet down. Once quiet, play the video to have students get familiar with concepts.</p>
15 minutes	<p><b><u>Instruction:</u></b>                      -Students get in small groups to research assigned institution and present in front of class</p>	<p>Once the video is over, ask the students if they have any questions.                      If there are no questions explain to the students that they will be doing a small group project. They are going to have their book and be able to research their topic. They will then create a poster based on the information they put on the poster.                      Information needed:                      -Definition                      -The role in the economy                      -Picture (if wanted)</p> <p>After they complete that, one group at a time will present what they found from the book and the rest of the class will use their worksheet provided for them to fill in the definition and role in the economy.</p> <p>Split the students into small groups of 3-4. Pass out posters, tell students to bring their markers from their desk and grab their book from their cubby. Students begin to work on poster by using books. Once done students return to desks and when the other groups present, they fill in the information. Teacher does this until every group is finished.</p>
10 minutes	<p><b><u>Closure:</u></b>                      -Kahoot</p>	<p>The teacher will instruct the students to get their computers, one table at a time. Students get up to get their computer and once they are back at their desk they log onto Kahoot.it.</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		Once the whole class is logged on, the teacher will have the Kahoot created so they can connect each institution with the correct definition and role played.

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>If students are struggling finding the definition and role, I will have them raise their hand and I will show them what page in the book it is on.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>This lesson allows students to learn in many different ways. It allows students to search and read in the textbook, do hands on activity by making a poster, teaching the concept to others, learning from others, and being “quizzed” on it after.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<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**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Zoj:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
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