

# ECONOMIC UNIT PLAN – SECOND GRADE

Sara St. John

Color Code Key: **Instructional Format** **Teaching Strategies** **♥ Accommodations/Modifications ♥** **Assessment**

Week One:

Date	GLCE	Objective	Instructional Format
<p><b>Tuesday</b> <b>1-27-09</b> Pre-assessment: District Test/ Economic Vocabulary Test</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>* Students will answer questions on the District Test to the best of their abilities.</li> <li>* Students will write or draw a picture explaining what they think various economic terms mean.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>I will read the District Test to the class.</b> Students will work <b>individually</b> to answer the questions as best as they can. <b>♥ Each question will be read aloud and repeated if needed. ♥</b> The District test clearly outlines and covers at least one question for every concept that will be addressed in the unit.</li> <li>* Working <b>individually</b>, students will circle terms they have heard before on the Economic Vocabulary portion. They will then write a sentence explaining what they think the term means. <b>♥ Students will be allowed to draw a picture if that is an easier way for them to express meaning. ♥</b> <b>I will read each term to the whole class.</b> If a student is unaware of a term they will leave the box blank.</li> <li>* <b>Assessment:</b> We will asses based on their answers from the test to determine what areas need the most instruction.</li> </ul>
<p><b>Friday</b> <b>1-30-09</b> Pre-assessment: Budget</p>	<p><b>Social Studies:</b> <b>2-E1.01:</b> Identify the opportunity cost involved in a consumer decision.</p> <p><b>ELA:</b> <b>S.CN.02.02</b> explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.</p> <p><b>Math:</b></p>	<ul style="list-style-type: none"> <li>* Students will explore using a budget.</li> <li>* Students will provide reasoning for their decisions.</li> <li>* Students will brainstorm ideas on how people can</li> </ul>	<ul style="list-style-type: none"> <li>* I will <b>explain</b> what a budget is and the directions of the pre-assessment to the <b>whole class</b>.</li> <li>* Students will work <b>individually</b> to decide upon what goods they will purchase within the parameters of their budget.</li> <li>* Students will write a paragraph explaining the reasoning behind their purchases. <b>♥ Students with special needs/low literacy skills will be expected to write 1-2 sentences explaining their reasoning. ♥</b></li> </ul>

	<p><b>N.MR.02.09</b> Given a contextual situation that involves addition and subtraction using numbers through 99.</p>	<p>earn money.</p>	<ul style="list-style-type: none"> <li>* Students will <b>compare</b> their budgets with a <b>partner</b> and <b>discuss</b> their reasoning.</li> <li>* Volunteers will <b>share</b> their budget with the <b>whole class</b>.</li> <li>* <b>Assessment:</b> The budgets will be the assessment. We will use their written and verbal reasoning to determine their understanding of saving and spending.</li> </ul>
--	--	--------------------	--

**Week Two:**

<p><b>Tuesday</b> <b>2-3-09</b> Local Businesses</p>	<p><i>Social Studies:</i> <b>2-E1.0.2</b> Identify businesses in the local community.</p> <p><i>ELA:</i> <b>R.IT.02.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>L.CN.02.03</b> listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</p>	<ul style="list-style-type: none"> <li>* Students will be able to identify businesses within the text.</li> <li>* Students will discuss goods and services provided by a business.</li> <li>* Students will identify local businesses in their own community.</li> </ul>	<ul style="list-style-type: none"> <li>* Students will do a <b>picture walk</b> of <u>The Big Green Pocket Book</u>. ♥ Viewing the illustrations will help struggling students understand the book. ♥</li> <li>* Do a <b>shared reading</b> of <u>The Big Green Pocket Book</u>.</li> <li>* <b>Model</b> picking out businesses as we read. Discuss what goods are produced from those businesses.</li> <li>* After reading, generate a list of the businesses mentioned in the story. (<b>Whole class</b>)</li> <li>* In <b>partners</b>, students will generate ideas of local businesses not listed from the story.</li> <li>* Reunite as a <b>whole group</b> and expand the list of businesses by having the students <b>share</b> the ideas they came up with.</li> <li>* <b>Assessment:</b> This will be done informally through participation and discussion. We are looking for; thoughtful responses, comments, and ideas. The chart activity at the end of the lesson assesses if they can identify the characteristics of business (workers, consumers, goods).</li> </ul>
<p><b>Friday</b> <b>2-6-09</b> Local</p>	<p><i>Social Studies:</i> <b>2-E1.0.2</b> Identify businesses in the local community.</p>	<ul style="list-style-type: none"> <li>* Students will identify local businesses in their own community.</li> </ul>	<ul style="list-style-type: none"> <li>* While viewing a slideshow of local businesses of Lansing, students will <b>share</b> if they have been to the business, know someone who works at the business,</li> </ul>

<p>Businesses Continued</p>	<p><b>ELA:</b>  <b>R.CM.02.01</b> make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.</p> <p><b>Technology:</b>  7. understand that technology is a source of information, learning, and entertainment</p>	<p>* Students will identify goods and services supplied by the businesses in their own community.</p>	<p>and what sort of goods or services the business produces. This is designed to start a <b>class discussion</b> about local businesses.</p> <p>* Students will each choose a business, not represented in the slideshow, to draw a picture of and identify. They should draw from their own experiences when thinking of an example business. This will become a <b>long-term project</b> because students will add information about the business to make into a class economic book. ♥Students will become experts on one business in the local community. Expectations will vary upon each student's academic ability. ♥</p> <p>* <b>Assessment:</b> This will be done informally through a discussion during and after the slide show. We are looking for students to relate to prior experiences, connecting these ideas to the characteristics of the previous lesson.</p> <p>* <b>Assessment:</b> Students ability to individually give an example of a business and if it produces goods or services to be used for the class book.</p>
-----------------------------	--	---	--

**Week Three:**

Date	GLCE	Objective	Instructional Format
<p><b>Tuesday</b>  <b>2-10-09</b>  Wants/Needs</p>	<p><b>Social Studies:</b>  <b>2-E1.0.3</b> Describe how businesses in the local community meet economic wants of consumers.</p> <p><b>ELA</b>  <b>R.CM.02.01:</b> Make text-to-text and text-to-self connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written</p>	<p>* Students will categorize pictures of products into wants or needs.</p> <p>* Students will generate a definition for wants and needs.</p>	<p>* Each student will be given a picture of an item that consumers would buy. The pictures will have magnets on the back. ♥Lower level students will be given more obvious needs/wants which will make it easier for them to sort. ♥</p> <p>* On the front board there will be two posters one for Needs and another for Wants.</p> <p>* As a <b>whole group</b>, each student one by one will place their magnetic picture on the corresponding poster. As a class we will <b>discuss</b> the reason for the picture being a need or a want.</p> <p>* Students will generate a definition for the terms needs and wants</p>

	responses.		* <b>Assessment:</b> Observing if students are able to correctly sort their labeled pictures into the wants or needs categories. The explanation of why they put it on the poster they did will help determine their level of understanding.
<b>Friday 2-13-09</b> Wants/Needs	<p><b>Social Studies:</b> <b>2-E1.0.3</b> Describe how businesses in the local community meet economic wants of consumers.</p> <p><b>ELA</b> <b>S.DS.02.01:</b> Engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.</p>	* Students will work in groups to generate a list of what they will need or what they will want depending on the situation given.	<ul style="list-style-type: none"> <li>* <b>Small groups</b> will each be given a different scenario (being stranded on a deserted island, winning the lottery, spending a \$50 gift card, moving to Alaska, or helping their brother/sister move to college).</li> <li>* The situations should be kept secret from the other group. Each group will make a list of the things that they need or want to take or spend their money on.</li> <li>* For each situation students should generate a list of what is necessary.</li> <li>* Groups will <b>share</b> their lists to the class. The class will guess which scenario they had based upon the list that was generated.</li> <li>* <b>Assessment:</b> Depending on the scenario the groups lists should consist of only need or only wants (lottery winner = wants, deserted on an island = needs).</li> <li>* <b>Assessment:</b> While students are working we will walk around to each group and ask questions to determine their reasoning for the items that they listed.</li> <li>* <b>Assessment:</b> We will asses if the students are able to match the needs and want to the scenario.</li> </ul>

**Week Four:**

<p><b>Tuesday</b> <b>2-17-09</b> Interview Presentations</p>	<p><i><b>Social Studies:</b></i> <b>2-E1.0.2</b> Identify businesses in the local community. <b>2-E1.0.4</b> Describe the human resources needed for production of a good or service in a community.</p> <p><i><b>ELA:</b></i> <b>S.DS.02.04</b> plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.</p> <p><b>L.CN.02.02</b> ask appropriate questions for clarification and understanding during a presentation or report.</p>	<ul style="list-style-type: none"> <li>* Students will present the information they collected from interviewing an adult about their job.</li> <li>* Students will be attentive audience members while their classmates do their presentations.</li> <li>* Students will ask appropriate questions to their classmates about the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>* The class will arrange their desks into a U-shape so each presenter will have a 'stage' to do their report. Students will use a microphone like an actual reporter. The audience will have an opportunity to ask each presenter questions or make comments. ♥ I will ask guiding questions to those who have trouble reading their report. ♥</li> <li>* <b>Assessment:</b> We will assess if students are able to collect and report data from a specific job within a business.</li> <li>* <b>Assessment:</b> Within their presentation we will assess if students recognized if goods or services are produced.</li> </ul>
<p><b>Friday</b> <b>2-20-09</b> Core Democratic Value Writing</p>	<p><i><b>Lansing School District Requirement</b></i></p>	<ul style="list-style-type: none"> <li>* Students should be able to answer a written prompt using the Core Democratic Value of Truth.</li> </ul>	<ul style="list-style-type: none"> <li>* We will have a whole class discussion about truth; why is the truth important? What is the opposite (antonym) of truth?</li> <li>* A writing prompt will be read to the students and be displayed on the overhead. The writing prompt will be focused on the idea of Truth. (Example Prompt: Should you turn in money to the office if you find it</li> </ul>

			<p>in the hallway?) ♥ Struggling writers will meet with us on an individual basis so we can transcribe their thoughts. ♥</p> <p>* Prompt Question:</p> <p>* <b>Assessment:</b> The students will be assessed based on the completeness of their ideas based upon the Core Democratic Value of Truth.</p>
--	--	--	--

**Week Five:**

Date	GLCE	Objective	Instructional Format
<p><b>Tuesday</b> <b>2-24-09</b> Opportunity Cost Introduction</p>	<p><i>Social Studies:</i> <b>2-E1.01:</b> Identify the opportunity cost involved in a consumer decision.</p> <p><i>ELA:</i> <b>W.PR.02.02</b> develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns</p>	<p>* Students will be exposed to the concept of saving money to purchase items they want.</p> <p>* Students will discuss ways they may be able to earn money.</p>	<p>* Do a <b>shared reading</b> of <u>A Trip to the Bank</u> from the Social Studies text. Students will be following along and/or looking at the pictures in text.</p> <p>* We will <b>discuss</b> the article <b>as a class</b>.</p> <p>* <b>Individually</b>, students will complete the Piggy Bank Worksheet. They will list three realistic things that they would like to save up for and ways they could earn money at home or through the community. ♥ Drawing pictures or finding items in a magazine and pasting them to the piggy bank will be alternative options for completing the assignment. ♥</p> <p>* Students will meet with the members of their <b>small group</b> (seat mates) to <b>discuss</b> what they wrote down. Students will give their seat mates feed back and compare ideas.</p> <p>* <b>Assessment:</b> We will assess if students are able to understand the concepts in the article based on discussion (responses, input, ideas. ect.). During the discussion a record will be</p>

			<p>kept the students contributing to see the frequency of students sharing.</p> <p>* <b>Assessment:</b> We will assess if students are able to complete the Piggy Bank Worksheet; did they list three realistic items to save up for and did they list ways that they could save up money.</p>
<p><b>Friday</b> <b>2-27-09</b> Opportunity Cost</p>	<p><b>Social Studies:</b> <b>2-E1.01:</b> Identify the opportunity cost involved in a consumer decision.</p> <p><b>ELA:</b> <b>S.DS.02.01</b> engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.</p>	<p>* Students will discuss making decisions on how to spend money.</p> <p>* Students will be exposed to multiple examples of opportunity cost by participating in a visual enactment.</p>	<p>* Have the students do a <b>picture walk</b> of <u>Uncle Jed's Barbershop</u>. ♥ Viewing the illustrations will help struggling students understand the book. ♥ Students should be following along with their own copy of the book and/or reading pictures.</p> <p>* Do a <b>shared reading</b> of <u>Uncle Jed's Barbershop</u>.</p> <p>* <b>Discuss</b> the economic elements of the book <u>Uncle Jed's Barbershop</u>.</p> <p>* We will <b>review</b> several examples of opportunity cost through pictures of goods and <b>volunteer participation</b>.</p> <p>* <b>Assessment:</b> We will assess the discussion for appropriate responses, inquiries, ideas ect.</p> <p>* <b>Assessment:</b> We will assess the class if they are able to identify an opportunity cost and have a corresponding reasoning for their opportunity cost.</p>

**Week Six:**

Date	GLCE	Objective	Instructional Format
------	------	-----------	----------------------

<p><b>Tuesday</b> <b>3-3-09</b> Resources</p>	<p><b>Social Studies:</b> <b>2-E1.0.4</b> Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p><b>Science:</b> <b>P.PM.02.14</b> Measure the volume of liquids using common measuring tools (measuring cups, measuring spoons).</p> <p><b>ELA:</b> <b>R.CM.02.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<ul style="list-style-type: none"> <li>* Students will make a list of the natural resources needed to make a dirt pudding sundae.</li> <li>* Students will use natural and capital resources to make dirt pudding sundaes.</li> <li>* Students will act as human resources when making the apple pie.</li> </ul>	<ul style="list-style-type: none"> <li>* Do a <b>Read To</b> on the mat area of <u>Little Nino's Pizzeria</u>.</li> <li>* <b>Generate a list</b> of natural ingredients that are required to make a pizza. Refer to them as Natural resources.</li> <li>* Explain that we will not be making pizza; we will be making dirt pudding sundaes. <b>Generate a list</b> of natural ingredients that are required to make dirt pudding sundaes.</li> <li>* Have the students, in <b>groups</b> of 4, make their own apple pies using the ingredients. <b>♥ Assign jobs:</b> someone to gather ingredients, someone to add <b>specific ingredients</b>, someone to stir, etc <b>♥</b> Groups and group tasks will be pre-determined based on academic and behavior abilities.</li> <li>* Discuss the benefits of having people do the same job and not making one complete sundae before going on to the next one.</li> <li>* <b>Discuss</b> that human resources were needed to make the pie.</li> <li>* <b>Assessment:</b> We will assess if students are able to organize the ingredients used to make a pizza into the natural resources, and identify the human resources discussed. We will assess the same thing using the dirt pudding ingredients.</li> </ul>
<p><b>Friday</b> <b>3-6-09</b> Resources</p>	<p><b>Social Studies:</b> <b>2-E1.0.4</b> Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p><b>ELA:</b> <b>S.DS.02.01</b> engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book</p>	<ul style="list-style-type: none"> <li>* Students will view how a good is produced in a factory.</li> <li>* Students will sort natural, human, and capital</li> </ul>	<ul style="list-style-type: none"> <li>* Students will <b>watch a video</b> about the production of a crayon. Students should pay attention to how crayons are produced; they need to be made unlike natural resources.</li> <li>* We will <b>discuss</b> why a crayon would be classified as a capital resource.</li> <li>* Show the crayon factory and cranberry poster of</li> </ul>



	<p>discussions, peer conferencing, or other interactions.</p> <p><b>Technology:</b> 7. understand that technology is a source of information, learning, and entertainment</p>	resources.	<p>production.</p> <ul style="list-style-type: none"> <li>* Students will, in their <b>small groups</b>, <b>sort</b> picture cutouts of human, natural, and capital resources onto posters. ♥ Each resource will be written out with a picture attached (a picture of a chef with the word 'chef' written below) to encourage everyone to participate. ♥</li> <li>* <b>Assessment:</b> Students will be assessed on their ability to sort pictures of human, natural, and capital resources on to the three corresponding posters.</li> </ul>
--	---	------------	---

**Week Seven:**

Date	GLCE	Objective	Instructional Format
<p><b>Tuesday</b> <b>3-10-09</b> Trade</p>	<p><b>Social Studies:</b> <b>2-E1.0.5</b> Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.</p> <p><b>Technology:</b> 2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners</p>	<ul style="list-style-type: none"> <li>* Students will learn about trade.</li> <li>* Each group of students will research a good that is traded to the USA.</li> </ul>	<ul style="list-style-type: none"> <li>* Do a <b>shared reading</b> of <u>Countries Trade and Use Goods</u> from the Social Studies text.</li> <li>* The class will be divided into 5 <b>groups of 4 students</b>. Each group will be assigned a good that is produced outside of the USA.</li> <li>* Groups will be provided with a variety of materials to do <b>research</b> on their topic.</li> <li>* Each group will be given 10-15 minutes at the <b>computer</b> to visit websites about their topics. ♥ I will bookmark websites before hand to ensure accurate information. ♥</li> <li>* <b>Assessment:</b> We will assess students on their level of understanding relating to the idea of trade by verbal discussions with the students from walking around.</li> </ul>
<p><b>Friday</b> <b>3-13-09</b> Trade</p>	<p><b>Social Studies:</b> <b>2-E1.0.5</b> Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.</p>	<ul style="list-style-type: none"> <li>* Students will present the information they gathered about trade</li> </ul>	<ul style="list-style-type: none"> <li>* Students will work with their <b>group members</b> and use the information they collected the day before to <b>make a poster</b> about the trade good they researched. They</li> </ul>

	<p><b>ELA:</b>  <b>S.DS.02.04</b> plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.</p>	<p>and present it, as a group, to the class.</p>	<p>should include pictures, drawings, key elements and any information they gathered during their research time.</p> <ul style="list-style-type: none"> <li>* Students, as a <b>group</b>, will present their poster to the class.</li> <li>* Audience members will have an opportunity to <b>ask questions or make comments</b> to the group.</li> <li>* <b>Assessment:</b> We will assess students on their level of understanding by listening to small group and discussion and group presentations supplemented by their poster.</li> </ul>
--	---	--	--

**Week Eight:**

<b>Date</b>	<b>GLCE</b>	<b>Objective</b>	<b>Instructional Format</b>
<p><b>Tuesday</b>  <b>3-17-09</b>  Review</p>	<p><i>Social Studies:</i>  <b>All Economic GLCEs will be covered in this review session.</b>  2-E1.01  2-E1.0.2  2-E1.0.3  2-E1.0.4  2-E1.0.5</p>	<ul style="list-style-type: none"> <li>* Students will participate in a review of all of the main concepts/terms covered during the economic unit.</li> </ul>	<ul style="list-style-type: none"> <li>* Students will play either Jeopardy or Economics Bingo.</li> <li>* <b>Assessment:</b> We will assess student's ability to answer economic questions accurately during the Jeopardy Game. They should use their knowledge gained through this unit.</li> </ul>
<p><b>Friday</b>  <b>3-20-09</b>  Post-Assessment</p>	<p><i>Social Studies:</i>  <b>All Economic GLCEs will be covered in this cumulative assessment.</b>  2-E1.01</p>	<ul style="list-style-type: none"> <li>* Students will express their knowledge of the economic subject through written work.</li> </ul>	<ul style="list-style-type: none"> <li>* Students will <b>individually</b> complete a pre-made flip-book of economic terms. Each page in the <b>flip book</b> will have a vocabulary word printed on it. The students will be expected to draw a</li> </ul>

	<p> <b>2-E1.0.2</b>  <b>2-E1.0.3</b>  <b>2-E1.0.4</b>  <b>2-E1.0.5</b> </p> <p> <i>ELA:</i>  <b>W.PR.02.02</b> develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns </p>		<p>picture and write a sentence to explain what the term means.</p> <ul style="list-style-type: none"> <li>* If needed the flip book will be continued on the following social studies time.</li> <li>* <b>Assessment:</b> Students will get one point for expressing each economic idea correctly through their drawing. Students will also get one point if they accurately describe each economic concept in sentence form.</li> </ul>
--	--	--	---