

## Kindergarten: Financial Literacy (5 Day Unit)

### St. Paul Public Schools Math Department

*Financial Literacy uses TQE Lesson plan template to incorporate Social Studies and Math Standards*

#### New K Scope and Sequence

All lessons are part of this document. Below are bookmarks to each lesson. If you want to print all the lessons for the unit go to File/Print.

<a href="#"><u>Lesson 1 Social Studies</u></a>	<a href="#"><u>Lesson 1 Math</u></a>	<a href="#"><u>Lesson 2 Social Studies</u></a>	<a href="#"><u>Lesson 2 Math</u></a>	<a href="#"><u>Lesson 3 Social Studies</u></a>
<a href="#"><u>Lesson 3 Math</u></a>	<a href="#"><u>Lesson 4 Social Studies</u></a>	<a href="#"><u>Lesson 4 Math</u></a>	<a href="#"><u>Lesson 5 Social Studies</u></a>	<a href="#"><u>Lesson 5 Math</u></a>

#### **Additional Resources:**

[Gr. K - Financial Literacy](#) slide deck

[Gr. K Financial Literacy Home-School Connection](#)

# Lesson 1 Social Studies

**Social Studies Standard: 0.2.1.1.1** I can distinguish between individual needs (conditions necessary to survive) and wants (conditions desired to be happy)

**TQE Lesson Task:**

## Day 1

Social Studies: Economics Part 1  
Wants and Needs

0.2.1.1.1  
Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).

**Learning Goal:** I can distinguish between individual needs and wants

**Academic Language Objective:** I can state a need and a want.

**Materials/Tools:**

- [Video Needs and Wants](#)
- [Seesaw Activity: Financial Literacy Day 1](#)

**How this lesson supports MLL Learners** (*modify as needed based on your students MLL levels*)

**Stems and Frames**

- Something I need is \_\_\_\_\_.
- Something I want is \_\_\_\_\_.

**How this lesson supports Culturally Responsive Instruction** (*modify as needed*)

**4 R's of Instruction**

- Lesson begins the unit which combines social studies and math standards to introduce needs and wants.

**Universal Support/Differentiation:**

- Day 1 includes turn and talks, images, graphic organizer, video, Seesaw activity

**Opening Task/Prompt:**(if applicable) *Turn and Talk*

<p><b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b></p>	<p>Questions <a href="#">TQE Questions Bank</a></p>	<p>Evidence</p>
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<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p><b>Or</b> <b>I Do</b></p> <ul style="list-style-type: none"> <li>• Students turn and talk over projected image</li> <li>• Teacher facilitates discussion</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you need?</li> <li>• What does your family need?</li> <li>• Does everyone need the same things?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can state needs</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Teacher has post-it notes or index cards ready.</li> <li>• Students write or draw two needs. These will be used later for a chart.</li> <li>• Distance Learning Option - put it in a jamboard that you have ready - one slide per student.</li> <li>• Teacher repeats activity for wants</li> <li>• Students place post-its on chart</li> <li>• Teacher facilitates discussion</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Are some needs more important than other needs? Why?</li> <li>• What are two needs that are important? Why?</li> <li>• What is something you want? Why?</li> <li>• Is that different from what you need? How?</li> <li>• What is something you would really like to have?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students correctly identify/distinguish between needs and wants</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may need concrete examples</li> </ul>
<p><b>I Do:</b> (<i>Teacher brings it back to the whole group to discuss student ideas or have students model thinking</i>)</p> <p><b>Or</b> <b>You Do</b></p> <ul style="list-style-type: none"> <li>• Students watch video on needs and wants</li> <li>• Teacher defines needs and wants</li> <li>• Students turn and talk to review</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What happened in the video?</li> <li>• What is the difference between a need and</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students correctly identify/distinguish</li> </ul>

	<p>a want?</p> <ul style="list-style-type: none"> <li>● What was a need?</li> <li>● What was a want?</li> <li>● Do you agree?</li> <li>● What is something different about wants and needs?</li> <li>● How can we remember the difference?</li> </ul>	<p>between needs and wants</p> <ul style="list-style-type: none"> <li>● Students can summarize lesson</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> <i>Seesaw Activity sorting pictures into wants and needs</i></p>		

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# Lesson 1 Math

**Standard: K.1.2.2** Compose and decompose numbers up to 10 with objects and pictures.

**TQE Lesson Task:**

## Day 1

Math: Number Sense: Making 10

K.1.2.2 - Compose and Decompose Numbers up to 10 with objects and pictures.  
ST Math Objective: Numbers and Objects to 5 or Numbers and Objects to 10.

**Learning Goal:** I can compose and decompose numbers up to 10 with objects and pictures

**Academic Language Objective:** I can explain at least one difference between coins

**Materials/Tools:**

**STMath Objective** Numbers and objects to 5 or Numbers and Objects to 10

[Video Monster Money](#)

[Printable coins for student use](#)

**How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)**  
**[Sentence Stems and Frames](#)**

- We have talked about \_\_\_\_ and \_\_\_\_\_. \_\_\_\_\_ help us get what we want and need.
- I notice...
- A pet is a want/need because...
- I would use \_\_\_\_ to buy a frog because...
- I would use \_\_\_\_ to buy a flea because...
- I would use \_\_\_\_ to buy a bat because...
- I would use a \_\_\_\_ because...
- I would pay with...

**How this lesson supports Culturally Responsive Instruction (*modify as needed*)**  
**[4 R's of Instruction](#)**

- Lesson begins the unit which combines social studies and math standards to introduce goods and services

**[Universal Support/Differentiation:](#)**

- Day 1 includes turn and talks, images, video, Seesaw activities, and a story read that can be read by teacher, student, or online. Extension activities available on slides 18 and 22.

**Opening Task/Prompt:(if applicable) *Turn and Talk***

<p><b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b></p>	<p>Questions <a href="#">TQE Questions Bank</a></p>	<p><b>Evidence</b></p>
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<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p><b>Or</b></p> <p><b>I Do</b></p> <ul style="list-style-type: none"> <li>• Students turn and talk to review social studies lesson</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What did we learn about today in social studies?</li> <li>• What is the difference between need and a want?</li> <li>• What is an example of a want?</li> <li>• What is an example of a need?</li> <li>• What do you think that has to do with math?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can summarize social studies lesson</li> <li>• Students correctly identify/distinguish between needs and wants</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Students turn and talk about projected image of coins</li> <li>• Teacher circulates and facilitates</li> <li>• Students watch video of book, <i>Monster Money</i></li> <li>• Students use coins to pay for pets</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What coins are these?</li> <li>• What are they worth?</li> <li>• Which one is your favorite? Why?</li> <li>• Why is learning about money important?</li> <li>• What pet will you choose?</li> <li>• How will you pay for the pet?</li> <li>• What coins will you use?</li> <li>• What can we do with money?</li> <li>• Why do we need to be careful with money?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students correctly identify</li> <li>• Students understand money is used to buy what we want and need</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may need to practice turn and talk in L1</li> <li>• Some students may benefit from comparisons with money from other cultures</li> </ul>

<p><b>I Do:</b> <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p><b>Or</b></p> <p><b>You Do</b></p> <ul style="list-style-type: none"> <li>• Teacher leads discussion to review <i>Monster Money</i></li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What happened in the story?</li> <li>• How much did the pets cost?</li> <li>• Do you have a pet?</li> <li>• Would you buy a pet?</li> <li>• Is 10 cents a good price for a pet?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can correctly explain what happened in the story</li> <li>• Students connect spending money to purchase the pet</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> Students may need to watch video again</p>		

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## Lesson 2 Social Studies

**Social Studies Standard: 0.2.1.1.2** Identify goods and services that could satisfy a specific need or want

<p><b>TQE Lesson Task:</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p style="font-size: 24px; margin: 0;"><b>Day 2</b></p> <p style="margin: 5px 0;">Social Studies: Economics Part 2 Goods and Services</p> <p style="font-size: 10px; margin: 5px 0;">0.2.1.1.2 <i>Identify goods and services that could satisfy a specific need or want.</i></p> </div>	<p><b>Learning Goal:</b> I can identify goods and services that could satisfy a specific need or want</p> <p><b>Academic Language Objective:</b> I can decide if something is a good or a service</p>	<p><b>Materials/Tools:</b></p> <p><a href="#">Video Goods and Services</a></p> <p><a href="#">Seesaw Activity: Goods and Services</a></p> <p><a href="#">Video Elmo Earns Money</a></p>
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**How this lesson supports MLL Learners** (*modify as needed based on your students MLL levels*)  
[Sentence Stems and Frames](#)

- A service is \_\_\_\_\_

**How this lesson supports Culturally Responsive Instruction** (*modify as needed*)  
[4 R's of Instruction](#)

- Lesson continues the unit which combines social studies and math standards to introduce goods and services

**[Universal Support/Differentiation:](#)** (*modify as needed*)

- Lesson includes video, turn and talk, images, examples, videos, definition, seesaw activity

**Opening Task/Prompt:**(if applicable) *Turn and Talk*

<p style="text-align: center;"><b>Task Facilitation</b>                      Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b></p>	<p style="text-align: center;"><b>Questions</b> <a href="#">TQE Questions Bank</a></p>	<p style="text-align: center;"><b>Evidence</b></p>
<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>):                      Or  <b>I Do</b></p> <ul style="list-style-type: none"> <li>● Students turn and talk</li> <li>● Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>● What is a service?</li> <li>● Why do you think that?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>● Students participate in discussion</li> <li>● Students make</li> </ul>



	<ul style="list-style-type: none"> <li>• How do you know?</li> <li>• How are the people serving others?</li> <li>• What does it mean to serve someone?</li> <li>• What are other examples of services?</li> </ul>	<p>connections to professions that serve or help others</p>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Students watch video of goods and services</li> <li>• Teacher defines goods and services</li> <li>• Students complete Seesaw activity</li> <li>• Teacher circulates and assists as needed</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• What is an example of a need?</li> <li>• What are wants?</li> <li>• What is an example of a want?</li> <li>• How are they different?</li> <li>• How do we get the things that we want and need?</li> <li>• How do people earn money?</li> <li>• What does it mean to earn money?</li> <li>• What are goods?</li> <li>• What are examples of goods?</li> <li>• What are services?</li> <li>• What are examples of services?</li> <li>• How can we tell the difference between goods and services?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can distinguish between wants and needs</li> <li>• Students make connection that we usually need money to get what we want or need</li> <li>• Student scan distinguish between goods and services</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may need questions asked before they watch the video</li> <li>• Some students may benefit from watching the video more than once</li> </ul>

<p><b>I Do:</b> <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p><b>Or</b> <b>You Do</b></p> <ul style="list-style-type: none"> <li>• Students watch video</li> <li>• Teacher circulates and facilitates discussion</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What happened in the video?</li> <li>• How do people get money?</li> <li>• Where could Elmo work?</li> <li>• What work did Elmo do?</li> <li>• Was his work a good or a service? How do you know?</li> <li>• How much did Elmo earn?</li> <li>• If Elmo earned \$1 for working, why did he have \$2?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students connect that Elmo did a job and so he got paid</li> <li>• Students can determine if Elmo's work provided a good or a service</li> <li>• Students connect that Elmo had \$2 because he was saving a dollar that he already had</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> Teacher leads review of lesson</p>		

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## Lesson 2 Math

**Standard: K.1.2.1.** Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.

**K.1.2.2** Compose and decompose numbers up to 10 with objects and pictures

### TQE Lesson Task:

## Day 2

Math: Number Sense: Making 10

K.1.2.1: Use objects and draw pictures to find the sums and differences of numbers between 0 and 10  
K.1.2.2: Compose and decompose numbers up to 10 with objects and pictures.  
ST Math Objective: Numbers and Objects to 5 or Numbers and Objects to 10.

**Learning Goal:** I can use objects and draw pictures to find the sums and differences of numbers between 0 and 10.

**Academic Language Objective:** I can explain how money is used to pay for goods and services

### Materials/Tools:

[Seesaw Activity: Goods and Services](#)

[Good and Services youtube video](#)

[Video Link Elmo Earns Money](#)

### How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

[Sentence Stems and Frames](#)

- Something that is the same is...
- Something that is different is...
- Some goods I would like to buy are...
- Some services I would pay for are...
- There are \_\_\_ dollars...
- We need \_\_\_ more to make \$10
- Some services you find at the Farmers' Market are...

### How this lesson supports Culturally Responsive Instruction (*modify as needed*)

[4 R's of Instruction](#)

- Lesson continues the unit which combines social studies and math standards to introduce goods and services

### [Universal Support/Differentiation:](#) (*modify as needed*)

- Lesson uses images, turn and talk, activity, drawing. Some students may be able to use personal family experiences with farmers' markets.

**Opening Task/Prompt:**(if applicable) *Same and Different*

<p><b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b></p>	<p>Questions <a href="#">TQE Questions Bank</a></p>	<p>Evidence</p>
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<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p><b>Or</b> <b>I Do</b></p> <ul style="list-style-type: none"> <li>• Students turn and talk over projected image</li> <li>• Teacher circulates and facilitates discussion</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What's the same?</li> <li>• What's different?</li> <li>• Which coins are these?</li> <li>• What can you buy with these coins?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Teacher circulates and facilitates discussion on how many dollars are needed to complete chart</li> <li>• Students determine what they would buy</li> <li>• Teacher circulates and facilitates discussion on goods and services available at Farmers' Market</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What are goods?</li> <li>• What goods would you like to buy?</li> <li>• What are services?</li> <li>• What are some services you would pay for?</li> <li>• How can you tell the difference between goods and services?</li> <li>• Have you ever been to the Farmers' Market?</li> <li>• What would you buy there?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can identify and distinguish between goods and services</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may benefit from more examples</li> <li>• Some students may benefit from being paired with someone with the same L1</li> </ul>
<p><b>I Do:</b> (<i>Teacher brings it back to the whole group to discuss student ideas or have students model thinking</i>)</p> <p><b>Or</b> <b>You Do</b></p> <ul style="list-style-type: none"> <li>• Students draw a picture of what goods or services they would sell</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What would you sell at the Farmers</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> </ul>

at the Farmers' Market	Market? <ul style="list-style-type: none"><li>• Would it be a good or service?</li><li>• How do you know?</li><li>• What would your booth look like.</li></ul>	<ul style="list-style-type: none"><li>• Students can summarize learning</li><li>• Students can identify and distinguish between wants and needs</li><li>• Students can identify and distinguish between goods and services</li></ul>
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**Closure (if different from the I Do/You Do section)** Teacher reviews the day's lesson.

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## Lesson 3 Social Studies

**Standard: 0.2.1.1.2** Identify goods and services that could satisfy a specific need or want

**TQE Lesson Task:**

### Day 3

Social Studies: Economics Part 2  
Goods and Services

0.2.1.1.2  
Identify goods and services that could satisfy a specific need or want.

**Learning Goal:** I can identify goods and services that could satisfy a specific need or want

**Academic Language Objective:** I can give examples of consumers and producers

**Materials/Tools:**

[Video link](#)

[Financial Literacy Day 3](#)

**How this lesson supports MLL Learners** (*modify as needed based on your students MLL levels*)

**[Sentence Stems and Frames](#)**

- Producers are...
- Consumers are...

**How this lesson supports Culturally Responsive Instruction** (*modify as needed*)

**[4 R's of Instruction](#)**

- Lesson continues the unit which combines social studies and math standards to reinforce understanding of goods and services

**[Universal Support/Differentiation:](#)** (*modify as needed*)

- Lesson uses video and turn and talk

**Opening Task/Prompt:**(if applicable) *Video*

<b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	Questions <a href="#">TQE Questions Bank</a>	Evidence
<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>): <b>Or</b> <b>I Do</b></p> <ul style="list-style-type: none"> <li>● Teacher shows video</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>● How do people earn money?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>● Students participate in discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the difference between goods and services?</li> <li>• What are examples?</li> <li>• What is a producer?</li> <li>• What is a consumer?</li> <li>• What are examples?</li> <li>• Can you be a producer and a consumer? How?</li> <li>• Can kids be producers and consumers? How?</li> <li>• When have you been a producer?</li> <li>• When have you been a consumer?</li> </ul>	<ul style="list-style-type: none"> <li>• Students can identify differences and similarities between goods and services and producers and consumers</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Students turn and talk to review</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a producer?</li> <li>• What is a consumer?</li> <li>• What are examples</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can identify differences and similarities between goods and services and producers and consumers</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Students may confuse terms</li> <li>• Students may benefit from drawing pictures of new terms</li> <li>• Students may benefit from anchor chart with images</li> </ul>

<p><b>I Do:</b> <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p><b>Or</b> <b>You Do</b></p> <ul style="list-style-type: none"> <li>• Teacher reviews lesson</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What did we learn about today?</li> <li>• What does all this have to do with social studies?</li> <li>• What does all this have to do with math?</li> <li>• See questions above</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can identify differences and similarities between goods and services and producers and consumers</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b></p>		

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## Lesson 3 Math

**Standard: K.1.2.2** Use objects and draw pictures to find the sums and differences of numbers between 0 and 10

**K.1.2.2** Compose and decompose numbers up to 10 with objects and pictures

### TQE Lesson Task:

## Day 3

Math: Number Sense: Making 10

K.1.2.1: Use objects and draw pictures to find the sums and differences of numbers between 0 and 10  
K.1.2.2: Compose and decompose numbers up to 10 with objects and pictures.  
ST Math Objective: Numbers and Objects to 5 or Numbers and Objects to 10.

**Learning Goal:** I can use objects and draw pictures to find the sums and differences of numbers between 0 and 10

**Academic Language Objective:** I can explain what coins I will use to buy something.

### Materials/Tools:

**STMath Objective:** Numbers and Objects to 5 or Numbers and Objects to 10

[Financial Literacy Day 3](#)

[Video Saving, Spending, Sharing](#)

**How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)**

### Sentence Stems and Frames

- Something that is the same is...
- Something that is different is...
- A good or service I could produce to earn money is...
- As a consumer, I would like to buy... because...

**How this lesson supports Culturally Responsive Instruction (*modify as needed*)**

### 4 R's of Instruction

- Lesson continues the unit which combines social studies and math standards to reinforce understanding of goods and services

**Universal Support/Differentiation: (*modify as needed*)**

- Lesson uses videos turn and talks, counting, and a Seesaw activity

**Opening Task/Prompt:(if applicable) *Same and Different***

Task Facilitation Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	Questions <a href="#">TQE Questions Bank</a>	Evidence
<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p><b>Or</b></p> <p><b>I Do</b></p>	<p><b>Questions:</b></p>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p>

<ul style="list-style-type: none"> <li>• Students turn and talk</li> <li>• Teacher circulates and facilitates</li> </ul>	<ul style="list-style-type: none"> <li>• What's the same?</li> <li>• what 's different?</li> <li>• What coins are these?</li> <li>• What do you think you could buy with these coins?</li> <li>• If you bought something, would it be a good or a service?</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can correctly identify coins</li> <li>• Students can correctly state if what they would buy would be a good or a service</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Students turn and talk</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <p>What misconceptions or challenges or opportunities for extension are possible?</p>
<p><b>I Do:</b> (<i>Teacher brings it back to the whole group to discuss student ideas or have students model thinking</i>)</p> <p><b>Or</b></p> <p><b>You Do</b></p>	<p><b>Questions:</b></p>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p>
<p><b>Closure (if different from the I Do/You Do section)</b></p>		

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## Lesson 4 Social Studies

**Standard: 0.2.1.1.2** Identify goods and services that could satisfy a specific need or want

### TQE Lesson Task:

## Day 4

Social Studies: Economics Part 2  
Goods and Services

0.2.1.1.2  
Identify goods and services that could satisfy a specific need or want.

### Learning Goal:

I can identify goods and services that could satisfy a specific need or want.

### Academic Language

**Objective:** I can list choices people make everyday.

### Materials/Tools:

[Video For Me, For You, Making Choices](#)

[Seesaw Activity for Day 4](#)

**How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)**

#### Sentence Stems and Frames

- I think Elmo made a \_\_\_ choice because...
- I would choose to buy \_\_\_ because...

**How this lesson supports Culturally Responsive Instruction (*modify as needed*)**

#### 4 R's of Instruction

- Lesson continues the unit which combines social studies and math standards to reinforce understanding of goods and services

**Universal Support/Differentiation: (*modify as needed*)**

- Lesson uses video and turn and talks

**Opening Task/Prompt:** *Video*

Task Facilitation Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	Questions <a href="#">TQE Questions Bank</a>	Evidence
<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>): <b>Or</b> <b>I Do</b></p> <ul style="list-style-type: none"> <li>• Teacher previews video, reviews terms</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What have we been learning about?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• What are goods?</li> <li>• Services?</li> <li>• Consumers?</li> <li>• Producers?</li> <li>• What are some examples?</li> <li>• What should we think about when we spend money?</li> <li>• What makes something a good choice?</li> </ul>	<ul style="list-style-type: none"> <li>• Students can define terms and give examples</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Teacher shows video</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Where was Elmo?</li> <li>• What was he buying?</li> <li>• What are choices people make everyday?</li> <li>• What choices did you make today?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can summarize video</li> <li>• Students can list choices they made today</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may benefit from watching the video more than once</li> <li>• Some students may need more sentence frames to discuss video</li> </ul>
<p><b>I Do:</b> (<i>Teacher brings it back to the whole group to discuss student ideas or have students model thinking</i>)  <b>Or</b>  <b>You Do</b></p>	<p><b>Questions:</b></p>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p>

<ul style="list-style-type: none"><li>• Teacher reviews unit and the day's lesson</li></ul>	<ul style="list-style-type: none"><li>• What did we do today?</li><li>• How does this relate to social studies?</li><li>• How does this relate to math?</li><li>• Why do we need to think about choices when we have money?</li></ul>	<ul style="list-style-type: none"><li>• Students participate in discussion</li><li>• Students connect social studies and math</li><li>• Students connect choices to content</li></ul>
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**Closure (if different from the I Do/You Do section)**

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## Lesson 4 Math

**Standard: K.1.2.2** Use objects and draw pictures to find the sums and differences of numbers between 0 and 10

**K.1.2.2** Compose and decompose numbers up to 10 with objects and pictures

**TQE Lesson Task:**

**Potential of the Task rating:**

Day 4

Math: Number Sense: Making 10

K.1.2.1: Use objects and draw pictures to find the sums and differences of numbers between 0 and 10  
K.1.2.2: Compose and decompose numbers up to 10 with objects and pictures.  
ST Math Objective: Numbers and Objects to 5 or Numbers and Objects to 10.

**Learning Goal:** I can use objects and draw pictures to find the sums and differences of numbers between 0 and 10.

**Academic Language Objective:**

I can explain if a business provides a good or a service.

**Materials/Tools:**

**Seesaw Activity for Day 4**

**STMath Objective:** Numbers and Objects to 5 or Numbers and Objects to 10

**How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)**

**Sentence Stems and Frames**

- Something that is the same is...
- Something that is different is...
- I think Elmo \_\_\_\_\_ need to leave his community to get what he wants and needs because...

**How this lesson supports Culturally Responsive Instruction (*modify as needed*)**

**4 R's of Instruction**

- Lesson continues the unit which combines social studies and math standards to reinforce understanding of goods and services

**Universal Support/Differentiation: (*modify as needed*)**

- Lesson uses images, neighborhood map, Seesaw activity

**Opening Task/Prompt:(if applicable) *Same and Different***

**Task Facilitation**  
Conceptual/Linking (Layers of Facilitation) **Procedural (Gradual Release)**

Questions **TQE Questions Bank**

Evidence

<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p><b>Or</b> <b>I Do</b></p> <ul style="list-style-type: none"> <li>• Students turn and talk about projected image</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What's the same?</li> <li>• What's different?</li> <li>• Which coins are these?</li> <li>• What can you buy with these coins?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students recognize that the coins are equivalent to each other</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Teacher leads discussion of the businesses on Sesame Street</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What businesses are on Sesame Street?</li> <li>• Do these stores provide goods or services?</li> <li>• What is the difference between goods and services?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can distinguish whether stores provides goods or services</li> <li>• Students can explain differences between goods and services</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may benefit from a sentence frame for whether businesses provide a good or a service</li> </ul>
<p><b>I Do:</b> (<i>Teacher brings it back to the whole group to discuss student ideas or have students model thinking</i>)</p> <p><b>Or</b> <b>You Do</b></p>	<p><b>Questions:</b></p>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p>

<ul style="list-style-type: none"><li>• Students turn and talk</li><li>• Teacher circulates and facilitates</li></ul>	<ul style="list-style-type: none"><li>• Can Elmo get everything he needs from his own neighborhood?</li><li>• Should you get things from your neighborhood or another neighborhood? Does it matter? Why or why not?</li></ul>	<ul style="list-style-type: none"><li>• Students participate in discussion</li><li>• Students begin to reflect on what they can get from their own community</li></ul>
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**Closure (if different from the I Do/You Do section)** Seesaw activity

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## Lesson 5 Social Studies

**Standard: 0.2.1.1.2** Identify goods and services that could satisfy a specific need or want

### Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)

**TQE Lesson Task:**  
**Potential of the Task** rating:

## Day 5

Social Studies: Economics Part 2  
Goods and Services

0.2.1.1.2  
Identify goods and services that could satisfy a specific need or want.

**Learning Goal:** I can identify goods and services that could satisfy a specific need or want.

**Academic Language Objective:** I can explain if a business provides a good or a service.

**Materials/Tools:**

[Video 7 year old entrepreneur](#)

[Seesaw Activity for Day 5](#)

**How this lesson supports MLL Learners** (*modify as needed based on your students MLL levels*)

**Sentence Stems and Frames**

- I think he provides a \_\_\_\_\_ because...

**How this lesson supports Culturally Responsive Instruction** (*modify as needed*)

**4 R's of Instruction**

- Lesson concludes the unit which combines social studies and math standards to reinforce understanding of goods and services

**Universal Support/Differentiation:** (*modify as needed*)

- Lesson uses images, video, turn and talk.

**Opening Task/Prompt:**(if applicable) *What is an entrepreneur?*

<p><b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b></p>	<p>Questions <a href="#">TQE Questions Bank</a></p>	<p>Evidence</p>
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<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p><b>Or</b> <b>I Do</b></p> <ul style="list-style-type: none"> <li>• Teacher projects image of definition and leads discussion of what is an entrepreneur</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What is this word?</li> <li>• How would someone start a business?</li> <li>• What would a person need to create a business?</li> <li>• Could a kid start a business?</li> <li>• Could you?</li> <li>• What would your business be?</li> <li>• Would your business provide a good or a service?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students list a business they might like to be a part of</li> <li>• Students can state whether a business they create would provide a good or a service</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Students watch video</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What is Kaeden's business?</li> <li>• What did he collect?</li> <li>• How much did he collect?</li> <li>• What did he get?</li> <li>• What grade is Kaeden in?</li> <li>• What did people do?</li> <li>• Does his business provide a good or a service</li> <li>• Why did Kaeden start his business?</li> <li>• How many people has Kaeden helped?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can summarize video</li> <li>• Students can correctly state if Kaeden's business provides a good or a service</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may need video summarized before watching</li> <li>• Some students may need to watch video twice</li> </ul>

<p><b>I Do:</b> <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p><b>Or</b> <b>You Do</b></p> <ul style="list-style-type: none"> <li>• Students turn and talk</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What was Kaeden's business?</li> <li>• What did he collect?</li> <li>• How much did he collect?</li> <li>• What did he get?</li> <li>• What grade is Kaeden in?</li> <li>• What did people do?</li> <li>• Does his business provide a good or a service</li> <li>• How do you know?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students correctly explain if Kaeden's business provides a good or a service</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b></p>		

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## Lesson 5 Math

**Standard: K.1.2.2** Use objects and draw pictures to find the sums and differences of numbers between 0 and 10

**K.1.2.2** Compose and decompose numbers up to 10 with objects and pictures

**TQE Lesson Task:**

**Potential of the Task rating:**

Day 5

Math: Number Sense: Making 10

K.1.2.1: Use objects and draw pictures to find the sums and differences of numbers between 0 and 10  
K.1.2.2: Compose and decompose numbers up to 10 with objects and pictures.  
ST Math Objective: Numbers and Objects to 5 or Numbers and Objects to 10.

**Learning Goal:**

I can use objects and draw pictures to find the sums and differences of numbers between 0 and 10.

**Academic Language**

**Objective:** I can explain how my drawing represents a business that provides a good or a service

**Materials/Tools:**

[I can be an entrepreneur!](#)  
[Seesaw Activity Link](#)

**STMath Objective:** Numbers and Objects to 5 or Numbers and Objects to 10

**How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)**

**Sentence Stems and Frames**

- I think \_\_\_\_\_ doesn't belong because...

**How this lesson supports Culturally Responsive Instruction (*modify as needed*)**

**4 R's of Instruction**

- Lesson concludes the unit which combines social studies and math standards to reinforce understanding of goods and services

**Universal Support/Differentiation: (*modify as needed*)**

- Lesson includes turn and talk and Seesaw activity

**Opening Task/Prompt:** *Which One Doesn't Belong*

<p style="text-align: center;"><b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b></p>	<p style="text-align: center;">Questions <a href="#">TQE Questions Bank</a></p>	<p style="text-align: center;">Evidence</p>
<p><b>You Do</b> (<i>individually, what are students doing during the first few minutes for the task</i>): <b>Or</b> <b>I Do</b></p>	<p><b>Questions:</b></p>	<p>What <b>evidence</b> of student learning are we gathering to inform instructional decisions?</p>

<ul style="list-style-type: none"> <li>• Students turn and talk over projected image</li> </ul>	<ul style="list-style-type: none"> <li>• Which one doesn't belong? Why?</li> <li>• What are these coins?</li> <li>• What can you buy with these coins?</li> <li>• What would you like to buy with these coins?</li> <li>• What do these coins have to do with what we've been talking about?</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students connect coins to unit lessons</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> <li>• Students complete Seesaw activity</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What was Kaeden's business?</li> <li>• What business would you like to create?</li> <li>• Would it provide a good or a service?</li> <li>• If you drew a picture of yourself in your business, what would you include in your business?</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> <li>• Students participate in discussion</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students might benefit from teacher drawing at the same time</li> </ul>
<p><b>I Do:</b> (<i>Teacher brings it back to the whole group to discuss student ideas or have students model thinking</i>)</p> <p><b>Or</b></p> <p><b>You Do</b></p> <ul style="list-style-type: none"> <li>• Teacher reviews unit</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• See all questions above, for all lesson days</li> </ul>	<p>What <b>evidence</b> of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> <li>• Students can correctly summarize learning</li> <li>• Students explanation of drawing shows understanding of whether their business provides a</li> </ul>

		good or a service
<b>Closure (if different from the I Do/You Do section)</b>		

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