

- Select appropriate **T**asks to support identified learning goals.
- Facilitate productive **Q**uestioning during instruction to engage students in the Mathematical Practices and Processes
- Collect and use student **E**vidence in the formative assessment process during instruction.

2017 DNA Math

## Grade 2: Financial Literacy (12 Day Unit)

**St. Paul Public Schools Math Department**

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

[2nd Grade Math Scope and Sequence](#)  
[2nd grade Economics Overview](#)

*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="#">Day 1</a>	<a href="#">Day 2</a>	<a href="#">Day 3</a>	<a href="#">Day 4</a>	<a href="#">Day 5</a>
<a href="#">Day 6</a>	<a href="#">Day 7</a>	<a href="#">Day 8</a>	<a href="#">Day 9 - 12</a>	<a href="#">Lesson 13</a>

**Additional Resources:**

[Google Slide Presentation](#)

[Gr. 2 Financial Literacy Home-School Connection](#)

[Economic Choices pre and post assessment](#)

## Day 1

<b>Standards:</b> Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2 Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2		
<b>TQE Lesson Task:</b>  <div style="border: 1px solid black; padding: 10px; background-color: #fff9c4; text-align: center;"> <h3 style="margin: 0;">Day 1: Money</h3> <p style="font-size: small; margin: 0;">Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2              Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2</p> </div>	<b>Learning Goal:</b> I can count and create combinations of coins  <b>Academic Language Objective:</b> I can explain how to use coins to buy something	<b>Materials/Tools:</b>  <a href="#">Grade 2 Economics Money Seesaw Activity Links</a>  <a href="#">Coin Counting Book Link</a>
<b>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>)</b> <a href="#">Sentence Stems and Frames</a> <ul style="list-style-type: none"> <li>I know that money...</li> <li>Something I learned about money...</li> <li>The coins I would use are...</li> <li>The coins I would use would be...</li> </ul>		
<b>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>)</b> <a href="#">4 R's of Instruction</a> <ul style="list-style-type: none"> <li>Lesson begins unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services</li> </ul>		
<b><a href="#">Universal Support/Differentiation:</a> (<i>modify as needed</i>)</b> <ul style="list-style-type: none"> <li>Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, opportunities to use manipulatives</li> </ul>		
<b>Opening Task/Prompt:</b> <i>Turn and Talk</i>		

<b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	Questions <a href="#">TQE Questions Bank</a>	<b>Evidence</b>
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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</li> <li>• Teacher circulates and facilitates</li> <li>• Teacher reads or students use online version of <i>The Coin Counting Book</i></li> <li>• Students turn and talk to review book</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you know about money?</li> <li>• Do all cultures have money?</li> <li>• Why do we need money?</li> <li>• What do we do with money?</li> <li>• How do we get money?</li> <li>• What is one the cover of the book?</li> <li>• Which coins are they?</li> <li>• What coin is the same as five pennies?</li> <li>• What coin equals ten pennies?</li> <li>• What else equals a dime or ten cents?</li> <li>• What coin equals 25 pennies?</li> <li>• What is a faster way to count 25 pennies?</li> <li>• What are other ways to make \$.25</li> <li>• How much is one half dollar?</li> <li>• What ways are there to make one half dollar?</li> <li>• What are faster ways to count all those coins?</li> <li>• How many coins equal \$1</li> <li>• What makes \$1</li> <li>• What can we do with money?</li> <li>• Why is it important to save money?</li> <li>•</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 understand we can earn, spend, and save money</li> <li>• Students know various ways coins can be counted</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 match coins on</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Which coin is this?</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</li> </ul>

<p>graphics organizer</p> <ul style="list-style-type: none"> <li>• Teacher circulates and facilitates</li> </ul>	<ul style="list-style-type: none"> <li>• What is each coin worth or equal to?</li> <li>• What can you buy with these coins?</li> <li>• How can you show these amounts in different ways?</li> <li>• Why is it important to know how to use different coins for the same amounts?</li> </ul>	<p>participate in discussion</p> <ul style="list-style-type: none"> <li>• Students correctly use graphic organizer</li> <li>• Students can show the same amount in at least two different ways</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 having manipulatives or working with partner</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>• Students determine which coins they would use to buy items on images</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What coins would you use to buy the eggs?</li> <li>• Why?</li> <li>• What other way could you buy the eggs?</li> <li>• What coins would you use to buy the candy?</li> <li>• Why?</li> <li>• What other coins could you use to buy the candy?</li> <li>• If you have money left over, what could you do with it?</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 use correct coins to buy items on images</li> <li>• Students can explain at least two ways to use coins to buy items</li> <li>• Students recognize they can save any left over money</li> </ul>

**Closure (if different from the I Do/You Do section)**

## Day 2

### Standards:

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2

Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

### TQE Lesson Task:

## Day 2: Money

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2  
Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

**Learning Goal:** I can identify types of currency. I can add amounts of money.

### Academic Language

**Objective:** I can create my own currency and explain how it will be used and why it has value.

### Materials/Tools:

[Economics Money, Why Bills and Coins Link to Seesaw Activity for this lesson](#)

[Money Brain Pop Video Link](#)

[Money Madness Book link](#)

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

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

- We don't use salt or grain anymore because...
- We use \_\_\_\_\_ for currency. It's valuable because...
- I created a currency that has... It would be used ... it has value because...

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

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

- Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services

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

- Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, opportunities to use manipulatives

**Opening Task/Prompt:** *Brain Pop Video*

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 watch Brain Pop video</li> <li>• Students circle items that have been used as currency</li> <li>• Students turn and talk to review</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What is money?</li> <li>• What is another word for money?</li> <li>• Did people use money long ago?</li> <li>• What does it mean to barter?</li> <li>• How does it work?</li> <li>• Where did people trade with lots of people?</li> <li>• What did traders use for payment?</li> <li>• Why didn't grain work?</li> <li>• What was used in some places instead of grain?</li> <li>• Why did people want something small?</li> <li>• How was their value determined?</li> <li>• Why are coins not always the best way to pay for something?</li> <li>• Do people ever barter now?</li> <li>• What are goods?</li> <li>• What are services?</li> <li>• Why was it a good thing that the boy was saving half his allowance?</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 explain how bartering was/is used</li> <li>• Students correctly circle items that have been used as currency</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 reads or students use link to <i>Money Madness</i></li> <li>• Students turn and talk to review book</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Who is on the dollar bill?</li> <li>• Why do people want money?</li> <li>• How would you get something if you didn't have 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 conversation</li> <li>• Students can summarize book</li> </ul> <p>What misconceptions or challenges or opportunities</p>

	<ul style="list-style-type: none"> <li>• How would you get new clothes?</li> <li>• What did people do before there was money?</li> <li>• What are some of the things that were used for money?</li> <li>• Why didn't it work out to use animals as money?</li> <li>• Why didn't it work out to use rocks as money?</li> <li>• How did people know how much each metal they were using for money was worth?</li> <li>• What were the first coins made from?</li> <li>• Why was carrying around a lot of coins difficult?</li> </ul>	<p>for extension are possible?</p> <ul style="list-style-type: none"> <li>• Some students may need book previewed</li> <li>• Some students may need to read/hear the book twice</li> <li>• Some students might benefit from drawing items or writing on a chart</li> <li>• Some students might benefit from anchor charts</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>• Students choose items they will buy</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did you choose that item?</li> <li>• How much did it cost?</li> <li>• Will you have money left over?</li> <li>• What could you do with the leftover money?</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 explain why they are choosing what they would buy</li> <li>• Students use monetary amount to help them determine which items to buy</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> Students draw a picture of their own currency. They explain how it will be used and why it has value. Students will use sentence frame to explain their ideas.</p>		



## Day 3

### Standards:

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2

Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

### TQE Lesson Task:

#### Day 3: Savings Goals

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2  
Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

**Learning Goal:** I can identify short term and long term savings goals. I can explain goods and services.

### Academic Language

**Objective:** I can list items that require short term savings goals and long term savings goals.

### Materials/Tools:

[Economics Savings Goals Link to the Seesaw Activity for this lesson](#)

<https://www.youtube.com/watch?v=mPoDDTKaQMU&feature=youtu.be>

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

### Sentence Stems and Frames

- Uncle Jed earned money by... He used his money to...
- Uncle Jed provided a \_\_\_\_\_. I know this because...
- People afford things that cost a lot of money by...
- My short term savings goal is...
- My long term savings goal is...

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

### 4 R's of Instruction

- Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services

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

- Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, opportunities to use manipulatives, note taking, goal setting, guided instruction, gradual release

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

Task Facilitation

Questions [TQE Questions](#)

Evidence

Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	<u>Bank</u>	
<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 watch video</li> <li>● Students turn and talk to review video</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>● What is a barber?</li> <li>● What is a barbershop?</li> <li>● Why did Uncle Jed come over?</li> <li>● What did Uncle Jed do after he cut Daddy's hair?</li> <li>● What did Uncle Jed want his barbershop to look like?</li> <li>● Why was it hard for Uncle Jed to save for a barbershop?</li> <li>● Why did they keep Black people and White people separate?</li> <li>● How much was the operation going to cost?</li> <li>● What did Uncle Jed tell Daddy?</li> <li>● What happened the second time Uncle Jed tried to start a barbershop?</li> <li>● How can a bank fail?</li> <li>● How much money did Uncle Jed have in the bank?</li> <li>● What did Uncle Jed give him when they didn't have money for haircuts?</li> <li>● Did Uncle Jed ever get his barbershop?</li> <li>● What did it look like?</li> <li>● Why did Uncle Jed have so many customers on his first day?</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 understand some of the obstacles for Uncle Jed</li> <li>● Students understand it took Uncle Jed a long time to save money</li> </ul>

	<ul style="list-style-type: none"> <li>• What did Uncle Jed teach his niece?</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 as students take notes on definitions</li> <li>• Students turn and talk</li> <li>• Teacher defines goods and services</li> <li>• Students turn and talk</li> <li>• Teacher circulates and facilitates</li> <li>• Students identify items on image as good or services</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What is income?</li> <li>• Did Uncle Jed provide a good or a service to the community?</li> <li>• How do you know?</li> <li>• What is a good?</li> <li>• What is a service?</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 explain the difference between 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 might benefit from an anchor chart with definitions and 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>)  <b>Or</b>  <b>You do</b></p> <ul style="list-style-type: none"> <li>• Students use sentence frame to discuss how people afford things that cost a lot of money</li> <li>• Teacher moves the conversation toward savings goal. Students take notes</li> <li>• Students use graphic organizer to sort savings goals shown on image</li> <li>• Students/partners work through examples with teacher</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• How do people afford to buy things that cost a lot of money?</li> <li>• What are examples of things that cost a lot of money?</li> <li>• What is a goal?</li> <li>• How can a goal be about savings?</li> <li>• What is the difference between something that is short term and long term? What are examples?</li> <li>• Would your goals for</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 give examples of things that cost a lot of money</li> <li>• Students can give examples of items that require short term savings goals and long terms savings goals</li> <li>• Students successfully solve problems</li> </ul>

	<p>these items be short term savings goals or long term savings goals? Why?</p> <ul style="list-style-type: none"><li>• How many weeks will it take to earn enough money to buy the bike?</li><li>• How much money did JC earn?</li><li>• How much money will JC have after buying the bike?</li><li>• What could he do with that money?</li><li>• What can you do if you get stuck?</li></ul>	<ul style="list-style-type: none"><li>• Students can explain their thinking</li></ul>
<p><b>Closure (if different from the I Do/You Do section)</b> <i>Students turn and talk to review savings goals</i></p>		

## Day 4

<b>Standards:</b> Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2 Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2		
<b>TQE Lesson Task:</b>  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <h3 style="margin: 0;">Day 4: Saving and Spending</h3> <p style="font-size: 0.8em; margin: 0;">Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2 Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2</p> </div>	<b>Learning Goal:</b> I can identify wants and needs. I can use doubles to find amounts.  <b>Academic Language Objective:</b> I can explain doubling.	<b>Materials/Tools:</b>  <a href="#">Making Choices about Spending and Saving Link to Seesaw Activity</a>  <a href="#">Rock, Brock, and the Savings Shock Book Link</a>
<b>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>)</b> <u><a href="#">Sentence Stems and Frames</a></u> <ul style="list-style-type: none"> <li>In the book <i>Rock, Brock, and the Savings Shock</i></li> <li>Something Rock wanted was...</li> <li>Something Brock wanted was...</li> <li>Something Gramps wanted was...</li> </ul>		
<b>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>)</b> <u><a href="#">4 R's of Instruction</a></u> <ul style="list-style-type: none"> <li>Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services</li> </ul>		
<u><a href="#">Universal Support/Differentiation: (<i>modify as needed</i>)</a></u> <ul style="list-style-type: none"> <li>Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, opportunities to use manipulatives, guided instruction, gradual release</li> </ul>		
<b>Opening Task/Prompt:</b> <i>Book</i>		

Task Facilitation Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	Questions <a href="#">TQE Questions Bank</a>	Evidence
<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>	<b>Questions:</b>	What <b>evidence</b> of student learning are we gathering to inform instructional decisions?

<ul style="list-style-type: none"> <li>• Teacher reads or students watch video link of book</li> <li>• Students turn and talk to review the story</li> </ul>	<ul style="list-style-type: none"> <li>• What is Brock like?</li> <li>• What is Rock like?</li> <li>• Who are you more like?</li> <li>• What was Gramp's plan?</li> <li>• What did Rock do with his money?</li> <li>• What did Brock do?</li> <li>• Brock's money was doubling - what does that mean?</li> <li>• What kinds of things did Rock buy?</li> <li>• How much money did Brock end up with? What did he do with his money?</li> <li>• Did Rock change his mind about saving money?</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in conversation</li> <li>• Students can explain doubling</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 build background knowledge and wants and needs</li> <li>• Teacher reviews wants and needs as students take notes</li> <li>• Teacher reviews Gramp's plan</li> <li>• Teacher leads examples of doubling as students fill in chart</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What did Rock want?</li> <li>• What did Brock want?</li> <li>• What did Gramps want?</li> <li>• What are wants?</li> <li>• What are needs?</li> <li>• What are examples?</li> <li>• What are Gramps?</li> <li>• If Rock saved \$1, what would he end up with? Why?</li> <li>• What is happening to the numbers?</li> <li>• How much will Brock have after 10 weeks? How do you know?</li> <li>• How much would Brock have if he bought the rocket? How do you know?</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 correctly explain what each character wanted</li> <li>• Students can explain doubling</li> <li>• Students can correctly determine totals</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 using manipulatives</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>• Students use base ten blocks to solve examples</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• How much more money did Brock have by saving for ten weeks? How do you know?</li> <li>• What can you do if you get confused</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 solve problems</li> <li>• Students can explain what they will do if they are confused</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> <i>Students can repeat slides 43-49 if needed</i></p>		

## Day 5

### Standards:

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2

Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

### TQE Lesson Task:

Day 5: Making Choices

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2  
Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

**Learning Goal:** I can determine opportunity costs.

**Academic Language Objective:** I can list an opportunity cost when explaining a decision

### Materials/Tools:

[Seesaw Activity: Making Choices](#)

[Johnny's Decisions Book Link](#)

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

#### Sentence Stems and Frames

- A choice that Johnny made in the story was... I think this was a \_\_\_\_ choice because...
- Johnny had no opportunity cost with ice cream because...
- If I had \$50, I would spend it on... I would save \_\_\_\_ because... When I made my choices, I thought about...

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

#### 4 R's of Instruction

- Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services

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

- Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, opportunities to use manipulatives, opportunities to note taking

**Opening Task/Prompt:** *Book*

Task Facilitation

Questions [TQE](#)

Evidence



Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	<a href="#">Questions Bank</a>	
<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>• Teacher reads or students use book link</li> <li>• Students turn and talk to review story</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Johnny wants to be an economist. What do economists like to think about?</li> <li>• What did Johnny decide to do after school?</li> <li>• Who did Johnny run into at the park?</li> <li>• What did Johnny and Adam decide to do at the park, run or go on the slide?</li> <li>• Taylor and Adam were having parties, what helped Johnny make his decision?</li> <li>• How much money did Johnny have to spend for Taylor's present?</li> <li>• Why did Johnny decide to buy the ball?</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 process that people often have to think through what is the best decision for a situation</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 defines opportunity cost</li> <li>• Teacher leads uses images from text as students discuss opportunity costs</li> <li>• Students turn and talk to</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What is an opportunity?</li> <li>• What choices did Johnny make up?</li> <li>• What was the opportunity cost for</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 explain Johnny's choices</li> </ul>

<p>review</p>	<p>choosing the slide or running?</p> <ul style="list-style-type: none"> <li>● Sticker book or soccer ball?</li> <li>● Adam's or Taylor's party?</li> <li>● Cookie Dough or Chocolate MInt?</li> <li>● Why was there no opportunity cost with the ice cream?</li> </ul>	<p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>● Some students may struggle with the term</li> <li>● Some students may benefit from more examples</li> <li>● Some students might benefit from anchor chart</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> <ul style="list-style-type: none"> <li>● Teacher leads students through examples</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>● How will you spend the money?</li> <li>● What's your opportunity cost?</li> <li>● Will you put any in savings?</li> <li>● What did you think about when making your choices?</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 answer questions</li> <li>● Students can explain their thinking</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> Students turn and talk to review</p>		

## Day 6

### Standards:

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2

Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

### TQE Lesson Task:

Day 6: Resources  
(Natural, Human, Capital)

Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2

Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2

**Learning Goal:** I can identify types of resources. I can compare costs.

### Academic Language

**Objective:** I can give an example of each type of resource covered in the lesson.

### Materials/Tools:

[Types of Resources Link to the Seesaw Activity for this lesson](#)

[How to Make an Apple Pie Video link](#)

[Resources Video link](#)

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

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

- Some of the things she needed to make the pie are...
- I would choose the \_\_\_\_ pie because...

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

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

- Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services

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

- Lesson includes sentence stems, graphic organizers, images, real life applications, book link, video, opportunities to use manipulatives, note taking, guided instruction, gradual release

**Opening Task/Prompt:** *Book*

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>• Teacher reads or students use book link</li> <li>• Students turn and talk to review story</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Is it hard to make an apple pie?</li> <li>• What do you need?</li> <li>• What can you do if the market is closed?</li> <li>• Where did the shop go?</li> <li>• What can you find in Italy?</li> <li>• What can you get in France?</li> <li>• What can you get in Sri Lanka?</li> <li>• What can you get from England?</li> <li>• What can you get from Jamaica?</li> <li>• What can you get from Vermont?</li> <li>• What can you do while the pie is cooling?</li> <li>• What is your favorite dessert to make at home?</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 connect that there are parts to a whole</li> <li>• Students connect that we get things from markets</li> <li>• Students connect that markets can be near or far</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 link on resources</li> <li>• Teacher leads discussion on types of resources, students take notes</li> <li>• Teacher shows images of resources and leads discussion</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What are resources?</li> <li>• What are needs?</li> <li>• What are things you do everyday?</li> <li>• How many kinds of resources are there? What are they?</li> <li>• What are human resources?</li> <li>• What are services?</li> <li>• What are goods?</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 list example of each type of resource</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p>

	<ul style="list-style-type: none"> <li>• What are examples of goods and services?</li> <li>• What are capital resources?</li> <li>• What are examples?</li> <li>• What are natural resources?</li> <li>• What are examples?</li> </ul>	<ul style="list-style-type: none"> <li>• Some students might benefit from teacher previewing video</li> <li>• Some students may need to watch 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></p> <p><b>You do</b></p> <ul style="list-style-type: none"> <li>• Students complete charts as teacher leads examples</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• How much would the ingredients cost if we bought them at the store?</li> <li>• What is the difference in price between buying the ingredients and buying a pie made by the store?</li> <li>• Which would you prefer, homemade pie or store bought pie? Why?</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 complete example</li> <li>• Students correctly determine cost</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> Students turn and talk to review</p>		

## Day 7

<b>Standards:</b> Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2 Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2		
<b>TQE Lesson Task:</b>  <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">           Day 7: Entrepreneurs (A)  <small>Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2            Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2</small> </div>	<b>Learning Goal:</b> I can create a budget for a new company.  <b>Academic Language Objective:</b> I can give examples of startup costs	<b>Materials/Tools:</b>  <a href="#">Entrepreneurs (Day 1) Link to the Seesaw Activity for this lesson</a>  <a href="#">Charlie and Charlotte's Lemonade Stand book link</a>
<b>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>)</b> <a href="#">Sentence Stems and Frames</a> <ul style="list-style-type: none"> <li>I think this book is about ... because...</li> <li>I think they (should/shouldn't) have been paid because...</li> </ul>		
<b>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>)</b> <a href="#">4 R's of Instruction</a> <ul style="list-style-type: none"> <li>Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services</li> </ul>		
<b><a href="#">Universal Support/Differentiation:</a> (<i>modify as needed</i>)</b> <ul style="list-style-type: none"> <li>Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, guided practice, gradual release</li> </ul>		
<b>Opening Task/Prompt:</b> <i>Book</i>		

<b>Task Facilitation</b> Conceptual/Linking (Layers of Facilitation) <b>Procedural (Gradual Release)</b>	<b>Questions <a href="#">TQE Questions Bank</a></b>	<b>Evidence</b>
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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 reads or students use book link</li> <li>• Students use turn and talk to review story</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did Charlie and Charlotte want to earn money?</li> <li>• How much money did they start with?</li> <li>• How much did they want to end up with?</li> <li>• How much did they have to earn?</li> <li>• What kind of business did they want to create?</li> <li>• What did they need to do to start making money?</li> <li>• What did Dad mean when he asked about startup costs?</li> <li>• What are supplies?</li> <li>• What supplies did they need?</li> <li>• What is a budget?</li> <li>• How much did they spend on supplies?</li> <li>• How much did they have left over?</li> <li>• What was their selling price?</li> <li>• What is marketing?</li> <li>• What did they charge for their lemonade?</li> <li>• How much money did they make?</li> <li>• What was the book about? Wants or needs? Goods or services? Resources? How do you know?</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 explain what happened in the story</li> </ul>
<p><b>We Do</b> (<i>In small groups or as a</i></p>	<p><b>Questions:</b></p>	<p>What <b>evidence</b> of student</p>

<p><i>whole, What are students doing?):</i></p> <ul style="list-style-type: none"> <li>• Teacher leads students through math computations from text</li> <li>• Students complete graphic organizer</li> <li>• Teacher circulates and facilitates</li> <li>• Students turn and talk to review</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on costs listed on graphic organizer</li> <li>• Questions based on costs outlined in book</li> <li>• Were the resources natural, human, or capital? How do you know?</li> <li>• Should Charlie, Charlotte, and Dad have been paid for their work? Why or why not?</li> </ul>	<p>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 correctly fill out graphic organizer</li> <li>• Students can explain their thinking</li> <li>• Students can correctly determine type of resource</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 definitions visible while they complete the chart</li> <li>• Some students might benefit from partner work</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> <ul style="list-style-type: none"> <li>• Students complete another example from the text</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• How much did they have in the beginning?</li> <li>• What were the start up costs?</li> <li>• How much did they sell?</li> <li>• How much was the necklace?</li> <li>• What were their costs?</li> <li>• How much was their income?</li> <li>• How would you</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 determine costs and income</li> </ul>



	explain this to someone?	
<b>Closure (if different from the I Do/You Do section)</b>		

## Day 8

<b>Standards:</b> Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2 Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2		
<b>TQE Lesson Task:</b> Day 9: Keeping Money in Our Community <small>Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2          Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2</small>	<b>Learning Goal:</b> I can calculate start up costs. I can explain the importance of keeping money in a community.  <b>Academic Language Objective:</b> I can explain the importance of keeping money in a community.	<b>Materials/Tools:</b> <a href="#">Keeping Money in Our Community Seesaw Link</a>  <a href="https://youtu.be/E-rH7pzyXV4">https://youtu.be/E-rH7pzyXV4</a>
<b>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>)</b> <b><a href="#">Sentence Stems and Frames</a></b> <ul style="list-style-type: none"> <li>• Uncle Jed supported his community by... The community supported him when...</li> <li>• Mr. Fields needs to spend \$_____ on capital resources before he can do his first haircut. I know this because...</li> </ul>		
<b>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>)</b> <b><a href="#">4 R's of Instruction</a></b> <ul style="list-style-type: none"> <li>• Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services</li> </ul>		
<b><a href="#">Universal Support/Differentiation:</a> (<i>modify as needed</i>)</b> <ul style="list-style-type: none"> <li>• Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, opportunities to use manipulatives, video message from Mayor, video clip of local entrepreneur, guided practice, gradual release</li> </ul>		

**Opening Task/Prompt: Turn and Talk**

<p><b>Task Facilitation</b>  <b>Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)</b></p>	<p><b>Questions <a href="#">TQE Questions Bank</a></b></p>	<p><b>Evidence</b></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> <ul style="list-style-type: none"> <li>• Students turn and talk to review story</li> <li>• Teacher circulates and facilitates</li> <li>• Teacher shows video from Mayor of St. Paul, Melvin Carter</li> <li>• Teacher facilitates discussion</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• How did Uncle Jed support his community?</li> <li>• How did they support him?</li> <li>• Why is it important to support your community?</li> <li>• How does it help to be supported by your community?</li> <li>• What did Mayor Carter say?</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 discuss cyclical relationship between community members and businesses</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 of local entrepreneur</li> <li>• Teacher facilitates discussion</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• How would you summarize what Mr. Fields said?</li> <li>• What did Mr. Fields say about his business?</li> <li>• What advice to Mr. Fields have?</li> <li>• What would you still like to know about Mr. Fields and his 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 may benefit from teacher previewing Mr. Fields video, showing his website, etc.</li> <li>• Some students may benefit from</li> </ul>

		watching video more than once
<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 uses examples on images and leads students through examples</li> <li>• Students/partners try on their own</li> <li>• Teacher circulates and facilitates</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• How much are ___?</li> <li>• How much does Mr. Fields need to spend?</li> <li>• How do you know?</li> <li>• Are these capital resources? Why or why not?</li> <li>• What other expenses might Mr. Fields have?</li> <li>• About how many haircuts will Mr. Fields have to do to pay for his capital costs?</li> <li>• What does the term “about” tell you in a math situation?</li> <li>• Is ___ closer to ___ or ___? How do you know?</li> <li>• How would a number line help you with this?</li> <li>• How would base ten blocks help you with this?</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 calculate costs</li> </ul>
<p><b>Closure (if different from the I Do/You Do section)</b> Teacher reviews and determines if students need more guided practice</p>		



**Day 9 - 12 (this is a multi-day lesson)**

<p><b>Standards:</b>                  Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2                  Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2</p>		
<p><b>TQE Lesson Task:</b></p> <p>Day 8: Entrepreneurs (B)                  1 week to complete</p> <p><small>Social Studies: SOC 2.2.2.1.1.1, 2.2.2.3.3.1, 2.2.2.4.5.1, 2.2.2.4.5.2                  Math: 2.1.2.3, 2.1.2.5, 2.2.1.1, 2.2.2.2, 2.3.2.2</small></p>	<p><b>Learning Goal:</b> I can show my unit understanding through my poster and commercial.</p> <p><b>Academic Language Objective:</b> I can create and explain a commercial using economic vocabulary terms.</p>	<p><b>Materials/Tools:</b></p> <p><a href="#">Entrepreneurs (B) Link to the Seesaw Activity for this lesson</a></p> <p><a href="#">Video link to Shark Tank</a></p> <p><a href="#">Parent Feedback Form</a> (optional)</p>
<p><b>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>)</b>  <a href="#">Sentence Stems and Frames</a></p> <ul style="list-style-type: none"> <li>An idea I have for a business is...</li> </ul>		
<p><b>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>)</b>  <a href="#">4 R's of Instruction</a></p> <ul style="list-style-type: none"> <li>Lesson continues unit which combines social studies and math standards to introduce students to the idea of spending and saving for goods and services</li> </ul>		
<p><b><a href="#">Universal Support/Differentiation:</a> (<i>modify as needed</i>)</b></p> <ul style="list-style-type: none"> <li>Lesson includes sentence stems, graphic organizers, images, real life applications, book link, seesaw activity, opportunities to use manipulatives</li> </ul>		
<p><b>Opening Task/Prompt:(if applicable) <i>Shark Tank</i></b></p>		

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>	<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>• Teacher shows Shark Tank Episode</li> <li>• Students turn and talk</li> </ul>	<ul style="list-style-type: none"> <li>• What were some of the companies that were shown?</li> <li>• How much money did the companies make?</li> <li>• Who helped the kids?</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in discussion</li> <li>• Students can summarize video</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 explains project</li> <li>• Students create budget</li> <li>• Teacher circulates and facilitates</li> <li>• Students create a commercial</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What product or service could your community use?</li> <li>• What would you put on your poster?</li> <li>• What resources are needed for your products? Are they natural, human, or capital resources</li> <li>• What costs do you think you will have?</li> <li>• What will you want to include on your commercial?</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 explain requirements</li> <li>• Students can identify resources needed</li> <li>• Students can identify costs</li> <li>• Students can create budget</li> </ul> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> <li>• Lesson may be multi-day</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> <ul style="list-style-type: none"> <li>• Students use turn and talk to review and bring closure</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What was your biggest challenge?</li> <li>• What was the best part?</li> <li>• What would you do differently</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 create poster, complete chart and video</li> </ul>

<b>Closure (if different from the I Do/You Do section)</b>		

## Lesson 13

Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson		
<b>Standard:</b>		
<b>Preparing for the Mini-Lesson</b> (Part 1 of the Math Workshop Model)		
<b>TQE Lesson Task:</b> <a href="#">Potential of the Task</a> <b>rating:</b> <i>Link</i> <i>Preview image</i>	<b>Learning Goal:</b>  <b>Academic Language Objective:</b>	<b>Materials/Tools:</b> <i>What tools/materials will you use to support students to engage with the task?</i>
<b>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>)</b> <a href="#">Sentence Stems and Frames</a>		
<b>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>)</b> <a href="#">4 R's of Instruction</a>		
<b><a href="#">Universal Support/Differentiation:</a> (<i>modify as needed</i>)</b> <ul style="list-style-type: none"> <li>What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?</li> </ul>		
<b>Opening Task/Prompt:(if applicable)</b>		

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



<p><b>We Do</b> (<i>In small groups or as a whole, What are students doing?</i>):</p>	<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>)  <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>
<p><b>Closure (if different from the I Do/You Do section)</b></p>		