

Lesson Plan Template		Lesson 1	
TAG Strategy in this Lesson		Scamper	
Unit Name	Where In the World		
Lesson Name	Introduction-The United States	Time Needed (Hours/Days)	1 Day
Grade	K & 1	Subject	Science & Social Studies
STANDARDS/ELEMENTS CCGPS, GPS/GSE (where applicable) and TAG Standards			
<u>1st Grade</u>			
SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.			
SS1G3 Locate major topographical features of the earth's surface.			
a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.			
b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.			
c. Identify and describe landforms (mountains, deserts, valleys, and coasts).			
S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns.			
d. Analyze data to identify seasonal patterns of change.			
<i>(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)</i>			
<u>TAG</u>			
CPS:			
3. The student incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products.			
4. The student demonstrates skills in fluency and flexibility to solve problems or create new products.			
5. The student develops original ideas, presentations, or products through synthesis and evaluation.			
6. The student, independently or through collaboration with classmates, clarifies, illustrates, or elaborates on an idea for product improvement.			
ACS:			

1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.
2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language

Enduring Understanding

The Students Will Know:

1. Practices questioning skills to discover new knowledge in groups
2. How to compare and contrast
3. Tests new knowledge by utilizing a variety of resources and hands-on activities
4. Makes decisions based upon established criteria
5. Summarizes a large quantity of information to develop generalizations by classifying and categorizing information

The Students Will Understand:

1. The unique characteristics of culture, economics and environmental differences and similarities in the United States.

Students will be able to:

- Share information in front of virtual class
- Adhere to assigned criteria

Essential Question

How does the geography (climate & terrain) of a country affect its culture and economy?

Teacher Lesson Preparation

Put all activities into OneNote
Send out Calendar invites

Activating Strategy

9:45-9:55 Brainstorming: Think of different countries your family members may have come from.

9:55-10:40 SCAMPER American Flag (instructions in OneNote)

Instructional Sequence and Activities Including Use of Technology

10:40-10:50 Where in the World Unit Pretest: Allow students to complete the pretest to assess prior knowledge.

11:50-12:05 Map Skills and Review: Using the maps in OneNote, guide the class through finding the following on the maps:

- Georgia in the US
- Atlanta in GA

- Current community in GA
- US in the World
- Continent in the World
- Hemispheres
- Equator
- Discuss directions and the compass rose

12:05-12:10 Name That Country Activity

12:10-12:20 Fly to the Capital: Play the airplane song and take a virtual flight to Washington DC.

1:20-1:50 Country Comparison Chart: Read background information of "United States" (attached) and use the information to fill in data for United States on comparison chart (Students will use this chart for the remainder of the unit).

1:50-2:00 Have a discussion as a group with the following:

- Is the United States more like a melting pot or snack mix?
- Talk about why America used to be called a melting pot when it was first established as a new country. (*The new immigrants lived close to each other and knew each other's customs and language. Most of them were from similar places in Europe so their pasts 'melted' together.*) Make an analogy of making a creamy soup and how all the ingredients mix together to become a single product.
- What is the difference between the melting pot idea and a snack mix? Make a snack mix for the class using 5 or 6 ingredients, representing some of the different countries that have immigrated to the US. Ask how that mix is different from the melting pot soup. Do the snack mix ingredients get mixed up and become indistinguishable? Or all they are still separate entities that taste better and are more interesting because they are all mixed together, just like the US?
- Complete Venn diagram as a class or individually of a melting pot and snack mix.

Assessment Strategies

Students will be assessed on their input and participation.

Differentiation

Students may opt to do the TAG packet sent home.

Materials/Links/Text References/Resources

Links are in the lesson.

Unit Name	Our Universe Lesson 1		
Lesson Name	Earth's Moon		
Time Needed (Hours/Days)		Day One	
Grade	2	Subject	Science, Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p><u>Science</u></p> <p>S2E1d. Use observations and charts to record the shape of the moon for a period of time.</p>			
<p><u>TAG Standards</u></p>			
<p><u>Advanced Communication Skills</u></p> <p>1. Uses written, spoken, and technological media to convey new learning or challenge existing ideas.</p> <p>4. Uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.</p> <p>7. Responds to contributions of others, considering all available information.</p>			
<p><u>Creative Thinking and Creative Problem Solving Skills</u></p> <p>3. Incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products.</p>			
<p><u>Higher Order and Critical Thinking Skills</u></p> <p>1.Asks probing, insightful, and relevant questions.</p> <p>7.Examines an issue from more than one point of view.</p>			
Enduring Understanding			
The most widespread landform in the solar system is a crater.			

Earth's Moon has less gravity than Earth.

A human cannot survive on Earth's Moon without special accommodations.

Essential Question(s)

What similarities and differences occur between Earth and Earth's Moon?

What is gravity?

Teacher Lesson Preparation

Note to teacher: Refer to our moon as "Earth's Moon" throughout this lesson. There are 192 other moons in our solar system.

Put all lessons into OneNote

Activating Strategy: Carousel Brainstorm.

8:30-8:45 Carousel Brainstorming is a cooperative learning activity focused around movement, conversation, and reflection.

Review the Rules of Brainstorming:

- Lots of ideas.
- Wild and crazy ideas are okay.
- Turn off judgment.
- Piggyback off the ideas of others.

Give students approximately 1.5 minutes to respond to each question. Have students share their answers after 5 minutes.

Carousel Brainstorm Questions:

- What do you know about Earth's Moon?
- Would you like to go Earth's Moon? Why or why not?
- If you went to Earth's Moon, what would you take with you?

Instructional Sequence and Activities Including Use of Technology

8:45-9:00 Activity 1:

What do you know about Earth's Moon? <https://quizizz.com/admin/quiz/5c9b8766820062001ebacbf4>

9:30-9:45 Activity 2:

See Think Wonder – (Footprints on Earth’s Moon)

Do not tell the students what the photo is. Ask them the following questions, allowing ample time for students to dig deep into what they see/think/wonder. Do not add your own ideas to theirs. All responses should be generated by the students.

1. What do you see?
2. What do you think?
3. What do you wonder?

Have students share their responses.

9:45-10:05 Activity 3:

Show a short video of astronauts “hopping” on Earth’s Moon.

<https://safeYouTube.net/w/LwET>

Show a second video of astronauts “falling” on Earth’s Moon (“Bloopers”).

<https://safeYouTube.net/w/HxET>

Question: “Why were the astronauts able to move the way they did on Earth’s Moon (unlike how we move on Earth?)?”

Question: “What is gravity?”

(Gravity is a force which tries to pull two objects (you and Earth) toward each other. Gravity pulls you to the Earth and causes objects to fall. This happens because the Earth’s weighs a lot more than you do. We measure gravity (or gravitational pull) by how much you weigh on Earth.)

Give students “Comparing Weight on Earth and Moon” and have them record their Earth weight.

Question: “Do you think that the Earth or Earth’s moon is heavier?”

(Earth is heavier than Earth’s Moon. This means that Earth’s Moon weighs less than Earth.)

Question: “Would you weigh more or less on Earth’s moon? Remember, Earth’s Moon weighs less than Earth.”

(You would weigh less on Earth’s Moon.)

Question: "Since you would weigh less on Earth's Moon, would there be more gravity or less on Earth's Moon?"

(Less. This is why the astronauts can move like they do on Earth's Moon – there is less gravitational pull.)

Using <https://www.exploratorium.edu/ronh/weight/>, determine what each student would weigh on Earth's Moon. Using "Comparing Weight on Earth and Moon," have them record their Earth's Moon weight.

10:05-10:20 Activity 4:

Storytime from Space – an astronaut reads the book while aboard the International Space Station.

Max Goes to the Moon by Mike Hopkins

<https://storytimefromspace.com/stories/max-goes-to-the-moon/>

11:50-12:05 Activity 5:

Tell students:

"The first human stepped on Earth's Moon in 1969. That person was Neil Armstrong, and he said, 'That's one small step for man, one giant leap for mankind.' Millions of people watched this event live on TV, and in the past 50 years millions more have watched recorded video of this event. If YOU had been the first human to step on Earth's Moon, what would YOU have said? Remember, millions of people will hear what you say and repeat it for many years to come. Have students fill in the speech bubble on 'First Words on the Moon'"

12:05-12:15 Activity 6:

Impact Crater Activity

<https://www.jpl.nasa.gov/edu/teach/activity/make-a-crater/>

(You do not need the sprinkles.)

Tell students:

"Impact craters are formed when a meteoroid, asteroid or comet crashes into a planet or a moon. Craters are the most common landform in the solar system. Those on Earth's Moon never change because there is no atmosphere or precipitation (air/wind/rain) on the Moon, so everything stays the same. On the Earth, however impact craters are continually erased by erosion".

12:15-12:30 Activity 7:

Play video: If You Decide to Go To the Moon by Faith McNulty. <https://safeYouTube.net/w/dTET>

Tell students:

“Like the astronauts who went to Earth’s Moon, you would have to carry your own supply of air with you on the lunar surface. You would also need a spacesuit to protect you from the sun’s bright radiation because there is no atmosphere to block its harmful rays. You would feel lighter thanks to its weak gravity. Because there is no atmosphere, the sky would not look blue as it does on Earth. Instead, it would be black, even when the sun was shining. Depending on where you landed, you might be able to see Earth shining in the sky”.

Have students upload their faces and have them put them in Astronaut Cut-Out for Photo. Have them draw the surface of Earth’s Moon underneath them. Encourage them to include a crater in their drawing.

12:30-1:00 Assessment:

Visible Thinking: Headlines

Using <http://www.imagechef.com/t/2b38/Newspaper>, students will create a headline that sums up the essence of today’s learning activities.

Students will share their headlines.

1:00-2:00 **Differentiation** Students will choose 1 extension activity

Extension: Investigate Earth’s craters and compare them to those on Earth’s Moon.

<https://www.touropia.com/impact-craters-on-earth/>

Extension: Investigate the other moons in our solar system using the “Moons of the Solar System” document.

Extension for 2nd graders – Phases of the Earth’s Moon

Is Earth’s Moon always the same shape?

Have you noticed a pattern to the changing shapes of Earth’s Moon?

Earth's moon's phases are caused by the position of the moon relative to the Earth and sun. The phases of the moon go from dark (new moon) to crescent, half, gibbous, full, gibbous, half, crescent and back to new moon. The moon is "waxing" when more of it is getting brighter each day and "waning" when it is less illuminated each day. Everyone on Earth always sees the same phase of the moon.

10 minute video <https://www.youtube.com/watch?v=aefJlXts5yk>

Have students go to <https://stardate.org/nightsky/moon> and look up the phases of Earth's Moon for the current month. Have them then go to the month/year that they were born. What phase was Earth's Moon on the day they were born?

Materials/Links/Text References/Resources

Technology device for each student.

Unit Name	Where is the Dodo Bird?		Lesson 1
Lesson Name	Metaphorical Expression Lesson		
Time Needed (Hours/Days)	1 day		
Grade	3	Subject	Science/Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Science Standards S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment</p> <p>TAG Standards ARS 1 The student uses a variety of print and non-print to investigate a topic of interest. ARS 2 The student formulates original and appropriate questions to test the limits of an existing body of knowledge. ARS 3 The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data. ARS 5 The student gathers, organizes, analyzes, and synthesizes data from multiple sources to support or disprove a hypothesis. ACS 1 The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. ACS 2 The student produces written and / or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language. ACS 4 The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication. ACS 6 Anticipate and address potential misunderstandings, biases, and expectations in communication with others. ACS 7 Respond to contributions of others, considering all available information. ACS 8 Participate in small group discussions to argue persuasively or reinforce others' good points. ACS 9 Maintain a journal or log for self-reflection and/or self-evaluation. ACS 10 Support and defend one's own opinions while respecting the opinions of others.</p>			
Enduring Understanding			
<p>The Student Should Know:</p> <p>1. Invasive species have a huge impact on animal populations.</p> <p>The Student Should Understand:</p> <p>1. Animals, humans, and the environment depend upon one another for survival.</p> <p>The Student Should Be Able to Do:</p> <p>1. Create analogies in order to compare and contrast two items. 2. Utilize advanced research and advanced communication skills in order to create and share newly acquired information.</p>			
Essential Question(s)			

How is the dodo bird like an eight-track tape?

Teacher Lesson Preparation

Carousel Brainstorming Questions should be displayed

8:20- 9:00 Students will determine their learning style through “What color is your Peacock”.

Activating Strategy

9:00-9:10 Students will complete a unit pre-test.

9:10-9:15 Hook: Brainstorm ideas of things that are no longer in use. Ask students to share. Ask to share reasons why those things are no longer in use. Define extinct. Discuss: are the items that are no longer in use, extinct? What makes something extinct? Endangered?

Instructional Sequence and Activities Including Use of Technology

9:15-9:25 Carousel Brainstorming: Students will participate in a carousel brainstorming activity. The following questions are displayed in OneNote. Students are to silently write a comment on each page, answering the questions. They will be given 1 minute per page. (You could play soft music during this time and tell students all writing must stop when the music is off.)

The questions:

How is a teacher like a wolf?

If you were a rock, where would you be found? What does that reveal about you?

How would it be to be a pet goldfish in a child’s room?

What are some things that are both found and missing?

Produce as many ideas as you can for cruel kindness and awful good.

Discuss the student’s responses.

Metaphorical Expression Lesson: Students will participate in various types of analogies scenarios: direct analogy, personal analogy, and compressed conflict.

9:25-9:40 Direct Analogy:

- Students will read the information about the dodo bird and the eight track tape. Discuss with the students what they just read. Show them an 8 track tape. Using the graphic organizer, they will record how they are alike and different.

10:10-10:40 Personal Analogy:

- Students will analogize themselves to the dodo bird. Individually, record their answers to the following questions:
 - Where are you located?
 - What was your life like before humans arrived?
 - What was your life like after humans arrived?
 - Can you predict what is going to happen in your near future?

- Write a short story, poem, or song about your life from the perspective of a Dodo bird.

10:40-1:00 Students will share their product with the group.

1:00-1:15 Compressed Conflict Analogy:

- Students will list 5 words to describe the dodo bird (on one side of their paper) and 5 antonyms for each of those words (on the other side of their paper).
- Students will find pairs that describe the Dodo.

Synthesis: Students will generate another direct analogy by completing the following sentence.

- The Dodo bird is like _____. Give at least 5 reasons why the Dodo bird is like the item in your sentence.

1:15-1:50 Allow students time to work on Think-Tac-Toe activities. Complete checklist.

1:50-2:00 Discuss essential question and question of the day.
Have students complete the 3-2-1 Exit Ticket.

Assessment Strategies

Think-Tac-Toe Self-Assessment Checklist
3-2-1 Exit Ticket

Differentiation

Think-Tac-Toe activities will be based on student interest.

Materials/Links/Text References/Resources

https://worldwildlife.org/species/directory?direction=desc&sort=extinction_status
<http://www.earthsendangered.com/>
<http://www.kidsplanet.org/factsheets/map.html>
<http://www.enchantedlearning.com/coloring/endangered.shtml>
<http://www.fws.gov/endangered/>
http://www.konicaminolta.com/kids/endangered_animals/
<http://www.arkive.org/endangered-species/>
www.kidszoo.org
www.redlist.org
www.nesarc.org

iPad apps: WWF Together, ABC Mouse Zoo Sets 1-2

Unit Name	Money Matters (Lesson 1)		
Lesson Name	<u>Compare and Contrast</u> : Methods of Payment		
Time Needed (Hours/Days)	1		
Grade	4	Subject	Social Studies

Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards

Science GSE

SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.

Advanced Communication Skills (ACS) Elements

1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas
9. The student maintains a journal or log for self-reflection and/or self-evaluation.

Higher Order Critical Thinking Skills (HO/CTS) Elements

1. The student asks probing, insightful, and relevant questions.
5. The student predicts probable consequences of decisions.
6. Anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.
12. Evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.
14. Identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.

Enduring Understanding

The student will:

1. Use the Visual Thinking Strategy-See, Think, and Wonder
2. Prepare for and participate in Socratic Seminar (argue persuasively)
3. Challenge existing ideas
4. Make, defend, and evaluate decisions from multiple perspectives
5. Know methods of spending
6. Understand advantages and disadvantage of different spending methods

Essential Question(s)

What is money? How do our methods of payment influence our spending habits?

Teacher Lesson Preparation

Prepare packet of information for each student

Activating Strategy

1. What Color is Your Peacock

Students will follow the directions on each page to determine their "learning" style

Class will discuss what each outcome can tell us about our style of learning

Students will share their findings

Class will discuss which other "colors" they would be good to group with and which would not be as productive

1. **See, Think, Wonder:** This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.
Students will look at a picture of Yap Stones and then watch The Curious Case of the Yap Stones on http://www.frbatlanta.org/edresources/classroomeconomist/11money_economist.cfm
2. **Chalk Talk:** What is money? Students will attempt to answer the seemingly simple question. The word "money" is written on the center of the board. Each student is given a piece of chalk (or a dry erase marker). Chalk Talk is a silent activity; no one talks. Students add new ideas to the board, comment on other people's ideas, or draw lines

connecting comments, as they wish. (If needed, the teacher may model the process during the Chalk Talk by circling interesting ideas or adding his/her own ideas.)

Instructional Sequence and Activities Including Use of Technology

3. Students will watch: *What is Money?*
http://www.frbatlanta.org/edresources/classroomeconomist/11money_economist.cfm and follow along with the transcript.
4. **Socratic Seminar:** Students will then redefine money using evidence from the video/transcript. Then use the PowerPoint Socratic Seminar to explain how it works and the expectations. Finally conduct the seminar and following the seminar have student create a final definition of money.
5. **Building Background Knowledge:** Students read "Methods of Payment". In small groups, students will discuss the payment methods. Students will complete the Advantages and Disadvantages Graphic Organizer. Students will decide on one payment method to use when purchasing the items on their wish list and explain why they chose it.

Assessment Strategies

1. **Reflection:** Students will use the reflection slide to reflect on the performance for the day.

Differentiation

Student groupings will vary throughout the lesson.

Socratic Seminar

Materials/Links/Text References/Resources

Listed above.

Unit Name	Stock Market-Day 1			
Lesson Name	1-Why study the stock market? (Inductive/Deductive Reasoning-Compass Points)			
Time Needed (Hours/Days)		1 Day		
Grade	5th		Subject	Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards				

SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.

a. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).

SS5E3 Describe how consumers and producers interact in the U. S. economy.

a. Describe how competition, markets, and prices influence consumer behavior.

TAG

Higher Order Critical Thinking Skills Standard: Gifted students will develop and practice higher order and critical thinking skills in an area of study.

Higher Order Critical Thinking Skills (HO/CTS) Elements

a. The student asks probing, insightful, and relevant questions.

a. The student conducts comparisons using criteria.

b. The student makes and evaluates decisions using criteria.

a. The student draws conclusions based upon relevant information while discarding irrelevant information.

a. The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.

Advanced Communication Skills Standard: Gifted students will develop advanced communication skills that incorporate new techniques, materials, and formats in the development of products that will be shared with real audiences.

Advanced Communication Skills (ACS) Elements

a. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.

b. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.

a. The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.

b. The student responds to contributions of others, considering all available information.

c. The student participates in small group discussions to argue persuasively or reinforce others' good points.

d. The student maintains a journal or log for self-reflection and/or self-evaluation.

e. The student supports and defends his/her own opinions while respecting the opinions of others.

Enduring Understanding

The Student Should Know:

- risks involved in deciding how to use savings.
- a stock is a share of ownership in a business.

The Student Should Be Able to Do:

- demonstrate what they already know about the stock market.
- correct some common misconceptions they have about the stock market.

- explain the advantages and disadvantages of different forms of business organization, including sole proprietorships, partnerships, and corporations.
- explain that a company's risk is assumed by those who own it.
- explain that owners of stock are entitled to a share of a company's profits.
- make decisions regarding stock ownership, weighing expected benefits against expected costs.

Essential Question(s)

How can we use our understanding of the stock market to help us make better financial decisions?

Question of the Day: Why Study the Stock Market?

Teacher Lesson Preparation

See **Materials/Text References/Resources** listed below

Vocabulary

See Word List (with definitions) Attachment

Activating Strategy

1. What Color is Your Peacock

Students will follow the directions on each page to determine their "learning" style

Class will discuss what each outcome can tell us about our style of learning

Students will share their findings

Class will discuss which other "colors" they would be good to group with and which would not be as productive

2. **The Hook:** Divide the class into groups of three. To each group, distribute one sheet of paper with a "T" on one side and an "F" on the other, and one sheet with "Double Down" written on it. Distribute *Your Stock Market IQ*.

Explain the rules for the Stock Market IQ test.

a. Choose a spokesperson for each group.

b. All students in the group have to tell the spokesperson what they think the right answers are for the questions on Visual 1.

c. A group majority prevails whenever the group disagrees on what the right answer is.

d. The spokesperson must hold up a small sign with either *true* or *false* printed on the sign to indicate the group's decision on the question. The spokesperson must also hold up the Double Down sign if the group wants to use this option.

e. Each group gets five points for each correct answer. Each group loses five points for each incorrect answer. Each group can choose to double-down on any question up to a total of five questions. If the group answers correctly, it receives 10 points; if the group answers incorrectly, it loses 10 points from its current score. Groups use this tactic on questions they are most confident about answering correctly.

f. A total of 100 points is a perfect score. To earn this score, students must answer all questions correctly and double-down correctly on five questions.

Any group able to achieve a score of 90 or more is rated Market Guru. Any group achieving a score between 70 and 89 is rated Market Analyst. Any group achieving a score between 50 and 69 is rated Market Novice. Groups scoring below 50 are rated Market Challenged.

Display Visual 1, *A Stock Market IQ Quiz*, on the Active Board. Show the students one question at a time so students do not see them all at once.

For each question, ask students to decide in their group if they think the statement is true or false. Then the spokesperson holds up the True/False sign to show the group's decision to the class. The group should also hold up the Double Down sign if this strategy was chosen for this question. Make sure these sheets are raised simultaneously to discourage some students from waiting to see what other students have decided. The correct answers appear at the end of the teacher directions.

While students keep track of their scores, keep a point total on the chalkboard so that each group can see how it is performing relative to other groups. Groups will use this information to decide when to go Double Down.

When the class completes the quiz, ask them to summarize what they have learned about the stock market while taking this quiz.

Instructional Sequence and Activities Including Use of Technology

2. Distribute *Uncle Mort's Money* and ask the students to read the story. In small groups, students should decide what they intend to do with Uncle Mort's money, weighing the costs and benefits involved. They will present their solution to the class.

Ask students what Uncle Mort's story has to do with the statements in the Stock Market IQ test. (*Jody has to decide what to do with Mort's savings. If she understands how the stock market works, she may be able to keep the money safe and make it grow by purchasing stocks.*)

Ask students if there is risk if a person puts money in a bank or leaves it at home. (*Yes, each of these choices involves risk. Banks may not pay enough interest to compensate for changes in inflation; money left at home may be lost or stolen easily and does not earn interest.*)

1. Explain to Students:

Business firms differ from one another. They provide a wide array of different goods and services. Yet, despite this diversity, there are only a few forms of business organization; these forms are the corporation, sole proprietorship, and partnership. Each one of these forms of business organization has distinctive characteristics that may lead to costs or benefits for producers and consumers.

1. **Inductive and Deductive Reasoning:** Distribute the words. Students will group the words on the graphic organizer, and create a label for each group. Provide organizer for candidates to record the work of the group. Each group will post their work and participate in a museum walk. Each group will then have the opportunity to change any groupings

2. **Investigation:** Distribute *Stock Ownership, A Delicious topic*. Have small groups read and discuss the article.

Distribute graphic organizer. Each group will develop three important statements about why we should study the stock market. Conduct a round robin sharing of statements.

Assessment Strategies

3. **Ticket-Out-the-Door: Compass Points:** Students will use the visual thinking strategy compass points to organize their ideas and thoughts about: How can we use our understanding of the stock market to help us make better financial decisions?

E= Excited. (What excites you about this idea?)

W= Worrisome. (What do you find worrisome about this idea?)

N= Need to know. (What else do you need to know or find out about this idea before you decide how you feel?)

S= Stance, Steps, or Suggestions for moving forward. (What is your stance on the idea? What steps might you take to increase your understanding of the idea?)

Differentiation Lesson is clearly differentiated for gifted learners by use of one or more of the following: acceleration, extensions, enrichment, tiered activities. Lesson incorporates concepts, principles, cognitive skills, and methodologies that can be transferred across disciplines. Activities require students to analyze, synthesize, and/or evaluate.

- Definitions with word List
- Possible Labels for the Word List Graphic Organizer
- Students will have a list of brainteaser items to work on if they complete their work earlier than the other groups.

Materials/Text References/Resources

- Stock Market IQ Score Sheet
- *Uncle Mort's Money*, and questions for discussion
- *Financial Services* sheet
- Word List (with definitions)
- Word List Graphic Organizer
- Possible Labels for the Word List Graphic Organizer
- *Stock Ownership, A Delicious topic*
- Three Important Statements Graphic Organizer
- Compass Points Ticket Out the Door