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# ECONOMICS

INTEGRATED SOCIAL STUDIES AND ELA UNIT

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## Economics Table of Contents

<a href="#"><u>Economics Notebook</u></a> .....	3
<a href="#"><u>Economics Learning Map</u></a> .....	4
<a href="#"><u>Economics Study Guide</u></a> .....	11
<a href="#"><u>Acquisition Lesson #1 Economics</u></a> .....	23
<a href="#"><u>Appendix A: Economics KWL Chart</u></a> .....	25
<a href="#"><u>Appendix B: Word Cloud for SmartBoard</u></a> .....	26
<a href="#"><u>Appendix C: Vocabulary Word Sort Organizer</u></a> .....	27
<a href="#"><u>Appendix D: Mayor Letter</u></a> .....	28
<a href="#"><u>Acquisition Lesson #2 Economic Wants &amp; Needs</u></a> .....	29
<a href="#"><u>Appendix E: Need/Want Carousel Images</u></a> .....	32
<a href="#"><u>Appendix F: Wants/Needs Text</u></a> .....	38
<a href="#"><u>Appendix G: Community Needs/Wants Worksheet</u></a> .....	40
<a href="#"><u>Appendix H: Needs/Wants Item Circling</u></a> .....	41
<a href="#"><u>Acquisition Lesson #3 Productive Resources</u></a> .....	42
<a href="#"><u>Appendix I: Writing Rubric</u></a> .....	46
<a href="#"><u>Appendix J: Anchor Papers from Lesson One</u></a> .....	47
<a href="#"><u>Acquisition Lesson #4 Resources in Business</u></a> .....	48
<a href="#"><u>Appendix K: Cup O Joe</u></a> .....	50
<a href="#"><u>Appendix L: Marcia’s Great Idea</u></a> .....	51
<a href="#"><u>Appendix M: Business Task Cards</u></a> .....	54
<a href="#"><u>Acquisition Lesson #5 Interdependence</u></a> .....	57
<a href="#"><u>Appendix N: Panera Web</u></a> .....	60
<a href="#"><u>Writing Lesson: Opinion Writing</u></a> .....	61
<a href="#"><u>Appendix O: Opinion Piece – Dear Baseball Leagues</u></a> .....	65
<a href="#"><u>Appendix P: Self-reflection Opinion Writing Rubric</u></a> .....	66
<a href="#"><u>Appendix Q: OREO Opinion Organizer</u></a> .....	67
<a href="#"><u>Template Task Resources</u></a> .....	72
<a href="#"><u>Template Task Writing Self-Reflection</u></a> .....	74
<a href="#"><u>Text Complexity Mats</u></a> .....	75
<a href="#"><u>Marcia’s Great Idea</u></a> .....	75
<a href="#"><u>Wants &amp; Needs</u></a> .....	76
<a href="#"><u>Wolf Island</u></a> .....	77
<a href="#"><u>Chair for My Mother</u></a> .....	78
<a href="#"><u>Vocabulary Organizer</u></a> .....	79



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# ECONOMICS

# NOTEBOOK



## Economics Learning Map

Module Title	<p>“Mind Your Business”</p> <p>A 3<sup>rd</sup> grade economics unit focused on wants/needs, productive resources, and interdependence with ELA integration.</p>
Overview	<p>Students will investigate human and community wants and needs, productive resources, and interdependence. Students will choose a business to enhance an established town considering community members wants/needs, identifying necessary productive resources, and explaining how they must interact with other businesses (interdependence) to thrive.</p>
Template Task	<p>After reading and reviewing town demographic materials students will decide on a fictional business that should be built based on identified town needs and wants. Students will draft a business letter to the town mayor persuading him to choose their business. The letter must include town wants based on support of text, identified resources necessary for their business, identify how the business will satisfy the needs/wants of the townspeople, and explain how their business will support interdependence within the town.</p>
Essential Question (based on task)	<p>How are people’s wants and needs identified?</p> <p>How do businesses help meet people’s needs and wants?</p> <p>How do businesses identify resources needed?</p> <p>How do readers gather information from various texts or resources?</p> <p>How can I use writing to persuade others to agree with my opinion?</p>
Grade Level	3
Content Area(s)	Social Studies

## TEACHING TASK

Background to be shared with students	<ul style="list-style-type: none"> <li>• Students will explore the three types of resources (capital, human, and natural).</li> <li>• Students will research information about people’s needs and wants as it relates to the demographics of a community.</li> <li>• Students will learn the characteristics of a business letter.</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• What are human and community wants/needs?</li> <li>• How are people’s wants and needs identified?</li> <li>• What is the difference between a producer and consumer?</li> <li>• What are productive resources?</li> <li>• What are the three types of productive resources?</li> <li>• How do businesses identify resources needed?</li> <li>• How do businesses utilize resources to satisfy wants and needs?</li> <li>• How do readers gather information from various texts or resources?</li> <li>• How can I use writing to persuade others to agree with my opinion?</li> </ul>
Texts	<p>“A Chair for My Mother”  “Wolf Island”  “Marcia’s Great Idea”  “Community Wants and Needs”</p>

## CCSS Standards

Standards explicitly taught in this module	Prerequisites (standards that are expected to be covered and/or standards that may only be reviewed in this module)
<p><b>Reading</b></p> <p>3.RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	
<p><b>Writing</b></p> <p>3.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are</p>	<p>3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<p>writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3)</p> <p>3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 )</p> <p>3.W.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	
	<p><b><u>Speaking/Listening</u></b></p> <p>3SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse</p>

	media and formats, including visually, quantitatively, and orally.
<b><u>Language</u></b>	<p>3.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b><u>Social Studies</u></b> Geography Standard Three: Students will understand different types of economic systems and how they change. (ECONOMICS) K-3a: Students will identify human wants and the various resources and strategies, which have been used to satisfy them over time. <b>Essential for grade 3</b>	

Skill	Definition / Description
Preparing for the task	
Activate prior knowledge bridging conversations	Letter/video from fictional mayor introducing the town and need for a new business (template task intro).
Analyze task	Discuss with students they will be exploring three types of resources businesses need to be successful. Throughout the exploration they will be learning how to gather information on community members needs/wants and then construct a business proposal to create a business that satisfies the needs/wants while utilizing the three types of resources.
<b>Comprehension Process</b>	
Prepare for reading/viewing/listening	<ul style="list-style-type: none"> <li>• Model process for developing and answering inquiry based questions using close reading strategies to construct responses.</li> <li>• Using vocabulary to build background knowledge.</li> <li>• Using media, including web based resources, to build schema.</li> <li>• Use higher level thinking questions to facilitate</li> </ul>

	discussions based on essential questions.
Acquire vocabulary	<ul style="list-style-type: none"> <li>• Use word learning strategies, such as context clues, multiple meanings, prefix/suffix, and word relationships etc, to determine the meaning of unknown content vocabulary.</li> <li>• Apply knowledge of acquired vocabulary to demonstrate understanding of key concepts.</li> <li>• Develop kid friendly definitions for content vocabulary.</li> </ul>
Engage in Active reading/listening/viewing/and note - taking	<ul style="list-style-type: none"> <li>• Develop a folder to organize notes and records to be used in template task (will include graphic organizer, vocabulary, sticky notes, etc)</li> <li>• Create a graphic organizer to record types of resources, definitions, and examples.</li> <li>• Utilize vocabulary organizer</li> </ul>
Transition to writing	
Analyze demands of writing task	<ul style="list-style-type: none"> <li>• Students apply their knowledge of opinion writing.</li> <li>• Students discuss the characteristics of a business letter.</li> </ul>
Writing Process	
Plan	<ul style="list-style-type: none"> <li>• Introduce students to the format of a business letter</li> <li>• Share DOE writing rubric.</li> </ul>
Organize writing	<ul style="list-style-type: none"> <li>• Utilize note-taking record notebook to pull details to be used in opinion letter.</li> <li>• Complete writing organizer to develop ideas into opinion paragraphs.</li> </ul>
Develop writing	<ul style="list-style-type: none"> <li>• Through shared writing construct opinion paragraphs using organizer with guided support.</li> </ul>
Revise writing	<ul style="list-style-type: none"> <li>• Use revision checklist to revise piece.</li> <li>• Use peer/teacher conferences to revise their opinion piece to make it better.</li> </ul>
Edit writing	<ul style="list-style-type: none"> <li>• Use editing checklist and teacher feedback to edit opinion letter.</li> </ul>



Pacing	Targeted Skill(s)	Formative Assessments	Scoring	Instructional Strategies
Intro lesson 1 day or class period	<ul style="list-style-type: none"> <li>Assessing schema: What do you know about “ECONOMICS”, what do you want to know.</li> <li>Introducing content vocab. and organizer</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary organizer with topic of unit identified</li> <li>KWL chart</li> <li>Word Sort</li> </ul>	Checked for completion with applicable topic word	<ul style="list-style-type: none"> <li>Guided discussion</li> <li>Cooperative grouping</li> <li>Guided questioning</li> </ul>
Wants/Needs 2 days or class periods	<ul style="list-style-type: none"> <li>Determine difference between wants/needs</li> <li>Identify needs/wants within a community</li> </ul>	<ul style="list-style-type: none"> <li>Want/need sort</li> <li>Needs/wants portion of graphic organizer</li> </ul>	Correctly identifies wants/needs	<ul style="list-style-type: none"> <li>Pair Share</li> <li>Guided practice</li> <li></li> </ul>
Types of Resources 2 days or class periods	<ul style="list-style-type: none"> <li>Determine the difference between producers and consumers.</li> <li>Define productive resources and how producers identify and utilize these resources.</li> <li>Identify the three types of resources (capital, natural, and human)</li> <li>Distinguish between the different types of resources</li> </ul>	<ul style="list-style-type: none"> <li>(Day 1) Exit ticket- a. Explain difference between producer and consumer. b. Define productive resource and identify examples</li> <li>(Day 2) Exit Ticket - define and give example of 3 types of resource</li> <li>Sort and categorize types of productive resources</li> <li>Complete vocabulary organizer</li> </ul>	<ul style="list-style-type: none"> <li>Rubric based</li> </ul>	<ul style="list-style-type: none"> <li>Direct modeling</li> <li>Turn and Talk</li> <li>Think-pair-share</li> <li>Collaborative grouping</li> <li>Viewing media</li> </ul>
Resources in Businesses 2 days or class periods	<ul style="list-style-type: none"> <li>Identify example of resources used by various businesses</li> <li>Understand how businesses determine resources needed</li> <li>Determine and defend the most important resources within a business</li> </ul>	<ul style="list-style-type: none"> <li>Business response cards- students identify resources within businesses</li> <li>Tri-column chart- to introduce</li> <li>3 column graphic organizer- list resources based on type</li> <li>Written response- defend importance of resources</li> </ul>	<ul style="list-style-type: none"> <li>Rubric based</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative grouping</li> <li>Direct modeling</li> <li>Pair share</li> </ul>
Interdependence	<ul style="list-style-type: none"> <li>Understanding that</li> </ul>	<ul style="list-style-type: none"> <li>Web on relationship</li> </ul>	<ul style="list-style-type: none"> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative</li> </ul>

2 days or class periods	various elements of a community/ business work together <ul style="list-style-type: none"> <li>Understanding that businesses rely on other businesses</li> </ul>	within businesses <ul style="list-style-type: none"> <li>Exit ticket- Explain the concept of interdependency within business</li> </ul>	based	learning <ul style="list-style-type: none"> <li>Direct modeling</li> </ul>
Writing Lesson: Opinion writing Piece / Letter format 4 day or class period	<ul style="list-style-type: none"> <li>Identifying elements of a letter</li> <li>Composing an opinion piece that supports a point of view</li> <li>Supporting a point of view with evidence</li> </ul>	<ul style="list-style-type: none"> <li>OREO opinion writing graphic organizer</li> <li>Opinion letters</li> </ul>	<ul style="list-style-type: none"> <li>DOE text-based writing rubric</li> </ul>	<ul style="list-style-type: none"> <li>Direct modeling</li> <li>Research and technology</li> <li>Guided practice</li> <li>Collaborative grouping</li> </ul>
Template Task 3 days or class periods	Summative Assessment			



# Economics Unit

## Study Guide

### LESSON ONE

### VOCABULARY ~ 3-2-1 WORD

Choose **3 words that you know** and use them in a sentence.

1.
2.
3.

Choose **2 words that think** you know and predict what they mean.

1.
2.

Choose 1 word that you are curious learning what it means.

--

### **NEEDS & WANTS (day one)**

Write a short paragraph comparing wants and needs. Be sure to discuss the similarities and differences between them. Use text evidence to support your answer.


What is the difference between a human want or need and a community want or need? Explain the similarities and differences between them. Use text evidence to support your answer.


## **NEEDS & WANTS (day two)**

1) Think about the chair from *A Chair for my Mother*. Do you think the chair is a need or a want? Explain your thinking using text evidence.


2) How did the community help meet the family's wants and needs?


## LESSON TWO

### PRODUCTIVE RESOURCES

Think about the process it takes for a product to be ready for a consumer. Put the following events in the correct order. Label each event 1-4 with 1 being the first thing a producer must do and 4 being the last.

- \_\_\_\_\_ A producer learns what consumers want or need.
- \_\_\_\_\_ A consumer purchases the product.
- \_\_\_\_\_ A producer thinks about all the resources needed to make a product.
- \_\_\_\_\_ A producer uses productive resources to create a product.



### EXIT TICKET

Explain the difference between a producer and a consumer.

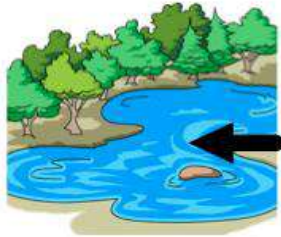

What are productive resources?


Think about how you make a peanut butter and jelly sandwich. List 5 productive resources you would need to make a peanut butter and jelly sandwich.

1.
2.
3.
4.
5.

# TYPES OF RESOURCES

Look at each of the pictures below. On the line below the picture, identify which type of resource the item is (natural, capital, or human). Label the picture with the correct type of productive resource.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# EXIT TICKET

List and define the three types of productive resources.


Think about the types of productive resources that are used to make a peanut butter and jelly sandwich. Give at least one example of each type of productive resource needed to produce a sandwich. Be sure to identify the type of productive resource along with your example.


## **LESSON THREE**

Marcia's Great Idea- Find examples in the text that support the kind of resources Marcia needed for her business.

<b>RESOURCE NEEDED (Name the material)</b>	<b>TYPE OF PRODUCTIVE RESOURCE (Capital, Human or Natural)</b>	<b>REASON (text evidence)</b>



## Lesson Four

### RESOURCES IN BUSINESSES

List the resources that are needed for your business to run.

Name of business: \_\_\_\_\_

CAPITAL	HUMAN	NATURAL

In your opinion, what is the most important resource necessary to make your business a success? Explain your answer.


**Learning Log:** Pick one of the ideas that we have learned about that centers around productive resources and business. Respond to the following prompt.

**Prompt: I would like to learn more about...**


# LESSON FIVE

## INTERDEPENDENCE

### Wolf Island- Interdependence Chart

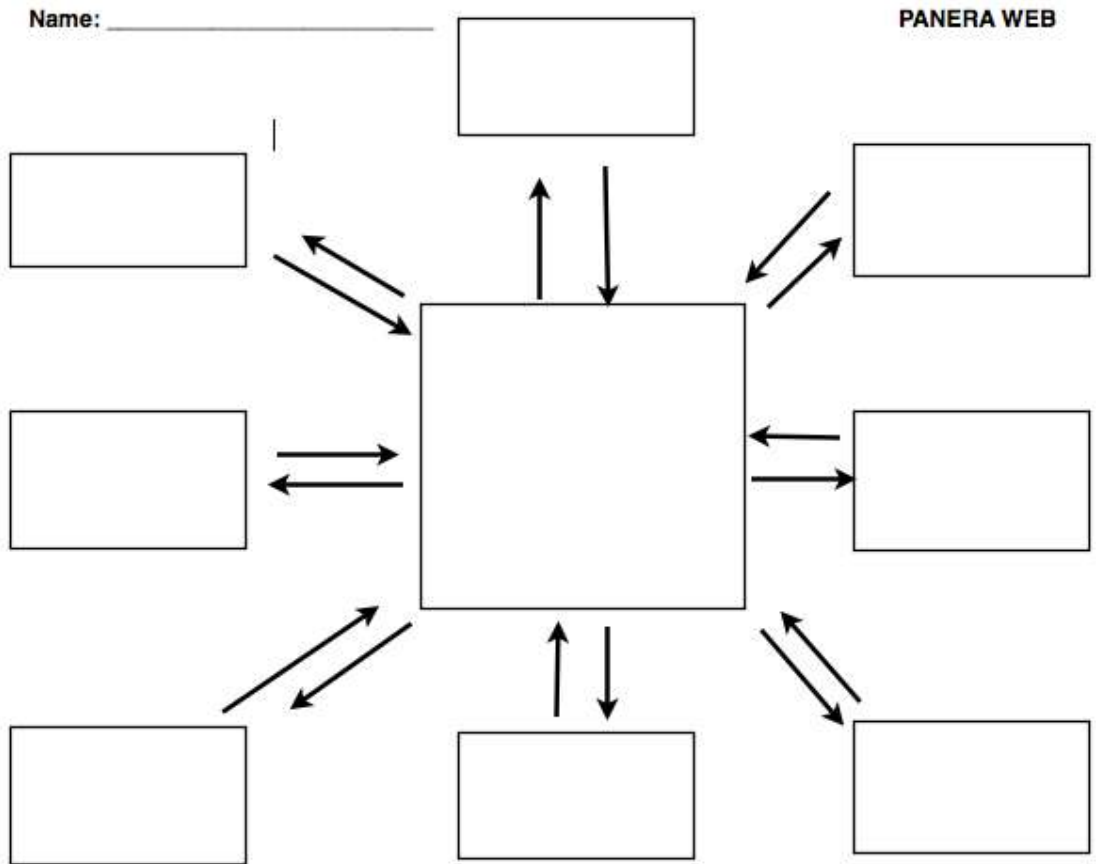
As you read Wolf Island, look for examples in the text that support the idea of *interdependence: the relationship in which each member is mutually dependent on the other.*

<b>PAGE NUMBER</b>	<b>TEXT EVIDENCE (sentence from the text)</b>	<b>How does this support the idea of interdependence?</b>



# LESSON SIX

## Business Web:





## LESSON 1: INTRODUCTION TO ECONOMICS UNIT

Prerequisite: n/a

**Essential Question:** *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

### What do we already know about economics?

#### Standards:

Geography Standard Three: Students will understand different types of economic systems and how they change.

K-3a: Students will identify human wants and various resources and strategies, which have been used to satisfy the over time.

3RL4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

**Activating Strategies:** *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

#### Economics [KWL Chart](#)

- Students complete K portion of the Economics KWL chart. *Encourage students to use what they know and the connections they found during the word sort to help them complete their [KWL chart](#).*
- Students share responses with the class. *Teacher should have chart paper and large [KWL chart](#) ready to record student responses. As students share out loud, teacher should record their responses on the chart paper.*
- Students complete W portion of the Economics [KWL chart](#). *Encourage students to think about what has already been discussed in regards to economics. Ask students to come up with additional questions they may have about money, community, economics, etc.*
- Students share responses with the class. *As students share out loud, teacher should record their responses on the chart paper.*

**Key Vocabulary to preview:** *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

Students will learn about characteristics of *economics* in this introductory lesson. It is not a pre-requisite that students understand this vocabulary word.

Several words in the word cloud will be new to students. These words will be addressed in the word sort activity. Students will be exposed to these words/ concepts throughout the unit.

**Materials Needed:** *(What specific materials will you need to present this lesson?)*

- Teacher chart paper of [Economics KWL Chart](#)
- [Appendix A: Economics KWL Chart](#) (student copies)
- [Appendix B: Word cloud](#) to be projected on Smartboard
- [Appendix C: Vocabulary word sort organizer](#) (student copies)
- Economics folders
- [Economics study guide](#) (student copies)
- [Economics vocabulary organizer](#) (student copies)
- Schoolhouse rock video- <http://www.youtube.com/watch?v=wHY5cdExNa8>
- [Appendix D: Mayor letter](#)

**Instructional Plan:** *(How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)*

**Instruction Chunk #1: (45- 60 minutes)**

1. Show students Schoolhouse Rock video about the history of bartering and economics. Students *Before students begin watching, teacher should set the purpose for watching the video. The video explains bartering and gives students the background knowledge of where economics began. The students should be looking for information that they can add to the L portion of their [KWL chart](#).*
2. After watching the video, discuss any new information students learned. *Encourage students to see if any of their W questions were answered by watching the video.*  
**AP #1- Students complete L portion of [KWL chart](#)**
3. Show students Economics Word Cloud. Discuss some of the topics in the word cloud to get students thinking about economics. Discuss words they might already know such as community, goods, and services.
4. Teacher should ask students if there are any words they do not know. Students can use the context clues of other words to predict the meanings of some unknown words.
5. After students have been exposed to the words, students work independently complete the vocabulary word sort. *Teacher should pass out a word sort paper to each student. Students should be given approximately 5-10 minutes sort the word cloud vocabulary words into “words they know, words they have only heard of, and words they do not know”*  
**AP #2- Students complete and submit [vocabulary word Sort organizer](#)**
6. Teacher shows students letter from Mayor asking for their help. Read the letter aloud with students. *The letter will introduce students to their template task in which they will be creating a business based on a community’s needs and wants. Teacher should let students know they will be receiving more information regarding their task later in the unit.*
7. Teacher provides students with Economics folders and explains directions for keeping materials within the folders. *Students should keep all materials from the unit in their Economics folder with the exception of some exit tickets.*

**Closure:**

*Review what the students have learned in the lesson about economics. Teacher should list these characteristics on an Economics anchor chart to be displayed throughout the unit.*

**AP#3: Students complete the Lesson One portion of their [study guides](#). Students complete a 3-2-1 based on the vocabulary words from the lesson and their word sort.**

*When students finish, they can keep their [study guides](#) in their economic folders.*



Appendix A

Name \_\_\_\_\_

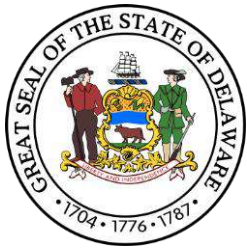
<p><b>K</b></p> <p>What do you already know about Economics?</p>	<p><b>W</b></p> <p>What would you like to learn about Economics?</p>	<p><b>L</b></p> <p>What have you learned about Economics?</p>



Appendix C – Vocab Word Sort Organizer

	<p><b>WORDS I KNOW</b></p> <p>I can tell what these words mean and use them in a sentence.</p>
	<p><b>WORDS I HAVE HEARD BEFORE</b></p> <p>I have heard these words, but am not positive I know what they mean and I could not use them in a sentence.</p>
	<p><b>I DO NOT KNOW THIS WORD</b></p>

NAME: \_\_\_\_\_



# CITY OF FRANKTON

“Office of Mayor Donald Wizer”

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Dear Students of Richards A. Shields Elementary,

I am happy to hear you are learning about economics in your new social studies unit. It is important that students today understand how our economy works and why it is so important. I have spoken with your teachers and it seems as though your new knowledge of economics can be helpful to us here in the mayor’s office.

This past week some Frankton community members approached me asking to open a new business in downtown Frankton. This is a very busy area and it is important that a practical business be added to our already active town. Therefore, I am asking for your help.

In your economics unit you will be learning about different types of businesses and the resources needed to create and run these various businesses. I am asking that you use your knowledge of business, resources, and community wants and needs to help me decide which business to add to our downtown area.

After you have finished studying economics, you will work with your teacher to create a business that could be added to our town. Once you have decided on the appropriate business, you will need to write me a letter convincing me to choose your business over your classmates. You will be receiving more information about this task as you go through your unit.

After I have reviewed all the letters, I will decide which lucky student will become the proud owner of a new successful business in downtown Frankton. I look forward to hearing from you. Happy learning!

Sincerely,  
Mayor Donald Wizer

## LESSON 2: ECONOMIC WANTS AND NEEDS

**Prerequisite:** Introductory Lesson on Economics

**Chunk#1:** Students need prior practice with reading a piece of text and highlighting important information. Students also need practice with writing compare and contrast paragraphs.

**Essential Question:** *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

**What are human wants and needs?**

**What are community wants and needs?**

**How do communities help meet people's needs and wants?**

### Standards:

Geography Standard Three: Students will understand different types of economic systems and how they change.

K-3a: Students will identify human wants and various resources and strategies, which have been used to satisfy the over time.

3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

3RI7 – use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

**Activating Strategies:** *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

### Day One: Wants & Needs Brainpop:

Students watch Brainpop Jr. video “Needs and Wants.” Students should be given a post-it to record something they learned while watching the video.

*Teacher should encourage students to listen for any new information they hear as they watch the brainpop video. After watching the video, teacher should lead a discussion about needs and wants.*

*Students should be familiar with this topic as it was a 2<sup>nd</sup> grade standard.*

### Day Two: Needs/Wants Coloring

Students complete the needs/ wants coloring activity.

They circle all of the objects that are NEEDS in red and all of the objects that are WANTS in blue.

*Teachers can use this as a quick check to see if students are understanding wants vs needs.*

**Key Vocabulary to preview:** *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- Wants
- Needs

**Materials Needed:** *(What specific materials will you need to present this lesson?)*

*Day One:*

- Brainpop Jr. “Needs and Wants” (If teacher does not have subscription, find a comparable video introducing needs and wants.)

- [Appendix E](#): Need/ Want Carousel images (one copy of each)
- [Appendix F](#): Wants and Needs text (student copies)
- [Appendix G](#): Community needs/ wants worksheet (student copies)
- [Student Study Guides](#)

Day Two:

- [Appendix H](#): Needs/ Wants item circling worksheet (student copies)
- Chart paper- [T chart for needs/ wants](#)
- [A Chair for my Mother](#) by Vera B. Williams (one copy for teacher read aloud)
- [Student Study Guides](#)
- [Student Vocabulary Organizers](#)

**Instructional Plan:** (How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)

### Instruction Chunk #1: Human and Community Needs/ Wants (45-60 minutes)

1. Students will complete a [Need/ Want Carousel](#) activity. Six images along with a need/ want t-chart will be placed around the room. Students will work in groups to list any needs/ wants that correspond to the picture. Groups rotate among the images until they have visited each image. Give students 2-3 minutes at each poster before rotating. Each group should visit each image.

**AP #1: Students work with their group to share the poster they ended on. Group members should correctly identify the needs and wants related to each person. As groups share, teacher should engage students in discussions about wants and needs.**

2. Pass out copies of [“Needs and Wants” text](#). Each student should be given a copy. Students should keep this piece of text in their Economics folder.

3. Read the portion of the text: Human wants/ needs. Teacher may either read aloud or ask for students to read aloud the portion “Human wants/ needs.” As students read, teacher should encourage students to highlight the important parts of the text. Highlighting is a prerequisite skill for this portion of the lesson.

4. After reading, teacher should lead a short discussion of material read.

**AP#2: Students complete the text question in their [Study Guides](#): “Write a short paragraph comparing wants and needs. Be sure to discuss the similarities and differences between them. Use text evidence to support your answer.”**

5. Revisit the firefighter poster from the carousel activity. Discuss with students how a firefighter is part of a community. Students think-pair-share the ways a firefighter works in a community. Teacher should encourage students to think about how the needs and wants of firefighters are met.

6. Read the portion of the text: Community wants/ needs. Teacher may either read aloud or ask for students to read aloud the portion “Community wants/ needs.” As students read, teacher should encourage students to highlight the important parts of the text.

7. After reading, teacher should lead a short discussion of material read.

**AP#3: Students complete the text question in their [Study Guides](#): “What is the difference between a human want or need and a community want or need? Explain the similarities and differences between them. Use text evidence to support your answer.”**

### Closure:

Students independently complete the [community needs/ wants worksheet](#). Students will look at a community picture and identify if it is a need or want. They will then defend why a picture is want and why a picture is considered a need.

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### Instructional Chunk #2: Needs and Wants in literature (30 minutes)

1. Introduce the story [A Chair for my Mother](#) by telling students they are going to read a book about a family that lost everything they had in a fire. They will learn about how a community comes

together to help the family get back some of their needs and wants.

2. Establish the purpose for reading: To identify the family's needs and wants. To identify how the community helped the family. To identify how the family made choices about needs versus wants. *Teacher can have these written on the board/ chart paper so that students can easily refer to them throughout the story.*
3. Read A Chair for my Mother aloud to students. Stop throughout the book to add some of the family's needs and wants to the t-chart. Identify the items that the neighbors brought to the family and whether they were needs or wants.
4. After reading A Chair for my Mother, discuss the following questions with students. Allow students to think-pair-share while responding to questions.
  - How did the family react to the fire?
  - How did the neighbors help the family?
  - Why do you think they chose to bring the items that they did?
  - How would you help a family in a similar situation?
  - Have you ever experienced a similar situation?

**AP#3: Students complete the day two portion of Needs and Wants in their [study guide](#). They will use text evidence to defend whether the chair is a need or a want. They will identify how the community helped to meet the family's needs.**

**Closure:**

Students need to independently complete the Needs and Wants portion of their [vocabulary organizer](#). *The teacher should circulate as students complete these activities as a form of formative assessment. Upon completion, students should return their study guides and vocabulary organizers to their Economics folders.*

Appendix E



**NEED**

**WANT**





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**NEED**

**WANT**



**NEED**

**WANT**



**NEED**

**WANT**



**NEED**

**WANT**



**NEED**

**WANT**

# Appendix F

## Wants and Needs



### Human Wants and Needs

Needs are defined as goods or services that are required for survival. Human needs include food, shelter, clothing and health care.

Wants are defined as goods and services that are not necessary, but that people desire or wish for. Examples of human wants include toys, accessories, electronics, and jewelry. Humans *need* food but do not need to have steak and cake. Steak and cake would be considered wants.

Some categories of objects can be considered needs and wants including food and clothing. Humans need to eat protein, fruits and vegetables to stay healthy. However, humans do not need to eat ice cream. Ice cream, cookies, and brownies are considered to be wants. Humans need to have clothing to keep themselves protected and covered. Name brand, expensive clothing however, would be considered a want rather than a need.

Humans need to be able to determine the difference between needs and wants. People cannot always afford all of the items they want or desire. People need to budget their money and spend their money wisely. Therefore, people must look for more affordable alternatives to their original wants. Overtime, people have desired various *wants*. These wants have caused products to be made and encouraged different types of businesses to open.

## Community Wants and Needs

Communities and community members typically have a variety of needs and wants at any given time. Physical needs of a community include safe housing, streetlights, and road signs. Community members also have personal needs that are individual to each person and help them feel like they are part of the community.

Communities typically find different ways to ask members what their needs and wants are. Community leaders can interview people, provide suggestion boxes, or hold focus groups. Focus groups are groups of people that are brought together to solve a problem/ answer a question.

Communities work hard to make sure that community members' wants and needs are met. However, due to limited resources, not everyone's wants and needs can be met. Sometimes community needs are clear and other times they are less clear. For example, if a community experiences an earthquake, it will have a variety of wants and needs necessary to help rebuild the community. Community members must decide which wants and needs are most important.

Along with individual human needs, community needs and wants help to drive the opening of various types of businesses within a community.

### Resources

<http://www.mcwdn.org/ECONOMICS/NeedWant.html>

<http://en.wikipedia.org/wiki/Want>

<http://www.socialstudiesforkids.com/articles/economics/wantsandneeds1.htm>

<http://www.investopedia.com/university/teaching-financial-literacy-kids/teaching-financial-literacy-kids-needs-and-wants.asp>

<http://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/understand-needs/main>

Appendix G

Name \_\_\_\_\_ Date \_\_\_\_\_

Look at each picture below and write if it is a community need or want.



1. Pick one picture from above and describe why it is a **NEED** in a community.


2. Pick one picture from above and describe why it is a **WANT** in a community.




Appendix H

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle all of the objects that are NEEDS in red. Circle all of the objects that are WANTS in blue.

<p>jacket</p> 	<p>house</p> 	<p>blocks</p> 	<p>apple</p> 
<p>basketball</p> 	<p>clothes</p> 	<p>teddy bear</p> 	<p>ring</p> 
<p>water</p> 	<p>apartment</p> 	<p>baseball</p> 	<p>toy truck</p> 

## LESSON 3: PRODUCTIVE RESOURCES

**Prerequisite:** Lesson 2- Needs and Wants

Students should understand the difference between “goods” and “services”

Students should have learned the difference between a “need” and “want” from the previous lesson.

**Essential Question:** *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

- **What is the difference between a producer and a consumer?**
- **What is a productive resource?**
- **What are the three types of productive resources?**
- **How are the different types of resources used to satisfy wants?**

### Standards:

3SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

3.SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Geography Standard Three: Students will understand different types of economic systems and how they change. (ECONOMICS)

K-3a: Students will identify human wants and the various resources and strategies, which have been used to satisfy them over time. **Essential for grade 3**

**Activating Strategies:** *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

Day One – What would you need to make orange juice? Pass out the paper with this question located on top. Ask them to list as many items as possible.  
\*\*May want to have small glasses of orange juice samples to enjoy while brainstorming.

Day Two – Give a group of students cards with the pictures of tools, people, and natural resources. Ask students to try to group or categorize the items. Have class discussion to share how students grouped their items. *May lead into the three types of productive resources or teacher can begin lesson and then have them re-categorize.*

**Key Vocabulary to preview:** *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- Producer
- Consumer
- Productive Resources
  - Natural
  - Human
  - Capital

**Materials Needed:** *(What specific materials will you need to present this lesson?)*

### DAY ONE

- Economics folders
- [Economics study guides](#)
- [Economics vocabulary organizers](#)
- [Appendix I: Orange juice list of materials \(for small groups\)](#)
- Vocabulary wall words – consumer, producer, productive resources

- Sticky notes
- YouTube video [http://www.youtube.com/watch?v=p\\_RE-n95ccQ](http://www.youtube.com/watch?v=p_RE-n95ccQ)

## DAY TWO

- [Appendix J: Resource picture cards \(for small groups\)](#)
- Economics Folders
- [Economics study guide](#)
- [Economics vocabulary organizer](#)
- Vocabulary wall words – productive resources – capital, human, & natural
- List of materials generated from Day One lesson cut out so students can sort into categories. (Cut enough copies so students can work in groups to sort)
- 11X17 construction paper for each group
- YouTube video [http://www.youtube.com/watch?v=p\\_RE-n95ccQ](http://www.youtube.com/watch?v=p_RE-n95ccQ)

**Instructional Plan:** (How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)

### Instruction Chunk #1: (45 minutes)

1. Review information from previous lessons on difference of needs/wants.
2. Explain that **producers** must understand **consumers'** needs/wants in order to produce goods/services to satisfy these needs/wants.
3. Define consumer as "a person who purchases goods and/or services for personal use".
4. Define producer as "a person who makes a product or provides a service"

*These two words and definitions should be added to the word wall and student should record the definition on their vocabulary organizer so they can use refer back to these throughout the unit.*

5. Turn and Talk - Have students take two minutes to discuss examples of producers and the goods or service they provide and the consumers who would purchase them then give an additional 2 minutes to have them share with the whole class.  
**AP#1 What are producers and consumers? – as students orally share circulate the room to ensure that students understand the terms producers, consumers, goods, and services.**
6. Explain that once a producer decides on a product they will produce they must then carefully consider all the materials they will need to create the product.
7. Think-Pair-Share Activity. Have students refer to activating strategy sheet where they listed items needs to make orange juice. Have students work in groups to create a group list of materials needed. Finally, take turns having each group share a material to create a class list of materials needed to create orange juice. Keep having groups share until all materials they have thought of are on the class list.

*TEACHER NOTE: If possible, type the class list or write on the SMARTboard so you can then quickly print the list. For Day Two students will need to have the list of materials they developed cut apart in baggies for a group activity so this will help with preparation for that lesson.*

8. Students will watch a YouTube video on how orange juice is produced [http://www.youtube.com/watch?v=p\\_RE-n95ccQ](http://www.youtube.com/watch?v=p_RE-n95ccQ). Before viewing, share that the purpose is for them to be able to see if they can identify any items not already listed on our class list that is needed to create orange juice. Students may want to use sticky notes to record any new items they see.
9. After viewing the video, ask if any materials need to be added to the class list. Teachers should

NOT add any materials at this time and only list what the students' share.

**AP#2 What resources are needed to make orange juice? – students should be able to list numerous items necessary.**

10. After compiling the list, ask students if they think orange juice is a “want” or a “need” and have them share reasons to support their opinion. Explain that orange juice is a product that producers make to satisfy consumer “wants”. In order to make this product, the producers must use a variety of resources. As you explain this draw attention to the list of materials the students developed and be sure to use the vocabulary term “productive resources”.
11. Define productive resources as “the materials needed to make a product”

*Add the term “productive resources” to the word wall and have students record the definition on their [vocabulary organizer](#) so they can refer back throughout the unit.*

12. Explain to the students that during tomorrow’s lesson they will learn about the three types of productive resources producers need to create their products.
13. Have students sequence the events that take place as producers first decide what to produce to the final step of consumers purchasing the item (*this activity can be found in the [study guide](#) under DAY TWO*).

**AP#3 – What steps do producers take in order to satisfy consumer wants? – students will sequence the events necessary.**

### **Formative Assessment**

[Exit Ticket #1](#) – In [Student Study Guide](#)

1. Explain the difference between a producer and a consumer.
2. Define productive resource and identify 5 examples of resources needed to produce a peanut butter and jelly sandwich.

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### **Instructional Chunk #2: (45 minutes)**

1. Have students refer to word wall or their vocabulary organizer to review previous terms of “producer”, “consumer” and “productive resources”. Have students share examples to check for understanding.
2. Explain that there are three types of productive resources: natural, human, and capital resources.
  - a. Natural resources – things from nature that can be used to make goods or services.
  - b. Human resources – people or workers that are needed to make goods or services.
  - c. Capital resources – things made by people that are used to make other goods or services

*Add these terms to the word wall and have students record the definitions on their vocabulary organizer so they can refer back throughout the unit.*

3. Have students look at the pictures on page 3 of their study guide and determine if the picture shows a human, natural, or capital productive resource. They should then label the picture on the line below. Have the students share their labels with a partner to compare their answers and make changes if necessary.

**AP #1 – Can students correctly identify the three types of productive resources? They should be able to label the pictures correctly.**

*Teacher may also choose to use the cards from the activating strategy to have students re-sort using the types of resources as categories.*

4. *Have students work in small groups of 3-4 for the following activity.* Give each group a baggie with the list of materials they created during yesterday's lesson (the materials needed to create orange juice). Have them fold a large 11X17 piece of construction paper into thirds. Label each third with a resource: natural, human, and capital. Have the students sort their materials needed to make orange juice into the correct category. Once the group has sorted (and agreed they are correct) they will glue their resources to the construction paper.
5. Have students share their construction paper with the class and encourage discussion if groups disagree where certain materials go.  
**AP#2 – Can students classify items into the correct resource category? Students should be able to correctly categorize the items needed to make orange juice.**
6. Explain to the students that they will watch the YouTube video on how orange juice is produced [http://www.youtube.com/watch?v=p\\_RE-n95ccQ](http://www.youtube.com/watch?v=p_RE-n95ccQ) again and this time their purpose is to see if there are any other human, capital, or natural resources they can add to any categories on their construction paper. They can note them on a sticky note as they are watching the video. After viewing give the students 3-5 minutes to discuss any items they wrote on their sticky note with their groups. They may then add any new items to their group's poster if all members agree.
7. Allow groups to share any additions and encourage discussion between groups. During this time if there are any important resources that the students may have missed the teacher can point them out and then ask the groups in which category they would go on the paper.

**AP#3 – Can students classify items into the correct resource category and explain their decision?**

### **Formative Assessments**

- [Exit Ticket #2 –](#)
  1. List and define the three types of productive resources
  2. Provide at least one example of each type of productive resource needed to create a peanut butter and jelly sandwich.
- [Study Guide](#) – labeling pictures with correct type of resource
- Productive Resource Group Poster

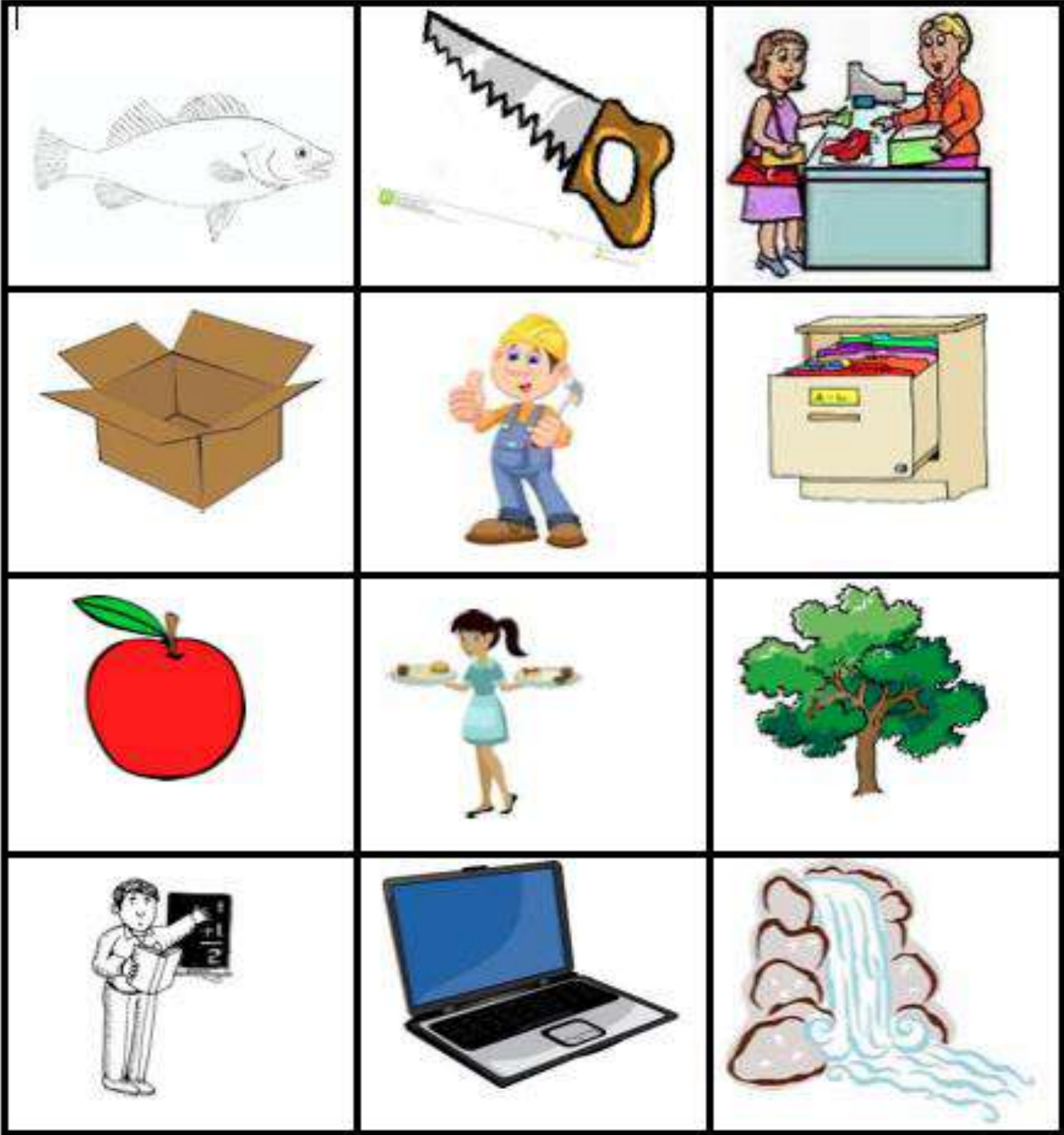


**WHAT WOULD YOU  
NEED TO MAKE  
ORANGE JUICE?**

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2 Day 2 Activating Strategy Cards



## LESSON 4: RESOURCES IN BUSINESS

Prerequisite: Lesson 3- Productive Resources

How to find evidence from the text and put it on a chart. **Essential Question:** *(What question—from your student*

*Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

**AP#:** Which resources are needed for a business to operate?

### Standards:

Geography Standard Three: Students will understand different types of economic systems and how they change.

K-3a: Students will identify human wants and various resources and strategies, which have been used to satisfy the over time.

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

W 3.1b Provide reasons that support the opinion.

W 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Activating Strategies:** *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

Pass out 3-column chart with Natural, Capital, and Human resources.

Ask students to think of 2 items that would fit in each category that the business “[cup o’ joe](#)” would need to operate.

Share as whole class and create a class list on the front board. Check to see that all students understand the three types of resources.

**Key Vocabulary to preview:** *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- Productive Resources
- Natural
- Capital
- Human
- Business

**Materials Needed:** *(What specific materials will you need to present this lesson?)*

Day One:

- [Appendix K](#): *Cup O Joe Tri-column chart (copies for small groups)*
- [Student study guides](#)
- [Ticket out the Door](#)
- [Learning Log](#)
- Business Response Cards
- [Appendix L](#): *Marcia’s Great Idea Text (student copies)*

Day Two:

- [Appendix L](#): *Marcia’s Great Idea Text (student copies)*
- [Student study guides](#)
- [Appendix M](#): *Business Task Cards (one per group)*



**Instructional Plan:** (How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)

**Instruction Chunk #1: (1 Lesson: 40 minutes)**

1. Pass out the text [Marcia's Great Idea](#) and have students read independently. Students will work with a partner to read "[Marcia's Great Idea!](#)", a short story about a girl who comes up with a great idea for a business. However, she runs into a problem when she tries to get her business off the ground because she realizes that she did not put a lot of planning into the resources she would need to begin her business.
2. As students read they will record which resources Marcia needs for her business on the resource tri-chart in their study guides. Students who get finished early can go back to re-read the text and try to find additional resources.
3. After all students are finished reading, have students share their charts and the teacher will record the resources the students share on the front board. The teacher should ask students to support their choice by explaining the importance of that resource to her business.

**AP#1 Students complete tri-chart in their study guides. Students will identify resources and support their choice by using text evidence.**

4. The class can brainstorm any other resources that Marcia may need for her business. The teacher should point out that some resources would be nice for her business to have, but she may actually be able to operate her business without them. (Example: a fancy sign to advertise her business)

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**Instruction for Chunk #2: (1 Lesson, 40 minutes)**

1. Review the previous lesson where the students discussed all of the resources that are needed in order for a business to operate. Remind the students how Marcia needed many different types of resources for her business, some that were necessary and some that would be nice for her to have.
2. Today students will focus on the idea of the most important resources that a business would need. Pass out business task cards to groups of students. Each group will get a task card that names a business.
3. Groups will make a list of all of the resources they feel are important for the operation of that business. *The teacher should walk around prompting groups to think of resources they may have neglected.*
3. After students make a list of all the resources, students should choose one resource that they feel is most important and defend their choice by explaining why you feel it is the most important resource.

**AP #2 Students should be able to defend their opinion for which resource is the most important.**

**Closure:**

Students complete the learning log entry in their [Economics Study Guide](#). The teacher should utilize the responses to determine if additional projects/activities are needed for this particular concept.

**Learning log:**

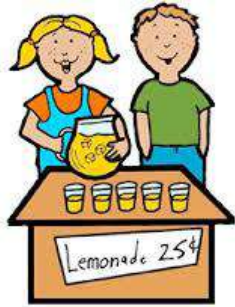
Prompt: I would like to learn more about...

Appendix K



Think of the productive resources that the business "Cup 'O Joe" would need to be successful. Record at least two items in each column.

<b>CAPITAL RESOURCES</b>	<b>HUMAN RESOURCES</b>	<b>NATURAL RESOURCES</b>



# MARCIA'S GREAT IDEA

"Bye, Grandma! Thanks again!" Marcia caught the last glimpse of her grandmother's license plate as she closed the front door. "Sunny Florida", thought Marcia. "I sure wish it was sunny here. I'm tired of all of this cloudy weather."

Marcia had been to visit her grandmother a few times at her new home in Florida and she loved it. She also enjoyed the fact that her grandmother came to visit her twice a year. Even though it was a long drive for her grandmother, she always took time for her grandchildren. She also always brought them surprise gifts. She never actually gave the gifts to Marcia but rather she would hide them somewhere in the house for Marcia and her brother to find.

Marcia began racing around the house to see what treasure her grandmother had left her this time. She checked under her bed, no luck. She checked behind the sofa, there was nothing there. She was just about to ask her mom for a hint when she had an idea. She had seen her grandmother tiptoe out of the bathroom right before she left. Marcia had a feeling she knew where her surprise was.

She ran into the bathroom and moved the shower curtain. Sure enough, there sat a large, red and blue striped plastic bag. It was stretched to the seams but Marcia couldn't quite tell what was inside since she hadn't turned on the bathroom light in her rush. On top of the bag was a note, written in the familiar shaky handwriting of her grandmother. Marcia read the note:

Dear Marcia,  
I know you wanted that new pair of  
shoes. But, you know what they say:  
When life gives you lemons, make  
lemonade!

Love,  
Grandma

"My new shoes!" Marcia thought as she tore open the plastic bag. She was shocked to find that the bag was filled not with a pair of the shoes she had wanted since summer but - lemons! A huge bag of lemons.

"Lemons?", thought Marcia, "What am I going to do with these?" Then Marcia thought about what her grandmother had said.

"I got it! I will make lemonade and sell it to earn money for my shoes- you are the best grandma! This will be easy!" Marcia ran to the kitchen with her bag of lemons. She pulled out a pitcher from under the sink and started to fill it with water. She took out the lemon juicer she had seen her mom use before and started cutting the lemons in half and used the juicer to squeeze the juice into the pitcher.

When she was done juicing the lemons, she took out the sugar from the pantry. She added a few spoonfuls of sugar before tasting her juice. "Delicious" she thought, "I will have my shoes in no time."

Marcia made her way outside with the pitcher and a few plastic cups she had found. She walked to the sidewalk at the front of her house and placed the pitcher down. "This will be the perfect spot to sell my lemonade. There are many cars that go by, plus, neighborhood kids are always walking by," she thought.

Marcia sat there for a few minutes. Several cars drove by and two girls on skates went whizzing by her. Marcia waved. "Lemonade!" she shouted. But no one stopped. Another car drove by. She shouted again yet still no one stopped.

"This is useless. No one can hear me." Marcia had an idea. She ran into the house. She rummaged through her dad's junk drawer and found what she needed. She returned with a yardstick, tape, a piece of cardboard and a marker. She wrote Thirsty? Homemade Lemonade - 25 cents. She taped the sign to the stick and stuck it in the ground. A few minutes later, she had her first customer. She stuck the quarter in her pocket and poured a cup of lemonade.

"That is great." the man said. "Can I have some more please?" "Sure!" said Marcia, excitedly.

By the time she was done pouring the second cup, she looked up and she had a line of customers. She continued to pour cups of lemonade until she ran into a problem. She had many customers in line but she was out of lemonade.

"Oh no!" she thought. "I will be right back" she said as she ran inside. She sprinted to the kitchen. She looked in the plastic bag. She had only three lemons left. It would not be enough to make another pitcher of lemonade.

She ran to the bottom of the stairs and called for her brother. "Ethan, hurry, I need your help!" Her brother quickly appeared at the top of her stairs. "What's wrong?" he asked.

"I have a lemonade stand out front but I am out of lemons and I need to make more drinks. Can you please help me? I need you to go to the store and buy me some more lemons. I will pay you \$1."

"Yea, I guess." said Ethan. He reached out his hand and in it she placed the money for him and the lemons.

"Hurry!" she shouted. Ethan hopped onto his bike and rode to the store. In no time, he returned with a bag of lemons. Marcia dashed inside and quickly made another pitcher of lemonade. By the time she went back outside, two lines had formed by her sign. "Oh boy" she thought. "I think I am going to need some help."

"Ethan!!" she called...

You work at Pete's Auto Repair Shop. Your boss wants you to help her make a list of all of the human, natural and capital resources that your business uses. This is very important. Don't forget any, your job is on the line!

You work at Harry's Grocery Store. Your boss wants you to help her make a list of all of the human, natural and capital resources that your business uses. This is very important. Don't forget any, your job is on the line!

You work at the Boyd's movie theater. Your boss wants you to help her make a list of all of the human, natural and capital resources that your business uses. This is very important. Don't forget any, your job is on the line!

You work at Master Hair Salon. Your boss wants you to help her make a list of all of the human, natural and capital resources that your business uses. This is very important. Don't forget any, your job is on the line!

You work at Greenway Lawn Care. Your boss wants you to help her make a list of all of the human, natural and capital resources that your business uses. This is very important. Don't forget any, your job is on the line!

You work at the Golden Rose Sandwich shop. Your boss wants you to help her make a list of all of the human, natural and capital resources that your business uses. This is very important. Don't forget any, your job is on the line!



## LESSON 5: INTERDEPENDENCE

**Prerequisite:** Lesson 4- Resources in Business

Brainstorming; Supporting answer with evidence from text; Using a concept web

**Essential Question:** *(What question—from your [Student Learning Map](#) and based on your standards/grade-level expectations—will direct and focus this lesson?)*

**AP#:** How does a business rely on other businesses in order to operate?

### Standards:

Geography Standard Three: Students will understand different types of economic systems and how they change.

K-3a: Students will identify human wants and various resources and strategies, which have been used to satisfy the over time.

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

W 3.1b Provide reasons that support the opinion.

W 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Activating Strategies:** *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

Brainstorming activity:

Show the class the farm pictures from the “Economics Notebook”. Ask students to discuss with their partners how the items in the pictures relate to each other.

Introduce the word [INTERDEPENDENCE](#). The relationship in which each member is mutually dependent on the other.

Ask the class to discuss how the people/things in the pictures are dependent on each other.

Ask students if they can come up with a story that uses all of the pictures.

**Key Vocabulary to preview:** *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

Resources- Natural, Capital, Human, Business

Interdependence-the relationship in which each member is mutually dependent on the other

**Materials Needed:** *(What specific materials will you need to present this lesson?)*

Day One:

- Tri-column chart (human, natural, capital resources) in [student study guides](#)
- [Wolf Island](#) by Celia Godkin (Can be found as a trade book or in 3<sup>rd</sup> grade ImagineIt series)

Day Two:

- [Appendix N: Panera Web](#) (for whole class- also found in SMARTBoard)
- Student interdependence web in [Student study guides](#)

- Closure activity “Important Thing” in Student study guides

**Instructional Plan:** *(How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)*

**Instruction Chunk #1: ( 1 lesson: 40 minutes)**

Introduce students to the story, Wolf Island by Celia Godkin.

1. Tell students to take a look at the title page and discuss if they see any examples of interdependence in the picture. Read the first page together and brainstorm examples of how the animals on the island depend on the island. (some animals ate the island’s grass and plants; some ate the insects; some ate the other animals.)
2. Have students read the rest of the story on their own. (Reading can be done whole class if you prefer). Tell them their purpose for reading is to find examples of interdependence on the island. Have students take notes on the reading chart.  
**AP#1 Students will identify examples of animals and the island relying on each other.**
3. After all students are finished reading, have students share their tri-charts with each other.
4. When students are done sharing, have them respond to the writing prompt: In the story, Wolf Island, the island and the wolves rely on each other. What happened when the wolf was removed to show us that they rely on each other? Use evidence from the text to support your answer. Give examples of how the island relied on the wolves and how the wolves relied on the island.  
**AP #2 Student will identify examples of interdependence in the story Wolf Island.**

---

**Instruction for Chunk #2: (1 lesson: 40 minutes)**

1. Continue class discussion about Interdependence by taking a look at an actual business and discussing other businesses that it relies upon in order to operate. For example: Panera Bread. Ask the class to give examples of another business that Panera needs in order to operate. Ask them to explain why Panera relies on that business. (For example: food service- they rely on this business because without the ingredients for their food, they would not be able to create their product. Discuss: Is the food service company mutually dependent on Panera bread?” Prompt students to discuss how the food service company needs Panera because without businesses like Panera, they would have no need to operate their business.
2. Put the PANERA WEB on the board- (concept map with Panera in the center and an arrow with a box toward each business it depends on. While discussing each business, you should also draw an arrow back from that business to Panera, since that business is mutually dependent on Panera for their business. (teachers can choose a different local business that students may be more familiar with). Brainstorm as a class to identify all other businesses that Panera is dependent upon.  
**AP #3 Students will identify businesses of which Panera is mutually dependent on.**
3. Web- Have students pick one and create an interdependence web around that business (which businesses does it rely upon and are those businesses mutually dependent on them) using the chart in their resource packet.

**AP #4 Students should be able to choose a business and use it to create an interdependence web on their own.**

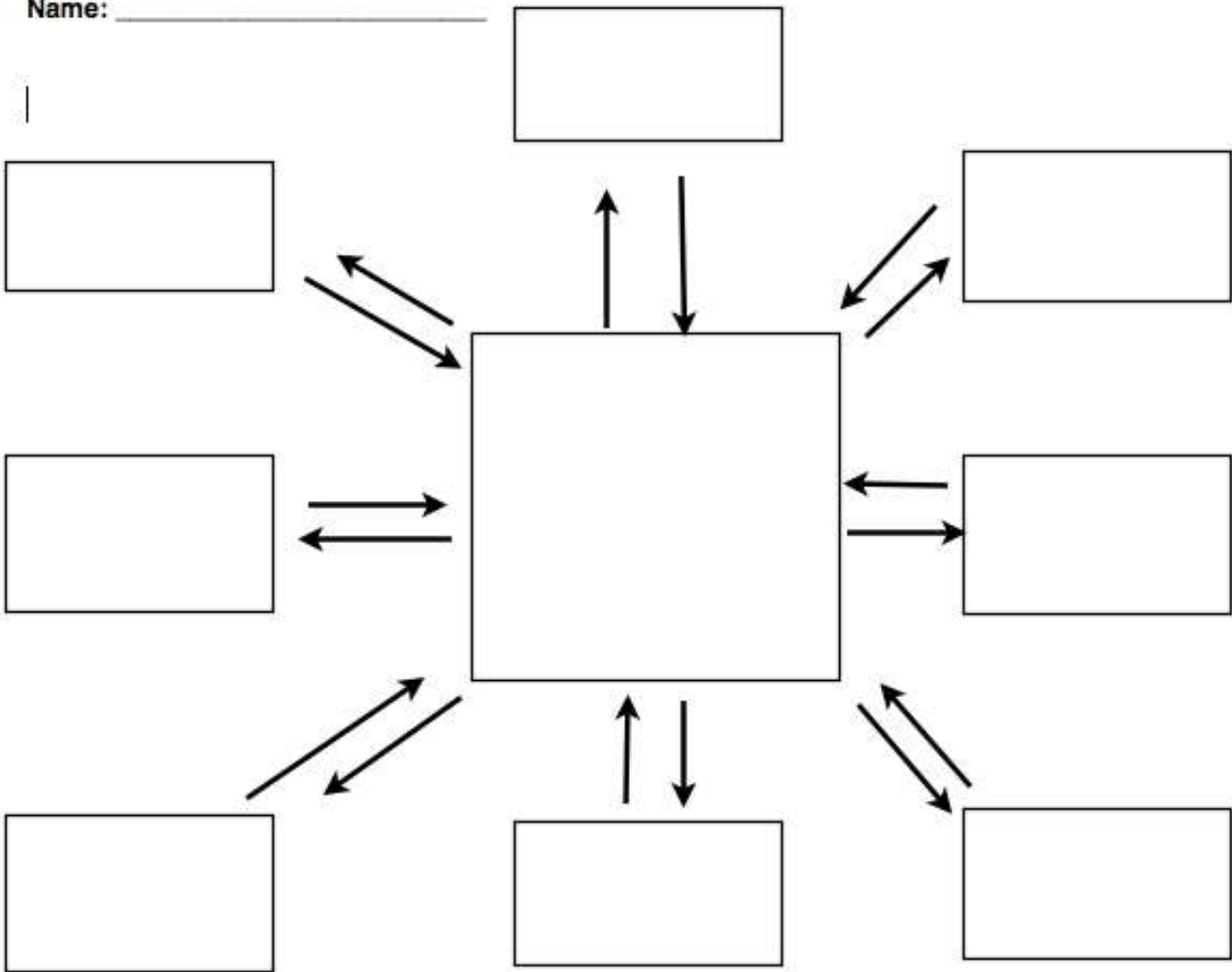
**Closure:**

THE IMPORTANT THING: Have students complete the summary paragraph about the important ideas of interdependence in business.

The paragraph starts with “The important thing about interdependence is ...” It should then contain three sentences that give additional details about interdependence. The last sentence should be the same as the first sentence except it begins with the word “but”. “But, the most important thing about interdependence is...”

Appendix N

Name: \_\_\_\_\_



## WRITING LESSON: OPINION WRITING

### Prerequisite:

Students should have understand the term “introduction” and “conclusion” and have some understanding of how to write an effective “introduction” and “conclusion”.

Students should be familiar with “linking words” or “transitional phrases”.

**Essential Question:** *(What question—from your [Student Learning Map](#) and based on your standards/grade-level expectations—will direct and focus this lesson?)*

- **What are the elements of an opinion piece?**
- **How do writers use reasons/examples to persuade others to agree with their opinion?**

### Standards:

3.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

d. Provide a concluding statement or section.

3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3)

3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 )

3.W.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Activating Strategies:** *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

Ask the students if they think cats or dogs make better pets? Then have a whole class discussion where students from each side give one reason why they chose the pet they did. Explain that just as they verbally shared their opinion with reasons and examples. Authors write opinion pieces to share their opinion and back it up with reasons and examples.

**Key Vocabulary to preview:** *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- Opinion Writing
- Persuade
- Argumentative
- Reasons/Examples
- Linking Words / Transitional Phrases
- Business letter

**Materials Needed:** *(What specific materials will you need to present this lesson?)*

### DAY ONE

- Student Economics Folders
- SMARTBoard or overhead projector

- [Appendix O](#): Opinion piece “Dear Baseball Leagues” (to be displayed on SMARTBoard/overhead and copy for each pair of partners)
- highlighters

#### DAY TWO

- Student Economics Folders
- List of opinion topics
- [Appendix Q](#): OREO Organizer

#### DAY THREE

- [Appendix Q](#): OREO Organizer
- Loose leaf paper

#### DAY FOUR

- Rough drafts from Day Three
- Loose leaf paper/computers/iPads to type letter
- [Appendix P](#): Self-reflection opinion writing rubric

**Instructional Plan:** (How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)

#### Instruction Chunk #1: (45 minutes)

1. Introduce “Opinion Writing” by sharing poster that gives information about this type of genre. (This can be displayed on SMARTboard file or printed)
2. Discuss elements of opinion writing such as taking a stand on one side of a topic, stating an opinion, providing reasons for the opinion, using examples to support the reasons, and restating the opinion to wrap up the piece. Explain that reasons give an explanation and answer “why”, while examples give a demonstration and answer “how”.
3. Display an example of an opinion piece on the SMARTboard/overhead (The sample that is included on .notebook file can be found at [http://readingrecovery.org/images/pdfs/Conferences/NC13/Handouts/Fielhauer\\_Opinion\\_Writing\\_Handouts.pdf](http://readingrecovery.org/images/pdfs/Conferences/NC13/Handouts/Fielhauer_Opinion_Writing_Handouts.pdf))
4. Read the piece aloud as the students follow along on printed copies. Give each partner a copy rather than every student to encourage discussion throughout the lesson. Using the turn-and-talk strategy ask students to identify where the author stated his/her opinion in the piece and use a highlighter to highlight the opinion statement. Have them code their text evidence by writing an “O” next to the sentence. Give the students 2-3 minutes to discuss and highlight and then have the partners share with the class. See if groups agree or disagree and lead the class to discovering the opinion statement. When you come to a consensus highlight and code the opinion statement on the SMARTboard/overhead copy.
5. Next, ask the students to find the FIRST reason that the author gives to support his/her opinion. They should also find the example that supports the reason. They can then highlight this and code the text with “R1” and “E1”. Again, have partners share and discuss if their reasons/examples are different. Once a consensus is reached, highlight the reason and example on the SMARTBoard/overhead copy.
6. Then, ask the students to find another reason the author gives to support his/her opinion. They should also find the example that supports the reason. They can highlight this second reason and example and code the text with “R2” and “E2”. Once again, be sure to have class discussion on reasons/examples that were highlighted. Depending if there are more than one other reasons students may not have the same reason/example. The Teacher may choose to highlight and code all of them that are found and explain that

authors may give multiple reasons to support their opinion and that the more the better to help persuade others.

7. Finally, have students identify and highlight the restatement of the opinion at the end. Highlight this on the SMARTboard/overhead copy.

**AP#1 Pass out a variety of opinion sample papers. Students will code the text highlighting the opinion, reason, and example. These can be used as a formative assessment as well. (Links to websites that provide sample papers can be found at the end of this lesson in the resource section)**

### Formative Assessment

[Exit Ticket](#) – What are the three elements that are found in all opinion pieces? (*an opinion with reasons and examples to support the opinion*)

### Instructional Chunk #2: (45 minutes)

*Activating strategy: May want to pass out [OREOs](#) and have students think how they may relate to opinion writing!*

1. Review how [OREO](#) can help author's organize an opinion piece. (Opinion, Reason, Examples, Opinion)
2. Review the elements of an opinion piece: state an opinion, provide reasons and examples, and restate the opinion. Introduce the [OREO graphic organizer](#) and explain how it can be used to help organize an opinion piece.
3. Place of copy of the organizer on the SMARTboard/overhead and model how it may be completed using the topic of a cat or dog being the best pet. Model completing the organizer with an opinion statement, reasons, examples, and a restatement of the opinion. Be sure to explain how stating and restating the opinion should be different. You may also want to review the difference between a reason and example from previous lesson.
4. Show students a list of items that they would need to make an opinion about, the best pet, serving ice cream at school, drinking soda at school, going to school year around, etc. (Look at the additional resources at the end of this lesson for additional ideas)
5. Have students choose a topic to write their opinion paper on. Have them complete the [organizer](#) with opinion, reasons, and examples. If students complete their organizer they may include additional reasons/examples. **AP#1 Students will complete an [OREO organizer](#) with an opinion, reasons, and examples**
6. Early finishers may want to use the back of the organizer to begin writing a rough draft of their opinion piece.
7. Give students time to share their organizers or rough drafts at the end of the period.

Teacher note: Students may keep this piece in their writer's notebook to complete at a later time, but will not complete this piece during the unit as the goal is to have introduction to organizer.

### Formative Assessment

Completed [OREO organizer](#)

### Instructional Chunk #3: (45 minutes)

1. Explain that author's use opinion pieces to convince people to share their opinion. They must use effective reasons and examples to do this.
2. Ask the students, "What business do you think we need in our community? What reasons or examples would you give to convince a business owner to bring their business to our neighborhood?" Have them turn and talk to a partner about this and then have students share with the whole class.
3. Explain to students that they are going to write an opinion piece sharing their idea for what business should come to our community. They will complete an [OREO organizer](#) and then work on a rough draft. Their

draft should include 5 paragraphs (intro – state opinion, paragraph 2 – first reason/example, paragraph 3 – second reason/example, paragraph 4 – third reason/example, conclusion – restate opinion.

\*Teacher Note – May want to tell students to leave room at the top of their rough draft as they will be turning this draft into a business letter so they can add the heading and date during tomorrow's lesson.

### **Formative/Summative Assessment**

[OREO organizer](#)

rough draft

### **Instructional Chunk #4: (60 minutes)**

1. Watch brainpop video on business letter ([www.brainpop.com/english/writing/businessletter/preview.weml](http://www.brainpop.com/english/writing/businessletter/preview.weml))
2. Explain that a business letter is “a formal way of communicating between two or more people. They may be informational, persuasive, or promotional. They should be typed.”
3. Review the elements of a business letter (state your purpose or opinion, provide facts and details to support your opinion, use correct punctuation/grammar, use formal and friendly voice.
4. On the SMARTboard or overhead show how a business letter is formatted with the date, heading, greeting, body, and closing.
5. Have students use their rough draft from the previous lesson and turn it into a business letter following the format.
6. They should revise and edit their pieces and complete the self-reflection rubric to show how they met the standards for opinion writing.

### **Formative/Summative Assessment**

[Opinion letter](#)

*may be used as formative assessment or could be graded for writing using rubric*

### **Formative Assessments:**

- [Exit ticket](#)
- [OREO organizer](#)
- [Opinion letters](#)

### **Additional Resources:**

- Have students open [OREO organizer](#) in Microsoft doc and type their information at <http://oakdome.com/k5/lesson-plans/word/common-core-graphic-organizer-oreo-opinion-writing.php>
- [Opinion Sample papers](#)  
[http://readingrecovery.org/images/pdfs/Conferences/NC13/Handouts/Fielhauer Opinion Writing Handouts .pdf](http://readingrecovery.org/images/pdfs/Conferences/NC13/Handouts/Fielhauer%20Opinion%20Writing%20Handouts.pdf) or [http://achievethecore.org/content/upload/ArgumentOpinion\\_K-12WS.pdf](http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf)
- Opinion Topics
  - Are video games helpful or hurtful?
  - Is a tomato a vegetable or fruit?
  - Should all kids have a cell phone?
  - Should kids have to do chores?
  - Should junk food be banned from schools?
  - Should there be zoos?



Dear Baseball Leagues of America,

I am a 10 year old girl who lives 5 minutes away from a baseball field. I play baseball and I'm on my first year varsity. I only have one year left of baseball because where I live they don't let girls play 7<sup>th</sup> grade ball, 8th grade ball and so on. Baseball is my life. I think girls should be allowed to play baseball above the varsity level.

First of all, some girls like baseball more than softball. In 2008, 1,012 girls played on high school baseball teams, says the national federation of state high school associations. But in many states, the high school teams are not available for girls.

Secondly, if girls don't know how to play softball and they switch from baseball to softball it will be very hard because they won't know how to play. Because a softball diamond is a lot smaller than a baseball diamond, softball bats cannot be bigger than 2 1/4 inches or longer than 34in and a baseball bats cannot be bigger than 42in or thicker than 2 3/4, and the pitchers mounds are different. The baseball mound is 60 feet from home plate and a softball mound is 50 feet away from home plate.

Thirdly, people say girls aren't built like boys and can't take pain. Well if you know the rules of baseball then you wouldn't get hurt as easily as you would if you did know how to play. Let's say you're 12 years old and you decide you want to play baseball so on your first game you're up to bat and you get hit well you probably wouldn't of got hit if you know the rules of baseball.

In conclusion, I think girls should be able to play baseball above the varsity level. You baseball leagues should let girls play baseball instead of softball. Last year a boy named Noah on my team said, "If you have to go to softball Rylie, than I will too." Now that shows respect.

Sincerely,

Riley

NAME: \_\_\_\_\_



## OPINION WRITING Self-Reflection

CCSS 3.W.1	I met this standard	I did not meet this standard so I need to revise
I INTRODUCED my topic with an interesting introduction.		
I STATED my OPINION		
My paper is organized with ideas grouped together in paragraphs.		
My paper is organized with REASONS and EXAMPLES to support my opinion.		
I used LINKING WORDS to connect my opinion, reasons, and examples.		
I CONCLUDED my piece by restating my OPINION and wrapping up my text.		
I used correct conventions (spelling, capitalization, punctuation, grammar)		
I used the business letter format correctly.		

NAME: \_\_\_\_\_

# OREO Opinion Organizer



**Opinion - State your opinion.**



**Reasons – Explain the reasons for your opinion.**

1.

2.

3.



**Examples - Give examples to support your opinion.**

1.

2.

3.



**Opinion - Restate your opinion.**

# FRANKTON CITY MAP







Hey there! My name is Joe. I am a plumber for the city of Frankton. Work has been really slow lately and I haven't been getting a lot of calls. I wish someone would build something new so I could get work installing new plumbing.



Howdy folks! My name is Harold. I am a dairy farmer and Moos-R-Us dairy farm in Frankton, Delaware. We have a ton of cows and produce some of the freshest milk around. Give us a call; we would be happy to do business with you!



Hi friends! My name is Karen. I am the Vice President of The Electric Company of Frankton. I just wanted to let you know that we are an excellent choice for all of your electric needs. We have great rates and excellent service.



*Hey guys! My name is Mary. I am a senior at Frankton High School. I love going to the movies! What is your favorite movie? I really love romantic comedies.*



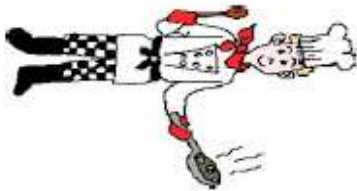
Hi there! My name is Mike and I am the general manager at Furniture Factory. We just opened a new store and Frankton and are very excited to share our new home and kitchen line. We have everything you could ever need to furnish your new home or business. Stop on by and check out our great deals!



**How's it going? Jerry- Fitness is really important to me. I wish there was a gym in our small town of Frankton so I can keep working on my huge bicep muscles!**



*Hey guys! My name is Sue. People around town would describe me as fun and fashionable. I love to get my nails and hair done. I wish I could find somewhere to go every two weeks so I can stay looking beautiful!*



Hello. My name is Jacob. I just graduated from culinary school and am looking for a career in the restaurant business. I wonder if there will be any local openings in the near future.



Hi! My name is Tricia. I am a mom of three lovely girls. My children and I are really getting tired of eating at Burger Bites after dance each week. I really wish there were healthier options available for my girls and I.



Howdy! My name is Bob. I own produce stand with my son Jake. We have the freshest fruits and veggies in town. You should stop by and try our strawberries. They are delicious!!

# Template Task Resources

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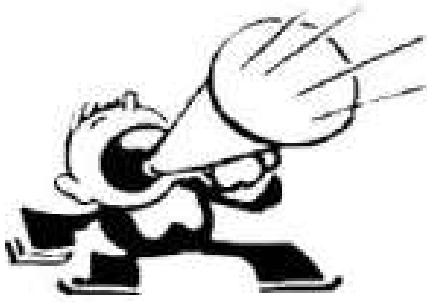
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Dear \_\_\_\_\_,





# TEMPLATE TASK WRITING

## Self-Reflection

CCSS 3.W.1	I included this.	I did not include so I need to revise
I INTRODUCED my topic with an interesting introduction telling about myself and the business I want to open.		
I STATED my OPINION of the business the mayor should open.		
I have a paragraph that explains how my business meets the needs/wants of the community with reasons and examples.		
I have a paragraph that explains the types of resources my business will use with reasons and examples.		
I have a paragraph that explains how my business is interdependent with reasons and examples.		
I used LINKING WORDS to connect my opinion, reasons, and examples.		
I CONCLUDED my piece by restating my OPINION and wrapping up my text.		
I used correct conventions (spelling, capitalization, punctuation, grammar)		
I used the business letter format correctly.		



## Text Complexity Analysis of

Marcia's Great Idea (title)

by Hope Smith (author)

Recommended Complexity Band: 4-5 grade

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

The focus of the story is a girl who uses productive resources to start her own lemonade stand. It has a single level/layer of meaning.

**Text Structure:** (Briefly describe the structure, organization, and other features of the text.)

No shifts in point of view; events are in chronological order; largely simple text structure, more explicit than implicit.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

Subtle use of figurative language or irony  
Mostly familiar, conversational language with some academic language, appropriate to economics.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

Middle low: Text requires minimal life experiences; there is common to many readers.  
No references to other texts  
Requires some literary knowledge

### Text Description

**Briefly describe the text:**

The text is a story about a girl who uses productive resources to start her own lemonade stand. She creates the business for economic gain.

### Quantitative Measure

**Complexity Band Level (provide range):**

Grade Band- 4-5 grade

**Lexile or Other Quantitative Measure of the Text:**

770- meets CCSS range  
Flesch-Kincaid- 3.3

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

No graphic supports for the text.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Differentiation/Supports for Students:**

Use assistive technology for auditory support  
Kid-friendly vocabulary supports

### Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

The team feels that this text is appropriate for third grade. The organization and knowledge demands are appropriate for third grade students. Even though the Lexile recommends at 4-5th grade band, the text uses vocabulary and structure are appropriate for third grade.

Optional: Created by \_\_\_\_\_ (name, state, e-mail, date) Reviewed by \_\_\_\_\_ (name, state, e-mail, date)



## Text Complexity Analysis of

Wants and Needs (title)

by Meghan Catts (author)

**Recommended Complexity Band:** 4-5 (stretch)

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

The purpose of the text is easy to identify based upon the context.

**Text Structure:** (Briefly describe the structure, organization, and other features of the text.)

The organization of the text makes it somewhat complex. There are connections between the ideas. Headings are used for each section to show the difference between human and community wants and needs.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

The language is largely explicit and easy to understand. The vocabulary is somewhat complex, yet subject specific. The sentence structure is fairly simple, with some more complex constructions.

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

Little background knowledge of wants and needs is needed. Some discipline specific vocabulary knowledge is required.

### Text Description

**Briefly describe the text:** The text provides information about human wants and needs as well as community wants and needs. The purpose it to help students think about what impact wants and needs have on economic decisions.

### Quantitative Measure

**Complexity Band Level** (provide range):  
4-5 grade (stretch)

**Lexile or Other Quantitative Measure of the Text:**  
950  
Flesch- Kincaid: 8.3

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

Due to sentence length and word count, the text may be difficult for some students. There are not graphics to support the content ideas.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
3RI2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.  
3RI7 – use Information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

**Differentiation/Supports for Students:**

Use assistive technology for auditory support  
Kid-friendly vocabulary supports

### Recommended Placement

**Briefly explain the recommended placement of the text in a particular grade band.** The team feels that although the Quantative Measure indicates that the text belongs in the 4-5 grade band (stretch), the team believes that organization and knowledge demands of the text are appropriate for the purpose of which the text is being used, as a whole class read aloud and discussion piece for third grade.

Optional: Created by \_\_\_\_\_ (name, state, e-mail, date) Reviewed by \_\_\_\_\_ (name, state, e-mail, date)



## Text Complexity Analysis of

Wolf Island *(title)*

by Celia Godkin *(author)*

Recommended Complexity Band:

### Qualitative Measures

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

The text has a single layer of meaning. Students will be expected to analyze, gather and apply details.

**Text Structure:** *(Briefly describe the structure, organization, and other features of the text.)*

The structure is largely simple, more explicit and largely conventional. The order of events is chronological and there are no shifts in point of view. Previewing and discussing graphics prior to reading would be appropriate for the purpose of tying it with interdependence.

**Language Features:** *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Subtle use of figurative language and irony.  
Largely familiar language- previewing of content specific vocabulary words would be appropriate.

**Knowledge Demands:** *(Briefly describe the knowledge demands the text requires of students.)*

Background knowledge about balance and interdependence will need to be discussed with students.  
Explores a single complex theme of balance and interdependence.  
The idea of balance should be familiar to students and interdependence was previously taught in this unit.

### Text Description

**Briefly describe the text:**

This is a narrative non-fiction piece that blends nonfiction and fiction elements. The story is about an island habitat and the imbalance that can occur when a part of the habitat is removed.

### Quantitative Measure

**Complexity Band Level** (provide range):  
450-725 L

**Lexile or Other Quantitative Measure of the Text:**  
Flesch-Kincaid: 6.8

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Differentiation/Supports for Students:**

Use of assistive technology for auditory presentation as well as including links with graphics and kid-friendly vocabulary

### Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band. The qualitative measures for this text are appropriate for third grade. The team feels that although the quantitative measure is for sixth grade level, we feel the text is appropriate for the purpose it is intended for this lesson.

Optional: Created by \_\_\_\_\_ (name, state, e-mail, date) Reviewed by \_\_\_\_\_ (name, state, e-mail, date)





## Text Complexity Analysis of

A Chair for My Mother *(title)*

by Vera B. Williams *(author)*

**Recommended Complexity Band:**

### Qualitative Measures

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

This story has multiple themes but the meaning is not very complex. Used as a read aloud for discussion and analysis, students will not need to work in advance on meaning.

**Text Structure:** *(Briefly describe the structure, organization, and other features of the text.)*

Largely simple structure. Preview and discussion of graphics may be helpful for some students.

**Language Features:** *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Largely contemporary, familiar language. Will be appropriate for class read aloud. Discussion of key vocabulary ahead of time will aid students in understanding.

**Knowledge Demands:** *(Briefly describe the knowledge demands the text requires of students.)*

Discussion of loss and family wants/needs should be introduced to students prior to reading. Allow ample times throughout the read aloud to stop and discuss with students.

### Text Description

**Briefly describe the text:**

A story about a family that loses everything in a fire and must make some financial decisions along with the help of their community. Themes include family, community, wants/needs

### Quantitative Measure

**Complexity Band Level** (provide range):  
450-790 2-3 grade

**Lexile or Other Quantitative Measure of the Text:**

640L

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

Since this is being used as a read aloud, no challenges are noted.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

3RI1

3RI2

3RI7

**Differentiation/Supports for Students:**

Review of vocabulary and graphics

### Recommended Placement

**Briefly explain the recommended placement of the text in a particular grade band.**

The team feels that this text is appropriate when used as a read aloud for third grade to discuss family and community needs/wants.

Optional: Created by \_\_\_\_\_ (name, state, e-mail, date) Reviewed by \_\_\_\_\_ (name, state, e-mail, date)

## Economics Vocabulary graphic organizer

WORD	MEANING	DESCRIPTION or EXAMPLE	HELPFUL INFORMATION
economics			
needs			
wants			
producer			
consumer			
productive resources			

## Economics Vocabulary graphic organizer

Natural resources			
Human resources			
Capital resources			
interdependence			
community			
business			