

# FINANCIAL LITERACY LESSON PLAN

5E Instructional model, <http://sd54.org/science/5es/>

**GRADE:** Second Grade  
**SUBJECT:** Earning Income and Buying Goods and Services  
**UNIT/LESSON TOPIC:** Unit- Building a Classroom Community

## Content Standards and Objectives:

M.2.1 --use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.

M.2.9 -- fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.  
(CCSS Math.2.NBT.5)

M.2.21--solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? (CCSS Math.2.MD.8)

SS.2.E.1--investigate various occupations and career opportunities and how they have changed within the state and nation.

SS.2.E.3--design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).

SS.2.E.4--explain the role of banks in saving for future purchases and create a graph reflecting savings over time.

**Financial Literacy Content Objective:** Earning income, buying goods and services, and saving.

### 1. Engage:

- Access prior knowledge on community. (jobs, stores they might visit, buying a toy or games ect.)
  - Discuss classroom job positions.
  - Discuss the benefits of having and keeping a job.
  - Brainstorm about how you and your family would benefit from a steady income.
  - Job positions would be as follows:
    1. Banker, earning \$125 a week.
    2. Policeman, earning \$130 a week for writing classroom violations.
    3. Mailman, delivering checks and tickets earning \$115 a week.
    4. Recycler, earning \$110 a week.
    5. Record keeper, earning \$140 a week.
- \* There may be multiple of each position.

## **2. Explore:**

- Allow students to explore the room and visit stations set up describing our classroom jobs.
- Students will use their Ipad to scan the Aurasma app to watch a short video about each job.
- In the video, it will list the job responsibilities and pay.
- The Aurasma app is an interactive app where you can scan a picture and a video pops up (that the student has made) describing a job.

## **3. Explain:**

- Bring students back together and answer any questions they may have over a particular job or pay rate.
- Allow students to complete applications for their desired position.
- Students may ask if a position is permanent. This can be changed at the end of a semester OR unless they lose their job.
- Students may lose a job for discipline referrals or lack of keeping up or understanding the position.
- You would need to set guide lines in the beginning on the rules of being hired and fired from a position.

## **4. Elaborate/Extension:**

- In our classroom community each student will buy or rent their desk on a weekly basis. \$100 per week or \$300 paid in full.
- Each student will receive a paid classroom job.
- A monthly check will be written to each student at the end of each month.
- Students can also receive fines for violations in the classroom rules. This will begin to teach each student classroom pride and responsibility.

## **5. Evaluate:**

- Maintain an ongoing dialogue with each job holder. Monitor their successes and offer assistance when needed.
- I think it would take a lot of preparation in the beginning but I feel students will quickly begin to see how a community takes everyone working together.
- Encourage parent involvement with not only preparation but helping with math and recording skills.
- At the end of each month give an award for the "Biggest Saver".