

FINANCIAL LITERACY LESSON PLAN

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

GRADE: _3rd through 5th
SUBJECT: Math and ELA
UNIT/LESSON TOPIC: Developing a Fundraising Plan

Brief Description:

This plan could be used in conjunction with the “Planning a Field Trip Lesson”. The plan fits into the extension piece of the previous plan. Students should still track the money raised throughout the year as listed in “Planning a Field Trip”. This lesson would allow students an in-depth look at fundraising options and being able to plan and implement a feasible fundraiser for the class.

Content Standards and Objectives:

ELA.3.26 Conduct short research projects that build knowledge about a topic.

ELA.3.27 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELA.3.33 Report on a topic or text; tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherently.

M.4.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

ELA.4.26 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELA.4.27 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

ELA.4.33 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

M.5.10 Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between related operations, relate the strategy to a written method and explain the reasoning used.

ELA.5.26 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA.5.27 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

ELA.5.33 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA.5.34 Include multimedia components (e.g., graphics and/or sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Financial Literacy Content Objective: (what aspect of financial literacy does your lesson address? For example: <http://councilforeconed.org/resource/national-standards-for-financial-literacy/>

- Earning income

- **Buying goods and services**
- **Saving**

1. Engage: (10-15 minutes)

After completing the *Planning a Field Trip* lesson, the teacher will present the field trip that the students have selected.

The teacher will review with students the selected activities and verify that the amounts for admissions, food, and transportation are all correct.

The class will make any adjustments to the total budget that is needed.

Ask the students to brainstorm different types of fundraisers i.e. sales, raffles, donations, etc.

Have students group the ideas into categories such as products or services.

2. Explore: (1-2 class periods)

- Put students into groups of 3 or 4.
- Assign each group one category from the list created during brainstorming. (more than one group may end up with each category)
- Students will make a pros and cons list for their category. (Some Internet research or class discussion may be necessary to build background as to fundraisers this category may include.)
- The group will present their pros and cons to the class.
- Have a class discussion and come to a consensus as to which type of fundraiser the class would like to carry out.
- During the class discussion, ask questions such as: "What are the benefits to this type of fundraiser?" "What problems may arise?" "What would the projected profit be for our class?" "Who would the consumers be for this type of good/service?"
- Make a decision as a class as to the type of fundraiser that will be conducted.

3. Explain: (1-2 class periods)

- After the type of fundraiser has been selected, each group will conduct research (via Internet, interviews with those that have conducted the fundraiser previously, e-mail, etc.) to determine a specific fundraiser in that category that would be appropriate and profitable for their class. For example, if a class choose goods, they may choose to conduct a pepperoni or hot roll sale. If services was selected, they may research raking leaves in the neighborhood.
- Each group would determine how much profit might be expected from their anticipated fundraiser. They will list the amount to be charged and any expenses that they will have.
- Groups will then develop a presentation to present the needed information. This can be done via PowerPoint, Video, Brochure, etc. Hand out the attached rubric to guide students in creating their presentation.
- Groups will present their presentations to the class. Use attached rubric to score presentations.
- The class will determine which fundraiser their class will work on for obtaining funds for their trip.

****Optional**** Parents could be invited to class for the presentations to give input into the fundraisers being selected.

4. Elaborate/Extension: (1 class period and then ongoing)

- The class will then proceed with planning the fundraiser together.
- Be sure to complete any paperwork that may be necessary to get the fundraiser approved.
- If expenses are to be incurred, come up with a plan to cover those expenses (whether it be class money that already exists or donations from parents/businesses)
- Develop necessary forms for the fundraiser.
- Have students develop a flyer or poster to advertise their fundraiser.

5. Evaluate:

- Students will create a profit and loss sheet for the fundraiser. The teacher will observe the class and provide assistance as necessary.
- Students will complete the necessary math operations to track the earning and spending of the money.
- Students will evaluate the fundraiser by writing a paragraph to justify the success or failure of the fundraiser.

Fundraiser Presentation Rubric

	5 pts.	3pts	1pt.	Score/Comments
Explanation of ideas and information	Selected fundraiser, explained fundraiser, gave profit amount, explained expenses	Selected fundraiser, explained fundraiser	Selected fundraiser	
Organization	Includes everything required, presents ideas in an order that makes sense, organizes time well	Includes everything required, presents ideas may be in an order that is confusing	Presentation is missing required components	
Presentation Aids	Uses well-produced media to present the information. Media enhances the information.	Uses media to present the information; however, they may distract instead of enhance the topic.	Does not use any form of media in the presentation.	
Teamwork	All members of the group participated in the presentation. There is evidence that all members contributed to developing the presentation.	All members of the group participated in the presentation.	Only part of the group members participated in the presentation.	
Overall Comments:				Total Score: