

## Unit 3-3, Spring Semester: Meeting Our Needs

### *Alternate Specialized LEADS Unit*

**Time frame for units:** Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

#### **Theme Overview:**

“**Meeting Our Needs**” was selected for a 16-week interdisciplinary study of economics. The goal of this unit is for students to be able to understand how the economy works and the functions of money in society. Through their research students will investigate how money is used in ways that will meet the various needs of both the producer and the consumer. Students will read a variety of literature including fantasy, realistic fiction, and nonfiction. The thematic unit will incorporate language arts and social studies standards. Students will be able to work as individuals, on teams, and in small groups.

**Please refer to LEADS Unit 3-3 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.**

#### **Language Arts Materials**

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 3<sup>rd</sup> grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: Lunch Money (DRA 34) by Nancy Edwards

Owen Foote, Money Man (DRA 28-30) by Stephanie Green

Rent a Third grader (DRA 38) by BB Hiller

**NOTE:** *\*\*If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.\*\**

**Guided Reading:** No Money, No Problem (DRA 24-28) by Kane Press

Jaguar’s Jewel (DRA 28) by Ron Roy

Pet Peeves (DRA 20-24) by Kane Press

The Goose’s Gold (DRA 30-34) by A to Z Mysteries

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

## Social Studies Materials

American Reading Company's Economics Kit (1<sup>st</sup> –3<sup>rd</sup> grade level)

The baskets of single titles are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

### Nonfiction Social Studies Texts:

DRA	Title
4	Shopping with Dad
6	New Clothes
6	Tess Went To Work
6	I Work At Night
6	People Work at the Supermarket
6	Mr. Jay's Bad Day
10	The Shopping List
10	Job: Making and Helping
16	What's On the Ship
24	Work Vehicles

The following pages contain the LEADS Unit 3-3 "Meeting Our Needs" including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

## Unit 3.3:

### Theme: Meeting Our Needs

### Social Studies Topic: Economics

Core Novel

**Lunch Money**

Guided Reading  
Below Level

**Owen Foote,  
Money Man**

Guided Reading  
On Level

**Ramona Quimby,  
Age 8**

**Rent a Third Grader**

Guided Reading  
Above Level

**Tarantula Shoes**

**101 Ways to Bug  
Your Parents**

## **Third Grade Unit 3**

### **Theme Overview:**

The theme “**Meeting Our Needs**” was selected for an eight-week interdisciplinary study of economics. The goal of this unit is for students to be able to understand how the economy works and the functions of money in society. Through their research students will investigate how money is used in ways that will meet the various needs of both the producer and the consumer. Students will demonstrate an understanding between a want and a need and explain how to choose wanted goods and services depending upon the supply and demand. Students will read a variety of literature including fantasy, realistic fiction, and nonfiction. The thematic unit will incorporate language arts and social studies standards. Students will be able to work as individuals, teams, and in small groups.

### **Driving Questions:**

- What is the role of money in society?
- Why and how do people earn and save money?
- Describe the relationship between available resources and the production of goods and services.
- Identify the role of the producer and consumer and the influence on the community.
- Describe the relationship between supply and demand and wants and needs.
- Explore the theme of changing values in the core text and compare and contrast it to a guided reading text.

## **New Jersey Core Curriculum Content Standards specific to this unit:**

### **Social Studies**

**STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.**

- A.1. Distinguish between goods (e.g., objects) and services (e.g., activities).
- A.2. Distinguish between a want and a need and explain how to choose needed goods and services.
- A.3. Explain the three functions of money in the economy.
  - ✓ Medium of exchange (e.g., buying)
  - ✓ Measure of value (e.g., price comparison)
  - ✓ Store of value (e.g., saving)
- A.4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.
- A.5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.
- A.6. Define consumers as buyers and producers as workers and sellers.
- A.7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
- A.8. Describe how to earn and save money in order to purchase a needed or desired item.

## **Materials**

Suggested core novel:

- *Lunch Money* by Andrew Clements (C)

**Possible core novels and/or authentic guided readings:**

- *Lunch Money* by Andrew Clements (C)
- *Tarantula Shoes* by Tom Birdseye (C)
- *101 Ways to Bug Your Parents* by Lee Wardlaw (C)
- *Ramona Quimby, Age 8* by Beverly Cleary (A)
- *Rent a Third Grader* by B.B. Hiller (A)

**McMillan McGraw Hill Reading:**

- Max Malone (book 1, unit 1)

**Guided Reading:**

**McMillan McGraw leveled readers:**

- Special Delivery (M)
- Carmen's E-mail (N)
- The Kings Oranges (N)

**Independent reading/research:**

- National Geographic Ancient Civilizations Series
- Person Scott Foresman Literature Libraries
- Pearson Scott Foresman Multi Levelled Library

<b>Pearson Scott Foresman leveled readers:</b>	<b>F&amp;P</b>	<b>DRA</b>	<b>Lexile</b>
• Do I Really Need It?	K	20	640
• Save It or Spend It	N	30	690
• What Money is All About	P	38	880
• Let's Make a Trade	J	18	660
• It's a Fair Swap	F	10	590
• Our Economy	M	28	810
• The Economy and How it Works	O	34	850
• The American Economy	R	40	960
• What is My Economy Like	S	44+	780
• Good and Services	O	34	600
• From Sea to Shining Sea	Q	40	810

**Teacher Resources:**

[www.ideportal.com](http://www.ideportal.com)

This website gives you access to the IDE portal where you can locate many helpful resources along with project ideas. (Located on your desktop)

[www.webquest.org](http://www.webquest.org)

This website allows you to search web quest activities related to various topics.

[www.edhelper.com](http://www.edhelper.com)

This website gives you valuable material for most pieces of literature you may use.

[www.sfsuccessnet.com](http://www.sfsuccessnet.com)

This website gives you access to all of the titles available through the Pearson package along with hundreds of others that can be printed as well as listened to on the computer. It uses a keyword as well as a level search to find books related to any of your lessons.

### **Ramona Quimby, Age 8**

<http://dm023.k12.sd.us/lesson%20plan.doc>

This website gives ideas for vocabulary, comprehension questions, and activities that relate to each chapter.

<http://www.stmschoolpa.com/third%20grade%20web%20quest/Ramona%20Quimby,%20Age%208.html>

This website gives ideas for vocabulary, comprehension questions, and activities that relate to each chapter.

### **Audio-Visual**

#### **Movies:**

- Annie
- Shiloh

#### **Pearson Scott Foresman Package:**

- Video Field Trips Package
- Songs and Music Audio CD
- Leveled Reader Database Online Access Pack

United Streaming Video Clip Library

<http://streaming.discoveryeducation.com/>

Graphic Organizers

### **Suggested Student Activities**

#### **Theme introduction activities:**

LEADS Alternate Specialized Unit 3-3

- Discuss goods vs. services.
- Distinguish between a want and a need.
- Discuss supply and demand and how they are related. (Ex: Nintendo wii, the demand is high and the supply is limited)
- Explore the functions of money by discussing what students do with their own money.

**Core text activities:**

- Listen to daily read alouds and discuss vocabulary words.
- Discuss literary elements including main idea, plot, character, and setting.
- Explain the aspects of theme through a piece of literature.
- Use daily read alouds to model summarization by paragraph, page, chapter, etc.

**Short-term projects that can result in various long-term PBLs:**

**~Focused on Marketing**

1. Research items to sell and set a price that incorporates a profit.
2. Make a poster advertising the sale of an item.
3. Research local charities and determine the services that they provide.
4. Choose an item you want and write a persuasive letter to your parents urging them to buy it for you.
5. Make a list of wants and needs, compare with other groups/people to determine any discretion and give rationales for why you consider it a want or a need.

Possible long-term PBLs:

**~Marketing**

1. Identify and research an item produced locally. Determine what local resources affect its production and distribution.
2. Research a nationally marketed item and identify the company's production facilities. What factors in that community make it a desirable location for that item.
3. Create a "business" that you can do to earn money and make a profit. Advertise your "business" to entice people to visit/spend money on it.
4. Develop a marketing plan to sell an item or promote your "business" in order to raise money for a local charity. Present your plan to the Teacher/Principal/Board of Education to obtain approval to put your plan into action.
5. Compare severally nationally marketed products or services. Determine if the location of the products have an impact on the type of services or products developed

**~ Money Earning and Spending**

1. Develop a system that allows students to earn "money" in the classroom. Students are responsible for saving their money and keeping track of their earnings in their "bank book". Students have the option to spend the money they have earned in various ways in the classroom.

**~Theme**

2. Compare and contrast the theme in your core novel to your guided reading literature. Write a five-paragraph essay following the process of writing sequence.

Assessments:

- **Informal daily observations**
- **Writing conferences**
- **Anecdotal notes (guided reading and guided writing)**
- **Rubrics**
  - **Writing rubric**
  - **Speaking rubric**
  - **Oral presentation**

Final project