**Barter & Trade Lesson Plan**

**Subject:** Social Studies- Economics **Grade:** 3rd Grade

**Group:** Homeroom **Date:** 2/26 – 2/28

**Objectives:**

SS.300.40.02 Economic Systems and the Role of Government in the Economy

* [a.1](#Lesson1) Identify markets that are not face-to-face meetings, such as Internet shopping, phone ordering, or catalog shopping.
* [a.2](#Lesson2) Describe how countries around the world trade in the global market.

**Instructional Procedures:**

(Feb 26th- 2:00-2:40pm**)**

**Good and Services:**

1. The students will start by taking about ‘goods and services’. Have the students think-pair-share about what services they go to. Write them on the board. (ie. Haircut, baseball lessons, oil changed, dog walking, and shoveling snow).
2. Create a list on the white board of all the services the students share.
3. Then ask each student to go back to his or her seats with one sticky note. Each student will write down the service that they think they could offer.
4. Have each student quickly say their service and stick it on the board.
5. Then have them sit back on the carpet to read the book, Goods- Lemonade stand.
6. During the book, ask a few questions about some of the student’s favorite goods like food, clothes, and toys.
7. Hand out the baggies of photos (12 cards total, 6- pictures of goods & 6- pictures of services)
8. Give the students a number and have them find their partner. Together they will sit on the floor and sort the cards between goods and services.
9. Have the students check their work and correct any that were wrong.
10. Finish the day’s lesson with a song about Good’s and Services. Have the students glue the words in their journals.

Goods and Services

Tune: Mary Had a Little Lamb

Goods are things we touch and feel,  Touch and feel,  Touch and feel.

Goods are things we touch and feel.

An apple is a good.

Note: Students will choose other items to substitute for "apple" in the last line of the song.

Services are things we do for others,  Do for others,  Do for others.

Services are things we do for others.

Teaching is a service.

  Note: Students will choose other items to substitute for "Teaching" in the last line of the song.

<http://tinyurl.com/kaq28tt>

 (Feb. 27th- 2:00-2:40pm)

**Barter and Trade:**

1. Briefly review ‘goods and services’ from yesterday.
2. Let the students know that today we are going to talk about the history of money, barter and trade. <http://tinyurl.com/pqo83nf>
3. Have the students sit on the carpet and watch this video. Pause at the following times to ask question and allow time for discussion.
	1. :28 seconds pause the video – (What was the last thing you bought? How did you pay for it)
	2. :59 seconds pause the video – (What is barter/trade?)
	3. 1:22 – (What are some of the forms of money we use today?)
	4. 1:29 – (How does money not have value?)
	5. 1:49 - (What is a trade? What sort of things could you trade?)
	6. 2:22 - (Do you think the clerk will take their new money?)
	7. 2:45 – (What is currency?)
	8. 2:57 – (Why do you think he let them have the bear?)
	9. 3:24 – (What is another word for skill?) (answer – services)
	10. 4:43 – (What were two ways we still trade today?)
	11. End of the video – (Why wouldn’t Mrs. Coin take the bed sheet set?)
	12. (Why do you think they traded instead of using money?)
4. Wrap up the lesson by having the students write a paragraph about what they learned for today’s lesson.

**Assignment (Independent Practice)/Homework:**

Make a list of things that you could barter or trade for something else. Create another list on things that you would want to trade for. Write a couple sentences about the video you watched today and what some of the terms meant.

**Note below any Modifications (IEP, ILP, ELL and Special Needs):** I am letting the students use different types of ways to communicate their ideas. They will use think-pair-share, group work, partner game, writing on sticky notes, and questions/answer. The student will be able to receive the information different ways.

**Reflection:**

I think most of all, the students loved to see the video that had my dog. They love the stories I tell about Fergus and they were engaged to see him in there. I told them in the beginning that he would be making a debut to teach them what Barter and Trade was. The students always enjoy working with a partners, and thought that the matching game was fun. They did do it a little faster then I had thought. Next time, I would do two things different; create a title card for good and one for services, and added more cards to sort.

The rest of the lesson went great; the students did a great job at their verbal discourse in answering their questions during the video as well as writing what they had learned from the day. The students are now asking if they can make their own videos for school too.

**Resources:**

Website where I got the song:

http://www.kidseconposters.com/singalongs/goods-and-services/

**Lesson Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage Five Component**  | **4** **Exemplary**  | **3** **Proficient**  | **2** **Basic**  | **1** **Unsatisfactory**  |
| **Lesson Plan**  | Lesson plan is complete and reflects clear connections between standards, curriculum, objectives, procedures, assessment, and closure. The lesson plan reflects effective teaching practices that are appropriate and varied for the needs of the students. The lesson plan provides feedback to teacher on its effectiveness regarding student learning.  | Lesson plan is complete and reflects connections between standards, curriculum, objectives, procedures, assessment, and closure. The lesson plan reflects effective teaching practices that are appropriate and varied for the needs of the students. The lesson plan provides some feedback to teacher on its effectiveness regarding student learning.  | Lesson plan is complete and reflects few connections between standards, curriculum, objectives, procedures, assessment, and closure. The lesson plan reflects some effective teaching practices. The lesson plan provides feedback to teacher on its effectiveness regarding student learning. The lesson plan provides little feedback regarding student learning.  | Lesson plan is not complete and reflects no connections between standards, curriculum, objectives, procedures, assessment, and closure. The lesson plan does not reflect effective teaching practices that are appropriate and varied for the needs of the students. The lesson plan provides no feedback regarding student learning.  |
| **Lesson Plan** **Effectiveness**  | The lesson implementation reflects the detail to which the plan is intended. The lesson results in student learning.  | The lesson implementation reflects the intent of the lesson plan. The lesson results in some student learning.  | The lesson implementation does not always reflect the intention of the lesson plan. The lesson results in little student learning.  | The lesson implementation reflects disorganization and uncertainty. There is not connection between the plan and its implementation. The lesson does not result in student learning.  |