Financial Literacy 5 E Lessons

What resources is the DPM creating?

* Two 5 E lessons for each elementary grade (k-4) that pertain to Financial Literacy concepts. No all TEKS need to be used, just what fits in the lesson.

What should I know about DPM Lesson Plans?

* Use the template provided below.
* If Dr Pepper can be used as an example, then by all means use it. But you do not need to feel limited by Dr Pepper.
* Links to videos on youtube or books on amazon are fine (copyright is different with Museums than schools and we are not charging for any of these resources).
* All materials mentioned in the lesson must be provided.
* Pictures can be found on Unsplash.com

What is the purpose of these lessons?

* We provide practical professional development to help teachers incorporate economics education into every subject throughout the year.
* These lessons are for k-4 Math teachers in Midway ISD. Unlike with Social Studies, time isn’t a problem for Math concepts. Engagement in math activities can be difficult, so the purpose of these lessons is to make Financial Literacy lessons engaging. Our goal is to make it as easy as possible for teachers to teach these lessons (they have enough to deal with).

What is a 5 E lesson?

* 5 E lessons are designed to engage a student’s natural curiosity and discovery process.
* Engage (hook), Explore (observe/discover more information), Explain (teacher explanation/direct teach), Elaborate (kids apply the concept), and Evaluate (exit ticket, test question, reflection…).

Financial Literacy and 5 E: *Insert Lesson*

*Lessons from the Dr Pepper Museum to help you teach financial literacy in an engaging way.*

Objective: SWBAT *insert*

TEKS: *insert*

*Insert TEKS*

|  |  |  |
| --- | --- | --- |
| Day | Tool | Connection |
| Day 1 Engage | Do:  As a class, *insert* | Say:  Tell students that *“ insert* “ |
| Day 2 Explore | Play Video:  As a class, watch a video about  *insert* | Ask:  As individuals, ask students to respond to the question: *“ insert* |
| Day 3 Explain | Read:  As a class, read  *insert* | Discuss:  As a class,  *insert* |
| Day 4 Elaborate | Do:  In small groups, tell the students to  *insert* | Say:  Explain that *“ insert* |
| Day 5 Evaluate | Play Video  As a class, watch a video about  *insert* | Ask:  As individuals, students will respond to the following question: *“ insert* |

Financial Literacy TEKS:

* k (9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income;

(B) differentiate between money received as income and money received as gifts;

(C) list simple skills required for jobs; and

(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs

* 1 (9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) define money earned as income;

(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs;

(C) distinguish between spending and saving; and

(D) consider charitable giving.

* 2 (11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) calculate how money saved can accumulate into a larger amount over time;

(B) explain that saving is an alternative to spending;

(C) distinguish between a deposit and a withdrawal;

(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing;

(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions; and

(F) differentiate between producers and consumers and calculate the cost to produce a simple item.

* 3 (9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) explain the connection between human capital/labor and income;

(B) describe the relationship between the availability or scarcity of resources and how that impacts cost;

(C) identify the costs and benefits of planned and unplanned spending decisions;

(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest;

(E) list reasons to save and explain the benefit of a savings plan, including for college; and

(F) identify decisions involving income, spending, saving, credit, and charitable giving.

* 4 (10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) distinguish between fixed and variable expenses;

(B) calculate profit in a given situation;

(C) compare the advantages and disadvantages of various savings options;

(D) describe how to allocate a weekly allowance among spending; saving, including for college; and sharing; and

(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.