A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Week of August 19-23

**EDUCATOR’S NAME: Clawson/Carlton SUBJECT: Personal Finance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Tracking Your Expenses**  **Chapter 2 Lesson 4** | **Make Budgeting a Habit**  **Chapter 2 Lesson 5** | **Relationships and Budgeting**  **Chapter 2 Lesson 6** | Chapter 2 Review  Summary | **Chapter 2 Test**  **Summary** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | 9  Using research from local sources (such as cost of living calculators, newspapers, chambers of commerce, local government, and company websites), create a monthly personal budget that reflects household living expenses, taxes, potential savings, and an emergency fund. Develop a saving/spending plan for a week and track actual spending for comparison. | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN….** | I can Understand the purpose, importance, and process of tracking your expenses to help you stick to and evaluate any needed adjustments in your budget. | I can define irregular income.  I can Understand how to budget with an irregular income. | I can Identify your money personality as it relates to the task of budgeting.  I can recognize the importance of sharing money goals and budgeting in marriage.  I can understand that budgeting is a money habit that promotes financial security and a lifestyle of giving. | All previous listed objectives | All previous listed objectives |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | When is a time you’ve tracked your progress on something and seen success? Maybe this was musical composition, an athletic drill, or an academic grade. How did tracking your progress help you succeed? | High school prepares you for adult life. What are some classes or activities you’re involved in right now that are preparing you for life after high school? | Recall if you are a saver or a spender. How does being a saver affect how you think about money? How does being a spender affect how you budget? | Explain the four types of expenses. | None |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | Do Now – 5min  Direct Instruction – Review 5min  I do, We do – 30min  Closure – 5min | Do Now – 5min  Direct Instruction – Review 5min  I do, We do – 30min  Closure – 5min | Do Now – 5min  Direct Instruction – Review 5min  I do, We do – 30min  Closure – 5min | Do Now – 5min  Direct Instruction – Review 5min  I do, We do – 30min  Closure – 5min | Do Now – 5min  Direct Instruction – Review 5min  I do, We do – 30min  Closure – 5min |
| **Beginning of Lesson**  **I Do** | **Ramsey Classroom Video** | **Ramsey Classroom Video** | **Ramsey Classroom Video** | **Ramsey Classroom Video** | **Ramsey Classroom Video** |
| **Middle of the lesson**  We Do | **Analyze and Reflect**  **Main Idea**  **Vocabulary** | **Analyze and Reflect**  **Main Idea**  **Vocabulary** | **Analyze and Reflect**  **Main Idea**  **Vocabulary** | **Analyze and Reflect**  **Main Idea**  **Vocabulary** | **Analyze and Reflect**  **Main Idea**  **Vocabulary** |
| **End of the lesson**  You Do | Journal  Paragraph response to question after reading | **Journal**  **Paragraph response to question after reading** | **Journal**  **Paragraph response to question after reading** | **Journal**  **Paragraph response to question after reading** | **Journal**  **Paragraph response to question after reading** |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | Exit Ticket  Question on Teams to be answered in a sentence. | **Exit Ticket**  **Question on Teams to be answered in a sentence.** | **Exit Ticket**  **Question on Teams to be answered in a sentence.** | **Exit Ticket**  **Question on Teams to be answered in a sentence.** | **Exit Ticket**  **Question on Teams to be answered in a sentence.** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Extended Time, reduced questions, Multiple Opportunities | **Extended Time, reduced questions, Multiple Opportunities** | **Extended Time, reduced questions, Multiple Opportunities** | **Extended Time, reduced questions, Multiple Opportunities** | **Extended Time, reduced questions, Multiple Opportunities** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Scaffolding -Extra time, Multiple Opportunities, No penalty for spelling/grammar | Scaffolding -Extra time, Multiple Opportunities, No penalty for spelling/grammar | **Scaffolding -Extra time, Multiple Opportunities, No penalty for spelling/grammar** | Scaffolding -Extra time, Multiple Opportunities, No penalty for spelling/grammar | **Scaffolding -Extra time, Multiple Opportunities, No penalty for spelling/grammar** |
| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | Formative assessment, Discussion, Post assessment | **Formative assessment, Discussion, Post assessment** | **Formative assessment, Discussion, Post assessment** | Formative assessment, Discussion, Post assessment | Formative assessment, Discussion, Post assessment |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **All lesson are submitted on Ramseyclassroom.com website and Teams. Students are required to type responses.** | **All lesson are submitted on Ramseyclassroom.com website and Teams. Students are required to type responses.** | **All lesson are submitted on Ramseyclassroom.com website and Teams. Students are required to type responses.** | **All lesson are submitted on Ramseyclassroom.com website and Teams. Students are required to type responses.** | **All lesson are submitted on Ramseyclassroom.com website and Teams. Students are required to type responses.** |