# **Savings Are Important Opinion Writing Lesson Plan**

This lesson is designed for students in grades 4-8 and includes differentiation options to make the lesson appropriate for your group of students. In this lesson, students will read about the concept of supply and demand. They will also analyze a graph to help deepen their understanding of this idea.

**Standards:**

**National Standards for Personal Financial Education**

* By the end of 4th Grade:
  + Savings 4-2 General – A savings plan is a plan for setting aside money to pay for a future need, goal, or emergency.
  + Savings 4-3 General – People differ in their values and attitudes about saving.
* By the end of 8th Grade:
  + Savings 8-2 General – People save money for many different purposes, including large purchases such as cars and homes, education costs, retirement, and emergencies.
  + Savings 8-2 General – Savings decisions depend on individual preferences and circumstances, and can impact personal satisfaction and financial well-being.

**Common Core State Standards – Writing:**

* 4th Grade
  + CCSS.ELA-Literacy.W.4.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  + CCSS.ELA-Literacy.W.4.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  + CCSS.ELA-Literacy.W.4.8 – Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
  + CCSS.ELA-Literacy.W.4.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + CCSS.ELA-Literacy.W.4.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
* 5th Grade
  + CCSS.ELA-Literacy.W.5.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  + CCSS.ELA-Literacy.W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  + CCSS.ELA-Literacy.W.5.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, provide a list of sources.
  + CCSS.ELA-Literacy.W.5.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + CCSS.ELA-Literacy.W.5.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
* 6th Grade
  + CCSS.ELA-Literacy.W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.
  + CCSS.ELA-Literacy.W.6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  + CCSS.ELA-Literacy.W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + CCSS.ELA-Literacy.W.6.10 – Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
* 7th Grade
  + CCSS.ELA-Literacy.W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.
  + CCSS.ELA-Literacy.W.7.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  + CCSS.ELA-Literacy.W.7.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + CCSS.ELA-Literacy.W.7.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
* 8th Grade
  + CCSS.ELA-Literacy.W.8.1 – Write arguments to support claims with clear reasons and evidence.
  + CCSS.ELA-Literacy.W.8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  + CCSS.ELA-Literacy.W.8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + CCSS.ELA-Literacy.W.8.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Objectives:** Students will be able to . . .

* reflect about their personal savings as well as spending beliefs and/or habits.
* use information from the Building Blocks of Finances texts paired with background knowledge to explain why saving is important to them personally.
* defend their opinion with clear evidence and strong reasoning.

**Lesson Duration:** approximately 30-50 minutes

**Materials:**

* Building Blocks of Finance books
* Bubble Diagram graphic organizer, ½ class set
* Whiteboard, smartboard, or chart paper
* Optional: Idea Map graphic organizer, full class set
* Savings Are Important to Me assignment sheet, full class set
* Pencils
* Optional: Writing notebooks or writing paper

**Requisite Prior Knowledge:**

* In this lesson, students will brainstorm and write about why saving money is important to them. They will reference saving for fun purchases, saving for the future, and saving for emergencies. In order to engage effectively in this lesson, students should have an understanding that people save for different reasons as well as some examples of things people save their money to purchase. The Building Blocks of Finance books, especially Saving Money, contain this information.
* Consider completing the My Spending Priorities reflection activity (found under Activities in the Building Blocks of Finance Educator Section) prior to engaging in this lesson. This will help your students reflect about what is important and valuable to them.

**Assessment(s):** (formative and summative)

* Savings Are Important to Me assignment sheet (formative or summative writing)
* Optional: Idea Map graphic organizer (formative)

**Differentiation Considerations:**

* This lesson includes an optional Idea Map graphic organizer to help students brainstorm what to write when responding to the prompt. The lesson plan below includes suggestions for modeling how to use this graphic organizer. Although this graphic organizer was intended for use with grades 4 and 5, it may be beneficial for students of any age depending on their writing strengths and needs.

**Lesson and Instruction:**

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| **Lesson Components and Time Guidelines** | **Teacher Actions** | **Notes** |
| **Introduction/Hook**  Approximately 5-10 minutes | During this portion of the lesson, students will work in pairs to complete a Bubble Diagram in order to brainstorm possible reasons people save their money.  Provide each pair a copy of the Bubble Diagram graphic organizer. Explain that students will have 2 minutes to complete and add to the map many reasons why people save money. Encourage students to include categories (such as emergencies) as well as specifics (buying a new car).  After time is up, have students share their brainstormed ideas. Scribe these on a board or chart paper so students can reference them throughout the remainder of the lesson.  Explain to students that today they will consider and write about why saving is important to them and what they might save their money to purchase. This will help them strengthen their opinion writing skills! |  |
| **Direct Instruction and Modeling**  Approximately 5-10 minutes WITHOUT the graphic organizer  Approximately 10-20 minutes WITH the graphic organizer  See Differentiation Considerations for more information | Draw students’ attention to the list of reasons why people save money you just generated. Begin to look for trends and themes. Discuss any patterns or any interesting outliers in the list.  Bring the discussion to focus on the idea that most of these items can fall into three categories: saving for fun, the future, or emergencies.  Share that today students will write to answer the question “why is saving money important to you?” They should consider the three categories -- fun, the future, and emergencies -- when writing about why saving is important.  If choosing to use, share the Idea Map graphic organizer with students and project it so you can model the writing process. The largest, left-most box describes the main idea (e.g., savings are important). The middle boxes should contain students’ claims (e.g., it is important to save for future purchases). Finally, the right-most lines should be used for evidence and reasoning (e.g., I would like to own a house one day and because houses are expensive, I plan to begin saving now).  NOTE: If choosing to use the Idea Map graphic organizer, provide time for students to complete their own graphic organizers prior to moving to the next stage of the lesson. |  |
| **Independent Application and Demonstration of Learning**  Approximately 15-20 minutes, adjust the writing time as needed for your learners | Explain to students that they will have time to write about their own beliefs around saving and why it is important. Pass out the Savings Are Important to Me assignment sheet and project a copy, if possible.  Read and review the prompt with students and allow them time to write. Students should reference the brainstorm from the Hook/Introduction as needed. Students may also reference their Idea Map if you chose to use it.  See the Differentiation Considerations section of this lesson plan for potential accommodations and modifications. |  |
| **Closure**  Approximately 5 minutes | Have students connect with their partner from the Hook/Introduction brainstorm to share their writing. If time allows, ask partners to share compliments and critiques.  Revisit the objectives and summarize the lesson. *Today we reflected on why saving is important to us. We thought about saving for fun experiences, for our futures, and for emergencies. You also heard about the perspective of a peer and saw that people save for different reasons.* |  |

**Next Steps and Reflection:**

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| What went well? |  |
| What changes might be beneficial? |  |
| Reteaching Needs |  |
| Extension Needs |  |