

Language Arts/Social Studies – Budget and Essays – 4th grade, 2nd quarter

Strand(s): Language Arts Social Studies	SOL objectives: Language Arts: 4.7, 4.8 Social Studies: VS.2, VS.3 Technology: 4.3.7, 4.6.1
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1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

Field Trips help students get a better sense of academic content.
Budgets inform decision-making.
The Writing Process helps present ideas clearly.

Essential Questions

Knowledge and Skills

1. How does a field trip help students grasp content?
2. How can a budget help determine whether a field trip is possible?
3. How can we use writing to express our ideas clearly?

Students will explain the historical significance of Jamestown and Williamsburg during the 1600s.
Students will communicate reasons for taking a field trip to Jamestown and Williamsburg.
Students will use a spreadsheet to create a budget.
Students will use the writing process to write an essay.

Vocabulary

Budget
Express, Persuade
Social Studies vocabulary associated with the Jamestown settlement and colonial Williamsburg eras

2. ASSESSMENT EVIDENCE

Prior knowledge Students will have been introduced to the Jamestown settlement and colonial Williamsburg eras. Students will create a list of what they know from this period in history.	Ongoing throughout lesson 1. Students will use a spreadsheet to create a budget for taking a field trip to Jamestown and Williamsburg. 2. Students will use the writing process to develop an essay.	By the end of the lesson Students will have finished essays discussing the value of taking a field trip to Jamestown and Williamsburg.
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3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

Introduction (hook) Your 4 th grade teachers wanted to take you on a field trip to Jamestown and Williamsburg, but the principal has said he/she is not sure if it is a worthwhile trip or if there is enough money for us to go. He/she said if the 4 th graders could create a budget for the trip and tell him/her why it is a worthwhile trip, the 4 th grade may take this field trip.	What students are doing Students research the costs for taking a field trip to Jamestown and Williamsburg. Students enter the data individually or as a class into the spreadsheet template. Print out the final budget. Students use the writing process to explain the value of taking this field trip. Use a mind mapping software for the prewriting to establish the opening, major points and details, and the closure. Use a word processing program to write/type the essay. Use editing tools to revise essay. Print out the final essay.	Conclusion Students present the budget and essays to the principal for review.
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Accommodations

Materials and Resources

Extra support: Graphic organizers for the writing process Enrichment or early finishers: Have students propose how much money each student will need for the field trip, what the school can contribute, and what the PTA can contribute. If possible and time allows, work with the students to write letters to the PTA for support or to Jamestown/Williamsburg telling them they are planning a field trip for X date and would like a	Books/Information/Brochures about Jamestown and Williamsburg Spreadsheet Software Pre-writing software (for webbing or outlines) Word Processing program
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guided tour. Various learning styles: Mathematical, Linguistic, Visual Limited English proficiency: Tier this assignment according to language ability. Have access to simplified English texts about Jamestown and Williamsburg. Work as a small group to write a joint essay.	
<i>Related Technology</i>	<i>Literature Connections</i>
Technology: 4.3.7: Use spreadsheet information to create different graphs 4.6.1 – Use technology tools to solve a problem	
4. WRAP-UP (5-10 min)	
<i>Assessment</i>	<i>Homework</i>
Budget Projection Essays with clearly presented ideas on why a field trip to Jamestown and Williamsburg is worthwhile	Throughout this project, students can use some of their homework time for revising and writing their essays.
5. TEACHER REFLECTION	
<ul style="list-style-type: none"> • Were my students talking about the importance of visiting Jamestown and Williamsburg, or was I doing all of the talking and students were just listening to me? • Were my students engaged at the beginning of the lesson? • How much time did I spend reviewing homework, and how much time did I spend on new material? • Did the students respond to “How” and “Why” questions? • Did my students have an opportunity to discuss and/or write about things they will see and do at Jamestown and Williamsburg? • What changes would I make next time the lesson is taught? • What steps do I need to take next in this topic? 	