

Lesson Plan

Text: *Financial Algebra* by Robert Gerver and Richard Sgroi

Unit number and title: Unit 1-7, Stock Transaction Fees

Developed by: David Sandefur

Date:

Short Description:

Since the first shares of stock were traded on Wall Street in the 1700s, stock trades took place by stockbrokers meeting face to face. The internet has drastically changed this. This unit will cover how stocks are bought and sold.

LESSON PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Essential Question**

How do you buy and sell stocks?

- **Lesson Objectives**

The student can:

1. .Compute the fees involved in buying and selling stocks.
2. Become familiar with the basic vocabulary of stock trading.

- **Statement of pre-requisite skills needed**

Skills taught in:

Unit 1-2, Stock Market Data

Unit 1-3, Stock Market Data Charts

Unit 1-4, Simple Moving Averages

Unit 1-5, Stock Market Ticker

Unit 1-6, Stock Transactions

- **New Vocabulary:**

Stock Broker	A person who sells shares of stocks to investors and gives investment advice
Broker Fee	A flat fee or commission that a stockbroker charges for trading stocks
Commission	A percentage of the value of a stock trade
Discount Broker	A broker who trades stocks, but does not give investment advice
At The Market	Instructions to the broker to get the best possible price
Limit Order	Instructions to the broker that names a specific price for a share of stock
Net Proceeds	The amount of money made on a stock trade after the brokerage fees are paid

- **State Standards addressed:**

Common Core Standards:

Algebra – Creating Equations A-CED

- **Set-up information (Remind students to follow these basic rules.)**
- Be Prepared to work
- No Teasing
- Proper Computer Usage

- **Teacher Assessment of student learning (scoring guide, rubric)**

Informal Assessments:

1. Walk around
2. Thumbs up or down
3. Homework

Formal Assessments:

1. End of Unit test

- **Summary of learning**

1. Introduce the vocabulary to the students.
 - a. Give the vocabulary list without definitions
 - b. Give the definitions to the vocabulary list
 - c. Discussion about each term of the vocabulary
2. Ask:
 - a. How do you buy and sell stock?
3. Work on Examples to Strengthen skills
 - a. Example 1, page 41
 - b. Example 2, page 41
 - c. Example 3, page 42
 - d. Example 4, page 42
4. Check for Understanding
 - a. Check Your Understanding 1, page 41
 - b. Check Your Understanding 2, page 41
 - c. Check Your Understanding 3, page 42
 - d. Check Your Understanding 4, page 42
5. Assess with Applications

REACHING ALL LEARNERS – Differentiated Instruction for students with

Developing Knowledge	On-level Knowledge	Advanced Knowledge
<input type="checkbox"/> Needs help working Example 1, page 41 (Group work)	<input type="checkbox"/> Able to work Example 1, page 41 without assistance	<input type="checkbox"/> Able to create additional problems like Example 1, page 41
<input type="checkbox"/> Needs help working Example 2, page 41 (Group work)	<input type="checkbox"/> Able to work Example 2, page 41 without assistance	<input type="checkbox"/> Able to create additional problems like Example 2, page 41
<input type="checkbox"/> Needs help working Example 3, page 42 (Group work)	<input type="checkbox"/> Able to work Example 3, page 42 without assistance	<input type="checkbox"/> Able to create additional problems like Example 3, page 42
<input type="checkbox"/> Needs help working Example 4, page 42 (Group work)	<input type="checkbox"/> Able to work Example 4, page 42 without assistance	<input type="checkbox"/> Able to create additional problems like Example 4, page 42

<input type="checkbox"/>	<input type="checkbox"/> Able to work the Check Your Understanding problems, pages 41-42	<input type="checkbox"/> Able to work and explain the Check Your Understanding problems, pages 41-42
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- **Optional activities**

Hands-on Labs

- **Career Applications**

Bankers

Stock Brokers

Venture Capitalist

Investors

Accountants

Economist

Lawyers

- **Evaluation of Lesson Plan**

What went well?

What did not go as well as planned?

What would I keep and what would I toss? Why?

How well did the students master the skills? Will we need to review this in order for them to remember the information long-term?

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