

Lesson Plan

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

Unit number and title: Unit 1-5, Stock Market Ticker

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Date:

Short Description:

For traders that want basic stock market data and in a timely manner, the stock market ticker is available.. If you have seen financial buildings in New York City on television, you may have noticed a ticker scrolling on the face of the building. Today with the wide spread use of the Internet on laptop computers, cell phones, and PDAs, stock market tickers can easily be located. For the ticker to have meaning, you need to interpret the information and how to use that data to calculate trading prices, changes, and volume.

LESSON PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Essential Question**

How is stock market data transmitted to the investor?

- **Lesson Objectives**

The student can:

1. Understand stock ticker information.
2. Determine the total value of a trade from ticker information.
3. Determine trade volume from ticker information.

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

Skills taught in:

1. Unit 1-2, Stock Market Data
2. Unit 1-3, Stock Market Data Charts
3. Unit 1-4, Simple Moving Averages

- **New Vocabulary:**

Dow Jones Industrial Average (DJIA)	A published information system, the Dow follows the daily trading action of 30 large public companies; it is a well-respected average that offers a broad picture of how the market is performing from day to day
Ticker	An information transmission machine that has been replaced by electronic scrolling, which uses symbols to provide up-to-date information during the trading day
Stock Symbol	Same as a ticker symbol; the letter of letters used to identify a corporation on a ticker
Ticker Symbol	Same as a stock symbol; the letter or letters used to identify a corporation on a ticker.

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Trading Volume	The number of shares traded in a single transaction; trading volumes are listed on the ticker; 10K indicates that 10,000 shares traded, 10M indicates that 10,000,000 shares traded, and 10B means that 10,000,000,000 shares traded
Trading Price	A price displayed on the ticker, sometimes followed by a @ symbol
Directional Arrow	Arrows that indicate whether the traded price of a single share is greater than the previous day's closing price (▲) or less than the previous day's closing price (▼)
Total Value of a Trade	A value determined by multiplying the number of shares traded by the trading price, without including any fees
Uptick	A tick that indicates the price is greater than the previous trade
Downtick	A tick that indicates the price is lower than the previous trade
Money Flow	A type of market analysis known as money flow
Positive Money Flow	When stock is purchased on an uptick
Negative Money Flow	When stock is purchased on a downtick
Daily Money Flow	A calculated indicator that is the average of the day's high, low, and close, multiplied by the volume for the day
Net Money Flow	A positive flow of money because more investors were willing to pay a price above the market price

- **State Standards addressed:**

Common Core Standards:

Number and Quantity – Quantities N-Q

- **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 is stock market data transmitted to the investor?
- b. Why might an investor be interested in a ticker?
3. Work on Examples to Strengthen skills
 - a. Example 1, page 30
 - b. Example 2, page 31
 - c. Example 3, page 31
 - d. Example 4, page 31
 - e. Example 5, page 32
4. Check for Understanding
 - a. Check Your Understanding 1, page 30
 - b. Check Your Understanding 2, page 31
 - c. Check Your Understanding 3, page 31
 - d. Check Your Understanding 4, page 32
 - e. Check Your Understanding 5, page 32
5. Extend Your Understanding
 - a. Extend Your Understanding 1, page 30
6. 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 30 (Group work)	<input type="checkbox"/> Able to work Example 1, page 30 without assistance	<input type="checkbox"/> Able to create additional problems like Example 1, page 30
<input type="checkbox"/> Needs help working Example 2, page 31 (Group work)	<input type="checkbox"/> Able to work Example 2, page 31 without assistance	<input type="checkbox"/> Able to create additional problems like Example 2, page 31
<input type="checkbox"/> Needs help working Example 3, page 31 (Group work)	<input type="checkbox"/> Able to work Example 3, page 31 without assistance	<input type="checkbox"/> Able to create additional problems like Example 3, page 31
<input type="checkbox"/> Needs help working Example 4, page 31 (Group work)	<input type="checkbox"/> Able to work Example 4, page 31 without assistance	<input type="checkbox"/> Able to create additional problems like Example 4, page 31
<input type="checkbox"/> Needs help working Example 5, page 32 (Group work)	<input type="checkbox"/> Able to work Example 5, page 32 without assistance	<input type="checkbox"/> Able to create additional problems like Example 5, page 32
<input type="checkbox"/>	<input type="checkbox"/> Able to work the Check Your Understanding problems, pages 30-32	<input type="checkbox"/> Able to work and explain the Check Your Understanding problems, pages 30-32
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Able to work the Extend your Understanding on page 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Optional activities**
Hands-on Labs
- **Career Applications**
Banker
Stock Broker
Investor
Venture Capitalist

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Economist

- **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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