

Lesson Plan

Text:

Unit number and title: Unit 1-2: Stock Market Data

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Date:

Short Description:

LESSON PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Essential Question**

What stock market data is available on a daily basis?

- **Lesson Objectives**

The student can:

1. Use stock data to follow the daily progress of a corporate stock.
2. Write spreadsheet formulas.

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

Skills taught in:

1. Unit 1-1, Business Organizations
2. Converting a decimal to a percentage
3. Converting a percentage to a decimal

- **New Vocabulary:**

Stock Market	An institution where stocks are bought and sold
Trades	Transactions on the stock market
NYSE	A stock market called the New York Stock Exchange
NASDAQ	A stock market called the National Association of Securities Dealers Automated Quotation System
Last	The price per share of the last trade that was made for a particular stock; in the newspaper, this is usually the closing price; online, it is the price of the last trade made for one share of stock
Close	Also called closing price; The last price at which a stock was traded on a regular trading day
High	The highest price one share of a particular stock was traded on a particular day.
Low	The lowest price one share of a particular stock was traded on a particular day.
Volume	The number of shares traded within a given amount of time, usually a day.
Sales in 100s	Groups of 100 shares that were traded within a given day.
52-week high	The highest price at which one share was traded over the last year.
52-week low	The lowest price at which one share was traded over the last year.

Net Change	Abbreviated CHG; shows the change between the previous day's closing price and the current day's closing price; it can be expressed as a dollar amount or a percentage; a positive change indicates the current day closed at a greater price than the previous day; a negative change indicates that the current day closed at a lesser price than the previous day.
After-hours Trading	Trades that were made after the stock market closes.
Spreadsheet	An electronic worksheet where data is entered into cells that can contain numbers, words, or formulas.
Cell	The intersection of a column and row in a spreadsheet where data is entered.

- **State Standards addressed:**

Common Core Standards:

Number and Quantity – Quantities N-Q

Algebra – Creating Equations A-CED

Algebra – Reasoning and Equations and Inequalities A-REI

- **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 in the vocabulary
2. Ask: What stock market data is available on a daily basis?
 - a. Financial Internet sites
 - b. News websites
 - c. Television
 - d. Newspapers
3. Discuss these questions:
 - a. Where have you heard the word *trend* used before?
 - b. How might trends be important when following the stock market?
 - c. What makes a credible Internet source?
4. Work on examples to strengthen skills.
 - a. Example 1, page 10

- b. Example 2, page 11
- c. Example 3, page 11
- d. Example 4, page 11
- e. Example 5, page 12
- f. Example 6, page 13
- 5. Check for Understanding
 - a. Check for Understanding 1, page 10
 - b. Check for Understanding 2, page 11
 - c. Check for Understanding 3, page 11
 - d. Check for Understanding 4, page 12
 - e. Check for Understanding 5, page 12
 - f. Check for Understanding 6, page 13
- 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 10 (Group work)	<input type="checkbox"/> Able to work Example 1, page 10 without assistance	<input type="checkbox"/> Able to create additional problems like Example 1, page 10
<input type="checkbox"/> Needs help working Example 2, page 11 (Group work)	<input type="checkbox"/> Able to work Example 2, page 11 without assistance	<input type="checkbox"/> Able to create additional problems like Example 2, page 11
<input type="checkbox"/> Needs help working Example 3, page 11 (Group work)	<input type="checkbox"/> Able to work Example 3, page 11 without assistance	<input type="checkbox"/> Able to create additional problems like Example 3, page 11
<input type="checkbox"/> Needs help working Example 4, page 11 (Group work)	<input type="checkbox"/> Able to work Example 4, page 11 without assistance	<input type="checkbox"/> Able to create additional problems like Example 4, page 11
<input type="checkbox"/> Needs help working Example 5, page 12 (Group work)	<input type="checkbox"/> Able to work Example 5, page 12 without assistance	<input type="checkbox"/> Able to create additional problems like Example 5, page 12
<input type="checkbox"/> Needs help working Example 6, page 13 (Group work)	<input type="checkbox"/> Able to work Example 6, page 13 without assistance	<input type="checkbox"/> Able to create additional problems like Example 6, page 13
<input type="checkbox"/>	<input type="checkbox"/> Able to work Check Your Understanding problems, pages 10-13	<input type="checkbox"/> Able to work and explain the Check YOUR Understanding problems, pages 10-13

- **Optional activities**
Hands-on Labs
- **Career Applications**
Banker
Stockbroker
Economist
- **Evaluation of Lesson Plan**
What went well?

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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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