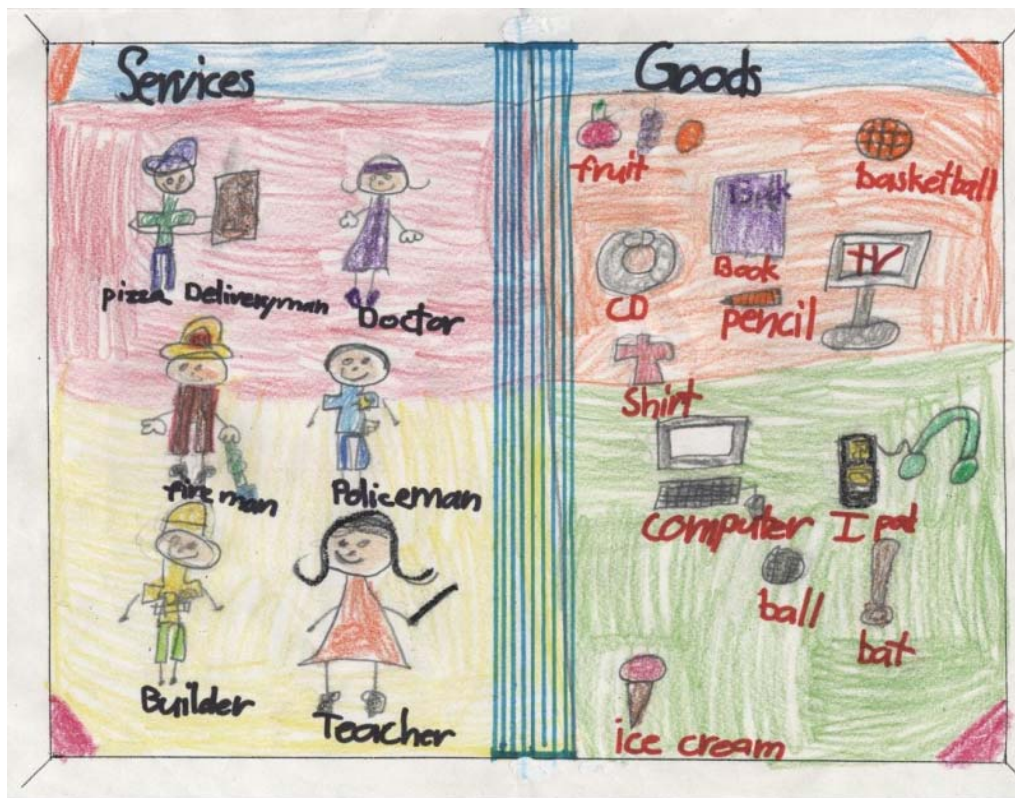


Economics: 1st Grade



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Educ 327

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Table of Contents

<u>Title of Pages</u>	<u>Page Numbers</u>
Introductory Sheet	3-7
Curriculum Map	8
Letter to Parents	9
Trade Books	10-11
Bulletin Board	12
Guest Speaker	13
Technology and Literature	14
Pre-test/Post-test	15-22
Lesson Plans	23-58
References	59

Introductory Sheet

Grade Level and Typical Learner

According to Piaget, children in the first grade, usually ages six and seven, are transitioning from the preoperational to the concrete operational stages of cognitive development (Morrison, 2006, p. 106). Therefore, students within first grade will be working on the skills of problem solving and thinking logically (Morrison, 2006, p. 108). While working on these skills, students will be engaged in a variety of group setting, such as by themselves (independent), in small groups, and as a whole class. These students will also be involved in hands-on activities that will challenge their physical development. It is at this stage in their life that they are growing at a “slow but steady” (Feldman, 2007, p. 296) rate. However, students within the first grade have not yet fully developed their motor skills, although they are performing skills, such as hopping and jumping, that they could not perform in the previous years. As a result, some of the lessons within this unit will be working on furthering these skills. Moreover, this unit will provide students with experiences in one of the four main areas of first grade social studies: economics. The other three areas that students within this grade should be learning about concern history, civics and government, and geography (Indiana, 2007). All four of the aforementioned areas require that the students begin learning about the past and present events that have or are occurring in our country, the functions of the government and the roles of a United States citizen, mapping skills, and, of course, how producers and consumers make choices concerning the goods and services they utilize (Indiana, 2007).

Rationale

In today's society, the whole concept of needs and wants has shaped the economy. This does not only include the United States but the entire world. This idea of a global market is emphasized by the National Council for Social Studies (NCSS), in which they call for a curriculum that incorporates the following ideas: production, consumption, technology, and the knowledge of how to participate in a democratic society. Ultimately, the academic standards set forth by Indiana breaks these down further. For example, first graders need to know how their community plays a role in being both producers and consumers. In order for students to understand the global economy, they must first begin with their local community or else the concept will be too advanced for them to grasp. Also, students need to understand the concepts of money and trade, which are mentioned within the state standards as well. Taken as a whole, the framework for understanding how the economy, at the local, state, national, and even global, begins at an early age, and this is to be expected, considering all the knowledge that has been gained in order to comprehend the global effects. With these reasons, from the NCSS and Indiana Department of Education, this social studies unit was developed.

Goals

- Students will be able to make a distinction between a good and a service.
- Students will learn about the goods and services produced and consumed within their local community.
- Students will understand how one person can be both a producer and a consumer.

- Students will understand the concepts of trading, in relation to needs and wants.
- Students will gain an understanding of the term “scarcity” and how it effects people’s choices about goods and services.
- Students will know the differences in the monetary values of pennies, nickels, and dimes.
- Students will expand upon their problem solving and critical thinking skills, while working independently, in small groups, and as an entire class.

Learning Objectives

- **S.S. 1.4.1-** After students act out a service, they are to verbally state two goods that are used to carry out that service, with 100% accuracy.
- **S.S. 1.4.1-** Following the teacher’s definitions of “goods,” students will create a collage containing goods, in which 10 pictures are to be included, with the goal of having at least 9 of them correctly placed.
- **S.S. 1.4.2-** Using the rubric that was given, students will choose a community member and draw three things they produce and three they consume, with 100% (scoring 9/9 on the rubric).
- **S.S. 1.4.4-** Using the rubric that was given, students will choose a community member and draw three things they produce and three they consume, with 100% (scoring 9/9 on the rubric).
- **S.S. 1.4.4-** After highlighting the services the producers offer, students are to choose three of the producers and explain two goods they consume while doing their job, with 100% accuracy.
- **S.S. 1.4.5-** After the teacher’s discussion on the concept of scarcity, students will design a 5’’ by 5’’ quilt square, in which they can decorate it with a picture of their dream job and then sew it on the quilt, with 100% completeness (meaning an actual career choice is depicted on their fabric and that it is securely sewed on the quilt).
- **S.S. 1.4.5-** After the book has been read, students will name at least one limited resource from within the text, with 100% accuracy.
- **S.S. 1.4.5-** After the discussion of what a recipe is, students will work in groups to create a product, in which they will have to come up with at least one solution to their scarcity issue.
- **S.S. 1.4.6-** Following the teacher’s model for what her job produces in terms of goods, students will use their writing assignments from the first lesson to write at least 3 goods that their dream job can produce, in which this will be checked for completeness, meaning 3 separate and distinct items should be written.
- **S.S. 1.4.6-** After the discussion of what a recipe is, students will work in groups to create a product, in which they will have to come up with at least one solution to their scarcity issue.
- **L.A. 1.5.1-** Using the rubric that was given, students will write a new scene for the book *Curious George Takes a Job*, with 92% accuracy (scoring 11/12 on the rubric).
- **L.A. 1.5.4-** Using the teacher’s writing example, students will write a paragraph of at least 4 sentences concerning their dream job, with a minimum of 4 descriptor words.

- **M. 1.5.7**-Using the paper coins that were given, students will pretend to be shoppers, in which they will count out their change when purchasing an item, with 100% accuracy.
- **M. 1.5.7**-Using the paper coins that were given and pretending to be cashiers, students will evaluate a shopper's purchase, with 100% accuracy.
- **M. 1.5.7**-Using their paper coins, students will identify the different coins by holding them up in the air when the teacher announces that coin's name, with 100% accuracy.
- **S. 1.2.7**- After viewing their career voyage video, students will write a paragraph of at least 7 sentences, in which they describe that career choice, with 100% completeness (meaning they write 7 sentences that stay topic).
- **P.E. 1.1.1**-Following the teacher's explanation on the transportation of goods, as well as their demonstration, students will take part in a mock transportation of goods, in which they will perform the locomotor skills of running, jumping, and skipping, with 81% accuracy (meaning they score 9 out of 11 on the assessment).

Standards

Social Studies

1.4.1- Identify goods that people use. (Core Standard)

- The teacher will define the term "good," and then provide examples of such items. Students will then provide examples, from magazines, of what they think are goods, in which they will create a collage.
- After reiterating the definition of "goods," the teacher will once again explain how they are related to services. The teacher will act out various services for the students and then explain some of the goods that can be used within those services. Students will then follow suit and continue with the activity.

1.4.2- Identify services that people do for each other. (Core Standard)

- The teacher will provide the students with the correct definition of the term "service." The teacher will scaffold the students in their thinking of the term, while reading a trade book. After reading, the whole class will come up with their own definition for the term, as well as examples from the book. Students will then work independently to create a new scene for the book that revolves around a service being carried out.

1.4.4- Describe how people in the school and community are both producers and consumers.

- The teacher will explain, as well as write on chart paper, the terms "producer" and "consumer." The teacher will read a trade book to the class, in which the students will be guided through various questions concerning the topics of "producers" and "consumers." The focus will then be brought to the community, in which examples of local producers and consumers will be shown. An example worksheet,

which the students will later create one on their own, will be done as a class, so that students can better understand the concepts.

- Following the first point, the teacher will continue with the subjects of producers and consumers, in which the terms will be reiterated. Students will work independently to identify the goods and services, within a song, that various producers and consumers utilize and create. The teacher will review the answers with the students, in which the concepts will be restated once more. Students will then select three producers and then name two goods each of those people use. This will be done orally, in which the teacher will confer with the students and possibly reteach the concepts if a student is confused.

1.4.5- Explain that people have to make choices about goods and services because of scarcity.

- The teacher will provide the students with the definition of “scarcity.” An example simulation will be quickly carried out, so that students grasp the concept. A trade book will also be read, in which the main character experiences the idea of having to make choices about goods and services due to scarcity. Students will read this book along with the teacher, in which they are to echo various lines. Once done, the teacher and the students will hold a grand conversation concerning the example of scarcity mentioned within the book.
- Following the lesson mentioned above, the teacher will review the terms of “producers,” “consumers,” and “scarcity” with the class. The teacher will provide an example to the class of how a good can become scarce, even within their local community. The concept of scarcity will then be brought back to the class, in which students will be working small groups to try and solve a recipe crisis. One of their items has become scarce, so their task is to work together to decide what they should do, perhaps trade goods with another group. The teacher will provide scaffolding during this activity, so that students do not think it is impossible to work out.

1.4.6- Explain that people exchange goods and services to get the things they want. (Core Standard)

- The teacher will discuss the concept of a “good” with the whole class. Examples of goods will be shown, in which the teacher will explain how some of the goods in the classroom came from other countries. After providing a visual for the students, they will be given the task of identifying goods while exploring locomotor skills.

English/Language Arts

1.5.1- Write brief narratives (stories) describing an experience. (Core Standard)

- The teacher will refer back to students’ previous work, in which the teacher will reiterate and explain the meaning of “descriptive words.” Students will then work independently to create a written “deleted scene” from the trade book, in which it is to revolve around the concept of services.

1.5.4- Use descriptive words when writing. (Core Standard)

- The teacher will explain and model, through writing, what “descriptive words” look like. A sample paragraph will be written with the students, in which the descriptor words will be highlighted. Students will then complete a similar prompt on their own, in which they are to write about their dream job.

Mathematics

1.5.7- Identify and give the values of collections of pennies, nickels, and dimes.

- The teacher will display and explain pictures of the various coins, making sure the values are emphasized. Students will also have the opportunity to work along with the teacher, as a whole class, to complete math problems using the coins. After several exploration problems, students will pretend to be cashiers, and shoppers too, in which they are handle the correct amount of change while operating in the mock store.

Science

1.2.7- Write brief informational descriptions of a real object, person, place, or event using information from observations. (Core Standard)

- The teacher will demonstrate the importance of observation, by playing a video and explaining what they saw. These observations can be written on the chalkboard as well, so that students can refer to them throughout the activity. Students will then carry out the same activity, but for a specified career choice video.

Physical Education

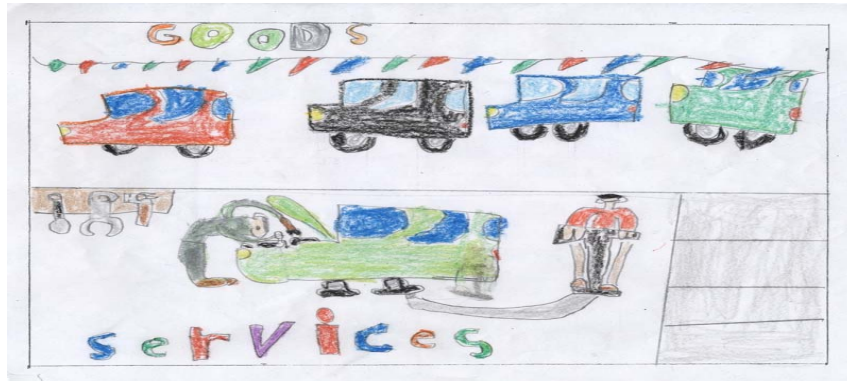
1.1.1- Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

- Locomotor skills will be demonstrated by the teacher, in which students will be given time to practice. Individually though, students will have to perform various movements in order to transport assorted goods.

Curriculum Map



Letter to Parents



March 8, 2009

Dear Parents/Guardians,

Our first grade classroom is about to start a new unit on economics! Now some of you may be wondering, “Why is my child learning about the economy at such a young age?” The answer to this question is that students need to begin laying the foundation for how the global economy works; therefore, I thought that there was no better place to start than talking about goods and services within our own community.

Another reason for beginning this unit is that the Indiana state standards hold educators responsible for teaching upon the topics of goods, services, producers, consumers, and scarcity. Therefore, your child will be immersed in all of those areas, but with heavy emphasis on goods and services.

While exploring economics, students will be engaged in the following subject areas: social studies, science, math, reading, story telling, art, cooking, music, physical education (fine and gross motor), drama, and writing. That makes for twelve different lessons, so that means we have our work cut out for us. However, your child already has some background knowledge on goods and services because they use them every day, even if they do not realize it!

Now in order to kick-off this unit, I am going to need your help. I am asking for volunteers, in which a note will be sent home to remind you of this upcoming event, to come in and talk about their jobs. It is important for students to understand the various types of jobs that exist because after all, the economy could not function without its workers. Whether you can attend or not, I would like to thank you because without your help here and at home, none of this would be possible.

If you have questions or concerns, please feel free to contact me.

Sincerely,
Miss Kipfer

Email: sokipfer@spartans.manchester.edu

Cell phone: 260-273-9890

Annotated List of Trade Books for Economics

Adams, P. (1982). *Etta can get it*. Chicago: Follett Publishing Company.

To earn money, the Troll family attempts to work, in which they try out numerous jobs. Some of the jobs they attempt include washing cars, mowing lawns, and grooming pets. However, they find these jobs are not right for them, but in the end, they come to find success in selling cakes and performing tricks, like a magician.

Cheng, A. (2003). *Anna the bookbinder*. New York: Walker Books for Young Readers.

The narrator of this story happens to be the main character, Anna. Her family's bookbinding business is concerned that their customers are switching to cheaper blue bindings, rather than buying them from this family who stitches them by hand. However, just when things seemed to be looking down, someone places a rush order. The only problem is that Anna's mother goes into labor, so Anna has to take over the work herself in order to keep the business afloat.

Florian, D. (1983). *People working*. HarperCollins Publishers.

This book briefly discusses some of the jobs that people can pursue. It also describes various jobs that occur on land, sea, and even in the air. The book also does an excellent job of explaining that the world is continuously working, day and night.

Hall, D. (1983). *Ox-cart man*. New York: Viking Press.

This story is set back in the early 19th century, in which the family lives on a farm. Every fall, after the harvest, the farmer heads to town to sell various goods. From the money he earns, he buys items that the family will need throughout the upcoming winter and then heads back home. He repeats this cycle every year, in which he starts out by carrying everything to town in an ox-cart, but he ends up selling it each year for the money.

Numeroff, L. J. (1985). *If you give a mouse a cookie*. HarperCollins Publishers.

The book begins with a boy, who is willing to share his cookie with a hungry mouse. From there, the mouse continues to ask for things, such as milk, a napkin, a straw, etc. The cycle of asking continues until finally the book ends where it began, asking for a cookie.

Rey, H.A. (1974). *Curious George takes a job*. New York: Houghton Mifflin Harcourt Publishing Company.

George is a very curious monkey; in fact, he is so curious about the world outside

the zoo that he escapes. Once he finds himself outside the walls of the zoo, he realizes that he is hungry and has no money. Therefore, he sets out on an adventure to find a job that suits his personality. However, his care taker ends up finding him and returning him to his rightful home, the zoo.

Scarry, R. (1979). *What do people do all day?* New York: Random House.

Busytown is full of animals that are hard at work, because after all, that's what people do all day long. The book also provides details about the specific kinds of jobs a worker can pursue, such as a banker, dentist, grocer, firefighter, etc. The various goods that these consumers and producers make use of are nicely labeled for the reader.

Viorst, J. (1987). *Alexander, who used to be rich last Sunday*. Simon & Schuster Children's Publishing.

Last Sunday, when Grandma Betty and Grandpa Louie visited, they gave Alexander and his brother each one dollar. However, Alexander quickly spent his money on bubble gum, and some of it was lost to bets with his brothers. Now all Alexander has is bus tokens, but last Sunday he was rich.

Williams, V. (1984). *A chair for my mother*. New York City: Greenwillow Books.































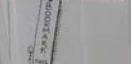

The book begins with a little girl, her mother, and her grandmother coming home to their apartment, only to find that it has burned down. This family has lost everything, but the one thing they want, a comfortable chair to rest in, they will have to save up for. After some time of saving, the family finally has collected enough money to go to the store and buy a chair. Eventually they find the chair of their dreams, in which the mother and her daughter fall fast asleep within its comfort.

Ziefert, H. (1988). *A new coat for Anna*. New York City: Dragonfly Books.

This book is set during the time period of World War II, in which money was tight for many families, such as Anna's. In fact, her mother has to trade some of her valuables for the materials to make a winter coat. In exchange for her jewelry, she receives wool and berries, to dye the yarn red. It takes Anna's mother much time to make the coat, but by Christmas day it is ready for her to enjoy.

Bulletin Board

Goods and Services

Mix and match the goods to the correct service column.

Guest Speaker(s)

To kick-off the unit on economics, I am going to invite the students' parents/guardians to come in and talk about their jobs. Knowing and understanding the various jobs that are available is important, especially since the economy revolves around people doing their jobs. Therefore, I intend to send a note home with the students a few days in advance, so that parents can look over their schedules and make any necessary accommodations. It is my hope to have at least five parents, but the saying "the more the merrier" is welcomed.

If parents/guardians want to speak about their job, then they are to return the consent form, so that the teacher can plan accordingly. It will depend on how many individuals want to speak, as to how much time will be allotted per person. My intention is to have each guest speak for two to three minutes, in which they can disclose information about their job title, expectations they are held to, and what a typical day looks like.

One very important thing that I am going to have to monitor is that of the parents'/guardians' jobs status. For instance, are the individuals employed by a respectable business? Also, is the work they carry out each day an appropriate topic to discuss with first graders? I will be sure to contact those parents/guardians who return the forms. This will help to ensure that a proper, yet engaging atmosphere is created.

By and large, I hope that the students learn about a variety of career choices. Perhaps they will be exposed to jobs they have never heard of and/or maybe their schema will be added to. Nevertheless, I hope that student find this kick-off lesson appealing, as well as its significance in economics.

Technology

Throughout this social studies unit, there are two lessons that incorporate technology. The first lesson that utilizes media is the one that incorporates music. Within that lesson, students are going to listen to song, as well as watch an animated computer video of it. The following link, which the teacher will pull up on the computer screen, will take the teacher directly to the song: <http://www.britishcouncil.org/kids-songs-jobs.htm>. The teacher would have already printed the words off for the students to make use of during this activity but as a reminder, they can be found at: <http://www.britishcouncil.org/kids-songs-jobs-lyrics.pdf>. All in all, this song helps to point out the goods and services that various producers and consumers make use of.

When incorporating the subject of science, the teacher will once again be implementing technology into the lesson. However, students will have an opportunity to utilize the technology on their own. First of all, the teacher will hand out one web address to each student, in which they are to type this URL (the main web page is <http://www.careervoyages.gov/careervideos-main.cfm>) into the address box. From there, a career voyage video will display on the screen, in which they are to click play. (A side note- not all students will have the same URL, so the teacher will need to guide students through this activity.) After watching the 90 second video clip, students will be asked to write about their observations, in which they should discuss the concepts of goods and services.

Literature

There will be a variety of trade books that are encountered within this unit. For instance, there are three books that the teacher is going to specifically read to the class: *Curious George Takes a Job*, *Ox-cart Man*, and *Alexander, Who Used to Be Rich Last Sunday*. These will not all be utilized in one lesson, but three separate lessons. Therefore, the following subject areas will include trade books: reading, story telling, and social studies. The other trade books that were mentioned at the beginning of the unit will be set out on the bookshelves, so that students can browse through them at their leisure. Another way that literature is incorporated into the unit is by having the students create a new scene for the book *Curious George Takes a Job*. Students will be doing other writing projects as well, such as writing about their dream job and career observations.

Pretest: Goods and Services

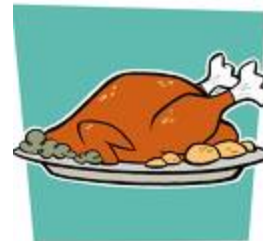
Name: _____

Date: _____

1. Circle the picture of a good.



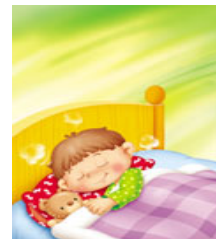
2. Circle the picture of a service.



3. Circle the picture of a producer.



4. Circle the picture of a consumer.



5. Circle the picture of a scarce item.

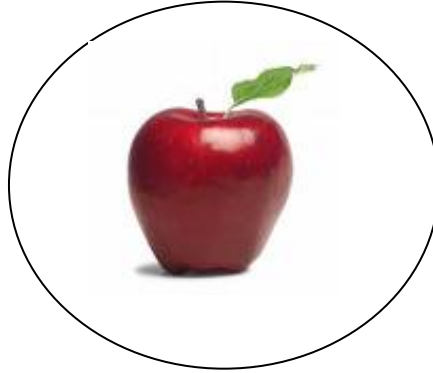


Pretest Answer Key: Goods and Services

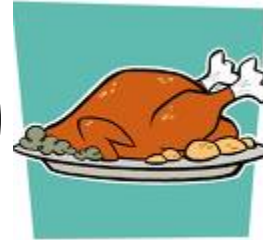
Name: _____

Date: _____

1. Circle the picture of a good.



2. Circle the picture of a service.



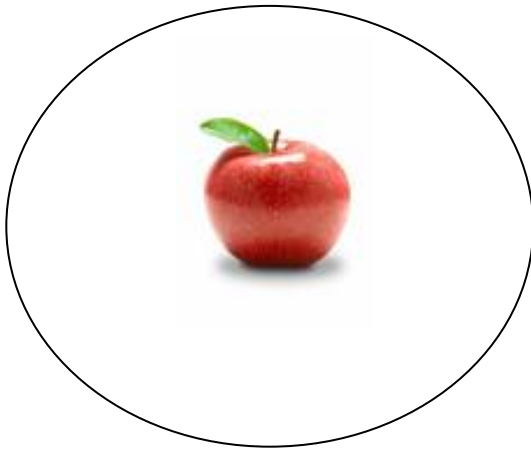
3. Circle the picture of a producer.



4. Circle the picture of a consumer.



5. Circle the picture of a scarce item.



Posttest: Goods and Services

Name: _____

Date: _____

1. Circle two pictures of a good.



2. Circle two pictures of a service.



3. Name one way that a mechanic is a producer.



_____.

Name one way that a mechanic is a consumer.

_____.

4. Name one way that a doctor and a fireman alike.



_____.

Name one way that a doctor and a fireman are different.

_____.

5. If the cafeteria were to run out of cake today, then it could be called a _____.

Scarcity

Service

Choice

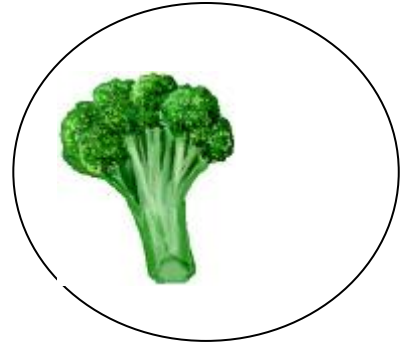
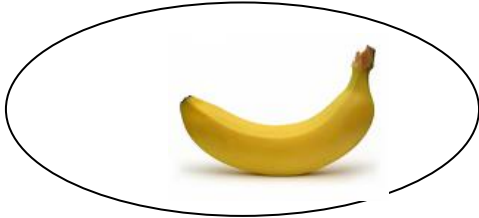
Trade

Posttest Answer Key: Goods and Services

Name: _____

Date: _____

1. Circle two pictures of a good.



2. Circle two pictures of a service.



3. Name one way that a mechanic is a producer.



A mechanic fixes cars, such as changing a tire. (Answers will vary)

Name one way that a mechanic is a consumer.

A mechanic has to buy their tools from a store. (Answers will vary)

4. Name one way that a doctor and a fireman alike.



They both like to help other people; they save the lives of those in trouble. → They both serve the community. (Answers will vary)

Name one way that a doctor and a fireman are different.

A doctor does not use a fire hose when working with the sick. → Meaning they use different goods to perform their services. (Answers will vary)

5. If the cafeteria were to run out of cake today, then it could be called a _____.

Scarcity

Service

Choice

Trade

Unit lesson plan #1 (English/Language Arts→ Writing)**LESSON PLAN by:** Sahara Kipfer**Source:** Original**Lesson:** Dream Jobs**Length:** 1 hour**Age or Grade Intended:** 1st grade**Academic Standard(s):**

- English/Language Arts 1.5.4- Use descriptive words when writing. (Core Standard)
- Social Studies 1.4.3- Compare and contrast different jobs people do to earn income. (Core Standard)

Performance Objectives:

Using the teacher's writing example, students will write a paragraph of at least 4 sentences concerning their dream job, with a minimum of 4 descriptor words.

Assessment:

The teacher will collect the students' writing pages at the end of the lesson (or the end of the day if they need more time to finish) and check to see how many sentences they wrote, as well as to see if at least 4 descriptor words were correctly used (students are to highlight these words). If students do not correctly accomplish these tasks, the teacher will conference with them, at a later date, and provide one-on-one attention to correct it.

Advanced Preparation by Teacher:

The teacher will need to compose a letter that will be sent home (at least two weeks in advance) to the parents, in regards to being invited to the classroom as guest speakers. The teacher will also need to set up extra chairs in the classroom, to seat those parents who choose to come. An overhead projector will need to be obtained for part of the lesson. Lastly, the teacher will need to make sure that students have one marker/highlighter in their desk, so they can easily pull it out during the lesson.

Procedure:

Introduction/Motivation: The teacher will begin the unit, and this particular lesson, by announcing the theme (economics). An explanation as to why some of the parents are in the room, if they do not already know, should be given. The rationale that will be offered can be stated in this way: "As many of you know, today we are beginning a new social studies unit, in which we will be exploring the topic of jobs today. Now some of you may know what you want to be when you grow up and others of you may not. In order for you to see what kinds of jobs you can do when you are older, I have invited your parents to come and speak with our class. They are going to share what they do for a living, such as being a nurse at a hospital, working at a restaurant, running a farm, etc. By listening to these adults, you might hear a job that sounds interesting to you, so I want you to pay close attention to our guest speakers."

Step-by-Step Plan:

- Step 1: The teacher will introduce each parent before they speak. (Gardner: Verbal-Linguistic) For example, the teacher will say “This is Mr. Bucher, he is the father of Corey and he is a chef. Let’s listen to what he has to say.” Parents will be limited to about 2 minutes each, depending how many guest speakers come.
- Step 2: After each parent has finished, the teacher will allow for the students to ask questions. Preferably no more than three questions will be asked each round, unless the time permits for further questioning.
- Step 3: Once every parent has had a chance to speak, the teacher will announce to the class that they will be writing one paragraph to answer the question of “what do you want to be when you grow up?” (Bloom’s: Evaluation) (Garner: Verbal-Linguistic) Parents are more than welcome to stay and observe their children.
- Step 4: The teacher will write and explain two samples on the overhead, so that the students have something to refer to when they are writing. (Gardner: Visual-Spatial) However, with the second example, students will be asked to get out their whiteboards and write what they think are the descriptor words. The teacher will then explain the correct words, in which students are to check their own work.
- “I want to be a teacher. I like to help other people learn **new** things. I like to see them smile when they **first** learn something. I enjoy being with **little** kids. Teaching **first** grade is what I want to do.”
 - “My sister is an **amazing** cook. She wants to be a chef when she grows up. She enjoys making **yummy** foods. Breakfast casserole, in her opinion, is her **best** dish. However, I like her **chocolate** cake.”
- Step 5: The teacher will explain that the students are to use descriptive words in their writing. An explanation of the phrase “descriptive words” will need to be given (Gardner: Verbal-Linguistic), so that the students understand part of the task. Within the teacher’s example, the descriptor words are highlighted. (Gardner: Visual-Spatial) Students are to include at least 4 descriptor words (they will highlight these words in their writing) in their paragraphs (which consist of at least 4 sentences). Reminding the students of their writing premise should be done as well- write one paragraph about what you want to be when you grow up. If students have difficulty thinking of a job they want to do, then they can write about one of the jobs the parents talked about today and what they thought about it.
- Step 6: Once students have written their paragraph, they may draw a picture to go along with it. (Gardner: Visual-Spatial). The main idea is to get their thoughts in writing, so drawing a picture is not necessary.

Closure: If time permits, the teacher will have those students who are finished at a specific point, roughly five minutes until the class period ends, share their writing.

If a student finishes early, they should quietly read a book from their book basket. At the very end of the class period, the teacher will tell the students that tomorrow they will be discussing things that people make at their jobs.

Adaptations/Enrichment:

A boy with a hearing impairment- The teacher, in addition to all the guest speakers, will need to wear a hearing supporting device (such as a lapel), so that the student can clearly understand what is being taught. Also, the student can be seated at the front of the classroom, so that they are not surrounded by distractions.

A girl who has a learning disability in English/Language Arts- The student can have an aid or a parent volunteer help them write their sentences. This student just needs additional one-on-one time. In order to help this student, the aid may need to write the word with a highlighter, so that the student can trace over it with a pencil.

A boy who is gifted and talented in English/Language Arts- The teacher can have this student identify the nouns in one color highlighter and the descriptor words in another color.

Self-Reflection:

Were the students' attention captivated by the guest speakers or should a different motivator have been utilized? Were the parents given enough time to talk? Were the students confused by the language the other adults used? Was enough guided practice provided or should more instructional time have been given before the students set out in writing about their dream jobs? Were students given enough time to write their paragraphs? As for the adaptations and enrichments, were they met with success or should the teacher have consulted with those students prior to the lesson?

March 9, 2010

Dear Parents/Guardians,

In our first grade classroom we will be working on a social studies unit that involves the topic of economics. This unit will span a period of two weeks, in which one lesson per day will be taught concerning this subject. To “kick-off” this unit, I am centering my first lesson plan upon the different types of jobs that are available. What I am asking of you is to volunteer an hour of your time to come and be a guest speaker in our classroom. All you would have to do is talk about your job for about two to three minutes. This particular lesson will be occurring on Monday, March 15, from the hours of 1:00pm until 2:00pm. Students are more than welcome to have both parents/guardians come if it is feasible. If you want to attend this event, then you are to have your child return this slip to school by March 12.

Sincerely,

Miss Kipfer

Email: sokipfer@spartans.manchester.edu

Cell phone: 260-273-9890

-----cut here-----cut here-----cut here-----cut here-----cut here-----cut here-----

Child's Name: _____

Names of the guest speakers: _____

Unit lesson plan #2 (PE- Gross Motor)

LESSON PLAN by: Sahara Kipfer

Lesson: Transporting Goods

Source: Original, except for the locomotor worksheets, which were provided by Dr. Duchane

Age or Grade Intended: 1st grade

Length: 45 minutes

Academic Standard(s):

Social Studies 1.4.6- Explain that people exchange goods and services to get the things they want.

Physical Education 1.1.1- Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

Performance Objectives:

Following the teacher's model for what her job produces in terms of goods, students will use their writing assignments from the first lesson to write at least 3 goods that their dream job can produce, in which this will be checked for completeness, meaning 3 separate and distinct items should be written.

Following the teacher's explanation on the transportation of goods, as well as their demonstration, students will take part in a mock transportation of goods, in which they will perform the locomotor skills of running, jumping, and skipping, with 81% accuracy (meaning they score 9 out of 11 on the assessment).

Assessment:

The teacher will collect the students' list of goods, which will be checked for completeness, meaning that students are to write 3 different goods down and not repeat their answers.

The teacher will observe the students as they complete the mockup course, one by one, in which the teacher will evaluate each student on their skill development by using the attached evaluation sheets.

Advanced Preparation by Teacher:

The teacher will need to:

- Create an example of a good and how it relates to the theme of jobs.
- Make sure that students have paper and pencils in their desk, so that they can make their "good's list."
- Make sure chalk is available to write on the chalkboard.
- Bring in a pair of their tennis shoes (ones from another country, perhaps China) and a lunch box too.
- Make sure the map can be pulled down from above the chalkboard without any difficulties.
- Reserve the gym for part of the class period.

- Set up the mockup using jumps ropes, orange cones (any color will due), hula hoops, scooters, ropes, various “goods” (fake food items, like the plastic ones; clothing items; books). About 25 food items will be needed and as for the other items, it depends on how the teacher sets up the obstacle course. Five jumps could be used for the railroads in one part and 8 could be used in another obstacle option, it all rest in the teacher’s preference.

Procedure:

Introduction/Motivation: The teacher will have the students think back to yesterday’s lesson, in which several different parents spoke about their jobs and students then wrote about their dream job. The teacher will then ask “what is another name for the material things, such as apples, clothes, toys, etc., that people can buy with their money?” (Bloom’s: Knowledge) The answer is “goods,” but it is expected that the students will not know the correct response; however if they do, then that will lead into the main activity. Before the teacher moves into the central focus, they will provide an example of a good and how it relates to theme of jobs. (Gardner: Verbal-Linguistic) The example given will be “My job is being a teacher. This is the work that I do so that I may buy things that my family needs and wants. I go to store here in North Manchester with the money I earn teaching to buy these things. The things that I buy are called goods. Therefore, I can say that groceries, such as apples and crackers are goods.”

Step-by-Step Plan:

- Step 1: The teacher will have the students pull out their writing assignment from the day before. Students will then be prompted to think about the job they chose, in which they will asked “what goods are made from the job you chose?” (Bloom’s: Knowledge) Students are to get out a piece of paper, in which they are to write (Gardner: Visual-Spatial) at least three goods that that profession produces. This is just a practice exercise, although it will be turned in and checked for completeness. The teacher is merely seeing if the students understand this idea of “goods.”
- Step 2: The teacher will then call on at least 3 students to share their ideas, which will be written on the chalkboard. (Gardner: Visual-Spatial)
- Step 3: From there, the teacher will explain that these goods are not always made here in town. (Gardner: Verbal-Linguistic) For example, the teacher will show her class a pair of her tennis shoes. (Gardner: Visual-Spatial) It will then be explained that they were made in China. In fact, the labels on items, such as shoes and clothes can tell a person where that item was made, such in the United States or another country. Since students will not be able to read or even pronounce some of the names of various countries, the teacher will go around the classroom and look at the different labels on items, such as pencils and their own lunch box.
- Step 4: Now the teacher will explain (Gardner: Verbal-Linguistic) that the different countries that were just mentioned are not close by. Some of the countries, like China and Taiwan, are across an entire ocean,

so that means in order for their goods to make it to the United States and more specifically this town, they have to be flown here by plane or shipped across the ocean. A map of the world (the one above the chalkboard will be utilized) will then be shown so that this point can be more easily illustrated. (Gardner: Visual-Spatial)

Step 5: The previous step will have established the transition into transportation. Students will be asked “Can you recall any other ways that goods are transported to cities and towns?” (Bloom’s: Knowledge) Answers that will have already been discussed are boat and plan, so other expected answers will center upon automobiles and trains.

Step 6: To help students better understand all that has been discussed, the teacher will explain (Gardner: Verbal-Linguistic) that the students will be taking part in a “delivery mockup.” Within the reproduction, the teacher will have an obstacle course set up in the gym, which will be like a maze, so that the students are not all taking the same route. (Gardner: Bodily-Kinesthetic) The whole idea is for students to understand the delivery process of goods from one destination to another. For this to occur, the teacher will need to have talked with the gym teacher, so that the space and equipment can be reserved. If the gym teacher is available and willing, they can also help with this activity.

Step 7: Once in the gym, the teacher will need to clarify the rules for activity. For example, students need to be instructed to pick up only one item that is on the gym floor right near the starting point. From there, they will be required to complete one destination route. The possible modes of transportation that will be used throughout this activity are trains, automobiles, planes, and ships.

- Trains- jump ropes will be set out, in which students are to jump over them as if they are railroad tracks.

- Automobiles- hula hoops will be set on the ground, in which students are to skip through them or beside them if they don’t feel comfortable going through them. The reason they are skipping and not walking is because automobiles can go fast, but not as fast as planes, in which running will be done with the action of planes.

- Planes- students will see orange cones that are lined up in rows, so this will make it appear as though there are lanes. Students are to remain in their lane when they are acting like a plane. To act like a plane students should outstretch their arms and run down their lane.

- Ships- students will see a rope, they are to pull this on this rope. This rope will be attached to a scooter, so by pulling on it the student will be able to obtain their means of crossing the ocean. The rope pulling is a good idea because it will allow for students to leave their scooters at the end of

one spot and then the next person will have to repeat the process of pulling on the rope in order to obtain their means of crossing the water. When students are crossing the ocean, they are to sit on their scooter and use their feet to move.

Once students have completed their destination, they are to deposit their one item in their designated box. If students want to complete this activity again, and time permits as well, they can collect the boxes and spread the items out again and then repeat the process, but with a different route the second time. Also, students will be completing this mockup individually, so that the teacher can properly assess the students. The second round, if time permits, will be done in groups or an allotted number of students. While students are waiting for their turn, they can be practicing their skills (Gardner: Kinesthetic) in a designated area, that way they can be well-prepared when they are up.

Step 8: The teacher will demonstrate the activity for the students, so that they can be sure to understand the different meanings behind the items. (Gardner: Visual-Spatial)

Closure: Once the transportation exercise has been completed, the teacher will review with the class the different modes of transportation, in addition to what constitutes a good. Also, the teacher will tell the students that tomorrow they will be continuing their talk on goods once more.

Adaptations/Enrichment:

A girl with a hearing impairment- The teacher will need to wear a hearing supporting device, so that the student can clearly understand what is being taught.

A boy with an orthopedic impairment- The teacher could have the gym teacher or actual aid assist with this student, in which the student could be pushed in a special chair throughout course and make certain hand gestures for the various transportation acts.

A boy that is gifted in physical education- He could perform various other locomotor skills in place of the 3 that are being assessed. The teacher and the child will need to discuss this beforehand, so that things are made clear.

Self-Reflection:

In the beginning, did the teacher do a good job of captivating their attention, in which the teacher had them think back to their writing assignment from yesterday? Was the teacher's example of a good and its relationship to teacher relevant or should a different approach have been utilized? Should the teacher have referred to the labels on goods in the classroom or did this upset the students because they were unable to read the words? Were the directions for the mockup course too difficult? Were students able to complete the course without much confusion? Did students correctly perform the locomotor skills or should some of those skills be retaught? Were the adaptation/enrichments appropriate or should the teacher have consulted with these students beforehand?

LOCOMOTOR SKILLS

Skill	Equipment	Directions	Performance Criteria	1st	2nd
RUN	50 feet of clear space, colored tape, chalk or other marking device	Mark off two lines 50 feet apart Instruct student to "run fast" from one line to the other	1. Brief period where both feet are off the ground		
			2. Arms in opposition to legs, elbows bent		
			3. Foot placement near or on a line (not flat footed)		
			4. Nonsupport leg bent approximately 90 degrees (close to buttocks)		
GALLOP	A minimum of 30 feet of clear space	Mark off two lines 30 feet apart Tell student to gallop from one line to the other three times Tell student to gallop leading with one foot and then the other	1. A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot		
			2. Brief period where both feet are off the ground		
			3. Arms bent and lifted to waist level		
			4. Able to lead with the right and left foot		
HOP	A minimum of 15 feet of clear space	Ask student to hop 3 times, first on one foot and then on the other	1. Foot of nonsupport leg is bent and carried in back of the body		
			2. Nonsupport leg swings in pendular fashion to produce force		
			3. Arms bent at elbows and swing forward on take off		
			4. Able to hop on the right and left foot		
LEAP	A minimum of 30 feet of clear space	Ask student to leap Tell him/her to take large steps leaping from one foot to the other	1. Take off on one foot and land on the opposite foot		
			2. A period where both feet are off the ground (longer than running)		
			3. Forward reach with arm opposite the lead foot		
HORIZONTAL JUMP	10 feet of clear space, tape or other marking devices	Mark off a starting line on the floor, mat, or carpet Have the student start behind the line Tell the student to "jump far"	1. Preparatory movement includes flexion of both knees with arms extended behind the body		
			2. Arms extend forcefully forward and upward, reaching full extension above head		
			3. Take off and land on both feet simultaneously		
			4. Arms are brought downward during landing		

LOCOMOTOR SKILLS

Skill	Equipment	Directions	Performance Criteria	1st	2nd
SKIP	A minimum of 30 feet of clear space, marking device	Mark off two lines 30 feet apart Tell the student to skip from one line to the other three times	1. A rhythmical repetition of the step-hop on alternate feet		
			2. Foot of nonsupport leg carried near surface during hop		
			3. Arms alternately moving in opposition to legs at about waist level		
SLIDE	A minimum of 30 feet of clear space, colored tape or other marking device	Mark off two lines 30 feet apart Tell the student to slide from one line to the other three times facing the same direction	1. Body turned sideways to desired direction of travel		
			2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot		
			3. A short period where both feet are off the floor		
			4. Able to slide to the right and to the left side		
LOCOMOTOR SKILLS SUBTEST SCORE					

Unit Lesson #3 (Art) Lesson by: Sahara Kipfer

Academic Standard(s): S.S. 1.4.1- Identify goods that people use. (Core Standard)

Performance Objectives: Following the teacher's definitions of "goods," students will create a collage containing goods, in which 10 pictures are to be included, with the goal of having at least 9 of them correctly placed.

Advanced Preparation by Teacher: The teacher will need to obtain magazines, at least one for each student. The teacher should bring in pictures of goods and those that are not goods too. Additionally, chart paper, markers, glue sticks, construction paper, and scissors will need to be collected.

Lesson Plan:

- The teacher will review the term "goods" with the students, as well as the concept of how goods are transported.
- The teacher will call the students over to the meeting area, in which she will write the term "goods," on a piece of chart paper. From here, the teacher will make a list of examples, such as "apples, paper, pencils, etc) Students will be asked to follow suit, in which the teacher will write their responses as a continuation. A list of roughly 15 items should be the end result. An explanation of why they are goods will need to be presented at this time.
- The teacher will now hold up pictures of goods and some that are not considered goods. Students are to either give a thumbs up if it is a good, a thumbs down if it is not, and if they are unsure their thumb should be horizontally positioned.
- Students will now be made aware of their art project. They are to create a collage of goods (with at least 10 items) with the teacher's supplies of magazines, construction paper, glue, and scissors. The teacher will need to be sure and explain what a collage is, in addition to showing an example.
- Tomorrow the students will be working with imagery, in which they have the opportunity to express themselves through writing.

Assessment: The teacher will collect the students' collages at the end of the class period. They will be assessed according to whether or not the items represent those of actual goods or not. The goal is for students to achieve 90% on their collage.

Unit lesson plan #4 (Mathematics)

LESSON PLAN by: Sahara Kipfer

Source: Original

Lesson: Money Matters

Length: 45 minutes- 1 hour

Age or Grade Intended: 1st grade

Academic Standard(s):

Mathematics 1.5.7- Identify and give the values of collections of pennies, nickels, and dimes.

Social Studies 1.4.2- Identify services that people do for each other. (Core Standard)

Performance Objectives:

Using the paper coins that were given, students will pretend to be shoppers, in which they will count out their change when purchasing an item, with 100% accuracy.

Using the paper coins that were given and pretending to be cashiers (one form of service), students will evaluate a shopper's purchase, with 100% accuracy.

Using their paper coins, students will identify the different coins by holding them up in the air when the teacher announces that coin's name, with 100% accuracy.

Assessment:

The teacher will observe the students as they hold up their coins. If a student is holding up the wrong coin, the teacher will ask the student(s) to look at their coin and make sure they chose the right one.

The teacher will collect the plastic bags that were handed in to the cashiers during the mock store. Due to the teacher's thorough explanation, the students will have known that their goal was to correctly count and evaluate a peer's counting skills during the latter part of the activity.

Advanced Preparation by Teacher:

The teacher will need to:

- Make a transparency that contains pictures of the "head" side of the following coins: pennies, nickels, and dimes. (attached at end of lesson)
- Make sure the overhead is working properly
- Paper copies, of just the front side, of the three coins mentioned above will need to be made and then cut out and placed into bags. Five of each coin will need to be created per student.
- Bring in real coins- at least 1 of each (penny, nickel, dime)
- Red and black pens.
- Plastic bags- 1 per student (not including the ones above)

- Mock store items (can use list attached or can create another) with price tags placed on them.
- Create a price check answer key. (attached at end of lesson)

Procedure:

Introduction/Motivation: The teacher will begin the lesson with a review of the two previous lessons, in which the students will be asked “How would you explain the definition of a good? Can you explain how goods, or materials, get from one place to another?” (Bloom’s Comprehension) Answers such as planes, trains, trucks, boats, etc. are expected. Next the teacher will ask the students, “Once these goods have arrived at their destination, or final stopping place, what is done with them?” (Bloom’s: Evaluation) The teacher can anticipate all types of responses like “they are taken inside the stores” or “they are put on shelves for people to look at.” These replies will help the teacher transition to the main focus of the lesson: how people buy, or get, these goods.

Step-by-Step Plan:

- Step 1: The teacher will display three pictures of coins (pennies, nickels, and dimes) on the overhead, in addition to holding up the real objects. (Gardner: Visual-Spatial) They will then ask the students “what is being shown in the pictures?” (Bloom’s: Knowledge) The first answer the teacher is looking for is “money,” but students might immediately start naming the specific coins.
- Step 2: Next the instructor will confirm that the pictures are indeed of money. The term money will then be explained in the following way: “Money is something that you earn by doing a job. Once you have received this money, you can use it to buy things, such as goods. In order to buy anything you will need to have money, that is why it is important.” (Gardner: Verbal-Linguistic)
- Step 3: The teacher will make sure that the value of the coins has been explained, as well as written on the overhead, that way students can refer to it throughout the lesson.
- Step 4: Copies of the coins, on paper, will then be handed out to each student. They will already be cut out and placed in bags for the students, so that no time is wasted cutting them out. Within each bag should be 5 copies of each type of coin (pennies, nickels, and dimes).
- Step 5: The teacher will then have the students sort out their bags of money, in which all the pennies should be placed into one pile and so on. Before the students set out to complete this task, the teacher will need to provide one more explanation their design and value.
- Step 6: Once students have their piles sorted, the teacher will make sure they can properly identify the coins by calling out a coin, such as “nickel.” When a coin is called out by the teacher, the students are to hold up one of the correct coins being announced. (Gardner: Logical-Mathematical) This will be done several times, in which the teacher should feel confident in moving on to the following steps.
- Step 7: Students’ addition skills are going to be tested here. The teacher

will utilize their overhead once again for this step. Simple math problems are to be explored, such as “one penny plus one penny equals?” Instead of writing that out, the coins and symbols will be used. (Gardner: Visual-Spatial and Logical-Mathematical) Several example and practice problems should be provided. One thing to keep in mind is that no more than 3 coins should be used in an addition problem. The idea is to start out slow and build up to higher level math skills.

- When first providing sample math problems, the teacher should thoroughly explain at least four or five of them.
- After the teacher’s examples, the instructor should provide countless addition problems, using the money, as many as it takes to see that the majority of the class understands the concept. This may mean that only 7 problems need to be given or it may mean that 15 problems need to be offered. As the teacher has the students solve the problems, they can ask “how would you solve ‘one penny plus two nickels’ using what you’ve learned about the value of these coins?” (Bloom’s: Application) When providing the equations in this phase, the teacher will have the students independently solve the problems (Gardner: Intrapersonal) and then evaluate how well they did. The teacher will be walking around the classroom during this part, but since they will not have the opportunity to see everyone’s answers, they will ask the students to raise their hands if they got the problem right during that try. Emphasizing that it’s okay to make mistakes should be done, that way those students who are having difficulty will not feel unintelligent.

Step 8: After numerous coin problems have been explored, the teacher will bring the focus back to goods and how money can be used to purchase them. With this in mind, the teacher will explain that the students are going to have an opportunity to work as cashiers in a grocery store. (Gardner: Interpersonal) This is one job, among many others, that deals with money all day long.

Step 9: Students will be instructed to place their money back into their bags, that way they can carry it with them in a few moments. The teacher will divide the class into two groups, in which the first round one group will be the cashiers and vice versa with the second group. The idea is for the students to buy 1 item within the store (from the designated table). They are to use their bag of coins to purchase this item. Once they have counted out their coins (Gardner: Logical-Mathematical), they will hand them over to the cashier who will put them in another plastic bag with the purchaser’s name in black ink, along with the item’s name. However, before doing so, the cashier must count the change and write the amount they think was handed over in red ink, along with their name too. This will all be explained

to the student, so they know what to expect. (Gardner: Verbal-Linguistic) After all, this is the object of the activity, so the teacher wants them to succeed and this can only be done if they understand the task at hand. Step 9 will occur in two parts, meaning that half the class will be shoppers for about 5 minutes and then the roles will be reversed for another 5 minutes.

-One important thing to note, that the teacher will not disclose to the students, is that each item's cost only needs to be paid in 3 coins. It was purposely set up this way.

Closure: Once the store simulation has been completed, the teacher will review with the students the names and values of the three coins that were included in today's lesson. The teacher will then explain to the students that tomorrow's lesson will involve the teacher reading a book, *Curious George Takes a Job*, to be exact. So tomorrow the students should come with questions and/or predictions.

Adaptations/Enrichment:

A boy with a hearing impairment- The teacher will need to model/illustrate the spoken instructions that are given for the simulation. That way he will be able to fully understand the object. Also, the student may wear a hearing supporting device, in addition to the teacher wearing a lapel type device, that way the teacher's voice can be more audible throughout the lesson.

A boy who is visually impaired- The teacher will need to be sure and enlarge the size of the coins that are given to the student. This will help him to clearly see the coins, so that he can properly identify them as they are being used throughout the lesson.

A girl who is gifted in math- This student could be introduced to the quarter throughout this lesson. The teacher would have to carefully monitor the situation because none of the other students may have this coin. To ensure that the student is using this additional coin, the teacher would have to carefully observe. During the simulation, the teacher would have to work with the evaluating student because most likely that student will not understand the concept of the quarter. Also, the teacher should note that the coins used for the purchased item may not be 3 then, but this would only be the case for this student.

Self-Reflection: Did I immediately engage my students' attention in the beginning or should another captivating method been chosen? Did the students take their roles, during the simulation, seriously or should a different activity have been chosen? Were the directions clearly understood throughout the lesson or should the students have received a hard copy? Were students given enough time to absorb the new knowledge before applying it? Did the gifted student understand the concept of the quarter in addition to the other coin values? Were adaptations met with success or should the teacher have conferred with the students prior to the lesson to see if any other needs could have been met?

Money Matters

Penny:



Nickel:



Dime:



Price Check Answer Key

<i>Item Name</i>	<i>Price</i>
Apple	.15
Small book	.30
Pencil	.07
Notebook	.20
1 Sheet of sticker	.25
Small bag of chips	.30
Ruler	.21
Eraser	.16
Deck of cards	.25
Can of Play-Doh	.30
Beach ball	.12
Magnet	.11
Bouncy ball (quarter-sized)	.25
Bracelet	.15
Pen	.21
Balloon	.07
Mini action car	.16

Unit lesson plan #5 (Storytelling)

LESSON PLAN by: Sahara Kipfer

Source: Original

Lesson: Services

Length: 45 minutes- 1 hour

Age or Grade Intended: 1st grade

Academic Standard(s):

- Social Studies 1.4.2- Identify services that people do for each other.
- English/Language Arts 1.5.1- Write brief narratives (stories) describing an experience. (Core Standard)
-Example: Write a short story titled My Friend describing an experience that is real or imagined.

Performance Objectives:

- Using the rubric that was given, students will write a new scene for the book *Curious George Takes a Job*, with 92% accuracy (scoring 11/12 on the rubric).

Assessment:

The teacher will use the attached rubric to evaluate the students' work. Students will already know what is expected of them because these guidelines would have been explained by the teacher.

Advanced Preparation by Teacher:

The teacher will need to:

- Obtain a copy of the book *Curious George Takes a Job* by H.A. Rey.
- Develop questions to ask the class throughout the reading of the book.
- Chart Paper will need to be acquired.
- Create a rubric, so that the students' writings can be evaluated (one is attached).

Procedure:

Introduction/Motivation: The teacher will begin the lesson with a review of the previous lesson, in which the students will be asked "Can you recall how people get their goods at a store? Let's say that they have everything in their shopping cart, what do they do next?" (Bloom's: Knowledge) Included in the students' responses should be the concept of money, such as "pennies, nickels, dimes." From here, the teacher will explain (Gardner: Verbal-Linguistic) that sometimes people work without pay and these people are called volunteers. Nevertheless, the work that people do for others is referred to as a "service," whether they get paid or not. The teacher will then give a brief overview of the book that will be used shortly, in which the students are to pay attention to the services that George carries out.

Step-by-Step Plan:

Step 1: The teacher will remind the students that they are to listen closely, so that when questions are asked, they will all be able to answer them

correctly.

Step 2: At this point, the teacher should begin reading *Curious George Takes a Job*. (Gardner: Verbal-Linguistic and Visual-Spatial)

Throughout the book, the teacher will ask the following questions:

- After reading page 3, the teacher will explain the definition of “curious.” Students will then be asked “Do you think that you are a curious person? If so, please raise your hand quietly.” (Bloom’s: Evaluation)
- After reading page 11, ask the students “When and where do you think George will get off the bus?” (Bloom’s: Evaluation)
- After page 16 has been read, students should be asked “Do you remember our definition of service? To remind you it is the work that people do for others. With this definition in mind, can you identify the services that this or any other cook would provide?” (Bloom’s: Application)
- After reading page 19, the teacher will ask the students “What is the purpose of George’s new work, or service?” (Bloom’s: Analysis)
- When page 23 has been read, students can be asked “Using what you know about George, can you explain what he is going to do next” (Bloom’s: Comprehension)
- After reading page 27, the teacher will ask the students “How would you explain George’s service as a painter? What was he trying to do?” (Bloom’s: Knowledge)
- Once page 35 has been read, students will be asked “Do you think George will get into anymore mischief? If so, please raise your hand quietly.” (Bloom’s: Evaluation)
- After reading page 41, the teacher will ask the students “What types of services does a movie actor have to provide?” (Bloom’s: Comprehension)

Step 3: The teacher use their chart paper for the next part of the lesson.

During this part the teacher will ask the students, “What is the definition of a service?” (Bloom’s: Knowledge) The class will create a definition together, which the teacher will write at the top of the chart paper. (Gardner: Visual-Spatial)

Step 4: Students will be asked “What were some of the services that George performed?” (Bloom’s: Knowledge) The teacher will write down all of the students’ responses on the chart paper (Gardner: Visual-Spatial), in which they will be discussed in detail. (Gardner: Verbal-Linguistic)

Step 5: The teacher will explain to the students that they are going to be authors today. They are going to write a new excerpt that they think should be added to the book, in which they are to choose a new

service that George could have performed. In order for students to do this, students will need to create a starting point. The teacher will reintroduce and reemphasize the writing stage of prewriting. Students cannot learn this stage all in one day or just a few days, it takes several writing assignments, so this is one thing that the teacher will be focusing on.

Step 6: Since the topic has already been chosen for this writing assignment (topic- writing a new passage that involves a service that George could have performed), the teacher help the students brainstorm possible service ideas, which will be written on the chart paper as well. (Gardner: Logical-Mathematical and Visual-Spatial) Some possible ideas that the teacher can write include “being a postman, zookeeper, firefighter.” Students’ ideas should start flowing once the teacher has paved the way. (Gardner: Interpersonal) Hopefully a list of ten to fifteen ideas can be created. If time permits and the children are willing to share, the teacher can go around the classroom and have the students name the service they intend to center upon. After hearing/seeing others’ ideas, they may wish to change their idea, which will be fine.

Step 7: The teacher will direct the students back to their desks, but on their way, they should grab a rubric. This rubric will be explained once the students are back at their seats and have their writing journals out on their desks. Also, the teacher should turn the chart paper to face the class, so that they can refer to it throughout their writing. (Gardner: Visual-Spatial)

Step 8: The teacher will also explain (Gardner: Verbal-Linguistic) to the students that later on these stories, once they have been revised, will be turned into a class book, which depicts the “deleted scenes.” These deleted scenes would be the parts of the story the author could have considered for the book but chose not to include.

Step 9: Students will be given the rest of the class period to work on their stories, which should be completed by the end of the class period.

Closure: After all the students have handed in their writing journals, the teacher will explain what tomorrow’s lesson is going to entail. To be exact, the class is going to write and perform a song concerning the broad theme of jobs, which includes everything that we have talked about so far within this unit.

Adaptations/Enrichment:

A girl who is visually impaired- The teacher may need to obtain a big book copy of *Curious George Takes a Job*, that way she will be able see the words and picture clearly. Also, an enlarged copy of the rubric may need to be created, so that she can clearly see what is expected of her.

A girl who has difficulty with fine motor skills- The student could dictate their story to the teacher or an aid, who could write their story in highlighter. The student could then try to trace the assistant’s words.

A boy who is gift in English/Language Arts- Instead of writing about an imagined or made up scene, the student could apply their writing to their real life, in which they are to write about something that they have experienced. Within their writing, they should try to be as descriptive as possible, so that the scene can be vividly pictured.

Self-Reflection: In the beginning, were the students' attention captured or should a different captivating method have been chosen? Did the book hold the students' interest or were they bored or confused? Did the students respond to my questions throughout the book or should the questions have been reworded for better understanding? Was the utilization of chart paper an effective method or should a different approach have been taken? Was the rubric written and explained in a language that the students could understand? Were students given ample time to work on their story scenes? As for the adaptations and enrichments, were they met with success or should the teacher have consulted with those students prior to the lesson?

Name: _____

Date: _____

Rubric for *Curious George Takes a Job*

	1 Point	2 Points	3 Points
Focuses on a service	Does not focus on a service at all.	Names a service but has trouble staying on topic.	Names a service and stays on topic in their writing.
Proper Capitalization	More than six errors.	Three to five errors.	Two or less errors.
Spells sight/word wall words correctly	More than 2 errors.	1 to 2 errors.	No errors.
Length or story scene	Less than 8 sentences were written.	_____	At least 8 sentences or more were written.
			___ / <u>12</u> Total Points

Unit Lesson #6 (Drama) Lesson by: Sahara Kipfer

Academic Standard(s): S.S. 1.4.1- Identify goods that people use. (Core Standard)

Performance Objectives: After students act out a service, they are to verbally state two goods that are used to carry out that service, with 100% accuracy.

Advanced Preparation by Teacher: The teacher will need to: create “service” cards (one for each student), in which they are made of index cards that have a picture of a service, as well as the name of the service written upon them; a hat or basket for the index cards; and a student checklist will be needed too.

Lesson Plan:

- The teacher will begin the lesson with a review of the terms “goods” and “services.” The teacher will then explain how these two terms are interrelated, in which people need goods to perform a service.
- The teacher will provide a few examples of the two interrelated terms (Firemen use hoses and ladders to put out fires, Bakers/Chefs use pans and measuring cups to bake)
- Students will be told that they are going to perform an activity related to charades, in which each student (one at a time) will draw a “service” card from the teacher’s hat. They are to act out this service for the class, who will take turns guessing/figuring out that service. From there, the student who was acting will be instructed to name two goods that are needed to perform that specific service.
- Once all students have had a turn to perform, the teacher will review the significance of how goods and how they allow for a service to be carried out.
- Tomorrow’s lesson will center upon goods and services as well, but in more depth.

Assessment: The teacher will have a checklist with the students’ names, in which they are to check off whether they offered two appropriate goods. If no check is made, then the teacher will need to meet with these students individually, in which they will be offered more explicit and direct instruction.

Unit lesson plan #7 (Social Studies)**LESSON PLAN by:** Sahara Kipfer**Lesson:** Producers and Consumers**Source:** http://www.indianastandardsresources.org/files/soc/ss_1_4_4.pdf**Age or Grade Intended:** 1st grade**Length:** 45 minutes-1 hour**Academic Standard(s):**

- Social Studies 1.4.4- Describe how people in the school and community are both producers and consumers.

Performance Objectives:

- Using the rubric that was given, students will choose a community member and draw three things they produce and three they consume, scoring at least 89% (scoring 8/9 on the rubric).

Assessment:

The teacher will use the attached rubric to assess each of the students work. The teacher will have already explained the rubric to the class, so they will know what is expected of them before they set to work on the assignment. Also, the last part of the rubric states that a “verbal explanation” will need to be provided. To fulfill this last requirement, the teacher will need to conference with each student briefly, for about two to three minutes. During these short meetings, the teacher will have the student explain their drawings, in relation to the community member they decided upon. The idea is for the student to effectively defend their illustrations.

Advanced Preparation by Teacher:

The teacher will need to:

- Acquire a copy of the book *The Ox-Cart Man*, by Donald Hall.
- Familiarize themselves with the book, so that they can develop questions to ask the class throughout the reading of the book.
- Obtain a few sheets of chart paper.
- Create a “Producers and Consumers” worksheet for all the students, in addition to one transparency. (attached is the worksheet)
- Create a rubric to assess the students’ work. (there is a rubric attached at the end of the lesson)
- Set aside some time to conference with the students concerning their producer and consumer drawings.

Procedure:

Introduction/Motivation: The lesson will begin with a review of the terms “service,” and “goods.” The first term would have been discussed in the two previous lessons and the latter term was explained during lessons two and three. To conduct this review, the teacher will ask the students: “What is a service?” and “Can you recall our definition for goods?” (Bloom’s: Knowledge) For the term

“service,” the teacher will anticipate an answer along the lines of “the work that people do for others.” As for the word “goods,” the expected response will be something like “things that are made or grown, such as the items found in a grocery store.” Once both of these terms have been examined, the teacher will bring the focus to producers and consumers, in which the teacher will explain, as well as write on a piece of chart paper, (Gardner: Verbal-Linguistic and Visual-Spatial) these definitions. The definition for “producers” is “people who make goods or offer services.” For the word “consumers,” the following explanation will be provided: “anyone who uses goods and/or services.” Students are to keep these definitions in mind, as the teacher reads the book *The Ox-Cart Man*.

Step-by-Step Plan:

Step 1: Before the teacher begins reading *The Ox-Cart Man*, she will need to explain (Gardner: Verbal-Linguistic) that people, during the late 1700s and early 1800s, traveled by covered wagons, such as the one in the story. However, the information that is conveyed within its text is still relevant to today. Therefore, it is important that the students pay attention, so that they can see some prime examples what producers and consumers.

Step 2: Next, the teacher will begin reading *The Ox-Cart Man*. (Gardner: Verbal-Linguistic and Visual-Spatial), in which they will pose questions throughout the book, to check for understanding. The questions that will be utilized consist of:

- Once page 3 has been read, the teacher will ask the students “Can you explain what definition was provided on this page and to what word it is describing? Hint: It is a word that we already talked about today.” (Bloom’s: Comprehension) The word that is being described is “goods.”
- This is not a question, but after reading page 5, if the definition of “sheared” is not explained, the students will most likely ask what it means. The explanation that will be offered is “Shearing a sheep is similar to when you get a hair cut. In the sheep’s case, they are getting their wool cut or trimmed, so that it can be used to make clothes.”
- After reading page 8, ask the students “What examples can you find to say that the Ox-Man and his family are producers?” (Bloom’s: Application and Gardner: Logical-Mathematical)
 - o The students’ responses should be written on the chart paper, within a category labeled “producers.” (Gardner: Visual-Spatial)
- Once page 18 has been read, the teacher will pose the question of “What further evidence, or facts, can you find to show that the Ox-Man was a producer?” (Bloom’s: Analysis and Gardner: Logical-Mathematical)

- Students' replies will also be written on chart paper, underneath the pre-labeled column of "producers." (Gardner: Visual-Spatial)
- After reading page 26, the students will be asked "What examples can you find to prove that the Ox-Man and his family were consumers?" (Bloom's: Application and Gardner: Logical-Mathematical)
 - Once again, the students' answers will be placed on chart paper, but within a new category- "consumers." (Gardner: Visual-Spatial)
- When page 35 has been read, the teacher will pose the questions of "Why do you think the Ox-Man makes this long trip into town each fall, or autumn?" (Bloom's: Evaluation)

Step 3: The teacher will review the items listed underneath both columns of "producers" and "consumers." This will help to reiterate the two concepts, which will soon be translated into our local community. It will also help to show that a person can be both a producer and consumer and not just one.

Step 4: Now the teacher will tie the concepts of producers and consumers to the community of North Manchester, Indiana (Gardner: Verbal-Linguistic) To do this, the teacher will focus on one specific example of a producer and consumer within the community. The example that will be provided is that of an auto mechanic. For instance, one auto repair shop in town is known as the "Lambert Auto Repair & Service." It will be at this point that the teacher will place their transparency of the "Producers and Consumers" worksheet on the overhead. (Gardner: Visual-Spatial)

Step 5: The teacher will fill out the worksheet (Gardner: Verbal-Linguistic and Visual-Spatial), as a model for the students, especially since they will be completing one on their own later on in the lesson. To begin, the teacher write the words "Auto mechanic" on the line of "Name someone from out town." From there, the teacher will explain the first box, producers, in which three things your person does for others or things that they make will need to be drawn.

- The first drawing within the producer's box will be of the mechanic changing a tire. An explanation for this drawing will be provided, in which the teacher will say "An auto mechanic changes tires for other people. For example, if they ran over a nail and the tire goes flat, the car may need to have that tire changed." The second drawing will be of the auto mechanic painting a car, in which the teacher might just draw a car and a paint can next to it. As for the reason, "A mechanic sometimes paints cars for people. For instance, if someone scratches a car, the owner may want to fix it by having someone

paint it for them.” The last thing the instructor will draw within the box of producers is a car that is leaking oil. The reason for this picture is “a mechanic will sometimes change the oil in the car, if it has a leak or if a car has been driven so many miles and needs a tune-up.”

Once the producer’s box has been thoroughly explained, the teacher will talk about the second box, consumers. Within the second box, students are to draw three things that their person of choosing uses.

- The first drawing that the instructor will sketch concerns that of a toolbox, with various tools, such as a wrench. The reasoning behind this is that “A mechanic needs many tools to assemble or fix a car, but where do they get these tools from? They have to buy these tools at a store to begin with, which makes them a consumer.” The second illustration will be of a tow truck. The teacher will say that “A tow truck is used to transport some of the cars to the garage. What makes this truck a good is that it had to be purchased from a car dealership, in which a factory had to assemble it.” The last thing that will be drawn is two people. “These two people would be the employees, or the co-workers, in which the mechanic has hired them for their help, or services.”

Step 6: Once the teacher has finished modeling her example and expectations, the students will be told they are going to have the opportunity to do the same thing but for a different member of the community.

Step 7: The teacher will now ask the students “What are some other ideas of community members that could be used for your designs?”

(Bloom’s: Knowledge and Gardner: Interpersonal and Logical-Mathematical) Students, one at a time, will be asked to come up to the chalkboard, in which they will write their ideas. (Gardner: Visual-Spatial) If the students have difficulty getting started, the instructor can provide a couple of possibilities, such as a firefighter and a farmer. Students are not limited to the choices on the board; however, the one stipulation is that it has to be a member from the community of North Manchester.

Step 8: The rubric will now be handed out to the students, in which the teacher will thoroughly explain it. (Gardner: Verbal-Linguistic and Visual-Spatial) Students should know what is expected of them, so that no surprises erupt when the grades are handed back. Also, the teacher will need to be sure and announce that they will be meeting briefly throughout the day and maybe the next day to go over their producer and consumer drawings. These meetings will affect their grades, so they are to take them seriously.

Step 9: Students will have the remainder of the class period to work on their assignment. If a student should finish early, they are to raise their

hand. This will alert the teacher to speak with them either concerning a question or seeing that it is time to conference with them.

(Gardner: Verbal-Linguistic) If students finish early and have met with the teacher, they can color their illustrations.

Closure: The teacher will close the lesson with a review of the terms producer and consumer, in which students will be asked to explain their meanings, in which they can provide vivid details from their drawings if they so choose. Also, the instructor will provide a preview of the tomorrow's lesson. Students will be involved in the subjects of social studies and science, in which the class is going to talk about observing people while they are at work.

Adaptations/Enrichment:

A boy who is visually impaired- The teacher may need to obtain a big book copy of *The Ox-Man Cart*, that way he will be able to see the words and picture clearly. Also, an enlarged copy of the worksheet and rubric may need to be created, so that he can clearly see what is expected of him. Once the student has his worksheet and rubric in front of him, he may need extra lighting to read it, depending on his level of eyesight. If this is the case, a school specialist may need to be consulted on as to where to place an additional lamp. Also, the teacher will need to be sure to use dark colors of markers on the transparency and the chart paper, so that he is able to read. The contrast of light and dark surfaces will help him to better read the information.

A girl with a learning disability- She may need additional time to work on her assignment. This can be done through the use of extra class time or the assignment would be taken home over night, in which it would be due the next day. If an aid is available during this lesson, they can help the student to stay on task and they can provide further direction. If an aid is not available, the teacher could have an example for the student to look at or they could personally help the student, until it came time to conference with the other students.

A boy who is gift in English/Language Arts- Instead of drawing three pictures for each box, the teacher could have the student draw one picture for each box, and then write a two to three sentence caption for the picture. The caption could contain reasons as to why this illustration fits into the category of a producer or a consumer. This would change the conference structure, in which the teacher could meet with him to discuss his word choice and writing conventions, as they apply to his reasoning.

Self-Reflection: Did I capture my students' attention in the beginning or should a different strategy have been used? Were students able to recall the terms of "goods" and "services" or should more reviewing/practice have been provided beforehand? Was the book selection appropriate for this age group or should a different book have been chosen? Were the students able to respond to the teacher's questions with success or should they have been worded differently? Was the use of chart paper an effective tool? Should more than one example of producers and consumers have been provided to the class? Was the rubric properly explained to the students in a language that they understood? Was conferencing with the students an efficient assessment tool? Were the adaptations and enrichments met with success or should the teacher have met with these students prior to the lesson?

Name: _____ Date: _____

Producers and Consumers

Name someone from our town: _____

Draw things they make or do for others. (Producer)

Draw things he/she uses. (Consumer)

Name: _____

Date: _____

Producers and Consumers Rubric

	1 Point	2 Points	3 Points
Producer	1 or no items were correctly drawn	Only 2 items were correctly drawn	3 items were correctly drawn
Consumer	1 or no items were correctly drawn	Only 2 items were correctly drawn	3 items were correctly drawn
Verbal Explanation	Student was not able to explain their two drawings	Student was able to explain only one of their drawings	Student was able to explain both drawings with success
			____/ 9 points

Unit Lesson # 8 (music) **Lesson by:** Sahara Kipfer

Academic Standard(s): S.S. 1.4.4- Describe how people in the school and community are both producers and consumers.

Performance Objectives: After highlighting the services the producers offer, students are to choose three of the producers and explain in writing two goods they consume while doing their job, with 100% accuracy.

Advanced Preparation by Teacher: The teacher will need to make copies of the song for each student, which can be found at <http://www.britishcouncil.org/kids-songs-jobs-lyrics.pdf> (attached is a copy). Also, technology can be incorporated with this song, in that there is a video for it at that website, so the teacher could project it from the classroom computer. Additional materials include markers/highlighters, paper, and pencils for each student.

Lesson Plan:

- The teacher will begin the lesson with a review of the terms “producers” and “consumers.” The instructor will then explain that all jobs allow for a person to be a consumer and a producer, although it may be difficult to see both sides of a person’s job. To illustrate this, the teacher will tell the students they are going to interpret and decode a song about the different types of jobs people can do.
- The teacher will pass out the song and then play it on the computer. Once the song has been played and the teacher has read over it with the students too, the class will be given the task of highlighting the services that the producers offer.
- The teacher will discuss the different services these producers offer, that way the students are able to check their work. Next, students will be given the task of selecting three producers and then writing one sentence for each producer that helps to convey the goods they use while also being a consumer.
- Students will be told that tomorrow they will work with the skill of observation.

Assessment: The teacher will collect the students’ sentences, in which they will check them to see if the students appropriately applied their knowledge of consumers.

People Work

Nigel Naylor, he's a tailor
He makes trousers, suits and shirts.

Penny Proctor, she's a doctor
Comes to see you when it hurts.

Peter Palmer, he's a farmer
He's got cows and pigs and sheep.

Wendy Witter, babysitter
Minds the kids when they're asleep.

People work in the country
People work in the town
People work day and night
To make the world go round.

Mabel Meacher, language teacher
Teaches English, French and Greek.

Gary Gummer, he's a plumber
Call him when you've got a leak.

Patty Prentice, she's a dentist
Keeps your teeth both clean and white.

Ronnie Ryman, he's a fireman
Comes when there's a fire to fight.

People work in the country
People work in the town
People work day and night
To make the world go round.

People work in the country
People work in the town
People work day and night
To make the world go round.

Unit Lesson # 9 (science) **Lesson by:** Sahara Kipfer

Academic Standard(s): Science 1.2.7- Write brief informational descriptions of a real object, person, place, or event using information from observations. (Core Standard)

Performance Objectives: After viewing their career voyage video, students will write a paragraph of at least 4 sentences, in which they describe that career choice, with 100% completeness (meaning they write 4 sentences that stay topic).

Advanced Preparation by Teacher: The teacher will need to preview the website: <http://www.careervoyages.gov/careervideos-main.cfm>, in which they are to assign one video career per student. The computer lab will also need to be reserved for this lesson.

Lesson Plan:

- The teacher will begin by reviewing the terms of “goods” and “services” and how they are associated with the terms “producers” and “consumers.”
- The teacher will explain one important skill that they will need in order to complete today’s activity- observation. This is one life skill that needs to be fine tuned because it is crucial to our every day activities.
- The teacher will demonstrate the importance of observation by playing one of the corresponding videos and explaining what they will be looking for in the writing portion of the activity, such as goods and services their person carried out.
- Students will be given a URL address that will take them to one specific website that has a 90 second video clip pertaining to one type of job. The teacher will be sure to assign only one student to each job they choose, this will enforce the idea that students are to complete this on their own and not copy another’s work.
- Tell students that tomorrow they will be discussing scarcity of goods and services.

Assessment: The teacher will collect their written descriptions and read them for completeness and appropriateness. As students are viewing their videos, the teacher will circulate around the room and answer any possible questions that arise.

Unit Lesson # 10 (PE Fine Motor) Lesson by: Sahara Kipfer

Academic Standard(s): S.S. 1.4.5- Explain that people have to make choices about goods and services because of scarcity.

Performance Objectives:

After the teacher's discussion on the concept of scarcity, students will design a 5'' by 5'' quilt square, in which they can decorate it with a picture of their dream job and then sew it on the quilt, with 100% completeness (meaning an actual career choice is depicted on their fabric and that it is securely sewed on the quilt).

After students turn in their quilt squares, they are to verbally state to the teacher one other idea that could be implemented to assist a family in need, one whose basic needs are scarce.

Advanced Preparation by Teacher: The teacher will need to obtain pictures from Hurricane Katrina, ones that convey the aftereffects. Quilt squares and markers/paints will need to be obtained, along with needles and thread.

Lesson Plan:

- The teacher will begin the lesson by reviewing the concepts of goods and services. From here, the teacher will bring into play the idea that some people have to make choices about goods and services due to scarcity. The example the teacher will use is that of Hurricane Katrina.
- The teacher will show pictures of the aftereffects and explain how some people had to make choices when it came to their basic needs.
- Students will be asked how they could help people who are victims of natural disasters, such as Hurricane Katrina. Some expected responses are food drives, collecting clothes, taking up a money donation, etc. The teacher will tell the students they will be making a quilt for a family in need. Students will be given a 5'' by 5'' quilt square, in which they are to decorate it with one career they admire. Once students complete their quilt square, they are to sew it onto the large class quilt, which the teacher would have started it already.
- Also, when students have finished sewing their quilt squares, they are to verbally state one other activity idea, to the teacher, that could be implemented to help those experiencing hardships.
- Tell students that tomorrow they are going to be incorporating drama into the unit.

Assessment: The teacher will observe the students as they decorate their quilt square. When students have finished decorating, they are to sew their square on the quilt, in which the teacher will monitor this part of the lesson so that everyone's safety is ensured. The teacher will also make use of anecdotal notes, at which time the students will be verbally stating their idea to help those living through hardships.

Unit Lesson # 11 (Reading) Lesson by: Sahara Kipfer (Adapted from IDOE)

Academic Standard(s): S.S. 1.4.5- Explain that people have to make choices about goods and services because of scarcity.

Performance Objectives: After the book has been read, students will name at least one limited resource from within the text, with 100% accuracy.

Advanced Preparation by Teacher: The teacher will need to obtain the following items: stickers (one for each student), the book *Alexander, Who Used To Be Rich Last Sunday* by Judith Viorst (a big book copy for the teacher and a regular size for each student or pair of students), and pointers for each individual as well.

Lesson Plan:

- The teacher will begin the lesson by reviewing the terms of “goods,” “services,” and “scarcity.”
- To emphasize the concept of “scarcity,” the teacher will hold up one sticker and ask the students “Who wants this sticker?” The problem of having only one sticker will be explained, in which this is referred to as scarcity. One student will then receive this sticker.
- The teacher will also explain the idea that scarcity causes people to make decisions about goods and services. Also at this time, the rest of the class will receive one sticker each.
- Next, the teacher will read her big book copy of *Alexander, Who Used To Be Rich Last Sunday*, in which echo reading will be utilized. At this time, the teacher will make sure each student has a book within reach, as well as a pointer.
- A grand discussion will occur afterwards, in which each student is to answer the question of “Can you name one example of a scarcity that was presented in the book?” Answers can be repeated, but no more than two times.
- Tell students that tomorrow they are going to be implementing cooking into the lesson.

Assessment: The teacher will have a student checklist for the grand discussion activity, in which their names will be checked off if they provide an example of a scarcity.

Unit Lesson # 12 (Cooking) Lesson by: Sahara Kipfer

Academic Standard(s): S.S.1.4.5- Explain that people have to make choices about goods and services because of scarcity. S.S. 1.4.6- Explain that people exchange goods and services to get the things they want.

Performance Objectives: After the discussion of what a recipe is, students will work in groups to create a product, in which they will have to come up with at least one solution to their scarcity issue.

Advanced Preparation by Teacher: The teacher will need to find or create a few simple recipes, such as party mixes. While doing so, students' allergies will need to be kept in mind. The ingredients (goods) and utensils will need to be collected as well. Therefore, the teacher should collect: Ziploc bags, spoons, bowls, measuring cups, napkins, Chex cereal, Cheerios, pretzels, peanuts, bagel chips, raisins, crackers, and marshmallows.

Lesson Plan:

- The teacher will begin the lesson by reviewing the following terms: producer, consumer → how they use goods and service; scarcity.
- The teacher will remind the students that with the concept of scarcity, goods and services can become scarce; for example, let's say that there is a snow storm on its way and everyone panics. These people (consumers) drive to Lance's and buy all their milk because they don't want to be stuck in their house without milk. Therefore, due to Lance's being out of this good, it is temporarily a scarce item.
- Students will be asked "What can you do if you are using a recipe (explain what a recipe is) and you are missing an item on your list, and you go to the store to find they are out of the good?"
- After the discussion of the question above, the teacher will divide the class into 5 groups, in which they are to follow a recipe with the teacher's ingredients. However, there will be one good missing from each group's recipe, so they are going to have to find a solution to the problem. The whole idea is for students to realize that each group is missing one good that another group has, meaning that they could exchange some of their goods to obtain the needed ingredients.
- Tomorrow students will take a test, which measures what they have learned throughout this unit.

Assessment: The teacher will observe the students as they work in their groups, in which anecdotal records will be kept. Conferences will be held with each group as well, to discuss their solution(s).

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