

Outline for a Daily Lesson Plan

Date: Friday, March 27, 2009

GLCE: 1 – I-E1.0.1- Distinguish between producers and consumers.
 I-E1.0.5- Describe ways in which people earn money.
 I-E1.0.6- Describe how money simplifies trade.

Objectives for today's lesson: Students will be able to buy things in the class store with the money they earned throughout the unit.

Students will be able to explain why they bought the items they did in terms of needs and wants.

Students will be able to identify themselves as a producer, consumer, or both.

Time needed: 45 minutes

Materials & supplies needed: Items for the store (pencils, erasers, dollar store toys, etc.), the key chains and bookmarks the students made earlier in the week, money the students earned, and chart of the topics covered in the unit.

Procedures and approximate time allocated for each event

• **Introduction to the lesson** (*What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences? How will I motivate them to become engaged in the lesson?*) (5 minutes)

- To begin the lesson I will explain to the students that today they are going to be shopping in the class store and that we are going to review some of the things that we have learned about in economics.
- I will ask the students for some examples of needs and wants and ask for a few volunteers to share with the class and I will write it down on the board. Then I will ask students what a producer and consumer is and examples of each. As the students are sharing I will be sure to write their responses on the board along with some sort of picture. Then I will pass their envelopes of money out that they have earned throughout the unit and explain that now we are going to count our money. As they are counting I will ask them why it is important that they count their money before they begin shopping at the “store.” If the students are having a difficult time coming up with reasons, then I will ask them how they will know what they can buy and how much they can spend. This will show them the importance of learning about money and the values of the coins that we have been working on.

• **OUTLINE of key events during the lesson** (*Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials*) (30 minutes)

- Before we begin the shopping I will pass out a paper for the students and have them put their name on it. On the enrichment sheet there will be questions about what they bought: what they

Academic, Social and Linguistic Support during each event

Lower student: At the beginning I will be sure to guide him through what we are doing and to have him repeat my directions back to me, because many times he gets distracted.

My lower student sometimes confuses the coins and their value, so I will be sure to help him with counting his money and while he is shopping.

ADHD student will be called on to participate and help pass out materials to help him move around the room and engage him in the lesson.

bought, why they bought it (need or want), and if they were a producer or a consumer or both (they may want to buy their own key chain.) I will explain to them to put their name on the paper and I will call them by rows to go purchase the items that they want. At this time I will explain that we have the key chains and bookmarks that the other first grade class made, and they have the items that we made in their “store.” This way there will be no hurt feelings if someone’s item did not get sold. Also, the students did not put their names on any of the items, that way it is anonymous and no one will feel that their item wasn’t wanted. I will also explain the rules of the “store” in that they will be respectful of each other, say helpful (not hurtful) things, and they will only use their own money and no one else’s. Also, I will ask the students how they think they should be shopping around the room. I will be looking for them to tell me that they should be walking, using indoor voices, and being respectful. I will explain that if they choose not to follow the rules that the consequence will be that they will no longer be able to participate and will go back to their seats and their name will be moved on the behavior wall. When I explain the rules I will tell them that once they are done shopping, they are to go back to their seats with their items and quietly fill out their enrichment sheets.

- After we review the rules and what is going to happen I will then call the students by rows to go shopping and to start at different areas of the room. This will prevent any crowding at one single place. The students will have about 15 to 20 minutes to shop and I will give them time warnings to let them know how much time is left to actually shop. I will be assisting the students as they shop and help those who need help with their money. My mentor and I will be the “cashiers” in that they have to give us the money when they buy things.
- After everyone is done shopping the students will work on their enrichment sheets about the items that they bought. When they are done with filling it out, they will work in groups of four, which I will assign, and discuss the items they bought, why they did, and the information from their enrichment sheet. I will assign the students into groups of diverse ability levels so that they can all learn something from each other. If students are not working cooperatively in their groups, they will not participate in the activity and their name will be moved on the behavior wall.

• **Closing summary for the lesson** (How will I bring closure to the lesson and help children reflect on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (5 minutes)

- To bring closure to the lesson the students will work in their small group and discuss the items that they bought and why they bought them. During this time they will talk about their answers on their enrichment sheets and talk about if they were a producer or a consumer, if they bought needs or wants, what they liked most about shopping today. Also, the students will count any money that they have left over and share with their group why they had money left over (they wanted to save it, ran out of time to finish shopping, etc.) This should be a time

I will have my lower student repeat my rules back to me, because many times he gets distracted and says he doesn’t know what to do.

I will also have my middle student help with repeating the rules back to me, because many times he gets distracted as well.

ADHD will model for the class how to follow the rules in order to help him remember and get him out of his seat.

ADHD student is usually very unorganized, so I will help him find his money and get all of it out of the envelope and his supply cubby. Also, I will help him put his money into piles in order to make it easier for him to count.

For my lower student I will have to be sure to assist him during the buying process since he confuses his coins and the values.

For my higher student I will tell her to write a sentence about each item she bought and why she bought it.

All of my students will be placed in diverse groups in that they will be with students of a different ability level in order to provide a well-rounded environment of ideas and opinions on things. This will help them learn from each other and their ways of thinking.

<p>when they are working cooperatively with others and each of them should share with their group.</p> <ul style="list-style-type: none"> • Transition to next learning activity <ul style="list-style-type: none"> • Since this activity will be at the end of the day, to transition I will ask the students what they bought and what they learned from shopping today. Each of them will have to tell me something they learned from shopping (i.e. how to budget my money, how to count my money, why it is important to learn about money, if they were a consumer or producer, etc.) in order to get in line to go to our special. 	
<p>Assessment (How will I gauge the students' learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps)</p> <ul style="list-style-type: none"> • I will informally assess the students at the beginning of the lesson during our review time. This will show me who may need more assistance when we are shopping and with their enrichment sheet afterwards. I am looking for students to be able to easily tell me what some needs and wants are, the difference between a producer and a consumer, and why money is important to learn about. • I will informally assess the students as they are counting their money before we start shopping. As I am walking around and assisting students with their money I will be able to gauge who will need help while they are shopping in order to spend their money and buy things. If they cannot count their money it will be difficult for them to buy things. In that case I will be sure to pay close attention to who I may need to guide through the shopping process. • Also, the enrichment sheet will serve a formal assessment for me to see what they learned from the unit. If they are able to apply the concepts that we learned into an actual scenario, then that tells me that they truly understand the material. If they had some difficulty then I know that I need to re-teach some of the areas or focus on some parts with some students. Also, having them work in a small group will prove to be a great way for them to talk about what they learned. I will be informally assessing their discussions in their group to hear what they have to say about what they bought and what some of their group members bought. Also, I will be informally assessing on who is contributing to the discussion of the group and if they are working cooperatively with others. 	<p>Academic, Social, and Linguistic Support during assessment</p> <p>My lower student has a difficult time with needs and wants, so I will try to get him to participate during that discussion to gauge where he is.</p> <p>My lower student confuses the coin names, so I will be looking for him to just know the value of the coins.</p> <p>ADHD student will focus less on his picture and more on his writing. I will give him several reminders to be writing and not drawing.</p> <p>My higher student will be writing sentences about what she bought and why as part of her assessment. I want to see if she can use the vocabulary (needs, wants, producer, consumer, etc.) that we learned during the unit and put it into complete thoughts.</p> <p>For my middle level student I will be sure that he is participating in the group discussion about his shopping experience. Many times he will get shy and not want to participate in a group setting.</p>
<p>Reflection (What did students learn? What did I learn about teaching literacy? What went well? What would I do differently next time?)</p>	<p>(Which students struggled with the material? How will I reteach these</p>

- The students really learned a lot in this lesson. It was a great hands-on activity to show them the importance of all the concepts we covered in the unit. They had to make the choices to buy needs and wants, get first-hand experience of counting out money to buy something, and trading their money to buy a good. All of the students enjoyed shopping and picking out the items they wanted to buy.
- What I learned about teaching social studies in this unit was how to create an activity that culminates a unit and how important it is to do. From the unit I learned which students struggled with certain concepts from the unit and which units were thoroughly understood. Also, I learned how important it is to be prepared in order to make things run smoother.
- What went well is that everyone had an opportunity to shop and count their money to buy some of the items. Also, I made sure to price the items in a way that everyone would be able to buy more than one item. It was important that I put a maximum on the amount of items that they could buy, because there wasn't a balance in the amount of money that the students had due to illness and absences in the room; therefore, I didn't feel it was fair to punish the students who didn't have as much money due to the reason that they were sick. Also, what went well was that it was well organized and I bought enough of each item. I worried that I wouldn't have enough items. Another thing that went well was that I had enough work for the students to do to keep them working and busy until it was their turn to shop. Also, the students were able to count their money and know how to buy the items and what change to give me for the items they wanted. At first I had the students count all their money, but realized it took way too long to do this with each child, so what I did was have them sort their coins into piles. When they counted out their money to buy the items showed me that they could count the coins and didn't have to count all their money before buying, because they were already getting the concept by paying for items.
- What I would work on next time would be the timing of the activity. At first I thought it would take about 25-30 minutes to have all 32 students shop with my mentor and I at the back tables, however I needed much longer. It took about 40-45 minutes for all the students to shop. Also, I had enough work to keep the students busy and occupied, but I think there may have been too much for them to keep track of, because many of the students kept coming up to me asking me what they should do when they were done. I had the students work on a story where they had to write about something they wanted and why they wanted it and what they could do to get it, then they were to do their hand-writing practice, then they were to do their enrichment sheet on their shopping. I had the papers all at the front of the room, but still many of the students came up to me confused on what to do next and where to get the sheets. I think next time I would have the work for them to do while they were waiting to shop and then the next day do the store enrichment sheet, that way there would not be as much confusion. Also, I would have planned on having the store on a better day, because I scheduled to have the store on a certain day and then found out that we had a practice tornado drill in the middle of the shopping time. This meant that I had to stop

students)

My lower student had a difficult time counting his money, even though I had the coins on the board and the values of them. I will have to continue to work with him about the values of the coins and how to count his money. I will reteach him the concept of counting money throughout our math reviews.

ADHD student had a difficult time finding his money. Next time I will have to help him stay more organized or maybe I would keep his money on my desk.

everything about five minutes early in anticipation of shopping and then continue the shopping after lunch. Also, in planning the store I think I would have the students shop after a break in time, such as after lunch or their special, because it would give me time to set up. It was difficult to set up all the items while trying to do a quick review and getting the students started on their work.

- Overall the lesson was a success and think it was very beneficial for the students. They were able to practice counting their money and paying for things, along with making decisions between needs and wants, and were able to see what a consumer is and a producer. It was great to see how excited they were to buy something with the money that they earned. When I ask them how they earned the money many of them were proud of their hard work.