



Undergraduate LESSON PLAN STUDY

NAME Elizabeth White Supervising Practitioner _____

Grade first grade School _____ Date _____

LESSON INFORMATION			
Subject Area	Social Studies		
Topic or Unit of Study	Economics		
Sequence in Unit	Buying goods and services		
Allotted Time for Lesson	Two forty minute sessions		
Instructional Setting (check all that apply)			
Whole group: ____	Small group: ____	One-on-one: ____	Inquiry Project : ____
Learning Centers: ____	Workshop: ____	Lab: ____	Other: ____
Notes:			
Instructional Group:			
# of students in the classroom: 18	# of students engaged in lesson: 18		
# of students on IEPs engaged in lesson: 3	# of ELL engaged in lesson: 1		
Other descriptors:			
Notes:			

Stage 1 - DESIRED RESULTS	
Content Standards (National, State, or District established standards)	Massachusetts History and Social Science Curriculum Framework June 26, 2018 4-23 Give examples of products (goods) that people buy and use 4-24 Give examples of services people do for each other

Essential Questions/ Enduring Understanding (SMK)	How do we get the things that we need and want?
Instructional Goals	<ul style="list-style-type: none"> ● Define a good ● Define a service ● Explain the difference between a good and a service ● Explain how goods are made
Instructional Objectives Standard 1.a Essential Element 1.A.4	<ul style="list-style-type: none"> ● Students will be able to distinguish between goods and services ● Students will be able to give example of goods and services
Prerequisite Knowledge Understandings	<ul style="list-style-type: none"> ● Children will already understand that on order to survive we need to buy products from other people.
Essential Vocabulary and Definitions, Source of Definition	<ul style="list-style-type: none"> ● Goods: things you can buy and hold ● Services: things that people do for eachother
Language Objective WIDA Standards Standard 1.a, SEI a Essential Element 1.A.4	<ul style="list-style-type: none"> - The lesson will consist of group work, which allows for ELL students to practice language with their peers on a more personal level - Use of sentence frames, so the students learn how to structure the language in a formal way
Misconceptions of Content for topic being taught. (SMK)	A common misconception for students would be that they do not need to pay for goods and services. Many young children at stores assume they can just grab things such as toys and do not have to pay for them.

Stage 2 - ASSESSMENT EVIDENCE (<i>Evidence of Assessment that guides instruction</i>)	
Description of Assessment <i>Prior to Lesson</i>	
Prior Assessments	N/A
Description of Assessment Tasks/Tools to be Used for this Lesson Standard 1.b Essential Element 1.B.2	
Performance task(s) to demonstrate understanding	<ul style="list-style-type: none"> ● Goods or Service? #1 and #2 worksheets
Criteria to measure student learning	<p>To check for understanding, I will monitor the classroom as students are working.</p> <p>I will check the correctness on students' worksheets to check for</p>

	understanding of the material.
Other Assessment Evidence that will be used to show student learning	For an oral assessment, ask students to explain in their own words if a particular job provides a good or service.

Stage 3 – Lesson Plan LESSON DELIVERY – INSTRUCTIONAL STRATEGIES AND TIME FRAME	
Instructional Materials and Resources Standard 2.a and 2.d Essential Element 2.1.3 & 2.d.2	<ul style="list-style-type: none"> - Youtube video: https://www.youtube.com/watch?v=Jd4kD9TicbA - <i>On Market Street</i> by Anita and Arnold Lobel - Whiteboard - Whiteboard markers - Goods or Service? #1 worksheet - Goods or Service? #2 worksheet - Pencils
Instructional Technology or Media to be used	A computer and a projector are necessary for this lesson. A Youtube video will be played during the lesson. https://www.youtube.com/watch?v=Jd4kD9TicbA
Resources and/or Feedback from Colleagues, Families and Community to Enhance Learning	<ul style="list-style-type: none"> - Youtube - Google - Librarians - Peers - Parents - Students
Role of Support Personnel during lesson	<ul style="list-style-type: none"> - Back-up support - Help answering questions in the classroom - Work one-on-one with students that have IEPs or need extra help
Classroom Management, Classroom Routines, Transitions and Layout Considerations Needed for This Lesson Standard 2.b, 2.f and SEI d Essential Element 1.a.4,	<ul style="list-style-type: none"> ● All students will be reminded before the lesson starts of how they are expected to behave. ● I will give examples of expected behavior and unexpected behavior. ● Students will be reminded that these activities are earned and if they cannot behave appropriately they will not be allowed to participate. ● Students who do not have appropriate behavior (unsafe body,

2.b.1, a	<p>excessive talking) will be asked to sit in their seats when everyone else is sitting on the floor.</p> <ul style="list-style-type: none"> ● To help the students stay focused throughout the lesson I will ask them questions throughout the story and the activities that go along with it. ● Students will make transitions from seats to rug by being called by table, that way it is not everyone heading to the reading rug at once. ● All materials needed will be printed out and set aside ahead of time and will be passed out on the table at the appropriate time.
Differentiated Instruction	<ul style="list-style-type: none"> ● Children who need an extra challenge will be asked to write a sentence explaining why they think the person is providing goods or a service (on the worksheets) ● Children who need extra help during this lesson will work in smaller group settings with continuous support from the teacher. ● Lesson plan will accommodate to different learning styles such as visual, verbal, aural, and physical learning styles and through the different activities being offered.
Accommodations	<ul style="list-style-type: none"> - Allowing more time to complete tasks - Take frequent breaks - Have the student sit where he/she learns best in the classroom - Use different rooms for tests, work or quizzes
Modifications	<ul style="list-style-type: none"> ● Students IEPs will be looked over before the lesson is taught and I will be sure to make sure these students fully understand what we are learning and will be available to them throughout the lesson if they have any further questions.
Students of diverse cultural and linguistic backgrounds	<ul style="list-style-type: none"> ● Teacher includes all different types of examples in their lesson plans to make all students feel included and comfortable in the classroom. ● Teachers will clearly communicate their expectations of all their students.

PROCEDURES OR DELIVERING THE LESSON: Lesson Sequence	
Motivation and Introduction (Hook)	<p>Motivator: “Boys and girls, Does anyone know what it means to purchase a good or a service? When people grow up they get different jobs, some which provide us with goods, others provide us with services? Can anyone think of a job that provides us</p>

	<p>with a service? How about a good? Today we are going to explore all types of jobs by reading the book <i>On Market Street</i> and learn about why we purchase goods and services and how we purchase them! We are also going to watch a fun video and complete some worksheets!</p>
<p>Written/Verbal Learning Objectives Communicated to the Students in Student Friendly Language</p>	<ul style="list-style-type: none"> ● “Today we are going to be learning about the difference between goods and services.” ● “Can anybody tell me what is the difference between a good and a service?” “Today we are going to explore this topic.”
<p>Lesson Structure/Components and Sequence of Engaging Strategies and Developmental Activities (Step by Step Plan)</p>	<p>Introduction (5 minutes)</p> <ul style="list-style-type: none"> ● Writing the terms "Goods and Services" on the board, ask students to brainstorm definitions for each. ● After student sharing, provide and write a definition for each on the board. Goods are things you can buy and hold. Services are things that people do for others. ● Show students the front cover of the book <i>On Market Street</i>. Tell students that in this story a little boy goes shopping, and that you want them to pay close attention to the goods he buys on Market Street. <p>Read-Aloud (15 minutes)</p> <ul style="list-style-type: none"> ● Read <i>On Market Street</i> ● During the read aloud, I will find a good stopping point and ask the students what some goods that the little boy bought are ● Write a few of the responses underneath the “Goods” category of the t-chart. I will continue to read aloud ● After finishing the book I will ask the students again what some of the goods that the boy bought are and I will write the under the “goods” category ● Remind the students that all the items listed under the Goods category are things you can buy and hold. <p>Use of the t-chart (10 minutes)</p> <ul style="list-style-type: none"> ● Point to an item under the Goods category and ask the students to name some of the sellers of the goods in the story - write the responses down ● Explain to students that these are people who provided goods to the main character of the book

	<ul style="list-style-type: none"> ● I will tell the students that each name listed is a job. I will tell the students that my job is teaching and I will ask the students to provide a good or a service. ● Discuss the responses as a class. I will provide examples of other job that do not necessarily sell goods. ● List these jobs under the “Services” category <p>Student’s turn (10 minutes)</p> <ul style="list-style-type: none"> ● Pass out a Goods or Service? #1 worksheet to each student ● Review the directions as a class and answer the first problem together ● Students will have time to complete the worksheet on their own ● Class will come together and explain their thinking behind their answers ● Once completed with worksheet #1 they will complete worksheet #2 by themselves <p>Review and Closing</p> <ul style="list-style-type: none"> ● Review and correct each worksheet ● Ask the students to share what they learned ● Ask students to name a job and say if it is a good or service
Cognitive Closure of Lesson/ Student Reflection on Lesson	<p>Ask the students:</p> <ul style="list-style-type: none"> - Can you name some goods that you see in the classroom? - Are there people that provide services in this school? What are they?
Homework or Home Connection	<p>Students can ask a parent or guardian what their job is and decide if they provide a good or service. They should come prepared to class the next day to share.</p>
Transition at the end of the lesson	<ul style="list-style-type: none"> ● After the lesson is completed, I will ask the students what they learned today. ● Finally, for a quick wrap up game, I will go around the room and ask each student to give an example of a job, and tell the class whether that certain job provides us with goods or services.

ASSESSMENT of ON-GOING LEARNING <i>To be completed AFTER THE LESSON</i> <i>(minimum 1 pg.)</i>	
REVIEW DATA & DOCUMENTED EVIDENCE OF LESSON RESULTS	N/A

What evidence do you have that students did or did not meet your objectives?	
ANALYSIS OF TEACHING Based on student performance, what will the next lesson be? How will the concept be taught in the next lesson?	N/A

REFLECTION ON YOUR PERFORMANCE: <i>To be completed <u>after the lesson</u> (minimum 1 page)</i>	
How/why did the lesson vary from your plan?	N/A
What was successful or unsuccessful in the lesson? How well did you accomplish the instructional objectives? How do you know this?	N/A
What would you do differently if you were to re-teach this lesson?	N/A
What feedback did you receive from your supervising practitioner and/or college supervisor? How will you use the feedback in your future lesson planning or implementation?	N/A

Diverse Learners Resource List
Learner Factors: Differentiation, Modifications, and Accommodations: Learner Factors (What will you do to allow students with different strengths, abilities, learning styles, disabilities, and second language acquisition to access the curriculum?)

<ul style="list-style-type: none"><input type="checkbox"/> Adjust Grouping Formats<input type="checkbox"/> Oral, Pointing, Signed Responses<input type="checkbox"/> Give Additional Examples<input type="checkbox"/> Write Homework List<input type="checkbox"/> Give Daily Progress Report<input type="checkbox"/> Use of Braille or Large Print<input type="checkbox"/> Give Student Copy of Directions<input type="checkbox"/> Provide an Alternate Reading Level for a Reading	<ul style="list-style-type: none"><input type="checkbox"/> Extend Time of Selected Work<input type="checkbox"/> Reread Directions<input type="checkbox"/> Use Assistive Devices to Respond<input type="checkbox"/> Post visual picture or schedule<input type="checkbox"/> Give Verbal Reminders<input type="checkbox"/> Use of Interpreter<input type="checkbox"/> Give Verbal Cues to Emphasize Main Ideas<input type="checkbox"/> Use Page Markers	<ul style="list-style-type: none"><input type="checkbox"/> Give More Frequent Breaks<input type="checkbox"/> Handout Hard Copy of Board Notes<input type="checkbox"/> Word Processor/Computer<input type="checkbox"/> Seating Near Advanced Students<input type="checkbox"/> Use Graphic Organizer<input type="checkbox"/> Increase the Number of Review Activities<input type="checkbox"/> Pair Students
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Goods Or Service ?

#1

A service is something someone does for you.
Goods are things that you buy.
Write "s" if a person provides a service.
Write "g" if a person sells goods.



Goods Or Service?

A service is something someone does for you.
Goods are things that you buy.
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Hot dog stand



Plumber



Hair dresser



Mover



Sushi
restaurant



Clothing showroom



Pet groomer

