**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** Work in the Community | | | | |
| **Your name:**  Brittany Hanson | **Age or Grade Level:**  1st Grade | | **Integrated Disciplines/Subjects:**  Social Studies | **Time frame for Lesson:**  20-25 Minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**, [Nebraska Fine Arts Standards](http://www.education.ne.gov/FineArts/index.html) and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  SS 1.1.1.a Explain how rules reduce and help resolve conflicts  SS 1.1.1.b Describe the responsibilities of leaders and team members,  SS 1.1.2a Identify citizenship skills (e.g., responsibility, justice, equality, voting)  SS 1.1.2. b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President’s Day) | | | | |
| **Objectives:** The students will be able to:   * Explain how people can trade to obtain goods and services. * Explain that people exchange goods and services to get things they need and want. * Distinguish between producers and consumers. * Explain that people can be both producers and consumers of goods and services. * Identify markets as places where people sell and buy goods. * Describe how markets operate. * Identify markets in the local community. * Explain that people advertise goods and services in order to sell or exchange them. * Explain how buyers can compare the prices of goods and services to get the best values. | | | | |
| **Assessment:** The teacher will use a formative assessment. It is called a Got It? At the end of the lesson. Students will look at pictures and decided if it is a consumer or producer. Students will put a thumb up if they think the picture shows a producers and a thumbs down if the picture shows a consumer. | | | | |
| **Materials:**  Laptop  Smart board  Student Social Studies Workbooks | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** I will begin the lesson by asking students if, Have you traded something you had for something else? What did you trade? What did you get? What services might people trade? | | | | |
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| **Teacher will do:**   * The teacher will ask the questions in the anticipatory set. * After a discussion on trade, the teacher will review the vocabulary for that lesson with students. (Trade, consumer, producer, market). * The teacher will have students open their books to page 64. * The teacher will ask students what the girl is doing on page 65. * The teacher will explain she is buying a doll. She is called the consumer. The consumer buys goods and the lady who is behind the counter is the producer. She is the one selling the doll. * The teacher will then read aloud pages 64-67. * The teacher will have students follow along and answer questions at the end of the pages. * At the end of the reading the teacher will do a Got It assessment as a whole class. | | **Student will do:**   * Students will participate in the group discussions. * Students will listen to the vocabulary being introduced. * Students will follow along as the teacher reads aloud. * Students will answer questions. | | |
| **Closure:** Students will define what a producer is and consumer. | | | | |
| **Differentiation:**  **ELL:** When introducing new vocabulary, have pictures to go along with the words.  **Resource:** If students are having a hard time with producer and consumer, have students act out scenes like if they were in a store and point to who is the producer in the scene and who is the consumer. Review what consumer and producer are.  **HAL:** Point out to children that markets advertise in newspapers or on television some of the goods they have to sell. Explain that many consumers compare the ads from different markets so that they know where they can get the best values or prices. Provide children with grocery ads to view. Have them draw an ad that shows a grocery item for sale. | | | | |
| **References:**  Teacher’s Manual  Student Social Studies workbooks | | | | |
| **LESSON ANALYSIS** | | | | |
| **Content Knowledge:** In this lesson I want students to understand/define what a consumer and producer are. Give examples of consumers and producers. If students are struggling with this have them act out scenes that involving a producer selling and item and a customer/consumer buying something.  **Teaching Methods/Strategies:** In this lesson I will use technology, group discussions, reading, and answering questions at the end of reading. | | | | |
| **REFLECTION** | | | | |
| I felt this lesson went really well. Students were able to define what a consumer and producer are. Students did a great job with the whole class assessment. There were a few students who would look around the room and see what students were doing with their thumbs during the formative class assessment. Next time I do this lesson, I might just print out this page and have students write under the picture producer or consumer. I would then put up dividers like I do with other tests so students can’t copy someone else. I want to see if those students truly understand the difference between a consumer and producer. | | | | |