

Lesson Plan Template

Lesson Focus: Division of Labor

Lesson 1 of 2

Course & topic addressed: 3rd grade social studies & Division of Labor

Date: 2/4/19 Grade: 3rd

Student Outcomes

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| Specific learning objectives for this lesson. | Students will be able to identify the advantages and disadvantages of division of labor |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students will build on knowledge of capital, resources, and human labor. |
| Knowledge of students background (personal, cultural, or community assets) | Students will have different views that can contribute to the discussion as they all come from different backgrounds, especially socioeconomic levels when discussing jobs. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | E.5.3.1 Examine the relationship between human capital and productivity (e.g., division of labor, specialization) D2.Eco.6.3-5 |
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Academic Language Support

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| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development? | This lesson will utilize an inspiration graphic to lay out the information. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Division of Labor: the process in which people specialize in certain fields Specialize: to receive training to become especially good at one job |
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Materials

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| Materials needed by teacher for this lesson. | Inspiration graphic Computer White Board White Board Markers |
| Materials needed by students for this lesson. | Bookmark making instructions Ribbon Scissors Ruler Markers Stickers Paper Worksheets: Do it Yourself & Division of Labor Hole puncher |

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
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| 5 minutes | <u>Introduction:</u> | Ask students to think about their favorite restaurant and then have them identify jobs there. Then ask them what would happen if someone had all the jobs there. Explain to the students that there is something called division of labor where people specialize in one particular job. Then tell them that they will be seeing this process in action in the lesson today. |
| 45-55 Minutes | <u>Instruction:</u> | <ol style="list-style-type: none"> 1. Explain to students that they will be split into small groups (4-5) and they will be working in a bookmark making factory. 2. Split the groups up. 3. Hand out the Bookmark making instruction (Do it yourself) worksheet as well as one of each of the materials to each student. As a whole class, read the instructions step by step together. 4. Have the students begin working on their bookmarks and make sure to remind them that they must do all of their own work! 5. Give students 5-7 minutes to work on these bookmarks on their own. 6. As a class, tally how many bookmarks students were able to make on their own. 7. Number the students off by 1 through 4 around the classroom. |

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
|----------------|--------------------------------|--|
| | | <p>8. Explain to the students that these numbers represent the role they will have in the bookmark making process. If there are five students in a group then the task of worker 2 can be shared.</p> <p>9. Give student 5-7 minutes to work on the bookmarks as groups.</p> <p>10. Stop the class from the activity and tally up how many bookmarks they were able to make.</p> <p>11. Bring up the inspiration template of comparing and contrasting the bookmarks made when by themselves versus as a group.</p> <p>12. Have students discuss the following questions with their group: How did the quantity of bookmarks change when division of labor was introduced? How did the quality of bookmarks change when division of labor was introduced? How could division of labor help a company make money? What problems could division of labor bring to a company?</p> <p>13. Have students finish the bottom portion of the worksheet on their own.</p> <div data-bbox="667 703 1892 1182" data-label="Diagram"> <p style="text-align: center;">Compare and Contrast</p> <pre> graph LR subgraph Differences D1[Personalized touch] D2[More personal effort] D3[They are made by one person] end subgraph Similarities S1[They are bookmarks] S2[More than one bookmark is made] S3[The bookmarks are made out of the same material] end subgraph Differences D4[Made to look the exact same] D5[More bookmarks are able to be made] D6[They are made by multiple people] end M[Making bookmarks yourself] DL[Division of Labor] M --> D1 M --> D2 M --> D3 M --> S1 M --> S2 M --> S3 DL --> D4 DL --> D5 DL --> D6 DL --> S1 DL --> S2 DL --> S3 </pre> </div> |
| 5 Minutes | Closure: | Have students think about the following question and share their thoughts with the class: If you were a business owner, would you use division of labor? Do the advantages outweigh the disadvantages? |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | .I might add instructions to pictures of IEP students or hand them an outline of the entire lesson beforehand. For visually impaired students, I would move them to the front of the room. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I would have students take notes during the discussion time so that they can use them when filling out the bottom of the worksheet. |
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Assessments: Formative and/or Summative

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| Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed). | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Inspiration Visual aide |
| | <input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative | Bottom portion of worksheet to check for understanding |
| | <input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative | Discussion of advantages and disadvantages |

Research/Theory

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| Identify theories or research that supports the approach you used. | N/A |
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Lesson Reflection/Evaluation

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| What went well? What changes should be made? How will I use assessment data for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;

<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

Name: _____

Division of Labor

On Your Own

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
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| | | | | | |

Division of Labor

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
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How did the amount of bookmarks made change when you used “division of labor”? Why do you think this?

What are some advantages to division of labor?

What are some disadvantages to division of labor?

Bookmark Making

Instructions (Do It Yourself)

1. Each person should have access to the following materials: bookmarks, stickers, hole punch, marker, and ruler.
2. Punch a hole at the top of the bookmark with the hole puncher.
3. Cut the ribbon to 5.5 inches.
4. Tie the ribbon through the hole.
5. Write “I love reading!” on the front of the bookmark.
6. Put 3 stickers on the front of the bookmark.



Bookmark Making Instructions (Division of Labor)

Worker 1: Cut the ribbon to 5.5 inches.

Worker 2: Punch a hole at the top and tie the ribbon on.

Worker 3: Write “I love reading!” on the front of the bookmark.

Worker 4: Put three stickers on the front of the bookmark.

