

Name Peyton Deason

Lesson Plan Template

Lesson Segment Focus Goods and Services Lesson _____ of _____

Course & topic addressed Social Studies, Economic Interdependence Date _____ Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	By the end of this lesson students should be able to identify goods and services that are traded. They should also be able to identify goods that are imported and exported specifically from Arkansas.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	At this point students should have already been exposed to goods and services that are provided by the government, therefore they should have some understanding as to what is being addressed. Children also have already learned that products that they use in their daily lives are sometimes produced locally.
Knowledge of students' background (personal, cultural, or community assets)	The students in Arkansas are normally familiar with farming of things such as rice and corn, whether they come from a farming home or not. Many children in Arkansas have been introduced to different types of farms at this point in their lives. This will help them make the connection of farming to processed goods.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>E.7.1.1 Identify goods and services that are traded D2.Eco.14.K-2</p> <p>E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States D2.Eco.15.K-2</p>
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic	
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Farming – growing crops or raising livestock as a good to sell. Goods – things that people need and others sell. Services – the act of helping or doing work for someone.
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Materials

Materials needed by teacher for this lesson .	-Goods and services inspiration - cereal boxes -cotton t-shirt -empty milk carton -coffee beans - gas can -phone
Materials needed by students for this lesson .	-Venn Diagram that says “local” on one side and “imported” on the other. -pencil

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.
10 min	<u>Introduction:</u>	<p>I will begin the class by asking if anyone's parent is a farmer. If no one answers, then I will ask the students if they know what a farmer is.</p> <p>Once we have established what a farmer is, I will ask if the students know what the things are called that farmers produce. I will then introduce the terms "goods" and "services"</p> <p>This will give me the opportunity to Segway into the actual lesson</p>
30 min	<u>Instruction:</u>	<p>After reviewing what goods and services and the difference between the two, I will ask the students if they know of any goods in Arkansas. I will ask them if they have ever seen any goods and services in their homes or in school.</p> <p>We will review how crops grown in Arkansas are used to create different goods.</p> <p>Once we have established where goods are found in our everyday life I will set up the cereal box, milk carton, cotton t-shirt, coffee beans, gas can, and phone.</p> <p>I will lift one item at a time and ask the students if that is something we would find in Arkansas. Once they all agree that we can find it in Arkansas I will ask if it is made of rice, wheat, or cotton. Once we have established whether or not it was made of rice, wheat, cotton, or dairy farming, we will determine if the product was made locally.</p> <p>I will repeat this process with each object.</p>
10 min	<u>Closure:</u>	<p>After the children have a clear understanding I will hand out copies of my economics web and a copy of a blank Venn diagram that says "local" on one side and "imported" on the other.</p>

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>The children will use my diagram to sort goods found locally and goods that are not locally based.</p> <p>I will pick these up from the children at the end of the lesson.</p>

Accommodations/Modifications

How might I modify instruction for:	.
Remediation?	
Intervention?	
IEP/504?	
LEP/ESL?	

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson includes interacting with the students, in order to help the students who are kinesthetic learners actually be able to sort out the objects with me. The visual guide will help students who are visual learners better their understanding. The repetitive nature of the lesson helps the auditory learners hear the content multiple times and comprehend.
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Assessments: Formative and/or Summative

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 type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.

Lesson Reflection/Evaluation

What went well?
What changes should be made?
How will I use assessment data for next steps?

TO BE FILLED IN AFTER TEACHING

Below I have attached the Goods and Services Inspiration I will be using in my lesson to help my students better understand the information taught.

