

Name Terrilynn Miller

Lesson Plan Template

Lesson Segment Focus Economics

Lesson _____ of _____

Course & topic addressed Supply and Demand

Date 10/09/18

Grade 3rd Grade _____

Student Outcomes

Specific learning objectives for this lesson.	Students will understand the correct terminology relating to the current economic system. They will be able to determine the meaning behind supply and demand, and also be able to compare prices of common items effectively from store to store.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will need know that everything at a grocery store has prices. Some items vary depending how big the item is, such as fruit or vegetables, regarding pounds. They will also need to know before this lesson, that the economy is a constant flow of money. People are always spending/giving money to buy groceries, retail, donations, restaurants and more. This lesson will help build their knowledge of how the money is being used and what for.
Knowledge of students background (personal, cultural, or community assets)	Some families only buy groceries from one store, such as Wal-Mart because of prices. Since this activity is to helps students compare prices of food items, they are able to see some prices at a different store that the family does not normally shop at.

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.	EM.2.E.2- Demonstrate changes in supply and demand (e.g., shifts, shortages, surpluses, availability) that influence equilibrium price and quantity using a supply and demand model EM.4.E.2- Explain how differences in the extent of competition in various markets can affect price, quantity, and variety
--	--

Academic Language Support

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?	The video is a great animated way of explaining what supply and demand is without using hard, over the top words that they might not understand. Other students can help as well. Some may pick up from what their parents have said at home, that way they can bring some of the background knowledge to school. Not all will be on the same level but with the help from their peers and then working together as a group, peer discussion will help.
--	---

--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Supply- the amount of something that laborer’s or other economic agents are willing provide to the marketplace.</p> <p>Demand- consumers' willingness and ability to consume a given good</p>
---	--

Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> • White board • Few grocery store items • Calculator
Materials needed by students for this lesson.	<ul style="list-style-type: none"> • Calculator • Pencil • Lined paper • Graphing paper

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.
5 minutes	<p>Introduction: I will play a short one-minute video about the basics of supply and demand in the economy system.</p>	After the video has played, I will go around asking the students what their favorite foot item from the grocery store is to buy. Once everyone has had the chance to say an item, I will then ask the students which grocery stores they normally go to or have heard of. Most being Harps, Wal-Mart and Kroger. The students will just be sitting at their desks while I am in front of the classroom with a white board.
20 minutes minimum (or until finished)	<p>Instruction: During this time, we will create a chart as a class on the white board with the most common food items listed. Each item will be under a store with a price</p>	The students and I will have a group discussion/activity of creating three different charts. One containing the items and prices for each from Harps, items from Wal-Mart, and items from Kroger. We will not use actual prices, just estimate from store to store. I will give an example of the price for each item so the students can have an idea and be close to what each might actually cost. Once, each chart is finished, the students will then be asked to create a comparison graph with the graph paper

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.
		provided. They can either work as a table or partners but will work as a team to create a poster to compare each stores with the individual items.
5 minutes	Closure: During this time we will come together as a class again and discuss	I will go back to the white board while the students are in their seats. The students will then be asked, as a group, to come present their graph to the class and explain which store they think has the better prices, depending on average and total cost if they are to buy all the items listed at each store.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.Take each step slowly and carefully and explain each chart and table with a lot of detail. There is a time when they will be working on their graphs in pairs, or alone if they choose, but I will take that time to monitor and go around the room to take any questions.</p>
---	--

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will constantly ask for clarification from the students. I will even repeat some information a couple of times to ensure they understand the difference between supply and demand and the importance of price comparison. The video should help, as well. When the students present their comparison graph, this allows them to speak and be able to discuss what they have learned about prices and how they fluctuate depending on day, time and supply and demand.</p>
---	--

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?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

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>