

POWERFUL SOCIAL STUDIES LESSON PLAN OUTLINE

JMU Elementary Education Program: ELED 434 ALL SECTIONS

The following information should be included in the header of the lesson plan:

- Sarah Miller
- Kasey Williams, Riverheads Elementary
- 2nd Grade
- April 13, 2014
- March 30, 2014

(Plan must be initialed and dated by the teacher when it is reviewed—at least one week in advance.)

(Include ONLY the title of each of the following sections in your written plan.)

A. TITLE OF LESSON: A Small Piz-za Economics!

B. CONTEXT OF LESSON

In order to pre-assess students, I asked them questions regarding their knowledge of basic economic terms that they are supposed to know in 2nd grade. For example, I asked them to sort pictures of needs vs. wants and goods vs. services. I also assessed students' knowledge of producers and consumers. The students I assessed knew very little about good and services and really did not know anything about producers or consumers. My cooperating teacher will be teaching goods and services in the week preceding my lesson. In addition, the students just participated in a career fair in which they learned about jobs and other services that people within their community provide them. Students at this age are beginning to think about how they fit into their larger community, and they need to understand the goods and services that others provide and that they themselves can provide. They also are beginning to understand that they are contributing to the community and economy by using goods and services, so it is the appropriate time to teach students about producers and consumers. Students will need to learn about scarcity along with this because they need to know that these goods and services are not unlimited. Students definitely face scarcity problems daily without even realizing that their wants are scarce. Howard Gardner developed seven multiple intelligences that can help to develop curriculum. These intelligences represent the various ways in which students learn best. This lesson is adapted to meet the needs of students who learn best through each of these intelligences. Therefore, every student should be pushed to grow and learn through this lesson. They are certainly ready to learn these economic concepts, and this lesson will equip them with the tools and experiences they need in order for learning to take place.

C. LEARNING OBJECTIVES

<u>Understand</u> – what are the broad generalizations the students should begin to develop? (These can be difficult to assess in one lesson.)	<u>Know</u> – what are the facts, rules, specific data the students will gain through this lesson? (These “knows” must be assessed in your lesson.)	<u>Do</u> – what are the specific thinking behaviors students will be able to do or practice as a result of this lesson? (These will also be assessed in your lesson.)
-Students will understand that people are both producers and consumers.	- Students will know that producers are people who use resources to make goods or	- Students will begin to make economic decisions.

<p>-Students will understand that people must make economic choices because resources are limited.</p> <p>- Students will understand that in order to make an economic decision, there is always a cost.</p> <p>-Students will understand that people’s demand for an item affects its’ supply.</p>	<p>provide services.</p> <p>- Students will know that consumers are people who use goods and services.</p> <p>- Students will know that scarcity is when there is not enough of a certain good or service.</p>	
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D. ASSESSING LEARNING:

What will your students do or say, specifically, that indicate every student has achieved your objectives? Remember—every objective must be assessed for every student!

<p>Task:</p> <p><i>-I have created an exit ticket that asks students to complete the sentences, “I am a consumer because...”, “I am a producer because...”, and “A time I experienced scarcity was when...”</i></p> <p><i>-We will have a debriefing portion of my lesson after the assembly line, in which I will ask students questions about what they experienced.</i></p> <p><i>-Students will have a chance to engage in a smart board lesson in which they will have to distinguish between producers and consumers.</i></p>	<p>Diagnostic features:</p> <ul style="list-style-type: none"> <i>I will look for students who have a clear understanding of producers, consumers, and scarcity based on their responses. For example, if they are able to give me real examples of producers, consumers, and resources that are scarce. Or if they are able to explain that a resource is scarce because a lot of people want it or</i> 	<p>Support:</p> <p><i>If a student is not comfortable participating in discussions, I can ask them one-on-one questions about the assembly line that they experienced. If a student’s strong suit is not writing, I can listen carefully to what they are saying during the class discussion. I can listen for whether or not they have an understanding of the terms we have learned. I can also assess them by encouraging them to participate in the smart board lesson in which they have to categorize producers and consumers. I can assess students’ knowledge in multiple ways.</i></p>
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	<p><i>there is not enough of it. When students describe how they are consumers, I will look for them to say that they used a good or service, and when they describe how they are producers, I will look for them to say how they provided a good or a service.</i></p>	
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E. RELATED VIRGINIA STANDARDS OF LEARNING (and NATIONAL STANDARDS if required)

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

F. MATERIALS NEEDED

- Felt pizza materials: 36 brown crust, 36 red sauces, cheese, 135 green peppers, 120 (they each get 21 to start with) pepperonis, 130 mushrooms, 110 olives—I will cut these out prior to the lesson and prepare these materials by placing them on trays for the students.
- 36 Pizza direction cards—these are already created, and can be found at <http://www.secondstorywindow.net/home/2012/07/>
- Trays to hold assembly line supplies
- 6 sets of numbers 1-3 in a bag, 1 additional 1 and 2
- Economics Exit tickets for the whole class (I have made this worksheet)
- Fake dollar bills (from classroom)
- Extra bag of pepperonis (I will bring these)
- Smart board and markers (in classroom)
- Candy
- Gladiator bucks

G. PROCEDURE

Activity Element & Time (in minutes)	Procedures and management <i>Step-by step procedures including questions and main points – visualize what you are going to say to the students. It might be helpful to script out what you are going to say, although during the lesson you do not need to use this language verbatim.</i>	Students <i>Describe what the students will be doing as a result of your instructions</i>	Academic, physical, social & linguistic differentiation, resources, and support <i>How will you support ALL students by differentiating aspects of your lesson based on readiness and interest, and according to content, process, and product? It isn't always necessary to include differentiation in logistical aspects of the lesson such as transitions.</i>
Introduction-5 minutes	<ul style="list-style-type: none"> • <i>Review what students have learned about goods and services.</i> • <i>So last week, you all learned about good and services. Who can tell me what a good is? (A product that is made or grown) Who can tell me what a service is? (Jobs people do to help others).</i> • <i>Let's think of some examples of goods and services! I will make a T-chart on the board and list them.</i> • <i>Transition: I will choose one person from each row and ask them whether something is a good or a service. (Police officer, board games, strawberries). Once they answer the question correctly, I will dismiss their entire row to sit at the carpet.</i> 	<ul style="list-style-type: none"> • <i>Students will be sitting at their desks and will be expected to be engaged listeners and participate in discussion.</i> • <i>They will not have anything on their desks.</i> 	<ul style="list-style-type: none"> • <i>In order to ensure that students can understand the concepts of consumers, producers, and scarcity, I must be sure that students first understand the concepts of goods and services. We will review these concepts before I begin my lesson on new material to be sure that students have prior knowledge to comprehend what I will be teaching. I will gauge how much we talk about goods and services based off of how students seem to understand these concepts. If students</i>

			<p><i>can think of a lot of examples for the T-chart, we can move on to my lesson quickly. If not, I will give the students more practice with goods and services.</i></p>
<p>Event 1: Learn consumers and producers (15 minutes)</p>	<ul style="list-style-type: none"> • <i>Learn about producers and consumers.</i> • Right now we are going to learn two new words. <i>Write the word producer on the smartboard.</i> Can anyone guess what a producer is? • The definition of a producer is a person that uses resources to make goods or to provide services. (write definition on board). • Turn to a partner who is sitting next to you and brainstorm some examples of producers. Who wants to share? • Some producers are librarians. Why is a librarian a producer? Another producer is a soccer coach. What service is a coach providing? Another producer is a farmer. Why is a farmer a producer? <i>I will write these examples under the definition of producer.</i> • I have a tricky question! Do you think you have to make money off of goods or services to be a producer? No! You can be a producer if you are providing services inside of your home! Your parents are producers, even if they don't have a job outside of work. What kind of services do 	<ul style="list-style-type: none"> • Students will be expected to be engaged and involved learners on the carpet, bringing their background knowledge into the lesson. • Students will contribute their own thoughts and ideas. • Students will be thinking critically about what it means to be a producer and examples of producers to answer this question. 	<ul style="list-style-type: none"> • <i>This part of the lesson will be great for will be great for ESL students or students who do not usually speak in large class discussions because rather than having to think about and answer questions in large groups, I will have students sharing with one another in pairs. Sharing with one another will really benefit interpersonal learners.</i> • <i>Students will have a chance to process the information they are learning in many different ways. I will write down the definition of both producers and consumers and I will print out some examples of both for visual learners. Being able to see the definitions will also</i>

your parents perform around the house?

- So...do you guys think you are producers?
- Why are you producers? What kinds of services do you provide at school? At home?
- The next term we will learn is consumer. *I will write the word consumer on the smartboard.* The definition of a consumer is someone who buys or uses goods and services.
- Turn to a partner who is sitting next to you and talk about some examples of consumers. Does anyone want to share?
- An example of a consumer might be someone who is eating pizza. Why are they a consumer? Another consumer may be someone who is using the school water fountain. Is someone sitting on a park bench a consumer? Why or why not?
- *I found a smartboard lesson on line in which students have to drag options to either a producer side or a consumer side. I will put it on the smartboard for students to see.*
- To do a little review of our two new vocab words, I thought we could do this activity together. So we have to drag the producers to the producer side and the consumers to the consumer side. Will you help me? *We will do a couple together, and then I will allow students to figure some out on their own.*

- Students will think about the roles that they play in their own communities.
- Students will be listening and processing what it means to be a consumer.
- Students will brainstorm and contribute their own ideas about consumers.
- Students will be expected to offer their opinions on whether each option belongs to the consumer or producer category. Students will be expected to justify their thinking.

really benefit linguistic learners.

- *Students will be able to interact with the smart board, and this should really help to engage and motivate students. It will especially benefit visual learners.*
- *This will really benefit interpersonal learners because they will be able to interact with one another in order to make meaning and understanding.*

Transition (5 minutes)

- So, now we are going to do something really fun. We are going to be producers ourselves. But before we do this, I need to introduce another new concept to you guys! Raise your hand if you have ever heard of an assembly line before?
- What do you know about assembly lines?
- Assembly lines were invented by a man named Henry Ford...does any part of this name sound familiar?...in 1913. That was more than 100 years ago! Henry Ford created an assembly line that built cars more efficiently. He was able to build more cars in less amount of time. This is what Ford's assembly line looks like today...
 - https://www.youtube.com/watch?v=jLud5XYfy_c
 - What do you notice about assembly lines? Everyone is working together. They can make a lot in a little bit of time. Each person has one job at a time. We are going to do this ourselves.
 - *I will have 3 sets of the numbers 1-6 in a bowl. Each student will draw a number.*
 - *If you drew a number 1, I need you to stand over here. I will show each group where to stand for the assembly line.*
 - *Once students are in there groups, I will explain what they will be doing.*

- Students will be expected to participate in conversation and contribute what they know.

- Students will be expected to pay attention during the video.
- Students should draw one number and wait for further directions.
- Students should stand in the group in which they are assigned.

- The video will be great for visual and spatial learners to actually picture what assembly lines are and what purpose they serve. Students will better be able to understand why assembly lines help to get more work done in little time.

Event 2: Make an assembly line (15 minutes)

- <http://www.secondstorywindow.net/home/2012/07/> (picture of felt pizzas)
- Like I said before, we are going to make an assembly line! We are not going to be making cars though. We will be making pizzas. Unfortunately, not real pizzas, but pizzas made of felt. Each group will have a stack of cards at the beginning of their assembly line. The cards will have your directions on them. So, this card says: 2 Pepperoni, 1 mushroom, 3 green peppers, and 2 olives.
- Each person in your assembly line will be in charge of one ingredient. Raise your hand if you are the first person in your assembly line. Your job is to start the pizza. You will pick up a card, pick up a piece of dough, and then put sauce on your pizza. Then you will pass it to the second person. Raise your hand if you are the second person. Your job is to put cheese on your pizza. Raise your hand if you are third. Your job is to put the right amount of pepperoni on your pizza. Raise your hand if you are fourth. Your job is to put mushroom on your pizza. Raise your hand if you are fifth. Your job is to put green peppers on your pizza. Raise your hand if you are sixth. You have two jobs. You have to put the right amount of olives on your pizza, and then walk your pizza to the grocery store, where it will be sold to customers (the back table).

- Students will be expected to listen carefully to directions and ask any questions that they may have concerning the assembly line.

- I think this activity is great because all students in this class will be able to participate fully. Each student is given one job that they can easily succeed without feeling as though they do not understand or that they are lost. Students will simply be in charge of their job. I think each student in this class will be able to handle each of the jobs. We do have one student with cerebral palsy, but this student actually loves to run around, so I think he may actually enjoy it if he gets the job of bringing the pizzas to the grocery store because I think he likes being able to participate in activities to the same extent that other students do.
- This activity will really benefit logical-mathematical learners who think abstractly, and bodily kinesthetic learners, who will be able to see that they

When you bring your pizza to the grocery store, make sure you bring the card with you that had the ingredients on it. If you made your pizza correctly, you will get \$2.00 (classroom money). If you get \$50 dollars as a class, everyone gets 3 gladiator bucks. If you get \$60 dollars as a class, you each get a piece of candy, and if you get \$70 as a class, you can have 5 minutes of extra recess tomorrow!!

- The most important thing is that you have to make sure you have the right ingredients on your pizzas! You can't skip any!!!
- What questions do you all have?
- I have a question for you. Do you have to wait until one pizza is done to start working on another one? No! The point of an assembly line is to work on multiple pizzas at once. You want to get these pizzas made as quickly as possible! So are you ready?!
- Can I have the first person in every row come and get a tray with your ingredients? Once you get your tray, everyone should know which ingredient is theirs, and should put it on their desk.
- Let's get started! Go!
- *I will purposely not give each group enough pepperoni's. When the first group runs out of pepperoni's and I hear them saying they do not have any more, I will bring the whole class to a halt.* What do you think

- The first person in every row will get supplies for their row. Everyone will wait patiently and then pick out their ingredient.
- Students will be expected to fulfill their own job correctly in the assembly line.
- Students will make sure that they are putting the correct ingredients and amount on their pizzas.
- Students will be working hard to finish creating their pizzas in a timely manner.

produced a lot more as an assembly line than they could on their own.

- This activity will also serve to get students who wouldn't normally be participating in class discussions participating. Students will be able to think about the material that they are learning by relating it to their own experiences. Students who have difficulty understanding abstract concepts will have their own experiences to draw from. Hopefully, scarcity will make much more sense to them through this activity.

	<p>happened? Too many people wanted peperoni pizza!!! We did not have enough of a supply of pepperonis, I guess because people love them so much. Well I have a solution. I have a bag of pepperoni's right here. But...it's going to cost you! Because I don't have a lot of them, just like you don't have a lot! And since I don't have a lot, they are very valuable to me. So you have to pay me \$1.00 for 5 pepperonis. You can choose whether you want to pay me \$1.00 to make your peperoni pizza, or whether you want to make your pizza without pepperonis. But remember, you only get paid by the grocery store if your pizza follows your card.</p> <ul style="list-style-type: none"> • Go ahead, and get started again, and if you run out of pepperonis, you know where to find them! • Okay guys! I think we have made enough pizzas for now! Great job! Pass any ingredients you have on your desk down to the first person in the row. Could that person please put everything on their tray and bring it up to me? 	<ul style="list-style-type: none"> • Students will clean up all of their extra pieces by collecting everything on a tray. 	
Transition	<ul style="list-style-type: none"> • If you put pepperonis on the pizza, go sit down on the carpet. • If you put the sauce on the pizza, go sit down. • If you put cheese on the pizza, go sit down. • If you put green pepper on the pizza, go sit down. • If you put olives on the pizza, go sit down. 	<ul style="list-style-type: none"> • Students will be expected to wait patiently and quietly to be called to sit at the carpet. When students are called, they should sit quietly on the carpet and wait for their next instruction. 	

	<ul style="list-style-type: none"> • If you put mushrooms on the pizza, go sit down. 		
<p>Event 3: Debrief assembly line, learn about scarcity (10 minutes)</p>	<ul style="list-style-type: none"> • Raise your hand if that was fun for you!! • Raise your hand if your group finished making all of your pizzas. • Who were the producers in our assembly line? • Who would the consumers be? • How would an assembly line save time? • Why do you think producers would want to save time? • Raise your hand if you thought it was difficult to finish your pizzas. • Why was it difficult? (call on someone whose hand was raised). • When we do not have enough of a good or a service like this, we have a name for that. It is called scarcity. <i>I will write scarcity and its' definition on the smart board.</i> We would say pepperonis are scarce. That means we do not have enough of them. • So why do you think pepperonis were scarce? Because people really like pepperonis. Sometimes when you have something that a whole lot of people like, it is easy to run out of that good or service pretty quickly. Raise your hand if the cafeteria has ever run out of your favorite ice cream. Hmm..maybe this is because a lot of people love this ice cream. Because it's so popular and in such high demand, it's supply is sometimes scarce! • So, what do you think happens when 	<ul style="list-style-type: none"> • Students should be thinking about the relationship between consumers and producers. • Students should be relating their experiences in the assembly line to their knowledge of producers and consumers. 	<ul style="list-style-type: none"> • This part of the lesson is really important for students who may not have really understood what was going on during the assembly. Perhaps some students simply were fulfilling the role they were given, and not making the connections between consumers, producers, and scarcity while making pizzas. In this portion of the lesson, we will more explicitly discuss these terms and how we engaged with these terms in our assembly line. • This will really benefit interpersonal and linguistic learners because students will be able to learn from dialogue with one another and from being able to put words to what they were experiencing while creating an assembly line. • The good thing about this lesson is that if not all students are

a good is scarce? Would you want the cafeteria to just stop selling your favorite ice cream? No! Well, then what can they do to make sure they do not run out! They can make sure less people buy it right! How do they do that? They increase the price! It becomes more valuable. Did something similar happen in your assembly line?

- What were the consequences when your pepperonis were scarce? (you had to choose—either you had to not eat pepperonis, or pay extra for more pepperonis, which could lead to no extra recess). When resources are limited, or scarce, you have to make economic choices, like the ones that you guys made.
- Let's think of another economic choice we have to make daily that you may not even think about. You are buying your lunch. You have enough money for a cookie or an apple, but not both. Talk about with a partner: What is scarce? What is your economic choice? What are you going to give up?
- You are getting ready in the morning. You have enough time before you catch your bus to eat breakfast or to watch your favorite show. Talk about with a partner: What is scarce? What is your economic choice? What are you giving up?
- Can someone think of another time when something was scarce? Share it with the class.

- Students will think about and discuss with a partner economic choices that they have to make in their lives because resources are scarce.

comfortable enough to contribute by speaking, I can ensure that most students will least be engaged in what their peers are saying, and can make personal meaning this way. I can ensure this by managing students' behaviors and setting clear behavioral expectations for students to respect their classmates and to stay attentive in class.

Transition	<ul style="list-style-type: none"> • If you sit in the first row, go sit at your seat. • If you sit in the second row, go sit at your seat. • If you sit in the third row, go sit in your seat. 	<ul style="list-style-type: none"> • Students will be expected to follow directions and sit in their seat when their row is called. 	
Conclusion: (5 minutes)	<ul style="list-style-type: none"> • <i>I will dismiss students to their seats and give them an exit ticket to complete on their own to assess what they have learned in this lesson about consumers, producers and scarcity.</i> • I have given you a worksheet with three questions to complete. This is your exit ticket. Once you have given me your exit ticket, you may get your lunch box and your coat, and may line up for recess. 	<ul style="list-style-type: none"> • Students will be expected to work quietly on their own and draw from their experiences and what they have learned to complete their exit ticket. • Students will be expected to wait quietly once they are finished their exit ticket. 	<ul style="list-style-type: none"> • I will offer supports to students who are struggling by asking them additional questions to help them think about their own experiences and what they have learned about consumers, producers, and scarcity. For example, I will ask questions like, “what is a producer/consumer?”, “what is an example of a producer/consumer?”, “what goods or services do you produce/consume?” “what is scarcity?” “what is a good that is not unlimited?” “what choices did you have to make because of that?”

H. DIFFERENTIATION:

There are several different activities taking place in my lesson that should meet the needs and cater to the learning styles of all of the students in my classroom. I tried to write my lesson to make it challenging enough for the highest level students, while adapting it for students who may struggle or who may not grasp the more difficult concepts. I think that the assembly line will be a great activity for all students. Everyone will be able to participate. Some students may not understand what an assembly line is, especially ESL students, who may come from countries who do not focus so largely on factory production and capitalism. However, after seeing a video of cars being put together in an assembly line, students should be able to understand what an assembly line is, how it works, and what its' purpose is. No physical limitations will keep students from participating in this lesson. One student has cerebral palsy, but he can just as easily participate in the assembly line. In addition, I have come up with a variety of questions to ask that students of different levels should be able to answer. My questions should challenge students of all levels, and should encourage students to learn from one another's thinking. If children are struggling to meet my objectives, I will focus more on the consumer and producer aspect of the lesson plan so that students are not learning too much at once and becoming confused.

Because there are so many different activities happening within my lesson; for example, a smart board lesson, multiple discussions, an assembly line, and an exit ticket, each student should be learning in the way that they learn best. In addition, each child should be learning in a way that is difficult for them to learn, challenging them, and pushing them to grow in that area.

This lesson would really benefit ESL students because it will give them some experience and background knowledge that they may have not already had about consumers, producers, and scarcity to draw on. In addition, even if they are not able to participate verbally in discussions, they can listen to what their peers have to say, and will be learning through their peers. They will also be learning new contextual vocabulary, which is key in learning a second language. Students, especially ESL students should always be learning new content vocabulary words that they can put into practice and use in the future.

RATIONALE:

It is extremely important for students to learn the concepts of producers, consumers and scarcity because students need to know that their wants and needs do not simply appear, and are not unlimited. In addition, students need to learn how to make economic choices that benefit themselves and their community. Many students are not aware that the grocery store, the food they are buying actually comes from somewhere else. Someone had to produce that food, and by consuming that food, they are contributing to the economy by increasing the demand for that food.

By developing a deep understanding of the content, students will understand that when the demand for a good increases, more of that good needs to be produced, and sometimes there is less of that good available. When this happens, the price of that good increases. Students will begin to understand that the prices that they see all around them are not random, but that they actually contribute to the prices of objects by demanding a greater or a lesser supply of them.

Students will begin to understand that in order to be a consumer in this society; they must also be a producer. People have jobs in order to produce the goods and services that they, and others, consume. Many students do not realize that their parents' money is earned and not simply given to them. And for that reason, money is scarce. It is limited, and students should be taught from a young age how to make good economic decisions that will help them to budget the limited money that they have. This will prepare students to make bigger economic decisions in the future concerning money and resources.

Lastly, students will develop a deep understanding that they are contributing to society now as consumers and producers. As students, they are consumers because they are benefitting from the services of teachers and other school staff who are training them and teaching them so that they can one day offer specialized services. They are producers at school, in their home and communities, because they can offer services that help others out. Students will begin to realize that the services they offer and the goods they produce affect the greater community.

I. WHAT COULD GO WRONG WITH THIS LESSON AND WHAT WILL YOU DO ABOUT IT?

There are several things that could definitely go wrong with this lesson. First, I am worried that we run out of time. We usually have 30 minutes for social studies, but I'm hoping to be able to use some of our writing time for this activity. I have a tendency to allow things to draw out longer than they need to be. I am hoping that things are concise and run smoothly, but that learning takes place, and students still take away what they need to from the lesson. If we are running short on time, I will stop the kids from making pizzas shortly after they run out of pepperonis, rather than allowing them to finish their assembly line.

Secondly, I am worried that during the actual assembly line, students will simply ignore their lack of pepperonis and just keep making pizzas without them. If students ignore their lack of pepperonis, they will completely miss the concept of scarcity. However, I will pay close attention to the people with pepperonis during the assembly line and if they do not say something when they run out, I will stop them myself.

Another concern I have is that students will be learning too many new concepts in one day. Hopefully the concepts of producer and consumer will be fairly easy to students because they have been talking about goods and services. If students really seem like they are struggling with the concept of scarcity, then I will focus more on the concepts of producers and consumers, and I will briefly talk about scarcity so that students are not overwhelmed and completely lost.

If the smart board lesson does not work for some reason, I will simply read students the examples of producers and consumers that I was going to ask them on the smart board, and I will have them go to one side of the room if they think it is an example of a producer, and the other side of the room if they think it is an example of a consumer. This way, we can still review and discuss these examples in an engaging way.

My last concern is that students may be absent, which could affect the turn-out and the running of the assembly line. I think the assembly line is set up well enough that we can be flexible if students are absent. One student can put two ingredients on the pizza. I really do not think that this will be too much responsibility.

Lesson Implementation Reflection

As soon as possible after teaching your lesson, think about the experience. Use the questions/prompts below to guide your thinking. Be thorough in your reflection and use specific examples to support your insights.

- I. How did your actual teaching of the lesson differ from your plans? Describe the changes and explain why you made them.
 - a. I did not have to be as thorough in teaching consumers and producers because students had already learned the basics of these concepts. Most students seemed to pretty much know what these two terms meant. However, we still reviewed them just to be safe.
 - b. I was not able to closely monitor what was happening during the assembly line. My cooperating teacher was busy observing me because I have to have a formal observation done by her, and I was extremely busy giving students money for their completed pizzas, as well as trading in their money for pepperoni once they ran out. I was barely able to watch what the assembly line at all to see if all students were equally participating and contributing and to see if it was running smoothly.
 - c. Students ran out of cheese very quickly. I expected that this may happen because I gave them a very limited amount. I tried to stress to students that they only had a limited amount to use on 12 pizzas; however, one student used all of her cheese on the first two pizzas. I think giving them a limited amount of cheese also helped to teach the concept of scarcity. I only offered these students \$1.00 for their pizzas when they finished, rather than \$2.00, since they did not have cheese on them.

- II. Based on the assessment you created, what can you conclude about your impact on student learning? Did they learn? Who learned? What did they learn? What evidence can you offer that your conclusions are valid?
 - a. Most students already had some background knowledge when it came to producers and consumers. This was very much of a review for them, but I believe thinking of more examples really helped to improve their understanding. Based on their responses on their exit tickets, every student, except for maybe one, understands that they are consumers because they buy things. However, I wonder if their understanding of a consumer really goes any deeper than this. Students seemed to understand that consumers are the ones who use good or services and correctly placed consumers during the smart board lesson, but only one student wrote on their exit ticket that they are a consumer “because you use something”. Students may need a review that consumers are also people who use services, not those who simply buy goods.
 - b. I think that most students also walked away from this lesson understanding that they are producers, but this concept could also be reviewed, because many students still do not understand this. On their exit tickets, 13 students seemed to have a good understanding of why they are producers. They gave reasoning like, “because I help my mom with the dishes”, and “because I do good school work”. 5 Students either said they were not producers, or said they were producers, but did not really seem to understand why. For example, one student said that she is a producer “because we make things like toys”. It is good that she understands that she is a producer, but she needs to be able to relate this back to herself and think of what services she can actually provide. Some other students said “I am not a producer (I don’t think) because I don’t provide anything”, and “It’s too hard”. These students seem to have an understanding of what a producer is, however, they may not understand that you do not have to be providing or making a good in order to be considered a producer.
 - c. I believe this was a very meaningful activity for students. I do not think many students had a lot of background knowledge to draw from to learn about scarcity, but this gave them some of their own experiences and background knowledge. On their exit

ticket, many students were able to think of a time when they either ran out of something or did not have enough, and relate it back to scarcity, but some students also seemed to not have a very clear understanding of scarcity. Out of 18 students, 12 student responses to the question, “A time when I experienced scarcity was when...” went something like, “I ran out of paper”, or “I did not have enough money to buy a diamond necklace”, “I ran out of time playing on the computer at the library”, or “half of the dolls were naked (we have 27), but we only have a certain amount of doll clothes”. The other 6 students responded with answers like, “when I had to go to school”, “you make things”, “when I went to school and Ms. Miller taught me what scarcity meant”, and “I got a game”. These students seemed to not have a very good understanding of scarcity.

III. Describe at least one way you could incorporate developmentally appropriate practice in a better or more thorough way if you were to teach this lesson again.

a. I don't think I realized how discussion based this lesson was. Discussion was necessary because students needed to be able to talk about how the assembly line went and what made it difficult—the scarce amount of pepperoni. I do think there could have been ways to do this without having so much discussion, however. Students seemed to get a little antsy, especially towards the end. I think they were having a difficult time paying attention. I think this was because so many students were sitting while only one student was sharing his/her thoughts at a time. In order to make it more developmentally appropriate, I could break the students up into small groups to debrief about the assembly line. Maybe each group that worked together could also debrief together. I think this would allow students to be more involved in the discussion. I would give students topics to talk about as a group. For example—what made the assembly line difficult? What did we have a shortage of? Students would learn from one another's experiences and they would also be able to contribute their own experiences. In general, I think they would have a much easier time being engaged, and they would take away more from the lesson.

IV. Based on the assessment data you collected, what would you do/teach next if you were the classroom teacher?

a. Based on the data I collected from my assessment, I would first review how scarcity occurs with the students. I would create a simulation in which I buy a bag of lollypops and I would have students vote for the flavor lollypop that they want. I would then create a pictograph that represents students' wants. When I open the bag of lollypops, we will count the number of each of the flavor of lollypops, and graph it on a separate pictograph. Then we would compare and see if every student would be able to get the flavor lollypop that they wanted. If it works out, I will give students their lollypops, and I will ask them, what if we had less of that flavor? I will make them think of how we would solve the problem if we did not have enough of the flavor. If we actually do not have enough of the flavor, I will allow students to brainstorm how to solve the problem fairly. Students will present their ideas to me, and if the idea is fair, I will allow it. Students will be learning scarcity, how to make economic choices, and problem solving all at the same time.

b. In addition, I would do another short activity about scarcity. We talked about scarcity and economic choices, however, I would have students complete a worksheet in which they have to analyze different scarce situations. They would have to tell me what is scarce, what the economic choice is, what decision they would make, and what they would be giving up because of their choice. Some students were very vague in their exit tickets when talking about the times they experienced scarcity. It makes me wonder if students really understand the concept of scarcity and that because wants are scarce, we have to make choices.

c. I would have students start a log of “being a producer and a consumer”. Students would have to track ways in which they acted as producers and consumers. Even though we talked about how students are both of these, some students still did not seem to understand this, or had a very limited understanding of this, based on what they wrote on their exit tickets. It is important that students understand that they contribute to the community by being both producers and consumers.

d. Lastly, I would have the students create a book of the terms that they have learned and examples of each term. In this book, we would include needs, wants, goods, services, producers, consumers, scarcity, and economic choices. Most of the students clearly understood the difference between consumers and producers, but based on the vortex smart board lesson, and some of the exit ticket responses, I could tell that some students still struggle with these terms. Many of these students, when given an example of a producer or consumer, can say that it is either a person who makes a good or provides a service, or a person who buys or uses a good or services, but cannot say which term represents which idea.

V. As a result of planning and teaching this lesson, what have you learned or had reinforced about young children as learners?

a. I have learned that children need something meaningful in order to learn. The lesson really impacted one of the children because the students did not win the 5 minutes of extra recess that he really wanted. He was very angry with his classmates for giving away their money to get pepperoni. But I believe that this made the lesson even more meaningful to him because he began to really understand the concept of scarcity—that it forces you to make a choice, and economic choices are not always clear cut, but are sometimes a gamble. I think that this student understood the concept of scarcity more than any of the other children because the activity became so meaningful to him.

VI. As a result of planning and teaching this lesson, what have you learned or had reinforced about teaching?

a. I learned that planning out every detail is really crucial and important. It is very easy to come up with lesson ideas and to say, “I’m going to have students make an assembly line to teach them about consumers, producers, and scarcity”. But it is much more difficult to actually put it to practice and to think through each of the little details in order to make sure it runs successfully. The smoother the assembly line runs, the more children learn. I think it is this way with every lesson. The smoother lesson plans are, the more children learn. The more time I put into planning out every detail, figuring out exactly what I want students to take away from each aspect of my lesson, the more students will learn.

VII. As a result of planning and teaching this lesson, what have you learned or had reinforced about yourself?

a. Students do not respect me in the same way that they respect their teacher because I am only with them one day a week, and I am usually not the one teaching them. It is extremely important, therefore, to let students know that I am the authority figure. It is hard for me to draw the line between being their authority figure and abusing my privilege as their authority figure by seeking excessive control over them. I have learned though that even though I am still figuring out the balance between these two extremes, students will respond to me when I am confident and give them explicit instructions and directions. This is what students need, and even if I do not feel confident in my own authority, it is still important to enforce rules. I had the option to give students five minutes of extra recess, even though they did not earn the correct amount of money in the assembly line, however, I chose to stick to the rules, and explain to them my reasoning, not to abuse my privileges as their authority figure, but to further enforce a classroom that can only function properly when all members abide by its’ rules and expectations.

