

## ***Lesson Plan – EDEL 350***

**BSU Teacher:** Kayla Warner

**Due Date:** 2/4/15

**Topic:** Economics

**Grade Level:** 1

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**Burris Teacher:** Mrs. MacFarlane

**Teach Date:** 2/11/15

**Subject:** Social Studies

**Whole Group:** 30 minutes

**Phone:** 574-601-6805

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**InTASC Standard: Standard 4 Content Knowledge**—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**IN Standard: Standard 4 Economics**— *Students explain how people in the school and community use goods and services and make choices as both producers and consumers.*

**Indicator: SS 1.4.4** Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).

**Lesson Objective:** The students will differentiate between producers and consumers and will give 3 examples of each. (Analysis: Level 4; Application: Level 3)

**Materials/Media:**

- » Power Point
- » iPads
- » Markerboards
- » Dry Erase Markers
- » Note Taking cards
- » Exit tickets
- » Scavenger Hunt

**Motivation:** The teacher will ask the students to just think about, without answering out loud or even raising their hands, the question:

- » “Have you ever heard the saying he or she wears many hats?”

The teacher will then begin to explain that the many hats people wear represents the many different roles and jobs people have. The teacher will say as an example:

- » “I am your Ball State teacher, but I am also a student at Ball State. I am also a daughter, an aunt, a roommate, a friend, and I have many other roles.”

The teacher will then ask students to raise their hands to answer the following questions:

- » “What hats do you wear at home?” (son/daughter, big/little brother or sister, grandchild, etc.)
- » “What roles do you have at school and in your community?” (student, neighbor, athletics, drama, choir, etc.)

**Goal for Learner:** “Boys and girls, today we are going to learn about two more hats that you wear, which are the roles of consumer and producer. By the end of this lesson, you will be able to give at least three examples of how you are or can be both a consumer and a producer.”

**Procedure:**

» **New Information:**

- The teacher will inform the students that first she is going to introduce to them four new and very important vocabulary words that they will need to know, which are:
  - Consumer
  - Goods
  - Producer
  - Services
- The teacher will then pass out a card (see attachment) for the students to fill in the blanks during the Power Point presentation, which students will follow along on the iPads using the Nearpod app. One side is for consumer and the other side is for producer.

**Instructional Strategies: Summarizing/Notetaking, Nonlinguistic Representation (PPT/Nearpod)**

» **Modeling:**

- The teacher will tell the students that they may put their iPads down on their desks and pick up their markerboards because we are going to play a game. The teacher will have a card with the word consumer hung on one side of the board and the word producer hung on the other side of the board.
- The teacher will then explicitly explain the directions of the game and model what the students will be doing.
  - “I am going to walk around and choose a student to draw a card from the cards in my hand.”
  - The teacher will then show the students how they will draw a card and read it out loud. The teacher will explain that some of the words are a little hard, so it’s okay if they need to ask the teacher for help.
  - After the teacher reads the card she will then tell the students that they will write whether the card described a consumer or a producer.

» **Check for Understanding:**

- The teacher will call on a student to tell her what a consumer is.
- The teacher will call on a student to tell her what a producer is.

» **Modeling:**

- The teacher will then tell the students that if they think that what she just read was a consumer to write the letter “C” on their board. If they think the answer is producer to write the letter “P” on their board. The teacher will then write her correct answer on her marker board without letting the students see the answer.

» **Check for Understanding:**

- While the teacher is writing her answer, the students will be writing their answer of either “C” for consumer or “P” for producer. After 3-5 seconds the teacher will tell the students to hold up their boards.
- The teacher will show the students her answer as well, which is the correct answer, and she will explain why that is the correct answer.

» **Modeling:**

- The teacher will then place the card that she read out loud under the correct label card hanging on the board, either producer or consumer to show the students that that is what they will do as well after the determined where it belongs as a class.

» **Guided Practice:**

- The teacher will walk around and choose students to draw cards to read out loud and the class. The class will use their marker boards to decide on their own what they think the answer is and then as a class we will talk about what the correct answer is.
- The students will then place the cards appropriately as either consumer or producer.
- The different cards (attached) were borrowed from Sally of *Elementary Matters* found on the website, teacherspayteachers.com.

**Instructional Strategy: Cooperative Learning**

» **Practice/Application:**

- The teacher will explain to the students that they are going to work independently to complete an exit ticket (attached). When they complete their exit ticket, they may raise their hand for the teacher to come pick up their ticket and their marker board. They may then begin working on the lesson extension.

**Lesson Extension:** The students will be given a scavenger hunt (see attachment) to go on Internet websites on their iPads and explore more about consumers and producers. The students will be able to go to the top 3 links to learn more, beginning with the first one “Business Buddies.” At the end of the scavenger hunt, students will cut out and copy and paste pictures into the appropriate boxes of consumer or producer. The websites are:

- » <http://www.beaconlearningcenter.com/WebLessons/BusinessBuddies/default.htm>
- » [http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457\\_story2.swf&lid=457#.UpqSimTZrSI](http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457_story2.swf&lid=457#.UpqSimTZrSI)
- » [http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457\\_story1.swf&lid=457#.UpqRL6YhvNU](http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457_story1.swf&lid=457#.UpqRL6YhvNU)

**Accommodations:**

- » **High Ability:** During the lesson extension, these students will have the opportunity to answer questions that will deepen their thinking about how they can be both consumers and producers.

- » **Exceptionality:** There will be an alternate form for the practice application where instead of thinking of three examples on their own, they will be able to look at a list of possible options, and copy down which ones would go under consumers and which ones would go under producers. There will also be another additional list if students need it, which will have words and also pictures to go with the words.

**Closure:** The teacher will ask the students the following questions:

- » “How would you describe a consumer?” (*Level 1 Knowledge*)
- » “Can you list three ways a person can be a consumer?” (*Level 1 Knowledge*)
- » “How would you describe a producer?” (*Level 1 Knowledge*)
- » “Can you list three ways a person can be a producer?” (*Level 1 Knowledge*)
- » “How would you compare and contrast the two?” (*Level 2 Comprehension*)
- » “What would be the result if there were only producers and no consumers? And vice versa?” (*Level 3: Application*)
- » “What is the relationship between consumers and producers and why is it important to understand the relationship?” (*Level 4 Analysis*)
- » “Why is it important for you to know this?” (*Level 3 Application*)
- » “How is what you learned today relevant to your lives?” (*Level 3 Application*)

#### **Evaluation of Student Learning:**

Score	0 points	1 point	2 points	3 points
<b>Consumer and Producer Definitions</b>	Did not correctly define either consumer or producer.	Correctly defined either consumer or producer.	Correctly defined both consumer and producer.	N/A
<b>Consumer Examples</b>	Did not provide any correct examples of a consumer.	Provided one correct example of a consumer.	Provided two correct examples of a consumer.	Provided three correct examples of a consumer.
<b>Producer Examples</b>	Did not provide any correct examples of a producer.	Provided one correct example of a producer.	Provided two correct examples of a producer.	Provided two correct examples of a producer.

#### **Annotated Bibliography:**

- » **Informational:**
  - Book: Day, H. (1997). *Teaching economics using children's literature* (Vol. 1). Indianapolis: Center for School Improvement and Performance, Office of Program Development.
    - This book provided me with a lot of information about what consumers and producers are, as well as, the accurate definitions of

goods and services. This book was very helpful as a first step in providing me with background knowledge on the topic so that I could ensure I was teaching the content of the lesson correctly. I found this source in Ed. Resources in Bracken Library.

- Website: Interactive Tools. (n.d.). Retrieved January 26, 2015, from [http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457\\_story2.swf&lid=457#.UpqSimTZrSI](http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457_story2.swf&lid=457#.UpqSimTZrSI)
  - This website gave me a lot of really good information that was more specifically about producers and what producers are. This website helped to broaden my understanding on the definition of producers.
- Website: Interactive Tools. (n.d.). Retrieved January 26, 2015, from [http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457\\_story1.swf&lid=457#.UpqRL6YhvNU](http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em457_story1.swf&lid=457#.UpqRL6YhvNU)
  - This website gave me a lot of really good information that was more specifically about consumers and what consumers are. This website helped to broaden my understanding on the definition of producers.

» **Instructional:**

- Website: Business Buddies. (n.d.). Retrieved January 26, 2015, from <http://www.beaconlearningcenter.com/WebLessons/BusinessBuddies/default.htm>
  - This website helped me know how to better teach the difference between consumers and producers and I used it as my lesson extension as well.
- PDF Activity/Game: "DeCost, Sally. (2013). Producers or Consumers. *Elementary Matters.*, (11 pages].
  - This game helped with the guided practice portion of my lesson. I knew that I wanted to most likely do some kind of sort with consumers and producers and this game was the perfect resource for this type of activity. I found this source on the teachers pay teachers website.