

**PHASE 1:**

**Grade Level:** First Grade

**Unit:** Social Studies – Economics

**Description of Unit:** Students will cover the difference between wants and needs, producers and consumers, and goods and services. Students will cover what community helpers are and the jobs they do. Lastly, students will cover how and why people save for the goods and services they buy.

<b>Lesson #</b>	<b>Learning Objectives</b>	<b>Academic Standard</b>	<b>Bloom Taxonomy Level</b>	<b>Assessments</b>
1	Students will be able to list four differences or comparisons between a list of community helpers	1.4.3 Compare and contrast different jobs people do to earn income	Understand Remember	Questions 1 and 2 on pre-assessment  Questions 9 and 11 on final quiz
2	Students will be able list three items that are wants and three items needs for students, teacher, and pets.	1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity).	Apply	Questions 3 and 4 on pre-assessment  Questions 1-3 on final quiz
3	Students will be able to write at least three sentences about a good they are saving for and how they plan to save.	1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use.	Analyze Create	Question 7 on pre-assessment  Question 10 on final quiz
4	Students will be able to act out being consumers and producers in three small skits: pizza delivery shop, hair salon, and post office.	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).	Remember Apply	Questions 5-10 on pre-assessment  Questions 4-8 on final quiz  Assessment Task Rubric

Sources:

<http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-gr1-20140718.pdf>

**PSHASE 2:**

**Pre-assessment Activity:**

<https://play.kahoot.it/#/k/10eb2996-4f00-4150-8dcd-1b68ff8d4e61>

**Objectives Rubric:**

<b>Objectives</b>	<b>Satisfactory (5 Points)</b>	<b>Proficient (2.5 Points)</b>	<b>Unsatisfactory (0 Points)</b>
<i>Students will be able to list four differences or comparisons between a list of community helpers</i>	Student lists four or more differences or comparisons using a Venn Diagram between community helpers they select.	Student lists 2-3 differences or comparisons using a Venn Diagram between community helpers they select.	Student lists 0-1 differences or comparisons using a Venn Diagram between community helpers they select.
<i>Students will be able list three items that are wants and three items needs for students, teacher, and pets.</i>	Student lists three or more wants and needs for all categories listed (students, teacher, and pet)	Student lists 1-2 wants and needs for all categories listed (students, teacher, and pet)	Student lists 1-2 wants and needs for some of the categories listed (students, teacher, and pet)
<i>Students will be able to write at least three sentences about a good they are saving for and how they plan to save.</i>	Student writes three or more sentences about a good they are saving and how they plan to save	Student writes 1-2 sentences about a good they are saving and how they plan to save	Student either does not write any sentences or writes sentences that does not go with the prompt
<i>Students will be able to act out being consumers and producers in three small skits: pizza delivery shop, hair salon, and post office.</i>	Student correctly acts out specific roles of being a producer or consumer based on what has been taught	Student acts out role of being producer or consumer, but mixes up some of their character's roles	Student acts out role of being producer or consumer, but either incorrectly does their character's role or does role correctly but doesn't know if it's a producer or consumer

**Objective:** Students will be able to act out being consumers and producers in three small skits: pizza delivery shop, hair salon, and post office.

**Assessment Task:**

After our section on producers and consumers, the first grade students will be able to make up their own skits and present them to the class. Students will be able to take one minute to say what skit they choose (hair salon, grocery store, pizza store, and post office) and to show their skit to the class while correctly acting out the roles of consumers and producers.

**Assessment Task Rubric:**

<b>All Rows worth 5 Points</b>	<b>Satisfactory (5 Points)</b>	<b>Proficient (2.5 Points)</b>	<b>Unsatisfactory (0 Points)</b>
<b>Delivery: Oral Presentation</b> Student will be able to show they have rehearsed prior to the presentation	Presentation appears to be well rehearsed with little to no mistakes	Presentation lacks fluency and does not appear to be well rehearsed	Presentation has many mistakes and appears to have not been rehearsed at all
<b>Delivery: Attention Grabbing</b> Student will be able to hold the audience attention by being engaging and speaking with the right amount of volume	Held audience attention during the whole presentation. Presentation was engaging to listen to and had good volume	Held the audience attention most of the presentation but either lacked volume or being engaging	Did not hold audience attention. Did not engage the audience or speak at an appropriate volume
<b>Delivery: Eye Contact/ Posture</b> Student will be able to use eye contact to classmates and teacher while standing up straight to show appropriate posture	Stands up straight and establishes eye contact with everyone in the room during the presentation	Sometimes stands up straight and establishes eye contact with everyone in the room	Slouches and/or gives zero eye contact during presentation
<b>Duration:</b> Student will be able to meet amount of time	Presentation is at least a minute or more in length	Presentation is less than a minute but more than 30 seconds	Presentation is less than 30 seconds. Not prepared

<b>Team work:</b> Student will be able to work together as a group to present the skit	Works cooperatively as a group to present the skit	Cooperation is noticed but either outshines or doesn't try as hard as others in group	Does not work cooperatively as a team. Ignores roles
<b>Content:</b> Student will be able to correctly act out either a consumer or producer	Correctly acts out role with knowledge learned from class	Acts out role correctly	Does not act out correct role

**Post-assessment Quiz:**

1. Circle a want someone may have

Air

Clothes

Ice-cream

Home

2. Circle something that people need

Video Game

Water

Toys

Pizza

3. True or false Pets have needs

True

False

4. List two producers

---

5. List two consumers

---

6. Circle all items that are services or provide services

Pizza	Raking leaves	Washing car	Dentist
Helping others	Lollipop	Hair Stylist	Toys

7. Circle all the items that are goods

Pizza	Raking Leaves	Shirt	Mailman
Toys	Bike	Baker	Cupcake
			Notebook

8. List three ways you can provide services at school or at home

---

---

9. Connect the community helper to what they do to help the community

Policeman	Saves Lives
Mailman	Keeps People Safe
Teacher	Build Buildings
Doctor	Teach Children
Fireman	Deliver Letters
Construction Worker	Put Out Fires

10. Use your imagination and write three sentences about what Ms. Cassell is saving for and how she plans to save for it.

---

---

---

11. (Bonus) What is the same and what is different from a veterinarian and a dentist?

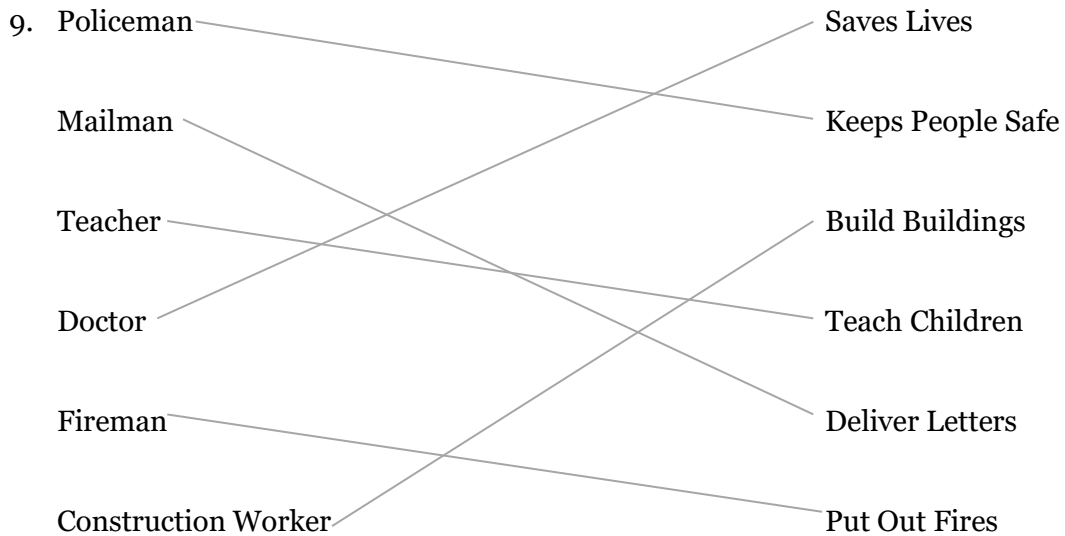
---

---

**Answer Key: Total 25 points**

1. Ice-cream (1 point)
2. Water (1 point)
3. True (1 point)
4. Answers will vary. Ideas may include yourself, your family, chef, baker, dentist, etc.  
(2 points)
5. Answers will vary. Ideas may include yourself, your family, shopper, neighbor, etc.  
(2 points)
6. Raking Leaves, washing car, dentist, helping others, hair stylist (3 points)

7. Pizza, shirt, toys, bike, cupcake, notebook (3 points)
8. Answers will vary. Ideas include cleaning room, sharpening pencils, helping pass out papers, helping with chores, or watering plants. (3 points)



(2.5 points)

10. Answers will vary (4 points)
11. Answers will vary. May include vets take care of pets and dentists work on teeth. Both help others feel better. (2.5 points)

### Phase 3: Lessons/activities

1. Students will be able to list four differences or comparisons between a list of community helpers

In this lesson the teacher will begin by a quick refresher of typical community helpers. Teacher will go around the room and ask students individually to name helpers and to

try to describe what they do. If any answer a helper incorrectly, explain what the helper is and why they are important to the community.

Second day, pass out activity sheet that has all the community helpers discussed the day prior. Work together to mention items or tasks that are common with each community helpers, example: firemen have fire truck or fire hoses and a mail man has letters. Work together as a class to think of objects and write them on the board and on their sheets. Mention how we can see similarities and differences in some of the characters and have students name any if they notice any, example: fireman and police man both help people.

Third day, have students get out their community helper sheets and a blank sheet of paper. Have them choose two community helpers out of a hat being passed around and write similarities and differences they see with the helpers. At the end, talk as a class about what was noticed and which were more struggling. Collect the comparison sheet. This concept will again be assessed in the post unit exam in a short answer question.

2. Students will be able list three items that are wants and three items needs for students, teacher, and pets.

In this lesson the teacher will begin by posing a question “What do you want from the grocery store?” have students name items they want and write them on the board. At the end ask “Do we need any of these items to survive?” Begin the discussion of the difference between wants and needs then re-ask the grocery store question but change the wording: “What items can we get from the store that we may need?” and write the responses on the board. Make sure to ask students why the item they mentioned is a need not a want.

Second day, make a chart on the board. One side says Needs and the other says Wants. Have a student come up one at a time and write down a want or a need on the board. Then have a class discussion at the end about why certain items are in certain columns. This concept will again be assessed in the post unit exam in a couple circle-all-that-apply questions.

3. Students will be able to write at least three sentences about a good they are saving for and how they plan to save.

In this lesson the teacher will begin by mentioning something they are saving for but do not know how to save. Ask students for help in the dilemma. Begin a discussion about ways people can save money. Ask students if any of them save money and how they do it. Mention piggy banks and how they are useful to storing money. Ask students to mention things they may be saving for and ask if it is a want or a need (tying in a different lesson in the unit).



Second day, have students work in small groups and to choose an item together as a group and write down what they plan to do to be able to get the item. Make sure they work as a team. When walking around make sure to ask students or more details about exactly how they will save or where will they keep the money they saved. This concept will be assessed again in the post unit exam with a short answer question asking about what they think the teacher will be saving for and how she will do it.

4. Students will be able to act out being consumers and producers in three small skits: pizza delivery shop, hair salon, and post office.

In this lesson the teacher will begin by putting on the board images of producers and consumers and ask if they see any similarities or differences. Then ask what they may be able to conclude from them. Then mention what producers and consumers are and how everyone can be both. Look back at the images on the board and work together to write if they are consumers or producers.

Second day, have students talk about how they can be consumers and producers in their lives. Mention how when helping around the classroom and at home they are being producers by providing goods and services. Have them work individually to list what they think they can do around the house to help out and be a producer/ provide a service.

Third day, talk about how people are producers and consumers every day and that we see the situations every day as well. Mention that in the post assessment there was a question about which skit they would rather act in and see if anyone remembers what they chose. Have the students in each skit already chosen out and have 8 total groups/ two groups per skit. The students have the option to do hair salon, grocery store, post office, or pizza shop. They get to work in their groups to assign goals and practice what they are going to say before presenting them to the class.

This objective will be met in the post unit exam when asking students how they can provide services at school or at home as well as in the assessment task rubric for the skit presentations.

#### **Phase 4:**

Formative assessment using Kahoot

<https://play.kahoot.it/#/k/10eb2996-4f00-4150-8dcd-1b68ff8d4e61>

Description: This is an assessment used to see what the students know prior to the economics unit. Kahoot is a great app that allows children to take quizzes on iPads or tablets which scores or sent to the lead teacher. This will test topics that need to be covered more than others in the unit. For example, if many students missed questions on consumers and producers then as a

teacher I will make sure to spend more time on that topic. All the questions in the quiz will be taught in the unit and will cover all the learning objectives.

Teacher View:

## Can you be a producer?

Full Screen

57



Skip

0

Answers

 Yes

 No

Student View:

