

*Miranda Benge*  
*Case Study*  
*Fall 2016*

## **Section 1 Contextual Factors**

### Section 1 Contextual Factors

The school that I am student teaching at is located in a suburban area in Omaha. It serves a total of 437 students in grades kindergarten through fifth grade. The student body is made up of 88.3% Caucasian students, making up the largest segment of the student body. The student to teacher ratio is 17:1 which is higher than the Nebraska average of 14:1. The average median household income, in the zip code, that this school serves, is \$112,708. The high median income may explain the low amount of students on free or reduced priced lunch.

I am in a second-grade classroom. There is a total of twenty-three students in the class, with eleven boys and twelve girls. The students in my classroom have a variety of learning styles. Several of the students are visual learners, physical learners, and social learners. The class enjoys working in small groups, participating in whole group discussions and working on assignments independently. The students in my classroom are interested in sports, animals and doing movement activities with GoNoodle. There are two students who are currently on an IEP plan. One student is on an IEP for articulation and fluency concerns. The other student is on an IEP for her ADHD because it has impacted her ability to stay on task. My teacher and I have noticed that the student with ADHD is very heavily medicated and does not participate in class during the day. We have talked to our team and they are going to schedule a meeting to review the student's current IEP. With the two students on IEPs, we have reviewed their plans and we continue to follow their IEP's to make sure that we meet their needs.

Student #	Developmental data	Learning Style and/or Multiple Intelligence	Interests	<b>Specific implications</b> for <i>instruction and assessment</i> based on student <b>individual differences</b> . This can include specific accommodations and modifications for IEP students if accessible.
#7	The student's articulation and fluency concerns may impact his ability to be an effective communicator in the general education setting.	Bodily Kinesthetic and Visual	Likes sports including hockey, baseball, and swimming. The student likes to help out at home and is very imaginative.	<p><b>Fluency enhancing strategies for conversational speech:</b></p> <ol style="list-style-type: none"> <li>1. Don't complete words of sentences for this student</li> <li>2. Speak to the student in an unhurried way, pausing frequently</li> <li>3. Encourage eye contact in social conversation</li> <li>4. When answering questions in the class room, ask him questions that can be answered with a few words</li> <li>5. Use of pacing boards as needed</li> </ol> <p><b>Strategies for fluent reading</b></p> <ol style="list-style-type: none"> <li>1. Use poetry</li> <li>2. Choral reading</li> <li>3. Record the student reading out loud</li> <li>4. Use of auditory feedback device when reading out loud.</li> <li>5. Opportunity to practice the page he is going to read before reading it out loud.</li> </ol> <p>Student will use speech therapy to address articulation and fluency of speech. Give opportunities to practice speech in a small group.</p> <p><b>Assessment plan</b></p> <p>None needed</p>

#12	The student's diagnosis of ADHD has impacted her ability to attend to instruction and complete work independently.	Visual	Student enjoys music, PE, and art. She participates in competitive ice skating.	<p><b>Instructional Needs, program modifications, and accommodations:</b></p> <ul style="list-style-type: none"> <li>-Preferential seating by peer models, close to teacher, away from distractions (as needed)</li> <li>-Breakdown assignments into chunks</li> <li>-May need extra time on class work</li> <li>-Have student repeat instruction(s) to show understanding</li> <li>-Give opportunity to work outside the classroom (as needed)</li> <li>-May need breaks during long instructional periods</li> <li>-Positive reward system</li> </ul> <p><b>Assessment plan:</b></p> <p>None needed</p>
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It is extremely important to figure out how your students learn so you can help them learn to their full potential. When deciding to go with lesson plans I have to look at my student's interests and learning styles. When teaching the whole class, I will strive to do lessons where the kids can laugh and move. The second graders seem to learn best when they are moving and having fun. Through the first couple of weeks I have learned that there are a lot of students who are visual special learners. The teacher and I have decided that we will do more lessons that let the students learn through art. The students also like learning in small groups. They really like the one on one time with the teacher. My students are very interested in getting to know one another and with small groups they can do that. When

working independently the students can show off their creative side. When I grade their work I am amazed by what they can do. Every day I learn something new about them.

### **Section 2 Learning Objectives/Outcomes**

In the previous chapter from our social studies curriculum, the students learned about how people use our environment.

- 1. The students discussed nature and man made items
- 2. The students analyzed how people live in different environments
- 3. The students described how natural resources of different environments can be used for food, clothing, and shelter.
- 4. The students also explained the causes and effects of land, water, and air pollution.

Based on these components that they have recently learned the will now move on to, how do people use our environment? The students will learn how goods are produced and distributed. In a preview activity, students will learn how to categorize the things they buy. For an experiential exercise, students will make a toy using the assembly line techniques, participate in a relay race to learn how goods are transported to stores and the students will read about how goods are produced and distributed. In a reading further activity, students create a process diagram to show how food is brought to stores. In a processing activity, students create flow charts to show how goods are made and how the goods are transported to stores. The students will meet three objectives while doing this social studies unit. The objectives and standards are in the chart below.

#### **Summary Chart of Objectives, Outcomes and Assessment Links**

State learning objectives/outcomes	Nebraska State Standards
Objective 1:	

<p>The students will be able to categorize family purchases according to where they are bought and be able to process the making of goods in assembly line technique.</p>	<p>SS 2.2.1.a Identify resources (inputs) that make up various good and services</p>
<p>Objective 2:  The students will be able to identify jobs within the community that helps with providing our goods and the job of transporting the goods to stores.</p>	<p>SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)</p>
<p>Objective 3:  The students will be able to discuss the types of transportation and complete a flowchart showing how goods are moved from factories to stores.</p>	<p>SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.</p>

### Section 3 Description of Assessment Plan

Summary Chart of Lesson Goals

<i>Learning Objective</i>	<i>Assessment</i>	<i>Assessment Format</i>	<i>Differentiations</i>
<p>Objective 1:  The students will be able to categorize family purchases according to where they are</p>	<p><b>Pre-assessment</b></p>	<p>The teacher will hand out a KWL chart and split the students into groups. The group will fill out the Know part of the KWL chart. After the students fill</p>	<p>For students who need enrichment: students can get in groups and fill out a KWL chart. The student who needs more enrichment can lead their small group.  For students who need extra support, they can use the</p>

bought and be able to process the making of goods in assembly line technique.		out their chart the teacher will have the class compare what they came up with their charts. Together the class will discuss their prior knowledge of goods and services. The class as a whole will then fill out what they want to learn about goods and how they are brought to us.	book to look at the pictures to get their ideas for the KWL chart.
	<b>Formative Assessment</b>	Observation of class discussion. Check for understanding in the students interactive social study notebooks.	For students who need enrichment: They will gather a grocery store receipt from a parent. They will categorize the purchases.  Students who are struggling can work together to make a mural showing how food is brought from farms to stores. They will be able to draw, or cut pictures from magazines. The teacher will ask them to make labels to identify the forms of transportation shown in the mural.
	<b>Summative</b>	Revisit the KWL Chart and make sure we add what the students learned from the unit  End of chapter test when the rest all of the objectives have been met.	For students who need more enrichment: The students will have an extra writing question added to their test, based on what the class has learned.  For students who need more support: The students will have more time to complete the end of unit test. The

			teacher will also read each question to them.
<p>Objective #2</p> <p>The students will be able to identify jobs within the community that help provide our goods and the job of transporting the goods to stores.</p>	<b>Pre-assessment</b>	The students will get a variety of questions with choices. They are to choose the best choice. Questions will cover transportation and production.	<p>For students who need enrichment: Students can make their own iMovie that explains jobs within a community.</p> <p>For students who need extra practice, they can Google the word and look at pictures to understand the word better.</p>
	<b>Formative Assessment</b>	Observation of class discussion. Check for understanding in the student's interactive social study notebooks.	<p>For students who need more enrichment: The students will get a job title and have to research about that job and write about it.</p> <p>For students who need more support: They can watch a job/community video on Brainpop that helps them visualize the jobs in our community that help provide our goods and transportation.</p>
	<b>Summative</b>	<p>Revisit the KWL Chart and make sure we add what the students learned from the unit</p> <p>End of chapter test when the rest all of the objectives have been met.</p>	<p>For students who need more enrichment: The students will have an extra writing question added to their test, based on what the class has learned.</p> <p>For students who need more support: The students will have more time to complete the end of unit test. The teacher will also read each question to them.</p>



<p>Objective #3</p> <p>The students will be able to discuss the types of transportation and complete a process diagram showing how goods are moved from factories to stores.</p>	<p><b>Pre-assessment</b></p>	<p>The students will receive a page with 6 pictures on it. They are to order the pictures on what they think is the process of going from farmers growing a melon to customers buying the melon. This will show the teacher what prior knowledge the students have in how goods are brought to the store.</p>	<p>For enrichment: Students will write a story about a pretending they are the product and describe their trip as that product to the store.</p>
	<p><b>Formative Assessment</b></p>	<p>Observation of class discussion. Check for understanding in the student's interactive social studies notebooks.</p>	<p>For enrichment: The students can create comic strip showing the types of transportation and the goods being moved to different locations.</p> <p>For students who need more support: The teacher can work with them in a small group going over the flowchart. The teacher can draw pictures and have the students act scenarios out.</p>
	<p><b>Summative</b></p>	<p>Revisit the KWL Chart and make sure we add what the students learned from the unit</p>	<p>For students who need more enrichment: The students will have an extra writing question added to their test, based on what the class has learned.</p>

		End of chapter test when the rest all of the objectives have been met.	For students who need more support: The students will have more time to complete the end of unit test. The teacher will also read each question to them.
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## Section 4 Lesson Plans

# Lesson 1 Day 1

College of Saint Mary  
Lesson Plan Maker Variation for Early Childhood Education  
LESSON/ACTIVITY INFORMATION

**Title:** Preview/Introduction

<b>Your name:</b> Miranda Bengé	<b>Age or Grade Level:</b> Second Grade	<b>Integrated Disciplines/Subjects:</b> Social Studies	<b>Time frame for Lesson:</b> 25-30 minutes
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### STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS

**Standards: Nebraska State Standards**

SS. 2.2.1a Identify resources (inputs) that make up various goods and services

**Objectives:** The students will become familiarized with new vocabulary including goods and transportation.

**Assessment.** Observation of class discussion with the KWL chart. Check for understanding when asking students questions.

**. Materials:**

- Social Studies Alive!
- PowerPoint TCI
- Vocab for Social Studies board to introduce the new vocabulary
- Poster board
- Markers
- White board markers

### Lesson Procedures

**Anticipatory Set:** Have a selection of goods up in the classroom and ask the class what they have them in common. There will be a piece of clothing, and an apple. They all are goods and had to be transported to the store in order for you to buy them.

**Input/Modeling/Guided Practice/Check for Understanding**

**Teacher will do:**

- The teacher will introduce the new unit, How are Goods Made and Brought to us
- The teacher will give a pre-assessment using a KWL chart before starting the preview of the unit.
- The teacher will ask what the students know about goods and how they are made and brought to us.
- The class will discuss what they want to know.
- After filling out the chart they teacher will tell the students that once they learn everything in the chapter they will fill out the “what we learned part” on the KWL chart.
- The teacher will assign the students create a list of things they buy at a store.
- After the students get their lists done, the teacher will categorize what the students have written down. (The class will do this together as a large group) Categories: Food, toys and clothing.
- The teacher will mention that the list of things we buy at the store are goods.
- The teacher will then go over the new vocabulary words, goods, transportation. The teacher will hang up the definitions on the social studies bulletin board.
- When the teacher sees that the students are done with completing their worksheet she will ask; how do you think these goods got to the stores?

**Student will do:**

- Listen to the teacher’s directions to what they will be learning
- Think of what they already know about goods and contribute their answers to the KWL chart
- Get out their interactive notebooks
- As a class they will fill out the chart of things they buy and categorize them into food, toys and clothing
- Answer how goods get to stores
- Student will create a list of things they buy at the store
- When they have completed the activity they will turn to their interactive notebooks and write down three stores they go to and what they buy there.
- Listen to the new vocabulary
- Students will answer teacher’s questions about how goods get to the store.

**Closure:** The students will predict how their goods got to the stores they listed in their notebooks. The teacher will tell them that in the chapter they will find out how goods travel to stores.

**Differentiation:**

Speech Delay: Give student a question before class lesson so the student has time to process their answer. The question will be, what do you know about goods? The student will write their answer down and refer back to it when called on.

For students who need extra support: they can use the book to look at the pictures to get their ideas for the KWL chart.

**References:**

Social Studies Alive

TCI PowerPoint

### LESSON ANALYSIS

**Content Knowledge:** The students will have knowledge of man-made and natural resources from the previous chapter. The class discussed the difference of these items. They will take this knowledge and apply it to what goods are and how we get them to stores.

**Teaching Methods/Strategies:** *Whole group lesson, independent work*

The teaching methods I chose are whole group and independent work. I believe that it is important to have class discussions so that students can learn together and learn from each other. It is also important for students to think independently and see what they know. I want to see what they know on their own when doing the worksheet. I will walk around to see if they need any help or need anything explained.

### REFLECTION

The first lesson in my case study went extremely well. I did an introduction on goods and transportation and what we will be going over the next couple of days. For my intro, I put an orange, a coat, and a book up on the table and asked the kids to think of what those three things have in common. The kids thought for a minute and all the sudden hands popped up very quick. The answers the students provided were, they all came from plants, they are natural resources, they came from peanuts and sweet potatoes, they are goods. I was very impressed with some of the answers I got. We just wrapped up a unit on natural resources so seeing the students make the connections that the items came from plants made me extremely happy. The students that said that they all are goods used the PowerPoint intro to come up with what he thought. I was glad he used his resources to help him think of an answer. After the students answered the question we talked about using a KWL chart to see what we already know and what we want to learn in this chapter. I asked them what they already knew about goods and transportation of goods. Below is an example of the things they already know and things they want to learn more about. I was impressed with the answers the students gave me.

Once we finished the KWL chart I went over the PowerPoint. On the PowerPoint, as a whole group, we made a list of things we buy at the store. After coming up with the list we put them into categories which included, food, clothing, and toys. When we finished, I introduced the vocabulary, goods, and transportation. We talked about how things get to the store. I feel really good about the new unit. The students really enjoyed learning and were engaged with the new material.

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- Farms make goods.
- Animals help produce our goods.
- Goods can come from plants.
- Trees can make Paper goods.
- Planes bring us goods.
- Goods can come from factories
- Workers help make goods.

- How goods are made?
- What brings them to stores?
- What are goods made out of?
- How do they know that they are done making a good?
- Where are goods made?
- How many goods can be produced at one time?

# Lesson 2 Day 2

College of Saint Mary  
Lesson Plan Maker Variation for Early Childhood Education  
LESSON/ACTIVITY INFORMATION

**Title:** Learning about Assembly-Line Manufacturing

<b>Your name:</b> Miranda Bengé	<b>Age or Grade Level:</b> Second Grade	<b>Integrated Disciplines/Subjects:</b> Social Studies	<b>Time frame for Lesson:</b> 25-30 minutes
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## STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS

### Standards: Nebraska State Standards

SS. 2.2.1a Identify resources (inputs) that make up various goods and services  
SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit and satisfy economic wants.  
SS 2.2.3.a. Match capital resources and human resources with jobs in the community or home.

**Objectives:** The students will become familiar with amount of work it takes to create goods using an assembly line manufacturing technique compared to independent work.

**Assessment:** The teacher will assess by walking around and checking with groups on how their product is going and ask questions about their techniques.

### . **Materials:**

- Social Studies Alive!
- PowerPoint TCI
- Paper clips
- Clown Maze Handout
- Markers/Crayons
- Scissors

### Lesson Procedures

<b>Input/Modeling/Guided Practice/Check for Understanding</b>
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**Teacher will do:**

- The teacher will introduce the game  
The object of the game:
  1. Hold the clown maze game card by the corners with just fingertips
  2. Try and move the bean to the clown's mouth
  3. Try not to let the bean fall off the card
- Tilt the card carefully to move the bead through the maze
  
- Tell students that now they will work in teams of five to make their own clown maze games
- Each worker will have a different job
  - Worker 1: Cut out a game card
  - Worker 2: Color the hair and the eyebrows
  - Worker 3: Color the eyes and the mouth
  - Worker 4: Put paper clips on the paper clip outlines
  - Worker 5: Check the finished game
- Explain to students that each worker completes his or her job and then passes the game card to the next worker.
- Continue until you have made a game card for each member of your team
- After the activity the teacher will ask the students:
  - Think back on your experience making the game as a team.
  - How many people did it take to make the game?
  - Do you think your group was faster or slower than one person working alone? Why?
  - Did your group speed up as you made more games?
  - Discuss that many things, such as toys and clothing are made by teams in factories. This is called "assembly line."
  - Go over new vocab word, assembly line
  - The teacher will then split up the class into two groups. One group of students will work independently the other group will create the game on their own.
  - After the last activity the teacher will ask

**Student will do:**

- Listen to the game instructions
- Use their clown maze card to move the bean to the clown's mouth without it falling off
  
- Worker 1: Cut out a game card
- Worker 2: Color the hair and the eyebrows
- Worker 3: Color the eyes and the mouth
- Worker 4: Put paper clips on the paper clip outlines
- Worker 5: Check the finished game
  
- Workers will continue contributing to game boards until each member has their own.
  
- Participate in group discussion after the activity
  
- Participate in the last activity
- Students will work alone or in groups trying to produce the games
  
- Compare the assembly line technique and independent work
  
- Discuss the differences and which way they prefer alone with who produced games faster



<p>-Which way was quicker, working in teams or working alone?          -Which way produced a better game?          Which way do you prefer?</p> <p>-Students at the end of the lesson get to take their games home.</p>	<p>-Take home clown maze game.</p>
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**Anticipatory Set:** The teacher will ask the class if they know how things are made and if there are many workers working on one thing or if things are made by one person. The teacher will tell the class that they will get the chance to become factory workers.

**Closure:** The teacher will ask the following questions:  
 -Which way was quicker, working in teams or working alone?  
 -Which way produced a better game?  
 -Which way do you prefer?

The class will discuss the activity they just completed and how it relates to goods.

**Differentiation:**  
 Student with ADHD: Student will be paired with another student who will help them keep on track with the class activity.

Speech impairment: As the class activity draws near the teacher will meet with the student to ask them their thoughts on the activity, have student jot it down and refer back to it when class has a whole group discussion after the activity.

**References:**  
 Social Studies Alive  
 Teacher Manual

**LESSON ANALYSIS**

**Content Knowledge:** The students previously went over the preview of the lesson. The students should understand the new vocab word, goods. If the students need a review the teacher will go over the new words again to have them recall what they learned on the previous day.

**Teaching Methods/Strategies:** *Whole group lesson, small group*  
 The teaching methods I chose is a whole group lesson. I believe that it is important to have class discussions so that students can learn together and learn from each other. In the whole group lesson students are able to break off into small groups and work as a team to understand how an assembly line works.

**REFLECTION**

Lesson two, learning about assembly line manufacturing, went well. The students were excited that they were going to produce a game piece. While going over the activity, the lesson required the teacher to really explain and re-explain directions in order for the students to completely understand. There were so many areas of the activity. The teacher had to explain what they were going to do and how the groups of each student and she had to describe the jobs of each student. After lots of explaining and many questions, the students were all set to start their assembly line. I feel like if I had to do the assignment again the same questions would come up from the students. It is a more in-depth activity and requires the students to really listen and follow directions. There is nothing I would change in the directions I gave. Once the students were ready I said “go,” and off they went. It was so fun to see them work in a line and how each student dealt with having their specific job. The workers with the paperclips were having a hard time getting the clips on the paper. This really made the line back-up with work, and the students wanted to help their teammate but couldn’t since it wasn’t there job. Eventually, I stepped in and some other kids too, to help their teammate who was having a hard time with the paper clips. Everyone finished within 12 minutes. This was a great activity to show the importance of each worker and working as a team to get products finished. At the end of the lesson, I asked them if things would get done faster or slower if one person was doing all the work. The students all agreed that an assembly line is much faster than one person doing it alone. The only thing I would change in the lesson would be adding more time onto our social studies time frame because the activity did take longer than the teachers manual stated. Other than that the lesson went well and was a great memory for the students to remember assembly line.

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# Lesson 3 Day 3

College of Saint Mary  
Lesson Plan Maker Variation for Early Childhood Education  
LESSON/ACTIVITY INFORMATION

**Title: Learning How Goods Are Produced and Transported**

<b>Your name:</b> Miranda Bengé	<b>Age or Grade Level:</b> Second Grade	<b>Integrated Disciplines/Subjects:</b> Social Studies	<b>Time frame for Lesson:</b> 25 mins
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## STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS

### Standards: Nebraska State Standards

SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit and satisfy economic wants.

**Objectives:** The students will be able to tell how goods are produced and the differences in how they are produced (factory, farm).

**Assessment.** The interactive notebook will be an assessment tool. The teacher will be able to check for students understanding regarding factories, their purpose, and jobs within a factory.

### . **Materials:**

- Social Studies Alive!
- PowerPoint TCI
- Vocab for Social Studies board to introduce the new vocabulary
- Farm/factory picture

## Lesson Procedures

**Anticipatory Set:** Show a picture of a farm with machines and a factory behind.

- Ask the students:
- What do you see in this picture?
- What do see in the background?

The teacher will tell the students that they will learn about how goods are made and brought to us.

<b>Input/Modeling/Guided Practice/Check for Understanding</b>
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**Teacher will do:**

- Use the PowerPoint to show a picture of a farm with machines and a factory behind.
  - Ask the students:
    - What do you see in this picture?
    - What do see in the background?
  
- The teacher will tell the students that they will learn about how goods are made and brought to us.
  - Read 6.1-6.3
- The teacher will pick readers to read about how goods are made and brought to us.
  - While reading ask
    - What different foods can you name that grow on farms?
  - What kind of things can you name that come from factories?
  - How many workers do you think made the clothes you are wearing?
  
- Go over vocabulary words farm and factory.
  
- The teacher will say, imagine you work in a shirt factory. Write about the factory in your notebook. Tell about the job you do. Then tell about the other jobs in the factory.
- The teacher will give the students time to work in their notebooks. After she sees them done she will ask:
  - What job did you imagine doing in the factory?
  - What jobs did you list?
  
- The teacher will state that all the workers in a factory must do their jobs well in order to make a shirt correctly. The teacher will have students look at the picture of a shirt in their notebook and have them circle things that were not done correctly.

**Student will do:**

- Look at the picture on the PowerPoint
- Answer questions
  
  
  
  
  
- If their name is pulled they will be reading the selection
- If their name is called when the teacher asks the questions they will answer, or are able to pass if they do not know it. Other students are able to give their input on each question as well.
  
  
- Listen to new vocab words.
  
  
- Students will open their notebook and imagine that they are working in a factory. They will list what they do.
  
  
- Students will be asked to share in class. Answering the questions that the teacher prompts.

**Closure:** The teacher will state that all the workers in a factory must do their jobs well in order to make a shirt correctly. The teacher will have students look at the picture of a shirt in their notebook and have them circle things that were not done correctly.

**Differentiation:**

Student with ADHD: Teacher will provide re-direction if needed along with prompting.  
Speech impairment: As the class activity draws near the teacher will meet with the student to ask them their thoughts on the activity, have student jot it down and refer back to it when class has a whole group discussion after the activity.

**References:**

Social Studies Alive  
TCI PowerPoint

**LESSON ANALYSIS**

**Content Knowledge:** The students should have a good understanding on what goods are from the previous lessons. They will apply their knowledge of what goods are and learn how goods are transported.

**Teaching Methods/Strategies: Whole group, Independent**

The teaching methods I chose are whole group and independent work. I believe that it is important to have class discussions so that students can learn together and learn from each other. It is also important for students to think independently and see what they know. I want to see what they know on their own when doing the worksheet. I will walk around to see if they need any help or need anything explained.

**REFLECTION**

This lesson went well. The students understood and answered the questions I had asked them. They followed along in their book and were engaged in the discussion. The students had fun coming up with their job in the factory. I called on students around the room to tell me what they chose for a job and why they chose it. By going over all these jobs we were able to revisit our theme from the following day, assembly lines in factories. I told the students that it is so important that there are many workers so things can get done, and get done on time. After the students listed what they did they had to list what the other workers in their factory did. I had them refer back to their text if they needed help coming up with jobs. Once they finished the worksheet I had them turn to the other worksheet in their notebooks and they had to circle what was wrong with the shirt. We talked about how some of the workers that worked on the shirt didn't do well on the product so the person in charge needed to have the shirt sent back to worker one to get it fixed. The students made great connections on jobs in a factory and that everyone works on their part to complete a final product.

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# Lesson 4 Day 4

College of Saint Mary  
Lesson Plan Maker Variation for Early Childhood Education  
LESSON/ACTIVITY INFORMATION

## Title Transportation Relay Game

<b>Your name:</b> Miranda Bengé	<b>Age or Grade Level:</b> Second Grade	<b>Integrated Disciplines/Subjects:</b> Social Studies	<b>Time frame for Lesson:</b> 25-30 minutes
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## STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS

### Standards: Nebraska State Standards

SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit and satisfy economic wants.

**Objectives:** The students will be able to discuss and learn the types of transportation in order to move goods to their final location.

**Assessment.** Observation of class discussion. Check for understanding when asking students questions.

### Materials:

- Social Studies Alive!
- PowerPoint TCI
- Clown Maze Game
- Handout Imperial Valley

## Lesson Procedures

**Anticipatory Set:** The teacher will ask the students what are ways that goods are brought to stores? After the students answer the question on how they think goods are brought to stores, the teacher will introduce that as the topic they will be covering.

<b>Input/Modeling/Guided Practice/Check for Understanding</b>
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<b>Teacher will do:</b>	<b>Student will do:</b>
<p>-The teacher will say that after goods are produced they must be brought to stores so that people can buy them</p> <p>What different ways are goods brought to stores?</p> <p>-Introduce relay game</p> <p>-In the game students will see how goods get from factories to stores.</p> <p>-Students will transport clown maze games.</p> <p>-Factories are on one side of the room, stores on other side of the room.</p> <p>-Work in teams of five</p> <p>-Each member will be a type of transportation and have to move like that type of transportation. The order that students will stand in are: truck, plane, ship, train and truck.</p> <p>-Show the rules on the PowerPoint.</p> <p>-Ask, how did each clown maze game get from the factory to the store? Do you think farm products get to the stores the same way?</p> <p>-Read, Reading Further and the Imperial Valley 6.4-6.6</p> <p>-Pass out handout showing the six steps in the process of transporting goods.</p> <p>-Have students start and take home for homework if they are not finished.</p>	<p>-Answer teacher's questions</p> <p>-Listen to directions of relay game</p> <p>-Get in their assigned team of five and get in order of their transportation they are assigned too.</p> <p>-Answer teacher's questions when finished with the game</p> <p>-Follow along and read The Imperial Valley</p> <p>-Take home homework and return it the next day.</p>

**Closure:** The teacher will pass out the student's homework after reading The Imperial Valley and Yogurt section in the Social Studies Alive books. The teacher will talk about the directions and what they need to do in order to finish the homework.

**Differentiation:**

Student with ADHD: Redirect and prompt when needed when completing task.  
 For students who need more support: The teacher can work with them in a small group going over the Imperial Valley six step worksheet. The teacher can have the students act scenarios out to help them visualize.

**References:** Social Studies Alive  
TCI PowerPoint

### **LESSON ANALYSIS**

**Content Knowledge:** The students learned previously on how goods are produced, and the meaning of the word produce. They will continue learning about goods and transportation and build on their previous knowledge.

**Teaching Methods/Strategies:** The teaching methods I chose are whole group and independent work. I believe that it is important to have class discussions so that students can learn together and learn from each other. It is also important for students to think independently and see what they know. I want to see what they know on their own when doing the worksheet. I will walk around to see if they need any help or need anything explained.

### **REFLECTION**

The students loved the relay transportation game. It helped them understand the different types of transportations that take place when transporting goods. I felt like this part of this lesson went smoothly. The students lined up according to what type of transportation they were and were ready to go. The one change I would make to this lesson would be to do the game outside. The room is not big enough to actually have the students go the distance when they are driving a truck, ship, train, or flying a plane. If we were to do it outside I would have the kids really spread out so it takes time to get to the next form of transportation. Once the relay game was done we did a quick summary and moved onto learning about transportation as well as learning more about farming. The students learned that farming does really well in the Imperial Valley even though it is a desert. They learned that through the use of canals water is able to help the goods grow. After we learned about the Imperial Valley the students got a sheet with six pictures on it. They had to look at the pictures and place them in order starting with picture one and ending with picture six. The pictures were of the gathering the goods from the Imperial Valley, how they get to the store and people buying the goods at the store transportation process. The students did very well with putting the pictures in order. We did have four students gone, so I tapped the relay game so that the students who were gone could experience the game and how it was played. Tomorrow we review and take our assessment. I am feeling good with how much the students have learned about goods and transportation.

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# Lesson 5 Day 5

College of Saint Mary  
Lesson Plan Maker Variation for Early Childhood Education  
LESSON/ACTIVITY INFORMATION

## Title Review and Complete Post Assessment

<b>Your name:</b> Miranda Bengel	<b>Age or Grade Level:</b> Second Grade	<b>Integrated Disciplines/Subjects:</b> Social Studies	<b>Time frame for Lesson:</b> 25-30 minutes
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## STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS

### Standards: Nebraska State Standards

SS. 2.2.1a Identify resources (inputs) that make up various goods and services  
SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit and satisfy economic wants.  
SS 2.2.3.a. Match capital resources and human resources with jobs in the community or home.

**Objectives:** The students will solidify knowledge of goods and transportation.

**Assessment.** Post-assessment

### . **Materials:**

- Social Studies Alive!
- PowerPoint TCI
- Post-assessment

## Lesson Procedures

**Anticipatory Set:** The teacher will excite the students by telling them how much they have learned in Chapter 6 and that they will get to show their knowledge by reviewing and taking a the chapter test.

Input/Modeling/Guided Practice/Check for Understanding	
<b>Teacher will do:</b> -Take out the KWL chart that they started on day one of the chapter	<b>Student will do:</b> -Raise their hands and answer what they have learned

<ul style="list-style-type: none"> <li>-Ask students what they have learned</li> <li>-Write down what students say under L in the KWL chart</li> <li>-Pass out the post assessment</li> <li>-Go over directions on the test</li> <li>-Walk around and assist students when needed</li> <li>-Pick up test</li> </ul>	<ul style="list-style-type: none"> <li>-Put their name and number on their test</li> <li>-Listen for directions</li> <li>-Fill out the post assessment</li> </ul>
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**Closure:** The teacher will ask the students if they liked learning about how goods are produced by giving a thumbs up or thumbs down.

**Differentiation:**

Student with ADHD: The teacher will provide support during the test if the student needs to be re-directed.

For students who need extra support, they can use the book to look at the pictures to get their ideas for the KWL chart.

**References:** Social Studies Alive  
TCI PowerPoint

**LESSON ANALYSIS**

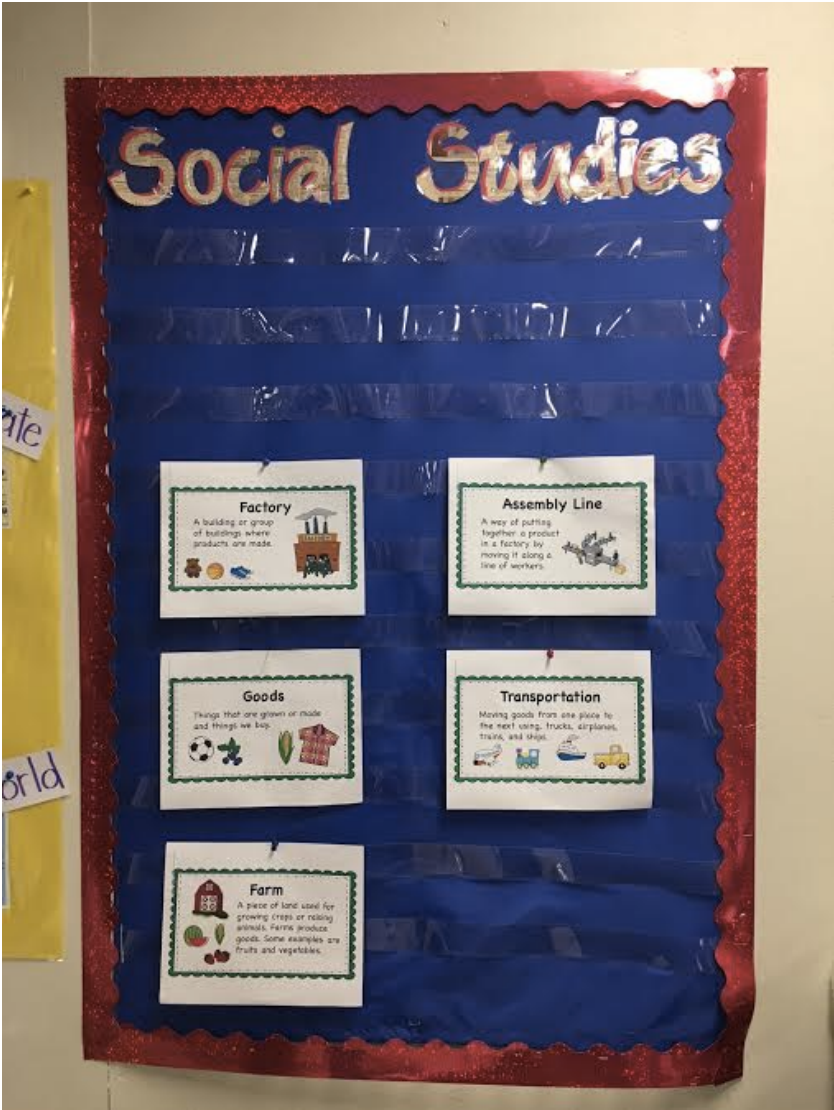
**Content Knowledge:** The students will have learned everything from chapter 6 about how goods are produced and transported. This content knowledge will help them do well on the post assessment.

**Teaching Methods/Strategies:** *Whole group, independent work*  
The teaching methods I chose are whole group and independent work. I believe that it is important to have class discussions so that students can learn together and learn from each other. It is also important for students to think independently and see what they know. I want to see what they know on their own when doing the post assessment. I will walk around to see if they need any help or need anything explained.

**REFLECTION**

Today we reviewed before our post assessment. We talked about what we learned yesterday, how canals give water to place with dry land to help farmers in desert places. We also covered the many types of transportation that it takes for goods to get to stores. For the kids that were going yesterday, I showed them the iPad of the transportation relay game that took place when they were going. This let them experience it and I talked briefly on the transportation and what is all used when transporting goods. I also covered information about the Imperial Valley. They seemed to understand it well. After reviewing Thursday lesson, I pulled out the KWL chart

and asked them what they learned from the entire chapter. I was very impressed with their answers and it felt good that I had taught them so much and they understood everything I taught them. In the assessment chart, the KWL is there and filled out. I handed out the test. I had to read the test to four students because they are our lowest readers and need that guidance in order to answer to their best ability. There were a few questions the students had on the test but once I answered them they understood what they needed to do. After school, I wanted to find out what they got on the test. I was eager to see how effective my teaching was during the unit. When I was done grading the test no student failed. The lowest percentage was a 77% and there were only 4 students who received the 77%. Eleven students received a 100%. The rest of the student missed 1 point giving them an 89%. I am very pleased with the results of the test.



Social Studies bulletin board with all vocabulary from the lessons.

## **Section 5 Instructional Decision-Making**

Through the lessons, there were some adjustments that had to be made. For our social studies time, our class only has 20-30 minutes of time set out for social studies, which is at the end of the day. Sometimes the students get in late from recess, or they all have to go to the bathroom and we start a little late. For my first adjustment, I felt like the teacher's guide did not suggest the correct amount of time needed to successfully finish the lessons. When you read the teachers manual for the social studies curriculum my school uses, it tells you step by step how to do things and how much time you will need for each lesson. The teacher's guide, in some of the lessons, had a lot to cover in the time allotted. When making the lesson plans I would think to myself, how long it would take the students to do the lesson. Based on this and the time we have set aside for social studies I had to break some lessons into two days. Even after breaking the lesson up, I had a day where the school day ended and we had to carry on the conversation the next day. The students did well with remembering what we learned the previous day but I like having lessons end when they are supposed to. This does teach me that not everything goes to plan and sometimes teachers just have to go with the flow.

The best thing about the social studies program is that it comes with an online resource that has PowerPoints for each of the lessons. This allows teachers to have a great tool to use in class. I was very pleased with the PowerPoint. There was one day that I did not use it, and that was for the relay game, lesson 4. I felt like the students would understand it better if I actually gave them the directions instead of reading it from a PowerPoint. After that lesson, I was very pleased with how I decided to not do the PowerPoint and to just teach it myself.

Another adjustment that had to be made was during our assembly line lesson. This took part in lesson two. The students had to their own job and worked in a team of five. Worker one

cut, worker two and three were in charge of coloring, worker four put on paper clips and worker five was in charge of checking the product. The problem that came up was the paper clips. About two groups had workers that could not get the paper clips on. The rule of the game was that everyone did their own job and couldn't help the others out. After the clown maze games piled up on worker four's desk, the kids wanted to help them so badly. I told them that this teaches us that every worker in a factory has an important job to do and they have to know how to do it in order to keep the product moving. I told them that it was okay that they couldn't get it because they weren't trained on how to clip paper clips. I let the kids then work together as a team to finish the clown maze game.

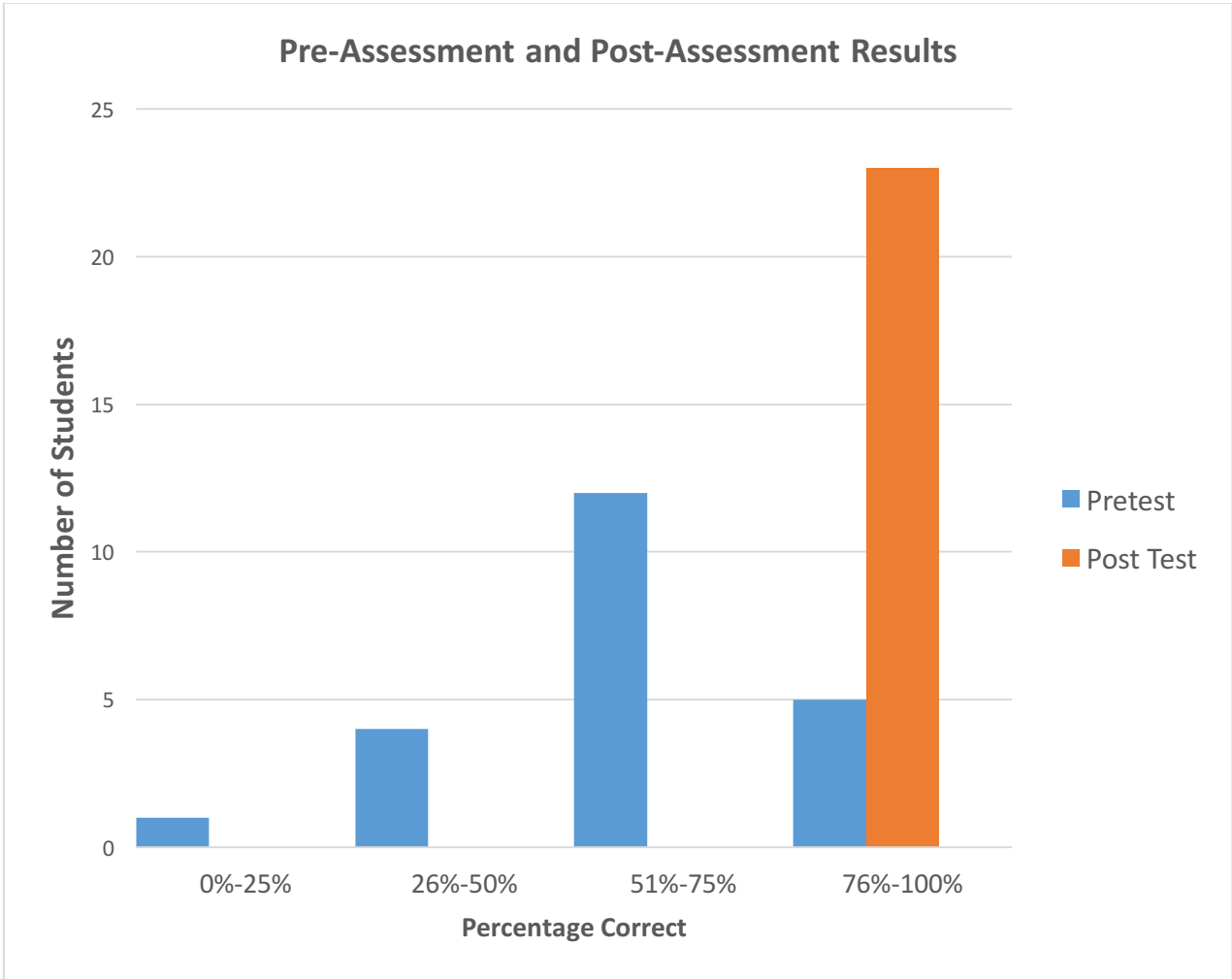
I decided to adjust the social studies curriculum by really focusing on the new vocabulary words we learned each day in a lesson. I would ask the students before I taught the new lesson, to remember what words we learned the previous day. I told them that it was a good idea to go over to the social studies bulletin board if they didn't remember. I feel like as I have taught more and more that it is good to constantly explain and re-explain. The new information the children learn needs to be able to stick and this is done by reviewing new material with them. At times I would act out the vocabulary in a silly way so the students can really remember the term.

I embedded differentiation throughout my lessons. There are a couple of students who read at a BR and have troubles reading the directions or the social studies book. As some of these students were called to read in class, I did assist them with the pronunciation of the words. I also pulled them aside when I gave them the pre-assessment and post-assessment. This allowed them to fully understand the questions and directions. They did very well on the test and I feel like reading to them really helped those scores. Another time I had to differentiate learning was, we had a day where four students were gone out sick. This was during lesson four. While they were

gone the students did a relay game. I videotaped the relay game so the students were able to see what we did and have some experience from watching the game. I also met with them and discussed what we covered. In my class, we have some kids that do get done with things early and they need extra things to work on. During this social studies unit, I did not have to give them extra material. The students were all challenged in the lessons that I created. If I felt the material was too easy for certain kids I would have done my material I set aside for early finishers, but this did not happen. For the student with speech impairment I did follow through with giving him a question before class, or during a class activity, to have him start thinking about his answer. With the student with ADHD, she did pretty well with staying on task throughout the unit. I did have to read the pre-assessment and post-assessment to her and saw her off task while taking it. I did have to remind her of what she should be doing, so I sat and walked her through it until she was done.

In conclusion, I felt like the unit went very well and that the students learned successfully. I felt it helped to make the lesson plans and reflect after each day. It is good as a new teacher to reflect on your teaching on things you do well and things you need to change. After doing this lesson I feel like I have grown as an educator. I have learned how to differentiate instruction well and be able to adjust and make decisions to fit the needs of my students.

# Section 6 Analysis of Student Learning



This graph shows the pre-assessment before the unit and the post-assessment after the unit was taught. When planning for the pre-assessment, I decided to look at the post-assessment at the end of the chapter, to provide insight when narrowing down what to pre-assess. I took most of the questions off the assessment in the teachers guide to give as a pre-assessment. I did modify a few things because I didn't like the way questions were asked. After the students took the test I was eager to see what they knew already. There were only a few students that did well,

and the rest of the students performed below grade level. When looking at the results, one student scored below a 25%, four students were between a 26%-50%, 12 students were between a 51%-75% and 5 students scored well on the pre-test putting them between a 76%-100%. I decided to really take the information that was missed and make sure I reviewed the material well. During my lessons, I went over new concepts multiple times. I feel like with second graders they need that constant reminder so the new concept sticks with them. I made a word wall to present new definitions of new words that we learned each day. I would refer back to the word wall while teaching so the students could see it as a resource to help them. When the unit was done I was feeling nervous for the test results because it was my goal to have these students succeed and I didn't want to let them down. Once they handed in the test I quickly graded them. The lowest percentage was a 77% and there were only 4 students who received a 77%. Eleven students received a 100%. The rest of the student missed 1 point, giving them an 89%. As you can see from the graph above, I am very pleased with the outcomes. I believe that teaching the lesson and going over the material really impacted their final grade for their post assessments. This shows that with well-planned lessons and differentiation in teaching, that students can succeed.

If I were to do this assessment piece again I would make the pre-assessment and post-assessment on my own. I felt like the assessment piece in the teacher lesson book needs some revamping. I would keep some of the questions but I would like to add in some key vocabulary questions in the assessment. I felt like the book had us really talk about the vocabulary a lot but there was no assessment piece on the vocabulary. The students did need to know the meaning of certain vocabulary to answer some of the assessment questions, but I think it would have been beneficial to see what the kids learned from going over the vocabulary each day.



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- Farms make goods.
- Animals help produce our goods.
- Goods can come from plants.
- Trees can make paper goods.
- Planes bring us goods.
- Goods can come from factories
- Workers help make goods.

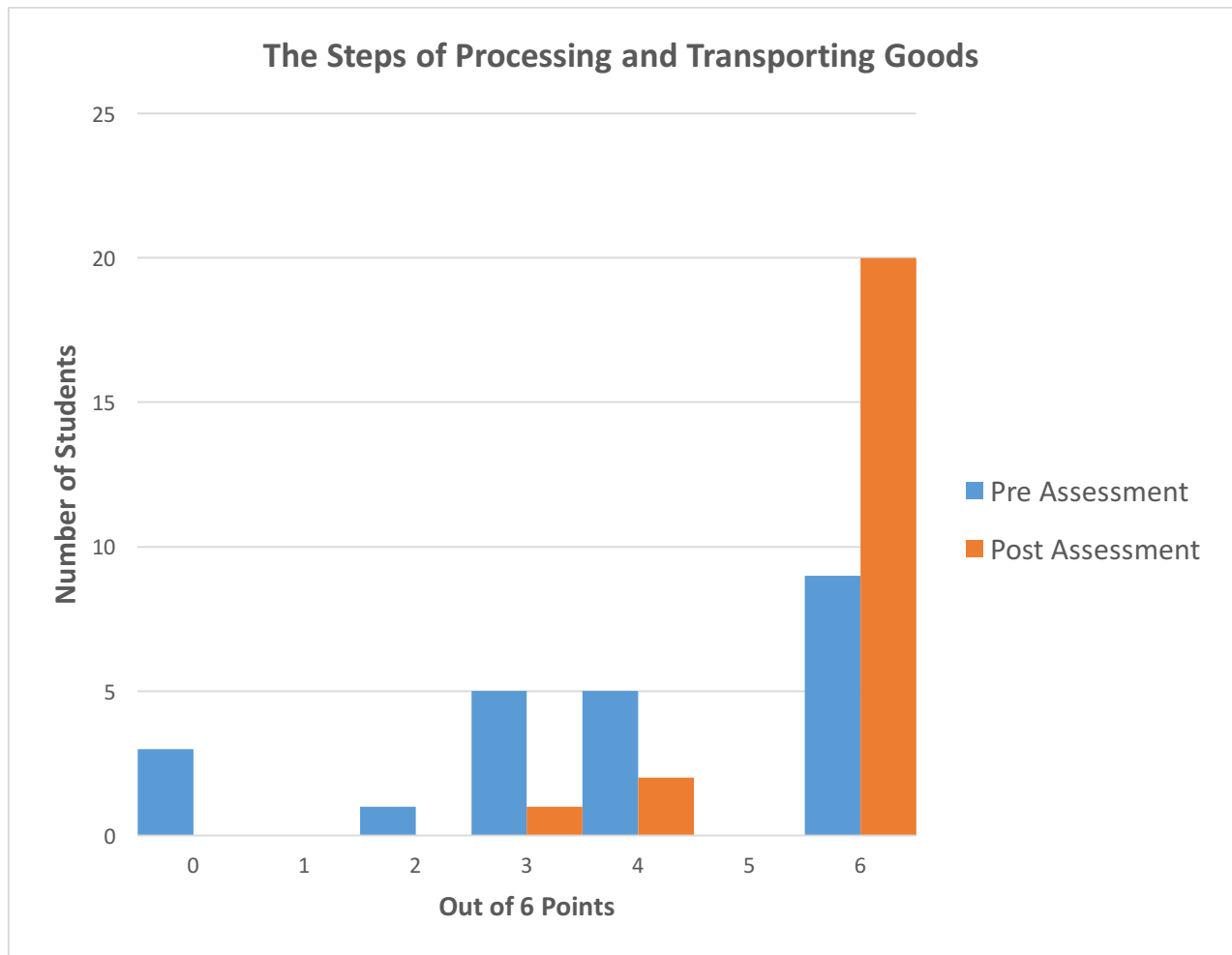
- How goods are made?
- What brings them to stores?
- What are goods made out of?
- How do they know that they are done making a good?
- Where are goods made?
- How many goods can be produced at one time?

- Many kinds of transportation that bring goods to the store. Planes, trains, trucks, ships
- Assembly lines. Many workers work together to produce a good.
- Goods can come from a desert.
- Canals bring water to dry places helps goods grow.
- Goods come from factories and farms.
- The Imperial Valley produces many goods. The valley has some of the best farmland!

For this pre-assessment and post-assessment piece, I decided to do a KWL. In our class, we use KWL charts frequently to measure what students already know to help guide our teaching. When filling this chart out in class, I was surprised with the background knowledge the students already had. If I hadn't done this, I may have taught things differently. Doing this as my pre-assessment allowed me to know how much time I should spend on a certain lesson. This knowledge provided me with knowing how far in depth the lesson needed to be taught. I displayed the KWL chart in our room and referred to it throughout some of the lessons. It was also a great tool to see what students had questions over so I could gear my lessons towards answering some of their questions when it was an appropriate time.

Once the unit ended I revisited the KWL chart with the students. I went over what they already knew before the unit started and asked if any of their questions got answered and if they learned anything new. Immediately students were raising their hands and were excited to share. I was impressed by the in-depth answers I got when I asked what they learned. It reassured me that the student's knowledge had grown since the beginning and that they understood the material well.

KWL charts are a great way to get students involved and excited about a new lesson. My students loved sharing their knowledge before the unit and after their unit. KWL charts help show students their own growth and when displayed in the room it is a great reminder of what they learned.



For my last assessment piece, I gave them 6 pictures that needed to be placed in order on how goods are produced and transported to stores. The students were to number the pictures in order that they thought was correct. I provided no guidance during the pre-assessment because I wanted to see what they knew. As shown above, the students did not do so well with ordering the pictures for the pre-assessment. I expected this to happen because it was before the unit had started. The students needed to get a 5 out of 6 to receive an 83%. Anything below a 5 would be considered below grade level. I was pleased to see that 9 students did receive an 83% or higher. The rest of the students received a 66% or lower. I took this information and decided it was very important to

visit and revisit the process of goods and transportation. With lessons, I made sure we were doing things hands on and moving with our bodies so students can grasp the information.

After the unit, I had them retake the assessment. After grading the post assessment of this, 20 students received a 100% and only 3 students scored below a 66%. With the kids that received a lower percentage, I had them come to my desk and we went over the pictures and they saw the careless mistakes they made. The next day I had them retake it and they all scored 100% on it. I wanted to make sure that the students had a second chance just because I knew that they knew it. It is important to help students who are struggling and give them another chance. These three students were lower students and by going over with it in a small group it really helped them make sense of the order. I have learned that it is important to differentiate instruction based on your student's needs.

## **Section 7 Reflection and Self-Evaluation**

As previously stated, there were 3 students that did not meet the learning goals of the sequencing post assessment. This is due to a number of factors. Students with the low scores were students who struggle with reading directions and students who rush through their work. I did differentiate my post assessment by going over the directions with the students before taking it. However, this did not help some of the students. In the future, I will pull students in a small group to help guide them through what they need to do. When reviewing and comparing the pre-assessment to the overall post assessment results I was pleased with the number of students that did do well on the assessment. All students passed the post assessment with 76% or higher. There were quite a few 100% so I felt like my teaching and the engaging lessons prepared them for successfully completing and scoring well on the final test.

I learned that if you successfully pre-assess your students you are able to gain insight on what they already know and what they don't know. I believe with taking these two important components that teachers can successfully plan engaging and beneficial units. I took what students did not know and focused on implementing engaging lessons for them so they would grow in understanding the unit fully. The assessments, for the most part, were reliable and truly helped me understand what students knew. With each lesson, I learned that based on your student's needs, lessons do not go completely as planned. Sometimes you can quickly go through things because students understand and sometimes you need to go over concepts again because students don't understand the material well. While teaching second graders I have learned to go over things thoroughly. With repetition, differentiation, and engaging lessons this is how I was able to get my students to succeed.

For future teaching, I would take more time to teach each lesson. The teacher's guide had the days planned out on how long it would take a class to go over material. I had planned for that time but during teaching, I felt like they had too much material and not enough time. My students took the new material well but I feel like there could have been more time spent on the unit. Also in the future, I would do an end of the unit project where students are able to pick from a variety of projects and show what they have learned. There is so much that you can build upon with each lesson that the possibilities are endless when learning the material.

Thinking of professional development, in ways I can improve my teaching, there are three goals I have in mind. The first goal would take the lesson guides, walk through them and consider the time that my class needs for each lesson. I have learned that the lesson guides are only recommended time and that I can do my own planning to fit the needs of students and my class time. There are times where I wanted to spend more time on things but based on the teacher's guide

I had to move on. In the future, I will plan for my class and make sure I teach my lessons in the time I see fit.

My second goal is to make sure I find times where students can collaborate, discuss and work together more. I loved the lessons in the unit where they worked together and I would love to make sure I create more opportunities for that. I feel when students engage in discussion and have to work together to solve problems, they learn the most.

My last goal is to do small groups for reading the material. We read most of our material in a large group setting. By splitting up the class into small groups for reading each student would be engaged in the reading. While teaching in a large group I saw students were engaged, but there were times I could see that they weren't engaged. With small groups, students can stay more on task than in large groups.

When going over my professional growth goals, I can plan and implement these in my future teaching. I learned a great deal of information by doing this case study. I learned how I teach, and how I adapt to different situations. This has been such a positive learning experience and has equipped me to become a teacher who engages students and plans for differentiation.