**Pre-Assessment**

**College of Saint Mary**

**Lesson Plan Maker Variation for Early Childhood Education**

**LESSON/ACTIVITY INFORMATION**

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| **Title:** Preview/Introduction | | | |
| **Your name:** Miranda Benge | **Age or Grade Level:** Second Grade | **Integrated Disciplines/Subjects:** Social Studies | **Time frame for Lesson:** 25-30 minutes |

**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.

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| **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 sore. |

**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.

**Post Assessment**

**College of Saint Mary**

**Lesson Plan Maker Variation for Early Childhood Education**

**LESSON/ACTIVITY INFORMATION**

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| **Title Review and Complete Post Assessment** | | | |
| **Your name:** Miranda Benge | **Age or Grade Level:** Second Grade | **Integrated Disciplines/Subjects:** Social Studies | **Time frame for Lesson:** 25-30 minutes |

**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.

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| **Input/Modeling/Guided Practice/Check for Understanding** | |
| **Teacher will do:**  -Take out the KWL chart that they started on day one of the chapter  -Ask students what they have learned  -Write down what students say under L in the KWL chart  -Pass out the post assessment  -Go over directions on the test  -Walk around and assist students when needed  -Pick up test | **Student will do:**  -Raise their hands and answer what they have learned  -Put their name and number on their test  -Listen for directions  -Fill out the post assessment |

**Closure:** The teacher will ask the students if they liked learning about how goods and 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.