Teacher Work Sample

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Elementary Education
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1. **Learning Context:**

   School district: Davis School District  
   Name of school: Vae View Elementary School  
   Title 1 school? Yes  

**Demographics of school:**

Vae View Elementary is located right off Main St. in Layton, Utah right behind Vae View Park. The school takes in students South of Antelope Drive, East of I15, and North of 1200 N in Layton. The school boundary is a lot smaller than most other elementary school boundaries. The school has a lot of ethnic diversity, including my current class which consists of 8 Caucasian students, 13 Hispanic students, 1 Polynesian student and 2 African American students. 6 of my Hispanic students are bilingual, and we have one Hispanic girl who just moved from Mexico that is still learning English.  

**Description of school climate:**

I have loved the climate at Vae View Elementary. Since this is a Title 1 school, we have a lot of students that come from a pretty tough background. Even with these hard kids, I see the teachers with smiles on their faces each day. The atmosphere in the faculty room is positive and lively. All of the teachers work together to help their students succeed. The school theme this year is superheroes. Each student is super, and we have super rules that keep our school safe. Davis County also has a “Peace Builder” theme. We are all peacebuilders that are kind to everyone and everything. Like I stated above, the school is very ethnically diverse. Most of the classes look a lot like mine. We have a lot of students who are bilingual or who have a language barrier. These students are offered ESL services. The school is a lot older, and is set up in a circle. If you just keep walking down the hallway, you end up in the same place. The school is next to a giant park, and tucked into a neighborhood, so we are away from any traffic. The school’s discipline plan is very simple. If students misbehave, they are given a behavior ticket. This ticket is written up with one copy going to the office, where they keep track of how many each student has, one copy stays with the teacher for documentation, and the other copy goes home. We don’t have a lot of parental involvement in this school. During parent-teacher conferences, it wasn’t uncommon for a family not to show up. A lot of the parents don’t have technology either, so it can be difficult for teachers to keep in touch with parents on a daily or weekly basis. Another barrier with parents is the language. In our class, most of our Hispanic students’ parents don’t speak a lot of English. This also makes communication difficult. However, the school does a great job of having translators from the Latinos in Action from a local high school. They are always readily available during conferences, and teachers can request them at other times if needed. I know that my teacher has been taking Spanish classes in order to better her communication with some students and parents. Overall, I feel that the students are set up for success at Vae View with all the support they are given from the faculty.  

**Grade level:** 2nd grade  

**Learning environment:**

The attendance in the school, and in my class struggles. In my class specifically, we have a lot of tardies. Most days we have about 5 students come in late, and we have a couple of students that roll in about 10:30 or later every day. There is one girl in particular that has a hard time making it to school. She has only been on time to school 9 times this year, and she misses
anywhere from 2 times a week, to the entire week of school. We set goals with her and her mother during SEPs, but that has yet to make a difference.

My mentor teacher, uses a couple different classroom management systems in her class. The first is her clip chart. Students have their number on a clothespin that starts on, “Ready to Fly” each day. As students are on task, they are asked to clip up. There are 4 “clip ups” they can get. If they are not on task, they are asked to clip down. There are 3 “clip downs.” At the end of the day, the students are asked to color in their behavior in their data binders. The color depends on the spot they land on the clip chart. At the end of the day, my teacher uses Dojo to let the parents know where their student ended up. Then, she gives the students points. If they are at “Ready to Fly,” or higher, then they get anywhere from 1-5 points. If they are below, they lose up to 3 points. On Friday, the students get to spend their points on prizes. Another classroom management strategy is “Chance Tickets.” As students are doing what they are told, we also hand out little tickets. They put their names on the back, and then put them into the “Chance Box.” At the end of the day, we draw two names out for prizes. We also randomly do drawings throughout the day if they are being exceptionally good. These drawings usually consist of a handful of Jolly Ranchers, and we just draw until they are gone.

The students are arranged in their seats according to reading groups. Each day we do what is called, “Tier 1 Text,” and once or twice a week we have them partner read the text we are on. To make it easy, my mentor teacher arranges the students to sit by their partners, either someone close to their reading level, or partnerships that help bring one partner up. For example, we have a student in our class who just moved from Mexico in November. She is picking up the language well, but still needs a lot of assistance. My mentor teacher always places her by someone who is not only bilingual, but someone who is patient enough to help her. This arrangement makes transitioning into reading easier, and the students are sitting by someone who will help them succeed.

Our student engagement is generally high. We have a lot of attention signals such as, “Everybody Stop, Hands on Top,” or “Eyes on the board! Eyes on the board, okay!!” These require the students to stop whatever they are working on and pay attention. During our Tier 1 Text time, the students are always engaged. Each day students are either following along with their finger as we read to them, echo reading, or reading in partners. All three times students stop and answer questions about the text. In math, I have them take their whiteboards out each day and participate in the lesson. I have them working out problems and showing me their answers throughout the entire time. All of these things keep the students engaged most of the day.

Our class has a lot of behavior issues, so sometimes our level of safety for learning struggles. For example, we have one student in particular that uses a lot of unkind words when other students are talking. He can be very disrespectful to me, my mentor teacher, and other students. He is on a behavior contract, and we have to track his callouts. In a 15-minute period, he usually has between 15-20. This makes learning very difficult for other students. We have 6 students in our class with major behavior issues. They like to fight in the middle of class with phrases like, “You’re stupid,” “Shut up,” “You little meanie!” This behavior carries into other students when they are trying to defend themselves or their friends. Our class is currently being observed by a behavior specialist in order to try and decrease these behaviors that make learning hard in our classroom.
Subject matter of lessons: Social Studies/Language Arts

Total number of students: 24

Students with special needs and short explanation of the needs:

We have only one student who is receiving special needs services. He goes in for reading and math help. We have two or three other students who would probably qualify for these services, except that they don’t have the attendance.

With IEPs:

We have one student with an IEP. His most recent Dibels score for words per minute was 4. He is very low in all subjects. He is also a student that has severe behavior issues. We are constantly asking him to stay in his seat, stop messing with our things, and not to call out. His accommodations are giving him extra time and assistance on assignments.

Students who receive speech/language services:

We have six students in our class who receive ESL services. Most of these students are pretty fluent in both languages and do not have much of a language barrier. We do have one student who just moved from Mexico, and we have to ask other students to help translate.

English language learners:

Our ELL student that I spoke of above is doing very well in our class. The only barrier she has is the language. Her best subject is math. She is one of the highest in the class. We use a lot of visuals in our class, and keep engagement by having the students point as we read text. She is also sitting by someone who is bilingual in order to help her translate.

Gifted and talented:

We have one student who would be considered gifted and talented. She is very high in all subject areas. She currently goes to SEM 2-3 times a week along with three other girls in the class. In a math lesson several weeks ago, we were studying two-digit addition in word problems. At the end of the lesson, I did a few non-word problems as a review. Our gifted student came up to me afterwards to show me that she had written her own word problems for the equation. My teacher and I were thoroughly impressed. We hadn’t asked her to do that, but that was a great enrichment activity for her.

Other (e.g., 504 plans--please specify): N/A

Students’ prior knowledge for these lessons:

At the beginning of the year, the students read a story called, Families Work, from McGraw Hill Wonders Textbook. This book focused on how a family has to work for their money in order to pay for the things they need and want. I reviewed this story a little bit before I got into my lessons in order to activate what they remembered about that story. Also, we talked a lot about money, and the students have day-to-day dealings with money. They’ve all seen how it’s used. We also talked about producers and consumers, and even though they didn’t know what a consumer was beforehand, once they knew what it was, they realized that they are, and have all been consumers.

Students’ background and interest for these lessons:

All students have an interest in money. They all have things they need and want. Money and consumer products are all around them. Most students were really curious about how the world
of economics worked. I also think money is a hard subject for some students, because I know a lot of their families don’t have very much.

How did your knowledge of these students and assessment of their prior knowledge inform your lesson planning?

I knew going in that my students came from homes that didn’t have a lot of money. One of the things my mentor teacher wanted me to add to my Wants and Needs Lesson was the importance of medical care. She knows that a lot of students don’t receive a lot of medical attention, and she wanted to make sure I talked about how important it is to see a doctor. I also knew the students were interested in money, but didn’t understand economics. I knew that they wouldn’t know a lot of the vocabulary I was going to introduce, so I tried to find multimedia in order for the students to see the words in real life. I also tried to plan for the students using the vocabulary words in the conversations we were having.

2. Focus Students:
Pick two focus students from whom you will collect artifacts and whose learning you will analyze in greater detail. One student should be one who needs strong support and the other should be one who needs less support. Provide a short description of the students you have chosen in terms of what you know about each student’s prior learning, academic ability, and personal background. Discuss how your knowledge of the students informed your approach to teaching the students.

**Description of student 1: Aurora**

Aurora is one of our lower achieving students in class; however, she is one of the most hard working. Aurora struggles in all subjects, especially in math. Aurora doesn’t have a learning disability, she just takes a longer time to process than most of her other peers. She’s very quiet in class, and doesn’t often raise her hand. I often go over to her desk and I can tell she needs help. When I ask, she allows for the help. I just think it intimidates her to raise her hand in front of everybody. When I work with her one-on-one, she has a very fun personality. She is always on task, and I never have any behavior issues with her. I know that during my lessons, I will need to walk by her desk often to make sure she is understanding the content. I will also make sure to call on her when she raises her hand. I think I may also have to cold call once in a while to see where she is at during the lesson.

**Description of student 2: Daniela**

Daniela is one of our bilingual students. She isn’t perfect in English, and her reading level isn’t the highest in the class, but she is very bright. Daniela’s personality is very lively and fun. She always has a positive attitude and a willingness to work hard. She is very high in mathematics. I can count on Daniela to have her hand raised almost every time I ask a question. About once a week Daniela will come into class crying or randomly during the day start crying. Her parents are separating, and it is taking a toll on her. She also does get irritated by some of the problem students we have in the class. She will often come to me with complaints of students who are being too loud. She is such a hard worker that I know those complaints are respectable. During my lessons, I know that I can count on Daniela to be participating. The first lesson will be reading a text, and we will do so as a class, so Daniela will not struggle at all.
3. **Lesson Plans**

**Lesson One**

**Lesson Title:** Learning Economics through the story, Money Madness

**Subject:** Social Studies

**Grade Level:** 2nd grade

**Approximate time:** 45 minutes

**Rationale for methods**

In all of my methods courses, we learned how important subject integration is when planning lessons. I originally planned a Social Studies Unit without a lot of Language Arts. As I talked to my mentor teacher, we decided that it would be a great idea to incorporate one of the stories in their textbook. It went along with my Social Studies Unit perfectly.

My goal is for students to be able to listen to the text being read to them, and answer/discuss questions asked using evidence from the story. I think it is important to learn new vocabulary words in context, and reading them in a story will provide students with context clues and examples in order to learn the objectives previously stated.

**Content standards:**

Social Studies Standard 4: Students will explain how the economy meets human needs through the interaction of producers and consumers.

- Objective 1: Describe how producers and consumers work together in the making and using of goods and services.
  - c. Recognize that people supply goods and services based on what people want.

Reading: Informational Text Standard 1

- Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.

**Academic language/vocabulary objectives**

1. The students will need to summarize the story, Money Madness, and answer questions about Economics using evidence from the text. They will need to use specific vocabulary from the text that we talk about in their answers.

2. Students will need to know and be able to use in their responses several vocabulary words: economics, money, wants, needs, bartering, goods, and services. We will discuss some of these vocabulary words more in future lessons, but this story is the introduction.

**Required materials, resources, and technology**
Textbook, Wonders, from McGraw Hill (this is where the story is) (attached below)
Each student should have a copy of Wonders as well (to follow along)
Pre-written questions to ask students as they read the story (listed in procedures below)
Doc Cam (to put up the book on the projector)

Lesson objectives

- Students will be able to follow along and read the story, “Money Madness” in order to learn more about economics and the role it plays in our life. (Standard SS4.1.c)
- Students will be able to answer questions about money using the information they gather from the text. (Standard RITS 1)

Instructional Procedures

- We will begin by introducing the topic of money. We will be reading the story, Money Madness, from the textbook, Wonders. Have the students get out their textbooks and turn to page 556. Turn on the doc cam in order to put the story up on the projector as well.
- Start by having the students read the essential question, “How do we use money?” (Remind students that money is what we use to buy things, and it is usually in the form of coins and paper bills.) Let a few students answer, and then discuss the following prompts:
  - We use money to buy things we need to live, such as food and clothing.
  - We use money to buy things we want, such as toys and games.
  - Any item that we buy is called a good.
  - Sometimes we also use money to buy a service, such as babysitting, cleaning, or yard work.
- After discussion, begin reading the story out loud. Have the students follow along. Every time you start reading, you say to the students, Fingers under (word), you listen, I read. The students should be following along. Every sentence or two, pause on a word or two, and have the students fill it in. On some pages, have the students echo read or read out loud right along with you. The next few bullets are places in the story to stop and discuss. Also, allow students to turn and talk to their tables every few questions.
  - Stop after reading page 558. “Why do we need money?”
  - Stop after reading page 559. “What other things wouldn’t we have if there was no money?” “Or what else would we have to do/make?”
  - Stop after reading page 560. “What did people do before there was money?”
  - Stop after reading page 561. “What is a system?” (an orderly plan) “What is bartering?”
  - Stop after reading page 563. “Why doesn’t bartering always work?”
  - Stop after the second paragraph on page 564. “What does it mean that people valued those animals?”
  - Stop after page 565. Discuss the different forms of money used—goods, rocks, feathers, and animals. “Why didn’t these things work?”
  - Stop after page 566. “How did you know which coins were worth more?” “Why was paper money invented?”
  - Have children pay attention to the pictures of money on the side of page 566.
  - Discuss pages 568-570.
o Stop on page 571. “How does digital money work?”
o Questions at the end:
  ▪ If you lived in a world with no money, but you wanted to buy a sweater, how would you solve that problem?
  ▪ What is something that you learned about money?

**Adaptations/accommodations**

- Gifted Students- There wasn’t a lot of adaption for the gifted students since this lesson was a read-to.
- ELL- In this lesson, I read the story out loud to the entire class. This helped my ELL M, that has a harder time reading. All the students were required to follow along with their finger as I read. This kept students on track, especially M. If she did get lost, I had a student following along with their finger up on the Doc Cam. I tried to read slow and clear enough in order for M to find her place again.
- IEP Student-For my IEP student, his accommodation is more time on assignments. We didn’t have an assignment to turn in, but as I was asking questions, I made sure to give enough time for K to process and give an answer if he had one. My mentor teacher and I also walked around, watching him closely, to make sure he was keeping up and following along with his finger.

**Assessment**

The assessment for the lesson is based solely on participation during our class discussion. After each page, I stopped reading and asked the students one or two questions. They were asked to raise their hand if they had a comment. I would call on a couple students with their hand raised. The expectation was to use evidence and vocabulary from the text. This is how I knew the students were understanding the objectives. In order to make sure the same students weren’t answering all the questions, I did two things: randomly called students and pulled sticks with student numbers on them. This method was a very informal way and quick way for me to assess student understanding. I would prompt students to use the book as they answered the questions. My questions were based on the who, what, where, when, why, and how in the story. (The questions asked were in the procedures above)
Money Madness Story from the textbook Wonders:

Why do people want money? People want money because it can be used to buy things.

Now, imagine a world without money. If you were hungry and there was no such thing as money, how would you buy a loaf of bread? You would have to bake your own.

Without money, how would you get the ingredients for the bread? If no one would give or sell you flour, you would have to grow wheat, harvest it, grind it, and sift it before you would have flour for your bread.

Some people liked to hunt. They were good at it. Others were good at making clothes or clothing. Soon people traded one thing for another. A hunter traded with a food gatherer. A cloth maker traded with a clothing maker.

A system of trading one thing for another is called bartering.

Maybe you have. Have you ever traded one toy for another? At lunch, have you ever traded an apple for an orange? That's bartering.
However, there are times when bartering doesn't work. A hunter could trade an animal for berries, but how many berries? And what if the hunter didn't want berries?

How would a baker trade for a house? How many leaves of bread would he have to trade?

And why would anyone want so much bread? Long before a person could eat all that bread, most of it would be stale.

At one time cows, sheep, camels, rocks, feathers, salt, dried fish, fishhooks, animal skins and settings of beads made from clamshells were all used as money.

People valued cows, sheep, and camels. And they could always trade one of those animals for something they wanted.

But what if something was worth half a cow? You wouldn't want to cut it in half to buy something.

What if the sheep or camel you wanted to trade was sickly? You might have trouble trading it.

When animals were used as money, your money needed to be fat. Your money could die. It could run away.

Rocks were another early form of money. Rocks come in different sizes, but they're heavy to carry around.

Feathers were used as money too. Feathers are light, but they can blow away.

What was needed was something that wouldn't get sick, didn't have to be fat, wasn't too heavy or light, came in different weights or sizes, and most people wanted.

Hundreds of years ago, people found that metals made good money. People valued bronze and copper, which could be cut into small pieces just right for carrying around.

To know how much each piece was worth, people had to weigh it. The heavier the piece of metal, the more it was worth.

These pieces became the first coins. Then coins were made from silver and gold. People wanted silver and gold, so they were happy to trade for silver and gold coins.

But carrying many coins is difficult, so paper money was invented.

The first paper money was like a printed promise, a promise that the money could be taken to a bank and traded for silver and gold coins.

In the United States people no longer use silver and gold coins as money.

But paper money still has value, because you can use it to buy things. You can use paper money to buy bread, furniture, and clothing. You can use it to buy a house. You can even use paper money to buy silver and gold.

Each country has its own money. In the United States people use dollars. In Mexico people use pesos, in Israel shekels, in Romania leu, in China yuan, in Canada dollars, in South Africa rand, and in Brazil reais.

People in many of the countries in Europe use euros.
The value of money in each country keeps changing. One U.S. dollar may be worth ten Mexican pesos one day and a little more or less the next day.

Your dollar may be worth seven Chinese yuan one day and slightly more or less the next day.

The value of each country’s money goes up when prices go down in that country. When that happens, the dollar buys more.

The value of each country’s money goes down when prices go up in that country. When prices go up, the same dollar buys less.

When prices go down, the value of a dollar goes up. For example, when a scoop of ice cream costs one dollar, each dollar buys one scoop. If prices go down and a scoop of ice cream now costs just fifty cents, a dollar buys double what it bought before. Now a dollar buys two scoops of ice cream. The value of a dollar in relation to ice cream went up.

As prices in a country go down, not just for ice cream but for many, even most, things, the value of its currency goes up.

Checks and credit cards are money too, because they can be used to buy things.

Some people even use digital money. With digital money there is a computer record of the money in an account. When you spend that money to buy a book or download music, the amount you spend is subtracted from your account.

Even though you cannot see digital money, it's still money because it can be used to buy things.

We no longer live in a world with just hunters and food gatherers. We live in a world with dancers, teachers, doctors, astronauts, dentists, and bakers.

Without money, it’s hard to imagine what a dancer would trade to buy a car.

Without money, it’s hard to imagine what a teacher would trade to buy a sweater.

It’s hard to imagine a world without money.
Lesson Two

Lesson Title: Needs vs. Wants

Subject: Social Studies/Language Arts Reading and Writing

Grade Level: 2nd grade

Approximate time: 45 minutes

Rationale for methods

I planned this lesson with my specific class in mind. I had a lot of behavior issues during my first lesson. Instead of just reading a 20-page story, I wanted to engage the students by incorporating more discussions, writing worksheets, and a coloring piece. I wanted the students to write their own opinion of the question, “Why is it important to buy needs before wants?” because I wanted to see what they understood from our discussions instead of them just copying down what I wrote. This small independent practice will get them to start thinking about how to justify their own opinion. I believe this is an important skill they will need as they begin to write more.

Content standards

Social Studies Standard 4: Students will explain how the economy meets human needs through the interaction of producers and consumers.
  ○ Objective 1: Describe how producers and consumers work together in the making and using of goods and services.
    ▪ c. Recognize that people supply goods and services based on what people want.

Writing Standard 8: Recall information from experiences or gather information from provided sources to answer a question.

Academic language/vocabulary objectives

1. The students will need to analyze what they have learned from both Money Madness, and If You Give A Mouse A cookie to answer the question, “Why is it important to buy wants before needs?”

2. Students will learn another piece of economics by learning the terms, wants and needs. They will also learn the difference between the two.

Required materials, resources, and technology

- Wants and Needs Worksheets—26 copies (for students to fill out after the story) (pictured below)
- Doc Cam (to show story and worksheets)
- Children’s Book, If You Give A Mouse A Cookie by Laura Numeroff and Felicia Bond (this is a fun way to review wants and needs)
- Writing prompt worksheet—26 copies (this is part of my assessment) (pictured below)
Needs and wants drawing page—26 copies (this is for my fast finishers) (pictured below)

**Lesson objectives**

- Students will be able to distinguish between wants and needs. (SS4.1.c)
- Given the vocabulary taught and text read, the students will be able to answer a writing prompt asking about why needs are more important than wants. Their writing should be at least three full sentences when answering the prompt. (writing standard 8)

**Instructional Procedures**

- We will start with a review of the book we read on Monday. I will ask the students about what they remember about Economics, and the difference between wants and needs.
  - Ask, “What are our needs?”
    - Food
    - Water
    - Shelter
    - Clothes
    - Medical attention
- I will begin the lesson by reading the book, If You Give A Mouse A Cookie. Before we start, I will have the paper passers pass out the needs and wants worksheet. As I read, they can fill out the difference wants and needs. I will read the story all the way through, and then we’ll go through the story again, writing the different wants and needs. Some of them require discussion. Let the students talk it out. Write up on the Doc Cam.
- Then, I will then pass out the writing prompt. The writing prompt has the students answer the question, “Why is it important to buy wants before needs? What are two wants that you have?” They will answer these questions individually.
- If they finish, they need to come up and show their writing to me. I will be looking for at least three full sentences and that they answered the questions. If they’ve done this, they can start the last needs and wants worksheet. This worksheet has them draw two wants on one side, and two needs on the other.
- When time is about up, bring the class back together, and ask them what they thought the most important thing is that we learned today. Let a few students answer.

**Adaptations/accommodations**

- Gifted Students-As these students came up to me showing me their work, I expected more detail, less errors, and full sentences in their writing. I pushed them by telling them to go back and fix some errors. If they did finish, that’s what the drawing worksheet was for. I wanted to make sure everyone had something to do.
- ELL student-My ELL student was able to look at the pictures during the story. The story has great illustrations, and she was able to understand enough to distinguish the difference between wants and needs on her first worksheet. I let her copy my sentences for the writing prompt, and she moved on to the drawing worksheet and was able to draw her different wants and needs. By her drawings, I was able to see that she met the objectives.
IEP Student-My IEP student was given extra help from myself and my mentor teacher. During the writing time, both of us were checking up on him keeping him on track. We helped him write what he wanted to say.

Assessment

I had several opportunities to assess the students’ understanding during the lesson. The first was our discussion of, If You Give A Mouse A Cookie. We went through each page and decided whether what the mouse received was a want or a need. This gave me a quick assessment of whether or not I needed to review the difference between wants and needs more. Then, I was able to look over the writing prompts and pictures as a more formal form of assessment. I didn’t give the students much help on the writing portion. I let them know my expectations, and they were expected to write their opinions. This also helped me see if they met my objectives. From both of these assessments, I was able to see that the students clearly could distinguish the difference between wants and needs. They had a harder time with the answer when it was asked in the writing prompt, because it was more using the information learned and applying it. A lot of the students needed a little more prompting than just the question itself. Once we talked about it, most students were able to get their thoughts down on the paper.
Needs vs. Wants worksheet:

<table>
<thead>
<tr>
<th>Needs</th>
<th>Wants</th>
</tr>
</thead>
</table>

Writing Prompt:

Why is it important to buy needs before wants? What are 2 wants that you have?

Name:

Draw a picture of 2 wants that you have. Draw a picture of 2 needs that you have.
Lesson 3

Lesson Title: Goods and Services

Subject: Social Studies/Language Arts

Grade Level: 2nd

Approximate time: 45 minutes

Rationale for methods

I learned from the last lesson that I wanted to be more explicit when I am teaching. In the last lesson, the students had a hard time with the writing prompt, because it was using the definitions they learned, but then taking the information and applying it. I chose to make a worksheet with a word bank, and do it together with them in order to teach. I let them watch the video, and then we learned as we did the worksheet. For the writing prompt, I knew I wanted to be more explicit, so before I let them write, I wrote down ideas of services they had up on the board, and all they had to do was write three full sentences. I even gave them an example of a starting sentence. All of these things helped my lesson be a form of explicit learning.

Content standards

- Social Studies Standard 4: Students will explain how the economy meets human needs through the interaction of producers and consumers.
  - Objective 1: Describe how producers and consumers work together in the making and using of goods and services.
    - c. Recognize that people supply goods and services based on what people want.

- Writing Standard 8: Recall information from experiences or gather information from provided sources to answer a question

Academic language/vocabulary objectives

- The students will need to summarize what they know about goods and services in order to fill out a worksheet and write a prompt.
- Students will be required to know the following vocabulary terms in order to meet the standard: goods, services, and natural resources.

Required materials, resources, and technology

- Doc Cam (in order to show the worksheet and writing prompt up on the projector)
- iPad (to show the video via Airplay)
- Video, Goods and Services (to learn about goods and services)
  - https://www.youtube.com/watch?v=MlkoZfzlfxo
• Video worksheet (to fill out information from the video)
• Writing prompt worksheet (to show me what they know about goods and services)
• Pencils (to write)

Lesson objectives

• Students will be able to watch a video, and answer specific questions about goods and services. (SS4.1.c)
• Students will be able to distinguish between goods and services in order to write a prompt on different services they can provide in their own house. (writing standard 8)

Instructional Procedures

• We will begin with a review of what we have been talking about.
  o Economics has to do with money.
  o Needs vs. Wants
• I will introduce goods and services by asking the students what they know.
• Once we’ve talked about their thoughts, we will watch the video (link above).
• After the video, I will have my paper passers pass out the worksheet. We will go through each question together, and discuss as we go.
  o There’s a worksheet I made up attached.
• From there, I will have my paper passers pass out the writing prompt worksheet.
  o The prompt is, “What are 3 services you can do at home to help around the house?”
• We will go over the prompt, and come up with ideas together that they can write about.
  However, they will need to write their own independently.
  o They need to have at least 3 full sentences.
  o If they finish, the need to come up to me or Mrs. Evenson to have it checked.

Adaptations/accommodations

• Gifted Students-For my gifted students, I didn’t have any extra objectives for them to accomplish, however; as I was walking around while they were writing, I tried to stretch their writing by asking them if they could come up with something that wasn’t on the board, or write more than what I asked. When they came to me and said they were done, I checked their work and if they had errors, or I thought they could do better, I had them go back and fix it.
• English Language Learner-I planned this lesson with my ELL in mind. The video showed a great story, and also had the definitions written out. I completed the worksheet with the students in order to help her get it done. I also wrote down ideas for services on the board, so she was able to ask what each one meant, and then copy those things down. For her, it was enough to just write a list of services, instead of full sentences.
• IEP Student-My IEP student was given the same accommodation with the writing prompt as my ELL student. We wrote the ideas out on the board, and he was able to read and write down the things he did as a service just as a list. It was also very helpful for him to have me do the worksheet along with them.
Assessment

The assessment for this lesson will be really informal. I will be doing the worksheet with the students, but I will be asking the students for the answers. I plan on drawing sticks, so it’s pretty random, and the same people aren’t called on every time. Also, I will be able to see that the students understand the difference between a good and a service in their writing prompt.

Video Worksheet: (I put together)

Writing Prompt: (From Teachers Pay Teachers)
Lesson 4

Lesson Title: Goods and Services

Subject: Social Studies/Language Arts

Grade Level: 2nd

Approximate time: 45 minutes

Rationale for methods

For all the lessons I have done so far, it has consisted of reading, watching videos, filling out worksheets, and writing. I wanted to switch it up for this lesson. I explicitly taught the definitions in order for the students to understand their objective of knowing what producers and consumers were. However, I’ve learned in all my methods courses that giving students the opportunity to learn in an unconventional way is a lot of times more effective. That is why I came up with the flashcards/memory game. This gave the students the opportunity to learn the objectives while playing with a partner. I was able to watch as the students picked up two cards, and justified to their partner whether or not it was a match. I saw every one of my students engaged in the lesson.

Content standards

- Social Studies Standard 4: Students will explain how the economy meets human needs through the interaction of producers and consumers.
  - Objective 1: Describe how producers and consumers work together in the making and using of goods and services.
  - c. Recognize that people supply goods and services based on what people want.

Academic language/vocabulary objectives

- Students will take what they know about producers and consumers and play a matching game.
- Students will need to know the difference between producers and consumers and the importance of supply and demand.

Required materials, resources, and technology

- Doc Cam (to write down definitions along with students and to show them the flashcards)
- iPad (to show the movie)
  - https://www.youtube.com/watch?v=MlkoZfzlfxo (start at 2:00)
- Student journals (to write down definitions)
• Flashcards for each partnership (to play matching game) (pictured below)

Lesson objectives

• Students will be able understand how producers and consumers provide goods and services to people.
• Students will be able to put together the matches of producers and consumers based on what they know about them. For example, a producer is a dog groomer. The consumer would be the dog.

Instructional Procedures

• We will start out with a review of what we’ve been talking about
  o Economics
  o Needs vs. Wants
  o Goods and Services
• I will then write on the board, Producers and Consumers, and ask the students if they know anything about these two things.
• We will watch the last have of the video on Producers and Consumers (link above). We will talk about it. I will ask them again what Producers and Consumers are. We will also discuss supply and demand. We will write these definitions down in a journal.
• Then, I will show the students on the Doc Cam the matching game. Each card has either a producer or a consumer on it. A match would be something like, “Dog Groomer” (producer) matches with “Dog Owner” (consumer). I will show them each card and the match that goes with it.
  o They will get with a partner (I will choose them.)
  o Each group will have a set of cards (that I made)
  o They will mix them all up, and lay them face down one next to another.
  o The first person will look at two cards to see if they match. If they do, they get to keep them. If they don’t, they need to flip them back down and it’s the other person’s turn. This repeats until all matches are found.
  o Students play again if they finish.

Adaptations/accommodations

• Gifted Students—There wasn’t a lot of adaptations for this lesson for my gifted students. We had a discussion about supply and demand, and I could tell that they understood it better than the other members of my class.
• ELL Student—For the ELL student, I made sure that each of the flashcards had clear pictures on them in order for her to distinguish which one matched with which. The video I showed also had words associated with pictures. I was very surprised that when I asked which flashcard showed a producer, and which one a consumer, she rose her hand and knew the correct answer. She was also paired with a bilingual student during the game.
- IEP Student-Our IEP student was partnered with a student who is very patient and high academically. She was able to play the matching game very easily and by the end, met the objectives.

**Assessment**

I will first check for understanding on the last few lessons’ objectives. Then I will check my students’ prior knowledge of producers and consumers by asking them what they already know. There isn’t a formal assessment for this lesson, but as I show the students both flashcards, they will be able to tell me which one is the producer and which one is the consumer. I will be able to assess whether or not they know the difference. Also, during the matching game, I will be going around making sure students are matching the right cards.

**Flashcards**

(I put these together.)
4. **Reflection and evaluation of lessons, including analysis of assessment data.**

   **Analyze student learning:**

   Performance of Student 1—Aurora

   Before teaching these lessons, I knew Aurora would be very quiet. I knew it would take an extra push from me to get her to participate. The first two lessons were exactly that way. The first day we echo read the text, and she followed along great. As I watched, she always had her finger under the words, and when I had them read out loud, I heard her. She did not answer any of the questions. I chose not to cold call her, for fear of making her uncomfortable.

   Lesson two went the same way. She didn’t participate when talking about the wants and needs from the book, but she was filling in the worksheet as we did it. For the writing prompt, you can see her struggles in writing; however, it was obvious that she understood the difference between wants and needs.
For lesson three, we watched a video and filled out a worksheet based on it. As I asked students to fill in the blanks, I was so excited to see that Aurora rose her hand to answer one of the questions, and she answered it correctly. It was only once, but that was better than first two lessons. For the writing prompt, once again, you can see the lack of writing skills. I was impressed that she was able to write three complete sentences, and I can see that she met the objective of knowing three services she can complete at her house.

The last lesson was great for the entire class, including Aurora. She participated in the game with a student who is very high academically in the class. I knew this would be helpful for her, because he could help her read the flashcards. They both worked together and loved the game. They ended up playing a few times, because they finished so quickly.

Overall, I was happy with Aurora’s performance. During the first two lessons, I wish I would have pushed her to participate a little more. In the future, I want to cold call her in order to assess where she is at. I also know that we need to work on her writing ability, especially spelling. This is something I can work with her on during our Power Hour time in the morning. I can watch, and make sure she is practicing her spelling. I love how hardworking Aurora is, and these lessons were no different.
Performance of student 2-

I knew Daniela would be an active participant in all of these lessons. She was, and I was really impressed how quickly she picked up on the concepts. During lesson one, Daniela was following along great. Her finger was always under the words, and she was reading out loud when asked. As I knew, she had her hand up for every question I asked, and used what the text said in order to answer them. She is great at raising her hand quietly and waiting to be called on.

Lesson two went very much the same for Daniela. She participated the entire time, and raised her hand to answer all the questions. I absolutely loved Daniela’s writing prompt. I laughed when I read it. Why is it important to buy needs before wants? “Because we mite be in heaven.” This was so creative and it really showed her thought process when she was answering the question. She also finished early, and was able to draw her pictures.
Lesson three was the same story as the previous two lessons. I am so impressed by the way Daniela is always on task and ready to participate. I can count on her to answer any question I ask. I also notice that she is not afraid to be wrong. That doesn't stop her from continuing to participate. Daniela’s writing prompt showed me once again that she understood the objective. She was able to tell me three different services she can do around her house.
During the game in lesson four, Daniela was playing with a girl in our class that is high academically. Both girls were active participants in the game, and I saw both girls discussing whether or not they had found a match. Daniela also came to me a few times asking me if they had found a match. They had some confusion with the farmer producers, but once I talked to them about the difference, they had no trouble.

I wasn’t surprised at Daniela’s performance overall. She is such a hardworking student that picks up on concepts quickly. I saw in these lessons that part of the reason she does this is because of her focus during class. I never see her off task. In the future, I want to start pushing Daniela. In these lessons, I should have looked at her writing and encouraged her to fix any spelling and grammar mistakes, and also see if she could extend what she wrote. I know she can handle that type of feedback.

**Analyze teaching effectiveness:**

There were a few things that I did differently during my lessons. In the first lesson, I got up in front of the students and just started teaching. It did not go well. The students had a really hard time staying focused on the story. They were very disruptive. We didn’t even get to finish the story. After talking to my mentor teacher, she suggested that before I start teaching, I need to first set up my expectations and objectives. This way the students know what they are expected to do, and what they need to know. I did this throughout the rest of my lessons, and it made a huge difference. Now I have been doing it for all the lessons I teach, not just these ones. Also, during my review each day, I also tried to peak into their background knowledge. I didn’t plan to do this, but I would ask each lesson if they already knew what some of the vocabulary was. They didn’t, but it was good to hear their thoughts and get them thinking about the words.

I believe my fourth lesson was the most successful. I knew that the first three lessons required a lot of sitting and listening, and for my class, that is hard for them. I needed to figure out a way for them to meet the objectives while doing something out of the ordinary. I didn’t however, expect the students to love the matching flash cards as much as they did. The first thing I did was take the students through each flash card and its match. I did this in order to solidify their knowledge of the difference between consumers and producers. I showed them both cards, and then had them guess which one was the producer and consumer. I also made them explain why they thought so. This helped the game go a lot smoother, because the students knew which matches they were looking for. I had every one of my students engaged in this lesson. My mentor teacher and I were so impressed with how the students responded.

Throughout my lessons, I found that several things did not work out like I wanted to. First, in my first lesson, I decided to read the story to them, instead of doing an echo read. I think this was a mistake. Echo reading is a strength that my class has. They do it almost every day anyway, and it really helps all the students stay on task. The reason I didn’t do it is because of time constraints. It does take longer for the students to echo read; however, I believe they would have gotten much more out of the text had they done it. Another thing that wasn’t super successful was my first writing prompt on wants and needs during my second lesson. The students knew the difference between wants and needs, but when the prompt asked them, “Why is it important to buy wants before needs?”, they had a hard time coming up with the answer. I wish I would have gone over that before we started the writing prompt. I think they would have been able to answer it better.
I was thoroughly impressed with how both of my focus students did during my unit. As for my modifications I would make, I would focus more on the writing prompts. I felt that both of my focus students lacked detail and editing on their prompts. Due to time, I was often rushing the writing portion, because we had taken too long on the discussion. This wasn’t a bad thing, because I loved hearing what the students had to say, and I also wanted to make sure they were understanding the objectives, but I think the students would have produced better writing had we not had only 10-15 minutes to write. If I teach this again, I will go through each prompt and write a sample with the class. Then they can see an example of what it is I expect of them, and give them ideas on how to start. Also looking at Daniela’s performance, I wish I would have gone around to the students I know are better writers, and pushed them to add a little more, or fix their errors. This of course leads back to time constraints though. I needed to have more time for writing.

Another change I would make based on Aurora’s performance is getting more of my students involved during the discussions. Next time, I would pull sticks to be able to randomly ask students instead of just hearing from the ones who raise their hands. I also think, especially for Aurora, a turn and talk to your partner would have been beneficial. This isn’t quite as intimidating, and it gets all the students talking.

As I stated above, if I did lesson again, I would definitely do an echo read for the text during the first lesson. Not only does it keep all students on task, but if they are having to read out loud, I think the story is sinking in a lot better. I know when I was reading, I had a lot of students getting distracted and probably zoning out. This made the story less successful. Another modification I might make is adding more to the flash cards I made. They were so successful that I might also make them for wants and needs, and goods and services. This would be a great enrichment activity for those students who finish the writing prompts early. It would also be a great review for an assessment.

Overall, I was really happy with how my unit went. I felt that the students met the objectives I had for them each day, and other than my first lesson, met the expectations I had for them. I really liked the incorporation of writing. I don’t think students write enough, so this was an easy way for the students to practice. It was also my form of assessment for the lessons. I was able to see what the students understood based on what they wrote. I really loved reading what the students came up with, especially on the wants and needs prompts. Some of them got creative, like Daniela. It was also beneficial for me to have feedback from my mentor teacher. After I started giving my objectives and expectations, my lessons went smoother, and I felt that they got more out of each lesson. I really believe that social studies is an important subject for students to learn, and I am sad to see that it is dying out of some classrooms. I think that I proved it can be woven into multiple subjects in order to meet all standards.