

a) Narrative Overview:

*I CAN identify and explain the roles of producers and consumers on a familial and societal level.*

<p><i>Mon. 3/23/09</i>          GLCE: 1.E1.0.1  <b>Distinguish between producers and consumers of goods and services.</b>          3.1.E.0.5 Describes ways in which people earn money (e.g., providing goods and services to others, jobs).          R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.  <b>Objective:</b> (1) SWBAT describe the roles of producers and consumers in a market economy.  <b>Procedures:</b>          - Students will be introduced to new unit on producers</p>	<p><i>Tues. 3/24/09</i>          GLCE: 1.E1.0.1  <b>Distinguish between producers and consumers of goods and services.</b>          3.1.E.0.5 Describes ways in which people earn money (e.g., providing goods and services to others, jobs).          R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.  <b>Objective:</b> (3) SWBAT identify and explain ways in which they and their families act as producers.  <b>Procedures:</b>          - To open, students will discuss what a producer is according to the definition created during the previous lesson          - Students will draw a picture of a producer</p>	<p><i>Wed. 3/25/09</i>          GLCE: 1.E1.0.1  <b>Distinguish between producers and consumers of goods and services.</b>          R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.  <b>Objective:</b> (1) SWBAT describe the roles of producers and consumers in a market economy.  <b>Procedures:</b>          - Students will be introduced consumers          - Today we will be focusing on consumers          - Using pictures on the white board students will see images of consumers and goods and services they are consuming          - The students will have to match the person to the</p>	<p><i>Thurs. 3/26/09</i>          GLCE: 1.E1.0.1  <b>Distinguish between producers and consumers of goods and services.</b>          1.E1.0.2 Describe ways in which families consume goods and services.          R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.  <b>Objective:</b> (2) SWBAT identify and explain ways in which they and their families act as consumers.  <b>Procedures:</b>          - To open, students will discuss what a consumer is according to the definition created during the previous lesson          - Students will draw a picture of a consumer individually</p>	<p><i>Fri. 3/27/09</i>          GLCE: 1.E1.0.3  <b>Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice)</b>          R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.  <b>Objective:</b> (4) SWBAT describe the difference between an individual's needs and wants.          (5) SWBAT represent information in a graphic organizer.  <b>Procedures:</b>          - Students will be seated at their tables, and teacher will explain that today we will be doing an exercise on needs and wants          - Teacher will ask the students if they know what a need or want is.</p>
--	---	--	--	---

<p>and consumers.</p> <ul style="list-style-type: none"> <li>- Teacher will ask if students know anything about the topic of producers and consumers.</li> <li>- Today we will be focusing on producers</li> <li>- Using web activity <a href="http://www.econedlink.org/lessons/index.php?%20lesson=EM464">http://www.econedlink.org/lessons/index.php?%20lesson=EM464</a>, students will match producers with its resource (5)</li> <li>- Students will describe the producers' job title in terms of what they make or the service they provide</li> <li>- Teacher will ask probing questions like, "What do they have in common?"</li> <li>- This will give students a concrete definition of what a producer is</li> <li>- Students will be called to the carpet</li> <li>- Then, teacher will show non-examples of producers (which will be consumers)</li> <li>- From the images,</li> </ul>	<p>individually</p> <ul style="list-style-type: none"> <li>- After seven minutes, students will be called to the carpet by tables where they will be describing and explaining why the picture they drew depicts a producer</li> <li>- They will also need to explain what good/service that person is providing</li> <li>- Teacher will take this time to address misconceptions that students hold about producers</li> <li>- Students will then return to their seats where web activity on Producers and Family will be viewed through United Streaming. This is called Interactive Activity 2 on this website: <a href="http://www.econedlink.org/lessons/index.php?lesson=EM457&amp;page=teacher">http://www.econedlink.org/lessons/index.php?lesson=EM457&amp;page=teacher</a></li> <li>- After this web activity, students will be given a sheet of paper divided down the middle, one side titled "I am a Producer when..." and the other side titled "My family is a producer when..."</li> <li>- Students will write and draw about a time when</li> </ul>	<p>good or service they are consuming</p> <ul style="list-style-type: none"> <li>- Teacher will ask probing questions like, "What do they have in common?"</li> <li>- This will give students a concrete definition of what a consumer is</li> <li>- Next, students will be called to the carpet</li> <li>- Then, teacher will show non-examples of consumers (which will be producers)</li> <li>- From the images, students will make a chart suggesting examples of consumers and "non-consumers"</li> <li>- To close lesson, students will review the characteristics of consumers and make a general definition of what a consumer is</li> <li>- (Parent note will be sent about Friday nights homework)</li> </ul>	<ul style="list-style-type: none"> <li>- After seven minutes, students will be called to the carpet by tables where they will be describing and explaining why the picture they drew depicts a consumer</li> <li>- They will also need to explain what good/service that person is consuming</li> <li>- Teacher will take this time to address misconceptions that students hold about producers</li> <li>- Students will then return to their seats where web activity on Consumers and Family will be viewed through United Streaming</li> <li>- Next, students will view Interactive Activity 1 on this website: <a href="http://www.econedlink.org/lessons/index.php?lesson=EM457&amp;page=teacher">http://www.econedlink.org/lessons/index.php?lesson=EM457&amp;page=teacher</a></li> <li>- After this web activity, students will be given a sheet of paper divided down the middle, one side titled "I am a Consumer when..." and the other side titled "My family is a Consumer when..."</li> <li>- Students will write and draw about a time when they were a consumer and</li> </ul>	<ul style="list-style-type: none"> <li>- To focus on discovery learning, students will be working in groups on an exercise placing cut out pictures of needs and wants in the correct category</li> <li>- The students will be provided with examples of needs and wants and they will be required to make a definition of need and want as a group to share with the class</li> <li>- Each table will be given a laminated big sheet of construction paper with a dividing line down the middle</li> <li>- Students at each table need to work together to place the pictures in two piles and then put sticky tack on each picture to stick to the construction paper</li> <li>- At the top of each side of the construction paper, students will need to sticky tack "Needs" and "Wants"</li> <li>- Students will be given ten minutes for this activity</li> <li>- Once tables have completed the task, each table's "Math Helper" (already determined Monday during math lesson) will post their construction paper on the white board in front of the room</li> <li>- We will have a whole group discussion and explain why</li> </ul>
---	---	---	--	--

<p>students will make a chart suggesting examples of producers and “non-producers”</p> <ul style="list-style-type: none"> <li>- To close lesson, students will review the characteristics of producers and make a general definition of what a producer is</li> </ul>	<p>they were a producer and a time when a family member was a producer</p> <ul style="list-style-type: none"> <li>- This activity will be started in class, but finished at home as homework with their parents</li> <li>- This activity will be used as an assessment and this activity will be turned in for the teacher to review check for understanding</li> <li>- To close this lesson, the teacher will hold a short discussion about what a producer is and allow students to share with the class examples of producers</li> </ul>		<p>a time when a family member was a consumer</p> <ul style="list-style-type: none"> <li>- This activity will be started in class, but finished at home as homework with their parents</li> <li>- This activity will be used as an assessment and this activity will be turned in for the teacher to review check for understanding</li> <li>- To close this lesson, teacher will hold a short discussion about consumers and allow students to share examples and definitions for what a consumer is.</li> </ul>	<p>these images are needs or wants</p> <ul style="list-style-type: none"> <li>- To close, teacher will introduce homework to the students</li> <li>- Teacher will ask students to review what a need and want is and this will lead into a discussion about their homework</li> <li>- Students will need to graphically organize their pictures on a diagram similar to the activity in class, but they have to find their own images of needs and wants</li> <li>- Expectations will be discussed about how important it is to remember to do this homework because we will be working with it during the next lesson</li> <li>- Parent note already sent home will explain the activity so that parents can be involved with the activity</li> </ul>
<p><i>Mon. 3/30/09</i></p> <ul style="list-style-type: none"> <li>• <b>GLCE: 1.E1.0.3</b> Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice)  <b>R.MT.01.04 Self-</b></li> </ul>	<p><i>Tues. 3/31/09</i></p> <ul style="list-style-type: none"> <li>• <b>GLCE: ART.II.T.EL.5</b> Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations.  <b>1.E1.0.1 Distinguish</b></li> </ul>	<p><i>Wed. 4/1/09</i></p> <ul style="list-style-type: none"> <li>• <b>GLCE: ART.II.T.EL.5</b> Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations.  <b>• Objective: (6)SWBAT</b></li> </ul>	<p><i>Thurs. 4/2/09</i></p> <ul style="list-style-type: none"> <li>• <b>GLCE: ART.II.T.EL.5</b> Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations.  <b>• Objective: (6) SWBAT</b> dramatize an exchange of</li> </ul>	<p><i>Fri. 4/3/09</i></p> <p><b>GLCE:</b></p> <p><b>1.E1.0.1 Distinguish between producers and consumers of goods and services.</b></p> <p><b>1.E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice)</b></p> <p><b>1.E1.0.2 Describe ways in</b></p>

<p><b>monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> (4) SWBAT describe the difference between an individual's needs and wants.</li> <li>(5) SWBAT represent information in a graphic organizer.</li> <li>• <b>Procedures:</b> <ul style="list-style-type: none"> <li>- Prior to lesson, student's homework will be pulled out of their folders and placed in a pile</li> <li>- When lesson begins, "Writing Folder" student will pass out the homework to each student</li> <li>- Teacher will be explaining that today we will be discussing their homework and reviewing needs and wants</li> <li>- Students will be called to the carpet</li> </ul> </li> </ul>	<p><b>between producers and consumers of goods and services.</b></p> <p><b>1.E1.0.2 Describe ways in which families consume goods and services.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> (6) SWBAT dramatize an exchange of goods/services between a producer and consumer.</li> <li>• <b>Procedures:</b> <ul style="list-style-type: none"> <li>-The teacher gains attention of the class and calls tables over to the carpet according to table number</li> <li>- Teacher engages students in a read aloud of the picture book <i>Ox-Cart Man</i> by Donald Hall</li> <li>- Teacher will pause at predetermined places and asks the students, "How does the family act as producers?" "What good or service does that family provide?"</li> <li>- "How does the family act as consumers?" "What good or service is the family using?"</li> <li>- Next, the teacher uses the easel and a large sheet of white paper to create a graphic organizer of the story</li> </ul> </li> </ul>	<p>dramatize an exchange of goods/services between a producer and consumer.</p> <ul style="list-style-type: none"> <li>• <b>Procedures:</b> <ul style="list-style-type: none"> <li>- The teacher gains attention of the class and calls tables over to the carpet</li> <li>- Teacher will use the graphic organizer to retell the story of <i>Ox-Cart Man</i> using pantomime</li> <li>- Teacher will pick three pictures to go along with her retelling to aide in visual understanding</li> <li>- The teacher divides the class in half. She assigns roles to students in each group, i.e. story teller, ox-cart man, ox-cart man's family members, people at the market, etc. to retell the beginning, middle and end of the story.</li> <li>- She will provide students with various props to use during their retellings</li> <li>- Next, she will have students practice retelling this story through dramatization in their groups for a period of fifteen minutes.</li> <li>- After the allotted time, the teacher will have the students practice</li> </ul> </li> </ul>	<p>goods/services between a producer and consumer.</p> <ul style="list-style-type: none"> <li>• <b>Procedures:</b> <ul style="list-style-type: none"> <li>- Teacher will gain attention of the class and call tables over to the carpet</li> <li>- Teacher will distribute props to the groups and dismiss the students to continue with their practice of the retelling of <i>Ox-Cart Man</i></li> <li>- As students practice, teacher visits each group to help coach them in their dramatization</li> <li>- Teacher will call students back together and create a classroom area of the stage and the audience</li> <li>- Teacher will have both groups take a turn and present their dramatic retelling of the story</li> <li>- After each group performs, teacher will ask probing questions to the performers and audience, such as "What did you see that showed you the characters were acting as producers?" "What did you see in the performance that showed you the characters were acting</li> </ul> </li> </ul>	<p><b>which families consume goods and services.</b></p> <p><b>3.1.E.0.5 Describes ways in which people earn money (e.g., providing goods and services to others, jobs).</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> (1) SWBAT describe the roles of producers and consumers in a market economy.</li> <li>(3) SWBAT identify and explain ways in which they and their families act as producers.</li> <li>(4) SWBAT describe the difference between an individual's needs and wants.</li> <li>• <b>Procedures:</b> <ul style="list-style-type: none"> <li>- Teacher will gain attention of class and have students be seated at their desks.</li> <li>- Teacher will distribute the same form for the post-assessment that was distributed for the pre-assessment</li> <li>- Teacher will hold up a picture and read aloud each question slowly</li> <li>- Students will independently circle whether it is a producer and consumer</li> <li>- When students have completed the post-assessment, the teacher will collect the work</li> </ul> </li> </ul>
--	--	---	--	---

<p>and they will be individually explaining why they chose those images for needs and wants and describing why each is a need or want</p> <ul style="list-style-type: none"> <li>- Teacher will have prepared in advance the same activity that the students had completed at home, but the teacher's example will have mistakes</li> <li>- Needs will be on the wants side and vice versa</li> <li>- Students will explain why the object is on the wrong side and how it can be fixed</li> <li>- Next, students will hear a read aloud of <i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst</li> <li>- Expectations will be discussed before the read aloud</li> <li>- After completion of the read aloud, students will discuss the main character's needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>- The graphic organizer will be a chart with headings including "Beginning," "Middle," and "End."</li> <li>- Through use of examples from the text, students will describe the events during each part of the story and clarify whether the characters actions were that of producers or consumers, and describe "Why?"</li> <li>- The teacher will record the student responses on the chart using short summative statements</li> <li>- The teacher will model how to orally retell the story aloud to the students and will use descriptive gestures to aide in her retelling</li> <li>- The teacher will pair students with a partner and have them practice orally retelling the story of <i>Ox Cart Man</i> to their partner</li> <li>- She will encourage them to use pantomime and voice intonation</li> <li>- As students work, she will circulate through the room to facilitate</li> <li>- To conclude the lesson, teacher will call the</li> </ul>	<p>performing their dramatizations after reviewing the procedure for being a good audience member</p> <ul style="list-style-type: none"> <li>- After the practice, the teacher will guide the students through a discussion about what the group did to retell the story about the ox-cart man and how he and his family acted as producers and consumers</li> <li>- Next, teacher will highlight the ways in which the students were successful in their dramatizations and the teacher will also provide ways in which the students can improve upon their performance</li> <li>- To close, the teacher will explain to the students that the following day, the students will get more time to practice and they will also be putting on their performance in front of the class.</li> </ul>	<p>as producers?"</p> <ul style="list-style-type: none"> <li>- "What did ___ character do to make you see they were acting as a producer?"</li> <li>- Next, teacher will highlight the ways in which the students were successful in their dramatizations and the teacher will also provide ways in which the students could have improved upon their performance</li> <li>- To conclude, inform the students that they will be given an opportunity to write about what they have learned about producers and consumers</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will review the correct answers using the overhead projector and a transparency</li> <li>- She will call on students to provide sample answers and justifications for answers</li> <li>- To conclude the lesson, teacher will praise the students on their hard work during the unit</li> <li>- Teacher will grade work and provide individualized written comments and verbal feedback</li> </ul>
---	---	---	---	---

<p>- What kinds of objects did Alexander buy? Were they needs or wants?</p> <p>- Close the lesson by saying what a great job students have been doing with social studies and that tomorrow we will be working in groups and practicing acting as producers and consumers</p>	<p>students back together and describe and lead them in a discussion about ways that they retold the story using their words and actions</p> <p>- She will explain that in the following lesson, students will be practicing retelling the story by taking on character roles and using props</p>			
---	---	--	--	--

**b) Assessments:**

- (2) Informal written/illustrated response (Objectives 2 and 3)
- (2) Informal whole group discussion of producers and consumers (Objective 1)
- Informal oral explanation of writing (Objective 4)
- Informal teacher observations of student involvement in the performance of the oral retelling of the story (Objective 6)
- Informal group and individual completion of graphic organizers (Objective 5)
- Formal written post-assessment in test form (Objectives 1, 2, 3, and 4)