

Lesson 1
Nadiia Reber
Economics
Grade Level: 1
Duration: 60 minutes

2013

I. Materials, Technology and Visual Aids: projector, video link, a poster for the graphic organizer, a book by Richard Scarry called “What do People Do All Day”, pictures and descriptions of people performing manufacturing jobs mostly, flashcards with written “clues” on them for the game called “Who am I?”, toys/objects that people use during manufacturing various products, worksheet that will be used as a final assessment of the lesson content.

II. Content Objective: by the end of the lesson students will be able to explain why people go to work. They will be able to describe various types of jobs that have to do with the manufacturing process. In addition, students will be able to briefly tell how by making money and buying things they contribute to the local economy by participating in a class discussion.

III. Content Standards:

1.6.2 **Identify the specialized work that people do to manufacture,** transport, and market goods and services and the contributions of those who work in the home.

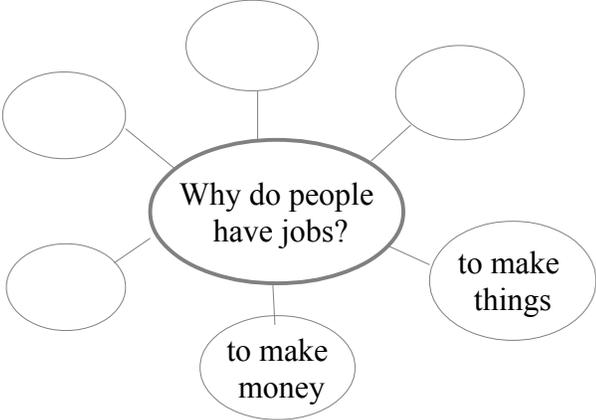
IV. Organizational Elements: students are seated on the rug when watching the video and listening to the teacher reading the book about trains. Afterwards, they will be divided into groups of 4-5 and work in centers. They will then be seated at their desks where each student will produce the final work.

Motivation

#	Activity	Time
1	<p>Teacher: good morning boys and girls! I would like to show you a video. It is a song and you may sing along, if you want.</p> <p><i>Students are watching the video.</i></p> <p>http://www.youtube.com/watch?v=ORGLQudvMWE</p> <p><i>Summary of the video: students will hear a song created by the British Council as well as see images of people who occupy various positions in society. The song is short and has an easy tune, so that the students can memorize it and sing along all together.</i></p> <p>Teacher: very good boys and girls!</p> <ul style="list-style-type: none">• What do you think we are going to talk about?• What details in the video made you think so?• What types of jobs did you see in the video?	5 min

	<ul style="list-style-type: none"> • What other professions do you know? • What professions do your parents or relatives have? <hr/> <p>IEP: Ben, my student with autism will be able to enjoy the music from the video because it has a calming effect on him. He also will be able to see the characters in the video and better process the information.</p> <p>ELs: students who are English learners will be able to read the subtitles in the video as well as see the characters in the video and, hopefully understand what the words mean.</p> <p>GATE: gifted students as well as students with special needs will be able to share what they know about professions.</p>	
2	<p>Teacher (Explanation of the Objective): today we are going to talk about different professions that people have as well as why they have them. We will discuss why making certain things such as food, clothing or furniture helps our society as well as talk about people who make stuff.</p>	Less than 1 min

Actual Lesson:

#	Activity	Time
1	<p>Teacher: I would like to start with discussing the fact of why people have different jobs.</p> <ul style="list-style-type: none"> • Wouldn't it be easier for your parents not to go to work? • Why do you think people have jobs? <p>Teacher creates a graphic organizer that looks approximately like this:</p>  <p><i>As the students respond to the question, the teacher will write the responses down in each bubble. During and after reading of the book (See below) students will be adding to the bubble.</i></p> <p>I would like to start with reading to you a book called “What do People Do All Day” by Richard Scarry.</p>	10 min

Teacher is reading parts of the book to students and showing them the pictures. Students keep adding more items to the graphic organizer.

IEP: Ben, my student with autism will benefit from seeing and hopefully contributing information to the graphic organizer as well as seeing the pictures in the book.

ELs: my English Language Learners will benefit from seeing the pictures in the book and making connections between the plot of the book and the discussion.

GATE: my gifted and high achieving students will share the information they know about jobs as well as contribute to the information in the book.

2

As the teacher reads the book, she stops to check for the students understanding.

5-7 min

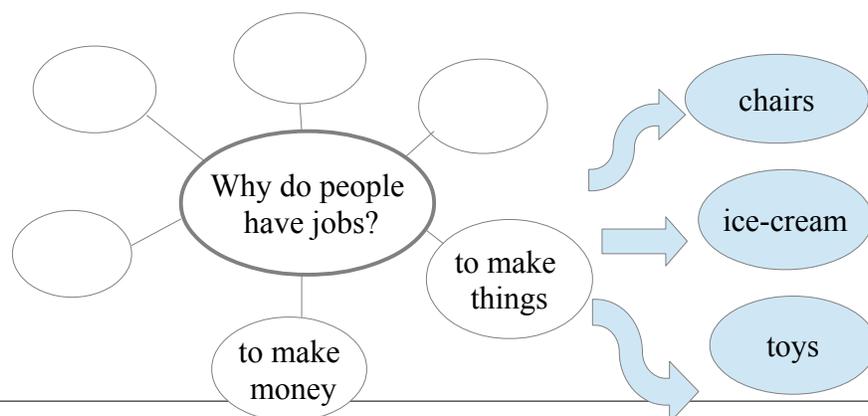
These are some of the guiding questions that she might ask the students to discuss:

- Why do you think people go to work?
- In which way do they help us/the community? Look at the pictures!
- What would happen if we didn't have grocery stores and people who work there? What would happen if we didn't have firefighters, doctors, teachers or construction workers?
- Who can expand a little bit more on what things need to be “made” so that we live comfortably?

Teacher: many times instead of saying that things are “made”, we use the word “manufacture”, which means the same thing but has a slightly different meaning. We manufacture something when we make it in huge amounts and then sell it. For example: “This factory manufactures desks”.

Let's repeat this word all together! Who can tell us another sentence using the word “to manufacture”?

Teacher will add to the graphic organizer specific things people manufacture. The graphic organizer might look something like this:



	<p>Other questions that the teacher will ask the students will be:</p> <ul style="list-style-type: none"> • Who can give me an example of a job that has to do with manufacturing? • Are there any other reasons of why people manufacture things besides making money? Explain. • Name some of the jobs from the book that I have just read to you that have to do with the manufacturing process? <hr/> <p>IEP: my student with autism will be able to make connections between real life and the discussion as well as make an illustration to the word “manufacturing”.</p> <p>ELs: my English learners will also make connections between their experiences and the discussion. They will be able to name some things that can be manufactured in their own language and share it with the class.</p> <p>GATE: my gifted students as well as the rest of the class will be asked a challenging question such as “ What things are the U.S. famous for manufacturing?”</p>	
3	<p>Teacher: now I would like you to get into small groups of five to six students. <i>(Students will know which group they belong to groups ahead of time)</i>. You will move from center to center every 10 minutes after you hear a bell.</p> <p><u>Expanding students knowledge about manufacturing jobs:</u></p> <p>Center 1. Will have pictures of various people who do their job as well as short description that will match the students' reading levels. Students will need to read the description and take turns telling each other what profession they would like to choose when they grow up and why? Students will be provided with sentence starters for this activity.</p> <p>Center 2. Students play the game called “Who am I?” where one of the students will read clues to the rest of the students about a certain pofession. The rest of the students will try to guess what profession the other student is talking about by asking, “Are you a....?”</p> <p>Center 3. Students will be given some basic tools/toys. Tools will be put in separate boxes as well as labeled by a job. By playing with the toys, they will identify what kind of person they are in as well as what they are manufacturing and how.</p> <p>Center 4 (Technology Intergration): Students watch a short video on how</p>	10 min for each center

	<p>muffins are manufactured. The video can be found at http://www.youtube.com/watch?v=nmOE1x9TDEg. Afterwards, they will take a short quiz created by the teacher about the muffin manufacturing process. They will also answer these questions:</p> <ul style="list-style-type: none"> • How do you think muffins were made before the modern equipment was used? • What do you think was the price of a muffin in the earlier days and now? • What is the process for muffin manufacturing? <hr/> <p>IEP: my student with autism will be exposed to many visuals as well as be able to works on his own activity created by the teacher that incorporates all of the aspects of the activities in the four centers. He will be provided with headphones to reduce the possible noise in the classroom.</p> <p>ELs: my English language learners will be paired with more proficient English speakers as well as be exposed to many visuals such as pictures and manipulates.</p> <p>GATE: my gifted and fast achieving students will be able to peer tutor other students who need assistance with some of the tasks they need to do at each of the centers.</p>	
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Closing

#	Activity	Time
1	<p>Teacher: very good boys and girls! Now I would like you to take your seats. Paper monitors will pass out the worksheet that you will need to fill out.</p> <p><i>Here the teacher will explain to students how to fill out the worksheet as well as answer the students' questions.</i></p> <hr/> <p>IEP: my students with autism will receive the worksheet with clearly stated directions on how to do the task as well as be provided with head phones to reduce the possible noise in the classroom.</p> <p>ELs: I will demonstrate to my English learners how to match the first word with the picture in the worksheet as well as provide them with a dictionary in their language.</p> <p>GATE: my gifted and high achieving students will be able to draw their own illustrations of manufacturing jobs as well as write about what they do.</p>	2-3 min

2	<i>Students work on the worksheet.</i> (The worksheets are going to be graded according to a rubric below)	10 min
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Enrichment Activities:

GATE students and fast finishers will be asked to play an online game from the following website <http://www.eslgamesplus.com/jobs-places-esl-interactive-vocabulary-practice-board-game/>. When other students are finished, they can play the game in groups of 2 on each computer. (There are 4 computers in the classroom).

Assessment: students' worksheet will be assessed according to a four point rubric. (Please see below).

Worksheet. Rubric.

	Poor (points: 1)	Fair (points: 2)	Good (points: 3)	Excellent (points:4)
Completion	Student started to work on the assignment, although didn't complete any part of it.	Student partially completed all parts of the assignment.	Student completed all parts of the assignment, although additional time was required to do so.	Student completed all parts of the assignment correctly and in a timely manner.
Accuracy	Student has matched less than 4 jobs correctly.	Student has matched 4-5 jobs correctly.	Student has matched 6-7 jobs correctly.	Student has matched all of the manufacturing jobs correctly.
Neatness	Student's worksheet doesn't look neat at all. There is a lot of smearing and many spots.	Student's worksheet doesn't look neat. There is quite a bit of smearing and quite a few spots.	Student's worksheet looks neat for the most part. There can be a little bit of smearing or occasional spots.	Student's worksheet looks very neat for the most part. There is no smearing or spots.

Grade:

12-10 is an "A"

9-7 is a "B"

6-4 is a "C"

3 points and less means that a student will need to redo the project.

Jobs, Jobs, Jobs

Please match the pictures with the jobs that people do.

Baker



Carpenter



Artist



Construction Worker

Tailor



Cobbler



Basket Weaver



Cartographer

