

LESSON PLAN NUMBER

Teacher Education Candidate

Supervising Teacher

UWG Supervisor

**Bryonia Ross
Tracy Little**

School :

Date of Implemented Lesson Plan:

Block No. 2

Subject: Social Studies

Grade Level: 3

Teaching Skills Focus for This Lesson: Questioning and Responding to Students

Stage 1 The Desired Results	
Standards	SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)
Specific Learning Objective(s)	Students will understand what a good is. Students will understand what a service is. Students will understand what natural resources are. Students will understand what human resources are. Students will understand what capital goods are. Students will understand how services are used to create goods.
Stage 2 Assessment Evidence	
Assessment Instrument (Ex. Test, Poster, Presentation, Picture, etc.)	Teacher will show students pictures of good, services, natural and human resources. Students will be asked to identify if the picture is a good, service, natural or human resource.
Evaluation (Grading) Instrument (Ex. Point System, Rubric, Checklist, etc.)	Teacher will use a checklist to assess student's comprehension of goods and services.
Stage 3 Learning Plans	
Materials	Pictures of goods, services, natural resources and human resources and capital resources. Service Coupons Worksheet Service Chart Worksheet Crayons/Markers Scissors Stapler
Sequence of Teacher Actions *Attention-Getter/Motivator *Tie to Previous Learning *Significant Actions to Introduce and Guide Lesson	<ul style="list-style-type: none"> ✚ Ask students: How many of you like to eat at McDonalds? What happens when you go to McDonalds? ✚ Ask students Essential Question: What is a good and service, human resource, and natural resource? ✚ Review definitions: goods, services, human and natural resources from previous social studies goods and service lesson. ✚ Teacher will write the definitions on the board as students give them. ✚ Teacher will show students pictures of goods and services and ask them to identify if the picture is a good or a service.

	<ul style="list-style-type: none"> ✚ Teacher will show students pictures of human and natural resources and ask them to identify if the picture is a human or natural resource. ✚ Tell students they are going to make a gift certificate book called a “Service Coupon Book” as a gift to their family. ✚ Explain to the students what they will do for their family are services, and they may use goods to complete them along with human resources. ✚ Teacher will model for students a service they complete at home and any goods they use to complete the service. ✚ Teacher will give students Service Chart Worksheet and Service Coupon Worksheets. ✚ Teacher and students will complete two of the services together on the Service Chart worksheet, students will be instructed to complete the remaining two at home and return them.
<p><u>Sequence of Student Actions</u></p> <p>*Explain How Students Are Engaged During Lesson</p> <p>* Explain How Students Discuss or Present Results of What They Did During the Lesson</p>	<ul style="list-style-type: none"> ✚ Students will answer question about McDonalds. ✚ Students will answer Essential Question. ✚ Students will give teacher the definitions for goods, services, human and natural resources. ✚ Students will tell if the pictures are goods, services, human or natural resources. ✚ Students will receive Service Chart Worksheet and Service Coupon Worksheet. ✚ Students and teacher will complete two services on the Service Chart Worksheet as a group, completing the remaining two at home. ✚ Students will complete the Service Coupon Worksheet for their family, decorating them if they choose.
<p><u>Teacher’s Lesson Closure/Wrap-Up/Transition</u></p>	<ul style="list-style-type: none"> ✚ Teacher and Students will review vocabulary terms ✚ Teacher will remind students to complete the Service Chart Worksheet at home and if they return them completed the next day they will receive money.
<p><u>Adaptations for Exceptional Students</u> (Anyone who requires modifications for their needs)</p>	<ul style="list-style-type: none"> ✚ Students which complete the Worksheet will assist their classmates in need. ✚ Teacher will walk around to assist students which need assistance completing the Service Coupon Worksheet. ✚ Teacher will assign two students with transition issues to pass out the Worksheets.
<p><u>Related Activities/Extensions</u> (What can students do that need more than is in the lesson? Should be related to lesson.)</p>	<p>Teacher will give students that were able to complete their Service Coupon Worksheet the Family Services Worksheet to share with their classmates the next day.</p>
<p><u>Connections to Other Disciplines</u></p>	<p>Language Arts, Science</p>

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AGENDA

Ask students: How many of you like to eat at McDonalds?
What happens when you go to McDonalds?

Ask Essential Question: What is a good and service, human resource, and natural resource?

Review definitions

Show pictures of goods/services/human/natural resources

Explain Service Coupon and Service Chart Worksheet

Complete part of Service Chart Worksheet with students

Students will complete Service Coupon Worksheet

Review Definitions

Remind students to complete Service Chart Worksheet