

Christine Carey
SLM 552 Collaborative Lesson

Lesson Overview:

Students in second grade study basic economics as part of their Social Studies curriculum. On Friday, February 24th, all students at Bushy Park Elementary are participating in Junior Achievement Day. On this day all of the classrooms have parent volunteers who come in and teach lessons relating to economics. Ms. Follmer, a second grade teacher at Bushy Park, asked if I could reinforce some of the vocabulary they are learning with a lesson in the library. We met on Wednesday, February 15th before school to talk about some possibilities for the lesson. She mentioned there are some lessons on their Canvas page that she doesn't normally have time to get to, so we looked at them together and picked out some pieces that would work in the library. We decided that student would benefit greatly from some extra exposure to the terms natural resources, human resources, and capital resources. Ms. Follmer thought it would be good if I could read the book, *Make an Apple Pie and See the World* and follow it up with the video provided on the Canvas page so that they had multiple means of engagement. We decided that I would tell students ahead of time to be on the lookout for the different types of resources they hear about in the book and see in the video so they have something to focus on. To integrate technology, we thought it would be fun to create a Wixie project where we can sort the different types of resources they noticed in the book and the video as a whole group. Knowing that I needed to include information literacy skills, I decided to include an activity with the *How It's Made* books. Students will work together to read the books and fill out their charts with the different types of resources they find.

Learning Objectives:

Essential Question: How are goods produced?

HCPSS Social Studies Standards:

- *Identify the natural, capital, and human resources used in the production of a good or a service.*
- *Describe steps in the production process to produce a product.*
- *Identify examples of the variety of resources (human, capital, physical capital, and natural resources) that are used to produce goods and services.*

ASSL Standards

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
1.1.2 Use prior and background knowledge as context for new learning.
1.1.9 Collaborate with others to broaden and deepen understanding
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
2.1.4 Use technology and other information tools to analyze and organize information. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Prior Knowledge:

Students will have been exposed to basic economics principles like goods and services, producers and consumers, and the three different types of resources.

Differentiation:

- Students will listen to a story and also watch a video of the apple pie making process. This will address students who are visual as well as auditory learners.
- When discussing which category each resource goes in, students will be able to look at the actual objects and see them being moved into the correct columns on the chart in Wixie.
- Students will be paired up so that stronger students can support students who need extra support. Consideration for personalities and leadership qualities will also be taken into account in the groupings.
- The cards will ensure that all students are participating in the discussion part of the lesson.
- All of the books chosen are on about a second grade reading level, but students will be placed in groups with a mixed reading ability so stronger readers can support lower level readers.
- The chart has picture cues for each type of resource and students will be permitted to draw a picture or write the name of the object in the chart.
- The assessment activity takes into account students' need to move.

Grade Levels/Subject:

Second grade Social Studies

Lesson Development/Instructional Sequence

Engagement/Motivation: Students are studying economics in class and will be participating in Junior Achievement day the week before this lesson.

Instructional Procedures:

1. The teacher will review the terms human resources, capital resources, and natural resources.
2. The teacher will read the book *How to Make an Apple Pie and See the World* by Marjorie Priceman. Before she reads she will ask the students to pay attention to the resources the book mentions in making an apple pie.
3. Students will proceed to the tables and the teacher will show them the video of the apple pie assembly line video. The teacher will remind students to continue to look for human, capital, and natural resources.
4. The teacher will then pull up a prepared project in Wixie that has columns for each of the three types of resources. She will pass out cards to each pair of students that are labeled with a “C” for capital resources, “N” for natural resources, and “H” for human resources. She will hold up one object that represents a resource in the apple pie making process and ask students to confer with their partner to decide which type of resource it is. They will hold up their card and the teacher will call on pairs to explain why they chose what they did. After discussing, the teacher will drag an image which represents the resource into the correct column on the Wixie project.
5. After each item is placed in the correct column, the teacher will pass out one “*How it’s Made*” book to each table. Students will be instructed to look through the books together to find the resources. They will record the different types of resources they find on their recording sheet which will look like the one the class did together in the previous step. They will be instructed to either write or draw a picture of each resource they find.
6. The teacher will assess student learning at the end of the lesson before dismissing students for check out. She will have a prepared list of natural, capital, and human resources. She will call one of the resources to each table of students and they will have to proceed to the designated place that matches their type of resource. For example, she might call out “ice” to one table, and those students would have to go stand in the designated place for natural resources. As students choose their area, the teacher will note which students were able to pick the correct type of resource.

Student Resources:

Snyder, Inez. *Milk to Ice Cream*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Oranges to Orange Juice*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Tomatoes to Ketchup*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Trees to Paper*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Wax to Crayons*. New York: Scholastic, Inc., 2003. Print.

Teacher Resources:

HCPSS. "Grade 2 Social Studies: Unit 3 Let's Go Shopping Lesson Seed 1." *Grade 2 Social Studies*. HCPSS, n.d. Web. 22 Feb. 2017.
<<https://hcpss.instructure.com/courses/802/pages/g2u3-lesson-seed-1>>.

Priceman, Marjorie. *How to make an apple pie and see the world*. New York: Knopf, 1994. Print.

Singitintune. *YouTube*. YouTube, 21 Nov. 2013. Web. 22
<https://www.youtube.com/watch?v=Ulfbk9Nc3AY&feature=youtu.be>

"Tech4Learning." *Wixie | Online authoring platform for students*. N.p., n.d. Web. 22 Feb. 2017.

Bibliography:

HCPSS. "Grade 2 Social Studies: Unit 3 Let's Go Shopping Lesson Seed 1." *Grade 2 Social Studies*. HCPSS, n.d. Web. 22 Feb. 2017.
<<https://hcpss.instructure.com/courses/802/pages/g2u3-lesson-seed-1>>.

Priceman, Marjorie. *How to make an apple pie and see the world*. New York: Knopf, 1994. Print.

"Second Grade Collaboration with Cheryl Follmer." Personal interview. 15 Feb. 2017.

Singitintune. *YouTube*. YouTube, 21 Nov. 2013. Web. 22
<https://www.youtube.com/watch?v=Ulfbk9Nc3AY&feature=youtu.be>

Snyder, Inez. *Milk to Ice Cream*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Oranges to Orange Juice*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Tomatoes to Ketchup*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Trees to Paper*. New York: Scholastic, Inc., 2003. Print.

Snyder, Inez. *Wax to Crayons*. New York: Scholastic, Inc., 2003. Print.

"Tech4Learning." *Wixie | Online authoring platform for students*. N.p., n.d. Web.
22 Feb. 2017.

Reflection:

Having a veteran teacher to help me plan a lesson was awesome. There are so many things that I never would have thought of had I planned this lesson alone. I know I would not have thought to bring in the actual items and I wouldn't have thought of the assessment at the end where I had them line up in the different areas. It really felt good to support the classroom teacher and to be able to directly connect to what students are learning in the classroom.

The students had a good amount of background knowledge on the types of resources and were able to articulate the meaning of each before I started reading. I think they enjoyed the book and it was a good opener for the lesson. I am thinking that when I do with this with the next class I will cut out the video. I didn't feel the video added a whole lot to the lesson and it might have been time better spent reviewing what ingredients and tools they saw being used in the book to make apple pie.

The students did like coming up and reaching into the bag and everyone seemed to be pretty clear on which items fit into which categories. This was the first time I tried EPR with the cards that they held up. This helped me to see that most students were understanding the topic and making the right choices. This class tends to be my more active class and I am always trying to find ways for them to be involved and move around whenever possible. I decided to use Power Point instead of Wixie to project the chart, because I found that I couldn't get the Wixie project to be big enough for

everyone to see easily. Having students come up and select items took a long time and I was wondering if it might be more efficient to pass out a couple of the items to each table instead of having them come up. That way they could all get their hands on the items and then I could ask them to have a discussion at their table about their particular items. After they discuss, then they would tell me where the items go on my chart.

When students were working at their tables to read the book and take notes in their chart, they were focused and on task. Cheryl and I planned the groups ahead of time to ensure that they were mixed by reading ability and leadership skills. I wished I had more time to have them share with the whole group the resources they found in their reading though, and hope that by cutting out the video I will have more time for it with my next class.

My assessment at the end helped me get a broad view of the class' understanding. Every student was standing in the right place. After looking at their charts ([click here for samples](#)), I also found that 100% of students were able to identify at least one of each of the resources correctly. However, because they worked together to make a decision on both assessments, I was unable to catch any individuals who might still be struggling. Next time I might have a picture for each student during the end of class assessment so that they have to make their own choice.