

Economics

Day 3: Field Trip to Festival Foods

I. Content of Lesson

- a. Topic/Key Concept: Students will be able to understand that grocery store goods come from other places around the world.

National/State Standard

- a. D. Know about production, distribution, exchange, and consumption so students can make informed economic decisions.
 - a. D.4.3 Identify local goods and services that are a part of the global economy and explain their use in Wisconsin

Local Benchmarks

- a. SOCD1.1.2 Understand the difference between needs and wants.
- b. SOCD1.1.3 Understand that we use goods and services that come from other places.

Connections

- a. This content is important for the students to learn because the students are surrounded by goods and services in their daily lives. Students will be able to learn that goods come from all over the world, not just from their local grocery store, Festival Foods. Students will also be able to learn what services Festival Foods provides for them. This content is important for students to learn because it will help expand their world to show that there are many other people that help make these goods available to them and provide services for them to live a quality life.

Goals/Objectives

At the end of the lesson, students will be able to:

- a. Know goods that are provided at Festival Foods.
- b. Know services that are provided by Festival Foods.
- c. Explain that grocery store items come from and are made all over the world, not just made in Festival Foods.

Assessment Targets and Methods

- a. I will informally test the students on what goods are provided by Festival Foods by asking them throughout the field trip if certain items are a good or a service.
- b. I will informally test the students on what services are provided by asking them throughout the field trip if certain tasks done by the Festival Food's workers are a good or service.

- c. I will formally test the students by having them journal in their yellow notebooks about what they learned on the field trip. I will have them journal about what goods they saw on the field trip, what services they saw on the field trip, and record how the goods got to the grocery store.

II. Pedagogical Considerations

Classroom Description

- a. There are 23 students in this class. There are 12 boys and 11 girls. Two of these students are children with special needs. One child is nonverbal and is pulled out for most of the day. The student participates in our morning meeting, calendar, milk break, gym, art, music, and our end of the day book share. The other student with special needs has communication delays and is pulled out of class at certain times. This student is integrated for most of the day but leaves for one on one help in the afternoon. This student also has a one on one paraprofessional to help to support him in the general education classroom. Out of the 23 students, three children receive reading services. Two more students receive speech and language services. There is one student who also is in math recovery. A large majority of these students come from a middle class family who support them in their education on a daily basis.

Student Descriptions

- a. _____ is a male student in this classroom.
 - a. *Likes/Dislikes:* _____ enjoys math and enjoys gym, music, and art. He likes math, gym, music, and art because he is able to play games and be with his friends. Math groups allow for interaction and peer support. He does not like reading or writing. When he is asked to read he will stare at the pictures and when he is asked to write he will draw instead of writing.
 - b. *Intelligences/Strengths:* _____ has a number of strengths as a student. When he is given material at a level that he can handle, he will succeed. He enjoys playing math games with his friends because the math games consist of material that is not new for him such as, adding and subtracting numbers. When _____ is asked to do something he is familiar with, he will do it to the best of his ability.
 - c. *Communication:* _____ has a hard time communicating with others. He does not like to communicate his feelings. When he is confused about material being taught, he will not ask for help.
 - d. *Behavior:* _____ is a very high energized student. He likes to seek attention from his classmates and the adults in the room. Some of these behavior characteristics are randomly shouting comments, falling off his chair, lying on the ground, distracting others, and talking when others have the floor. He often does not like to listen, especially to new adults in his life. He has a great deal of respect for Mrs. Martin, but when he does not have her specific attention, he seems to act out and looks for her attention.

- e. *Academic Performance:* is very low in all subjects, especially in math and reading. The staff at Traeger has taken note of these weaknesses and is thinking about holding him back next year.
- f. *Social Skills:* has a hard time with social skills. He does not interact naturally with his peers. He pushes his way into relationships and forces his way into peer groups. will act out to gain the attention of his peers.
- g. *Concerns:* My concern for is being able to gain his respect. If does not have my respect, he will not behavior appropriately and that will delay his learning.
- b. is a male student in this classroom.
- a. *Likes/Dislikes:* likes to work with his classmates. He likes all subjects, especially math. His favorite time of the week is when it is gym time. He likes playing football and incorporates it into his daily life. He dislikes writing after reading a story. Depending on the day, can struggle with reading as well; however, he does not like to write about what he has read.
- b. *Intelligences/Strengths:* is intelligent in math and reading. He is an average student in other subjects and right where he is supposed to be academically.
- c. *Communication:* communicates very well with his peers. Whenever he is having a hard time throughout the day, he will communicate that to adults and his friends. If he is having a difficult time learning a new concept, he will gladly ask his neighbor or an adult in the classroom.
- d. *Behavior:* behavior is pretty typical for a first grade boy. Independently he is a very quiet student. If he were to sit by his friends on the carpet or while working, he would quickly get off task and find other things to do with his friends. He clearly knows the rules and expectations for the classroom and he abides by them almost always.
- e. *Academic Performance:* To compare all of academic performances, he is pretty high in math and reading. For the other subjects, he fits in very well with the rest of the students.
- f. *Social Skills:* is able to work very well with his peers. He works better with peers that are not his closest friends. He is able to communicate his thoughts as well as listen to others speak. He is very respectful of others and is willing to help his peers out whenever they need it.
- g. *Concerns:* A concern for is to find a happy medium for him to learn. Throughout the week I will have to monitor his success and give him feedback on each part of the process so that I can adjust the instruction for him. Understanding what is too easy for him and what is too hard for him will be important for me to do.
- c. is a female student in the classroom.
- a. *Likes/Dislikes:* likes all subjects. Her favorite subject is math because she feels that it is fun. She likes the interaction with her peers and she likes the opportunity to share what she knows during repetitive math games. also enjoys reading and writing. She often challenges

herself with higher reading books. least favorite subject is social studies.

- b. *Intelligences/Strengths:* is intelligent in every subject. She is able to grasp new concepts and then connect them with prior knowledge. She is also able to make connections from what she is learning to her life.
 - c. *Communication:* communicates very well. She will communicate what she is feeling almost always. If she is having a difficult time learning, she will ask for help.
 - d. *Behavior:* is a well-behaved student. She knows and understands her classroom and school rules. She interacts well with others and shares respectful behavior.
 - e. *Academic Performance:* is a high academic student. She succeeds in every subject because of her ability to learn new information. She enjoys applying the information she learned with her daily life.
 - f. *Social Skills:* works well with her peers. She is able to integrate well with her classmates and has positive social interactions. She is respectful to her friends and has good peer relationships.
 - g. *Concerns:* My only concern for is being able to challenge her so she is able to learn the content being taught at her high level.
- d. is a male student in the classroom.
- a. *Likes/Dislikes:* likes to work with others, especially with his one on one paraprofessional. He enjoys working one on one and with others because he has a hard time staying on task. When he works with others, they are able to provide him with some stimulation that he desires. Some stimulation that he likes is to chin people for pressure on his face or to have pressure put on his body. He likes to work in an open area so he is able to get up and run around for stimulation as well. When does not want to do something, he breaks down. When he is in breakdown mode, he enjoys swinging or playing with his tactile toys.
 - b. *Intelligences/Strengths:* enjoys reading. Reading is one of his strengths and he is able to participate in reading groups with some of peers who are at his level.
 - c. *Communication:* in a non-verbal student. He has a very difficult time communicating willingly. He usually needs a question or a prompt is needed in order for him to talk. Sometimes when he wants something or wants to tell you something he will just state it in one word. He is unable to describe it or go into further details.
 - d. *Behavior:* depends on stimulation. For stimulation he often “chins” other people by putting his chin on your body and pushing down for pressure. Another way he can have stimulation is by “squishes”. Holding and applying pressure to his body is something that he enjoys as well. When he becomes frustrated, he walks around the classroom and goes to an open area where he jumps around and flaps his arms. He often cries out or bursts out a scream. Some times when he is extremely frustrated he will throw things like his shoe or pencil.

- e. *Academic Performance:* _____ is almost fully included into the general education classroom. He participates in all the lessons and his work is modified to his needs so he is successful in the lessons. He is able to fully participate in his reading group and he really enjoys it.
- f. *Social Skills:* _____ does not communicate with his peers. When he communicates it often is an “echolalia” form of communicating. An example is when Mrs. Martin asks _____ to say, “good morning”, he will reply with, “_____ say good morning”.
- g. *Concerns:* The only concern I have for _____ is being able to meet his needs so he is able to participate in my lessons and how I am able to understand his learning.

Prior Knowledge

- a. Prior to this lesson, students will need to be familiar with what a good is, what a service is, and that goods and services come from other places around the world in order to engage in the lesson. If students are not familiar with these ideas, I will remind them in the large group discussion before going on the field trip. It is important for the students to know these ideas before going on the field trip so they are able to challenge the misconception that all of the goods that they see at the grocery store come from the grocery store and so that they know that many services offered inside of Festival Foods.

Classroom Management

- a. Throughout this lesson, the students and I will always focus on our learning objectives and the roles and responsibilities that each learner has to contribute to a positive learning environment. Throughout the lesson, I will be a compassionate and assertive teacher and help teach with composure to allow for the students to put themselves in control of their own learning. While the students are learning, I will serve as an encourager to help them learn the new material. If a student makes a mistake in Festival Foods, I will view it as an opportunity for them to reflect on their mistake and learn from it. I will model the right behavior and then reinforce it with individuals and as a group throughout the lesson. If the child does not learn from modeling and reinforcement, the student will be asked to take time to reflect and fill in a respect report during our time together at recess, when we are back from the field trip. The student will record what occurred and a better choice that he/she could do next time they are in that situation. The student will then sign the respect report and we will discuss appropriate choices with their families. The families will review the respect report and then return it to school the next day. The students understand their classroom and school rules and will be held accountable for demonstrating those values and behaviors while being in any learning environment, including Festival Foods.

III. Technology Components/Considerations

- a. For this lesson, I will use the Smart Board and the microphone.
- b. I will use the SmartBoard to show the journaling questions they will be asked to reflect on at the end of the lesson. If the SmartBoard does not work, I will make sure to have Mrs. Martin's big canvas of paper available to me, so I would be able to write what they are expected to journal about.
- c. For this lesson, I also will use the microphone necklace to help amplify my voice when I am in the classroom so all students can hear me teaching. If the microphone system does not work, I will make sure to put the students close to me so they are able to hear and understand me.

IV. Lesson Description

Materials Preparation

- a. Prior to this lesson, I will have to create a pre-assessment to understand where the students' prior knowledge is with economics.
- b. Before this lesson, I will need to have some experience working with the Smart Board so that I am able to use it effectively to better teach the students.
- c. Before this lesson, I will need to call Festival Foods and ask for permission to do this field trip. Once I have permission, I will have to work cooperatively with the management there on a date and time and logistics of our time together.
- d. When I have a date and time of the field trip, I will need to get permission from our teachers and the principal. I will then call Kobussen Bus Services to reserve a bus for the classes in order to be transported to Festival Foods and back to Carl Traeger Elementary.
- e. The students will need a field trip permission slip to be sent home to their parents and brought back signed stating that their son or daughter has permission to go on the field trip to Festival Foods.
- f. Before this lesson, I will need to create one Smart Board page. It will state the questions that the students should reflect on while journaling once we return back to school.
- g. I will need to have name tags in order for the Festival tour guides to call on students to answer questions. For the students who are in my class (Mrs. Martin's class) they will have star stickers on their name-tags to help differentiate them from the other students for Dr. McCall's research project.
- h. Prior to this lesson I will need to create two different assessments for _____, a student with severe disabilities, and _____, a low academic student. I will need to create a different assessment for each student, because the assessment that I have made for the other students, would be too difficult for these two students. If I had every student do the same assessment as these two students, the other students would not be challenged enough. These different assessments will challenge the two students just enough to help me make sure that I know they are learning the material.

Division of Responsibilities

- a. Mrs. Martin, Mrs. T, and Miss Galovich will be present on the field trip to Festival Foods. Mrs. Martin is the classroom teacher and her role will be to observe my teaching during the field trip and to support our learners. She will observe my teaching so she can better help me become more effective for future field trips that I will take with my students and my future classroom.
- b. Mrs. T is _____ paraprofessional. Her role will be to assist _____ on this field trip. I will ask her to provide sensory for _____ when needed. I also will ask of her to support _____ in his learning. This might include rephrasing what is said and asking guided questions on what is being taught to help him come to an answer. She will also be able to share feedback with _____ so that he realizes his success. She will help assess _____ at the end of the lesson by reading and prompting questions.
- c. Miss. Galovich will be on the field trip as well. Her role will be to play a behavior manager. I will ask for her to help me create a learning environment for the students at Festival Foods. If a student were to make an inappropriate choice, I will either address the issue or I will expect her too. If I address the issue, I will ask her to keep the other students on task with their learning.

Introduction

- a. To begin this lesson, I will have the students come and sit on the carpet. I will have the students open up their ears to get ready for our goal. I will tell the students that today's goal is to learn where grocery store goods come from.
 - a. By having the students open up their ears for the goal, the students are able to know and understand exactly what they will be learning today. It prepares students to get ready for new information so that they can think about goods and where they come from.
 - b. _____ will benefit from this because it sets a basis for their thinking.
- b. We will review first what goods and services are. I will have the students turn to their neighbor and state what a good is and what a service is.
 - a. By having the students turn and talk to their neighbor, I am allowing them to either teach or be taught about goods and services with their peers.
 - b. By the students having a conversation about goods and services, I am setting them up for successful participation in the large group discussion.
 - c. This will be a good "re-teaching" time for _____ It can also serve as an opportunity to review for _____ will be able to remember what a good is and what a service is so she will be able to help re-teach those concepts to her peers who are unable to remember.
- c. I will bring the students back together by stating and showing with my fingers, "We will stop sharing in 3, 2, 1, and 1 is going down, down, down." I will start this transition with a loud voice. As I keep stating the phrase, my voice will be softer and softer, eventually getting to absolutely silent.
 - a. By doing this transition, I am allowing all students to have 3 seconds to wrap up their thoughts and know that they all should be at zero voices when I state the last "down" in the phrase.

- d. I will call on a couple of groups to tell me what a good is and what a service is. I then will ask the class as a large group to give me an example of a good and a service. While I am stating this, I will be raising my hand to show the students that I am not looking for them to blurt out answers. I am looking for hands raised so everyone can hear who is talking.
 - a. By having the students participate in a large class discussion, I am allowing everyone to participate and share their answers/ideas.
 - b. This will benefit _____ because they enjoy learning from their peers and it will also keep them engaged in the lesson.
- e. Once we wrap up the discussion on what a good is and what a service is, I will then ask them to turn to their other neighbor and share where goods and services come from.
 - a. By having the students turn and talk to their neighbor, I am allowing them to either teach or be taught about where goods and services come from with their peers.
 - b. By the students having a conversation about where goods and services come from, I am setting them up for successful participation in the large group discussion.
 - c. This will be a good “re-teaching” time for _____. It can also serve as an opportunity to review for _____. _____ will be able to remember where goods and services come from, so she will be able to help re-teach those concepts to her peers who are unable to remember.
- f. I will bring the students back together by stating and showing with my fingers, “We will stop sharing in 3, 2, 1, and 1 is going down, down, down.” I will start this transition with a loud voice. As I keep stating the phrase, my voice will be softer and softer, eventually getting to absolutely silent.
 - a. By doing this transition, I am allowing all students to have 3 seconds to wrap up their thoughts and know that they all should be at zero voices when I state the last “down” in the phrase.
- g. I will call on a couple groups to tell me where goods and services come from.
- h. I then will re-state our goal of the day: to learn where grocery store goods come from. I will share with them that we are going to Festival Foods to learn more about where goods come from.
 - a. By re-stating the goal for the day, the students will be able to know what is expected of them to learn today. It also sets a purpose to why we are going on the field trip to Festival Foods. All students will benefit from this because it serves as a reminder that we are going on the field trip not to just have fun, but to learn also.
- i. I will ask them what the expectations are for the field trip. I will ask them how I expect them to behave while being on this field trip.
 - a. By stating the expectations for the field trip, the students know what is expected of them.
- j. Once the clock hits 8:30 am, we will make a bathroom run and put jackets, hats, mittens on then line up at the door. We will be ready to go in front of the school for the bus at 8:40 am.

- a. By taking a bathroom break, the students will be able to be fully engaged in the lesson at Festival Foods. They will not have to go to the bathroom and take time out of their learning if they take care of business before leaving school.

Core Instruction

- k. Once we arrive at Festival Foods, we will be taken on a tour around the grocery store. A key component to this field trip will be when the Festival Food's workers show us the "behind scenes" parts of the store to find out where they receive their goods.
 - a. By having the students go on the field trip to Festival Foods, our students will be able to explore a new learning environment. They will be encouraged to be attentive to the Festival Foods tour guides so they will be able to understand what goes on in the grocery store. Students will be able to visually see the goods arriving and services happening and will be able to make the connection that our grocery store goods and services come from other places.
- l. While being on the field trip, I will informally test the students on what goods are provided by Festival Foods by asking them throughout the field trip if certain items are a good or a service. I also will informally test the students on what services are provided by asking them throughout the field trip if certain tasks done by the Festival Food's workers are a good or a service.
 - a. It is important to informally test the students on goods and services while being on the field trip because it will allow them to learn new information and then transfer their learning from the classroom to the outside world.

Closure

- m. Once we have arrived back to Carl Traeger Elementary, I will have the students gather on the carpet in a "social studies huddle". I will ask the students to turn to their neighbor and state one thing that they liked about the field trip.
 - a. The students will be so excited about the field trip that they will want to share their stories with anyone who will listen. By allowing them to talk with their neighbor, it will get their stories out and they will be able to be focused for the rest of the day.
- n. I will bring the students back together by stating and showing with my fingers, "We will stop sharing in 3, 2, 1, and 1 is going down, down, down." I will start this transition with a loud voice. As I keep stating the phrase, my voice will be softer and softer, eventually getting to absolutely silent.
 - a. By doing this transition, I am allowing all students to have 3 seconds to wrap up their thoughts and know that they all should be at zero voices when I state the last "down" in the phrase.
- o. Once the students are silent, I will pass around the microphone so each student can share what they enjoyed most about the field trip.
 - a. By having everyone share with the class one thing they enjoyed about the field trip will help provide feedback for myself if this field trip was beneficial or not for the future.

*Excellent
question*

- p. When everyone is done sharing, I will ask the students to recall what today's goal was. I will ask "Why did we go on this field trip?" to help them remember the goal.
- a. By recalling the goal, the students will be asked to focus on what the purpose was for going on the field trip.
- d. I will take a few answers and then keep asking questions like: what goods they saw on the field trip, what services they saw on the field trip, and how the goods got to the grocery store.
- a. These three questions are the goals that were made to be learned for today and making sure each student knows these is important.
 - b. This will benefit _____ because it serves as another repetition to help re-learn the goals of the day.
- e. Once we have finished discussing, I will explain to the students that their assessment today is to reflect in their yellow notebooks about the field trip.
- q. I will then bring up the SmartBoard page that states what is expected of them to reflect about in their journals: what goods they saw on the field trip, what services they saw on the field trip, and if they can share how the goods got to the grocery store.
- a. By creating a SmartBoard page that lists what they are expected to do, I am allowing them to be self-sufficient. With the clear expectations listed on the SmartBoard they will not be confused about what they should do and should not have many clarifying questions. _____ will benefit from this because he does not like to ask for help. Instead of asking for help, he will be able to look up at the SmartBoard and see what he needs to do.
- r. I will ask the students if they have any questions. If they do, I will answer them. If they do not, I will send them back to their seats to get started.
- s. To transition the students to their desks, I will ask them the routine questions of, "When should you get started? How long should you work for? What level should our voices be?"
- a. The students know these three phrases and will respond to them by stating: "Right away, the whole time, zero voices". By asking these questions, the students know what is expected of them to do and how they should be working. I am allowing them to take control of their own learning. If they are able to state the rules then they are able to know the rules and therefore will have a greater chance of being able to demonstrate their understanding by following them.
- t. For the students who finish early, I will have them re-read their journals and check for capital letters, periods, and word wall words spelt correctly. When they are all finished with that, they will read to self.
- a. Some students work faster than others. For those students, giving them something to do when they are finished before everyone will allow them to stay busy and not bother any of their peers. This will help minimize any behavior problems.
- u. Differentiated assessment will be used for _____ The assessments for each student will be different that each other's and the whole class because

they both are at different levels. Each student will have their assessment written out on sheets of paper instead of in their yellow notebooks.

- a. By assessing them this way, the students will be able to show what they have learned rather than become frustrated with writing their thoughts down, worrying about spelling and getting every single question correct.
- b. By putting their assessments on a sheet of paper, it will allow the student's more time to take the assessment. Too many times in the past, the students look up at the board to see the question and then by the time they think of the answer, they forgot the question. By having the question in front of them, they will be able to answer it more efficiently and successfully.

- assessment:

What goods did you see on the field trip?

will be asked to pick out one good from three different pictures that was seen on the field trip and paste it on to his paper, in the space provided, underneath the question.

What services did you see on the field trip?

will be asked to pick out one service picture out of three pictures that was provided on the field trip and paste it on to his paper, in the space provided, underneath the question. Mrs. T, his one on one paraprofessional, will have to give a caption for each picture. An example would be if the picture is of a person stocking fruit, Mrs. T will say, "Do people in Festival Foods put fruit out? Yes or no?"

How did the goods get to the grocery store?

will be asked to pick out of three pictures how the goods get to Festival Foods and paste it on to his paper, in the space provided, underneath the question. Mrs. T will have to give a caption for each picture. An example would be if the picture is of a truck, Mrs. T will say, "Did the goods get to Festival Foods by a truck? Yes or No?"

- assessment:

What goods did you see on the field trip?

will be asked to verbally state a good that was being done at Festival Foods. He will be asked to draw a picture on his assessment paper of that good.

What services did you see on the field trip?

will be asked to verbally state a service that was being done at Festival Foods. He will be asked to draw a picture on his assessment paper of that service.

How did the goods get to the grocery store?

will be asked to verbally state how goods get to Festival Foods. He will be asked to draw a picture on his assessment paper of how the goods got to Festival Foods.