

Economics

Day 1: Goods

I. Content of Lesson

- a. Topic/Key Concept: Students will be able to explain what goods are and that goods come from other places in 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
- b. A1. Use effective reading strategies to construct, sustain, and repair meaning of narrative and informational text
- c. C2. Listen to and comprehend oral communications

Local Benchmarks

- a. SOCD1.1.3 Understand that we use goods and services that come from other places.
- b. LITA1.1.3 Use thinking strategies to aid comprehension
- c. LITC2.1.1 Understand information conveyed orally

Connections

- a. This content is important for the students to learn because the students are surrounded by goods in their daily lives. Students will be able to know what the goods are in their lives and that goods come from all over the world, not just from a store. 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 for them.

Goals/Objectives

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

- a. Define what a good is.
- b. Identify goods.
- c. Explain that goods come from many different places around the world.
- d. Use their own thinking strategies to help comprehend questions being asked about the story, *If You Give a Mouse a Cookie*, and make connections with the information in the story to what goods are.
- e. Connect and understand information communicated orally through the children's book, *If You Give a Mouse a Cookie* by Laura Joffe Numeroff and the information known about goods.

Assessment Targets and Methods

- a. I will informally test the students on what goods are by asking them what a good is after reading the story, by asking them what a good is after discussing with their neighbors, and asking them what a good is after recalling the goods the Mouse wants in the story, *If You Give a Mouse a Cookie* by Laura Joffe Numeroff.
- b. I will informally test the students on knowing that goods come from a variety of places around the world by asking the students to locate each place on the globe or flat map where each good came from.
- c. I will formally test the students by having them write in their yellow notebooks what a good is and where goods come from. They will also be asked to draw a good on a blank sheet of white paper.

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 around 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 supports them in their education on a daily basis.

Student Descriptions

- a. **Student Description:** _____ 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 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 Devon 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 looks 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 _____'s 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. [redacted] is a female student in the classroom.
- Likes/Dislikes:* [redacted] 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. [redacted] also enjoys reading and writing. She often challenges herself with higher reading books. [redacted] least favorite subject is social studies.
 - Intelligences/Strengths:* [redacted] 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.
 - Communication:* [redacted] 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.
 - Behavior:* [redacted] is a well-behaved student. She knows and understands her classroom and school rules. She interacts well with others and shares respectful behavior.
 - Academic Performance:* [redacted] 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.
 - Social Skills:* [redacted] 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.
 - Concerns:* My only concern for [redacted] is being able to challenge her so she is able to learn the content being taught at her high level.
- d. [redacted] a male student in the classroom.
- Likes/Dislikes:* [redacted] 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 [redacted] does not want to do something, he breaks down. When he is in breakdown mode, he enjoys swinging or playing with his tactile toys.
 - Intelligences/Strengths:* [redacted] 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.
 - Communication:* [redacted] is a non-verbal student. He has a very difficult time communicating willingly. He usually needs a question or a prompt is needed in order 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.
 - Behavior:* [redacted] 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 [redacted] 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:* [redacted] 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:* [redacted] does not communicate with his peers. When he communicates it often is an “echolalia” form of communicating. An example is when Mrs. Martin asks [redacted] to say, “good morning”, he will reply with, “[redacted] say good morning”.
- g. *Concerns:* The only concern I have for [redacted] 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 in order to engage in the lesson. If students are not familiar with what a good is, I will refer back to the pre-assessment that the students have taken last week. Students should also be familiar with the world map. If students know more about the world map, the more likely they will be able to understand that goods came from a variety of places throughout the world. If students are unfamiliar with the world map, I will make sure to give an introduction to the globe first and then the flat world map. It is important for the students to know about the maps so they are able to get rid of their misconceptions of goods being made in the stores where they are sold from.

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 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 the classroom, 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. 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 them while being in the learning environment.

III. Technology Components/Considerations

- a. For this lesson, I will use the Smart Board, ELMO, and the microphone.
- b. I will use the Smart Board to show the goods that the Mouse wanted in the story, *If You Give a Mouse a Cookie* and I will also use the SmartBoard to draw on the blank world map. I will use the SmartBoard to also display what is expected for them to do at the end of the lesson. If the SmartBoard does not work, I will make sure to have a Mrs. Martin's big canvas of paper available to me, so I would be able to write the goods that the Mouse wanted throughout the story, *If You Give a Mouse a Cookie* and write what is expected of them to do once the lesson is over. I also will decide not to use the SmartBoard to draw on the blank world map and I will choose to use the ELMO to project the world map so the students can see me draw on the map that way.
- c. I will use the ELMO to show the students the story *If You Give a Mouse a Cookie* and to show the blank world map. If the ELMO does not work, I will create a "reading huddle" on the carpet so students are able to hear, see, and interact with the story, *If You Give a Mouse a Cookie*. I also will make sure to have enough blank maps for everyone, so they are able to locate their locations and visualize where their goods came from-around the world.
- d. For this lesson, I also will use the microphone necklace to help amplify my voice throughout the lesson 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 the lesson being taught.

IV. Lesson Description

Materials Preparation

- a. Prior to this lesson, I will have to create a pre-assessment to understand where the student's prior knowledge is with economics.
- b. Before this lesson, I will need to have some experience working with the ELMO and Smart Board so that I am able to use each of them effectively to better teach the students. I will need to print off 23 flat, world maps in case the ELMO and SmartBoard decided not to work.
- c. I also will need to find a world globe and bring it to class so the students can identify where the places are that some goods are made on a different type of map. I also will need to bring in mini Post-It notes so the students are able to label where the location of their good was made on the globe.
- d. Before this lesson, I will need to create 5 different Smart Board pages.
 - i. 1.) What are the goods that the Mouse wanted in the story? On this page I will have pictures of what the goods that the Mouse wanted and pictures

- of goods that the Mouse did not want.
 - 2.) The groups the students will be placed in.
 - 3.) Blank world map
 - 4.) Review questions from the lesson
 - 5.) The expectations the students will have to do once the lesson is over.
- e. *If You Give a Mouse a Cookie* by Laura Joffe Numeroff will be used in this lesson as well. *If You Give a Mouse a Cookie*, is a story about a boy and a mouse. The boy gives the mouse a cookie and when the mouse gets it, he asks for milk. When the mouse gets his milk, he then asks for a straw. The mouse goes on and on wanting more and more goods based off the good he was given. The mouse goes into a complete circle until he wants another glass of milk and because he wants a glass of milk, he will want another cookie.
- i. I will need to bring this story with me and be familiar with the words in the story as well as the goods that the Mouse wants.
- f. Prior to this lesson, I also will need to gather a variety of goods that are relatable to my first grade students. These will include: a soccer ball, a football, a Barbie, grapes, cuties, chocolate chip granola bars, peanut butter, Nike clothing for boys, and Wal-Mart/Target clothing for girls. I will also need to create labels so the students are able to see where these goods were made. I will need to be familiar with where these items come from so I am able to teach the places to the students.
- g. To assess the students, the students will also need blank white sheets of paper to be able to draw and color a good they choose. These goods will be glued on the big poster board created for the class "Goods and Services poster". I will need to get a blank poster board so the students are able to create this visual to reference throughout the unit.
- h. Prior to this lesson I will need to create two different assessments for J , 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 while this lesson is taking place. Mrs. Martin is the classroom teacher and her role will be to observe my teaching. She will observe my teaching so she can better help me become more effective for my future classroom.
- b. Mrs. T is a paraprofessional. Her role will be to assist J in the mainstream classroom. I will ask for her to provide sensory for F when needed. I also will ask of her to support in his learning. This might include rephrasing what I said, writing phrases on the whiteboard for , and asking guided questions to help him come to an answer. She will also be able to share feedback with so that he realizes his success.

- c. Miss Galovich will be in the room as well. Her role will be to play a classroom manager. I will ask for her to help me create a learning environment for the students. If a student were to make an inappropriate choice, I will either address the issue or I will expect her to. 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 understand what a good is and where 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 will prepare students to get ready for new information and allow them to think about goods and where they come from.
 - b. _____ will benefit from this because it sets a basis for their thinking.
- b. I will first ask the students what a good is and if they can give me any examples of goods. I will call on some students to hear their answers. Regardless if the answers are correct or incorrect, I will respond by saying "that's good thinking!"
 - a. By asking the students to brainstorm what a good is and some examples of goods, I am setting their brains up to learn about goods.
 - b. This will be good for I _____ because it gives them ideas on how to start thinking about goods.

Core Instruction

- c. I will introduce the story, *If You Give a Mouse a Cookie* by Laura Joffe Numeroff. I will tell them that there are so many goods in the story that the Mouse wants. I will have them listen for the goods that the Mouse wants throughout the story and then see if they can figure out a definition for "goods"
 - a. Using literature in the lesson will help each student be able to want to learn the material. It will teach the students that they can learn from me as their teacher, but they also can learn through literature.
 - b. By asking the students to listen for goods that the Mouse wants throughout the story, I am giving the students a purpose for listening to me read. _____ will benefit from this because they are able to know exactly what to listen for instead of being asked to remember the whole story.
 - c. By stating that I want them to come up with a definition for "goods", the students will be able to make the connection between whatever the Mouse wants in the story, must be a good. _____ will benefit from this because it will give them an example to help them define what a good is.
- d. After reading the story, I will have the students turn and talk to their neighbor and explain what a good is.

- c. This will especially help _____ because when he does not understand new material, he likes drawing pictures.
- i. Once all the goods that the Mouse wanted are over the line, I will ask students again, "What is a good?" If they are able to say that a good is something we use or consume, I will move on with the lesson. If they are not able to say that, then I will question the goods that Mouse wanted and ask the students if we can use or consume them. I will have to give the definition of consume so the students know what consumes means. I will state that to consume something means to eat it. "I will state, "If we can use and consume these items, what are they then?" I will look for students to say "a good". I will write the definition of a good on the SmartBoard page, under the goods that the Mouse wanted in the story.
- By having the students drag the pictures goods that the Mouse wanted in the story, I am trying to create or reinforce their thinking of what a good is.
 - By guiding the students thinking with clarifying questions, I will be guiding them to their own learning. If the students are able to create their own learning, they are more likely to understand the material more in depth. They also are more likely to remember it.
 - This will help for _____ because _____ does not always listen to peers. He gives his peers the respect of listening, but _____ has a hard time with actually taking the ideas from his peers and processing it. By the time he thinks about the ideas, he usually has forgotten what he was thinking about. By putting these ideas on the board, he will be able to look at them, read the ideas, and then think about each one at his own pace. Also by showing what a good is and what a good is not with pictures, he will be able to recognize the difference.
- j. I will ask the students what are some goods that they have in their lives. While asking this question, I will have my hand in the air to make sure they know I want them to raise their hand and not blurt out answers.
- By asking the students what goods they have in their lives, I am creating a personal connection to themselves and the content being learned in the classroom. By creating this personal connection, it will help the students remember what a good is.
 - This will be good for _____ because she will be able to come up with a good right away so her other classmates will be able to gather ideas from her idea. This will be good for _____ because it will give them a good that they can relate to and remember.
- k. Once I hear a couple of examples that I thought was relatable to them, I will bring out the examples that I thought was relatable to them. I will bring a soccer ball, a football, a Barbie, grapes, cuties, chocolate chip granola bars, peanut butter, Nike clothing for boys, and Wal-Mart/Target clothing for girls.
- By bringing in the items that are relatable to them, I am creating a visual for them so they are able to enhance those personal connections.
- l. I will bring up the SmartBoard page of the 9 color coordinated, mixed ability, groups that the students will be placed in. These groups are made based on the

- item that they will be having. I will ask them to get in their groups and where each group will go and to get the item that was chosen for them.
- a. By creating color coordinated groups for the students and telling them where to go, they are able to know exactly what group they are in, get to work right away and not waste any time creating their own groups or figuring out where to work. This also helps keep behavior problems to a minimum. Learning will have more potential as well because of the mixed ability groups that I re-arranged. If students were asked to create groups themselves, they would choose their friends rather than their peers who will challenge them or peers who they are able to challenge.
 - b. By putting students in mixed ability groups, it allows for to be engaged by working with their peers. These two students will be able to benefit from this by developing ideas based on what their group members say and then be able to participate in the large group discussion. This will also work great for because she will be able to help serve as a “teacher role”. She will be able to help bring up those key points about goods.
 - c. By basing the groups off of the item that they will be having, I am once again enhancing the level of personal connections and creating engagement in their learning. Putting three boys with a Barbie doll will not allow them to be motivated to learn anything.
- m. I will ask each group to think about where that good comes from. I will make sure to keep this question broad to allow the students to brainstorm ideas.
- a. By posing this question, I am setting their brains up to inquiry and to think about where goods come from. By posing this question in their small groups, I am allowing each student to gather ideas and learn from their peers.
 - b. This will benefit because it will help them come up with ideas to share in the large group discussion so they feel included in the whole class learning.
- n. I will get the large group back together by stating, “You 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 students to have 3 seconds to wrap up their thoughts and know that they should be at zero voices when I state the last “down” in the phrase.
- o. I will ask the students to pass the microphone around the carpet to each group and state where they think their good comes from. I am assuming that each group will answer with “a store”.
- a. By having the students share their ideas with the microphone, it allows them to feel that I and the class want to hear their answers. All the groups will also be able to learn from the group speaking by listening to what they have to say. This can help spark some new ideas.
 - b. This will help by engaging them in the discussion. They will be more likely to pay attention to their classmates

- for five minutes rather than listen to me talk. Also, all three students love using the microphone.
- p. Once everyone has shared their ideas, I will ask each small group to think about where they think their good is made. I will give the students 10 seconds to talk with their small groups and then they should be ready to share with the class.
 - a. By allowing each group 10 seconds to answer the question, I am allowing the students to be on the same page as their group.
 - q. I will get the large group back together by stating, "You 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 students to have 3 seconds to wrap up their thoughts and know that they should be at zero voices when I state the last "down" in the phrase.
 - r. I will ask each group what their answer is by passing around the microphone again. After a group has answered, I will give them a label of where their good is actually made. They will stick this on their good.
 - a. By giving the students a label of where their good is from, they will be able to visually see it and then remember it for the next part of the lesson.
 - s. Once each group has their good labeled, I will bring up the blank world map on the SmartBoard. I will ask the students what this picture is (referring to the blank world map). I will ask a student to come up and point to where we live on this blank world map. I will then bring the globe into the discussion by asking the students what it is (referring to the globe). I will ask a student to point to where we live on the globe.
 - a. By having the students state what the map and the globes are, they will be able to use these items effectively as a tool to enhance their understanding of the concept.
 - b. By having the students point out where we live on each map helps them be able to put into perspective later on in the lesson how far away these goods will have to travel in order to get into the stores for them to purchase and how far away goods are made.
 - t. I then will ask each group, one by one, where they think the place where their item is made, is. If they do not know, I will show them. They will put a dot on the blank map and write their item next to it.
 - a. By having the students come up and plot their location of where their good was made, they are able to visually see that their good is not just made in a store. It is made in a different, state, country, or maybe continent. They can see how far away it is from Oshkosh, Wisconsin which will help put where it is made into perspective. This will be great for
 This will be a good time too for _____ to help teach to others where different places are around the world.
 - u. Once the group has labeled it on the flat map, I will hand them a Post-It note labeled with the good and place where it is from. I will ask them to point out and put their mini Post-It note where on the globe that location is. If they are unable to do this, I will guide them.

- a. Using the globe with Post-It notes, is another way to reinforce to students and show students that goods come from all over the world.

Closure

- Imp generalization*
- v. Once each group has gone, I will pose the question of, "Where do goods come from?" I will ask this question with my hand in the air so the students know that I am not looking for them to blurt out answers. I will look for the answer of, "goods come from all over the world." When we have arrived to that answer, I will put it on the SmartBoard for them to see.
 - a. Posing this question to the students will reinforce their learning of goods are not made in the store; they are made all over the world. This also is a review for all students, especially I to help gather the main idea of the activity we did.
 - w. I will then bring up the SmartBoard page that states: What is a good? List three examples of a good. Where do goods come from? I will ask the students to turn to their groups and answer these three questions.
 - a. Allowing the students to discuss the three questions as a small group will help the students be able and ready to answer each question successfully. These three questions are the goals that were made 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.
 - x. I will get the large group back together by stating, "You 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 students to have 3 seconds to wrap up their thoughts and know that they should be at zero voices when I state the last "down" in the phrase.
 - y. As a large group, we will answer the three questions and write the answers on the SmartBoard page. Once we have answered the questions, I will bring up the SmartBoard page that tells the students that they need to now do three things: 1.) Put their items away. 2.) Grab a blank white sheet of paper 2.) Get out their yellow notebooks and write in their yellow notebooks, what a good is and where goods come from 3.) Draw a good on the white piece of paper. I will tell the students that the good they are drawing is for our class poster that will be displayed throughout the week. 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.
 - a. By writing the answers on the SmartBoard page, I am allowing the students to visually see the answers. When I write, the students automatically read what I am writing, so it serves as another repetition for them. will benefit from this repetition.
 - b. 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 of what they should do and

not have to ask any 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.

- z. 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.
- aa. For the students who finish early, I will tell them that they can color their good that they drew.
 - 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.
- bb. Differentiated assessment will be used for The assessments for each student will be different from 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.
 - 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.

- Edward’s assessment:

What is a good?

will be asked to pick out a good from three different pictures and paste it on to his paper, in the space provided, underneath the question.

Where do goods come from?

will be asked to pick out where goods come from, from three different pictures 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 the Wal-Mart logo, Mrs. T will say, “Do goods come from Wal-Mart? Yes or no?”

Draw a good

will not be asked to draw a good. For this part of the assessment, I will use the answer for question #1 to put on the class poster board.

- assessment:

What is a good?

will be verbally asked for the assessment what a good is by a teacher. The teacher will take his answer and write it on his whiteboard. will be asked to then write it down on his sheet of paper.

Where do goods come from?

will be verbally asked for the assessment where goods come from. The teacher will take his answer and write it on his whiteboard. will be asked to then write it down on his sheet of paper.

Draw a good

will be asked to give an example of a good and then asked to draw it on the white sheet of paper.