

School of Education

Service *Leadership*Competence*Character


WRITTEN LESSON PLAN

Teacher Candidate – Morgan Rost _____ School – _____

Mentor Teacher – _____ University Coordinator – _____

Grade/Subject –2nd/ Social Studies Lesson Title – Main Street: Costs and Benefits _____ Date – Lesson #3 _____

Learning Targets		
EALRs	GLEs	Objectives
Social Studies: 2. The student applies understanding of economics concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.	2.1.1. Understands that members of the community make choices among products and services that have costs and benefits.	The students will understand the difference between costs and benefits.
Assessment – What will students do to demonstrate competence specific to learning?	Learning Experiences – What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?	Strategies for Creating an Inclusive, Supportive Learning Community – What strategies will be used to facilitate effective classroom management at key points during the lesson?
Be sure to align all assessments with their corresponding learning experiences.		
Listen to students ideas and make sure they are understanding what costs and benefits are by their responses.	<p>Start this lesson by explaining to students that when a person would like to start a store, they need to do some things that the students have already done: picked a name, made a sign, and thought about how this store would add to the community; but probably the most important thing to a store is the items that the store sells.</p> <p>Explain to the students that when someone starts a store they need to think about the amount of products, and they need to do something called “thinking of the costs and benefits” of each product. Tell the students that some items can seem exciting to the storeowner, but they have to think about if the product would sell. They should also think about other stores in the area, if another store sells items like it, maybe that item would not do as well in their store, since another one down the street is selling items like that.</p> <p>Tell the students that today they will be thinking of ideas of what they store should sell.</p> <p>Start off by brining out the list of stores and ideas that the students thought of in the first lesson, go down the list and ask the students to think of some ideas of what those stores should sell. Explain to the students that</p>	<p>Make sure students are listening and paying attention to what costs and benefits are, and why they are important. Answer questions as they come.</p> <p>Call on students with quiet hands raised.</p>

<p>Listen to the ideas and make sure they are all thinking of ideas, and that they are all understanding why certain items are being taken off.</p> <p>Listen to them all share items, and that not one student is reading the list.</p>	<p>even stores that do a service for their customers, like a hair salon, would still carry some products.</p> <p>When the students have given some good ideas, ask them to go back to their desks and discuss some products that they should sell in their store groups. Explain that this is a brainstorm so they do not need to think of costs and benefits yet. Tell the students that they do not need to get specific on certain brands, or colors of items, they just need to think of items that they would like to carry in their store. Each group will need to think of at least 5 products, but are encouraged to think of more.</p> <p>Once each group has thought of some ideas, ask them to write down some costs and benefits of their items. Write these questions on the board for the students to use as guidance: Would this product bring the store income? Are any other stores close by selling an item like this one? Would customers in the area need items like this?</p> <p>When the students have finished thinking of items, and knocking off items after thinking of their costs and benefits, have the students make a final list of the items their store will sell, and then as a group have them share these items to the rest of the class.</p>	<p>Check on the groups to make sure the students are working together to think of items, and that they are just writing down all ideas, even if they will take them off their list later.</p> <p>Walk around and listen to reasons why the students are taking certain items off the lists.</p>
<p>Grouping of Students for Instruction</p>	<p>Instructional Materials, Resources and Technology</p>	
<p>Students will first be seated on the carpet, and then move to their desks to be able to talk with their store group.</p>	<p>White board, paper, pencils.</p>	
<p>Accommodations and Modifications</p>	<p>Family Involvement Plan</p>	
<p>If students seem to need help with understanding the costs and benefits, make sure to check on their group.</p>	<p>At home the students will be asked to tell their parents what they learned about costs and benefits today. They will also talk with a family member about a few different times they have had to think of costs and benefits, and parents are encouraged to share times they have as well.</p> <p style="text-align: right;"> <small>Engaging the culture, changing the world.</small>  Seattle Pacific <small>UNIVERSITY</small> </p>	