

Grade: 3rd	Subject: Social Studies
Materials: Activity cards, Anchor chart, markers, pencils, and reflection sheets	Technology Needed: Student computers and active boards
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard SST-03.E.02 - Describe how goods and services are produced and distributed. SST-03.E.03 - Identify factors that influence saving and spending choices.	Universal Design for Learning Below Proficiency: Students who are below proficiency will be supported in this lesson when they have the opportunity to engage with the content in a hands on way. Also, there are visual, kinesthetic, and tactile elements of this lesson that will help these students to make multiple strong connections to the material taught. Finally, the reflection questions at the end will also help students to engage in metacognition strategies and analyze what they know. Above Proficiency- Students who are above proficiency will have an opportunity to take their understanding to the next level when they apply their math understanding in the social studies activity. Also, students will be making real world connections throughout which will encourage critical thinking and application. On target students- Students who are on target will get multiple opportunity to engage with the material in different ways. Students will also have a real world application piece in this lesson that will help them to make connections outside of the classroom. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual- Students who are visual learners will be supported in this lesson by the anchor chart, the visual Padlet, and the activity at the end. • Auditory- Students who are auditory learners will be supported when they hear the definitions stated clearly multiple times as well as the whole group discussions throughout. Finally, students will also be able to collaboratively discuss the activity at the end. • Kinesthetic- These learners will be supported in the whole-body movements incorporated into the lesson and with the multiple seating transitions throughout. • Tactile- These learners will be supported when they have the opportunity to reflect on their thinking and write down their though process while completing the activity.
Objective By the end of the lesson, students will evaluate how factors impact saving and spending choices when they make a five day meal plan. By the end of the lesson, students will identify three ways food is both distributed and produced. Bloom's Taxonomy Cognitive Level: Identify and evaluate	
Classroom Management- (grouping(s), movement/transitions, etc.) During this lesson, students will be in three different locations	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) As with all lessons, student will be asked to be kind and respectful to themselves and others. Also, students will be asked to show active

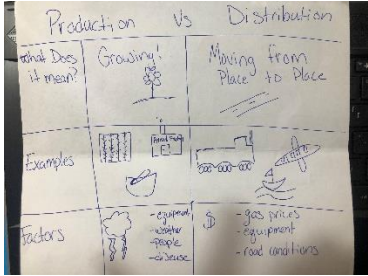
<p>At their desks with computers- while in this location, students will be asked to use their technology appropriately to further their learning and engage with the Padlet. Students are also asked to show active listening and be respectful to all.</p> <p>At the front- here students again will be asked to show active listening and be engaged with the conversation. Students will be sitting on a carpet circle to maintain social distancing and to prevent students from touching each other too much.</p> <p>Around the room in partners- As they work with partners, it will be important for students to know that they should find a best fit spot where they both can work to the best of their ability. Also, voice level will be at a one as they discuss with each other.</p>	<p>listening. For this lesson specifically, I will ask that students try their best to make connections to the activity and to try even if it seems difficult</p>
Minutes	Procedures
15	<p>Set-up/Prep before lesson:</p> <p>Before this lesson, I will need to print the menus and factor cards as well as student reflection papers. I will also need to make sure I have markers and the piece of paper for the anchor chart. Finally, I will make sure that the padlet is up and running the way it should be.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>As students are walking into class from their special: Students please find your seats, and log into Google classroom. Once in Google classroom, you will see a link for a Padlet that we will be completing today. Please click on that link and then freeze. I will give directions all together at one time. (Walk around and make sure students are able to log on with ease. Once done, return to the front of the room.</p> <p>https://padlet.com/abigailhintz1/rvq35pj7y3jzpk3e</p> <p>On this Padlet, you will see pictures of some foods that you probably see on a regular basis. To kick start our thinking today, I want you to choose two of the foods that you see and answer one of the following questions...</p> <ol style="list-style-type: none"> 1. How is this food made? Where do the ingredients come from? 2. How do these ingredients make it to the grocery store, and then to you? <p>You can answer these questions with simple phrases or thoughts, do not worry about complete sentences. As you type, the words will pop up on the board, and we will see what we all already know about production and distribution of foods. (give students about 3 minutes to type in their thoughts, this task is just to engage their prior understanding and gain a base understanding of student knowledge)</p> <p>Great job everyone let’s look at some of the things you all said! (take a couple of minutes to engage with student responses and make connections to the content for todays lesson).</p>
10	<p>Explain: (teacher-led)</p> <p>Now, would all students please stand up, leave everything at your desk and come meet me at the front of the room? Today we are going to be talking about production and distribution of food. Before we begin, lets go over some definitions. Production is the creation or growing of food. When I think of production, the first thing that pops into my head, is my dad who is a cattle rancher. He has spent his whole life working on a farm to raise food for people like us! When I say the word production, what do you think of? (let three students share examples of production). To help us remember, lets do a little movement. When I say the word production, I want you to squat really low to the ground and then slowly rise up as if you are a plant growing in a field. So students, what is production? Its growing!</p> <p>Now, once the food is gown, what needs to happen in order for it to be made into food? For example, do we just go by wheat from the store and then make bread at home? No! What needs to happen for us to get bread? (Allow three students to share) Yes, students once good is grown, it needs to be combined with other ingredients, cooked, packaged, and then sent to the store. Does</p>

anyone know what the process is called when we move food or other goods from where its made to where it can be given to people? Its called distribution. To help us remember that distribution is the moving of products, when you hear the word distribution hold your arm in the air and chug as if you want a semi to honk its horn. What are three ways that goods can be moved around our country?

Alright students, now I have a question for you. Do you think that every single time goods are either produced or distributed that the process goes smoothly? Or are there things that might affect how food is made, moved around, or even how much it costs? (let students share their initial thoughts) What specifically might affect the production of food? (lead students to discover weather, equipment, ect) now what about distribution? Think about things even like gas prices or road conditions. What factors have an impact on distribution?

All while we are working through this guided discovery, an anchor chart will be filled out to help students make visual connections to the material.

Example of anchor chart:



20 **Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)**

Now that we know a little bit about the production and distribution if food, lets think about how these factors could impact your spending choices. In order to do this, we are going to play a game. I will be putting you into groups of two or three, and then you three will work together to plan and budget for a five day meal plan. You sill have \$100 dollars to spend. First, you will pick what three foods your will eat throughout the day, then you will choose a factor card. This factor card will impact the original cost of your food so be careful how much you spend! Have fun and work together, you may have to make different food choices depending on the factor card you get, so make sure to use a pencil. When I say go, I need you to grab a pencil, find your partner, grab your papers, and find a foot fit spot around the room. Alright, ready go!

When I print the activity off for the class, I will print in landscape form so the table can be spread out. As students are working, I will walk around and monitor student understanding and engagement in the activity. I will also give students a 10, 5, 2, and 1 minute warning before we wrap up

5 **Closure (wrap up and transition to next activity):**

Great job students! I hope you had fun experiencing how certain factors may impact production and distribution of food. I have this short three question reflection for you to fill out. Make sure to complete this independently at your desks. When you are finished, you can turn it into your pocket, and then get started with skill building time!

Formative Assessment: (linked to objective, during learning)

- Progress monitoring throughout lesson (document of student learning, data collection)**
At the beginning of this lesson, students will fill out the Padlet. This activity will show me students prior understanding and their base knowledge.

Throughout the lesson, I will informally formatively asses student responses to questions and gain an understanding of where the students are at depending on the conversations we have.

Summative Assessment (linked back to standard, END of learning)

At the end of the unit, the students will be given a standardized checkpoint created by BPS to show student understanding.

At the end of the lesson, I will use the reflection sheet as well as the budget activity to evaluate where students are at. The budget activity will be graded on completion and accuracy whereas the reflection sheet will be graded on details given and overall reflection.

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

3/23/21

I taught this lesson today, and it was so much fun! The students truly invested in the material, and that was great to see. My favorite part of this lesson was reading the reflections at the end to see how the students connected to the material. At the end of the lesson, the students let me know that they felt as though they learned how to budget, how food is produced and distributed, and how to feel like a grown up. Even though this lesson had many moving parts, the parts did flow together nicely. This is the first lesson of mine where I felt students learning throughout the whole process. I felt them wonder, question, and apply their knowledge.

If I was going to do this lesson again, there are a couple of things that I would change. First, I would change the requirement from three meals a day to just one. We quickly found out that with the given time, three meals a day was not long enough. I also would go over appropriate school language online. While using the padlet, two boys made mildly inappropriate comments that they had to get talked to for. In retrospect, I wish I would have given the expectation and reminder so these boys would have gotten the reinforcement they needed. Also, I may have incorporated more collaborative discussion. I started out the lesson strong, but as I got going, this practice left my mind and I just had students share out to me I dividually. I also may have spent a little bit more time giving exact instructions on the activity. I felt confident in my directions for student movement and activity set up, but I could have explained the why behind the activity in greater detail.

I was evaluated on this lesson, and Mrs. DeGree did let me know that this lesson was good. I was happy to hear her positive feedback and to gain a further understanding of what this lesson all entailed. Since I designed this lesson alone, I did not necessarily notice everything I was putting into it, and so it was great to hear the details she picked out. Overall, this lesson seemed to be fun fir the kids and hopefully I will be able to teach it again one day in my own classroom!

Weekly Food Planner

Imagine you are an adult, and it is time for you to plan out what food you would like to eat for five days. You have a budget of **\$100** to spend on your food for the **WHOLE** week! Your task will be to choose a card of the food you would like, look at the cost, and then chose an outside factor card that may impact the cost of your choice! You will choose **THREE** cards for each day, but only **ONE** factor card for each day. Make sure to track your remaining budget after each day!

Budget: \$100

	Monday	Tuesday	Wednesday	Thursday	Friday
Items					
Original Cost					
Outside Factors					
Total Cost					
Remaining Budget					

Workspace:

Menu

Spaghetti

\$5



Chicken and Veggies

\$6



Steak and Potatoes

\$10



Mac and Cheese

\$3



PB&J

\$2



Cheese Burger

\$6



Salad

\$1



Stir Fry

\$4



Pizza

\$4



Chicken Nuggets and Fries

\$5



Deli Sandwich

\$3



Fish

\$8



Grilled Cheese and Tomato Soup

\$4



Tatertot Hotdish

\$5



Buttered Noodles

\$1



Chicken Noodle Soup

\$2



Tacos

\$3



Chicken Alfredo

\$5



Fish Sticks

\$2



Vegetable Soup

\$1



Pancakes with Sausage

\$3



French Toast

\$2



Cereal

\$1



Oatmeal

\$1



Fruit and Yogurt

\$4



Banana Bread

\$2



Toast and Eggs

\$3



Waffles

\$5



<p>The semi-truck hauling your food to the grocery store broke down and so multiply the cost of your food by 2!</p> <p style="text-align: center;">$___ \times 2 = ___$</p>	<p>The farmers had a bad crop season and so there is a low supply of grain. The demand is still high so multiply each meal price by 3!</p> <p style="text-align: center;">$___ \times 3 = ___$</p>
<p>There was a great growing year this year, and so there is an abundance (extra) of grain. Divide each meal price by a friendly number!</p> <p style="text-align: center;">Example: $\\$2 \div 2 = \\1</p>	<p>Your grocery store had a sale! Divide the cost of your food by a friendly number.</p> <p style="text-align: center;">Example: $\\$2 \div 2 = \\1</p>
<p>The freezer and fridge at the grocery store broke down destroying most of the food. If the meals you chose have ingredients that need to be kept cold, pick a new meal.</p> <p style="text-align: center;">Example: If your meal has meat, chose something else!</p>	<p>The cost of gas has doubled in the last six months. So, the cost of food is now doubling. Multiply each meal by 2.</p>
<p>A blizzard took out the power in your state for two weeks! Now there are limited amounts of food. Multiply the cost of your meals by 4!</p> <p style="text-align: center;">$___ \times 4 = ___$</p>	<p>A tornado took out the power in your state for a week! Now there are limited amounts of food. Multiply the cost of your meals by 3!</p> <p style="text-align: center;">$___ \times 3 = ___$</p>
<p>Your lucky day! All food prices will stay the same! Take a break from math for one day on your budget planner.</p>	<p>Oh no! Your state has decided to increase sales tax to help fix all roads. Multiply each meal price by a number greater than 2!</p> <p style="text-align: center;">$___ \times 3 = ___$</p>

Reflection Questions

1. Did you stay under budget? How many meal choices did you have to change?

2. How did you feel when you had to make changes?

3. Did you like this activity? Why or why not?
