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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Making Choices** | | | | |
| **Your name:**  **Kelsey Whipple** | **Grade Level:**  **1st Grade** | | **Integrated Disciplines/Subjects:**  **Social Studies** | **Time frame for Lesson:**  **30 Minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| SS 1.2.1 Recognize economic wants and needs can be satisfied by consuming goods or services.  SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed) | | | | |
| **Objectives:**  The students will be able to:  *Explain why people must make choices because they cannot have everything they want* | | | | |
| **Assessment:** *As the students participate in the activity This or That, observe how students choose a side. (Are they choosing on their own or are they following their classmates?) After the activity, have a discussion with the students about choices- ask students again what it means to make a choice and when they have had to make choices. The teacher will use the choices students make during the activity and how actively the students participate in the closure discussion to determine understanding.* | | | | |
| **Materials:** *Computer (Pearson Online) and Student Workbooks* | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *Look at the pictures of the food in the green box. What food would you choose to eat? Tell us why?* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** | | | | |
| **Teacher will do:**   * After snack is finished, ask the students to clean up their snack and put it in either the trash can or their backpack. * While the students are cleaning up, pull up the social studies lesson online. * Ask students to come sit on the front carpet. * Before beginning the lesson, have students open up their workbook to page 54. * Show students the green “Envision it!” box. Look at the pictures of the food in the green box. What food would you choose to eat? Tell us why? * Remind students to follow along in their book as a read. * Read page 54. Read the heading and then begin reading page 55. * Define the highlighted words choice and scarce. * Ask students to turn the page to page 56. Read page 56 aloud. Define the highlighted word trade-off. * Tell students that we are now to do an activity but we have to be kind and follow all of the directions if we want to play. Explain to students that they are going to have the opportunity to make fake choices. I am going to say two things. You go to the side of the room for the one that you would pick. * Answer any questions the students have about the game. Remind them this is a quiet game and we use our walking feet. * Ask students to start in the middle of the room. Give a choice and point to one side. Give a choice and point to the other side. Tell the students to choose. * Inform students of when we are out of time. Ask students to sit down at their seats. * Lead a discussion with the students about choices- ask students again what it means to make a choice and when they have had to make choices. | | **Student will do:**   * After snack, clean up snack and put it in either the trash can or in their backpack. * When the teacher asks, come to the carpet in the front of the room. * Look at the 2 scenes in the yellow box on the top of page 54. Look at the pictures of the food in the green box. What food would you choose to eat? Tell us why? * Listen as the teacher reads page 54 and 55. Go over the highlighted words with the teacher: choice and scarce * Listen as the teacher reads. Listen to the definition of the highlighted word trade-off. * Listen to the directions for the activity. Remember to use your indoor voices and walking feet. * Go to the center of the room. When the teacher gives you a choice, walk to the side of the room for the thing that you choose. On the next option, you either move to the other side or stay on the side you are on. * When the teacher says you are out of time, return to your seat. * Participate in a discussion with the class about choices. Discuss what it means to make a choice and when you have made choices. * Sit quietly and wait for directions on writing. | | |
| **Closure:** *Lead a discussion with the students about choices- ask students again what it means to make a choice and when they have had to make choices.* | | | | |
| **Differentiation:**  *For the students receiving intervention in reading, the teacher will read the text aloud to students.*  *The students will sit on the floor in the front of the room next to the white board in order to better see the book being projected.* | | | | |
| **References: My World Social Studies Text Book** | | | | |
| **LESSON ANALYSIS** | | | | |
| **Content Knowledge:**  *One of the guiding questions for the social studies unit is: how do people get what they need. In order to help answer this question, this lesson discusses making choices. It is important for students to understand that in order to have the things that they need, they must make choices and give up other things that they do not need. This lesson helps students to make their own choices even though the choices are not real. The content will be used for future lessons on goods and services and buying and selling.*  **Teaching Methods/Strategies:**  *The beginning of the lesson will be whole group. The teacher will read the text aloud to the students and discuss it with them. Together, the class will go over the 3 vocabulary words for lesson 2. I believe this will be effective because all the students will be able to hear the lesson being read and participate in a discussion with their classmates. Whole group allows students to learn from the teacher and each other. The second part of the lesson will be a group activity but will require students to make individual choice. This will allow the students to have fun together, but it will also tell the teacher more about each individual student. The activity will reinforce the concept of choices and that the students are picking one thing but leaving the other thing.* | | | | |
| **REFLECTION**  *In my opinion, this lesson was very successful. Together, we discussed the vocabulary words and what the students thought the words meant. For each word, I had the students do a think-pair-share. The students really enjoyed this because it gave them a chance to communicate with their peers. After reading, I discussed with the students what it means to make choices. I noted that when the students make choice, they were picking one thing and giving up the other thing. After the lesson, I asked the students what the purpose of this activity was and most of them understood that it was to practice making choices. A few students even made the connection that they had to pick one thing, they could not pick both because the second choice was then gone. If I could change anything about this lesson, I would have the students start giving the choices to make it even more meaningful for them.* | | | | |

Choices Activity:

1. Eat Pizza for Lunch or Macaroni and Cheese for Lunch
2. Buy a New Cat or Buy a New Dog
3. Join a Basketball Team or Join a Baseball Team
4. Drink Apple Juice or Drink Orange Juice
5. Go to Art or Go to P.E.
6. Bring Cookies for your Birthday or Bring Ice Cream for your Birthday
7. Buy movie tickets for you and mom or Buy a new remote control car
8. Swing on the Playground or Go Down the Slide
9. Read a book about a Mouse or Read a Book about a Dinosaur
10. Buy a new toy or Save all of your money for later