

Cameo Lakey, CE 19A and Soc Sci Obs Event

Lesson by Cameo Lakey (created 09/16/18 with the CalStateTEACH Lesson Plan Assistant)

ATTACHED FILES AND VIDEOS

[Lakey CE19A_Assessment.docx](#)

[Lakey CE19A_EL_Vocabulary.docx](#)

GENERAL COMMENTS

I. ESTABLISHING GOALS AND STANDARDS

Subject Area(s)

Social Science

Central Focus

Describe food production and consumption today, including the roles of farmers. Students know light or environmental stress can affect the germination, growth, and development of plants. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups, paraphrase information that has been shared orally by others, and demonstrate command of the conventions of standard English grammar and usage when speaking. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Standards

California Academic Content Standards

Science, Grade 2

Life Sciences | 2 Plants and animals have predictable life cycles. As a basis for understanding this concept:

- Standard 2e: Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

History-Social Science, Grade 2

People Who Make a Difference | 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

- Standard 2.4.1: Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

English-Language Arts, Grade 2

Listening and Speaking | 1.0 Listening and Speaking Strategies | Comprehension

- Standard 1.3: Paraphrase information that has been shared orally by others.

Listening and Speaking | 1.0 Listening and Speaking Strategies | Comprehension

- Standard 1.4: Give and follow three and four-step oral directions.

Listening and Speaking | 1.0 Listening and Speaking Strategies | Organization and Delivery of Oral Communication

- Standard 1.6: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

Common Core Standards

English-Language Arts, Grade 2

Writing Standards | Production and Distribution of Writing

- Standard 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

(Grade-specific expectations for writing types are defined in standards 1-3 above.)

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion.

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a) Give and follow three- and four-step oral directions.

Language Standards | Conventions of Standard English

- Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Create readable documents with legible print. b) Use collective nouns (e.g., group). c) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d) Use reflexive pronouns (e.g., myself, ourselves). e) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f) Use adjectives and adverbs, and choose between them depending on what is to be modified. g) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Technology Standards

NETS (National Educational Technology Standards), Grades K-12

NETS for Students | 6. Technology Operations and Concepts

- Standard a: Students understand and use technology systems.

California English Language Development Standards

Listening and Speaking, Grades K-2

Strategies and Applications | Intermediate ELD level | Comprehension

- Standard : Ask and answer instructional questions by using simple sentences.

Strategies and Applications | Intermediate ELD level | Comprehension

- Standard : Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Strategies and Applications | Intermediate ELD level | Comprehension and Organization and Delivery of Oral Communication

- Standard : Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).

Strategies and Applications | Intermediate ELD level | Comprehension and Organization and Delivery of Oral Communication

- Standard : Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Grade/Level

2

Content Objective

Second grade students will show their understanding of producers and consumers in the world today by circling images of producers and drawing a box around images of consumers on a sheet of paper.

75% of the class will meet the objective.

Academic Language Demands

The academic language students will be learning includes producer, consumer, and farmer. The language demands to be reinforced will consist of using the vocabulary terms orally, sharing thoughts and ideas orally with a partner and with the whole group, following oral directions, and responding to justifying/extending questions. Students will understand the vocabulary and demonstrate their ability to perform the language demands by having students partner share (who grows crops, what would happen if crops do not get enough water or sunlight, and telling each other what a producer is and what a consumer is); saying, orally spelling, and kinesthetically spelling producer and consumer; kinesthetically acting out the role of farmers (producers) and buyers (consumers); and having advanced students write an example of a different producer and consumer.

II. LEARNING ABOUT STUDENTS

Class Information

- Total Number of students: 20
 - Number of boys: 9
 - Number of girls: 11
 - African American: 4
 - Caucasian: 9
 - Hispanic/Latino Americans: 5
 - Two or More Races: 2
 - English Language Learners: 1 (Spanish) [Overall: Intermediate | Listening: Intermediate | Speaking: Intermediate | Reading: Early Intermediate | Writing: Early Intermediate]
 - Special Needs: IEPs - 5 (Speech - 1 , Health related - 4)
 - 504s - 0
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III. MAKING ADAPTATIONS

Adaptations

Wait Time, Grouping, Other Resources

Adaptation Details

The English Learner (EL) student will be provided with a sheet of the vocabulary terms accompanied with an image and definition of each term (see Lakey_CE19A_EL_Vocabulary attachment). While the students are completing the assessment, I will review the vocabulary terms with the student by having the student read the terms aloud to me and orally tell me what they mean by using the images provided as well as the assessment images. Additionally, this student loses focus easily but openly asks for help when they need clarification, thus; when walking the room, I will approach this student first in order to provide them with assistance/direction if needed. This student will be partnered with an English fluent student for scaffolding.

The speech student will be provided with the time they need to formulate verbal responses and they will be partnered with students who are not in speech during verbal discussions for scaffolding.

Advanced writers will be required to write an example of a different producer and consumer in a complete sentence as part of their assessment.

Throughout the lesson, I will be providing students with feedback and assistance where needed, especially to the students who I know lose focus or become frustrated easily.

IV. ANALYSIS OF STUDENT LEARNING

Assessment

Informal

Description of Assessment

Students will be provided with a paper that has pictures of producers and consumers on it (see Lakey_CE19A_Assessment attachment) in which students will need to circle the producers and put a box around the consumers (there will be several different images used for the assessment in order to prevent cheating). Additionally, advanced students will write an example of a different consumer and an example of a different producer in a complete sentence (i.e. "A chef is a producer.").

Note: A preassessment was given to the students in which 1 out of 19 students knew what a producer is, and 1 out of 19 students knew what a consumer is (different students for each one). This showed that 95% of the class do not understand the meaning of these second grade vocabulary terms.

V. PROCEDURE

Prerequisite Background Knowledge/Skills

Students must know how to share their ideas orally with a partner and orally talk about what they have learned, how to draw a circle and a square, and a general understanding of what a farm is.

Materials

Technological Materials:

- Computer
- ELMO Projector
- SMART Board
- Prezi (<https://prezi.com/view/05fH7BvGMN6te5E4gtM/>)

Other Materials:

- Pencils
- Erasers
- Assessment

INSTRUCTIONAL STRATEGIES

Open

LINKS TO PAST LEARNING:

1. I have students partner share what type of land is common in rural areas, I call on a student to give the answer, and we say it together as a class (farmland) as I show a picture of it on the SMART Board via Prezi.

STATE THE OBJECTIVE:

2. Using a sheet of paper on the whiteboard, we read the lesson objective together as a class. "Students will show their understanding of producers and consumers in the world today by circling images of producers and drawing a box around images of consumers on a sheet of paper." (75% of the class will meet the objective)

WHAT THEY WILL BE LEARNING:

3. I tell the students that today they will be learning what a producer and a consumer is by also learning more about farms.

Body

1. I show the students a picture of different crops on the SMART Board (grapes, lettuce, strawberries, avocados, etc.) and ask them to raise their hand if they like to eat any of these crops.

2. I then ask the students to partner share who makes, or produces, crops like these for us to eat and call on a student to give the answer (farmer).

3. I tell the students that a farmer is called a producer (I write the word on the board as we spell it aloud together and then have students write the word in the air as we say it) and tell them that a producer is someone who makes or grows something.

4. I then tell students that when we buy a crop and eat it, then we are a consumer (I write the word on the board as we spell it aloud together and then have students write the word in the air as we say it) and tell them that a consumer is someone who buys or uses things.

MODELING:

5. I then model to the students how a farmer, or a producer, grows their crops (plowing, planting, watering) and how a consumer buys the crops (picking crops from a market and putting them in a cart, taking the groceries to the check stand and buying them)

GUIDED PRACTICE:

6. After modeling each step of being a producer and consumer, I then have the students act it out as well.

ANALYSIS:

7. I have the students partner share what they think would happen if the crops do not get enough water or sunlight and then select a few students to share what they and their partner talked about to the class and ask them justifying/extending questions (Why do you think that?). Note: Our PBL experiments have been focused on if water and sunlight effects the growth of plants.

INDEPENDENT PRACTICE:

8. I have partners orally tell each other what a producer is and what a consumer is

9. On the SMART Board, I show images of producers/consumers and have students move to the left of the room if they think it is a producer and to the right of the room if they think it is a consumer.

Close

ASSESSMENT:

1. I give students directions on completing the assessment and then students complete the assessment. Students will be provided with a paper that has pictures of producers and consumers on it in which students will need to circle the producers and put a box around the consumers (there will be several different images used for the assessment in order to prevent cheating). Additionally, advanced students will write an example of a different consumer and an example of a different producer in a complete sentence (i.e. "A chef is a producer."). Early finishers will be directed to turn their assessment over and draw a picture of a producer and consumer on the back.

STUDENT SELF-EVALUATION:

2. I lead the students in a think, pair, share, where they will physically show me how well they understand the material (they will move to either the back of the room [meaning "I do not understand the material and I am still very confused"], to the middle of the room [meaning "I understand the material, but there still are parts I am unsure of], or the front of the room [meaning "I understand the material and I am confident with it"]). The students will then pair with someone in their group and will take turns sharing why they chose that part of the room with their partner. I will then call on a student from each group to share what they and their partner had to say.

WHAT THEY LEARNED:

3. I call on volunteers to tell me one thing they learned from the lesson.

~END OF LESSON~

VI. ANALYSIS AND REFLECTION

Analysis and Reflection

The parts of the lesson I felt were effective included having students partner share with each other, having students perform the kinesthetic activities, and the discussion of how a lack of water and sunlight would effect the crops as well as the producers and consumers involved. Having students partner share with each other allowed me to check for understanding when listening to the students, made the students more engaged in the lesson, and allowed for scaffolding since I partnered high students with low students. While talking with the EL student and his partner, the EL student was able to better formulate his response after listening to his partner's thoughts. The kinesthetic activities (having the students spell the words in the air and mirror my movements and words) seemed successful in promoting student understanding of the material and also kept them engaged in the lesson while allowing movement (instead of having students stay stationary in a desk for the entire lesson). The discussion was effective in cross cutting concepts from science by having the students think critically, formulate thoughts based on what other students shared, and allowed them to use the vocabulary terms in an oral conversation.

The changes I would make to my instruction to better support student learning includes explicitly stating to the students that they would be considered consumers as well as providing the students with more example images of producers/consumers within the independent practice. Telling the students that they are consumers would grant them with a deeper understanding of consumers through personally connecting them to the material. The students were still a little confused on which part of the room to move to in order to show that they think the image was a producer or a consumer during the independent practice; thus, providing students with more than two examples would have assisted in alleviating their confusion and would have provided them with further opportunities to practice and strengthen their understanding of the material.

My objective goal was for 73% of the class to successfully circle images of producers and to draw a box around images of consumers. 83% of the class (or 15 out of 18 students [1 student was absent and 1 student had been moved to another class the day before this lesson was taught]) correctly circled the producers and drew a box around the consumers. For the students who needed to complete the writing portion of the assessment (writing a different producer and consumer than the ones shown in the images) 92% of them (or 11 out of 12 students) completed it successfully. (see application/next steps below for what I would do with this information)

Application/Next Steps

For the portion of the assessment that involved circling images of producers and drawing a box around images of consumers, one of the students thought a construction worker was a consumer, one of the students thought a baker was a consumer, and one of the students thought the pictures of people eating were producers. When giving assessments like this in the future, I think a good approach to take would be to tell the students what is happening in each picture first (i.e. this is a picture of a baker, this is a picture of someone eating pizza) in order to alleviate any confusion as to what is happening in each picture and thus, prevent guessing. Additionally, I will work with these three students in a small group, where I will show them pictures of these producers/consumers in the real world (not cartoon pictures) and we will discuss why they are a producer or consumer.

For the writing portion of the assessment, the one student who completed this section incorrectly did so because they had mixed up the meaning of the two terms. This shows that this student needs extra practice in matching the correct meaning with the correct term.

For the completion of the self-reflection, 15 of the 18 students showed that they understand the material in the lesson and 3 of the 18 students showed that they kind of understand the material, but they need more help (initially, 2 students showed that they do not understand the material at all, but upon having them share, they stated that they actually do know the meanings of the words, but that they just feel that they need more practice with it). This additionally reinforces providing students with additional opportunities to practice using the vocabulary terms (consumers and producers).
