

Grade 3	Social Studies	Week 4
Lesson Title: Producers and Consumers		
Weekly Learning Targets: Students can distinguish between human, natural, and capital resources and discuss the importance of each type of resource in production of specific items.		
<p>AERO Social Studies Learning Standards:</p> <p>7.5a – Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5b – Distinguish among human, natural and capital resources.</p> <p>7.5d – Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p>		
MONDAY		
<p>Daily Learning Target: Students can define and explain goods, services, producers, and consumers.</p> <p>Learning Tasks: At the beginning of the lesson, the teacher will tell the students that this week they will talk about producers and consumers. The class will try to come up with a definition for producers and consumers, and the teacher can offer support as needed. Then, the students will read page 234 to review goods and services. The class can also create a list to review and ask the students what goods and services are available in their community. The students can then read page 235 and write three goods and three services in the table. The class can also talk about the pictures of good and services in the textbook. Then on page 236. The students can read about producers and consumers on page 236. After giving a few examples, the students can write down three producers and three consumers and give reasons why they are producers or consumers.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ list of producers and consumers.</p>		
TUESDAY		
<p>Daily Learning Target: Students can define and explain resources, human resources, natural resources, and capital resources.</p> <p>Learning Tasks: After reviewing the previous lessons, the class can read page 237 together about human resources, natural resources, and capital resources. The students can also watch this video about resources. (SM A) Then, the students can read page 238 about producers and consumers changing roles. Finally, the students can answer the questions about the unit on page 239. If there is time, the students can create a list of human resources, natural resources, and capital resources.</p> <p>Daily Formative Assessment: The teacher can give feedback on page 239.</p>		
WEDNESDAY		
<p>Daily Learning Target: Students can state all the resources used at a specific factory.</p> <p>Learning Tasks: For today’s class, the students will be working in partners or small groups to find out what happens at a factory. To model, the teacher can use this video about the Jelly Belly factory. (SM B) The teacher will list what they see under human, natural, and capital resources. Then, the students will work in pairs and watch one of the following videos from Mister Rogers factory visits. (SM C) The students will each take notes and compare after and discuss what they wrote and why. Then, they will compile their notes into one agreed upon list. If there is additional time, they can watch another video.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ notes.</p>		
THURSDAY		
<p>Daily Learning Target: Students can compare the needs and resources of different producers.</p> <p>Learning Tasks: Today, the students will share their results from the video. The teacher can go video by video to prompt students in a discussion about what they found. Students can tell what type of resources they noticed and what type of resource it was. After discussing all the videos, the class can compare and contrast the resources used in each factory and see if there are any kinds of commonalities. Finally, the students can act as consumers</p>		

and talk about which of the products they will consume and the relationship between producers and consumers.
Daily Formative Assessment: The teacher can give feedback during the discussion.

FRIDAY

Daily Learning Target: Students can create a factory and identify what type of resources they will need.

Learning Tasks: To start the class, the teacher can show students this factory cross-section. (SM D) Then, the teacher can tell the students that they will be designing their own factory. First, students will decide what product they want to produce. Then, students need to decide what natural, human, and capital resources they will need to produce that product. Finally, students can draw the factory making sure to label the different resources used.

Daily Formative Assessment: The teacher can give feedback on the students' displays.

Grade 3 – SS – Week 4	MATERIALS / RESOURCES
<p>pencils, markers, paper, list of needs and wants</p> <p>A – Resources - https://www.youtube.com/watch?v=qY-LZlnxjo8</p> <p>B – Jelly Belly Factory Tour - https://www.youtube.com/watch?v=h3eqMnrgd2s</p> <p>C – Mister Rogers Factory Videos - https://www.misterrogers.org/articles/factory_visits/</p> <p>D – Factory Cross-Section - https://dribbble.com/shots/1386555-factory-cross-section</p> <p>Additional Resources</p> <p>Producers and Consumers - https://sites.google.com/a/teacher.plymouth.k12.ma.us/mrs-mc-ginnis-social-studies-class/goods-producers-and-consumers</p> <p>Lesson Plans - https://sites.google.com/site/msccgibson/my-lesson-plans-units/social-studies-3rd-grade</p>	