

Lesson Plan for

Curious George Goes to the Chocolate Factory

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Age/Grade Level: Intermediate (4-6)

of students: 12-28

Subject: Productivity

Major Content: Economics

Lesson length: 30-45 minutes

Context

- Describe the students' prior knowledge or the focus of the previous lesson. (What would they need to know prior to this lesson?)

Definition of producers, products, and productivity.

Objectives

- State what students will be able to do as a result of this lesson. Objectives must be student-centered and observable/measurable.

The students will assemble ice cream floats as an example of a producer. They will determine the best method for producing the product (stations vs. assembly line)

Connections

- Connect your goals and objectives to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections.

SSE, 4-E-2, 3.4.1, C.C. SSE, PL 3.1.2.

Students will understand that producers create goods and service and consumers make economic decisions and choices.

Producers create goods and services. Consumers make economic choices about which ones to purchase.

Products and services are compared and evaluated based on price, quality, and features.

Resources, Media, and Technology

- List the specific materials and equipment needed for the lesson.

Ice cream, cups, straws, spoons, soda (variety), "I LOVE LUCY" clip

Book: Curious George Goes to the Chocolate Factory

Econ Poster (Productivity)

Procedures

- Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

(#6 station): After reading book and discussing, have students divide into groups of 6. Each station is equipped with all items needed to produce an ice cream float. Students work individually to produce as many floats as possible in X amount of minutes.

Assembly line: Each of the students have a specific job to perform in producing the ice cream float. The team produces as many floats as possible in X amount of minutes.

Students will then evaluate which method worked best and produced more floats. They will make suggestions for improving productivity. Open response – station vs. assembly line.

Assessment Plan

- List ideas for how objectives will be assessed.
 - production results (data from activity chart, graph, #s)
 - estimate amount (# of floats) produced in 1 minute and then 1 hour and 8 hour (work day) and 40 hours (work week).
 - (Extension) Calculate worker's pay based on hourly wage and productivity pay.