

## Teacher Guide for the Lesson on **developed economy**

**Standard:**

6.7 (A), 6.8 (B)

**Content Objective:**

We can compare a **developed economy** to other economies and explain how indicators like **GDP**, education, and healthcare show levels of **development**.

**Language Objective:** Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

How do you think economies become **developed**?

*I think economies become **developed** by...*

**Other key vocabularies:** [economy](#), [developed](#)



**By studying this visual, students might:**

Notice	Wonder
<ul style="list-style-type: none"> <li>• Many people work in a service economy</li> </ul>	<ul style="list-style-type: none"> <li>• Why do some countries become more developed than others?</li> </ul>
<ul style="list-style-type: none"> <li>• Most people live in urban areas</li> </ul>	<ul style="list-style-type: none"> <li>• How do education and healthcare improve a country?</li> </ul>
<ul style="list-style-type: none"> <li>• Countries have hospitals, schools, and clean water</li> </ul>	<ul style="list-style-type: none"> <li>• Why are urban areas more common in developed places?</li> </ul>
<ul style="list-style-type: none"> <li>• Some countries have more developed systems than others</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a service economy important?</li> </ul>
<ul style="list-style-type: none"> <li>• Maps show differences between developed and developing places</li> </ul>	<ul style="list-style-type: none"> <li>• How does a developing economy change over time?</li> </ul>

## EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

### Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENCEAL
<p>What is a <b>developed economy</b>?</p> <p>A <b>developed economy</b> is...</p>	<p>How is a <b>developed economy</b> different from a developing <b>economy</b>?</p> <p>A <b>developed economy</b> is different from a developing <b>economy</b> because...</p>	<p>How do you think economies become <b>developed</b>?</p> <p>I think economies become <b>developed</b> by...</p>

### Example Student Responses to the Observational Question

Low-Level	High-Level
<p>A <b>developed economy</b> is a place where people have good jobs, cities, and things like schools and hospitals.</p>	<p>A <b>developed economy</b> is a country with strong systems like healthcare, education, and a <b>service economy</b>, where most people live in <b>urban</b> areas and have a high quality of life.</p>

## RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

## STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

*Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.*



## Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p>The purpose for reading is to understand how <b>developed economies</b> differ from <b>developing economies</b> in infrastructure, poverty, and <b>life expectancy</b>.</p>	<ul style="list-style-type: none"> <li>• Indicators like literacy rates, GDP per capita, and infant mortality rate</li> <li>• Differences between developed economy and developing economy</li> <li>• Examples from Norway and the Central African Republic</li> <li>• Features of strong infrastructure and a service economy</li> <li>• Evidence showing how quality of life is different</li> </ul>	<p>How are indicators like <b>GDP per capita</b>, <b>literacy rates</b>, and <b>infant mortality rate</b> connected to a country becoming a <b>developed economy</b>?</p> <p><i>Indicators like <b>GDP per capita</b>, <b>literacy rates</b>, and <b>infant mortality rate</b> are connected to a country becoming a <b>developed economy</b> because...</i></p>

### STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

*Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.*

### DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p data-bbox="212 302 513 331"><i>Triangle is bottom-left</i></p>	 <p data-bbox="667 302 951 331"><i>Square is bottom-left</i></p>	 <p data-bbox="1127 302 1395 331"><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.