

Lesson: Norman Rockwell's 'Curiosity Shop' adapted from EconEdLink.org

Length: One 45 minute class session

Age or Grade Level Intended: 1st grade

Advanced Preparation by Teacher:

1. Have worksheets printed off for each student.
2. Have copy of painting available and ready.
3. Have a copy of the book. *The Milk Makers*, by Gail Gibbons, available to read to the class.
4. Play money available for each group.
5. Discuss goods, services, and wants ahead of time (how they work and are exchanged and why).

Academic Standard(s):

Social Studies Standards

- 1.4.6 Explain that people exchange goods and services to get things they want.

English/Language Arts Standards

- 1.6.1 Print legibly and space letters, words, and sentences appropriately.
- 1.6.2 Write in complete sentences.
- 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun.
- 1.7.9 Provide descriptions with careful attention to sensory detail.
- 1.7.10 Use visual aids, such as pictures and objects, to present oral information.

Performance Objectives:

- After class discussion, students will recognize that exchange is trading goods and services with people for other goods and services or for money by filling out the given worksheet with 100% accuracy.
- During class discussion, students will sort given items into the correct category (goods or services) by cutting and pasting items on worksheet with 100% accuracy.
- While filling out given worksheets, students will print legibly by following and staying inside the given lines with 90% accuracy.
- While filling out given worksheets, students will capitalize the beginning word and/or any names by staying inside the given lines on the worksheet with 100% accuracy.
- While filling out given worksheets, students will write in complete sentences with 90% accuracy.

- After discussion with partner about the painting, the students will provide descriptions about the painting on the given worksheet with 80% accuracy.

Assessment:

Teacher will check all worksheets at the end of the lesson. If they are not completed to desired accuracy, students will need to conference with the teacher to check for understanding or lack of. Re-teaching will be done if the student still does not understand after conference.

Procedure:

Introduction/Motivation: Show students the painting “Curiosity Shop” by Norman Rockwell. Explain what is happening in the painting (girl is looking at a doll that an older gentleman has for sale in his shop). Ask the students. “Will the girl buy the doll?” and “Will she use money?” (*Bloom, Synthesis*) This will introduce the idea that when we trade money for goods and services, it’s called an exchange.

Discussion/Lecture: Give students part one of the worksheets and fill out the answers as a class. Introduce the vocabulary word, “exchange” and explain that when we give a salesperson money, we “exchange” the money for a good or service. Take a look at the painting and hand out part two of the worksheets. Ask the questions that are on the sheet, having children that are quietly raising their hands to answer. Make sure students are filling out answers as the questions are being answered. After answering the questions, give them worksheet to cut and paste the goods and service drawings into the correct categories (*Gardner, Bodily/Kinesthetic*), reviewing as you go along what a good is and what a service is. This would also be a good time to review needs and wants.

Closure: Ask the students what they would want to buy if they had \$10.00. (*Bloom, Application*) Students will role-play a customer and a shop keeper. (*Gardner, Interpersonal*) The shop keeper will pretend to “sell” a good to the customer. The customer will have play money to give the shop keeper. The students will be able to tell the teacher what they are exchanging. Students will have worksheet that they may fill out if they want, or just to use as a guide of questions/scenarios to play out. The students may also choose to play an interactive game on the computer matching the good to the service.

Adaptations/Enrichment:

Adaptations:

- Students with a disability in reading will be able to work with a teacher’s aide or a partner that may help them read the directions.
- Students with vision impairments will have enlarged-worded worksheets available for them.

Enrichment:

Advanced students can research a good or service at home with a parent and create a poster or visual aid of sorts to present to the class.

Self Assessment:

- Were the students able to fill out the worksheets with accuracy?
- Did the students meet all objectives set by teacher?
- What would I do differently next time?
- Was more or less time needed than intended for activity/lesson?

Resources:

- *The Milk Makers* by Gail Gibbons -this book allows students to learn about the process of making milk. Gibbons explains what cows eat and drink, and what types of other things that we use, eat, and drink that come from cows and milk.
- <http://www.econedlink.org/lessons/index.php?lesson=EM269&page=teacher>
- www.normanrockewellvt.com/framedprintsII/040348.jpg