

Lesson: Goods and Services

Length: 25 minutes

Age or Grade Level Intended: 3rd Grade

Academic Standard(s):

3.4.2 Give examples of goods* and services* provided by local business and industry.

Performance Objective(s):

The students will define the difference between goods and services provided by local businesses and industries by listing 3 of each. (Goods & Services)

Assessment:

Students will be assessed by filling out a good and services chart at the end of the lesson.

Students need to identify 3 goods and 3 services provided by local businesses and industries.

Extra credit will be given if they can correctly identify 5 each.

Advance Preparation by Teacher:

- List of local Businesses goods
- List of local businesses services
- Goods and services worksheet: My Family Uses
- Computer or internet access to do the interactive activities with the class.
- Overhead projector
- Good and services chart- Wants and Needs

Procedure:

Introduction/Motivation:

First, teacher will discuss any findings that students came across after reading Can Money Work for You worksheet the night before. After writing findings move on to goods and services.

Can anyone explain the difference between a good and services? (**Blooms: Comprehension**)

Does anyone recall any goods or services that you might have around the house? (**Blooms:**

Knowledge) Hold up pictures of goods and services and then let the students try and decide what the pictures represent, a good or a service.

Step-by-Step Plan:

1. Pass out a hand out that defines what a good and a service is. Provide examples of both the goods and services that are commonly found around communities.
2. Get on the internet and visit <http://www.econedlink.org/lessons/index.php?lid=642&type=educator>
Click on the different activities and complete them as a class. These activities will further explain the differences between goods and services.

3. On the overhead board make a chart like the one found at the bottom of this lesson plan.
4. Give the students a couple minutes to try and fill out as many as they can. This will not be taken for a grade.
5. Once students have had time to complete their charts, give them the opportunity to work with a neighbor and compare their different ideas that they came up with. **(Blooms: Analysis) (Gardner: Interpersonal (Social) Intelligence)**
6. After the students have combined ideas, pick groups to volunteer to give their answers and fill out the chart as a class. **(Gardner's: Linguistic Intelligence)**
7. Once students have an understanding of goods and services. Introduce the goods and services chart that will be taken for a grade. Each student should fill out 3 good and 3 services. Extra credit will be given up to 5 good and services. Allow 10 minutes to complete this assessment. **(Gardner: Intrapersonal Intelligence)**
8. Once the students are done have them turn in their charts and wait patiently until the others are done. Students may get out a book to read silently.

Closure:

1. After students have finished their chart have them read silently until everyone is finished and the teacher is ready to move on.
2. Explain how tomorrow they will get into groups and coming up with their own goods and services.

Adaptations/Enrichment:

Student with Learning Disability in Reading Comprehension.

Students will not have that much reading in this lesson. But I will make sure to sit that student next to the teacher and also with a reader with high ability when they compare answers that they have come up with. I will also have extra handout of everything that we put onto the overhead. These handouts will also be enlarged in print.

Student with ADHD

First, I will have that students seated by the teacher's desk during the video. Secondly, I will pair them with another student that will help them stay on task. Finally, I will also have an additional crossword for that student to do if they get done with their worksheet early.

Gifted and Talented Student in their Writing Ability

Once these students understand and finish their chart that is taken for a grade I will ask them to start thinking of a product or service that they can make to sell the class. This will go along with the lesson that will be introduced the next class period.

Student with Autism

Make sure to repeat all of the direction so they are clear and understandable. Some of the steps might be too difficult for the student, so instead have them draw a picture of something that they might have at home (such as a favorite toy). During the final activity let the student play the activities on the computer again.

Self-Reflection:

- Did students learn the difference between a good and a service?
- Can the students identify goods and services around the community?
- Did they enjoy this lesson? Did they like the online activities that we did together?
- Did this lesson take longer than expected?
- How can I make this lesson better?

GOODS & SERVICES WKST

Goods	Want	Need

Services	Want	Need

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Name _____ Date _____

Goods and Services My Family Use

List five goods that your family uses. (Things we buy like books, cars, socks, soda, T.V., video games, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

List five occupations that provide a service that your family uses. (Providers who do things for which we pay like doctors, beauticians, chefs, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____