

# Goods and Services

## 1<sup>st</sup> Grade



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Education 327

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## *Introductory Sheet*

### Grade Level and Typical Learner

A teacher has many considerations to keep in mind when planning a unit for a first grader. First graders are around the age of six or seven, so the teacher must play off of their zone of proximal development. First graders are very hands-on learners. Their main interests are based around problem solving and learning from their experiences (Schilling 2009). First graders are very hands-on learners. These students are beginning to write and read. What they remember from their reading and writings is based on how it relates to their own lives (Schilling 2009).

When looking at Indiana State Standards, there are four main groups: history, civics and government, geography and economics. The individual standards broken down beneath these four core groups deal directly with issues that relate to the life of a first grader. For example, needs and wants. A first grader is very ego-centric, and they are taught the difference between needs and wants.

### Rationale for Unit

Goods and services is a crucial unit for first graders. This unit will help them to see why they are getting an education, why their parents work and what different people do. If students were not exposed to this material they might lack the knowledge necessary to make school meaningful. Another important part of this unit is helping students decipher the difference between needs and wants. Many children think they need everything, especially in our country. Through hands-on activities and interdisciplinary lessons my students will learn many different social studies standards along with lifelong lessons.

## Goals

- The students will know the difference between a need and want.
- The students will know the definition of a good.
- The students will know what a service is, and why people need to provide us with these services.
- The students will know how a person can be a producer and consumer.

## Learning Objectives

SS 1.4.1 Given the definition of goods, the students will correctly identify goods two out of five times.

SS 1.4.3/ VA 1.6.3 Given the description of income, the students will make an advertisement with 100% accuracy.

SS 1.4.5/ELA 1.5.5 Given the definition of scarcity, the students will write three sentences to the teacher with 75% accuracy.

SS 1.4.2/ FA:T 1.8.2 Given the definition of service, the students will make a two sentence script and present it to the class with 100% accuracy.

SS 1.4.1/ M 1.3.1 Given the definition of goods in a previous lesson, the students will correctly add the prices of their goods 4 out of 5 times.

SS 1.4.2/ FA:M 1.3.3 Given example verses, the students will write one verse having to do with a service to accompany the Worker's song with 100% accuracy.

SS 1.4.4/ S 1.1.3 Given the definition of producer, the students will write two sentences in their journal explaining producer and consumer in their own words with 100% accuracy.

SS 1.4.4/ PE 1.1.3 Given a digging tool, the students will dig an appropriate size hole for their plant with 80% accuracy.

SS 1.4.2/ PE 1.1.1 Given the definition of service, the students will create an action for one service with 80% accuracy.

SS 1.4.1/ R 1.3.5 Given multiple exposures to the book, the students will re-read the story to me with 80% accuracy.

SS 1.4.1/ W 1.5.1 Given an example of a story, the students will write their own story with 80% accuracy.

SS 1.4.2 Given multiple examples of services, the students will list the different services that went into our meal with 80% accuracy.

## Standards

### *Social Studies*

#### **1.4.1 Identify goods that people use.**

The students will identify different goods that are in *General Store* by Rachel Fields. They will choose goods to go in their own store, and add the prices of those goods. The students will choose their favorite scene from this book, and draw it to participate in a gallery walk.

#### **1.4.2 Identify services that people do for each other.**

The students will make a script and demonstrate it to the class over a chosen service. Once they have done that they will make up a verse to fit in the song, *Worker's Song*. The students will also make up movements to match different services. Making pancakes will finish out the unit; this lesson will help the students to finalize their skills. It will also help me to monitor their comprehension.

#### **1.4.3 Compare and contrast different jobs people do to earn income.**

The students will make advertisements to different jobs. They will pick how much they are willing to work for, and compare this to the other students around the room.

#### **1.4.4 Describe how people in the school and community are both producers and consumers.**

The students are going to be growing their own plant to relate to the life of a farmer. Then, just like the farmer gets his own seeds, he also has to plant them. The students will also be planting their own seeds.

#### **1.4.5 Explain that people have to make choice about goods and services because of scarcity.**

The students will write a story about what goods they would take with them if they were going to be stranded on an island. I will go over examples of needs and wants. They are allowed only three NEEDS on the island with them.

### *Language Arts*

#### **1.5.5 Write for different purposes and to a specific audience or purpose.**

The students will write a story about what goods they would take with them if they were going to be stranded on an island. I will go over examples of needs and wants. They are allowed only three NEEDS on the island with them.

### *Fine Arts*

#### **Theatre 1.8.2 Imitate or create people, creatures or things based on an observation.**

The students will think up two sentence script. The first will introduce themselves, and the second will tell the class what they do. They will also do a motion that imitates that of the service they chose.

#### **Music 1.3.3 Improvise a short ostinato to sing or play with a familiar song.**

The students will make up a new verse to match the song, *Worker's Song*. We will then put all of those verses together to make a new class song.

*Science*

**1.1.3: Recognize that and demonstrate how people can learn much about plants and animals by observing them over a period of time. Recognize also that care must be taken to know that needs of living things and how to provide for them.**

The students will plant and grow their own seed. They will also be responsible for planting this seed and watching it grow outside.

*Physical Education*

**1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce fundamental movements.**

The students will dig a hole for the seed they have been growing inside of our classroom.

**1.1.1: Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.**

The students will think of a way to physically act out a service of their choice. They will then perform that motion for the class, and the class will imitate that movement.

*Math*

**1.3.1 Write and solve number sentences from problem situations involving addition and subtraction.**

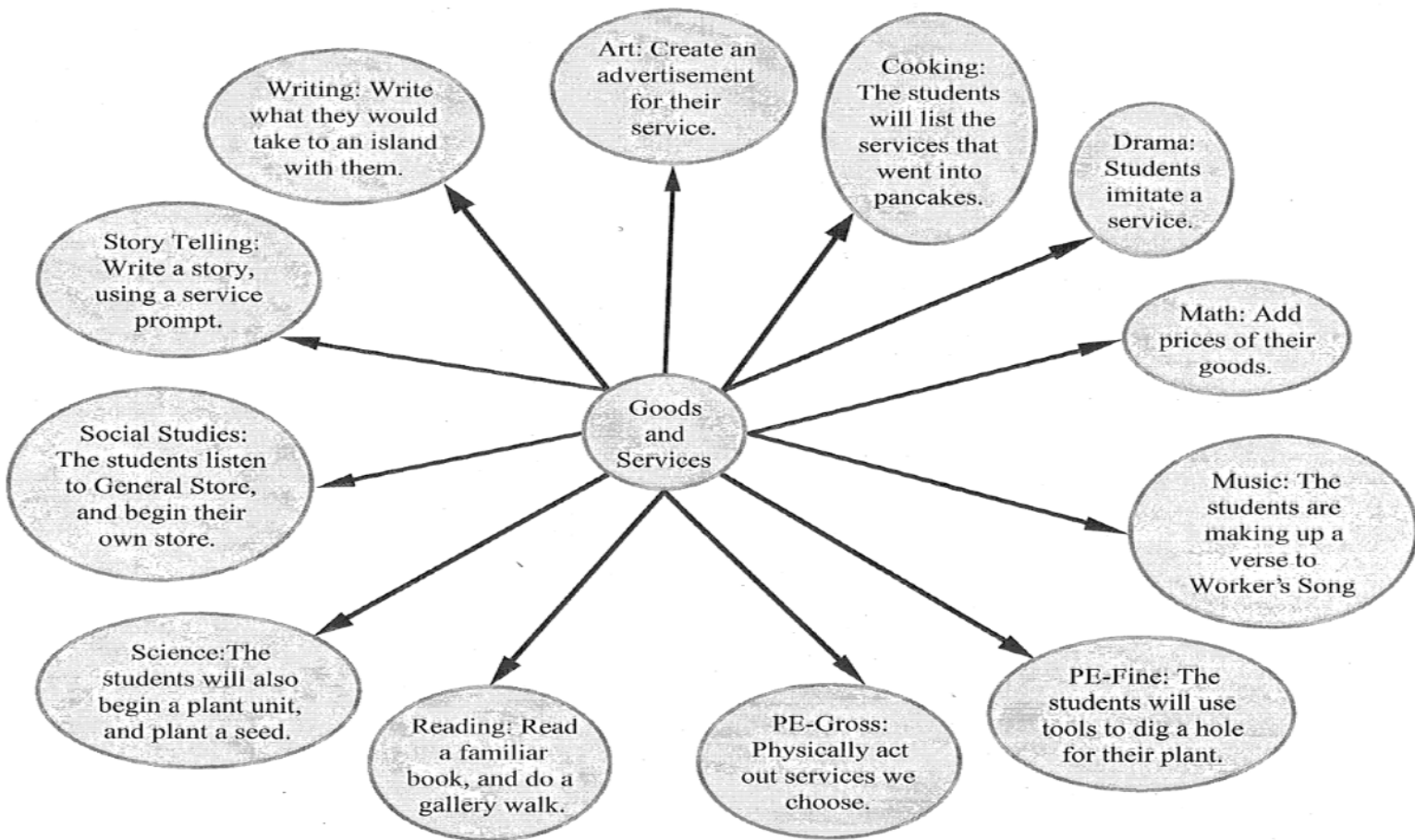
The students will add and subtract the prices of the goods they put inside of their general store.



*Art*

**1.6.3 Identify and use symbols to express ideas.**

The students will create an advertisement explaining their job, and how much pay they want to make from that job.



December 11, 2009

Dear Parents,

Hello again! Our class is ready to jump into another unit! This unit is based around Social Studies, and in more detail: economics! Some of the topics your child will be learning in class are the importance of determining the difference between a need and want, goods and services and producers and consumers. We will be doing many fun and exciting activities during this unit. We will be writing, reading, acting, and planting seeds! Along with those activities we will be visiting a local farm. As this is a field trip, I would love to have some volunteers join us in our adventure. There will be a signup form at the bottom of this form if you would like to help.

A major section of this unit involves talking about jobs. We discuss jobs in the form of why we need them, what they provide us and why some are harder than others. If you would be kind enough to put you and/or your spouse's job (if applicable) that would greatly benefit the learning of your student. Any time a student is able to relate his or her own learning to their own life it is more likely to stay with them for the duration of their childhood years. If you have any questions or concerns about this unit, or anything else, please feel free to contact me.

Warmest Regards,

Miss Smith

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\_\_\_\_\_ Yes, I will embark in this adventure!

You can contact me by email at \_\_\_\_\_ or by phone at \_\_\_\_\_.

The best time to call me is \_\_\_\_\_.

My occupation is \_\_\_\_\_ and I work \_\_\_\_\_ hours per week.

My spouse's job is \_\_\_\_\_, and (he/she) works \_\_\_\_\_ hours per week.

*Annotated List of Trade Books for First Grade Goods and Services Unit*

Axelrod, A. (1997). *Pigs go to market*. New York City, NY: Simon & Schuster Children's Publishing.

The pigs want to have a Halloween party. Their grandma and grandpa accidentally eat all of the candy for their party. They have to run into town to pick up more. When they get there, Mrs. Pig wins a shopping spree! They get to look at a wide array of goods during this shopping spree.

Bourgeois, P. (1990). *Too many chickens*. Toronto, Ontario: Kids Can Press.

A local farmer gives a class a set of eggs. The class simply wanted to watch the eggs hatch into chicks. The farmer forgets to return to pick up the chicks. When he finally returns to pick up the chicks, he soon realizes that they are too happy to return to his farm. He also leaves rabbits with the chickens. A class has to raise money to start their own farm, because they've accumulated so many animals.

Burton, V. (1974). *Katy and the big snow*. Orlando, FL: Houghton Mifflin.

Katy is a tractor. Everyone in the town knows her to be very brave. One day, a huge snow storm comes to her town. Katy knows it is her job to help the town unbury itself. She digs and digs until the town is unburied.

Field, R. (1998). *General Store*. New York City, NY: William Morrow & Co Library.

Two girls are preparing for a picnic. They visit the general store to get all the goods they need. They find all different goods throughout the store, including dairy, baked goods and miscellaneous items.

Hall, D. (1983). *Ox-cart man*. New York City, NY: Penguin Group USA.

An 18<sup>th</sup> century farm family uses an ox-cart to take their goods to the market. First they sell their goods at the market. Then, they are able to buy the goods they want.

Seuss, Dr. (1963.) *Hop on pop*. New York City, NY: Random House, Inc.

This is a lower level book that focuses on rhyming words. I would use this book for my readers that are struggling and they could use this book as an example for rhyming. They could rhyme services after this book.

Seuss, Dr. (1954). *Horton hears a who*. New York City, NY: Random House, Inc.

Horton is an average elephant until his life is totally changed by finding a village of whos. He stumbles across a speck of dust in the forest, and it is their village. Horton becomes the protector of the village.

Thompson, L. (2007). *The apple pie that papa baked*. New York City, NY: Simon & Schuster Children's Publishing.

A father wants to bake an apple pie for his daughter. He walks through the steps that he takes to bake an apple pie. The girl then retraces the pie's steps and follows everywhere the pie has gone.

Yonezu, Y. (2008). *A cup for everyone*. New York City, NY: Miniedition.

Pucca's father is a sculptor and a painter. Pucca loves more than anything to watch his father do this. When business starts to slow down, Pucca's father must move away to find business for himself. When his father moves away he starts making his own cups and they are a huge hit!

Zimmerman, A. (1999). *Trashy town*. New York City, NY: HarperCollins.

A town is very trashy and needs cleaned up. Mr. Gilly takes it upon himself to clean the town up. He basically becomes the town's garbage man.

# Our Classroom Services

*Students: Once you've completed your job, put your worker back in their home.*

Teacher



Mailman



Banker



Janitor



Veterinarian



### *Guest Speaker*

At the beginning of the unit I will have a class vote. The students will be able to vote on who they would like to have as a guest speaker. Their options will depend on who is available from the parents who list their occupations, and if they're willing to help or not. Hopefully some of their options will be doctor, mailman, grocery store clerk or any other common service. What would also be great is if this service provided some sort of good. This would incorporate multiple lessons into one guest speaker. It would be our entrance into how goods and services are related. Once we decide on which occupation we will learn more about, we will prepare special questions for our speaker. He or she will also tell us what services they provide on a daily basis, and what that does for our community. He or she will tell us what s/he loves or dislikes about their job. Then answer any questions the students have prepared. We will have the guest speaker towards the beginning of the unit so that we will be able to make future references to that occupation and experience in our future lessons.

### *Fieldtrip*

Our fieldtrip is going to be to a local farm in our community. The farm fieldtrip is going to take place during the lessons that involves how producers and consumers can be one in the same. Visiting the farm will help the students to visualize the connection between producers and consumers. The farmer will also be used as an example of a service. An excellent extension activity for my students would be to write a thank you letter to the farmer for letting us visit his farm. In my parent letter I asked for parent volunteers. Hopefully I get a good response back from that letter, so I do not have to ask for any help from outside people.

Name \_\_\_\_\_

## Goods and Services Pre-Test

1. Circle the picture of a good.



2. Circle the picture of a service.



3. What does a producer do?
- a. Makes goods.
  - b. Eats goods.
4. What does a consumer do?
- a. Makes goods.
  - b. Eats goods.
5. Are wants and needs the same thing?
- a. Yes
  - b. No



Name \_\_\_\_\_

## Goods and Services Pre-Test: KEY

1. Circle the picture of a good.



2. Circle the picture of a service.



3. What does a producer do?
  - a. Makes goods.
  - b.
4. What does a consumer do?
  - a.
  - b. Eats goods.
5. Are wants and needs the same thing?
  - a.
  - b. No

Name \_\_\_\_\_

## Goods and Services Post-Test

1. Give three examples of goods you would put in your General Store.

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2. Give two examples of services that are in our community.

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3. How is Farmer Joe from our fieldtrip both a producer and a consumer?

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4. Circle the item that is a NEED.



5. Solve the math problem.

$$\text{\$1.00} + \text{\$2.00} = \text{\$ } .$$

Name \_\_\_\_\_

### Goods and Services Post-Test: Key

1. Give three examples of goods you would put in your General Store.

Apples, chips and bread

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2. Give two examples of services that are in our community.

Doctor and janitor

---

3. How is Farmer Joe from our fieldtrip both a producer and a consumer?

Farmer Joe grows the food, but he also eats the food he grows.

---

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4. Circle the item that is a NEED.



5. Solve the math problem.

$$\$1.00 + \$2.00 = \$ 3.00$$

## *Technology*

Technology will be incorporated into my lesson in a various ways. I will use technology wherever it is applicable. The first main way I will use technology is when we are singing, *Worker's Song*. We will use the overhead and put the words on the projector screen. This will allow the students to follow along with the words. We will also use the computer to play the music, and allow them to catch the beat. The students will get to watch short video clips when planting their seeds. These video clips will demonstrate the proper way to plant seeds. I think at the first grade level, technology takes a lot of guidance. Depending on when I teach this unit I do not know how comfortable I will be with letting the children use computers and other forms of technology.

## *Literature*

Literature will be used much more than technology in my lesson plans. Throughout the lessons the book, *General Store* by Rachel Field, is used. The students will become very familiar with this book. I also will provide the students with ample readings materials for extension lessons. These will be books that I allow them to checkout with me either during silent reading time, or to take home and read to their parents. In my classroom, the students are read to every day after lunch. During this unit I will allow students to pick books from the trade books I have selected for the post-lunch reading. All of these books will enhance their learning. The books I selected all have some component from my lesson plans. Reading is a crucial part of student learning, and they need to be exposed to it daily. Even though only one of their lessons is called integrating social studies with reading, there are multiple lessons that include reading throughout the plan.

**Unit Lesson:** Social Studies

**Length:** 30 minutes

**Age or Grade Level Intended:** 1<sup>st</sup> grade

**Academic Standards:** Social Studies 1.4.1 Identify goods that people use.

**Performance Objective:** Given the definition of goods, the students will correctly identify goods 2 out of 5 times.

**Assessment:** The students will be graded by the worksheet.

**Advance Preparation by Teacher:**

*General Store* by Rachel Field

General Store Worksheet

**Procedure:**

**Introduction/ Motivation:** We're going to be starting a unit on goods and services. Does anyone know what a good is? Does anyone use goods? Could anyone live without goods? Today we're going to read a book about a store. A store is full of what? GOODS! They provide us with the goods we need. Please quietly tiptoe to our reading spot.

**Step-by-Step Plan:**

1. The students will move to the reading center.
2. The teacher will read aloud *General Store*.
3. The class will re-read *General Store* together. **Gardner- Interpersonal**
4. What goods were sold in the store? (bananas, rubber boots, bolts, etc.) **Bloom's-Knowledge**
5. Why would people need these goods? (answers vary) **Bloom's- Analysis**
6. Are goods free? (No, because they are not unlimited: provide) **Bloom's- Knowledge**
7. Students will return to their seats and receive a General Store worksheet. **Gardner-Intrapersonal / Visual Spatial**

**Closure:** Why is it important for us to have goods? (**Bloom's- Analysis**) What would happen if all the goods were to disappear? (**Bloom's- synthesis**) The ticket out of the classroom is to list a good verbally to me. (**Bloom's-Knowledge**) Tomorrow you will be reading the lesson out loud to me, so if you want to take your book home and practice to your parents, I would suggest doing so.

**Adaptations/ Enrichment:**

Modification: The students will only have to list three goods in their store instead of five.

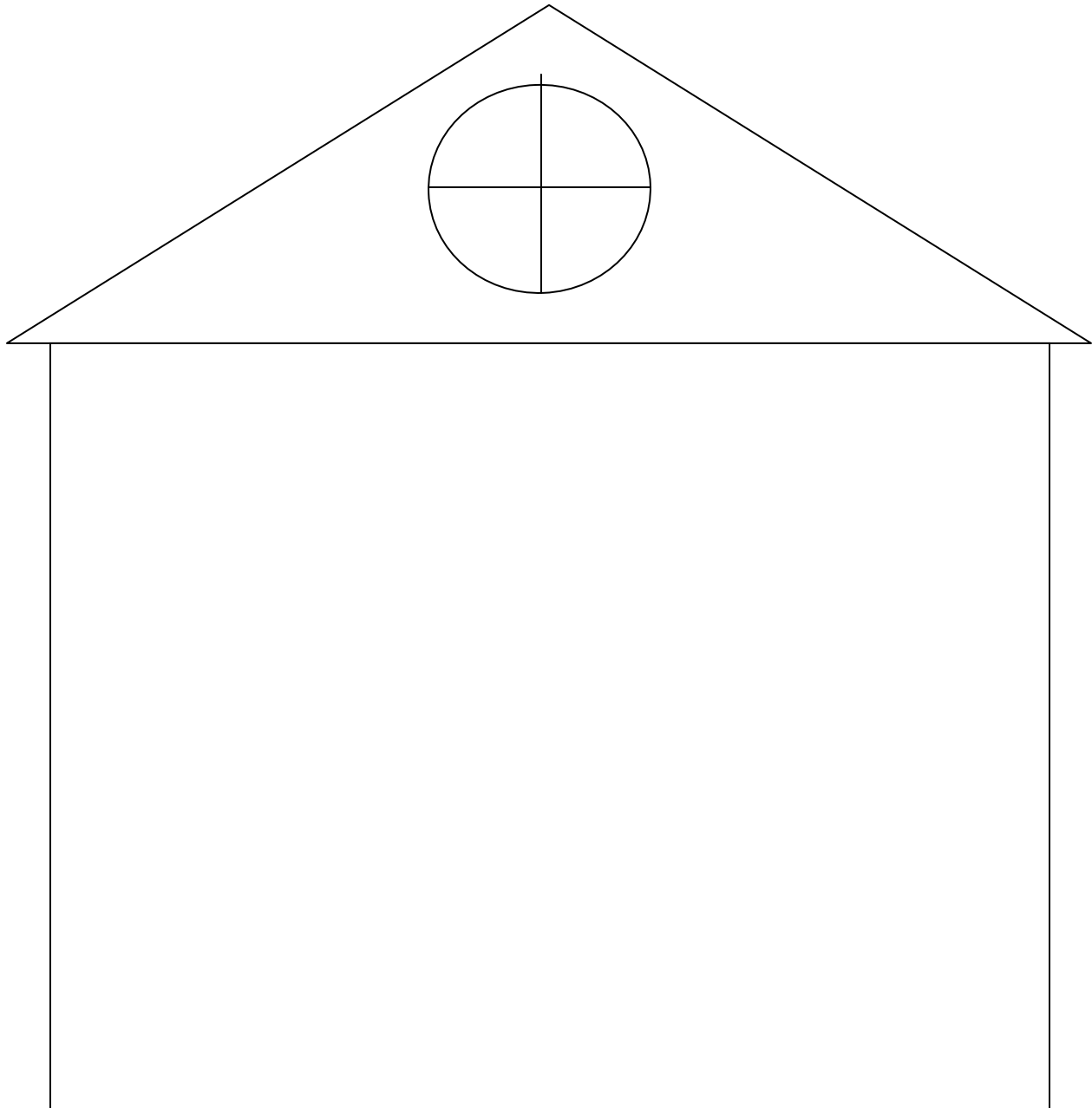
Enrichment: The students will list 3 needs and 3 wants in their store instead of a generalization of just 5 goods.

**Self Reflection:** Did the students understand my goals/directions for them? Did they meet my objective? Were they able to verbally list goods? Did they grasp why goods could not be free?

Name: \_\_\_\_\_

# My General Store

**Directions: Draw 5 items in your store that are goods. Label the goods.**



## **Unit Lesson: Social Studies integrated with Reading**

### **Academic Standards:**

Social Studies: 1.4.1: Identify goods that people use.

Reading: 1.3.5: Understand what is read by responding to questions (who, what, when, where, why, how).

### **Performance Objective:**

Given multiple exposures to the book, the students will re-read the story to me with no more than 5 errors.

### **Advance Preparation by Teacher:**

The teacher will need to get class copies of *General Store* by Rachel Field.

### **Lesson Plan:**

- Ask the students to re-tell the story, from the previous day.
- Go over any big words that might be hard words for the class.
- Hand out the class set of books.
- As the class reads the book at their desk, the teacher will be walking around listening to different children reading.
- Have the students draw a scene involving the main points from the book (since they were covered in previous lesson), and re-read again today.
- Do a gallery walk.
- Tomorrow we will be writing our own story. So be thinking about what service you would like to provide to your community.

### **Assessment:**

I will listen to small groups as they read to check for fluency and comprehension.

**Unit Lesson: Social Studies integrated with Story Telling**

**Academic Standards:**

Social Studies: 1.4.1: Identify goods that people use.

Writing: 1.5.1: Write brief narratives (stories) describing an experience.

**Performance Objective:**

Given an example of a story, the students will write their own story with 2 out of 3 criteria met. These criteria will be decided by a capital letter, period and content.

**Advance Preparation by Teacher:**

Get a class set of *General Store* by Rachel Field.

**Lesson Plan:**

- Yesterday, I told everyone to be thinking of a service they wanted to do for their community.
- We're going to be using these services to write a story.
- Write a story using this prompt: One day, I was performing my service, and .
- Go over writing criteria.

Model.

Title (whatever the service is). Capital letter. One day, I was performing my service, and a dog began to chase me. I had to run all the way back to my house. I could not stop for even one second.

- See if there is time to share.
- Next class, we will be re-visiting the goods in our own store! We will be adding and subtracting the prices of the goods you chose to put in your store. Be ready to be math teachers!

**Assessment:**

I will grade the students on their sentences, and validity of their services.



**Unit Lesson:** Math Integrated

**Length:** 45 minutes

**Age or Grade Level Intended:** 1<sup>st</sup>

**Academic Standards:**

Social Studies 1.4.1 Identify goods that people use.

Math 1.3.1 Write and solve number sentences from problem situations involving addition and subtraction.

**Performance Objective:** Given the definition of goods in a previous lesson, the students will correctly add the prices of their goods 4 out of 5 times.

**Assessment:** The general store addition worksheet will be graded for correctness.

**Advance Preparation by Teacher:**

*General Store* by Rachel Field

Have the completed worksheets from the first lesson of the unit. (General store).

General Store Addition Worksheet

**Procedure:**

**Introduction/ Motivation:** Who remembers the definition of a good? (Ask the students to re-tell what happened in the book – *General Store* by Rachel Field. (**Bloom's – Comprehension**) The groceries in the story, were they free? No, why not? All goods come with a price. Remember last \_\_\_\_\_ (lesson/ week/ yesterday) when we worked on putting goods in our store, now we're going to assign our goods prices.

**Step-by-Step Plan:**

1. Take your general store sheet that has your goods listed inside of your store.
2. Going around the room, give me one of your examples of a good.
3. For each one of your goods, we will assign a price. (**Gardner's –Intrapersonal**)
4. What do you think a reasonable price would be for some of our goods? (walk them through 3-5 examples). (**Bloom's- Comprehension**)
5. Explain that we will be using whole numbers (\$1.00- \$9.00)
  - a. Teach using wholes from 1 – 9.
  - b. Do examples together.
6. Once the students have assigned prices to the items, they will number their items.
7. Each student will do 5 addition problems.
8. Hand out General Store Addition Worksheet. (**Gardner's-Logical –Mathematical**)

**Closure:** Did any of the goods end up being expensive?(**Bloom's Knowledge**) What could the class do with their goods instead of only selling them?(**Bloom's- Analysis**) Very good, next lesson we will be talking about how trading helps, because some goods are not always available.

**Adaptations/ Enrichment:**

Adaptations: The students that need adaptations will only add three of their items instead of the whole five.

Enrichment: The students that need enrichment will add whole numbers and decimals instead of only whole numbers.

**Self Reflection:** Did the students understand my goals/directions for them? Did they meet my objective? What would I change about this lesson? What went well in this lesson? Where was there room for misbehavior in this lesson?

Date: \_\_\_\_\_

Name: \_\_\_\_\_

## General Store Addition Worksheet

$$\text{(Item 1) } \$ \underline{\quad}.\underline{\quad} + \text{(Item 2) } \$ \underline{\quad}.\underline{\quad} = \$ \underline{\quad}.\underline{\quad}$$

$$\text{(Item 2) } \$ \underline{\quad}.\underline{\quad} + \text{(Item 3) } \$ \underline{\quad}.\underline{\quad} = \$ \underline{\quad}.\underline{\quad}$$

$$\text{(Item 3) } \$ \underline{\quad}.\underline{\quad} + \text{(Item 4) } \$ \underline{\quad}.\underline{\quad} = \$ \underline{\quad}.\underline{\quad}$$

$$\text{(Item 4) } \$ \underline{\quad}.\underline{\quad} + \text{(Item 5) } \$ \underline{\quad}.\underline{\quad} = \$ \underline{\quad}.\underline{\quad}$$

$$\text{(Item 1) } \$ \underline{\quad}.\underline{\quad} + \text{(Item 5) } \$ \underline{\quad}.\underline{\quad} = \$ \underline{\quad}.\underline{\quad}$$

**Unit Lesson:** Social Studies integrated with writing lesson plan

**Length:** 20 minutes

**Age or Grade Level Intended:** 1<sup>st</sup> grade

**Academic Standards:**

Social Studies 1.4.5. Explain that people have to make choice about goods and services because of scarcity.

English/Language Arts 1.5.5. Write for different purposes and to a specific audience or person.

**Performance Objective:** Given the definition of scarcity, the students will write three sentences to the teacher with 75% accuracy.

(The 75% comes from: there needs to be a capital letter at the beginning, subject, verb and punctuation. So each sentence needs at least three out of four of these things.)

**Assessment:** The students will be graded by writing me three COMPLETED sentences of what they will bring on a ship with them.

**Advance Preparation by Teacher:**

None

**Procedure:**

**Introduction/ Motivation:** Last lesson, we learned that all goods have prices. Who remembers why that was? (**Bloom's-Comprehension**) (It was only briefly mentioned, so this will take some prodding). Can grocery stores give food away for free? No, Why not? Goods are what we call scarce. Has anyone heard this word before?(**Bloom's-Knowledge**) Scarcity means that we don't have enough of something. Say there's 24 of you, and I brought in cupcakes but I only brought in 10 cupcakes. How would that make you feel if you got one of the cupcakes? If you didn't get one of the cupcakes? The cupcakes would be scarce. Today we're going to talk about scarcity and how it affects how we make decisions.

**Step-by-Step Plan:**

1. For today's activities we're going to pretend we're going on a boat trip. (**Gardner's-Intrapersonal**)
2. The students have to bring three things with them. The island we're going to has nothing on it except huts to sleep in.
3. Reiterate to them that these need to be things they absolutely need. Ask for an example: like FOOD.
4. Remember we have to bring these items, because the island is empty. There is no food so the food there is SCARCE.
5. Explain assignment: Pretend I am the captain on your boat. Write me three sentences explaining what you will be bringing on our trip. (**Gardner's- Verbal/ Linguistic**)

6. Let's revisit what all should be in our sentence.
7. How do we start a sentence? (**Bloom's- Knowledge**)
8. How do we end a sentence? (**Bloom's- Knowledge**)
9. Provide the students with an appropriate sentence.
10. Bring the class back together.

**Closure:** What were some of the goods you picked? Do you think the goods you picked would get you through a week of being stranded on an island? (**Bloom's-Analysis**) Eventually you would have to pick a job to do, what job would you pick? Next week we will be talking about services that people provide, so be thinking about jobs people in our community do.

**Adaptations/ Enrichment:**

Adaptations: The students that need an adaptation will have a sentence with blanks in it to fill in with the goods they want to take with them.

Enrichment: The students that need enrichment will write using one descriptive word in each sentence.

**Self Reflection:** Did they meet the 75% objective? Is there a better analogy other than going on a boat trip and getting stranded on an island? Did they understand the scarcity definition, or did I have to re-explain?

**Unit Lesson:** Social Studies integrated with Drama

**Length:** 40-45 minutes

**Age or Grade Level Intended:** 1st

**Academic Standards:**

Social Studies 1.4.2: Identify services that people do for each other.

Fine Arts: Theatre 1.8.2: Imitate or create people, creatures, or things based on observation.

**Performance Objective:** Given the definition of service, the students will make a two sentence script and present it to the class with 100% accuracy.

**Assessment:** The students will be graded by their presentations. They must have two sentences that include their job and how it helps our community.

**Advance Preparation by Teacher:**

Have students in pairs- grouped around the same ability level.

**Procedure:**

**Introduction/ Motivation:** Last week we were stranded on a deserted island. I told you all to be thinking about a job you could either do on the island, or jobs that people do around our town. What are some examples of jobs you thought of? (Bloom's- Knowledge) These jobs are also known as services. Services make our community keep running. Today we're each going to pretend to have a job.

**Step-by-Step Plan:**

1. You and your partner (assigned by teacher, matching students' ability levels) will pick a service, job, and tell me what you have picked so no two groups have the same job. (Gardner's- Interpersonal)
2. Then you and your partner will think of two sentences to tell other groups about your job. These sentences should include how it helps our community or what it involves.
3. Model an example. Hi, my name is Ms. Smith. I am a teacher. I provide our community's children with education.
4. Give the students 5-10 minutes to think of a script.
5. The partners will come up in front of the class and tell us about their job. Each student must introduce themselves as "Zach, the Janitor, etc". Each student must also say one sentence, since they were required to have two. (Gardner's- Verbal/ Linguistic)

**Closure:** What might happen to our community if we didn't have these services? (Bloom's- Comprehension) Why might people do these services? (Bloom's- Evaluation)

Tomorrow we will be thinking about how to act out these services. So tonight when you're lying in bed think about what actions your service might perform.

**Adaptations/ Enrichment:**

For the students with ADHD, they will be the students that move to meet their partners. This is a very hands-on lesson, and they should be moving every 5 to 10 minutes.

For the students with lower abilities, they will have a paper that guides their sentences.

For the students with higher abilities, they will have sentences with deeper thoughts. I will ask them to tell the class a good that this job supplies the community.

**Self Reflection:** Did the students understand what a service was? Could I have given a different definition? Did I have to prompt for many examples, or did they have them off of the top of their head? Was the objective of 100% too high? Was two sentences enough?

**Unit Lesson: Social Studies integrated with Gross Motor Skills**

**Academic Standards:**

Social Studies: 1.4.2: Describe services people do for each other.

Physical Education: 1.1.1: Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

**Performance Objective:**

Given the definition of service, the students will create an action for one service.

**Advance Preparation by Teacher:**

None

**Lesson Plan:**

-Someone who remembers what a service is please raise their hand and tell me.

-Re-visit the previous lesson where the students learned what a service was.

-Listing on the board, at least 12 services the class can think of as a group.

-Explain to the class that each of these services requires a certain action, and that's how we will describe these services to help us remember them.

-In partners we will think of a way to PHYSICALLY describe these services.

- Once the groups are done collaborating they will show the action to the class.

- The class will mimic the action.

- Would some services be harder than others? Why?

**Assessment:**

I will check the student's action to see if it matches with the service.

## **Unit Lesson: Social Studies integrated with Music**

### **Academic Standards:**

Social Studies: 1.4.2: Describe services people do for each other.

Fine Arts: Music: 1.3.3: Improvise a short ostinato to sing or play with a familiar song.

### **Performance Objective:**

Given example verses, the students will write one verse having to do with a service to accompany the Worker's Song with 100% accuracy.

(100% accuracy has to do with: the song fitting in with the right beat, the right amount of words, and fit the topic of the song. I will check, and if it is not right the student will re-do, because this is being made into a book.)

### **Advance Preparation by Teacher:**

Copies of Worker's Song

### **Lesson Plan:**

-Someone who remembers what a service is please raise their hand and tell me.

-Re-visit the previous lesson where the students learned what a service was.

-Pass out the copies of Worker's Songs to the students.

-Read over the examples with the class, explain any examples they don't understand (cabbies).

-Teach how to make a verse.

Start with match up the number of words to fit in the song.

It has to meet our topic (service).

It has to accompany the beat.

Model examples of each.

-Make one example as a class.

-Have the students return to their seats and write one verse of their own.

-Ask for examples (however many time permits).

-Collect the verses and make a new song with the students' verses.

-Why might people do these services? Next week we will talk about how people do these services for money.

### **Assessment:**

I will check the student's verse to see if it follows the pattern of the song, and if it is a service.



**Workers' Song:** *(to the tune of "Did You Ever See a Lassie?")*

Did you ever see an acrobat,  
An acrobat, an acrobat,  
Did you ever see an acrobat  
Walk the high wire like this?  
Walk carefully, so carefully?  
Walk carefully, so carefully?  
Did you ever see an acrobat  
Walk the high wire like this?

Did you ever see a baker,  
A baker, a baker,  
Did you ever see a baker  
Knead bread dough like this?  
Knead this way and that way?  
Knead this way and that way?  
Did you ever see a baker  
Knead bread dough like this?

Did you ever see a builder,  
A builder, a builder,  
Did you ever see a builder  
Saw this way and that?  
Saw this way and that way?  
Saw this way and that way?  
Did you ever see a builder  
Saw this way and that?

Did you ever see a cabbie,  
A cabbie, a cabbie,  
Did you ever see a cabbie  
Drive this way and that?  
Drive this way and that way?  
Drive this way and that way?  
Did you ever see a cabbie  
Drive this way and that?

Did you ever see a dancer,  
A dancer, a dancer,  
Did you ever see a dancer,  
Dance this way and that?  
Dance this way and that way?  
Dance this way and that way?

Did you ever see a dancer,  
Dance this way and that?

Did you ever see a farmer,  
A farmer, a farmer,  
Did you ever see a farmer  
Hoe this way and that?  
Hoe this way and that way?  
Hoe this way and that way?  
Did you ever see a farmer  
Hoe this way and that?

Did you ever see a miner,  
A miner, a miner,  
Did you ever see a miner  
Dig this way and that?  
Dig this way and that way?  
Dig this way and that way?  
Did you ever see a miner  
Dig this way and that?

Did you ever see a mother,  
A mother, a mother,  
Did you ever see a mother  
Rock her baby like this?  
Rock this way and that way?  
Rock this way and that way?  
Did you ever see a mother  
Rock her baby like this?

Did you ever see a sailor,  
A sailor, a sailor,  
Did you ever see a sailor  
Row this way and that?  
Row this way and that way?  
Row this way and that way?  
Did you ever see a sailor  
Row this way and that?

(Song taken from: <http://www.theholidayzone.com/labor/songs.html>)

**Unit Lesson:** Social Studies integrated with Art

**Length:** 25 minutes

**Age or Grade Level Intended:** 1<sup>st</sup>

**Academic Standards:**

Social Studies: 1.4.3. Compare and contrast different jobs people do to earn income.

Visual Arts: 1.6.3. Identify and use symbols to express ideas.

**Performance Objective:** Given the description of income, the students will make an advertisement using symbols with 100% accuracy.

**Assessment:** I will grade their advertisement for the components listed: Title and hourly rate.

**Advance Preparation by Teacher:**

Construction Paper

**Procedure:**

**Introduction/ Motivation:** Who remembers what we talked about last week when we talked about jobs? (Bloom's- Knowledge) Now, we're going to try to think way back to the beginning of our unit. Do people work for free? (Bloom's- Knowledge) Why might people work? (Bloom's- Analysis) Does everyone remember their job from last week? Let's go around and list our jobs, because today we're going to do an activity with those jobs.

**Step-by-Step Plan:**

1. Explain different jobs to the students. Give examples of how each one of these jobs make a certain amount of money, based on skill.
2. Ask the students: why might jobs have to come with money?
3. Hand out construction paper.
4. Explain activity: Today we're going to be making an advertisement for our jobs. So, that our classmates know that our "services" are available. Does anyone know what an "advertisement" is? On this advertisement there should be the title of your job, and your pay, or what you will work for (per hour). Explain what it means to work per hour, and income. (Gardner's- Visual/Spatial)
5. Show an example.
6. Give students 10 minutes to work on their advertisement. (Gardner's- Intrapersonal)
7. Once their finished I will have students that want to show their artwork.
8. Then we will compare certain student's artwork, and *briefly* explain why some jobs make more money than others.

**Closure:** Why can't people work for free? (Bloom's- Analysis) How would you feel if you did all of this work and didn't get paid for it? (Bloom's- evaluation) Next week we will be experiencing how a farmer feels when he or she plants a seed.

**Adaptations/ Enrichment:**

For the student with ADHD, he/she will be able to hand out the construction paper. Also, he/she will be able to move to show the class his/her artwork.

For the students that need enrichment, they will also be able to explain *why* people should hire them on their advertisement.

**Self Reflection:** Did the students understand why people get paid? Was the assignment too easy? Does another component need to be added? Did the students understand the definition of income? Was the objective set too high? Was there any room for misbehavior?

## **Unit Lesson: Social Studies integrated with Science**

### **Academic Standards:**

Social Studies: 1.4.4: Describe how people in the school and community are both producers and consumers.

Science: 1.1.3: Recognize that and demonstrate how people can learn much about plants and animals by observing them over a period of time. Recognize also that care must be taken to know that needs of living things and how to provide for them.

### **Performance Objective:**

Given the definition of producer and consumer, the students will write two sentences in their journal explaining producer and consumer in their own words with 100% accuracy

### **Advance Preparation by Teacher:**

The teacher will need to get cups, seeds and dirt for all of the students.

### **Lesson Plan:**

-Ask the students who grows all of our food. If they know it is farmers, see if they know what kinds of products they grow.

-Teach the students that farmers also eat what they produce. Use corn as an example. Give reasons (ex- saves money).

-Using the example teach the students that the farmer is the “Producer”, because he grows the crops. The farmer is also the “Consumer”, because he eats the crops he grows.

-Ask the class to think of another example of a producer consumer relationship, and explain the relationship.

-Tell the students we’re going to practice growing a plant, just like the farmers do.

- Pass out the seeds. Have the students put the seeds in the bigger cup, and put their dirt on top of the seed. Water their plant.

-Next we will be learning what it feels like to do some of the work the farmers have to do to grow their crops.

### **Assessment:**

I will check the student’s journals to see that they fully understand the definition of producer and consumer.

-Note: Explain to students, we will not be able to eat our plants, because we will be putting them outside once we’re done to see if they continue to grow.

## **Unit Lesson: Social Studies integrated with Fine Motor Skills**

### **Academic Standards:**

Social Studies: 1.4.4: Describe how people in the school and community are both producers and consumers.

Physical Education: 1.1.3: Perform manipulative skills with developmentally appropriate challenges to reinforce fundamental movements.

### **Performance Objective:**

Given a digging tool, the students will dig an appropriate size hole for their plant with 100% accuracy.

(100%, because if their plant doesn't fit, they have to adjust their hole)

### **Advance Preparation by Teacher:**

Make sure their plants are ready to be transplanted, and okay it with the school.

Tools that are appropriate for the students to dig with.

### **Lesson Plan:**

-Can anyone tell me what a producer is? Consumer? Can anyone give me an example of someone who is both, and why?

-Now that our plants have grown it is time to transplant them to the ground!

-Transition the students outside with their plants.

- I will model the size of hole we need.

- The students will use the tool to dig a small hole for their plant.

-Why is it so important for farmers to be producers? Is it more important for the farmer to be a producer or a consumer? Why?

-Next week we are going to be using some of the goods that the farmer produces. Then, we are going to be consumers! We are going to make a meal, but in order to eat this meal you will all have to be able to identify the goods and services that went into this meal. So be sure you know what goods and services mean.

### **Assessment:**

I will grade the students on completion of transplanting their plant into the ground.

## **Unit Lesson: Social Studies integrated with Cooking**

### **Academic Standards:**

Social Studies: 1.4.2: Describe services that people do for each other.

### **Performance Objective:**

Given multiple examples of services, the students will list the different services that went into our meal with 80% accuracy.

### **Advance Preparation by Teacher:**

Get ingredients for pancakes.

*Pancakes, Pancakes!* by Eric Carle

### **Lesson Plan:**

-As we finish our unit, everyone now should be able to tell me what a service is, and who provides us with what service. Who starts the chain of where food comes from? And the next step? And where do these goods end up?

-Today, we're going to be making pancakes. Each time I add something new, you must list the good and service that provided it.

-To make it easier for the students, I will help them with the first one. The butter is the good, and the service comes from the farmer.

-They will be writing these down in their notebook. Tell the students that this will help them to prepare for their test on Friday.

- Great job today! Knowing these steps will help you on your test Friday.

### **Assessment:**

I will grade the students on their correctness of what the goods are, and the service that provided the good. This will help me to make sure they are ready for their test.

Works Cited

Schilling, H. (2009). *Social studies and curriculum methods syllabus*. North Manchester, IN  
(<http://www.socialstudies.org/postitions/elementary>)