

**Social Studies**  
**Goods and Services**  
**1st Grade**

<b>Standard:</b>	Individuals have rights and responsibilities.
<b>Compelling Question:</b>	What goods and services are most important to your family?
<b>Objective:</b>	By the end of the lesson, students will be able to distinguish between goods and services with 80% accuracy.
<b>Accommodations:</b>	<ul style="list-style-type: none"> <li>- <b>1 model student; sensitive to the behavior of others.</b> When working in groups, the teacher will not pair this student up with peers who struggle with behavior. The teacher may decide to pair them with a peer who may need extra help academically.</li> <li>- <b>1 student with Downs Syndrome; limited verbal skills.</b> The teacher will place this student's seat near the front of the room/teacher's desk. This can help with any behavior problems and will help with any miscommunication issues.</li> <li>- <b>8 students are struggling learners; presently not performing at grade level</b> During individual work times, these students will be working in a small group with the teacher on these assignments. The teacher can help each of them, and they can help each other.</li> <li>- <b>1 student has significant attention seeking behaviors.</b> This student will be allotted frequent breaks throughout the day. They may also be assigned the "teacher helper" job to help limit those behaviors.</li> <li>- <b>3 students are performing above the level expected at this point in the year. 1 of these students is very active.</b> These students can be given more challenging assignments, while still following the same concepts being taught in class. They may also be paired up with some of the struggling learners in order to help those students out.</li> <li>- <b>2 ELL students; Spanish is the only language spoken at home.</b> During individual work time, these students will be working in a small group with the teacher. The teacher will be helping them learn basic words needed in order to grasp the concepts and complete the assignments.</li> </ul>
<b>Materials and Resources:</b>	<ul style="list-style-type: none"> <li>- Goods and Services for Children   Classroom <a href="#">Video</a></li> <li>- Goods and Services <a href="#">worksheet</a></li> <li>- On Market Street read aloud <a href="#">video</a></li> <li>- Goods and Services My Family Uses <a href="#">worksheet</a></li> </ul>
<b>Engage:</b>	<p>The teacher will write the terms "Goods and Services" on the board and ask the students to brainstorm definitions for each. After the students share, provide and write a definition for each:</p> <ul style="list-style-type: none"> <li>-Goods are things you can buy and hold.</li> <li>-Services are things that people do for others.</li> </ul> <p>The teacher will then show this <a href="#">video</a> about goods and services.</p>
<b>Explore:</b>	To set in the difference between goods and services, the students will complete

	the Goods and Services <a href="#">worksheet</a> . Once finished, they will turn in the worksheet and sit on the floor to get ready to listen to the read aloud.
<b>Explain:</b>	The teacher will read the book (or use a <a href="#">digital read aloud</a> ), <i>On Market Street</i> to the class. After the reading, the teacher will create a t-chart on goods and services and write the goods the boy in the story encountered. Next, remind students that all the items listed under the <i>goods</i> category are things you can buy and hold. To check for student understanding, ask students to name goods they see in the classroom. Examples may include: chairs, desks, pencils, paper, etc. Then, remind the students that all of the things listed under the <i>services</i> category are things we pay other people to do.
<b>Elaborate:</b>	Referring to the t-chart on Goods and Services, point to an item under the <i>goods</i> category. Ask students to name some of the sellers of goods in the story (name the type of service each good came from). For example, the baker sold the donuts. Based on student responses, write the title of each type of seller under the <i>services</i> category right next to their corresponding good. Explain to students that these are people who provided goods to the main character of the book. Next, tell students that you notice that each name listed is a job. Tell students that your job is teaching. Ask students if you provide a good or a service. Discuss student responses as a class. Ask the students for examples of other jobs that provide services, but not necessarily one that sells goods. Examples may include: plumber, hair stylist, or police officer. List these jobs under the <i>services</i> category.
<b>Evaluate:</b>	To wrap up this lesson, have the students individually complete the Goods and Services My Family Uses <a href="#">worksheet</a> . Each student will write 5 goods and 5 services that their own family uses often. Once everyone has completed their assignment, the teacher will allow for class discussion and have students share their examples of goods and services their families use! As an optional activity, have the students ask the adults in their family what their job is and if they provide a good or a service.