

Grade 2	Lesson: Give and Take Part 1	Reference to English Interconnections Lesson Give and Take p. 126
<b>Social Studies Standard(s): Standard IV Objective 1,2</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will understand the meaning of goods and services. <i>I can understand the meaning of goods and services.</i>		Students can use the words goods and services in a sentence. <i>I can use the words goods and services in a sentence.</i>
<b>Essential Questions:</b> How does location affect living things around the world?		<b>Required Academic Vocabulary for Word Wall:</b> <b>Listen:</b> goods, services, producers, consumers <b>Speak:</b> goods, services <b>Read:</b> <b>Write:</b> <b>Sentence Frames:</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Advertisements of various businesses offering goods and services (grocery stores, department stores, lawn care, clothing stores...) – you might have to translate them into the appropriate language.</li> <li>• Pictures or logos of businesses in your community</li> <li>• Chart Paper</li> <li>• Writing Paper</li> <li>• Pictures of people doing services (doctor, plumber, lawn care provider...)</li> <li>• Whiteboards, markers erasers</li> </ul>		<b>Additional Lesson Vocabulary:</b> Choices, job names,
<b>Lesson:</b>		<b>Instructional Time: 20 minutes</b>
<p><b>Opening: (3 minutes)</b>  <b>T: “Today we are learning about shopping! Who likes to go shopping?”</b>  <b>S: will raise their hands.</b>  <b>T: “Do you like to buy candy? Thumbs up or down?”</b>  <b>S: thumbs up.</b>  <b>T: “Do you like to buy toys?”</b>  <b>S: thumbs up.</b>  <b>T: “Do you like to buy clothes?”</b>  <b>S: thumbs up or down.</b>  <b>T: “Turn to your neighbor and tell them something you want to buy.”</b>  <b>S: answers will vary.</b>  <b>T: “I am going to call on 4 people. Tell me 1 thing you want to buy.”</b>  <b>S: answers will vary.</b></p> <p><b>Introduction to New Material (Direct Instruction): (13 minutes)</b>  <b>T: “So, today we are learning about shopping, but to do that we need to learn 4 new words. I will write them on the board.”</b>  <ul style="list-style-type: none"> <li>• Pass out whiteboards, erasers and markers.</li> </ul> <b>T: “The first word is GOODS. Goods are the things you buy...the candy, clothes, toys, food...Those are all goods. Draw a picture of the goods you want to buy on your whiteboard.”</b>  <b>S: will draw goods on their board.</b>  <b>T: “Show me your boards. Now tell your neighbor what you drew. Say, ‘the goods I drew were _____.’”</b>  <b>S: “the goods I drew were _____.”</b>  <b>T: “The goods I drew were clothes. I love to buy clothes!”</b>  <b>T: “The second word is SERVICES. Services are when people do something. For example when someone comes and cuts the lawn, that is services. Or when someone comes to fix my toilet. Or when you got to the post office to mail your letters, the mail carrier is providing a service. Or when you see a doctor. Those are all services. Draw a picture on your white board of someone doing a service.”</b>  <b>S: will draw a picture of someone doing a service.”</b>  <b>T: “Show me your boards. I like those pictures! Turn to your neighbor and say, “I drew a picture of _____ serving.”</b>  <b>S: “I drew a picture of a _____(doctor) serving.</b>  <b>T: “I drew a picture of a plumber serving.”</b></p>		

**T: "Now we are going to talk about 2 more words. The first is the producer and the second is the consumer."**

**T: "The produce is the person who makes the goods. Like a baker baking bread and then selling it."**

**T: "The consumer is the person buying the goods or services."**

**T: "So, when you go to the store and buy candy, are you the consumer or the producer?"**

**S: "consumer."**

**T: "Yes, when you buy something you are the consumer!"**

**T: "Now that we know the vocabulary, let's do a little activity. Tell me every where you have visited this week."**

**S: answer will vary**

- Write the list on the board as the students say where they have been.
- Use the pictures of places around the community to give the students a reference.

**T: "Now, we are going to circle all of the producers of goods in green and all the producers of services in red."**

- Go through the list of places and circle them in red or green.
- As you go through each place explain to the students that they are consumers of those goods and services.

**T: "Awesome, you have been a lot of places this week. Now, we are going to read a book."**

- Choose a book that involves choices consumers make.

**T: "As we read the book did you notice how many choices the consumers made?"**

**S: "yes"**

**T: "What were some of the choices? Say, 'they chose \_\_\_\_\_'."**

**S: "they chose what to buy" or "they chose how much to spend" or "they chose to save money" or "they chose to spend money."**

**T: "Yes, when we go shopping we have to make a lot of choices. Will you tell your neighbor one example of a choice made in the story?"**

**S: will tell their neighbor one example from the story.**

**Closing: (3 minutes)**

**T: "To finish up today we are going to review the vocabulary and then I am giving you homework!"**

**T: "I will say the word and I want you to tell your neighbor what it means."**

**T: "Goods."**

**S: "things to buy."**

**T: "Goods are the things that we buy."**

**T: "Services? Tell your neighbor."**

**S: "the things people do."**

**T: "Services are the things people do and get paid for."**

**T: "Producer? Tell your neighbor."**

**S: "the person who makes things."**

**T: "What are producers?"**

**S: "the people who make things."**

**T: "Correct! Last word, consumers? Tell your neighbor."**

**S: "the people who buy things."**

**T: "Consumers are the people who buy things."**

**T: "Well done! Now for your homework. Go home and ask 2 adults about their jobs. And then determine if their jobs produce goods or services. We will chart it tomorrow."**

**Assessment:**

**HOMEWORK: Interview 2 adults about their jobs and determine if they produce goods or services.**

**Extra Ideas:**