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**Social Studies Standard(s): Standard IV Objective 1,2**

**Content Objective(s):**

Students will determine which advertisements are goods and which are services.

**Language Objective(s):**

Students can use the words goods and services in a sentence. *I can use the words goods and services in a sentence.*

**Essential Questions:**

How does location affect living things around the world?

**Required Academic Vocabulary for Word Wall:**

Listen: goods, services, producers, consumers

Speak: goods, services

Read:

Write:

Sentence Frames:

**Materials:**

1. 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. – can also be pictures of occupations like doctors, dentists...
2. Bags to put advertisements in
3. Pictures or logos of businesses in your community
4. Chart Paper
5. Writing Paper
6. Pictures of people doing services (doctor, plumber, lawn care provider...)
7. Poster board (1 for every group of 4)

**Additional Lesson Vocabulary:**

Choices, job names, advertisements,

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**Lesson:**

**Instructional Time: 25-30 minutes**

**Opening: (4-5 minutes)**

**T:** “Last time we talked about shopping. We learned 4 new words and read a story. Who can remind me what those words were?”

S: *will say the words they learned in the previous lesson – goods, services, producers and consumers.*

**T:** “Go over what each words means.

**T:** “Now, refresh my memory. What was the story about? Talk to your neighbor about the story and then share what you remember with me.”

S: *will talk to their neighbor about the story.

**T:** “What do you remember about the story?”

S: *answers will vary.

**T:** “Did any one have to make choices in the story? Thumbs up or down.”

S: *thumbs up.

**T:** “Tell your neighbor one choice they had to make the story.”

S: *will tell their neighbor one choice made in the story.

**T:** “What choices were made in the story?”

S: *answers will vary.

**Introduction to New Material (Direct Instruction): (6 minutes)**

**T:** “If I remember correctly, I gave you some homework. You were supposed to go home and talk to 2 adults about their jobs. As you tell me about the different jobs, I am going to write them on the board. We will decide if they belong on the left – the goods side of the chart, or on the right side- the services side of the chart. Are you ready?”

As the students say the jobs write them on the board and discuss how they are goods or services.

S: *will share the jobs they learned about to the class.

**T:** “This is quite a list. Let’s count how many jobs provide goods and how many provide services.”

**T:** “Which do we have more of?”

S: *will respond.
**Guided Practice (8 minutes)**

**Modeling Cycle**

**Teacher Does:**
- T: “Now I am going to pass out a poster and a bag full of advertisements to groups of 4. You will first need to draw a line down the middle of the poster board, like this.”
- T: “Then you will need to decide if the business advertisements provide goods or services and glue the on the correct side of your poster. For example, where would I put the doctor?”
- S: “services.”
- T: “Yes, I would put the doctor on the services side.”

**All Students Do:**
- T: “Now I am going to separate you into groups of 4.”
- T: “Now that you are in your groups of 4 I will pass out your materials – poster and bag of advertisements. Remember to say the words GOODS and SERVICES as you decide where the advertisements belong. You have 5 minutes.”
- S: will work in groups of 4 and decide where to place the advertisements.
- T: “You have 1 more minute to finish up.”
- T: “Please turn in your posters and I will put them up around the room. Then, come sit on the carpet.”

**Closing: (5 minutes)**
- T: “To finish up the day I would like to talk to you about the goods and services provided in (China, Spain, Mexico, France... depending on the target language.)
  - Talk about the cultural differences between what they just learned about the US goods and services and those performed in the country of choice.
  - Great time to add a little cultural lesson in here.

**Assessment:**
- Goods and Services Poster

**Extra Ideas:**