

Grade 2	Lesson: Give and Take Part 2	Reference to English Interconnections Lesson Give and Take pg. 126
Social Studies Standard(s): Standard IV Objective 1,2		
Content Objective(s):		Language Objective(s):
Students will determine which advertisements are goods and which are services. <i>I can determine which advertisements are goods or 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>
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: <ul style="list-style-type: none"> • 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... • Bags to put advertisements in • Pictures or logos of businesses in your community • Chart Paper • Writing Paper • Pictures of people doing services (doctor, plumber, lawn care provider...) • Poster board (1 for every group of 4) 		Additional Lesson Vocabulary: Choices, job names, advertisements,
Lesson:		Instructional Time: 25-30 minutes
<p>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?” <i>S: will say the words they learned in the previous lesson – goods, services, producers and consumers.</i></p> <ul style="list-style-type: none"> • Go over what each words means. <p>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.” <i>S: will talk to their neighbor about the story.</i></p> <p>T: “What do you remember about the story?” <i>S: answers will vary.</i></p> <p>T: “Did any one have to make choices in the story> Thumbs up or down.” <i>S: thumbs up.</i></p> <p>T: “Tell your neighbor one choice they had to make the story.” <i>S: will tell their neighbor one choice made in the story.</i></p> <p>T: “What choices were made in the story?” <i>S: answers will vary.</i></p> <p>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?”</p> <ul style="list-style-type: none"> • As the students say the jobs write them on the board and discuss how they are goods or services. <p><i>S: will share the jobs they learned about to the class.</i></p> <p>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?” <i>S: will respond.</i></p>		

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: