**Title:**  Goods and Services

**Subject Matter Emphasis and Level:**  Social Studies    First Grade

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**Brief Description of the Lesson/Unit:**
Students will make a jobs chart with the column headings *Goods* and *Services*.

**SD Content Standards:**

Social Studies Standards

1E1.1~ Students are able to define goods and services.
1E1.1a~ Identify different businesses in the community that provide goods and services for their families.
1E1.2~ Students are able to explain choices families have to make when buying goods and services.
1E1.2a~ Describe ways people could earn money in order to buy something they want or need.
Whole Class Activities:

1. Class will brainstorm all the different jobs a person could have. The students will tell whether the job is a service or provides goods.
2. The students will pantomime what different workers do. The other students will try to guess the job.

Leveled Activities:

Materials Needed: Old magazines, scissors, glue and chart paper.

Level 1 (Easy): Students will look in magazines for pictures showing different jobs. They will then place the pictures into the goods column or the services column.

Level 2 (On-Level): Students will look in magazines for pictures showing different jobs. They will then place the pictures into the goods column or the services column. Students will then brainstorm other workers who grow/make goods or provide services. They will then add these workers to the appropriate column in the chart. Ask volunteers to tell the duties of each job and how the workers would know if they did their job well.

Level 3 (Challenge): Students will look in magazines for pictures showing different jobs. They will then place the pictures into the goods column or the services column. Students will then brainstorm other workers who grow/make goods or provide services. They will then add these workers to the appropriate column in the chart. Ask volunteers to tell the duties of each job and how the workers would know if they did their job well. Have partners choose one worker from each column of the chart. Ask them to write brief descriptions of the worker’s jobs. Encourage them to tell about job requirements including the amount of schooling and on-the-job training.

Culminating Activities:

1. Students will return to whole group to share and explain the jobs they placed in the column.
2. Play the “I Spy a Job” game. Using the chart, each student takes a turn giving clues about a worker. For example, if the worker is the mailman, clues might be: I spy someone with a service job. This person helps by delivering something. Encourage the students to use our vocabulary words.
Assessments:

Everyone participated.
All required elements were met.
Whole group cooperation and sharing was evident.