

**Economics**  
**Day 2: Services**

**I. Content of Lesson:** Economics

**National/ State Standard and Local Benchmarks:**

National Social Studies Standards:

- *We found that questions for exploration are:* What questions are important to ask about wants, needs, goods and services? Why can't people have everything they want? How are goods made, delivered and used?
- *Questions for knowledge that learners will understand are:* How do people and communities deal with the scarcity of resources? What are the differences between needs and wants and what various organizations exist to help people achieve their individual economic goals (banks, businesses, labor unions)? Learners will also understand that goods and services are produced in the market.
- *Questions for processes are that learners will understand are:* How can students ask and find answers to questions about the production, distribution and consumption of goods and services in the school and in the community? Learners will also be able to analyze the differences between personal wants and individual needs.

State Social Studies Standard:

D. Know about production, distribution, exchange and consumption so they can make informed economic decisions

D.4.3 – Identify local goods and services that are part of the global economy and explain their use in Wisconsin

Oshkosh Area School District Social Studies Standards:

SOCD1.1.2 Understand the difference between needs and wants

SOCD1.1.3 Understand that we use goods and services that come from other places

SOCD1.1.6 Understand how and why families earn money

SOCD1.1.7 Understand the importance of how we use our money

State English Language Arts Standards:

A1. Use effective reading strategies to construct, sustain, and repair meaning of narrative and informational text

A4. Read to acquire information

C2. Listen to and comprehend oral communications

Oshkosh Area School District Literacy Standards:

LITA1.1.3 Use thinking strategies to aid comprehension

- Connections
- Questions

LITA4.1.1 Use multiple resources to find information about a topic

LITC2.1.1 Understand information conveyed orally

- Set a purpose for listening
- Respond and reflect

**Connections:**

The students will be able to make real life connections to the lesson on services because they can relate to services that Alexander uses in the book *Alexander, Who Used to Be Rich Last Sunday*. It is important for students to know examples of what services are and what services are available to them in their community.

**Goal(s)/Objective(s) of the Lesson:**

- Students will be able to explain what a “service” is after reading and discussing the book *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst.
- Students will describe what services people need to use in order to stay healthy.
- Students will list examples of what goods are from reading and discussing the book *Alexander Who Used to Be Rich Last Sunday*.
- Students will describe that different people can have access to using different services based on the amount of money they make and the job that they have.
- Students will be able to identify and state the differences between a good and a service by creating a chart with pictures of jobs that are “services”.
- Students will be able to explain the different ways to earn money and state these types of jobs.
- Students will be able to use thinking strategies while listening to *Alexander, Who Used To Be Rich Last Sunday* to identify the goods and services discussed in the book.

**Assessment Targets and Methods:**

As a method of formatively assessing the students, the students will fill out a graphic organizer, where they will identify the goods and services that were talked about in the book *Alexander Who Used to Be Rich Last Sunday*. The students will work in small groups to fill in the goods and services graphic organizer. After a discussion of the book, the students will be given a sheet full of images of various services. The students will need to choose, cut out and glue three services that are needed as a necessity for their own health and safety. They will glue these three services on a blank sheet of paper labeled “services” and each student’s sheet will then be added to the classroom “services” bulletin board. The students will each individually be asked to verbally explain why the pictures they have chosen are considered to be services. Miss Galovich and Miss Schultz will walk around the classroom during their work time to take a verbal assessment of the student’s comprehension skills on services.

Edward, our student who is labeled as having autism, will be asked to cut out and glue only one service that is needed as a necessity for health and safety.

**II. Pedagogical Considerations: Prior Knowledge, Differentiation, and Management**

**Classroom Description:**

There are 23 students in the classroom. There are 13 boys and 10 girls. Two of these students are children with special needs. One child is nonverbal and is pulled out for most of the day. The other child has autism; he participates in our morning meeting, calendar, milk break, gym, art, music and our end of the daybook share. The other student with special needs has communication delays and is pulled out of class at certain times. This student is around for most

of the day but leaves for one on one assistance in the afternoon. This student also has a one on one paraprofessional to help to support him in the general education classroom. Out of the 23 students, three children receive reading services. Two more students receive speech and language services. There is one student who also is in math recovery. A large majority of these students come from a middle class family who supports them in their education on a daily basis.

### Student Descriptions:

\_\_\_\_\_ is a male student in this classroom.

- *Likes/Dislikes:* \_\_\_\_\_ enjoys math and enjoys gym, music and art. He likes math, gym, music and art because he is able to play games and be with his friends. Math groups allow for interaction and peer support. He does not like reading or writing. When he is asked to read he will stare at the pictures and when he is asked to write he will draw instead of writing.
- *Intelligences/Strengths:* \_\_\_\_\_ has a number of strengths as a student. When he is given material at a level that he can handle, he will succeed. He enjoys playing math games with his friends because the math games consist of material that is not new for him such as, adding and subtracting numbers. When \_\_\_\_\_ is asked to do something he is familiar with, he will do it to the best of his ability.
- *Communication:* \_\_\_\_\_ has a hard time communicating with others. He does not like to communicate his feelings. When he is confused about material being taught, he will not ask for help.
- *Behavior:* \_\_\_\_\_ is a very high-energized student. He likes to seek attention from his classmates and the adults in the room. Some of these behavior characteristics are randomly shouting comments, falling off his chair, lying on the ground, distracting others and talking when others have the floor. He often does not like to listen, especially to new adults in his life. He has a great deal of respect for Mrs. Martin, but when he does not have her specific attention, he seems to act out and looks for her attention.
- *Academic Performance:* \_\_\_\_\_ is very low in all subjects, especially in math and reading. The staff at Carl Traeger Elementary has taken note of these weaknesses and is thinking about holding him back next year.
- *Social Skills:* \_\_\_\_\_ has a hard time with social skills. He does not interact naturally with his peers. He pushes his way into relationships and forces his way into peer groups. Devon will act out to gain the attention of his peers.
- *Concerns:* My concern for \_\_\_\_\_ is being able to gain his respect. If \_\_\_\_\_ does not have my respect, he will not behave appropriately and that will delay his learning.

\_\_\_\_\_ is a male student in this classroom.

- *Likes/Dislikes:* \_\_\_\_\_ likes to work with his peers. He likes to attend the "specials", such as: gym, music and media.
- *Intelligences/Strengths:* \_\_\_\_\_ does well in math and reading, depending on the day. \_\_\_\_\_ is proficient in the core subject areas.
- *Communication:* \_\_\_\_\_ interacts well with others.

- *Behavior:* can be easily distracted when he is with his friends.
- *Academic Performance:* is average in both reading and math.
- *Social Skills:* Socially, does a great job interacting with his peers and his teachers. He asks questions if he needs help, always raising his hand.
- *Concerns:* A concern for is to find a happy medium for him to learn. Throughout the week I will have to monitor his success and give him feedback on each part of the process so that I can adjust the instruction for him. Understanding what is too easy for him and what is too hard for him will be important for me to do.

is a female student in the classroom.

- *Likes/Dislikes:* likes all subjects. Her favorite subject is math because she feels that it is fun. She likes the interaction with her peers and she likes the opportunity to share what she knows during repetitive math games. also enjoys reading and writing. She often challenges herself with higher reading books. least favorite subject is social studies. also likes to work independently.
- *Intelligences/Strengths:* is intelligent in every subject. She is able to grasp new concepts and then connect them with prior knowledge. is a very fluent reader and is also able to make connections from what she is learning to her life.
- *Communication:* communicates very well. She will communicate what she is feeling almost always. If she is having a difficult time learning, she will ask for help.
- *Behavior:* is a well-behaved student. She knows and understands her classroom and school rules. She interacts well with others and shares respectful behavior. is also very attentive to the lesson being taught and follows directions.
- *Academic Performance:* is a high academic student. She succeeds in every subject because of her ability to learn new information. She enjoys applying the information she learned with her daily life.
- *Social Skills:* works well with her peers. She is able to integrate well with her classmates and has positive social interactions. She is respectful to her friends and has good peer relationships.
- *Concerns:* My only concern for is being able to challenge her so she is able to learn the content being taught at her high level.

is a male student in the class who is labeled as having autism.

*Likes/Dislikes:* likes to work with others, especially with his Para-professional, Mrs. T. He enjoys working one on one with others because he has a hard time staying on task. When works with others, his peers are able to provide him with socialization that he desires. A stimming technique that uses to calm himself down is called, "chinning". tends to "chin" himself or others by putting pressure on his chin and on his cheeks. This pressure is a stress relieving exercise uses while in the classroom. also, usually has a tactile toy with him to relieve stress and/or tension.

*Intelligences/ Strengths:* is an excellent reader. He is able to identify words, however, teachers are unsure of how much of the material he comprehends. Reading is one of favorite activities and he is able to participate in reading groups and Daily five activities with the rest of his peers.

*Communication:* \_\_\_\_\_ is non-verbal. He is labeled as having echolalia along with autism. He struggles engaging in conversation with others and generally communicates by repeating what his peer and/or teacher has said last to him. \_\_\_\_\_ responds most effectively to yes or no questions and needs constant prompting when answer critical thinking questions.

*Behavior:* \_\_\_\_\_ depends on stimulation. For stimulation he often “chins” other people by putting his chin on one’s arm and pushing down to create pressure on his chin. Another \_\_\_\_\_ engages in stimulation is by asking for “squishes” where his Para-professional or teachers apply light squeezes up and down his arms and back. When \_\_\_\_\_ becomes over stimulated, he walks around the classroom and goes to an open area where he jumps around and flaps his arms. When \_\_\_\_\_ becomes frustrated he will cry out or burst out a scream. At times he will also throw a pencil or his shoe when he becomes extremely frustrated.

*Academic Performance:* \_\_\_\_\_ is almost fully included into the general education classroom. He participates in all the lessons and his work is modified to meet his needs so he is successful in the lesson and is learning the same amount of content as his peers. \_\_\_\_\_ is able to participate in Daily five and reading group activities and enjoys it.

*Social Skills:* \_\_\_\_\_ does not communicate with his peers. When he communicates it is often an “echolalia” form of communicating. An example is when Mrs. Martin asks \_\_\_\_\_ to say, “good morning”, he will respond by saying, “\_\_\_\_\_ say good morning.”

*Concerns:* Being able to meet \_\_\_\_\_ academic and social needs is a concern. It is important for us to determine whether or not \_\_\_\_\_ understands the content or just skimming the basic knowledge that is read to him.

### **Prior Knowledge:**

Prior to this lesson, the students will have been given a prior knowledge assessment based on Oshkosh Area School district Social Studies Standard SOCD1.1.3 Understand that we use goods and services that come from other places. In order to pre-assess this standard, students will be given a word bank of a list of goods and services. The students will be asked to sort these words into a chart divided by goods and services. This prior knowledge will be built off of Monday’s lesson related to goods. If after our prior knowledge assessment that will be given to the students on Monday before starting our unit, we will make sure to include many examples of goods and services in our lesson. We will build on their prior knowledge by identifying the students with services that are specifically found in their home community of Oshkosh, WI. Common misconceptions associated with learning about services, are that students may confuse the two terms good and service and have a difficult time separating the two terms. \_\_\_\_\_, the student with Autism will have his prior knowledge lesson on goods and services differentiated from the rest of the students. \_\_\_\_\_ will be asked to circle the goods by looking at pictures of various good and services mixed together. \_\_\_\_\_ will also be asked to circle the services on a separate page by circling the pictures of services.

### **Classroom Management:**

I will clearly communicate my expectations of learning by gathering the students on the front carpet to make sure they are paying full attention to the lesson. I will begin the lesson by asking students to, “Open up your ears and get ready for our goal.” I will state to the students the goal for the day’s lesson on services. “Today’s goal is to learn what are services, the different types of services and where we can go to use these services.” I will encourage the students to follow the PBIS way of being respectful, responsible, safe and trustworthy. I will also manage the

classroom by using the microphone to explain to the students they can do and what they will do, not the things that they should make sure they “do not” do. In order to communicate my expectations of student behavior I will be assertive in my teaching techniques. It is important to be confident about the material I am teaching the first graders. I will make sure to have concise, simple directions that the students will be able to follow. I will write these directions down on the board so they can reference them while working. While teaching, I will make sure to model to the students what is expected of them in the activity so they know what to do in the allotted time.

While teaching I will make sure to repeat myself several times throughout the lesson of the things that the children need to be accomplishing in their work time. I also will encourage small group participation and whole classroom discussion to make sure that the students understand the goal and content of the day’s lesson. It is important for me to walk around the room and praise the students for their good work. I will also expect the students to participate in answering questions and being good listeners. In this specific lesson, I will offer the students the choices of what colors they would like to use when coloring in their pictures of services on the formative assessment.

### **III. Technology Components/Considerations**

For this lesson we will use:

- SMART Board
- Microphone
- ELMO

### **IV. Lesson Description:**

#### **Materials and Preparation:**

Prior to the lesson we will create papers containing pictures of various services people can use. We will prepare the read aloud of the book *Alexander, Who Used to Be Rich Last Sunday* by having practiced reading aloud before hand.

Assemble materials for lesson:

- *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst
  - Summary: *Alexander, Who Used to Be Rich Last Sunday* is a book about how a young boy Alexander chooses to spend his dollar that his grandparents give him. The story accounts his purchases made with the dollar and discusses his poor choices of how he spent the money.
- One large poster board labeled as “Services” to add to the bulletin board outside the classroom
- 24 copies of the graphic organizer that has students labeled the goods that were used in the book and the services that were used in the book *Alexander, Who Used to Be Rich Last Sunday*
- 24 copies of “Services in Oshkosh” graphic organizer
- One KWL chart

#### **Division of Responsibilities:**

During the lesson Mrs. Martin and Miss Schultz will be present in the classroom. Mrs. Martin is the classroom teacher and her role will be to observe us teaching. She will observe me as I teach

so she can provide me with feedback that helps me to become a better teacher. Another person in the classroom is Mrs. T. Mrs. T is a paraprofessional. Her role in the classroom will be to assist when needed during the lesson. She helps to support in his learning and helps him participate and complete his work. Mrs. T may rephrase the directions to in a specific way he can understand. Mrs. T will guide him with follow up questions to help guide him in completing the activity. Miss Schultz and Miss Galovich will also be in the classroom, and both of our roles will be to perform as classroom manager. We will create a positive learning environment for the students and reinforce positive behavior and are also there to answer any questions the students may have throughout the lesson.

### Introduction:

1. Students will gather in a "social studies huddle" on the front carpet. We will ask students to, "Open up your ears and get ready for our goal." We will explain to the students that, "Today's goal is to learn what are services, the different types of services and where we can go to use these services."
2. To review the prior day's lesson on goods, there will be a list of goods posted on the SMART board. This list will have words such as: apple, computer, cellphone, paper, milk, basketball, board game and clothes. There will also be services mixed in the list. This list will be labeled on the SMART board so all of the students can clearly see the list.
3. Miss Schultz will have the students come up to the SMART board and circle the items that are goods and have the students explain why it is a good. After the students circle the goods Miss Schultz will review that goods are something you can own, use and consume. *excellent*
4. The students will review some of the goods the mouse in *If You Give a Mouse a Cookie* had in the book. This will allow students to make the connection to the previous days lesson.
5. Miss Schultz will ask the students if they have any questions related to goods. The review of the goods lesson will be very beneficial for because he needs constant learning to take place for him to grasp the big ideas. By reviewing the material each day will allow him to learn the content and be able to discuss it with his teachers and peers. The visuals on the SMART board will be a great additional aid for to both see the content and hear the content.
6. Transition – Miss Galovich will transition into teaching the core instruction by introducing the book *Alexander, Who Used to Be Rich Last Sunday* to the students.

### Core Instruction:

1. Miss Galovich will share with the students that they will be learning about services. Miss Galovich will state that, "A service is something that someone does for you." Miss Galovich will explain that there are a lot of different kinds of services in the community of Oshkosh. Miss Galovich will ask the students if they know what an example of a service is and will then record these services on a sheet of paper on the ELMO labeled as "What I Think I Know About Services". This will be the start of the "K" column on the class KWL chart.

2. After the “K” column is filled in with several ideas about what students “think they know about services” Miss Galovich will then ask students if they have any questions about “services”. Those questions will be recorded on the “W” column on the KWL chart.
3. Miss Galovich will read the book *Alexander, Who Used to Be Rich Last Sunday*. Miss Galovich will explain to the students that the purpose for reading the book is to be listening to see what services are.
4. After reading the book, Miss Galovich will ask students to turn to their neighbor and share one idea from the book that they think is a service. To bring students attention back to the teacher, Miss Galovich will say, “Finish sharing in three, two, one. One is going down, down, down and zero.”
5. Miss Galovich will ask the students, “What were some examples from the book about how Alexander did not use his money very wisely (or smart)?” Miss Galovich will call on several students to share their ideas.
6. Miss Galovich will explain that different jobs that people have when they are adults provide them with money. Each job gives people different amounts of money. The students will learn different kinds of jobs that provide people with higher amounts of money allow them to be able to use the services that they want. However, the students will learn that some jobs do not pay enough money, so not everyone can always get the services they want. Miss Galovich will explain that for people who do not have enough money to pay for services, get services provided for them; such as: education and police service.
7. We will then transition into a discussion on services talked about in the book. I will go back to pages in the book to discuss an example of a service used. For example, in the book services that were used are: the lady who sold Alexander the face mask, the man from Pearson’s Drug store who sold Alexander the bubble gum. We will also discuss one good that Alexander had in the book. We will then go back and discuss a few goods that were talked about (i.e. candy bar, walkie-talkie, bubble gum, baseball, toy car, cupcake). Discussing the goods in the book will be a great review of the previous days lesson on goods and to help the students understand that goods and services go and hand in the community. I will explain that some of the times people give goods as a service (store clerk, waitress).
8. The students will then be divided into small groups (labeled on the SMART board) and brainstorm a list of two services and two goods. And record these goods and services on one graphic organizer per group.
9. Students will also be instructed to brainstorm, with their groups, a list of two services that they use or their family uses in the community.
10. When the groups are finished, we will gather back in a huddle and the microphone will be passed around for the students to share their list of two goods, two services, and two services they used in the community.
11. After each student has shared the services they use, we will discuss the services that are considered services that we need to survive. An example would be, going to the doctor and using a medical service if you are sick, receiving dental care and gaining an education.
  - a. Examples: education, medical care, food service, transportation, store service, trash collector, dental care, hair cuts

- b. These services will be discussed with the students so they are familiar with the various types of services provided in the community of Oshkosh, WI.
- 12. At this point we will add these services to the "L" column on the KWL chart. In the "L" column Miss Galovich will also ask students for the definition of services.
  - a. We are looking for a student to reply with, "a service is something that someone does for someone else."
- 13. This lesson will meet the needs of our students with special needs because it allows them to interact with their peers so their peers can help them learn, share ideas to help include and prepare them for the large group discussion. Each student will be given visual prompts of what different services look like to aid in their comprehension of the material.

**Conclusion:**

- 1. Transition- the students will turn in their group papers and will return to the carpet for a huddle.
- 2. Miss Galovich and Miss Schultz will explain that the formative assessment for this lesson is the students will be given pictures showing a variety of goods and services. The students will individually need to choose, cut out and glue three services onto the blank sheet of paper labeled as "services".
- 3. As the students are working on cutting out the pictures of services, Miss Galovich and Miss Schultz will walk around to students and individually ask them to verbally explain why their pictures are considered to be services.
  - a. To meet the needs of the student, who is labeled as having Autism, will be given pictures that show a variety of services. [redacted] will be asked to cut out and glue only one service that is needed as a necessity for their health and safety.
  - b. Both [redacted] will receive the help of Mrs. T. Mrs. T will be able to help [redacted] cut and re-state what he is expected to do.
- 4. To transition the students to their desks, I will ask them the routine questions of, "When should you get started? How long should you work for? What level should our voices be?"
  - a. The students know these three phrases and will respond to them by stating: "Right away, the whole time, zero voices". By asking these questions, the students know what is expected of them to do and how they should be working. I am allowing them to take control of their own learning. If they are able to state the rules then they are able to know the rules and therefore will have a greater chance of being able to demonstrate their understanding by following them.
- 5. We will send the students back to their desks to work on gluing the pictures onto the white piece of paper.
  - a. Students will be asked to write their name and date on the top of the paper.
- 6. Once students have finished selecting three services and gluing them onto the "services" paper, Miss Galovich and Miss Schultz will collect the sheets and put the assessment on the "services" bulletin board.

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**Lesson Adjustment:**

If we were not to have enough time to complete the entire lesson, the group activity where the students discuss goods and services used in the book will be eliminated from the lesson. To save time Miss Galovich and Miss Schultz will discuss these with the students as a whole class

instead. If there were to be left over time after the students completed the assessment, the students would gather back on the carpet in a huddle and would share the three services they glued into their journal.

Conclusion:

1. Therefore the students will turn in their group papers and will return to the carpet for a huddle.
2. Miss Galovich and Miss Schultz will explain that the formative assessment for this lesson is the pictures showing a variety of goods and services. The students will individually need to choose, cut out and glue three services onto the blank sheet of paper labeled as "services".
3. As the students are working on cutting out the pictures of services, Miss Galovich and Miss Schultz will walk around to students and individually ask them to verbally explain why their pictures are considered to be services.  
a. To meet the needs of the student who is labeled as having Autism, will be given pictures that show a variety of services. Edward will be asked to cut out and glue only one service that is needed as a necessity for their health and safety.  
b. Both Devon and Edward will receive the help of Miss T. Miss T will be able to help Edward cut and re-staple what he is expected to do.
4. To transition the students to their desks, I will ask them the routine question of "When should you get started? How long should you work for? What level should our voices be?"  
a. The students know these three phrases and will respond to them by saying "Right away, the whole class, zero voices." By asking these questions, the students know what is expected of them to do and how they should be working. I am allowing them to take control of their own learning. If they are able to state the rules then they are able to know the rules and therefore will have a greater chance of being able to demonstrate their understanding by following them.
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