

Give and Take

Summary

Students will learn the concepts of goods, services and community.

Main Core Tie

Social Studies - 2nd Grade

[Standard 4 Objective 1](#)

Materials

- [*Goods and Services Acrostic Poem* handout](#)
- *A New Coat For Anna*
Chart paper
Occupation Chest
- [*Occupation Chest Contents List*](#)
Pictures or logos of businesses in your community
Venn Diagram Circles
Blank paper for class book, journaling, poetry
- *Kids Career Library*
or *Our Community* set of books on jobs

Additional Resources

Books

- *Pancakes, Pancakes*
, by Eric Carle; ISBN 0-590-44453-0
- *The Oxcart Man*
, by Donald Hall; ISBN 0-590-42242-1
- *Make Me a Peanut Butter Sandwich*
, by Ken Robbins; ISBN 0-590-43551-5
- *Kids Career Library*
, by Newbridge (available from <http://www.newbridgeonline.com/>); Item #810256 (6-book set)
- *Our Community*
, by Newbridge (available from <http://www.newbridgeonline.com/>); Item #810255 (6-book set)
- *Community Helpers From A to Z*
, by Bobbie Kalman; ISBN 0865054045
- *What Is A Community From A to Z*
, by Bobbie Kalman; ISBN 0865054142
- *On The Town: A Community Adventure*
, by Judith Casely; ISBN 0060295848
- *Chicken Sunday*
, by Patricia Polacco; ISBN 0-590-46244-X
- *The Quiltmakers Gift*
, by Jeff Brumbeau; ISBN 0-439-30910-7
- *Miss Rumphius*
, by Barbara Cooney; ISBN 0140505393
- *City Green*
, by DyAnne Di Salvo-Ryan; ISBN 068812786X

Background for Teachers

Students need to understand the concepts of *goods*, *services*, and *community* according to these definitions:

Goods—Merchandise; wares (freight, fabric, etc.). To do or produce the thing required.

Services—Work done or a duty performed for another or others.

Community—All the people living in a particular district or city. A group of people living together as a smaller social unit within a larger one, and having interests, work, etc. in common.

Intended Learning Outcomes

2. Develop social skills and ethical responsibility.
3. Demonstrate responsible emotional and cognitive behaviors.
5. Understand and use basic concepts and skills.

Instructional Procedures

Invitation to Learn

Have the class generate a list of all the places in the community they have visited this past week.

Instructional Procedures

Day 1

Build background for the words you feel your class may need (e.g., shear, spinning wheel, lingonberries, weaver, garnet, tailor, porcelain, etc.).

Read *Anna Needs A New Coat*.

Discuss how Anna's mom had to trade goods for services that she needed. (A gold watch for wool from the farmer, a lamp for the woman to spin the wool into yarn, a garnet necklace to the woman to weave the yarn into cloth, a porcelain teapot for the tailor to make the coat.)

From the story, create a chart listing the goods and services mentioned.

From the chart, generate a definition for goods and a definition for services and tell how they are different.

Homework: Interview an adult about his/her job. Two questions to be included in the interview are, "What do you do at your job?" and "How does it contribute to the community?"

Day 2

Students share information they obtained from their interview about occupations.

As a class, decide whether each job provides a good, service, or both.

Add each job to the class chart in the appropriate column.

Day 3

Prior to this activity, assemble an Occupation Chest using items on the [Occupation Chest Contents List](#). To support struggling readers, attach a 3-D object that could be used in each occupation. Give each student a slip of paper/3D object with either a good or a service listed. In small groups, have the students decide whether each occupation provides a good, a service, or both and tell why it belongs there.

As a class, have students place their slip/object in the proper category and justify their thinking. Decide whether the class agrees or disagrees.

Day 4

Take a walk around the community and take pictures of some of the businesses that are found there OR get copies of the logos from as many businesses as possible that are located within your community.

Create a Venn Diagram and sort logos or pictures into proper categories.

Day 5

Read books from the *Kids Career Library* or *Our Community* book sets. These books are great expository texts that may be used to add additional occupations to the list already created and

tell what each occupation does to aid a community.

Each student will create one page for a class book by selecting an occupation, drawing a picture, and responding to the following:

What will you do at your job?

Tell whether you will be providing a good, a service, or both.

Explain why your job is important to the community.

Extensions

Write thank you letters to people in your community who provide needed goods and services.

Allow special needs students to dictate what they would like to say, and you be the scribe. They can draw a picture to accompany it.

Invite parents in to discuss their occupation with the class and tell how it contributes to the community. Consider having a translator available to accommodate ELL students/parents if needed.

After interviewing an adult about his/her occupation, students create a brochure that includes the following information:

What work is done at the job?

Tell whether it provides a good, a service, or both.

Tell why that job is important to the community.

As a class or a grade level, do a service project for someone in your community (e.g., tie quilts, send letters to soldiers, sing at a rest home, make books and read them to a Kindergarten class, work with local police to create a kids' safety program, adopt a local park or monument, set up a food or toy drive, etc.).

Go on a service field trip to clean parks, plant flowers, etc. Take pictures of your service projects/field trip and use them as part of a presentation/program for parents on serving others. Make a map (or a 3-D diorama) of a downtown block in your community. Label businesses and tell whether they provide a good, a service, or both. (You could use a grid system to tie this activity to the math concept of coordinates.)

Family Connections

Students discuss with family members what they have learned about goods and services, and bartering and trading.

Have parents take children on a family field trip around the community, pointing out goods and services found there.

Assessment Plan

Tell the difference in goods and services and list three of each. Explain why they are both important in a community or reflect on your service projects/fieldtrip.

Students complete an interactive or shared writing activity about the community, including how different jobs help to meet the needs of members of your community.

Day 5 activity.

Using the *Goods and Services Acrostic Poem* handout, students create a cinquain or acrostic poem on an occupation, including how that job helps the community and whether it is a good or a service.

Bibliography

Research Basis

Cobine, G. (1995). Effective use of student journal writing, ERIC Digest #378587.

Student journal writing can connect reading, writing, and discussing through activities that

accommodate diverse learning styles and that further students' linguistic development. The various uses of journal writing can be incorporated into one compact student notebook as discussed in this digest article.

Strangman, N., Hall, T. & Meyer, A. (n.d.) Graphic organizers and implications for Universal design for learning: curriculum enhancement report. The Access Center (Available at http://www.k8accesscenter.org/training_resources/udl/GraphicOrganizersHTML.asp)

This paper examines the research on educational applications of graphic organizers in grades K-12. Graphic organizers come in many types, and have been widely researched for their effectiveness in improving learning outcomes for students with and without disabilities.

Scraper, K. (2002). Word study through sorting. Educators Publishing Service. (Available at www.epsbooks.com/downloads/articles/Word_Study_through_Sorting.pdf)

As a method of word study, word sorting addresses a wide developmental range and a variety of needs. Research continues to show that this ability to recognize that written words are made up of letters that represent sounds is one of the strongest predictors of successful reading.

Authors

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