Lesson 6: What Goods And Services Can My Community Provide?

Overview:
As students learn about needs and wants they will also learn to differentiate between goods and services, and learn that goods and services are provided in the community. They will identify workers that provide the goods and services that people in most communities want to have.

Suggested time allowance: 2 class period(s)

Standards:
• SS.4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.
• RL1.11: Make connections between self, text, and the world.
• RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
• RI.1.7: Use the illustrations and details in a text to describe its key ideas
• L.1.5: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
• W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Unit Questions:
• How do people in a community fulfill their wants and needs?

Resources/Materials for this lesson:
• Chart paper
• Marker (for teacher)
• Computer
• Digital projector
• Vocabulary cards (included)
• Screen
• 9x12 white construction paper (enough for each student to have 2)
• Markers for students (skinny and fat)
• Colored pencils for students
Books: (Recommended book is bold)


- Scarry, Richard. *Busy, Busy Town*. Wisconsin: Golden Books, 2000. Welcome to Busytown where everyone is on their way to work. The Busytown grocers stock and sell fresh food; the bankers keep the money safe; the doctors and nurses make sure everyone is healthy; the postal workers collect and deliver letters; the sanitation workers collect trash and recyclables; the lumber workers chop trees to make furniture and houses; and the workers at the docks, railroads and airports help transport people and freight. But it takes even more careers and professions than that to keep this busy town running.


- Rice, Melanie. *All About Things People Do*. New York, NY: Kingfisher Books Doubleday, 1992. Describes what people do in different jobs, such as pilots, athletes, and hairdressers; what different places look like, from factories, to schools, to theaters; and how things are made, including cars, clay pots, and buildings.


- Larson, Jennifer. *Economics in Action. Or Do I Need It? Or Do I Want It?* Lerner Classroom: February 1, 2010. These books offer easy-to-read introductions to the world of economics. Addressing readers as “you,” Larson asks questions such as, “Did you ever get money for your birthday?” and “How do you decide what to do with your money?” (Do I Need It?). The everyday-life examples will demonstrate to children that they can play a vital role in the economic world. Clear, age-appropriate language explains new concepts well.

Web Connections:

  This web site permits students to click on a fire station, police station, post office,
hospital, library or school. For each of these places, a community helper is displayed and an explanation of his or her job is offered.

- **What’s My Job?** Homes and Communities US Department of Housing and Urban Development.  
  Interactive site. Click on a picture to answer the question.

- **Communities: What they provide for us.** National Council on Educational Economics.  
  Pop-up activity students can use to review the roles of community helpers.

- **Goods and Services.** National Council on Educational Economics.  

  [http://pbskids.org/rogers/R_house/picpic.htm](http://pbskids.org/rogers/R_house/picpic.htm)  
  Seeing the factory can help the students understand that most things happen through a process— with a beginning, a middle, and an end. (NOTE: you will need to have RealOne Player to view the online movies provided on this site. It is a free download.)

- **Woof! Woof! At Your Service.** National Council on Educational Economics.  
  An on-line lesson for teachers.

**Activities/Procedures:** the lesson can be introduced through literature or technology.

**Steps for a Literature Based Lesson**

**Day 1**

Before lesson:

1. Choose one of the books in the resources to read during the lesson.
2. Make a T-chart using chart paper labeled "Helpers in our Community." One column should be labeled "Community Helper," the other "Goods or Services."
Lesson:
1. Read the book about all the different community helpers. After reading the book, have the students turn and talk to each other about the different community workers in the book. Then the teacher and students will make a list of the helpers in the book and ones who are in YOUR community on the pre-made chart.
2. The teacher will choose 1 of the helpers and model how to draw a helper on 12x9 white construction paper.
3. Then let each child choose at least one community helper to draw on white construction paper using a pencil to sketch and either colored pencils, or skinny and fat markers to fill in. Students should write the name of the community helper (ie. Doctor) beneath the drawing. The teacher should collect them when the students are finished.

Day 2
Before lesson:
1. Post the two column chart from Day 1.
2. Have available the drawings of the helpers drawn from Day 1

Lesson:
1. Hold out your hand with some sort of food on it, then a toy, and then something that can be worn. Tell the class that all of these items have something in common. They are all grown or made. Explain that items that people can buy are called "goods" if those items were grown or made. Explain further that the word "goods" has nothing to do with being good. It is an old English word meaning merchandise or things you can buy in a store.
2. Now tell the students that we sometimes buy things that are not grown or made, but are useful to us. For example, we get lessons for different things we learn like swimming, piano, tennis, -- but we don’t go to a store and point to a lesson and put it on! Instead, a lesson is something someone teaches us. In other words, it is a service. Or we may get our teeth cleaned at the dentist -- but we don’t carry the cleaning home in a box. A teeth cleaning is another example of a service--of something that someone does for us.
3. Government workers also provide some services. Sometimes communities need to provide services for the people that live in them. Who collects your trash? Who delivers your mail? Who protects us from crime? These are all services provided by our local community helpers.
4. Use the vocabulary cards (included) to discuss goods, services and community.
5. Have the children turn and talk to each other to discuss what goods or services the community helpers they made yesterday provide to people in their community. Then have them share a few, and the teacher will write the names of the helpers and the good/service on chart paper in the correct column.

6. Model how to make the good or service for the helper you made yesterday using the white construction paper.

7. Then the students will draw the goods or service that their helper provides to the community on white construction paper.

8. Create a bulletin board using the helpers and their service or goods.

Steps for a Technology Based Lesson

Day 1
Before lesson:


3. Set up the digital projector, screen and computer.

4. Make a T-chart using chart paper labeled “Helpers in our Community.” One column should be labeled “Community Helper,” the other “Goods or Services.”

Lesson:

1. View the interactive websites and talk about different workers in the community.

2. After viewing the websites, make a list of the helpers from the site and others who were not but are in YOUR community on the pre-made chart.

3. The teacher should choose 1 of the helpers from the chart and model how to draw a helper on 12x9 white construction paper.

4. Then let each child choose at least one community helper to draw on white construction using a pencil to sketch and either colored pencils, skinny and fat markers to fill in. The teacher should collect them when they are finished.
Day 2

Before lesson:
1. Choose one of websites to use during the lesson.
2. Set up the digital projector, screen and computer.
3. Look through the different websites to pick and choose the ones to begin the lesson.
4. Post the chart begun on Day 1.
5. Have available the workers made from Day 1.

Lesson:
1. Hold out your hand and place some sort of food in it, a toy in it and then something that can be worn in it. Then tell them that all of these items have something in common. They are all grown or made. Explain that items that people can buy are called "goods" if those items were grown or made. Explain further that the word "goods" has nothing to do with being good. It is an old English word meaning merchandise or things you can buy in a store.
2. Now tell the students that we sometimes buy things that are not grown or made. For example, we get lessons for different things we learn like swimming, piano, tennis, -- but we don't go to a store and point to a lesson and put it on! Instead, a lesson is something someone does for us. In other words, it is a service. Or we may get our teeth cleaned at the dentist -- but we don't carry it home in a box. A teeth cleaning is another example of a service--of something that someone does for us.
3. Government workers in our communities provide some services. To introduce this point, click http://bensguide.gpo.gov/k-2/government/index.html. Use the information there to explain that services are provided by people who are in charge of the country, all 50 states, and all the cities and towns in all 50 states for the people that live in them. Who collects your trash? Who delivers your mail? Who protects us from crime? These are all services provided by our local communities. To find out about the people who supply services in our communities, click on: http://bensguide.gpo.gov/k-2/neighborhood/index.html.
4. Use the vocabulary cards to discuss goods, services and community.
5. Now have the children turn and talk to each other to discuss what goods or services the community helpers they made yesterday provide to people. Then have them share a few as the teacher adds them in the correct column to the chart the class began on Day 1.
6. Model how to make the good or service for the helper you made yesterday using white construction paper.
7. Have students make the goods or service that their helper provides to the community.
8. Create a bulletin board using the helpers and their service or goods.
Evaluation/Assessment:

- Have students review the Community Helpers providing services by trying these activities on community helpers and the goods and services they provide.
- Have them put the title, "Community Helper" at the top of a sheet of paper. Instruct them to write the title of a service provider and draw the community helper providing a service to the community.
- You may also have them write a sentence starting with "I am thankful for the [insert title of a community helper] because..."
- Students can check their understanding by sorting people into categories (good, service, or both).

Vocabulary:

<table>
<thead>
<tr>
<th>goods</th>
<th>things that are grown or made to sell</th>
</tr>
</thead>
<tbody>
<tr>
<td>services</td>
<td>providing help that is useful or necessary but doesn't involve making or selling goods</td>
</tr>
<tr>
<td>community</td>
<td>a place where people live, work, or have fun together</td>
</tr>
</tbody>
</table>

Extension Activities:

Delivering the Goods - National Council on Educational Economics.
In this lesson students will learn about the difference between the producers of goods and services.

Woof! Woof! At Your Service talks about goods and services. Can be used to reinforce the concepts.