

Goods and Services (ESL)

Objective (s): The student will be able to:

- Distinguish between people who produce goods and people who provide services to a community.
- Identify jobs people perform in a community.

TEKS:

Social Studies (1.7) (A)(B)(C)

ESL 128.3 (b)(1)E(i); 128.3 (b)(27)H

Vocabulary:

- Goods
- Services
- Wants
- Needs
- Community
- Jobs

Materials:

- Two firefighter hats
- Chalkboard, chalk, and eraser
- Baker's hat and play dough
- Farmer's hat, vegetables, and four tractors
- Stethoscope and face mask
- Goods and Services "T" table
- "I have, who has...." Game
- Needs and Wants – Sorting

Learning strategies:

1. Model and have lots of visuals, preview vocabulary and oral scaffolding.
2. Read the book, What are Goods & Services? By Carolyn Andrews to the students. Then carefully go over each item in the box and discuss what each community worker does: do they provide goods or a service? Then have

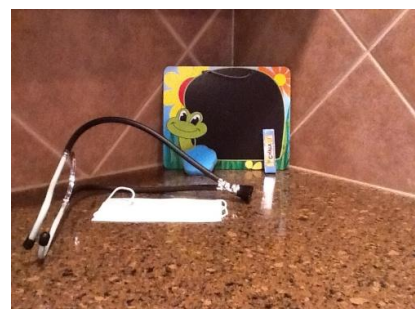
students break up into groups and go to each center that has an activity related to goods and services (see images below).

Parent/family/community inclusion:

Students can conduct a survey with their parents and find out which items at home are needs and which items are wants. The next day, discuss the survey as a class. The teacher should make a chart and record the data. Invite speakers to talk about their jobs—perhaps, one who provides a service, and another one who provides goods.

Academic reinforcement/extension:

Students can draw a picture of a job they would like to have when they grow up. They can also write a paragraph explaining if their job will be providing a service or goods.



Activities



Needs and Wants / Sorting



"I Have... Who has?" Game



Goods and Services / T-table