Task Title: First Grade Economics Unit

Subject: Social Studies

Objective(s): Upon completion of this lesson, the students will be able to:
1. Explain the differences between goods and services.
2. Describe how people are both buyers and sellers of goods and services.
3. Explain that people have to make choices because they can't have everything they want.
4. Explain the differences between needs and wants
5. Recognize that people save money to purchase goods and services.

SOL(s): Social Studies SOL 1.7, 1.8, 1.9
Technology SOLs: C I T 5.2, C I T 5.3
Performance Assessments:
See each day's assessment component

Kim Grove
First Grade Economics Unit
Lesson Plan 1
Social Studies SOL .1.7
Technology SOL C/T 5.2, C/T 5.3

Objectives:
Upon completion of the lesson, students will be able to:
1. Explain the differences between goods and services.
2. Describe how people are both buyers and sellers of goods and services.

Materials:
Harcourt Horizons: About My World Grade 1 teacher's edition,
Harcourt Horizons Big Book Unit 6, Lesson 1
Teacher made worksheets
Chart paper
Little Nino's Pizzeria by Karen Barbour
Construction paper strips
Picture file of goods, services, buyers and sellers
Video: “Service Workers and the Services They Provide”
Props such as hats, tools and equipment used by workers
Activities :( Teacher Directed)
1. Use the Big Book (Harcourt, Horizons) to introduce goods and services p.240-243. Read the story to the class. Discuss the terms goods and services.
2. Make a class list on chart paper of goods and the workers who make them as well as services and the workers who perform them from the Big Book story.
3. Using the props available (hats, tools and equipment), students will choose a hat, and then match it to the appropriate tools or equipment. The class will decide if that person provides a service or makes goods.
4. With a partner, make a list of goods we use at home or at school. The list should have 5 examples. Share lists and add to class list.

Assessment: 1
Each student independently will sort pictures on the teacher-made worksheet with G or S for goods or service. Students will need to correctly sort 7 out of the 9 pictures correctly. If-necessary, reteaching will occur on the second day of instruction.

Lesson Plan 2
Social Studies SOL: 1.7

Objective: Upon completion of the lesson, students will be able to:
1. Explain the differences between goods and services.
2. Describe how people are both buyers and sellers of goods and services.

Materials:
Harcourt Horizons: About My World Grade 1 teacher's edition,
Harcourt Horizons Big Book Unit 6, Lesson 1
Teacher made worksheets
Chart paper
Little Nino's Pizzeria by Karen Barbour
Construction paper strips
Picture file of goods, services, buyers and sellers
Video: “Service Workers and the Services They Provide”
Props such as hats tools and equipment used by workers
Activities: (Teacher Directed)
1. Review goods/services by reading Little Nino's Pizzeria by Karen Barbour
   Add new goods/services and workers to the class list started on Day 1.
2. Introduce concepts of buyers and sellers in the story. Point out that there are times when buyers can also be sellers. Ask students to think of examples from the story or other situations.
3. Using the props from Day 1, students will decide how each worker could be a buyer and a seller.
4. Brainstorm, using a "web", places where we could find buyers and sellers.
   Suggest: the mall, grocery store, yard sale, flea market etc.
5. As a whole class activity, teacher will take the students to the Harcourt school website to take a virtual tour of the wheat farm using the computer and T.V.
   The students will see the wheat go from beginning to grow to being made into pizza dough.
6. At center time, students may go to the Harcourt Horizons Website to go on a virtual tour of an outdoor market and a factory.

Assessment:
Using construction paper strips to make a chain. On the blue strips, the students will list sellers. On the red strips, the students will list buyers. To demonstrate understanding, the students will need to show a connection between the seller and the buyers. Each student will need to make 3 buyer-seller loops. Example: pizzeria-hungry family.

Lesson Plan 3

Social Studies SOL: 1.7

Objective: Upon completion of the lesson, students will be able to:
1. Explain the differences between goods and services.
2. Describe how people are both buyers and sellers of goods and services.
Materials:
Harcourt Horizons: About My World Grade 1 teacher's edition,
Harcourt Horizons Big Book Unit 6, Lesson 1
Teacher made worksheets
Chart paper
Little Nino's Pizzeria by Karen Barbour
Construction paper strips
Picture file of goods, services, buyers and sellers
Video: “Service Workers and the Services They Provide”
Props such as hats tools and equipment used by workers
Harcourt Horizons Website:
http://www.harcourtschool.com/menu/virtualtours

Activities: (Teacher Directed)
1. Review the concept of buyers/sellers by reading and discussing Lesson 5 in the Big Book p.258-261.
2. With partner, students will list 3 things they would like to buy and who would sell those items. Students
3. Using Mrs. Grove's magic hat containing role-playing situations of buyers and sellers, have students pick a role-play and act it out. Audience will label who is the buyer and who is the seller.

Assessment:
Students will individually label teacher-made worksheet of buyers and sellers.
Students will need to successfully label 7 out of 9 pictures.

Differentiation of Social Studies SOL 1.7:
1. Using coupons from newspaper, direct mailing, or magazines, students will decide whether coupon offers a good or a service. Students will also predict who might use the coupon.
2. From the school playground, students will list and tally types of service/goods vehicles that pass the school Students will continue the observation over several days. Students will then tally and graph the results.
3. Reteaching activities may include matching workers to the tools or equipment they use. Students will then sort the pictures onto a graphic organizer of goods/services or buyers and sellers.
4. Students who need remediation will also watch the video. Throughout the video, teacher and students will discuss the goods/services that are being shown as well as who are the buyers and sellers.

Lesson Plan 4:
Social Studies SOL 1.8

Objectives:
Upon the completion of this lesson students will be able to:
1. Explain that people have to make choices because they can't have everything they want.
2. Explain the differences between needs and wants.

Materials:
Chart paper
Charlie Needs a New Cloak by Tomie de Paola
Harcourt Horizons Big Book Unit 6 Lesson 6
Newspaper circulars
Pictures for sorting (Teacher will scan some for students)
Harcourt Horizons Grade 1 workbook p.69
Digital Camera
Variety of items for the class store: food, toys etc.

Activities (Teacher Directed)
1. Read Charlie Needs a New Cloak by Tomie de Paola and discuss to review needs that people have.
2. Make a class list of needs using a T -chart.
3. Introduce the concept of wants using the character Charlie from the book.
   Example: What if Charlie got..., would it be a need?
4. Add class list of wants to the T-chart.
5. With a partner, students will take digital pictures of each other choosing items from the class store.
6. Sort pictures (from above) by needs or wants as a whole class activity.
Assessment:
Using newspaper circulars, students will make a needs/wants poster. Each student will need to include three needs and 3 wants. The teacher will conference with each child for an explanation of the poster. Students will be graded with an S or an N depending on their explanations. If the student can defend his/her choices, he/she will receive an S.

Differentiation for Lesson Plan 4:
1. Reteaching will occur if any student is unable to successfully sort needs or wants for the poster. Teacher will assist by using precut pictures and working one-on-one with the students as needed.
2. Extension will be to have students choose a picture from a catalog and to list reasons why and why not they need a particular object.

Lesson Plan 5
Social Studies SOL 1.8

Objectives: Upon the completion of this lesson students will be able to:
1. Explain that people have to make choices because they can't have everything they want.
2. Explain the differences between needs and wants.

Materials:
Chart paper
*Charlie Needs a New Cloak* by Tomie de Paola
Harcourt Horizons Big Book Unit 6 Lesson 6
Newspaper circulars
Pictures for sorting (Teacher will scan some for students)
Harcourt Horizons Grade 1 workbook p.69
Digital Camera
Variety of items for the class store: food, toys etc.

Activities (Teacher Directed)
1. Read Lesson 6 p.264-268 in Harcourt Horizons to review concepts of wants and needs.
2. Discuss making choices related to the story in Lesson 6.
3. Brainstorm with the students situations when they have had to make choices with money. Give examples if needed: the class store, book fair, ice cream day etc.
4. Discuss how they made their choices. Using the cause and effect chart, list student responses.
5. In small groups the students will complete p.69 in student workbook. Then they will discuss their choices and reasons why they chose as they did.

Assessment:
Teacher will conference with each child on his/her choices on p.69 in the workbook. Students will be evaluated on the explanation of the choices using a checklist.

Lesson Plan 6
Social Studies SOL 1.9
Objective:
Upon completion of the lesson, students will be able to recognize that people save money to purchase goods and services.

Materials:
A Chair for My Mother by Vera Williams
Money stamps
Pink construction paper piggy banks
Video: “The Difference between Needs and Wants”

Activities: (Teacher Directed)
1. Read A Chair for My Mother by Vera Williams to the class. Discuss how the family got money to buy the chair.
2. Working with a partner, the students will identify something that they want to buy but have to save money for. Have students share their thoughts with the class.
3. Using money stamps and the pink piggy banks, students will put "money" into their banks.
4. Students will write about what they are saving money for.
5. Students will review SOLs 1.7, 1.8, and 1.9 by watching the video.

Assessment:
The final assessment for the three economic SOLs will be administered through the WPS SOL test. Standard grading scale will be used (94%=A).
Cumulative review of all SOLs taught to date will by completed by playing Race to the Governor's House.

Differentiation:
1. Any students scoring below 75% will need remediation. Those students will work with the teacher or aide to sort pictures, complete additional worksheets and to read other stories to make these connections. Strong parallels to these Sols can be drawn through the use of our class store where students may purchase things on a weekly basis.
2. Another activity that reinforces these concepts is our Christmas tree field trip.
At the beginning of December, we begin collecting a dollar from each student. We then walk to a local tree stand to purchase a tree using this money. The students quickly realize that we may only buy a $15 tree if that's all the money we have.
3. Extension may be done through cross-curriculum activities. Students could prepare a budget for their families or for themselves. They may also read other books and make more connections from the texts to their own lives or to the Sols.

More online lesson plans for grades k-2 may be found at http://cob.jmu.edu/econed/Elementary.htm