

Name \_\_\_\_\_

Date \_\_\_\_\_

## E C O N O M I C S

## First Grade

<b>Subject:</b>	Economics
<b>Concept:</b>	The student understands the concepts of goods and services
<b>Grade Level:</b>	First Grade
<b>Objective:</b>	The students identifies examples of goods and services in the community
<b>Materials:</b>	four poster boards, local newspapers, magazines, glue, scissors, markers, journals, pencils, items for each group that represent the four markets: a grocery store, a doctor's office, a local restaurant, and a local movie theater; copies of a graphic organizer that is organized into four separate sections with the sub heads: "grocery store", "doctor's office", "local restaurant", and "local movie theater"
<b>Timeline:</b>	one week
<b>Instructional Procedures:</b>	<ol style="list-style-type: none"><li>1. Students brainstorm the types of jobs and the items that are involved with each of the four types of markets [i.e., local movie theater: popcorn, movie, tickets, cashier, manager, janitor]; students write these jobs in their journal.</li><li>2. Teacher explains the difference between a "good" [or "product"] and a "service" and gives the example of a restaurant providing a service as well as a good/product [the food], and a doctor's office providing service, a movie theater providing a service as well as a product [food, movie] and a grocery store providing a service as well as a product.</li><li>3. Teacher organizes the class into four separate groups with each group representing a movie theater, doctor's office, grocery store and restaurant.</li><li>4. Each group finds pictures and words that represent the market they were assigned. Each group writes the name "doctor's office", "grocery store", "movie theater" or "restaurant" at the top of their poster board.</li><li>5. Students glue the pictures and the words onto the poster board. Students can also draw the pictures or write the words using colored pencils or markers.</li><li>6. Students write whether their particular market provides a good or a service, or both.</li><li>7. Students are encouraged to bring items from home to supplement their group project and class presentation to serve as visual aids, such as movie tickets [can be pretend or previously used], a video/DVD, popcorn; band-aids, thermometer, stethoscope; menus, pretend food on a plate; pretend veggies/fruits, empty boxes of food such as cereal, cash register [children's play/toy register].</li><li>8. Each group presents their poster to the class.</li></ol>
<b>Integrated Curriculum:</b>	Presentation Skills, Community Awareness
<b>Assessment:</b>	Completion of poster, visual aids for presentation, brainstormed list of jobs for each market in their journals, identification of whether the market provides a good and/or a service, class presentation.