



Amazing Construction

Social Studies: Lesson 1 – “Goods and Services” Discussion Story

Social Studies Category:

Economics

Activity Goal:

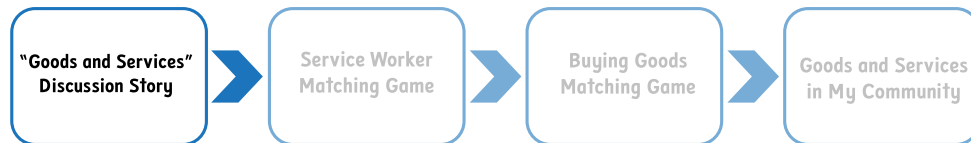
Students read a discussion story and correctly answer related questions to identify goods and services.

Embedded Skill Targets:

Curricular Area	Learning Spectrum	
	Moderate support needs	Extended learning
Routines	Small group work	Group academic instruction
Receptive and Expressive Language	Receptive/expressive nouns Identifying actions in pictures Commenting with one or two words	Discriminating <i>wh</i> - questions Yes and no for facts Commenting using phrases
Academic Skills	Identification of items in picture books Comprehension of picture books	Reading sight words Reading a simple book

Teaching Sequence:

This lesson is part of a four-lesson series, which is intended to be taught in the following order:



Note: The four-lesson teaching sequence will not be appropriate for all learners. Some students may benefit from repeated practice with one or two lessons in the series, while others will benefit from exposure to all four lessons throughout the month. Preview all lessons in the series to identify which lessons best match the learning needs and goals for your students.

Materials:

Provided:

- “Goods and Services” discussion story

Needed:

- Stapler or hole punch
- Ring for binding purposes (optional)

Preparation:

1. Prepare the discussion story:
 - a. Print and laminate one set of the pages.
 - b. Assemble the story pages in order.
 - c. Staple the pages together, or hole-punch the top left corner of the pages and secure them together with a ring.

Helpful Learning Tools

- Use the corresponding digital REEL as an alternative or complement to the printable materials.
- Review the Learning Differentiation Guide to individualize this lesson for each student’s learning level.

Instructions:

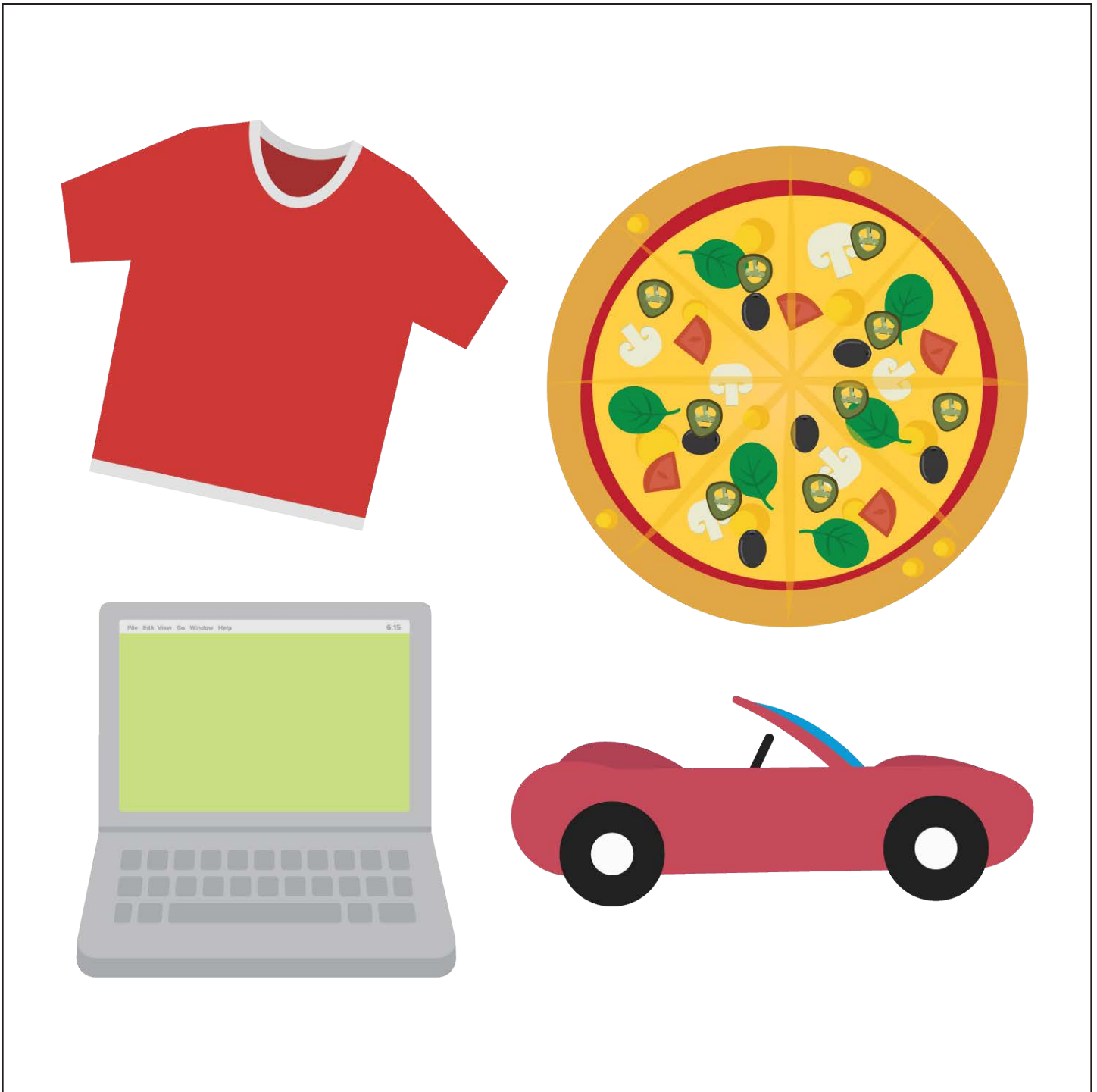
1. Read the discussion story to the class.
2. Questions with visual answer choices are provided throughout the story.
 - For students working on receptive identification of pictures, ask each question as written and then give the cue “point to X [answer choice].”
 - For students working on receptive and expressive identification of pictures, ask the questions as written, and then give the cue “point to X [answer choice]. What is it?”
3. Encourage all students to answer questions using their mode of communication.



Goods and Services

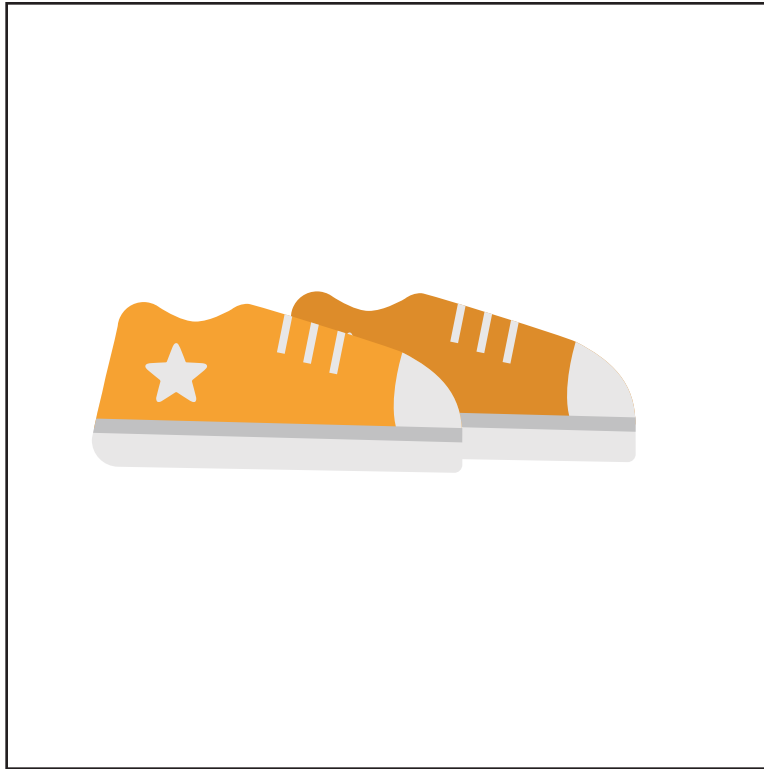


Communities are made up of places and the people who live and work there. Some of the places in a community sell goods, some provide a service, and some do both!



Goods

Goods are items that you buy and can touch with your hands. That means items like T-shirts are goods.



Shoes are also goods. So, when you go to the shoe store and buy a pair of shoes, you are buying a good.

Point to the picture of a good.

Electrician

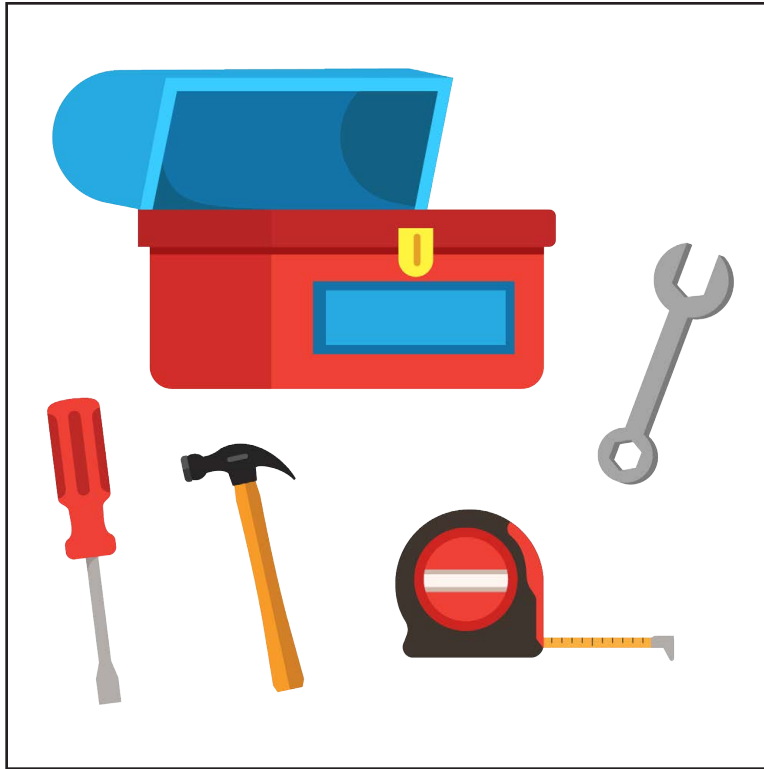


Painter



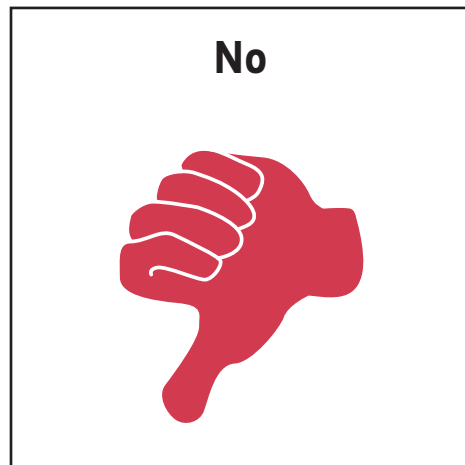
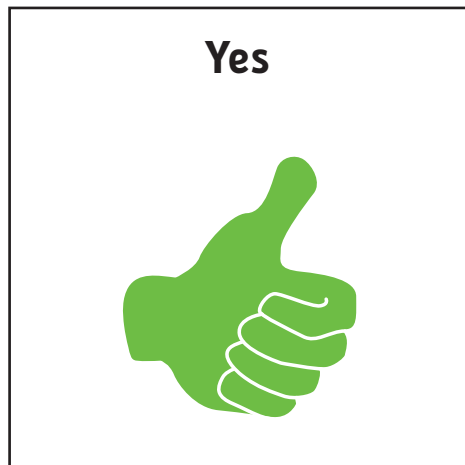
Shoes





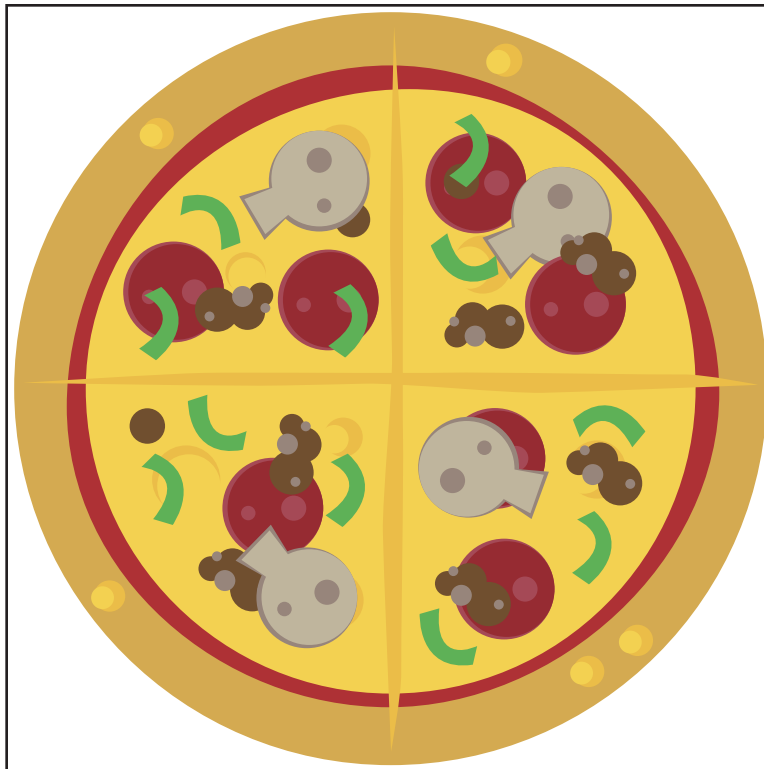
Tools are goods, too. So, when you go to the hardware store and buy a tool, you are buying a good.

Is a tool a good?





Books are also goods. So, when you go to the bookstore and buy a book, you are buying a good.



Even when you order pizza, you are buying a good.

Which of these is a good?

A construction worker

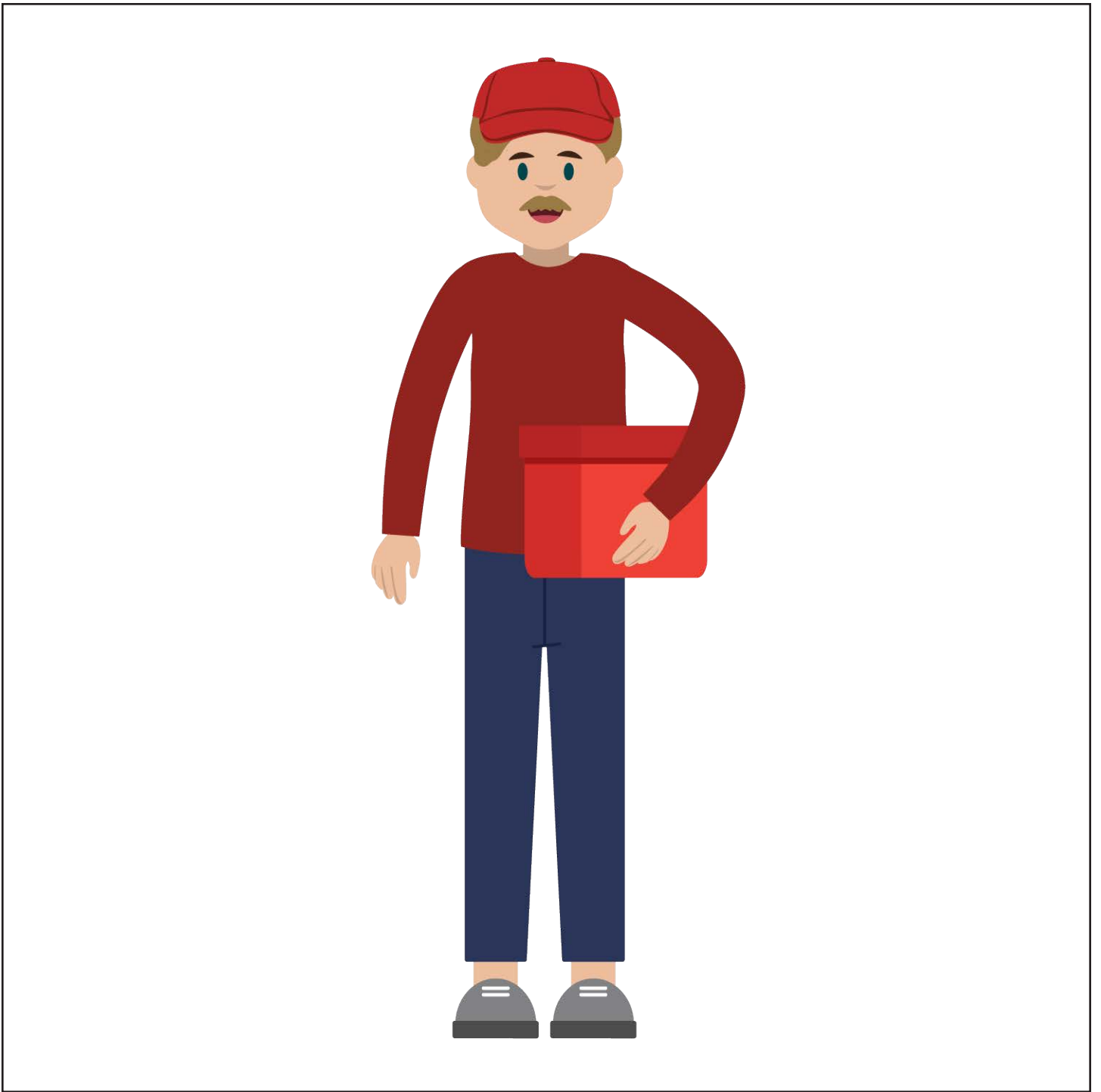


A pizza



A plumber





Services

The person delivering the pizza, though, is providing a service.

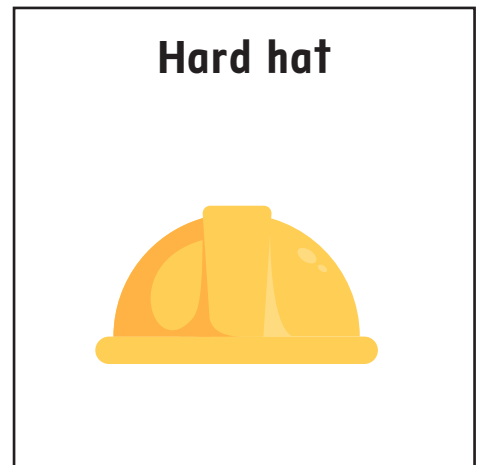
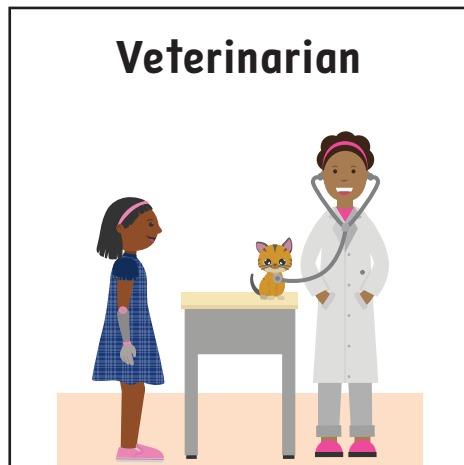
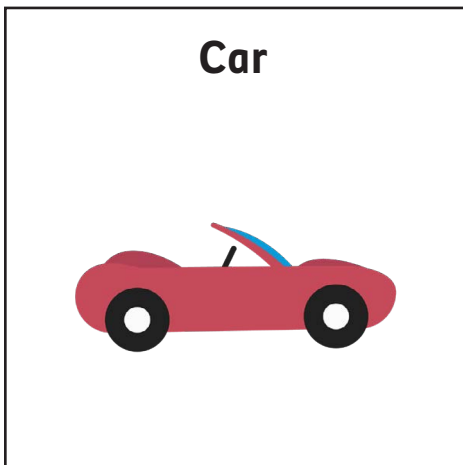


A service is the work you pay someone to do. That means a painter coming to your house to paint is providing a service.



When you go to the vet clinic with your pet, you pay the veterinarian to make your pet feel better. This is a service.



Point to the person providing a service.

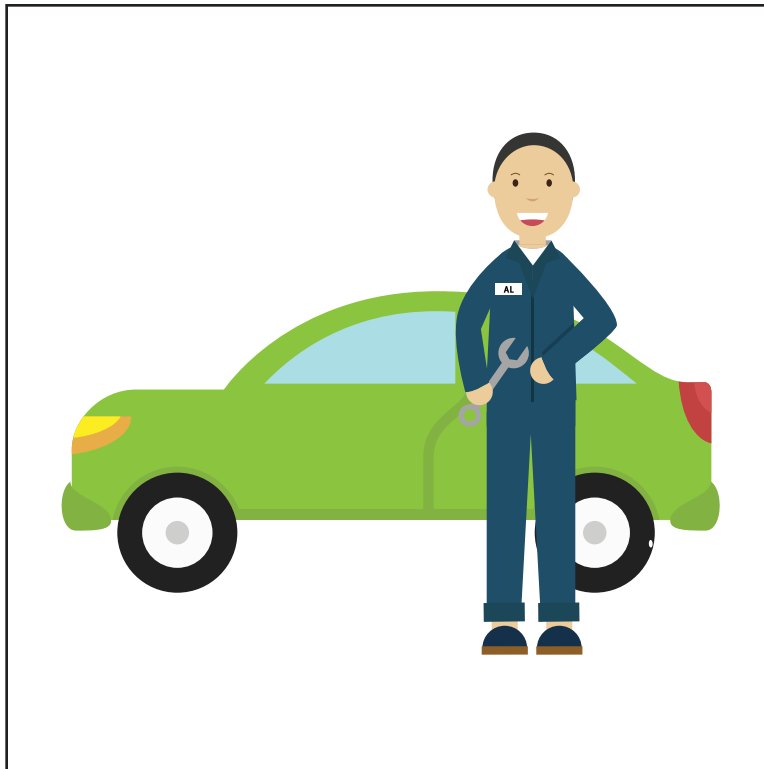




When you go to the hair salon, you pay the hairdresser to cut your hair. This is a service.

Is a hairdresser cutting hair a service?

<p>Yes</p> 	<p>No</p> 
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When you bring your car to the auto repair shop, you pay the mechanic to fix your car. This is a service, too.

Which is a service?

Safety goggles

A skyscraper

Mechanic work





A good is something you can buy and touch, and a service is the work you pay someone to do. What other goods and services are in your community?



Amazing Construction

Social Studies: Lesson 2 – Service Worker Matching Game

Social Studies Category:

Economics

Activity Goal:

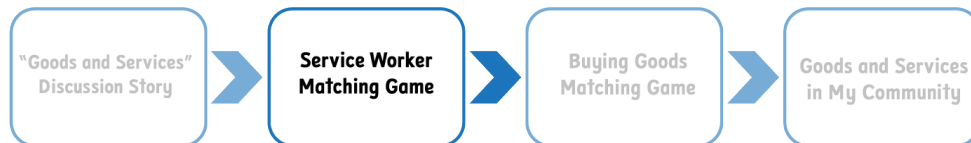
Students identify community locations and match them to the service performed there.

Embedded Skill Targets:

Curricular Area	Learning Spectrum	
	Moderate support needs	Extended learning
Routines	Small group work	Group academic instruction
Receptive and Expressive Language	Receptive/expressive nouns Identifying categories Answering questions	Functions of community members Descriptors Yes and no for facts Discriminating <i>wh</i> - questions Asking questions

Teaching Sequence:

This lesson is part of a four-lesson series, which is intended to be taught in the following order:



Note: The four-lesson teaching sequence will not be appropriate for all learners. Some students may benefit from repeated practice with one or two lessons in the series, while others will benefit from exposure to all four lessons throughout the month. Preview all lessons in the series to identify which lessons best match the learning needs and goals for your students.

Materials:

Provided:

- Sequence strip or large sequence panels
- Puzzle pieces

Needed:

- Scissors
- Hook and loop fastener
- Felt display board or hook and loop fastener display board

Preparation:

1. Print, laminate, and cut out:
 - a. Sequence strip or sequence panels
 - b. Puzzle pieces
2. If using the large sequence panels, arrange the images in order and tape them together.
3. Place the hook side (i.e., the rough side) of the hook and loop fastener dots on the back of each puzzle piece so that they can stick to the display board.
4. Divide the puzzle pieces into two categories: locations and services.

Helpful Learning Tools:

- Use the corresponding digital REEL as an alternative or complement to the printable materials.
- Review the Learning Differentiation Guide to individualize this lesson for each student's learning level.

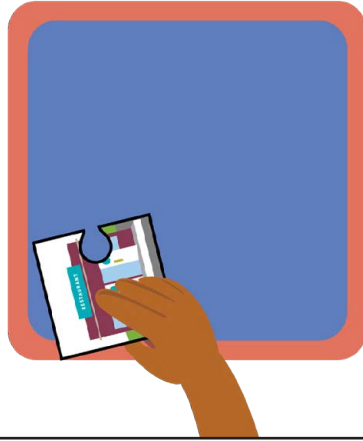
Instructions:

1. Gather students around a table or group activity area. Ensure the display board and puzzle pieces are viewable and accessible to all students.
2. Review the activity sequence strip.
3. Demonstrate the activity:
 - a. Select and read a location puzzle piece.
 - b. Identify which service matches the piece you selected.
 - c. Demonstrate matching the puzzle pieces together.
4. Have students take turns completing the remaining puzzles:
 - a. Choose a location puzzle piece, and place it on the display board.
 - b. Find the matching service puzzle piece.
 - c. Connect the puzzle pieces together on the display board.
5. Repeat until all pairs of location and service puzzle pieces have been identified.
6. To extend learning, ask students to identify goods each community member might purchase to use at their job.

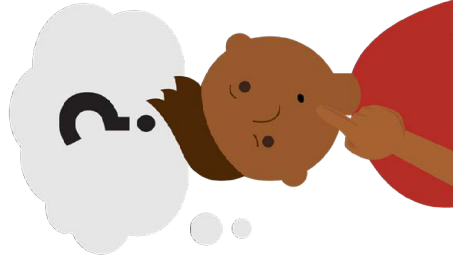
Sequence strip



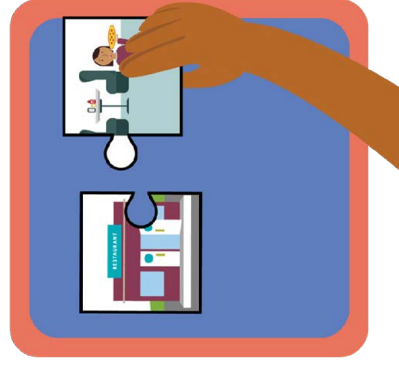
Put a puzzle piece on the board



Find the match



Fit the pieces together

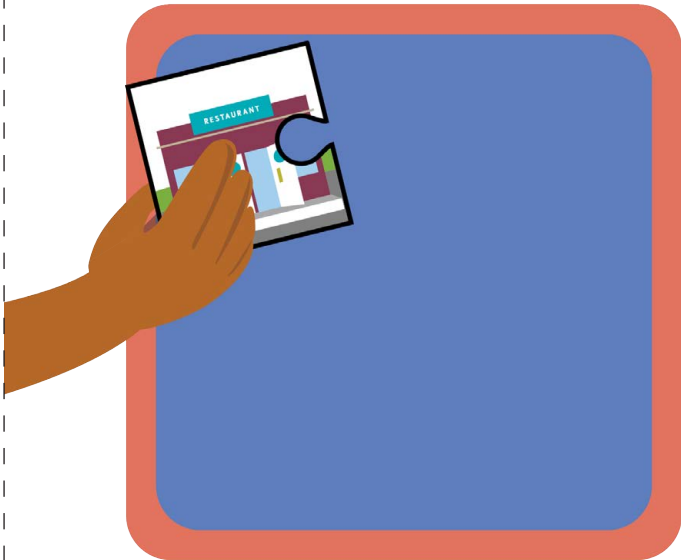


Amazing Construction – Social Studies: Lesson 2 – Service Worker Matching Game

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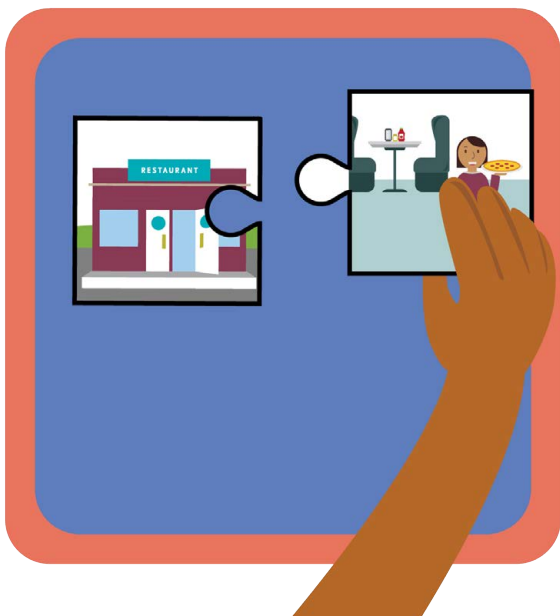
Put a puzzle piece on the board

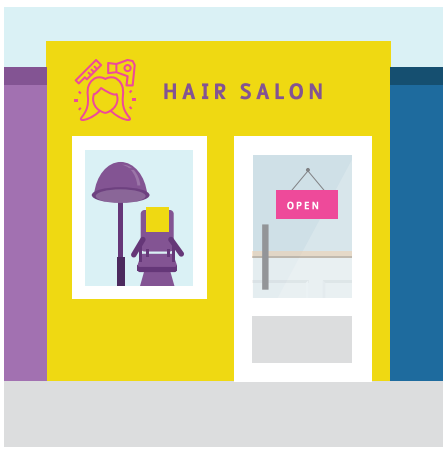


Find the match



Fit the pieces together





Hair salon



A hairdresser cuts hair



Bank



A bank teller cashes checks



Dental office



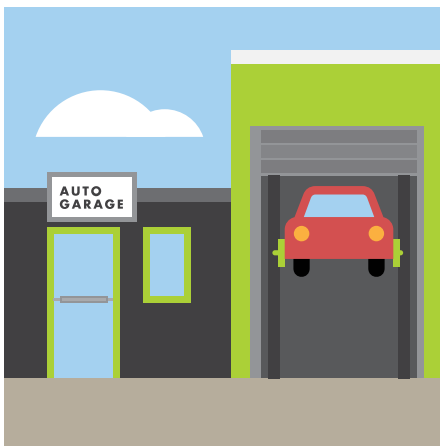
A dentist cleans teeth



Vet clinic



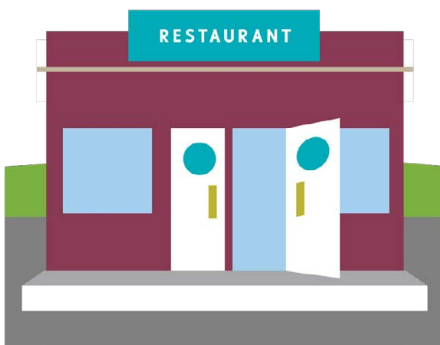
A veterinarian examines animals



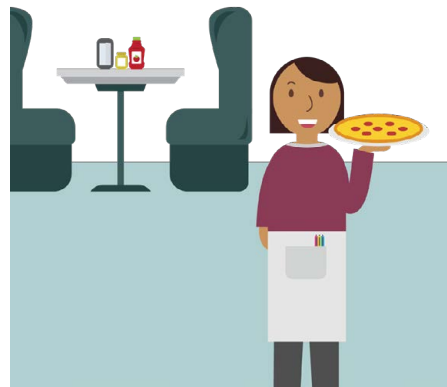
Auto repair shop



A mechanic fixes cars



Restaurant



A server brings food



Amazing Construction

Social Studies: Lesson 3 – Buying Goods Matching Game

Social Studies Category:

Economics

Activity Goal:

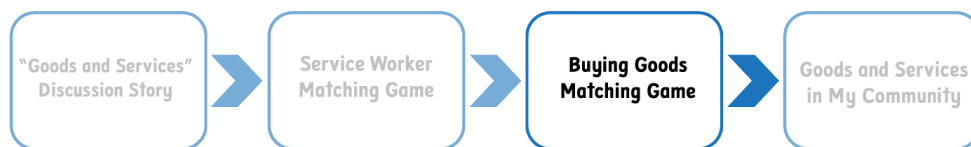
Students identify community locations and match them to goods that can be purchased there.

Embedded Skill Targets:

Curricular Area	Learning Spectrum	
	Moderate support needs	Extended learning
Routines	Small group work	Group academic instruction
Receptive and Expressive Language	Receptive/expressive nouns Identifying categories Answering questions	Descriptors Yes and no for facts Discriminating <i>wh</i> - questions Asking questions

Teaching Sequence:

This lesson is part of a four-lesson series, which is intended to be taught in the following order:



Note: The four-lesson teaching sequence will not be appropriate for all learners. Some students may benefit from repeated practice with one or two lessons in the series, while others will benefit from exposure to all four lessons throughout the month. Preview all lessons in the series to identify which lessons best match the learning needs and goals for your students.

Materials:

Provided:

- Sequence strip or large sequence panels
- Puzzle pieces

Needed:

- Hook and loop fastener
- Felt display board or hook and loop fastener display board

Preparation:

1. Print, laminate, and cut out:
 - a. Sequence strip or sequence panels
 - b. Puzzle pieces
2. If using the large sequence panels, arrange the images in order and tape them together.
3. Place the hook side (i.e., the rough side) of the hook and loop fastener dots on the back of each puzzle piece so that they can stick to the display board.
4. Divide the puzzle pieces into two categories: locations and goods.

Helpful Learning Tools:

- Use the corresponding digital REEL as an alternative or complement to the printable materials.
- Review the Learning Differentiation Guide to individualize this lesson for each student's learning level.

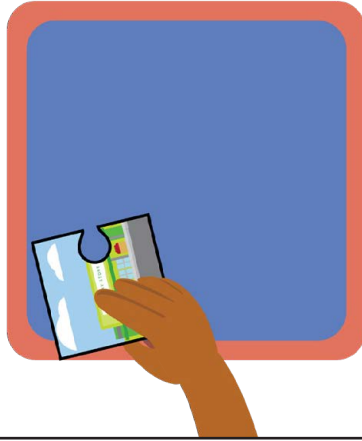
Instructions:

1. Gather students around a table or group activity area. Ensure the display board and puzzle pieces are viewable and accessible to all students.
2. Review the activity sequence strip.
3. Demonstrate the activity:
 - a. Select and read a location puzzle piece.
 - b. Identify which good matches the piece you selected.
 - c. Demonstrate matching the puzzle pieces together.
4. Have students take turns completing the remaining puzzles:
 - a. Choose a location puzzle piece, and place it on the display board.
 - b. Find the matching goods puzzle piece.
 - c. Connect the puzzle pieces together on the display board.
5. Repeat until all pairs of location and goods puzzle pieces have been identified.
6. To extend learning, ask students whether there are any services that also take place at each location.

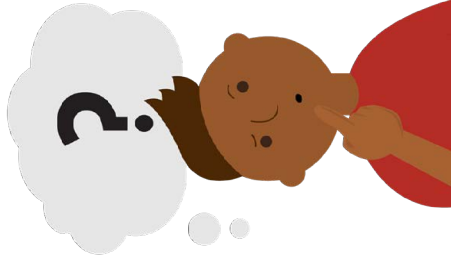
Sequence strip



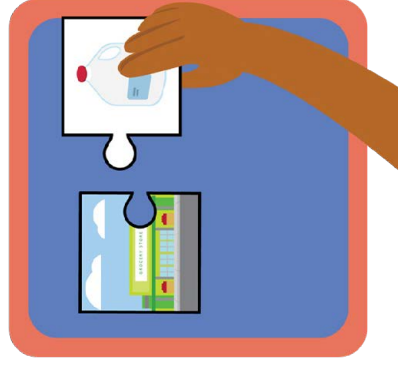
Put a puzzle piece on the board



Find the match



Fit the pieces together

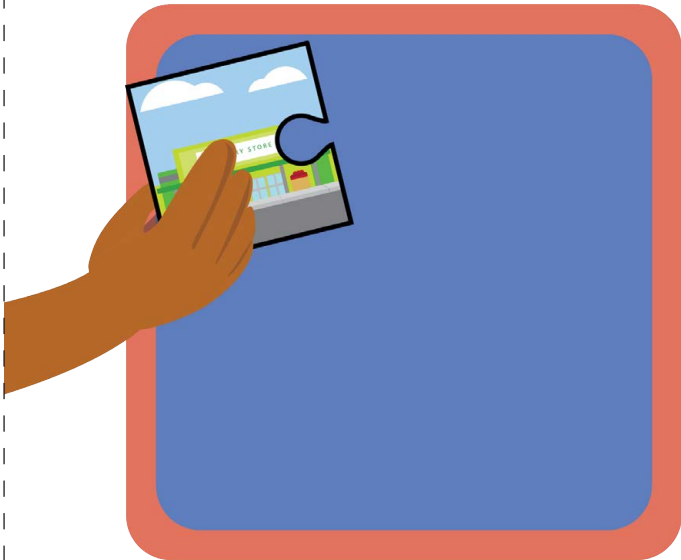


Amazing Construction – Social Studies: Lesson 3 – Buying Goods Matching Game

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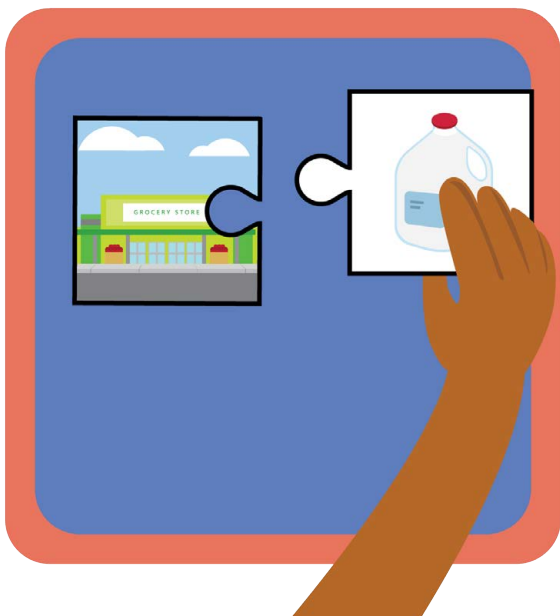
Put a puzzle piece on the board



Find the match

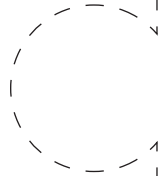


Fit the pieces together





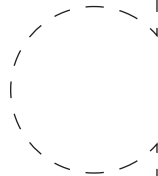
Grocery store



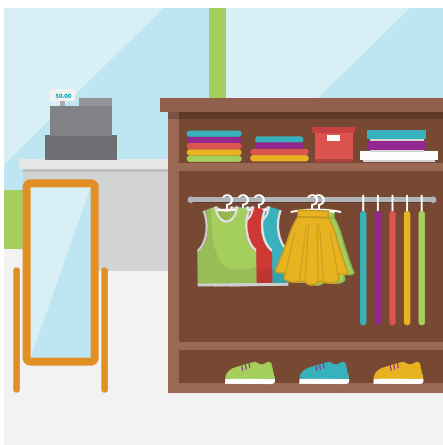
Milk



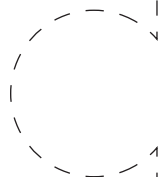
Bookstore



Book



Clothing store



T-shirt



Toy store



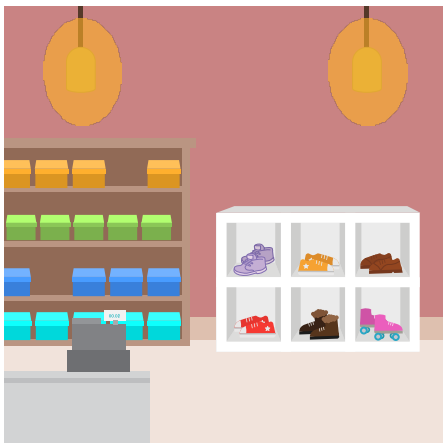
Teddy bear



Pet store



Dog bowl



Shoe store



Shoes



Amazing Construction

Social Studies: Lesson 4 – Goods and Services in My Community

Social Studies Category:

Economics

Activity Goal:

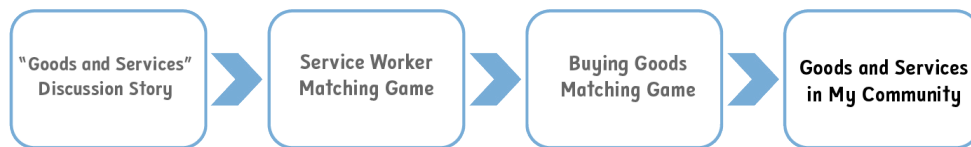
Students identify locations in their community that provide goods and/or services and then collaboratively create a classroom mural on butcher paper.

Embedded Skill Targets:

Curricular Area	Learning Spectrum	
	Moderate support needs	Extended learning
Routines	Small group work	Group academic instruction
Receptive and Expressive Language	Following two-step directions Receptive/expressive nouns Identifying actions in pictures Answering questions	Yes and no for facts Discriminating <i>wh</i> - questions Commenting using phrases Working in a team
Academic Skills	Coloring within lines	Coloring, cutting, and pasting

Teaching Sequence:

This lesson is part of a four-lesson series, which is intended to be taught in the following order:



Note: The four-lesson teaching sequence will not be appropriate for all learners. Some students may benefit from repeated practice with one or two lessons in the series, while others will benefit from exposure to all four lessons throughout the month. Preview all lessons in the series to identify which lessons best match the learning needs and goals for your students.

Materials:

Provided:

- Sequence strip or large sequence panels
- Community location cards
- Yes/no cards

Needed:

- Scissors
- Crayons/markers/pencils
- Butcher paper
- Tape or glue

Preparation:

1. Print, laminate, and cut out:
 - a. Sequence strip or large sequence panels
 - b. Yes/no cards (one set)
2. Print and cut out one set of community location cards.
3. If using the large sequence panels, arrange the images in order and tape them together.
4. Gather other materials needed for the activity (i.e., glue, markers, crayons).

Helpful Learning Tools

- Use the corresponding digital REEL as an alternative or complement to the printable materials.
- Review the Learning Differentiation Guide to individualize this lesson for each student's learning level.

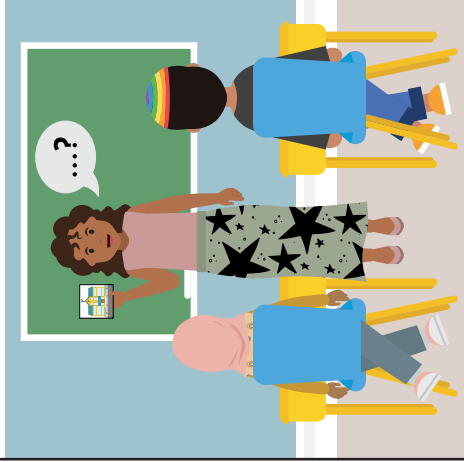
Instructions:

1. Review the activity sequence strip.
2. Select one student to model the steps of the activity with you:
 - a. Select one community location card, and hold it up.
 - b. Have the student point to or identify the picture.
 - c. Ask the students questions about services and goods in your community, such as, "Is there a place to get your hair cut in our community?" or "Is there a place to buy pizza in our community?"
 - d. Prompt the student answer yes or no, using the yes/no cards as needed.
 - e. If the answer is yes, have the student glue the card to the butcher paper.
3. Repeat Step 2 until all community locations have been identified and all students have had a turn.
4. Pass out crayons and/or markers to each student.
5. Encourage students to take turns coloring on the butcher paper to represent other community locations and the goods or services sold or provided in each location.
6. Hang the completed mural in the classroom for students to reference throughout the month.

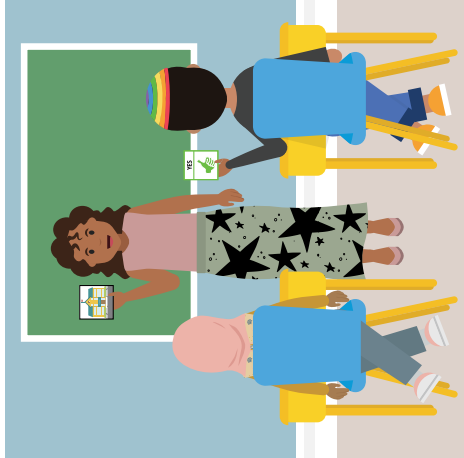
Sequence strip



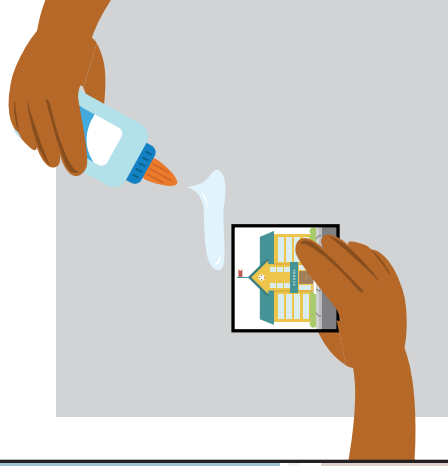
Listen to the teacher



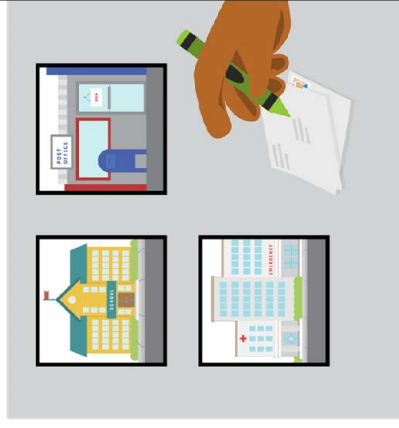
Answer yes or no



Glue the picture on the paper



Color the community



Amazing Construction – Social Studies: Lesson 4 – Goods and Services in My Community

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Listen to the teacher



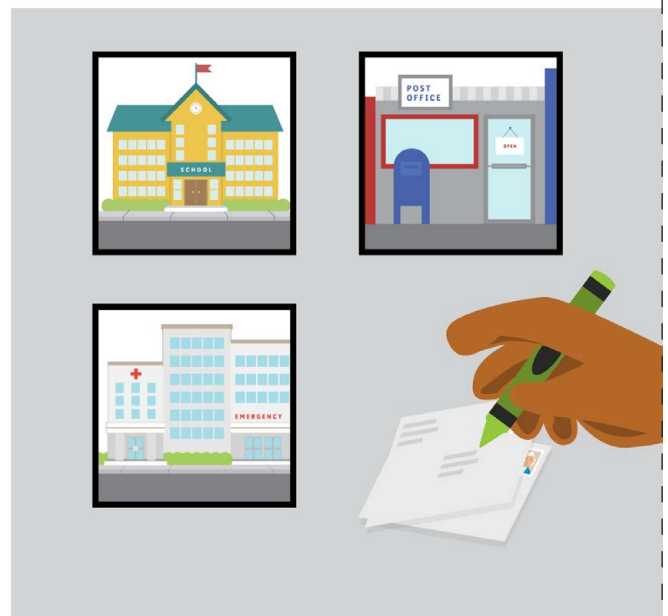
Answer yes or no



Glue the picture on the paper



Color the community

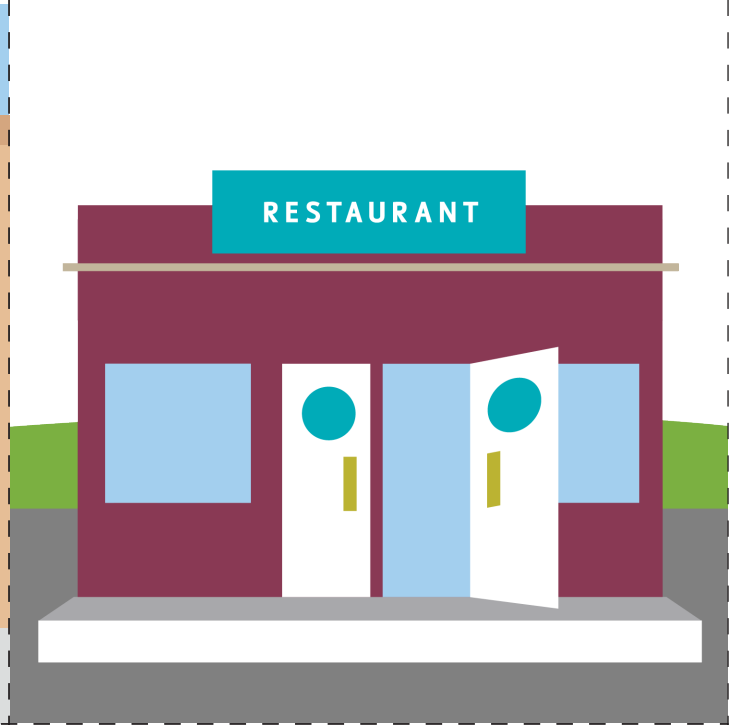




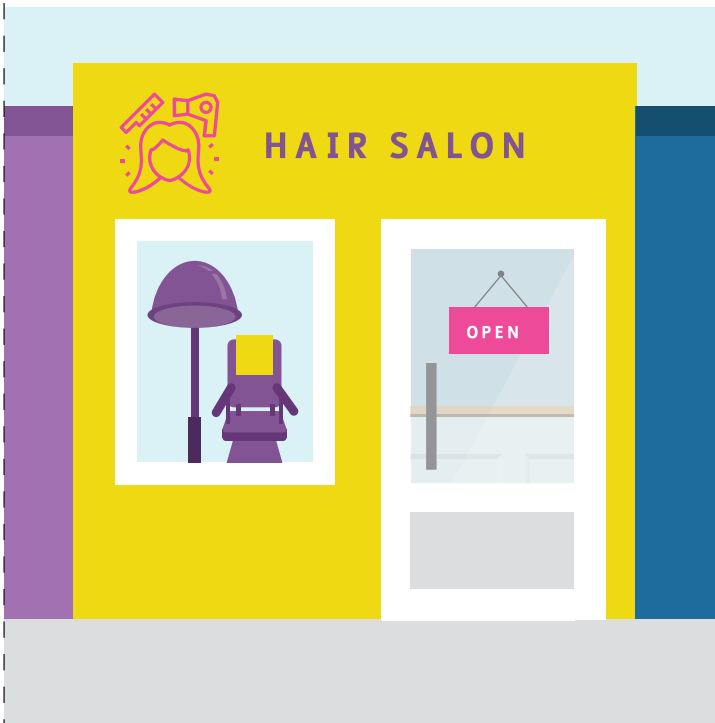
Bakery



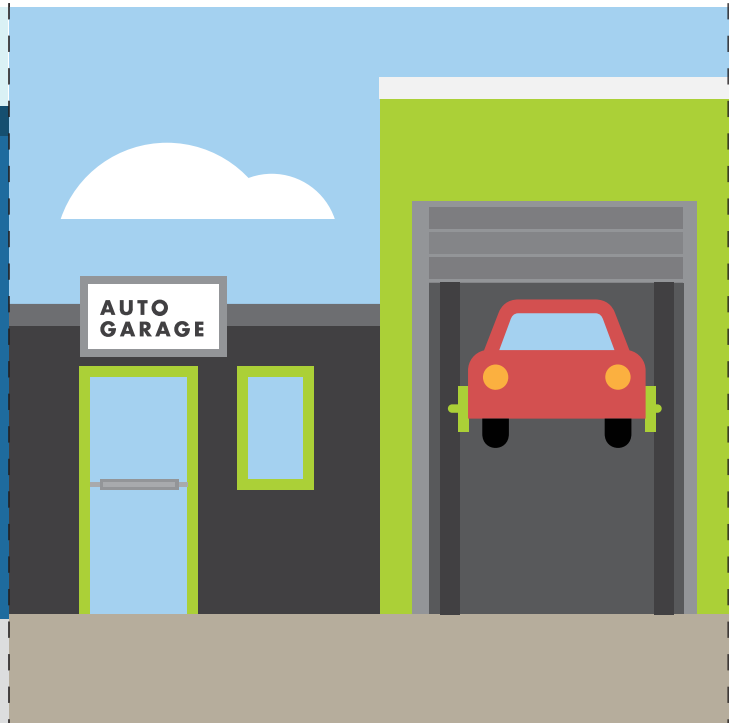
Restaurant



Hair salon



Auto repair shop





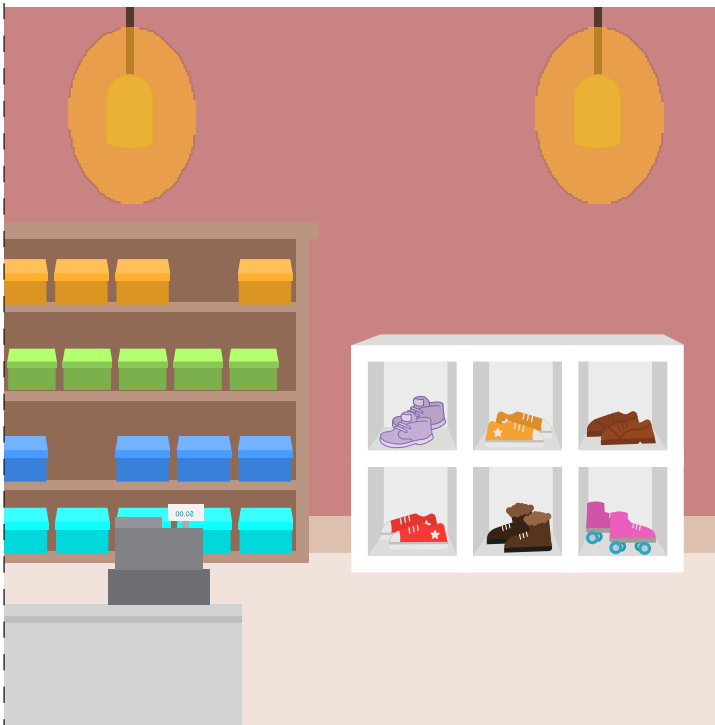
Dentist office



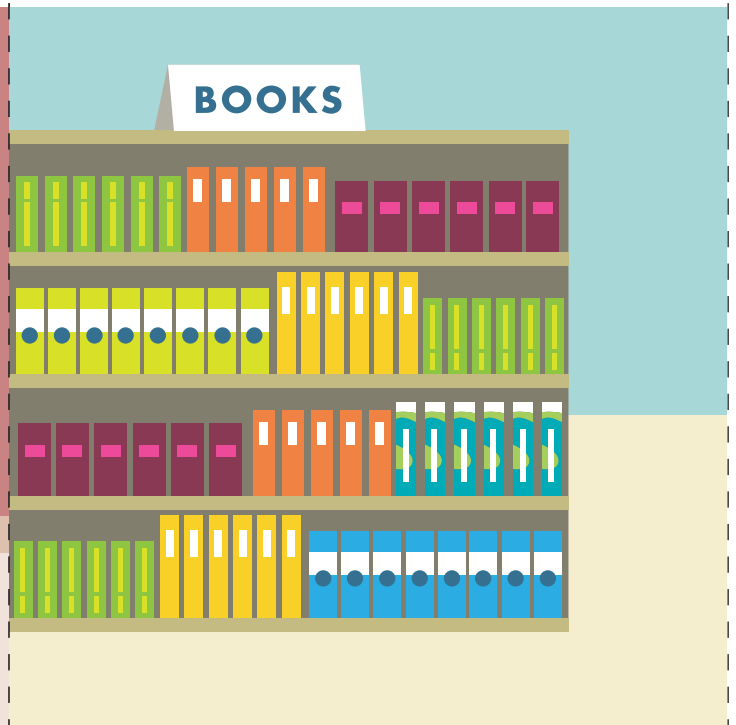
Pet store



Shoe store



Bookstore



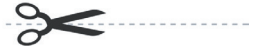


Toy store



Clothing store





Yes



No

