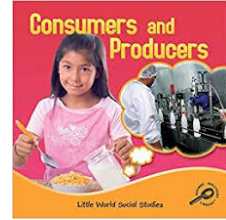


WEEK 1 Day 2



Text Talk
***Consumers and Producers*, Read 1**
Pages 3-11

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p> <p>The consumer choices people make can contribute to our communities.</p>
Weekly Question	What happens at a market?
Content Objective	<p>I can use informational text features and key details to determine the meaning of new vocabulary. (R.7.1.b, R.8.1.b)</p> <p>I can identify examples of goods and services that people use. (Economics 23, 24)</p>
Language Objective	I can sort words in the categories of goods and services. (L.4, L.1.5a)
Vocabulary	<p>consumer: someone who buys and uses products and services</p> <p>producer: someone who makes goods or provides a service</p> <p>goods: things people buy or own</p> <p>service: job someone does which helps others</p>
Materials and Preparation	<p>Determine strategic, heterogeneous groups of about four children each.</p> <ul style="list-style-type: none"> ● <i>Consumers and Producers</i>, by Ellen K. Mitten ● <i>Consumers and Producers</i> slides ● projector and screen

	<p>During this lesson, plan to show the book and slides simultaneously so that children can read and look carefully at the words and illustrations.</p> <ul style="list-style-type: none"> • chart paper, one sheet for each small group Create one Goods and Services chart for each small group. <div data-bbox="534 373 1338 789" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Names: _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; padding: 5px;">Goods</td> <td style="width: 50%; border-bottom: 1px solid black; text-align: center; padding: 5px;">Services</td> </tr> <tr> <td style="border-right: 1px solid black; height: 150px;"></td> <td style="height: 150px;"></td> </tr> </table> </div> <ul style="list-style-type: none"> • markers, 4 for each small group 	Goods	Services		
Goods	Services				
<p>Opening 4 minute</p>	<p><i>Today we will read an informational text: Consumers and Producers by Ellen K. Mitten. Look at the photograph on the cover. What do you think we might learn in this book?</i></p> <p>Invite children to make predictions. At this point, do not define the words “consumer” and “producer.”</p> <p>Set a purpose for reading. <i>The title of this book has two words that might be unfamiliar: “consumer” and “producer.” As we read today, we will use text features and key details to determine the meaning of these words, as well as some other words, such as “goods” and “services.”</i></p>				
<p>Text and Discussion 10 min page 3</p>	<p><i>This word “consumer” is printed in bold, which tells us that it is defined in the glossary at the end of the book. It’s also explained right here in the text—listen as I read.</i></p> <p>Reread the second sentence (“If you buy...”), and then turn to the glossary to read the corresponding definition. Clear up confusions.</p> <p><i>As we read, we’ll notice other words printed in bold. We’ll try to understand what they mean by using key details from the text and illustrations. Then, if we need to, we can also check the glossary.</i></p>				
<p>page 5</p>	<p><i>What are goods? What goods do you see on these pages?</i></p>				

page 6	<i>What are services? What services do you see?</i>
pages 8-9	<i>What new vocabulary is important on this page and how do you know? [“producer,” because it is in bold and defined].</i> <i>What do you notice about these people? How would you describe them? [workers, people with jobs, people in uniforms]</i>
pages 10-11	Think, Pair, Share. <i>What does the author mean by this sentence, “Everyone can be both a consumer and a producer?”</i> <i>How do the arrows on this page help us understand her meaning?</i>
Key Activity 10 min	<i>According to the text, what is the difference between a good and a service?</i> Support children in referencing the text as they share their ideas. <i>We’re going to stop reading here for today.</i> <i>Now you’re going to work in small groups to make a list of goods and services that you and your families buy and use.</i> Use one of the small group charts to model writing a good and a service in the appropriate columns. <i>Think of as many examples as you can!</i> Send children to work in small groups.
Closing 1 minute	<i>You all use so many goods and services! These charts probably have some similar and different ideas on them. You can compare the charts in the Library Studio this week.</i> <i>Tomorrow we’ll continue learning about the kinds of goods people buy at markets in different places around the world.</i>
Standards	R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text. Standard L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. L.5.1.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Economics 23. Give examples of products (goods) that people buy and use.

	Economics 24. Give examples of services people do for each other.
Ongoing assessment	Notice how children listen and engage, responding directly to the images. Are children able to make meaning of new vocabulary? Review the small group charts. How do children work in a group to list goods and services? Are children able to distinguish goods and services and provide examples of each?

Notes