

Theme/Unit Name: Goods and Services, 1st Grade

Content Area Big Idea: I want my students to understand that the things we use, eat, and play with (goods and services) come from many different sources, some of which are made and sold in our own community. For example, produce can come from local farms, other states, or international farms depending on the type of produce, season, and/or where it is purchased. Also, for example, consumers make choices on what and where they purchase items depending on several factors, including convenience, price, availability, and local loyalty.

NEVADA ACADEMIC CONTENT STANDARDS-SS. 1.18 Compare and contrast the different ways people work in the community.

NVACS-SS. 1.20 Describe how the environment impacts how we live and the work we do.

NVACS-SS. 1.22 Compare the goods and services produced locally with those that are produced in other communities.

Literacy Big Idea: I want my students to understand that when reading a text, it is important to distinguish whether the book is telling a story (fiction) or giving information (nonfiction) as well as to identify similarities and differences between texts on the same topic in order to write an informative piece based off of factual information gained through research on local versus national goods and services.

CCSS.LITERACY.RL. 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.LITERACY.RI.1.9 Identify basic similarities and differences between two texts on the same topic.

CCSS.LITERACY.W.1.2 Write an informative text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Building Oracy and Background Knowledge

Field trip to Great Basin Food Co-Op, River School Farm, Kimmie Candy Company.

Concept Attainment: Picture sort of goods and services, under the umbrella of community needs and wants. Sort pictures of community workers (garbage collectors, librarian, grocery store clerk, doctor, city government employees, etc.), local and national chain stores, produce (farm products).

Sentence Prompts: A _____ is a good. We _____ it. *e.g. A cookie is a good. We eat it.*

_____ provide a service. They help people by _____. *e.g. Garbage collectors provide a service. They help people by keeping cities clean.*

TPR: goods, services, community, benefit, produce (multiple meaning word), local, needs, purchase, consumer, producer, national, needs, wants

CCSS.LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.

Formative Assessment:
Participation in class, TPR, etc. Dictation

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CCSS.LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Reading Comprehension - Adapted Reader's Theater: <u>Look Where We Live!</u> By Scot Ritchie - Shared reading of TPR, poems - Guided Reading on TPR, related content texts (paper books and ReadWorks.org article) - Interactive Read Alouds: <u>Community Soup</u> by Alma Fullerton, <u>On Market Street</u> by Anita and Arnold Lobel, <u>Maisy Goes to the Local Bookstore</u> by Lucy Cousins CCSS.LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Content Area Instruction - Field Trips to local businesses - Ask inquiry question: What do we want to know about goods and services that are available locally? Sentence Prompt: I want to know _____. I want to learn about _____. - Shared Research on where products come from – benefits/drawbacks of purchasing local versus purchasing national. - Goods and Services 4 min video on BrainPop - Practice with being a producer/consumer: Class earns “money” throughout the week for different goods/services in order to save enough for a reward at the end of the unit (extra recess, dance party, or whatever they vote on). Money is earned by coming to school, participating, turning in assignments, doing helpful extra “chores”, etc. Money is taken away for incomplete assignments, not following directions, etc. Money counting takes place at the end of each day. Temptations of purchasing items are given every few days, so students can practice with needs vs. wants. NEVADA ACADEMIC CONTENT STANDARDS-SS. 1.18 Compare and contrast the different ways people work in the community. NVACS-SS. 1.20 Describe how the environment impacts how we live and the work we do. NVACS-SS. 1.22 Compare the goods and services produced locally with those that are produced in other communities.
Writing - Venn diagram: Compare and Contrast of local versus national based off of shared research. - Shared Writing/Language Experience Approach: group writing of local versus national purchasing CCSS.LITERACY.W.1.2 Write informative text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
Word Study and Fluency Dictation: High Frequency Words in context (every other week written/oral practice) want, good, many: We want and need many things. They are called goods. <i>Skills: print concepts, English vowels making atypical sounds</i> where, there, here: We can buy our goods from here or there. Where you buy them is a choice. <i>Skills: digraphs th, wh</i>	

live, give, our: We live in a place with many goods and services. Many different helpers give goods and services to our community. *Skills: syllabication, varying sentences*

would, should, could: You should see if there is a local option. I would buy local if I could. *Skills: -ould word family, rhyming*

CCSS.LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.

CCSS.LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.

CCSS.LITERACY.RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.

Summative Assessment

Students will create a poster explaining what kinds of goods and services can be found in our local area based off of the class's shared research, the field trips, and the texts read within the unit. Posters will be placed in the cafeteria for other students to see and read about local goods and services.

Bridge - Transfer

Side-by-side bridge

English	Picture	Español
the goods		los bienes
the services		los servicios
the community		la comunidad
the consumer		el /la consumidor/a
the producer		el/la productor/a
to produce		producir
the produce		las frutas y verduras
the benefit		el beneficio
local		local
the needs		las necesidades

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Opinion writing on whether to buy local or national for a particular product.

Sentence prompts (in Spanish):

I would buy/purchase my _____ (e.g. vegetables) locally/nationally because _____ (e.g. it supports local farmers

and less travel means fresher produce). I would buy/purchase my _____ (paper towels) locally/nationally because _____ (we do not have a local paper towel distributor).

CCSS. LITERACY.W.1.1 Write opinion pieces in which they introduce a topic, state an opinion, supply a reason, and provide some sense of closure.

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Plurals in both English and Spanish.

the services los servicios

the goods los bienes

or

Cognates

the services los servicios

the community la

comunidad

to purchase		comprar		the consumer el/la consumidor/a	

- How did you feel as a learner?
 - I felt _____.

- What did you learn about biliteracy instruction?
 - One thing I learned about biliteracy instruction is _____.