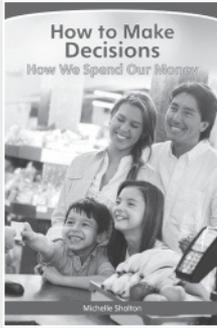
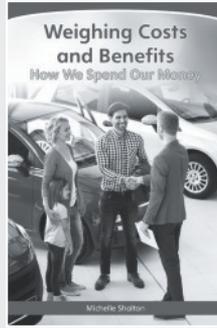


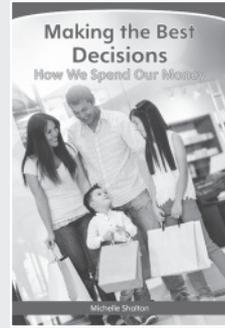
Chapter 6: Work in the Community



Learn About
How to Make Decisions:
How We Spend Our Money
 by Michelle Shalton
BL Below Level
 Lexile Measure 190L



Weighing Costs
and Benefits:
How We Spend Our Money
 by Michelle Shalton
OL On Level
 Lexile Measure 420L



All About
Making the Best Decisions:
How We Spend Our Money
 by Michelle Shalton
A Advanced
 Lexile Measure 500L

Summary

Each book in this set of readers introduces children to the concept of goods and services. The books state that people spend money on goods (things we need) and services (jobs people do). The books include images illustrating examples of services (e.g., a baker, a plumber, a teacher) and goods (e.g., groceries, toys, school supplies). The books also include images of goods and services in a typical community (e.g., cars are a *good*, while firefighting is a *service*).

BEFORE READING

Vocabulary

- BL** goods, services
- OL** **A** earn, goods, services

Differentiated Support

ELL Support

Preview key vocabulary with children. Put content words (goods, services, buy) on the board or word wall. Look at images of goods and services in the book, and help children to see the difference.

Building Background

- Establish the distinction between goods and services by asking children what sorts of jobs/careers they might like to have in the future. For each answer (two to three children total), ask: Does this job produce something (for instance, a farmer will produce food) or does the job provide a service to someone else (for instance, a pilot provides a transportation service)?
- Ask children what the adults they know do for a job. Create a T-chart on an available surface (chalkboard, SmartBoard, poster paper) with the column headings “Goods” and “Services.” The class can assist you in sorting the solicited answers into the two columns.

BL Provide images of a variety of goods and services for children to sort into two boxes: goods and services.

DURING READING

Differentiated Support

Visual Learners

Preview the text by asking children to respond to the images featured in the books: p. 2 (a man measuring a wall, which is a service); p. 2, exchange of currency (for a service); the chart on p. 3, differentiating goods from services; and so on.

Literacy Skill: Identify Main Idea and Details

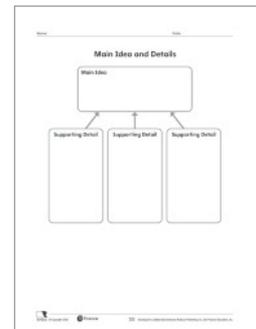
Tell children that one of the most important parts of reading is to identify the main idea. The main idea is the most important idea in the text. It usually appears at the beginning of a text. Tell children that the main idea is followed by details that support that idea. Explain that most writers build around one main idea and then use details to show why the idea is important to understand.

Some children may benefit from beginning the activity by filling out a word web containing words that are connected to the subtitle of the books: *How We Spend Our Money*. Ask children what they like to spend money on and how they decide what to buy. Elicit the ideas that spending money is a conscious decision and that it is important to be mindful of the choices we make around money. This will give children some background knowledge of the topic and help make the main idea of the text more accessible.

BL Give children a copy of the **Main Idea and Details graphic organizer**. As they read, work with them to help them find the main idea of the text and examples of supporting details.

OL Give children a copy of the **Main Idea and Details graphic organizer**. As they read, work with them to help them find the main idea of the text and an example of supporting detail. Allow them time to complete the rest of the activity with a partner, providing guidance as necessary.

A Give children a copy of the **Main Idea and Details graphic organizer**. Have them fill in the organizer independently or with a partner as they read.



Discuss the Book

In collaborative conversations, have children share their thoughts about the books. Use the following guided reading questions as possible prompts to generate meaningful discussion. (Icons indicate which questions are best used with which book.)

Page 2

BL The text says that we buy goods and services. What are goods? What are services? (Possible response: Goods are things we need. Services are jobs people do.) **Identify DOK 1**

OL **A** The text says people work to earn money. What are some jobs that people can have? (Possible responses: teacher, waitress, artist, cashier, doctor, firefighter) **Identify DOK 1**

Page 3

BL **OL** **A** Authors sometimes use different text features to give information to their readers. What text feature is on this page? How does it help you to understand the information? (Possible response: There is a chart with images. It sorts information into two groups so we can see the difference between goods and services.) **Interpret DOK 2**

DURING READING

Page 4

BL OL A This page shows examples of goods at home. What are some important goods at your home? (Possible responses: my bed, clothes, toys)
Categorize DOK 2

Page 9

BL This page shows an example of an important service in the community. What is it? What is another community service you know about that is very important? (Possible responses: firefighter; police, paramedic, doctor)
Relate DOK 2

OL A The text gives an example of an important service in the community. What is another community service you know about that is very important? (Possible responses: police, paramedic, doctor) **Relate DOK 2**

Page 10

OL A The text says we can get many goods and services at a shopping mall. Why do you think shopping malls put many different stores together? (Possible response: So people can find lots of goods or services at one time.)
Develop a Logical Argument DOK 3

Collaborative Conversation

During discussion, encourage children to ask one another questions when they need clarification or when they need to build on one another’s ideas. Provide these prompts to foster collaborative conversations among children.

Conversation Strategy	Prompt	Response
Support Ideas With Examples	Why do you think that?	The illustration shows _____.
Build on (or Challenge) the Ideas of Others	What more can you say about this idea?	I would add _____.

AFTER READING

Think About It

1. Have children give an example of a good and a service. (Possible response: A ball is a good. A firefighter provides a service.)
2. Encourage children to think of goods that they use at school. (Possible responses: computers, desks, chairs, paintbrushes, basketballs)
3. Children might need extra assistance with the final category, so you may choose to model the process. Possible responses:

	Goods	Services
Home	food, toys, furniture	plumber
School	books, pencils	teaching
Community	cars	firefighting, shoe repair

AFTER READING

Citizenship in Action

- If possible, plan a short outing in the main body of the school (to different classrooms, the cafeteria, the main offices) to differentiate between goods and services. If you are able, lead children to local stores, malls, or commercial areas where they can differentiate between more unique goods and services. It would be especially useful, in the context of Citizenship in Action, if children could visit a local government building to see the variety of services provided. Children may add what they learn to the organizer they created for the Think About It activity.
- The Your Turn! activity may be answered orally in a group discussion. If a child would like to be a firefighter, help by looking up the local department's Web site to see what training firefighters require, the specific services provided to the community, and so on.

Writing: Opinion

Have children use their completed graphic organizer from the Think About It activity to write a short opinion paragraph. Children can write about which goods and services are, in their opinion, the most important.

BL You may wish to pair writers who are struggling with advanced-level writers to use the following sentence frames to complete their opinion paragraph together.

In my opinion, the goods and services that are the most important are _____ . _____ are/is important because _____ .

OL Offer the above sentence frames, as necessary, to support children's writing.

A You may wish to ask advanced-level writers to include additional examples. _____ are/is important as well because _____ .

Media Literacy

- Using the question(s) on the last page of each book, start a conversation about how the media can influence our decisions when buying goods and services.
- Explain that there are many factors that can influence our decisions when buying goods and services. One of these factors is advertising. Remind children that the goal of most advertisers is to get people to buy their products. These advertisements can take many forms (e.g., billboards, TV commercials, sponsored social media posts).
- Explain that critical viewers of advertisements ask themselves questions. For example, Who created this? Why did they create it? Who will benefit if the viewer does what the advertisement suggests?

Curriculum Connections