

5: Goods for You!

Based on the Wisconsin quarter reverse



OBJECTIVES

Students will define the terms “goods” and “services” and correctly identify examples of both.



MATERIALS

- 1 copy of an age-appropriate text that relates to life on a farm, such as:
 - *Farming* by Gail Gibbons
 - *Maisy’s Morning on the Farm* by Lucy Cousins
 - *My Dad Works on a Farm* by Sarah Hughes
 - *Raising Cows on the Koebels’ Farm* by Alice K. Flanagan
 - *A Visit to the Gravesens’ Farm* by Alice K. Flanagan
 - *The Farm* by Gail Saunders-Smith
 - *At the Farm* by Sandy Francis
 - *The Milk Makers* by Gail Gibbons
 - *Milk: From Cow to Carton* by Alike
- 1 overhead transparency (or photocopy) of the Wisconsin quarter reverse
- 1 class map of the United States
- Chart paper
- Markers
- Copies of the “Picture It” worksheet



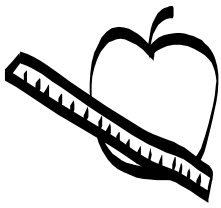
PREPARATIONS

- Locate an appropriate text that relates to life on a farm (See examples under “Materials”).
- Make an overhead transparency (or photocopy) of the Wisconsin quarter reverse.
- Make copies of the “Picture It” worksheet (1 per student).



GROUPINGS

- Whole group
- Individual work



Goods for You!



CLASS TIME

One 20- to 30-minute session



CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

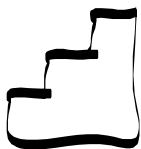
- Quarter
- Reverse (back)
- Product
- Produce (verb)
- Goods
- Services



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

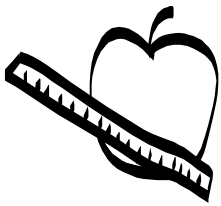
- Farm life
- Needs and wants



STEPS

Session 1

1. Introduce students to the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
2. Read the selected text aloud to the class. During the reading, attend to any unfamiliar vocabulary.
3. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Wisconsin quarter reverse. Locate Wisconsin on a classroom map. Note its position in relation to your school's location.
4. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize: a cow, cheese, and an ear of corn. Ask students why they think that Wisconsin chose to put these images on their quarter. Answers should relate to the idea that Wisconsin is well known for its farming industry.

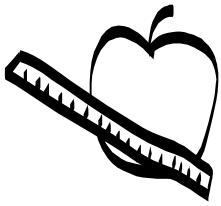


Goods for You!

5. Remind the students of the book they just read, and ask the students to identify what takes place on a farm. When students mention growing food and raising animals, introduce the term “produce”(verb) by reinforcing the idea that farmers “produce” food products.
6. Ask students what you mean when you say that farmers “produce” food products. Answers should express that it means that the farmers are making or growing these products. Ask students why the farmers produce these products. Answers should include the idea that they are made or grown for people to buy and eat.
7. Ask students to list the types of things that are produced on a farm. As students offer ideas, list these responses on chart paper.

Session 2

1. Review class responses that were charted during the previous session, and explain that “goods” are things people make or grow to sell. Write this word at the top of the list they’ve created.
Note: You may need to explain that goods are not only made on farms. Possibly have students list other goods that they could find in the classroom that do not come from a farm.
2. Explain that a farmer doesn’t make the food all by him- or herself. Have students identify examples from the book where someone helped the farmer. List these examples on a new piece of chart paper.
3. Explain that when someone does something to help another person, that means they are providing a “service”. Write this word at the top of the list they’ve created.
4. Introduce the goods and services game to the students. Display the two charts side by side.
5. From the list below, make one request at a time of the students. Point to and read the word “goods” and then “services” and have the students raise their hands to identify whether you have asked them to present a good or provide a service.
 - a. Ask a student to hold up a pencil. (Good)
 - b. Ask a student to turn off the lights. (Service)
 - c. Ask a student to bring you a book. (Service)
 - d. Point to the book. (Good)
 - e. Ask a student to return the book to the bookshelf. (Service)
 - f. Ask the student to point to the bookshelf. (Good)
 - g. Ask a student to point to their shirt. (Good)



Goods for You!

6. Once you have played this game, ask the students to identify some goods that they use every day. Write these goods on the chart under the word “goods.”
7. Explain the idea of a service to your students by identifying some of the services that are provided for them each day, such as being driven to school, having their lunch made for them, etc. Ask students to identify some additional services that they or their families use (ideas could include car repair services, restaurant services, baby-sitting services, etc.). Add these services to the chart under the word “services.”
8. Display a copy of the “Picture It” chart and model the procedure students should follow in completing the related activity. Students should draw a picture of a good that they use in the “Goods I use” column, and a service that they use in the “Services I use” column. Instruct them to use inventive spelling to write a label for what they’ve listed in each column.
9. Distribute a “Picture It” chart to each student. Allow an appropriate amount of time for students to complete this chart.



ENRICHMENT/EXTENSION

Take the students on an in-school field trip where they can explore services that they receive in the school. Some spots to visit might include the nurse’s office, the cafeteria, and the library.



DIFFERENTIATED LEARNING OPTION

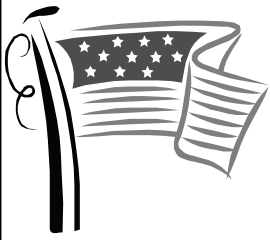
To more clearly explain the production process, display pictures to show students how a specific item is manufactured.



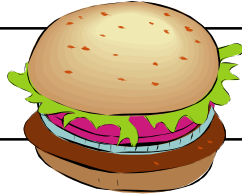
CONNECTION TO WWW.USMINT.GOV/KIDS

Introduce your students to the game, Cents of Color. Here you can instruct them to color a state’s quarter that depicts either a good or service that the state is known for providing. Print these colored coins and create a center where the students can sort them as showing either a good or a service. To find Cents of Color, visit the Games section of the United States Mint H.I.P. Pocket Change™ Web site.

NAME _____



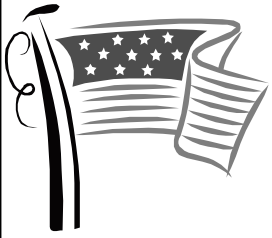
What Is It?



Goods I Use

Services I Use





Wisconsin Quarter Reverse

