



Careers in Action

TEKStar Lesson Summary

Lesson Title To Market To Market To Buy A Fat Pig

Grade Level First Grade

Course Number SS 113.3

Course Name Social Studies, First Grade

Keywords

goods, services, exchange, market, customer, marketer, supply, demand, consumer, products, business

SE Course

SS 113.3: 1.7(A)(B)(C), 1.8 (C), 1.9(A), 1.17(B)(C), 1.18(A) (B)

SE Cross Curricular

ELA 110.3: 1.1(A)(B)(C), 1.11(C), 1.15(B), 1.18(B)(F), 1.19(A)(C), 1.21(A)(B), 1.23 (B)
MATH 111.13: 1.1(C)

TAAS

RE 5: 3.12(E), 2:3.9(C)

TAAS II/TAKS

RE 1:3.7 (B), 3.9 (C)(H)
M 6:6:6.15 (B)

Lesson Summary

TEKS, TAAS/TAKS, and personal skills valued by educators and employers are taught as students experience the career area of **Business and Marketing**.

In this lesson, students learn about goods and services provided in their community while observing jobs in the market place, listening to a business owner, and planning and operating their own market place.

Arrangements are made with the Tech Prep Office at (956) 364-4548, Fax (956) 364-5143 or by using Tech Prep Inc.'s website (<http://techprepRGV.com>) for a speaker, mentor, and/or field trip. These experiences enable students to investigate the actual careers in action.

This lesson was developed in Summer 2000 as part of a Careers in Action project led by Tech Prep of the Rio Grande Valley, Inc., and funded with School-to-Careers grant funding through the Texas Education Agency and the Texas Workforce Commission. Following a pilot project by Tech Prep Support Teams, revisions were made in the Spring of 2002.

This lesson has been endorsed by Mike Allen, President/CEO, McAllen Economic Development Corporation/Foreign Trade Zone, McAllen, Texas.

Evidence of Success

Identification of goods and services, the exchange of goods and services, and identification of the roles of markets in the exchange of goods and services are objectives included in the economics strand of Social Studies TEKS. Students' evidence of success in these areas will be demonstrated through the student successfully planning and working in a market place.

Personalize the Learning

Lead the students in singing the rhyme:

To market to market
To buy a fat pig.
Home again home again
jiggidy jig.
To market to market
To buy a fat hog.
Home again home again
jiggidy jog.

Ask students to name some markets/stores they enjoy visiting. List these on a chart. Ask each student to tell the goods or services provided by their favorite place to visit.

Ask students why we need places that provide goods and perform services.

Ask students what would happen if there were no places available to provide services or goods.

Relevance

In observing several businesses associated with the McAllen Economic Development Corporation (MEDC), it was noted that businesses provide services and goods that consumers need. Business research determines the supply and demand for the area.

Students will relate to buying products (food, toys, clothes) as they discover the requirements needed for a successful business.



Know It
Do It
Think It

Activity 1

Careers in Action

TEKStar Activity Summary

Lesson Title From Goods to Services: Tell All About It! **Time Frame** 3 Days/ 30-45 Min

Activity Description

1. The teacher will discuss with the class that today they will learn about goods and services.
 - Explain that goods are physical things people can touch and feel such as groceries, toys, computers, etc. May use pictures for illustrations.
 - Explain that services are useful activities (jobs) done by people such as carrying grocery bags, waiting tables, programming computers, etc. May use pictures or books for illustrations.
2. The teacher will have students look through magazines, sale catalogues, flyers, etc. and cut out pictures of goods and services needed in the home, school, and community.
 - Discuss whether each picture is a good or a service. Glue pictures on butcher paper in the column that corresponds with the category of home, school, or community. Through discussion label each picture as a good or as a service or both.
3. The teacher will explain to the class that a good is a thing, therefore, it is a naming word. Explain that a service is an action; therefore a service is an action word. Have students give an example of each signifying which one is a name of something and which one is an action.
4. The teacher will make a set of cards with directions on each for the student to follow. The student will either have to pantomime delivering a good or performing a service. For example, give a pencil to someone (delivering a good) or carry someone's bag (performing a service). The class will then tell if the act was one of delivering a good or performing a service.
5. Conclude the lesson by teaching "Mary Has a Grocery Store" found in Resources.

Teacher-to-Teacher Notes

1. The teacher may want to use pictures as examples when explaining the meaning of a good or a service.
2. The teacher should look through magazines and catalogues, etc. before the students use them and tear out pages that might contain information or graphics that are not suitable for a six-year-old.
3. The teacher may need to help students read cards for the pantomime activity.
4. The teacher may have students access website <http://www.shopping.aol.com/kids/main.adp> to view different examples of goods.

Objective

The student is expected to identify examples of goods and services needed in the home, school, and community.

Materials

Magazines, scissors, butcher paper, index cards, copies of songs, and glue

Technology Utilization

Internet (if desired)

SE - Course

SS 113.3: 1.7(A)(B), 1.17(B)(C), 1.18(A)(B)

SE - Cross Curricular

ELA 110.3: 1.1(C), 1.11(C), 1.15(B), 1.21(A)

TAAS

RE 5:3.12(E)

TAAS II/TAKS

RE 1:3.9 (C)(I)

Check for Understanding

The teacher will monitor students as they participate in activities and answer questions. The teacher can check student's understanding of distinguishing between a good and a service by flashing pictures on a one to one basis and having each student tell whether the picture shows an example of a good /thing or a service.

Assessment

The student is expected to distinguish between a good and a service by looking for pictures in magazines, etc. that illustrate a good or someone performing a service.

Learning Styles

Concrete Sequential
Concrete Random

Multiple Intelligences

Body/Kinesthetic
Musical/Rhythmic
Interpersonal

Thinking Skills

Basic

Accommodations

Adapted Assignment

Extensions

Performance Options

Resource Pages

Song "Mary Has A Grocery Store"

Mary Has a Grocery Store

Tune - "Mary Had a Little Lamb"

Mary has a grocery store
Grocery store, grocery store
Mary has a grocery store
With goods and services.

Mary sells a lot of goods
A lot of goods, a lot of goods
Mary sold a lot of goods like
Food and candy bars.

Mary provides services
Services, services
Mary provides services
Like hair cuts and banking.

She sells them in exchange for money
Exchange for money, exchange for money
She sells them in exchange for money
To people who really need them.



Know It
Do It
Think It

Activity 2

Careers in Action

TEKStar Activity Summary

Lesson Title Let's Go to the Market!

Time Frame 3 Days/ 30-45 Minutes

Activity Description

1. The teacher will discuss the role of markets in the exchange of goods and services.
 - Explain that a market is a physical location such as a shopping mall area, or a telephone number or an Internet site which brings buyers and sellers together. Explain the concept of buying via telephone, from catalogues and using the Internet.
 - Invite a store manager/owner to talk to your class about a marketer's role. Have up a business, the importance of a good location for the business, the communities' need for the businesses' products, and how a business determines what services the community needs, (i.e. supply and demand etc.)
 - Talk about many types of stores that students know as well as similarities and differences among them. (i.e. toy stores, grocery stores, clothing stores, etc.)
2. The teacher will plan a trip to a nearby grocery store.

To assist you in scheduling a visit to a large store in your area, contact the Work-Based Experiences Specialist at the office of Tech Prep of the Rio Grande Valley, Inc. in Harlingen, Texas at (956) 364-4548.

- Have students observe the different jobs available.
 - Have students observe shoppers purchasing goods in exchange for money.
 - Have students observe the different services provided at the grocery store. (i.e. Many grocery stores have beauty shops, business places, optical places, pharmacies, ATM machines, restaurants, photo places, a video place, etc.)
3. The teacher will have students divide into small groups to play different roles viewed at the grocery store. Each student will play a different role. For example, roles may include a shopper, a cashier, a sacker, manager, stocker, etc.
 4. Using empty boxes and cans of food, have students set up a mock grocery store in the classroom. Have students take turns playing each role.
 5. The teacher will teach students the song "To Market to Market" sung to the tune "To Market to Market to buy a Fat Pig."
 6. The teacher will have students write a Thank You letter to the store manager/owner who spoke to the class and also to the manager of the store visited (if different). Students may include pictures they have drawn of their mock store along with the letter. Teachers should compile letters and mail them in one large envelope.

Teacher-to-Teacher Notes

1. The teacher should provide the speaker with an agenda or topics to be included in his/her presentation to be sure students hear about every aspect of the store.
2. The teacher should make sure students dress comfortably for the store trip.
3. The teacher may want to divide the students into small groups during the grocery store visit and ask for parent volunteers to assist with the visit.
4. The teacher may send home a letter to parents requesting items for the mock grocery store.

Objective

The student is expected to identify ways people exchange goods and services and identify the role of markets in the exchange of goods and services.

Materials

1. Permission slips for the field trip
2. Large butcher paper
3. Markers
4. Empty boxes or cans of food and household items for mock grocery store
5. An agenda for the business speaker
6. A letter to send to parents requesting items for mock grocery store
7. A large envelope to mail student's thank you notes
8. Magazines/Catalogues
9. Copies of the song "To Market to Market"

Technology Utilization

Internet (if desired)

SE - Course

SS 113.3:1.7 (B)(C), 1.8 (C), 1.9 (A)

SE - Cross Curricular

ELA 110.3: 1.1(A)(B)(C), 1.18(B)(F), 1.23(B)

TAAS

RE 2:3.9(C)

TAAS II/TAKS

RE 1:3.7 (B), 3:3.9 (I)
WR 1:4.15 (A)

Check for Understanding

The teacher will monitor students participation in activities and observe their role play activity.
The teacher may ask students to give an example of one way people exchange a good or provide a service.

Assessment

The student is expected to draw a picture of some part of a grocery store. Students should include goods provided. Also, students will draw themselves in a career role in the grocery store providing a service. Have students use large drawing paper to allow for plenty of space for illustrations. The student will label, write a sentence or story for the picture he has drawn to enhance the picture and demonstrate his/her knowledge of goods and services.

Learning Styles

Concrete Sequential
Abstract Sequential

Multiple Intelligences

Body/Kinesthetic
Visual/Spatial
Musical/Rhythmic

Thinking Skills

Engaged

Accommodations

Adapted Assignment

Extensions

Performance Options
Complexity

Resource Pages

Song “To Market To Market”

"Market to Market"

Tune "To Market to Market to Buy a Fat Pig"

To market to market
To buy groceries.
To market to market
To see all the goods.
Aren't markets just great?
And they're sure lots of fun.
They're full of supplies and
They're for everyone.



Careers in Action

TEKStar Activity Summary

Lesson Title Let's Have a Market Day! Time Frame 2 Weeks

Activity Description

1. The teacher will explain to the students that they will be hosting a Market Day. Students and teacher will prepare for Market Day by:
 - The teacher will have students save all play money awarded by teacher for good behavior for two weeks. Money may be photocopied (paper money or fake coins). Teacher may begin rewarding students at the beginning of this unit so that money can be spent on Market Day.
 - The teacher will have students take a survey to find out which goods are more popular with the class and which services should be provided at Market Day. The teacher discusses the concepts of supply and demand.
 - Students may make products themselves to “sell” or ask for donations from home or businesses. Advertisement posters may be made and displayed around the school.
 - The teacher will have students design the layout of the market place using butcher paper and make posters to designate locations of services and goods. Business places may include a restaurant where certain snacks can be served, a grocery section, a checkout stand, beauty shop, a photo place, a video place, etc.
 - The teacher will prepare students for the jobs they will hold and practice. Jobs may include: cashiers, sales people, waitresses, hairdressers, or police officers for crowd control. Teacher should discuss job requirements for each job.
 - The teacher will have students set up for Market Day the afternoon before Market Day takes place. Setting up includes decorations, table setups, booth setups, and price charts.
 - Teachers will divide the class into two groups on Market Day. One group will provide the goods and services and the other group will be the customers. Alternate groups after sufficient time.
 - Invite a few local business people in to participate in Market Day.
2. The teacher will have students evaluate Market Day. Have students make a list of any improvements or changes that may be used for any future Market Day. The board may be used for this activity.
3. The teacher will hold an awards assembly. Award each student a To Market To Market Completion Certificate for successfully completing the To Market, To Market! Unit. Certificates may be purchased or made on the computer. Certificates may be shared with parents and/or business partners.

Teacher-to-Teacher Notes

- The teacher may donate snacks or ask parents or businesses for donations.
- The teacher may solicit help from parents for Market Day.
- The teacher may provide each student with a baggie to hold his/her money in.
- The teacher may assign students into groups for preparing signs, decorations, and tables for Market Day.

The teacher may access internet site <http://shopping.aol.com/ams/clickthruredirect.adp?55003> to have students view different markets.

The teacher may access the internet site for the McAllen Economic Development Corporation at <http://www.medc.org/>.

Objective

The student is expected to plan, prepare and participate in Market Day to acquire a better understanding of how markets operate in providing goods and services to the community.

Materials

Play money (bills & coins), posters, markers, butcher paper, large tables, snacks, cups, plates, forks if needed, other items or services dependent on class choices for Market Day, and certificates.

Technology Utilization

Internet (if desired)

SE - Course

SS 113:3: 1.7(B)(C), 1.9(A)

SE - Cross Curricular

ELA 110.3:1.19(A)(C), 1.21(B)

MATH 111.13: 1.1(C)

TAAS

RE 5:3.12 (E)

TAAS II/TAKS

RE 1:3.9 (C)(H), 3:3.9 (I), 3.11 (A) M 1:3.1 (C), 6:3.15 (B)

Check for Understanding

The teacher will monitor as students plan, prepare, and perform their assigned jobs on Market Day.

Teacher can also pose “what if questions” to help prepare them for Market Day.

For example:

What would you do if a customer couldn't find a certain product (i.e. supply and demand)?

What if a customer is not happy with a certain product? What would you do?

Assessment

The student is expected to participate, write, or tell about his/her experience at the Market Day by describing the job held and tell of services acquired from others or provided for others.

Learning Styles

Concrete Sequential
Abstract Sequential
Abstract Random

Multiple Intelligences

Body/Kinesthetic
Intrapersonal
Verbal/ Linguistic
Logical Mathematical
Interpersonal

Thinking Skills

Dynamic

Accommodations

Adapted Assignment
Instructional Support

Extensions

Performance Options

Resource Pages

To Market To Market Completion Certificate