

Economics

Support Materials



Wallingford Public Schools
Second Grade
Social Studies

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TABLE OF CONTENTS

Overview	3
Materials List	4
Standards/Goals	5
<i>What should students understand, know, and be able to do? This section identifies the desired results, related state social studies content standards, enduring understandings, essential questions, knowledge and skills.</i>	
• Enduring Understandings	5
• Essential Questions	5
• Knowledge and Skills	5
• Connecticut State Social Studies Content Standard(s)	6
• Suggested Assessments	6
Suggested Learning Activities	7
Recommended Resources	
• Literature Resources	10
• Internet Resources	11
Grade 2 Social Studies Course Outline	
Social Studies Scope and Sequence	

OVERVIEW

These supplemental materials include a variety of lessons and activities in the field of Social Studies with a focus on economics that can be used throughout the school year to compliment your current curriculum. Included are suggested learning activities, suggested assessments, and resource lists for literature and technology connections.

These materials have been prepared utilizing the Connecticut State Department of Education Social Studies Frameworks and are aligned with the Wallingford Public Schools Grade 2 Social Studies scope and sequence. Using the included support materials such as activity books, lesson guides, videos, games and posters teachers can plan one activity at a time, a series of lessons or have students work in small groups as best fits their needs.

While there are recommended activities included, teachers are encouraged to also utilize these support materials to compliment lessons they have done in the past, create new lessons and share original ideas with grade level colleagues.

MATERIALS LIST

Support Materials – Grade 2

A	B	Resource
1	1	Teacher Resource Binder
1	1	- <i>Our Community</i> (book)
1	1	- <i>How Our Economy Works</i> , VHS
	1	- <i>The Difference Between Wants and Needs</i> , VHS
1		<i>Fox on the Job</i> , by James Marshall Family Literacy Kit
	1	<i>A Chair for My Mother</i> , by Vera B. Williams Family Literacy Kit
1	1	<i>Master Curriculum Guides in Economics: Teaching Strategies K-2</i> , National Council for Economic Education (NCEE)
1	1	<i>Production, Distribution, and Consumption</i> , Pearson Learning Group
1	1	<i>Here's the Scoop: Follow an Ice Cream Cone Around the World</i> , Pearson Learning Group
1	1	Half-Pint Economics (card games and 20 lessons)
1	1	KidsEcon Posters

These support materials will be housed in each elementary school. Each school has 2-3 sets to share amongst the grade level teachers. These materials are not consumable. Lost or damaged items should be replaced through your school's building budget.

STANDARDS/GOALS

What should students understand, know, and be able to do? This section identifies the desired results, related state social studies content standards, enduring understandings, essential questions, knowledge and skills.

Enduring Understandings

Insights learned from exploring generalizations via the essential questions. What we want students leaving the study to remember.

Essential Questions

Inquiry used to explore generalizations, do not have straight forward answers that end the matter. They should uncover the subject's controversies, puzzles, and perspectives.

Students will understand that:

- Decisions concerning the use of economic resources impact individuals and groups.
- Scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

- What is the difference between needs and wants, good and services, and consumers and producers?
- How does scarcity and abundance affect the cost of goods and services?
- How do people make a living?
- What is the best job for me?
- How do consumers' wants and needs affect production?

Knowledge and Skills

What students are expected to know and be able to do

The knowledge & skills in this section are aligned with Wallingford's Social Studies Scope & Sequence

The students will:

- K1 Identify the uses and purposes of money
- K2 Differentiate between needs and wants
- K3 Describe ways people make a living
- K4 Compare and contrast a product and a service
- K5 Identify supply and demand

The students will be able to:

- S1 Read for information
- S2 Use reference materials such as dictionaries and non-fiction texts
- S3 Identify parts of a book:
 - table of contents
 - index
 - glossary
 - diagrams
 - captions
- S4 Use graphic organizers such as Venn diagrams, webs and KWL charts
- S5 Demonstrate understanding through: pictures or charts, posters, oral/written reports
- S6 Work cooperatively with peers
- S7 Recognize consequences of behavior

- S8 Solve problems in social situations
- identify a problem
 - propose possible solutions

Connecticut State Social Studies Content Standards

Generalizations about what students should know and be able to do.

- 13.K-2.1 Define scarcity and abundance
13.K-2.2 Identify goods and services, give examples
14.K-2.1 Explain that a market exists whenever buyers and sellers exchange goods and services
14.K-2.2 Define a consumer and a producer and their roles in a market system

Suggested Assessments

How will we know if students have achieved the desired results and met the content standards? How will we know that students really understand? This section identifies ways to measure acceptable evidence that students have acquired the understandings, knowledge, and skills identified.

- Teacher observations
- Written assessments
- Graphic organizers
- Student participation
- Projects
- Peer collage activity-producers/consumers or wants/needs

- **A World of Workers** (worksheet found in kit)
Students will assemble booklet to determine the different workers and explain whether a good or service is provided.
This activity can be extended to include two additional workers that students will interview, such as, a family member.

- **Matching activity for goods and services** from www.econedlink.org/lessons/em197/flash/activity1.html

- **Reading Rainbow Kit activities** for *A Chair for My Mother* and *Fox on the Job*

SUGGESTED LEARNING ACTIVITIES

This section will help teachers plan learning experiences that align with identified content standards, goals, enduring understandings, knowledge and skills. These activities will enable students to be successful in the identified assessments. What will need to be taught and coached and how should it best be taught? How will we make learning both engaging and effective, given the goals and needed evidence?

These suggested lesson activities are not sequenced in any particular order. Teachers may select which lesson activities will best fit the needs of their students and unit objectives. Each lesson activity is coded with the corresponding knowledge (k) and/or skill (s) objectives that are found in the Standards and Goals section above.

OUR COMMUNITY WITH READING INSTRUCTION by Trisha Callella

Materials included in kit:

- *Our Community with Reading Instruction*, workbook by Trisha Callella
 - Supply and demand - concept map, pg. 42
 - Word Warm-Up, pg. 43
 - Tommy the Toad story, pgs. 44-45
 - Comprehension Questions, pg. 46
 - Sharpen Your Skills, pg. 47
 - Get Logical, pg. 48

Knowledge & Skills: K5, S1, S4, S5, S6

- *How does scarcity and abundance affect the cost of goods and services?*
- *How do consumers' wants and needs affect production?*

OUR COMMUNITY WITH READING INSTRUCTION by Trisha Callella

Materials included in kit:

- *Our Community with Reading Instruction*, workbook by Trisha Callella
 - Snack Shop Shopping Spree - purpose and implementation, pg. 49
 - Shopping Spree Snack List, pg. 50
 - Shopping Spree Record, pg. 51
 - Catch a Clue, pg. 52

Knowledge & Skills: K2, K5, S1, S5, S6

- *What is the difference between needs and wants, goods and services, and consumers and producers?*
- *How does scarcity and abundance affect the cost of goods and services?*

STARTING YOUR OWN BUSINESS

Have students think of a business they would like to start. Have them consider the following:

- **What will you sell?**
- **What will the cost of your item be?**
- **Is there a market for your business?**
- **How much of a profit will you make?**
- **Calculate how much money was made based on the number of students involved.**
- **If two products are sold; compare which one sells better.**
- **Discuss how price and quantity might affect sales.**

Identify and Discuss

- **Sellers/producers**
- **Buyers/consumers**
- **Scarcity/abundance**
- **Human resources**
- **Income**

Example: Selling popcorn or lemonade to other students

Materials included in kit:

- *Our Community with Reading Instruction*, workbook by Trisha Callella
 - Concept map on pg. 53

Knowledge & Skills: K3, K4, K5, S4, S5, S6, S8

- *What is the difference between needs and wants, goods and services, and consumers and producers?*
- *How does scarcity and abundance affect the cost of goods and services?*
- *How do people make a living?*
- *What is the best job for me?*
- *How do consumers' wants and needs affect production?*

ENTREPRENEUR IN BOX TOWN

In this enrichment activity, students will use boxes to make buildings for a model of a business community. Have students brainstorm types of business possibilities. Provide materials for decorating students' box communities. Have students write a business plan that includes the name of the business, a description of a product (good or service), and a description of work skills needed to produce the product. Display student buildings and businesses.

Materials included in kit:

- *Busy People Everywhere!* by Alan Trussell-Cullen
 - "Busy People at the Shopping Mall" Activity, pgs. 6-7
 - Using these pages, discuss and identify:
 - * Producer and consumers
 - * Goods and consumers
 - * Wants and needs

Note: Shops may illustrate both wants and needs. For example:

- At the Book Stop, a need might be a book to fix something and a want might be a non-fiction book or magazine.
- At the Market, a need might be to buy cereal and a want might be the most expensive kind of cereal.
- At the Fashion Fair, a need might be to buy a dressy outfit and a want might again be the most expensive one in the shop.

Follow Up:

- Students are asked to write about the mall they shop at.
- They are to identify some producers and consumers at the mall.
- Various goods and services as well as wants and needs should be identified.

Knowledge & Skills: K1, K2, K3, K4, S1, S5, S6, S7, S8

- *What is the difference between needs and wants, goods and services, and consumers and producers?*
- *How does scarcity and abundance affect the cost of goods and services?*
- *How do people make a living?*
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MASTER CURRICULUM GUIDE IN ECONOMICS

Materials included in kit:

- *Master Curriculum Guide in Economics*
- "His Barter is Worse than His Bite!", Lesson 21, pgs. 91-92

Knowledge & Skills: K1, K2, S1, S5, S6, S7, S8

Suggested Questions:

- *What did you trade?*
- *Were you happy with your trade?*
- *Why do people trade?*

RECOMMENDED LITERATURE RESOURCES

These literature resources can be used to supplement the support materials.

- *Sheep in a Shop*, Shaw
- *Chicken Sunday*, Patricia Polacco
- *People Working*, Douglas Florian
- *Paper, Paper Everywhere*, Gail Gibbons
- *Curious George Takes a Job*, H.A. Rey
- *Curious George Goes to an Ice Cream Shop*, H.A. Rey
- *Up Goes the Skyscraper*, Gail Gibbons
- *The Goat in the Rug*, Charles Blood
- *Where Does This Come From? Bubble Gum*, H.I. Peeples
- *Something Special for Me*, Vera B. Williams
- *The Berenstain Bears on the Job*, Stan & Jan Berenstain
- *The Berenstain Bears*, Stan and Jan Berenstain
- *The Berenstain Bears Get the Gimmes*, Stan & Jan Berenstain
- *Work With us in a Hospital*, Jean Wilkinson
- *Rosie's Birthday Present*, Marietta Moskin
- *On Market Street*, Anita and Arnold Lobel
- *Something for Sara*, Sandra Niegler
- *Jobs for Kids: A Guide for Having Fun and Making Money*, Carol Barkin
- *Arthur's Pet Business*, Marc Brown
- *A Day's Work*, Eve Bunting
- www.kidseconposters.com - Suggested website for additional literature connections

If you have any additional literature resources that you use and recommend please forward the titles and authors to the Social Studies Curriculum Resource Teacher.

RECOMMENDED INTERNET RESOURCES

These internet resources can be used to supplement the support materials.

- <http://webquest.org/>
- <http://www.timeforkids.com>
- <http://www.home.cast.net/~dboals.html>
- <http://www.ncee.net/resources/lessons.php>
- www.proteacher.com/090041.shtml

**If you have any additional websites that you use and recommend
please forward them to the Social Studies Curriculum Resource Teacher.**

