

Lesson Title	Grade Level	Time Required
Getting the Goods on Good Pizza	K	20-30 minutes

Lesson Description	In this economics lesson for kindergarten, I am using the book <i>The Little Red Hen (Makes a Pizza)</i> retold by Philomen Sturges, to exemplify the economic concepts of goods and services. It is designed to be taught in 2, twenty minute sessions, depending upon the time needed for additional group discussion or time needed to complete activities. This could vary from group to group. The story line is familiar enough to kindergarteners that they will be able to recognize the main characters and make a connection to the original fable. The book has bright, eye-catching illustrations and the text length is appropriate for reading and rereading to five and six year olds. Students can relate to the making and eating of pizza and the story easily can translate to a Readers Theatre format if desired.
Goals/Objectives	• Students will be able to define goods as objects that can be seen or touched. Students will be able to define services as actions that someone does for someone else. • Students will be able to identify goods and services in the story <i>The Little Red Hen Makes a Pizza</i>. • Students will be able to give examples of goods in their home, school or community. Students will be able to give examples of services in their home, school or community. Students will be able to differentiate and classify pictures of goods and services.

Materials	• <i>The Little Red Hen (Makes a Pizza)</i> retold by Philomen Sturges. • Whiteboard or chart paper • Several cut out examples of goods and services – these can be printed from the internet or cut out of magazines.
Handout List	•  Lesson Handout: Getting the Goods on Good Pizza Pre/Post Assessment

Standards / Benchmarks	Minnesota State Standards Economics: • K.2.10.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities). Identify goods and services that could satisfy a specific need or want.
Access for All Learners	Questions to consider while preparing the lesson to ensure all students have the access/ability to appropriately engage in the lesson: • Do any of my students need different modalities (e.g., through vision, hearing, or touch) or information in a format that will allow for adjustability such as text that can be enlarged, sounds that can be amplified). • Are there instructional strategies I could use (e.g., graphic organizers, sentence stems, Visual Thinking Strategies) to make the lesson more accessible and less intimidating for my ELL students? • Do the assessments reflect what my students know? To learn more about making lessons accessible for your students, access these links: Universal Design for Learning Guidelines; Universal Design for Learning: Meeting the Needs of All Students; Best Practices for Serving English Language Learners and Their Families <i>Additional suggestions from lesson author:</i>
Anti-Bias Considerations	Questions to consider while preparing the lesson to ensure the lesson supports inclusion for all of your students: • Will my students see themselves in the lesson and if not, how can I enhance the lesson so that each student can see themselves? • Is the lesson relevant to my students' lives and lived experiences and if not, what changes can I make to the lesson to make it relevant to my students? • How can I encourage students to question and respond to ideas or examples they consider to be unfair? • How will I respond to stereotypical or unjust ideas that emerge in discussion or the lesson itself?

	To learn more anti-bias education, access these links: AMAZEworks; Teaching for Change <i>Additional suggestions from lesson author:</i>
Prior Knowledge	None
Vocabulary	• Goods: Something you can touch or hold. • Services: Something someone does for someone else. For additional terms and definitions, as well as a tool to create custom flashcards, please consult the Glossary of Economics and Personal Finance Terms from the Federal Reserve of St. Louis.
Instructional Procedures <i>Use this checklist for important considerations while planning.</i>	<u>Lesson Procedure: (Day 1)</u> 1. Hold up an empty pizza box (or a large cut-out picture of a pizza). Activate the students prior knowledge by asking questions. • What is this? • Do you like pizza? • Do your friends like it? • Have you ever made pizza at home? • What do you think you need to make pizza? 2. Do a picture walk of the book (without reading, show the pictures in the book and talk about what they think is going on in the story) and ask students if they can make any connections to any other stories that might be similar to this one (The Little Red Hen fables). 3. Pre-test: Tell the students that before you read the story "I want to find out what you know about two vocabulary words that we are going to talk about after the story." 4. Pass out  Lesson Handout: Getting the Goods on Good Pizza Pre/Post Ass... and read the two questions and answer choices aloud. Tell students to circle their answer. Finally, explain the two drawings at the bottom and ask them to draw a line from the picture to either the word good or service.

5. Collect the pretests and set them aside to score and save for later comparison to the post-test.
6. Define economic concepts of the lesson: Before you read the story, tell the students that in this book, they are going to hear about **goods** and **services**. Goods are objects that we can hold or touch. Services are actions that a person does for someone else.
7. Ask the students to listen to the story while you read, look at the pictures and be thinking of what might be a good in this story (something you can hold or touch) and what might be a service (something that someone does for someone else).
8. Read *The Little Red Hen (Makes a Pizza)* aloud to the students.
9. Have students retell and summarize the story to give the main idea and some of the supporting details.
10. Restate the definition of good and services. Tell students that in the story the Little Red Hen needed many items to make her pizza. These things are called "goods" and are all the things that you can touch or hold in your hands. Ask students "What are some of the items from the story that are goods?" (possible answers - pizza pan, bowl, pizza slicer, flour, salt, oil, mozzarella, pepperoni, olives, tomato sauce, etc.).
11. Tell students that in the story the Little Red Hen also had to go and buy some items from people. These are "services" and are what someone does for someone else. Ask students "What are some of the services in the story?" (possible answers - hardware store, grocery store, delicatessen, washing dishes, ice cream truck, etc.)
12. Write the word goods and services on the white board divided by a line down the middle to make two columns. Hold up a cut-out picture and ask for a volunteer to identify it as a good or service. Then, ask the student to tape the picture in the correct column on the white board. Continue until all cut-outs have been identified.
13. "Tap, Tap, Clap, Clap" Activity. Instruct students to "Tap, Tap" with their hands on their table when they hear a word that describes a good and to "Clap, Clap" their hands when they hear a word that describes a service. Use some of the same goods and services from the story that you've already talked about as examples of goods and services. You can also use the illustrations in the book for more ideas of goods and services.
14. Lead students in a discussion of goods and services in their homes, school and community. Ask students to give examples of goods that they can think of at

	home, school or in the community. (shoes, books, tables, chairs, pencils, jackets, etc.) Ask students to give examples of other services that they can think of at home, school or their community. (doctor, dentist, vet, barber, painters, electricians, plumber, babysitter, etc.) 15. Distribute the post-test papers (same as the pretest Document #1). Read the questions and answer choices to students and instruct them to circle the answer that they believe is correct. Collect the post-tests to score and compare to their pre-tests.
Lesson Assessment	 Lesson Handout: Getting the Goods on Good Pizza Pre/Post Assessment
Additional Resources	None
Lesson Author(s) / Organization	Minnesota Council on Economic Education - Lesson Author: Ann Shaw, Teacher and 2014 MCEE 3M Innovative Economic Educator Award winner Elementary, 1st Place, Wilshire Park Elementary School