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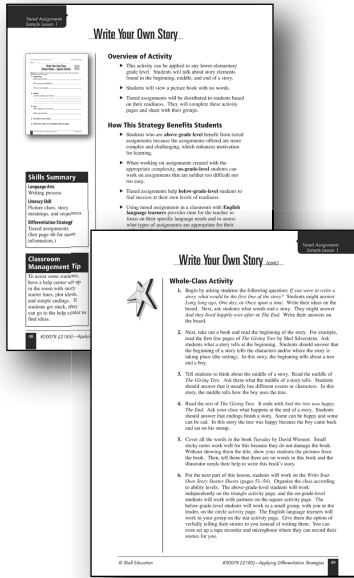
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How to Use This Product

Strategy Overview Pages

- ▶ Each strategy section begins with an overview of the strategy. The strategy is described and the reasons it is successful in the classroom are outlined.
- ▶ The final page in the overview for each strategy is a step-by-step listing of how to implement the strategy in any classroom.

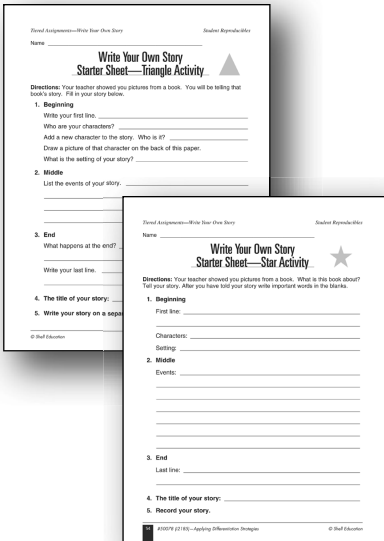


Sample Lesson Plans

- ▶ Each strategy has at least one sample lesson to concretely illustrate how the strategy can be used with common curriculum topics. Teachers can use the lessons as they are written, or they can reference these models as they begin creating their own differentiated lessons.
- ▶ Each lesson includes a description of exactly how the strategy benefits different kinds of learners.

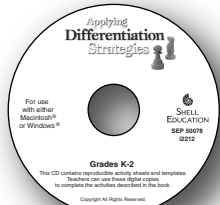
Student Reproducibles

- ▶ All the sample lessons have student pages included for teacher use. These pages are needed to fully implement the lessons. Many of these pages can also be used as teachers write their own differentiated curricula.
- ▶ The student reproducibles are included on the CD for easy printing or reference. A list of the filenames of each PDF is included in Appendix F.



Teacher Resource CD

- ▶ The CD is intended to allow for easy access to the resources in this book. PDFs of all the student reproducibles are included on the CD.
- ▶ Also included are the steps for using each strategy in one easy-to-print PDF. This file can be downloaded to home and school computers for easy access.
- ▶ See Appendix F (pages 302–303) for a complete list of all the files on the Teacher Resource CD.



Goods and Services


Tiered Assignments—Goods and Services Student Reproducibles

Name _____

Star Group Activity ★

Directions: Pretend you are at a party. Cut out the pictures below. Look at the pictures and glue each on the correct side of the chart.

Goods	Services



#50638 (i2270)—Applying Differentiation Strategies © Shell Education

Skills Summary

Economics

Distinguishing goods from services

Literacy Skill

Processing new information

Differentiation Strategy

Tiered assignments
(See page 46 for more information.)

Classroom Management Tip

To ward off any questions about the different activity sheets, tell students that they will be working on different kinds of activities for this lesson. Some of them might work in groups, with partners, or by themselves.

Overview of Activity

- ▶ In this activity, students will show the differences between goods and services. The activity differentiates content and process according to levels of performance and readiness.
- ▶ Students are given varied activity pages. The assignments are tiered because all students are working on the same skill (finding goods and services), but each group is working at a different level of difficulty and complexity.
- ▶ In the end, students check their work with partners and defend their answers.

How This Strategy Benefits Students

- ▶ Students who are **above grade level** benefit from tiered assignments because the assignments provide the challenge and complexity necessary for continued growth and learning.
- ▶ Students **on grade level** can work on assignments that provide enough challenge and motivation for learning.
- ▶ Tiered assignments help **below-grade-level** students find success at their own levels of readiness while still working on the grade-appropriate skills that are necessary for their growth and development.
- ▶ Using tiered assignments in a classroom with **English language learners** provides time for the teacher to focus on their specific language needs and to assess what types of assignments are appropriate for their ability levels.

Learning Standards

- ▶ Students know that goods are objects that can satisfy people's wants and services are activities that can satisfy people's wants.
- ▶ Students relate new information to prior knowledge and experience.

Goods and Services *(cont.)*



Whole-Class Activity

1. Begin this lesson by reading *If You Give a Pig a Pancake* by Laura Numeroff.
2. After reading it, turn to the first page where the pig wants a pancake. Ask students what the pig wanted after that. Students will say he wanted syrup. Tell students that the pancake and the syrup are goods. Explain to students that goods are anything that can be touched or used.
3. Make a T-chart on the board. On one side write *Goods*, and on the other side write *Services*.
4. Read through the book again and have students identify the different goods. Stop to write those ideas under the “goods” section of the chart.
5. When students come to the part in the book where the pig wants the girl to play some music for her as she taps, tell them that playing music is a service, not a good. Services are things done for other people. List “playing music” under *Services* on the chart.
6. Continue through the book, listing goods and services on the T-chart.
7. Assign the *Group Activity* sheets (pages 63–66) depending on students’ ability levels. Distribute the *Triangle Group Activity* to above-grade-level students. The *Square Group Activity* should be given to on-grade-level students. The below-grade-level students should receive the *Circle Group Activity*. This group will also need a copy of *If You Give a Mouse a Cookie* by Laura Numeroff. The English language learners should receive the *Star Group Activity*.
8. For English language learners, make sure that you point out pictures from the book. If possible, obtain some of the items from the book for students to handle. Be available to meet as a group with the English language learners as they work through their activity pages.

Assessment

1. Walk around and monitor students during their work time.
2. As students finish their work, let them meet with partners. Have them share what they did on their activity sheets and defend their answers.
3. While in these small groups, you can help clarify any problems students had on their activity sheets and reinforce the concepts of goods and services.

Name _____

Triangle Group Activity



Directions: Make up a story like *If You Give a Pig a Pancake*. Each box is one page. Use words or pictures in each box. You need three goods and two services in your story.

Name _____

Square Group Activity



Directions: Plan your next birthday party. Write or draw at least 5 goods you hope to have at your party. Then, write or draw at least 2 services you want to have there.

Goods	Services

Name _____

Circle Group Activity



Directions: Read *If You Give a Mouse a Cookie* with a partner. In the chart, draw or write the goods and services you find in the book.

Goods	Services

Name _____

Star Group Activity

Directions: Pretend you are at a party. Cut out the pictures below. Look at the pictures and glue each on the correct side of the chart.

Goods	Services

