



BUY, BUY, BUY!

A Kindergarten Social Studies Lesson Plan for *The Monstore* about Goods and Consumers

Note to Teachers: as with all lesson plans, this is meant to be a guide. Please adapt it to meet the needs of your students and classroom.

1. Essential Questions for this Lesson

- What are goods and consumers?
- Why do consumers buy goods?

2. Standards

Language Arts Common Core Standards:

RL.K.1—With prompting and support, ask and answer questions about key details in a text.

RL.K.3—With prompting and support, identify characters, setting, and major events in a story.

RL.K.10—Actively engage in group reading activities with purpose and understanding

SL.K.2—Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.K. 6—Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies Standards (for PA Economics)

6.1.K.C: Identify choices to meet needs

6.2.K.A: Identify goods and consumers.

3. Instructional Objectives

- * Given a preview of *The Monstore* by Tara Lazar, students will predict at least three things that could happen in the story.
- * Given a read aloud of *The Monstore* by Tara Lazar, the students will explain why Zach keeps buying more monsters.
- * Given a discussion of the goods and consumers, the students will create their own advertisements to sell their own monsters.

4. Resources Needed

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The Monstore by Tara Lazar, store advertisement (preferably with items kids would like, such as toys), writing utensil for easel/board, paper and markers for every student, checklist with class names to assess knowledge of goods and consumers

5. Lesson Elements

Introduction/Motivational Device

- Have students join you on the rug (or wherever you hold circle time/whole group read-alouds).
- While students are moving, write the words, “Goods” and “Consumers” on the board or easel.
- Hold up an advertisement and shopping bag.
 - Ask the students to choose a couple of items from the advertisement that they might want to buy and explain why they chose them.
 - As students respond, write their names under the “Consumers,” column and the items under the “Goods” column.
 - Define Consumers as people who buy goods and services
 - Define Goods as things that you can use or consume, like food or CDs or books or a car or clothes. You buy a good with the idea that you will use it, either just once or over and over again.
- Explain that today we will read a book about a little boy who wants to buy a special monster and that we will explore why people buy things.
 - Hold up *The Monstore*, written by Tara Lazar and illustrated by James Burks.

Lesson Follow-Through

- Showing only the cover, ask the students what they think the book will be about.
 - Complete a quick “book walk” whereby students get a quick glimpse of every page of the story.
 - Ask students to make a few more predictions of what the story will be about.
 - Inform the students that they should pay attention to the different monsters in the book because they will create their own advertisements based on the story.
 - Read the story aloud, pausing when necessary to reflect upon predictions.
 - Some questions to ask throughout:
 - Why did Zack go to The Monstore?
 - Why do you think the store won’t accept any returns or exchanges?
 - Once the story is finished, revisit the “Goods” and “Consumers” chart. Using think-pair-share, ask students to name a good and a consumer from the story.
 - Call on one pair for the answer and add it to the chart.
 - Ask the students, “What did the manager do to get Zack to buy more monsters?”

- Distribute paper to students and explain that it's their turn now to be the manager and try to sell a monster.
- Have students return to their seats and take out markers. Their task is to create an advertisement of a monster (good) to sell to a friend in class (consumer). They can use any of the monsters in the book or create their own new one. The students should create an image of the monster along with a slogan or reason for the consumer to buy it.
 - As the students work, circulate with a checklist to keep track of student understanding.
 - Remind students of the task if necessary.

Closure

- Have students share their advertisements with one another. The consumers get to decide if they want to “buy” the monster or not.
- Revisit the terms Goods and Consumers. Ask, “Why do consumers buy goods?”
 - Allow time for class discussion and reflection about how they “sold” their own monsters or not.
- Hang up the students’ monsters for display. (If desired, keep for use with a future lesson on advertisements.)

6. Differentiated Learning Activities

- This lesson can easily be differentiated by process. In addition to creating their own advertisements, students can search online for goods to sell to consumers and put them in a chart, or they can sort images of goods and consumers. Students may work alone, with a partner, or in small groups.
- This lesson can also be differentiated by product. If desired, students can create their advertisements in the form of a jingle, TV commercial, or visual ad as described.

7. Formative Assessment

Look at students’ drawings and advertisements as they work. Using a checklist, keep track of who understands the concept of goods and consumers. Engage in informal discussion when necessary.

8. Reflection - Completed after implementation of lesson plan

- Analyze assessment data and explain to what degree instructional decisions made an impact on student learning and achievement of lesson objectives.
 - To be completed by teacher
- Describe modifications for redesigning your lesson plan that would improve student learning outcomes.
 - To be completed by teacher

References:

"Basic Economics: Goods and Services Part 1 Which Is Which?" *Basic Economics: Goods and Services Part 1 Which Is Which?* N.p., n.d. Web. 07 Dec. 2013.

"Consumer." *Merriam-Webster*. Merriam-Webster, n.d. Web. 07 Dec. 2013.