



Lesson 2:

## Nizzy and Cooper's ABC Adventure

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### Lesson Authors

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### Lesson Description

In this lesson, students learn what goods and services are. They listen to the story *Nizzy and Cooper's ABC Adventure*. Students categorize goods and services labeled on alphabet cards. They learn a song about goods and services, identify goods and services they use, and identify the first letter of their first or last names and draw a good or a service that starts with that letter. The extension activities provide opportunities for role-play and counting.

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### Grade Level

PreK-K

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### Economic Concepts (Vocabulary)

Goods

Services

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### School Readiness Skills

- Understand and follow directions with at least two steps
  - Use categorization
  - Participate in repeating a song
  - Recognize letters in own name
  - Attempt to write letters in own name
  - Recognize 10 alphabet letter names
  - Use writing and drawing tools
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## Time Required

Approximately 45 minutes

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## Materials

- PowerPoint slide deck of *Nizzy and Cooper's ABC Adventure* story
  - Visuals 2.1 and 2.2, one copy of each
  - Handout 2.1, one copy cut apart to provide a "Goods" sign and a "Services" sign
  - Handout 2.2, one copy cut apart into cards, making sure the letters are not in alphabetical order
  - Handout 2.3, one copy for each student
  - Container in which to put the cards from Handout 2.2
  - A crayon, book, comb, stuffed dog, and stuffed cat
  - A sheet of paper for each student (for extension activity)
  - Crayons and/or markers for each student
  - Masking or painter's tape
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## Procedure

1. Introduce the lesson by showing the first slide. Point out the title of the story, *Nizzy and Cooper's ABC Adventure*. Explain that just as the books they read have authors and illustrators, this story does too. The author is Andrea Caceres-Santamaria. She is the author because she wrote the story. The illustrator is Jennifer Edwards. She is the illustrator because she drew the pictures. Ask the students what they think the story is about. (*Answers will vary but may include the alphabet, letters, or an adventure.*)
  2. Explain that the story is an alphabet story but that it is also about **goods** and **services**.
  3. Display *Visual 2.1: Goods Vocabulary Sheet*. Tell the students that the pictures are called goods. Goods are things that people use to satisfy their wants. You can touch, see, eat, drink, or play with goods. Discuss the following:
    - If you were hungry, which good would you want? (*The cupcake*)
    - If you want to sit down, which good would you want? (*The chair*)
    - If you were cold, which good would you want? (*The coat*)
    - What are some other examples of goods you use? (*Answers will vary but may include crayons, markers, paintbrushes, lunch boxes, toys, or candy.*)
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4. Display *Visual 2.2: Services Vocabulary Sheet*. Discuss the following:
  - What are the people in the pictures doing? (*Giving/getting a haircut, delivering food, and teaching*)
5. Tell the students that services are things that people do for us. Discuss the following:
  - What service is the stylist doing for the child? (*Cutting the child's hair*)
  - What service is the server doing? (*Bringing a drink*)
  - What service is the teacher doing? (*Helping children learn*)
  - What are some other examples of services—things people do for you? (*Answers will vary but may include teaching, reading, cooking, driving, or fixing a broken bike or toy.*)
6. Tell the students that in the story there are examples of goods and services. You are going to read the story and point out the goods and services. Read the story beginning with Slide 2 and continue through the slide deck until the end. Pause on each page to point out the goods and services. (*Goods—apple, dish soap, eggs, flashlight, gas, ice cream, lunch [food], onion, souvenirs, tire, umbrella, waffle fries, xylophone, yo-yo, zucchini fries; Services—baker, cashier, campground host, janitor, knitter, musician, narrator, painter, quilter, repair service, violinist*)
7. When you complete the story, discuss the following:
  - What are goods? (*Goods are things that people use to satisfy their wants. We can touch, see, eat, drink, or play with goods.*)
  - What are some examples of goods from the story? (*Answers will vary. Accept answers from the book, such as apple, cookies, yo-yo, flashlight, gas, lunch [food], etc.*) NOTE: If students need help, show pictures from the story to remind them of the goods.
  - What are services? (*Services are things that people do for us.*)
  - What are some examples of services from the story? (*Answer will vary. Accept answers from the book, such as the cashier took money; the baker made cookies; the campground host welcomed them; the janitor cleaned the mess; the tire repair shop fixed the tire; etc.*) NOTE: If students need help, show pictures from the story to remind them of the services.
8. Tell students that they will play a game sorting goods and services. Use the cutouts from both *Handout 2.1: Goods and Services Signs* and *Handout 2.2: Goods and Services Alphabet Cards*. Tape the “Goods” and “Services” signs on the wall next to one another or place them on the floor next to one another for circle time. Demonstrate how to play by drawing a letter card from the container, stating the letter, identifying the item with the letter, and placing the card in the correct column on the wall or floor. Discuss the following:
  - Did I say the correct letter? (*Yes*)

- Did I put the letter in the correct column? (Yes)
  - How do you know it is in the correct column? (*Because it is a good—we can touch it or use it; because it is a service—something people do for us*)
9. Allow students to take turns drawing cards from the container, stating the letter, identifying the good or service on the card, and placing the card in the correct column. After each card is placed, check with the other students to see if the card is in the correct column and ask how they know. Work with students to correct any that aren't placed in the correct column. Continue until students have worked through the cards.
10. Have students count together the number of goods (15) and services (11) from the story. Ask the students if there are more goods or more services in the story. (*Goods*) Place all cards in the container to use later in the lesson.
11. Tell the students you are going to teach them a new song called "We Use Goods and Services." Ask them if they know the song "Mary Had a Little Lamb." (*Hopefully, many will say yes, but if not, sing the song for them.*) Explain that the new song is called "We Use Goods and Services" and is sung to the same tune as "Mary Had a Little Lamb." Sing each verse in turn and have the students repeat it.

### **We Use Goods and Services**

♪ We use goods and services, services, services.

♪ We use goods and services each and every day.

♪ Goods are things that we can touch, we can touch, we can touch.

♪ Goods are things that we can touch when we work and play.

♪ People provide services, services, services.

♪ People provide services to help us through our day.

12. Next, sing the entire song as a class. At the end of the song, discuss the following:
- What are some goods and services that you use throughout the day? (*Answers will vary but may include the following: Services—school [teaching], rides to and from school, dance lessons, mail delivery, computer service, service at a restaurant, a dental checkup, a medical checkup, soccer/baseball coaching, and so on; Goods—food, clothing, crayons, glue, shoes, pencils, books, toys, tables, chairs, forks, spoons, and so on*)
13. Select four students. Give one student a crayon and one student a book. Complete the following:
- Tie a child's shoe and ask the rest of the class whether tying a shoe is a good or a service. (*A service*) Why? (*Because it is something you did for the child*)

- Ask the student holding the crayon if the crayon is a good or a service. *(A good) Why? (Because you can touch it and use it)*
  - Comb a child's hair and ask the rest of the class whether combing hair is a good or a service. *(A service) Why? (Because it is something you do for someone else)*
  - Ask the child holding the book whether the book is a good or a service. *(A good) Why? (Because you can touch it and use it)*
  - Ask the students whether you reading the story to the class was a good or a service. *(A service) Why? (Because it was something you did for the class)*
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## Closure

14. Distribute a copy of *Handout 2.3: Alphabet Activity* to each student. Explain that students should write the first letter of their first or last name in the first box. Then they should draw a picture of a good or a service that starts with that letter. Allow time for students to work.
  15. When students have completed their work, staple their completed work on a bulletin board or tape the pictures to the wall. Ask the students if posting their work on the bulletin board or wall is an example of you providing a good or a service. *(A service)*
  16. Have students role-play providing services for one another using the following (or other) scenarios:
    - Have one student pretend to be a doctor and another a patient who gets a checkup. Ask the rest of the class whether the doctor provides a good or a service. *(A service)*
    - Have one student with the stuffed dog ask another student to take the dog for a walk. Ask the rest of the class whether the dog walker provides a good or a service. *(A service)*
    - Have one student pretend to be a firefighter who rescues the stuffed cat from a tree. Ask the rest of the class whether the firefighter provides a good or a service. *(A service)*
    - Have one child act as a bus driver. Have several other children be riders on the bus. Ask the rest of the class whether the bus driver is providing a good or a service. *(A service)*
  17. Display Visual 2.1 again. Ask students what a good is. *(Something we can touch and use; a thing that satisfies our wants)*
  18. Draw a letter card from the container one at a time. Do as many as needed for students to demonstrate understanding. For each letter, discuss the following:
    - What is the letter?
    - What is on the card?
    - Is it a good or a service?
    - Name another good or service that starts with this letter.
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## Extension Activity Suggestions

### Literacy

- Read the story *Little Nino's Pizzeria* by Karen Barbour (ISBN 978-0-15-246321-6) and discuss which goods and services are illustrated in the book.
- Have students work together to create an alphabet book of goods and services. Assign each student a letter, and then have them write their letter on a sheet of paper and draw a picture of a good or service that starts with that letter. Assemble the book and have students practice "reading" the book to one another—pointing out each letter and the good or service pictured.
- Read the story *Dr. Seuss's ABC: An Amazing Alphabet Book!* by Dr. Seuss (ISBN 0-679-88281-2) and use the lesson found here: <https://www.stlouisfed.org/education/dr-seuss-abc-lesson>.

### Math

- Have students identify and count goods they use in the classroom. (*Tables, chairs, pencils, markers, crayons, paper, books, paint, puzzles, playdough, milk, snacks, and so on*) Have them create a pictogram of the goods.

### Social

- Identify people in the school who provide a service.

## Visual 2.1: Goods Vocabulary Sheet

### Goods

Goods are things that people use to satisfy their wants. You can touch, see, eat, drink, or play with goods.



Visual 2.2: Services Vocabulary Sheet

## Services

Services are things that people do for us that satisfy our wants.





## Handout 2.1: Goods and Services Signs

**GOODS**

**SERVICES**

Handout 2.2: Goods and Services Alphabet Cards (page 1 of 5)

**A**



**Apple**

**B**



**Baker**

**C**



**Cashier**

**D**



**Dish Soap**

**E**



**Eggs**

**F**



**Flashlight**

Handout 2.2: Goods and Services Alphabet Cards (page 2 of 5)

**G**



**Gas**

**H**



**Campground Host**

**I**



**Ice Cream**

**J**



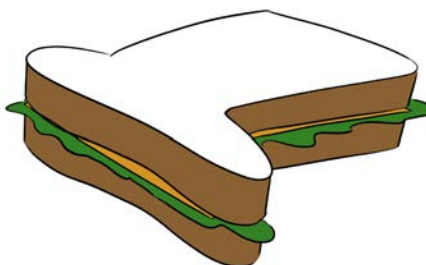
**Janitor**

**K**



**Knitter**

**L**



**Lunch**

Handout 2.2: Goods and Services Alphabet Cards (page 3 of 5)

**M**



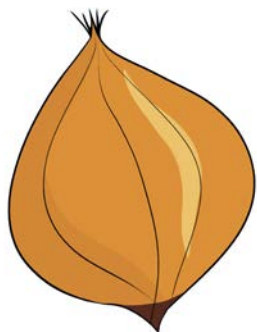
**Musician**

**N**



**Narrator**

**O**



**Onion**

**P**



**Painter**

**Q**



**Quilter**

**R**



**Repair Service**

Handout 2.2: Goods and Services Alphabet Cards (page 4 of 5)

**S**



**Souvenirs**

**T**



**Tire**

**U**



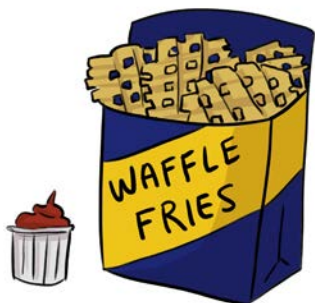
**Umbrella**

**V**



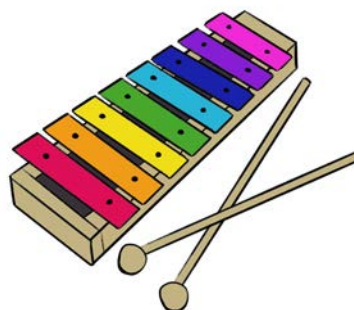
**Violinist**

**W**



**Waffle Fries**

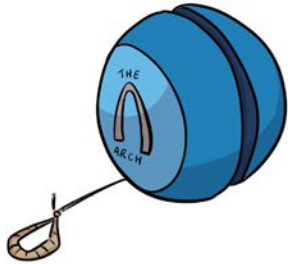
**X**



**Xylophone**

**Handout 2.2: Goods and Services Alphabet Cards** (page 5 of 5)

**Y**



**Yo-Yo**

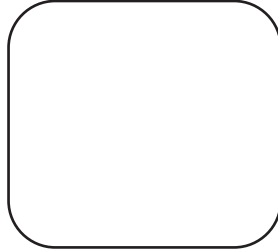
**Z**



**Zucchini Fries**

### Handout 2.3: Alphabet Activity

**My name starts with the letter**



**This is a picture of a good or a service that starts with the same letter as my name.**

