

Candy Shop by Jan Wahl. Watertown, MA: Charlesbridge, 2005. ISBN 1-57091-668-3

Literature Annotation: When an act of bigotry scars the sidewalk in front of the candy shop and frightens the owner, Daniel knows that he must do something to fight back. *Candy Shop* is a tender story of a young boy's courage in the face of prejudice.

Grade Level: 2

Duration: 1 class period

Economic Concepts: Goods, Services, Decision-making

Maryland State Curriculum

Economic Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.1.a. Identify and explain economic choices that people make

4.B.2.a. Identify goods and services provided by businesses

College and Career Ready Standards for Reading Literary Text

RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL3 Describe characters, settings, and major events in a story, using key details.

RL4 Identify words and phrases in stories that suggest feelings or appeal to the senses.

Objectives: Students will...

- identify the goods and services provided by businesses
- explain a choice that they have made

Vocabulary

decision-making process: a process used to solve a problem in social studies including; identify a problem, explain the pros and cons of alternate choices, make a decision based on the choices available, and identify the opportunity cost of the choice made

goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture

services: physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection and national defense

Materials

Candy Shop by Jan Wahl (Charlesbridge, 2004)

Resource 1: *Goods and Services*

Resource 2: *A Trip to Town*

Resource 3: *Candy Choices*

Resource 4: *Assessment*

Motivation

Show students the cover of *Candy Shop*. Ask: What do you think this story is about? Discuss.

Development

1. Tell the students that today's story is about a little boy and his aunt who are going into town.
 - Ask: Have you ever gone into a town or a city? What types of businesses have you seen/visited?
 - Distribute Resource 2: *A Trip Into Town*.
 - Explain to students that there are 6 businesses mentioned in the story. They should listen as you read and draw a picture of each of the businesses.
2. Conduct a Read-Aloud of *Candy Shop* by Jan Wahl. Allow appropriate time for students to draw the 6 businesses found in the story.
3. Discuss the 6 businesses that students drew.
 - Make a list of the businesses on the board or overhead.
 - Pass out one of the pictures from Resource 1: *Goods and Services*, to each student.
 - Review the 6 businesses; tell students that they should hold up the picture of the item from the business that you call out.
4. Explain to students that the pictures they held up are called **goods** and **services**.
5. Display the definition of goods. Discuss. Have students identify the pictures that represent goods (*Hat & umbrella, apple, books, baby buggy, candy*). Ask: Can you think of any more items that can be classified as goods?
6. Ask: What picture is remaining? (*Barbers giving a hair cut*). Explain that the barber is providing a service. Display the definition of service.
7. Ask: Can you think of any other services that were mentioned in the book? You may need to re-visit the book (*sweeping, brushing hair, washing the sidewalk*).
8. Re-visit the section of the book where the boy is looking at the different types of candy available at the candy shop.
 - Ask: What types of candy are at the candy shop? Make a list on the board.
 - Distribute Resource 3: *Candy Choices*.
 - Have students choose 2 of the types of candy and write or draw that type of candy on the graphic organizer. After identifying the two types of candy, have them list the good points and the bad points of each type of candy. Once this is complete, they should write their choice on the line provided and the type that they give up on the other line.
 - Have students share their decisions.

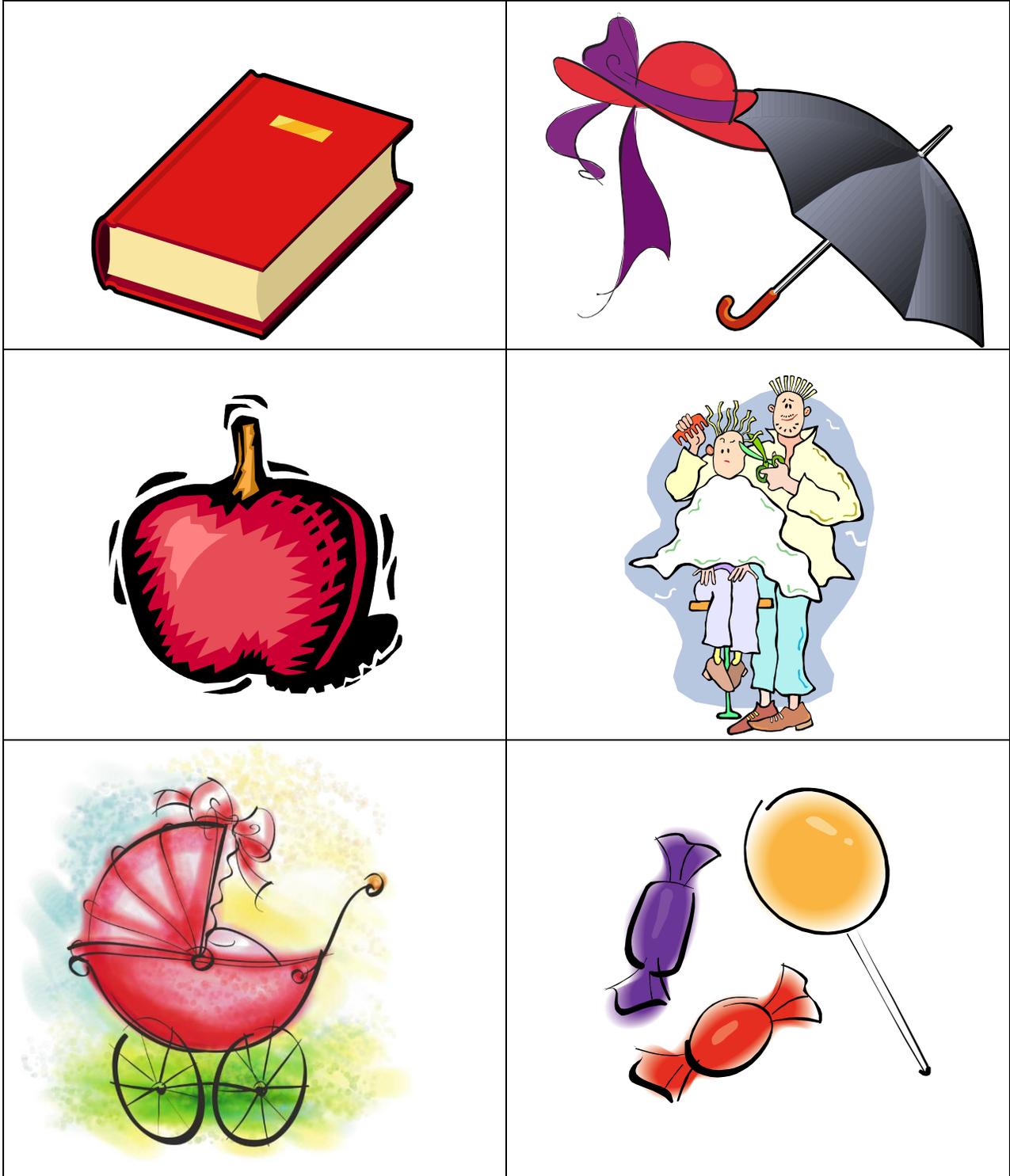
Assessment

Distribute Resource 4: *Assessment*. Have students complete the assessment on their own.

Closure

Ask students: What other choices did the boy in the story make? (He chose to clean the bad message off of the sidewalk in front of the candy store.) Explain to students that not all decisions have to do with money. Discuss situations where they have had to make difficult decisions.

Goods and Services



A Trip to Town

Location #1	Location #2	Location #3
Location #4	Location #5	Location #6

Candy Choices

Type of Candy	Good Points	Bad Points

I choose _____.

I give up _____.

Name: _____

Assessment

1. Is it a good or a service?

_____ **Teddy Bear**



_____ **Fire Fighter**



2. You have just finished raking the leaves in your neighbor's yard. She gives you \$5.00. Identify two ways that you might use the money.

3. Write a paragraph discussing how you will spend your \$5.00. Be sure to include:

- Both choices
- One good point and one bad point for each choices
- Your decision