

Dr. Seuss's ABC: An Amazing Alphabet Book!

By Dr. Seuss / ISBN: 0-679-88281-2

Lesson Author

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Lesson Description

In this lesson, students learn what goods and services are. They listen to the story *Dr. Seuss's ABC: An Amazing Alphabet Book!* They listen to the story again and identify letters and goods and services from the book that begin with those letters. 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.

Grade Level

PreK-K

Economic Concepts (Vocabulary)

Goods

Services

School Readiness Skills

- Understand and follow directions with at least two steps
- Participate in repeating a song
- Practice book awareness (reading front to back, recognizing author/illustrator)
- Recognize letters in own name
- Attempt to write letters in own name
- Recognize 10 alphabet letter names
- Use writing and drawing tools

Time Required

Approximately 45 minutes

Materials

- One copy of *Dr. Seuss's ABC: An Amazing Alphabet Book!* by Dr. Seuss (ISBN 0-679-88281-2)
 - Visuals 1 and 2
 - Crayon, piece of paper, book, and comb
 - Handout 1, one copy for each student
 - Crayons and/or markers for each student
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Procedure

1. Show the front of the book. Ask the students the following:
 - Where is the title of the book? (*On the front*) Point to the title and read it aloud.
 - What do you think the book is about? (*Answers will vary, but they may say letters or the alphabet.*)
 - Who is pictured on the cover? (*Answers will vary, but they may say funny looking animals and the Cat in the Hat.*)
2. Explain that just like other books they may know about, such as the *The Cat in the Hat* or *One Fish, Two Fish, Red Fish, Blue Fish*, the book was written by Dr. Seuss. Dr. Seuss is also the illustrator. He is the person who draws the pictures for the book.
3. Display *Visual 1: Goods Vocabulary Card*. 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. Ask the students 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, paint brushes, lunch boxes, toys, or candy.*)
4. Display *Visual 2: Services Vocabulary Card*. Ask the students 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. Ask the students the following questions:
 - What service is the beautician doing for the child? (*Cutting the child's hair*)
 - What service is the waitress doing? (*Bringing food*)
 - 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 toys.*)
6. Read the book, *Dr. Seuss's ABC*.
7. Tell the students that in the book there are goods and services. You are going to read through the book and ask them about the goods and services.
8. Read the story again. Point to each letter as you go, ask what the letter is, and then ask the noted question.
 - A:** What service is the alligator providing? (*A ride*)
 - B:** If you want to get your haircut, who on this page can provide that service? (*The barber*)
 - C:** What service could the camel provide? (*Rides on the ceiling*)
 - D:** What good did Donald dream of? (*A donut*)
 - E:** What good on the page could you and the elephant eat? (*The egg*)
 - F:** What fluffy good could you put on your hat? (*Feathers*)
 - G:** What good does the dog have on his face? (*Goggles*)
 - H:** What good does a hungry horse eat? (*Hay*)
 - I:** Ichabod can't reach his itchy back. What service could you provide for him? (*Scratch his back*)
 - J:** What good is in Jerry Jordan's jar? (*Jelly*)
 - K:** What good could you and the kangaroos use to play outside on a windy day? (*The kite*)
 - L:** What good is the lion licking? (*A lollipop*)
 - M:** If the mice make music for us, would they be providing us with a good or a service? (*A service*)
 - N:** What goods are the bears wearing? (*Neckties and nightgown*)
 - O:** What service does the ostrich provide for the owl? (*He oils the owl.*)
 - P:** What service in the story makes the pajamas pink? (*Painting*)
 - Q:** The queen is wearing a crown. Is a crown a good or a service? (*A good*)

- R:** What service is the red rhino providing? (*A ride*)
- S:** If you are thirsty, what good could satisfy your want? Careful, don't have too many like Sammy! (*Soda pop*)
- T:** If you were tired, just like the 10 turtles, what good could you use to take a nap? (*A bed, cot, sleeping bag, or pillow*)
- U:** If it's raining outside and you don't want to get wet, what good could you share with Uncle Ubb? (*An umbrella*)
- V:** What good could you and Vera Violet Vinn use to make music? (*The violin*)
- W:** What service is Willy providing for Waldo Woo? (*Washing*)
- X:** What good is being used to make music? (*An xylophone*)
- Y:** If the yak is tired and asks Young Yolanda Yorgenson to yell and wake him up, would she be providing a good or a service? (*A service*)
- Z:** The Zizzer-Zazzer-Zuzz's hair looks too long. If you cut her hair for her, would you be providing a good a service? (*A service*)

9. Tell the students that they are going to learn a song about 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 the first verse and then have students repeat the verse.

♪ We use goods and services, services, services.

♪ We use goods and services each and every day.

10. Sing the second verse and then have students repeat the verse.

♪ 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.

11. Sing the third verse and then have students repeat the verse.

♪ 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, ask 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. Do 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 do for someone else)
 - 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 *Dr. Seuss's ABC* book 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 1: Alphabet Goods* to each student. Review the instructions. 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 a (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 a (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)

Extension Activity Suggestions

Social

- Identify people in the school who provide a service. (*Teachers, the nurse, the school secretary/administrative assistant, bus or van drivers, and so on*)

Math literacy

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

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.

Literacy

- Have students work together to create an alphabet book of goods and services. Assign each student a letter and have him or her write the letter 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.

Visual 1: Goods Vocabulary Card

Goods

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



Visual 2: Services Vocabulary Card

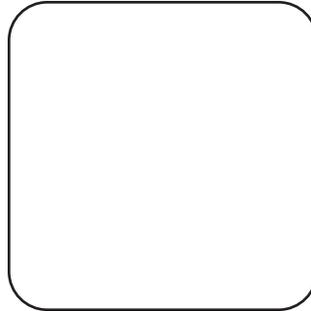
Services

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



Handout 1: Alphabet Goods

My name starts with the letter



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

