

Count Your Way through Iran by Jim Haskins and Kathleen Benson, Lerner Classroom (ISBN 0-8225-604601)

Literature Annotation: In this colorful counting picture book, readers are introduced to ancient and modern Iranian culture.

Grade Level: 1

Duration: One class period

Economic Concepts: Goods and Services

Maryland State Curriculum

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3 Standard)

4.A.1.a Identify and discuss goods and services provided in the community (Grade 1)

Objectives: Students will...

- identify goods and services in ancient and modern Iran
- identify goods and services in their own community

Vocabulary

goods: things that people make or grow that satisfy economic wants (physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture)

services: actions (jobs) that people do for each other (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)

Teacher Materials

- Teacher Resource Sheets #1a-d: *Goods and Services Game* (1 set for each group)
- World Map

Student Materials

- Student Resource Sheet #1: *Goods & Services in Iran*
- Student Resource Sheet #2: *Assessment*

Note to Teacher: Prior to this lesson...

- copy and cut out a set of cards from Teacher Resource Sheet #1a-d for each group in your classroom.
- write the age-appropriate definitions of “goods” and “services” on the board (See “Economic Vocabulary” section above)

Motivation

Direct students to the definitions of “Goods” and “Services” on the board. Discuss. Break class into groups. Distribute a set of Goods & Services Game cards (Teacher Resource Sheet #1 a-d) to each group. Tell students that they are to separate the cards into two piles: one for “Goods” and one for “Services.” Before beginning, have a group volunteer to identify one “Good” and one “Service” from their set of cards. Allow groups time to categorize their cards. Check for accuracy.

Development

1. After playing the “Goods and Services Game,” ask students to identify additional goods and services with which they are familiar.
2. Tell students that they are going to look at some of the goods and services available in another country.
3. Have students look at the cover of *Count Your Way through Iran*. Ask: What do you know about Iran? What types of goods and services do you think are available in Iran? Discuss.
4. Identify Iran on a world map. Read the book’s introduction. Explain to students that they are going to be learning about some of the aspects of Iran’s culture from long ago and today.
5. Read *Count Your Way through Iran*.
6. After reading, have students recall some of the topics that were shown in the book. Ask: Were any goods and services mentioned? Discuss.
7. Review the text for the numeral 4 (cha-haar). Ask: Who is Omar Khayyam? (*Iranian man who lived 900 years ago.*) What did he do? (*wrote poetry, created a calendar, and made a map of the stars.*) Is a book of poetry a good or a service? (good) Is a calendar a good or a service? (good) Is a map of the stars a good or a service? (good)
8. Have students return to their groups. Distribute Student Resource Sheet #1: *Goods & Services in Iran*. Instruct students to look at the block for #4 (A Calendar is a ____.) Is a calendar, a good or a service? (good) Assign each group one of the following numbers: 1,5,6,9, or 10. Tell them that they should review their assigned number, identify what is being discussed, draw a picture, and identify it as a good or a service. As groups report their findings to the class, have students fill in the areas of Student Resource Sheet #1 that they are missing.

Answer Key:

- #1: Car (good)
- #4: Book of poems, calendar, map of stars (goods)
- #5: Rug (Good); #6- Tar (good)
- #9: Pistachios (good)
- #10: Wrestlers (service)

Have them review the numeral 1 (yek) in the text. What service is shown? (Taxi driver)

Assessment

Distribute Student Resource Sheet #2: *Assessment* and have students complete it individually.

Closure

Discuss student responses from the “Assessment.” Ask: How are the Goods and Services available in Iran different from those in their community? How are they the same?

Lesson Extension

Have students create a “Count Your Way Through” book of their community.

Goods and Services Game

Postal Worker



Sports Official



Firefighter



Barber



Seamstress

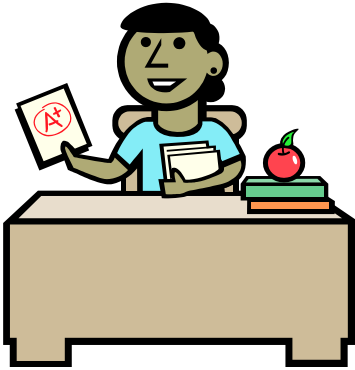


Pilot



Goods and Services Game

Teacher



Soldier



Police Officer



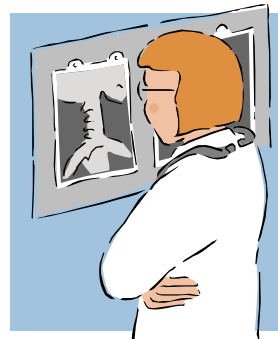
Beautician



Mechanic



Doctor



Goods and Services Game

Flag



Flowers



Fruit



Baseball



Ice Skate



Hammer



Goods and Services Game

Cake



Clock



Umbrella



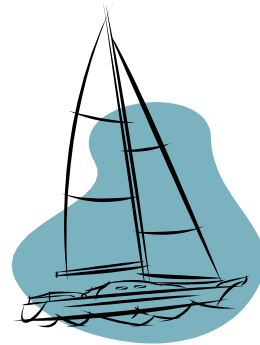
Keys



Wheat



Boat



Goods and Services in Iran

1

A _____ is a
_____.

4



A **Calendar** is a
_____.

5

A _____ is a
_____.

6

A _____ is a
_____.

9

A _____ is a
_____.

10

A _____ is a
_____.

Assessment

1. Draw and label a picture of a “Good” available in Iran and a “Good” available in your community:

Iran	My community

2. Draw and label a picture of a “Service” available in Iran and a “Service” available in your community:

Iran	My community