

**Essential Question: How do people get what they need?**

**Purpose:** Students will explore the concept of scarcity vs. surplus as they read stories about characters who have to decide between getting what they need and getting what they want. The purpose of this activity is for students to understand that things we want require a plan that includes saving money and meeting our needs is a priority when it comes to spending.

Day	Activities	Resources
<b>Day 1</b>	<p>MyWorld Chapter 4 - Lesson 1: Needs, Wants, and Choices            Introduce vocabulary: needs, wants, barter, choice, scarce.            Have students engage in the Jumpstart Activity with a partner.            Read pgs 108-110 with students.            Complete Critical Thinking Skills Activity: Analyze Costs and Benefits (panda/board games) with students (pg 112).            Have students complete the “Your Turn” activity (pg 113) independently. After completion, have students share their choices with the class, providing justification for their decision.</p>	<p>MyWorld Chapter 4 - Lesson 1: Needs, Wants, and Choices</p>
<b>Day 2</b>	<p>Review the concept of needs/wants and choices from the previous lesson.            Introduce vocabulary: producer, consumer, goods, services            Have students name their favorite fruit or vegetable and draw a picture showing where they think it comes from. Have students share their ideas.            Read “Who Are Producers” on page 114 and “Who Are Consumers” on page 120. Guided activity: discuss as a class what each picture represents - a producer or a consumer. Be sure to justify your reasoning with evidence from the MyWorld lessons. Students should complete the written response independently to show understanding.</p>	<p>MyWorld Chapter 4 - Lesson 2: Food Producers            MyWorld Chapter 4 - Lesson 3: Producing and Consuming Goods            Guided activity            written response</p>
<b>Day 3</b>	<p>Review concepts and vocabulary from the previous day’s lesson. Read and discuss the “Goods and Services” article. Complete the table at the end of the article together as a class.</p>	<p>“Goods and Services” article            Brain Pop Jr video</p>
<b>Day 4</b>	<p>Create a class T-chart labeled Goods/Services. Read the story <u>A Chair for My Mother</u> by Vera B. Williams as an interactive read-aloud. During reading, sort the attached images into goods/services. Have students justify their thoughts when sorting images using content vocabulary. See image</p>	<p><u>A Chair for My Mother</u> by Vera B. Williams            Goods/services images            Anchor Chart image</p>

<p><b>Day 5</b></p>	<p>Begin by reading the poem <i>The Money Tree</i> and discuss the concept of spending vs saving.  Read printable story: Spending and Saving  Discuss the reading from the previous day, <u><a href="#">A Chair for My Mother</a></u> by Vera B. Williams focusing on the economic choices the main characters made (saving). Complete organizer on page 63 together (anchor chart). Have students identify how the characters were able to save the money for the chair of their dreams (coins from tips, money saved when items were on sale, daughter helping at the diner, etc).  Student activity: Savings Plan (pg 66)</p>	<p>poem <i>The Money Tree</i>  If needed: What to Do?  Saving and Spending</p>
<p>Competencies Scored</p>	<p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can explain how scarcity/surplus factor into individual or group decision making.</li> <li>● I can analyze the benefits and costs of making various personal decisions.</li> <li>● I can describe and compare the goods and services that people in the local community produce and those that are produced in other communities.</li> </ul>	
<p>Addressed through ARC Literacy Lab</p>	<p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can describe the roles and responsibilities of the members of my community <b>(Civics)</b></li> <li>● I can examine how communities work to accomplish common task, establish responsibilities, and fulfill roles of authority <b>(Civics)</b></li> <li>● I can describe my roles and responsibilities in the communities that I am a part of <b>(Civics)</b></li> <li>● I can describe the importance of communities working together <b>(Civics)</b></li> </ul>	