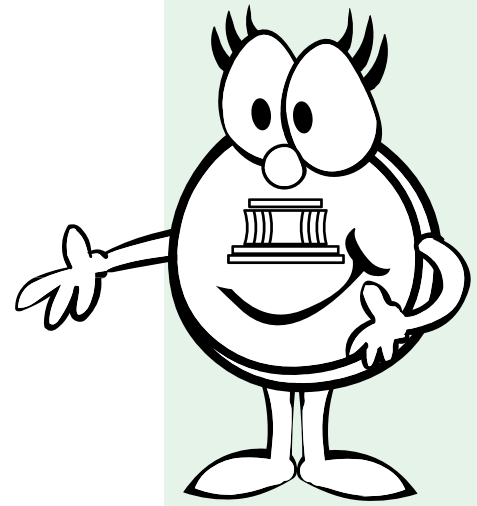


Wants and Needs



Overview

Students share the book *Something Good*, by Robert Munsch, to learn about unlimited wants, limited resources, choice, and counting money. They complete worksheets on determining relative value and identifying wants and needs.

Prerequisite Skills

Students should be able to recognize and count money in pennies, nickels, dimes, and quarters, up to 99 cents.

Lesson Objectives

Students will be able to:

- Differentiate between needs and wants
- Demonstrate making choices based on unlimited wants and limited resources
- Understand that making a choice involves giving something up
- Define price as the amount of money used to buy or sell something

Materials List

1. Book: *Something Good*, by Robert Munsch (Annick Press Ltd., 1993)
2. Chart paper or chalkboard
3. Play money: pennies, nickels, dimes, and quarters
4. Optional: drawing paper and crayons
5. Handouts:
 - **Wants and Needs** flash cards, colored, laminated, and cut apart
 - **The Price is Wrong** worksheet

Content Standards

The activities in this lesson correlate to national standards in economics, math, and language arts. See the end of this lesson for content standards information.

Vocabulary

choice
cost
decision making
goods
limited resources
needs
unlimited wants
wants

Large-Group Activity

Materials

- Book: *Something Good*
- Chart paper or chalkboard, divided into two sections by a line down the center of the writing area
- Handout: **Wants and Needs** flash cards, colored, laminated, and cut apart
- Optional: drawing paper and crayons

1. Gather students in the reading corner to share the book *Something Good*.

○ Say:

Have you ever gone grocery shopping with someone? What kinds of things do they sell in a grocery store that you like? Allow several students to suggest favorite foods or other items found in grocery stores.

Today we're going to be talking about the things we want, and how we can't always get everything we want. I'm going to read a book about a family that takes a trip to the grocery store. It's called *Something Good*, by Robert Munsch. The pictures in the story were made by Michael Martchenko.

This book is especially fun because Mr. Munsch writes about his own family, and Mr. Martchenko's drawings look just like them! If your copy of the book includes a picture of Robert Munsch, show students his photograph along with the cover illustration so they can see the resemblance.

The little girl in this story, Tyya (pronounced tie-ya), is unhappy because her dad never buys anything "good" at the grocery store. Let's see what happens.

○ Read the book aloud to the class. Be sure to allow the entire class time to see each picture.

2. Briefly discuss the book with the class.

○ **Tyya said that sometimes her dad doesn't buy "good" food. What kind of things did her dad buy?**

He gets bread, eggs, milk, cheese, and spinach.

○ **What did Tyya consider "good" food?**

Ice cream, cookies, chocolate bars, and ginger ale.

○ **What was funny about the foods Tyya tried to get her father to buy?**

She put hundreds of things in her cart: 100 boxes of ice cream and 300 chocolate bars.

○ **What did her dad call the food she picked out?**

He called it "sugary junk."

○ **Why do you think some of the people thought Tyya was a doll?**

Her father told her to stand in one place and not move. She did such a good job, she looked like a doll.

- How much did the lady who worked at the store decide to sell Tyya for?

She decided to “sell” her for \$29.95.

- Why do you think Tyya’s dad paid \$29.95 to buy Tyya?

He wanted her to know that he loved her and thought she was worth the money to him.

3. Discuss today’s concepts: unlimited wants, limited resources, choice and needs versus wants.

- *Unlimited Wants and Limited Resources*

Say:

Do you agree with Tyya’s idea of “good” food? What are some of your favorite foods? Write some of the students’ choices on the board, listing them in the left-hand section of the two-part writing area.

Do any of you agree with the food Tyya’s dad picked out? How many of you like bread? Have students raise their hands as you run through the kinds of foods the father bought: eggs, milk, cheese, and spinach.

Everybody has a different idea of what “good” food is, but we can agree that we all want good food, no matter what we think is good. The things that we want that we have to pay for are called **wants.** Write “wants” on the board above the list of foods, and underline it.

The problem is, we want a LOT of things. Look at how much Tyya wanted. Show the picture of Tyya’s shopping cart overflowing with ice cream or chocolate bars again.

If someone told you that you could have all the ice cream you wanted, would you pick out one thing, or would you fill your cart like Tyya did?

Because people always want more and more and more, we say that we have **unlimited wants.** Write the word “unlimited” beside “wants” on the board.

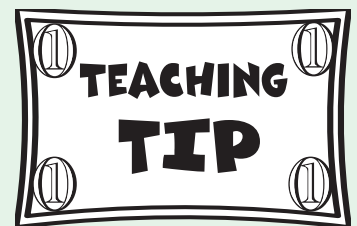
The word “unlimited” means there is no end. People never stop wanting. Tyya’s father probably wanted to buy lots more stuff in the store, too. Why do you think he didn’t fill his shopping cart with 100 loaves of bread and 300 dozen eggs? Allow students to speculate. Some possible answers might be:

- Tyya’s father didn’t have enough money for that much food.
- Tyya’s family can’t eat that much food before it goes bad.

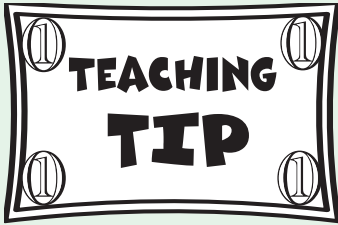
On the right-hand section of the board, list “time” and “money.” Say:

Even though people have unlimited wants, they can’t have everything. There are lots of reasons why we can’t have everything we want, but today we’re going to talk about one reason: money.

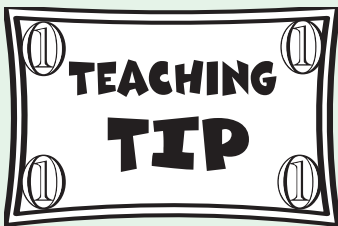
A **resource is something that helps you get the things you want.** Point to the list in the “wants” section.



If no one mentions money, ask if they think Tyya’s father could pay for hundreds of food items.



If necessary, cover up the prefix “un” in front of the word “unlimited” on the board.



You may need to substitute other vegetables for the spinach to get students to accept the need for healthy food!

The problem with resources is that they aren’t “unlimited” like wants. What does “unlimited” mean again?

It means there is no end to them.

What do you think we call something that DOES have an end?

Students should guess “limited.”

There is an end to the amount of money people have. Because money has a limit, we call it a **limited resource**. Write the word “limited” above the word “resources” on the board.

Do you think Tyya’s father had enough money to buy all the ice cream and chocolate bars AND all the other groceries his family needed?

No.

So we can say that Tyya and her family had **unlimited wants**—meaning if they could, they would have bought hundreds and hundreds of things in the store. But they also had **limited resources**—meaning there wasn’t enough money to buy all the things they wanted.

○ *Choice and Needs versus Wants*

Tyya’s father had to think about his limited resources. Then he had to think about what his family **needed**. Do you think his family needed 100 boxes of ice cream and 300 chocolate bars?

No, they wanted them, but they didn’t need them.

Do you think they needed bread, eggs, milk, cheese, and spinach? Encourage students to discuss this thoroughly. Avoid a lengthy discussion of nutrition, but do stress the need for good food versus the want of junk food.

When you don’t have enough resources to get everything you want, you sometimes have to make a **choice**. Write the word “choice” in large letters below both lists on the chart paper.

Making a choice means to decide just what you will use your resources on. Spend your resources on the things you need first, and if there is any left over, then get some of the things you want.

Tyya’s father was doing that in the story: he was choosing the groceries that his family needed. Remember what he called the ice cream and chocolate bars?

He called them “sugary junk.”

He decided his family didn’t need sugary junk, so he wouldn’t spend his money on those things.

Why did he spend his money buying Tyya? Allow any answers. Students may suggest that her father needed Tyya, which is a nice ending to this lesson.

4. **Wants and Needs** flash cards, colored, laminated, and cut apart

Now let’s practice identifying wants and needs. I’ve got a set of flash cards. When I hold one up, tell me if the picture on the card is something that you need—you have to have it to live—or if it is a

want—something that you would like to have, but you can live without it.

Shuffle the **Wants and Needs** flashcards and hold them up one at a time. Allow students to call out the answers. If students disagree on an item, stop and discuss it with the class. Make sure they understand the difference between goods that they must have to survive and those that they don't really need.

Optional: You might ask students to draw a picture of a want they would like to have while you work with individual groups in the following small-group activities.

Small-Group Activity One: Price

Concepts Taught

Price and Counting Money

Materials

- Four medium-sized grocery sacks
- Toy foods (or pictures of foods cut from magazines and laminated to colored paper): four dairy items, four meat items, four vegetable items, and four “junk-food” items like cakes and candies
- Price tags or blank stickers
- Play money
- **The Price is Wrong** worksheet

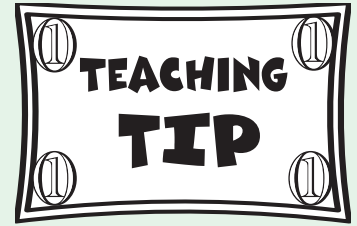
1. Set up the activity ahead of time.
 - Assign prices to each of the toy food items (or pictures). Each item should be labeled less than a dollar, and in varying amounts. For example, the dairy items might be priced like this:
 - Carton of milk: 75¢
 - Package of cheese: 24¢
 - Gallon of ice cream: 90¢
 - Stick of butter: 7¢
 - Place the foods in the separate grocery sacks, and label the sacks “Dairy,” “Meat,” “Vegetables and Fruits,” and “Junk Food.”
2. Discuss price.
 - Say:

Let’s talk again about what happened to Tyya when she stood very still. What did the lady from the store do?

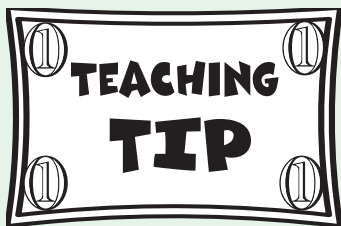
She thought Tyya was a doll, so she put a “price tag” on her nose.

What is a price tag?

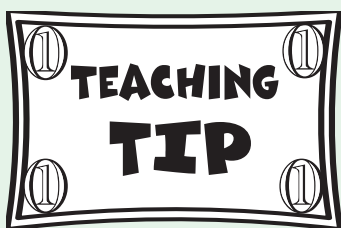
A sticker or a paper attached to something that is for sale that tells how much it costs.



If the group is large you may need to walk around to make sure everyone sees the flash cards.



Provide prompts if needed, such as the price of a school lunch, a soft drink from a machine, etc.



Some children struggle when moving from manipulatives to pictorial representations. Let them count play money equal to the pictured coins.

What does the word *price* mean? If no one provides the answer, tell the group that price is an amount of money you must pay for something.

What was the price someone would have to pay if they wanted to “buy” Tyya?

The price is \$29.95.

What are some prices of things you have bought? Allow students to share their experiences buying things.

3. Conduct price and money counting activities.
 - Distribute one grocery sack to each student or pair of students and have them put the items in order from least expensive to most expensive.
Ask students to hold up the most expensive item in their grocery sacks, and then have them find the least expensive.
 - Place play money in the center of the table, sorted by coin types. Have one student at a time select an item from his or her grocery sack and then count out the amount that matches its price tag.
4. Prepare students to complete **The Price is Wrong** worksheet.
 - Say:
Now we’re going to see if we have enough money to buy some of our unlimited wants. On this worksheet you see pictures of some things you might want to buy. At the top of the page is the amount of money you have.
Count the money, and write the amount on the line. Then color all of the items that you could buy for that amount. If something has a price that is more than the money you have, DON’T color it.
When you’re finished coloring the items you could buy, draw a circle around the colored item that you want the most.
 - Pass out the worksheets. Provide help to any students who seem to be struggling.

Assessment

Check students’ understanding by listening carefully to the responses they give during group discussions and on the **Wants and Needs** flash card activity. Observe them counting money in the small group activity and check their responses on **The Price Is Wrong** worksheets.

Suggested Online Activity

NOTE: Teachers should preview all sites to ensure they are age-appropriate for their students. At the time of publication, all URLs listed here were valid. In addition, some Web sites provide lessons via pop-up screens, so you may have to disable your computer’s pop-up blocker software to access them.

Money Counting Interactive Flashcards

“How much money is here?” A+Math’s interactive money-counting flash cards present one problem at a time, using dollar bills, quarters, dimes, nickels, and pennies. Found at: www.aplusmath.com/cgi-bin/flashcards/money.

National Standards Correlations

Economics

The activities in this lesson correlate to the following Voluntary National Content Standards in Economics, as determined by the National Council on Economics Education, found at: www.ncee.net/ea/standards.

Standard 1: Scarcity

Students will understand that: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

K–4 Grade Benchmarks:

- People make choices because they can’t have everything they want.
- Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity.
- Whenever a choice is made, something is given up.

Standard 2: Marginal Cost/Benefit

Students will understand that: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are “all-or-nothing” decisions.

K–4 Benchmarks:

- A cost is what you give up when you decide to do something.

Standard 7: Markets–Price and Quantity Determination

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

K–4 Benchmarks

- A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.

Standard 11: The Role of Money

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

K–4 Benchmarks

- Money is anything widely accepted as final payment for goods and services.

Mathematics

In addition to economics, the activities in this lesson also correlate to the following *Principles and Standards for School Mathematics*, from the National Council of Teachers of Mathematics, found at: standards.nctm.org/document/index.htm.

Numbers and Operations Standards

Understand numbers, ways of representing numbers, relationships among numbers, and number systems

PreK–2 Benchmarks:

- Count with understanding and recognize “how many” in sets of objects

Algebra Standards

Represent and analyze mathematical situations and structures using algebraic symbols

- Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.
- Use mathematical models to represent and understand quantitative relationships.

Language Arts

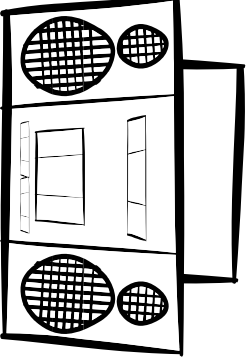
This lesson, based on the children’s book *Something Good*, by Robert Munsch, also correlates to the following *Standards for the English Language Arts*, from the National Council of Teachers of English, found at:

www.ncte.org/print.asp?id=110846&node=204.

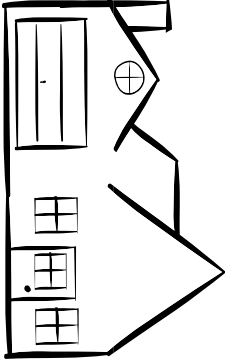
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Wants and Needs

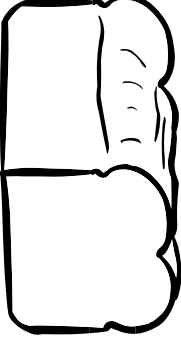
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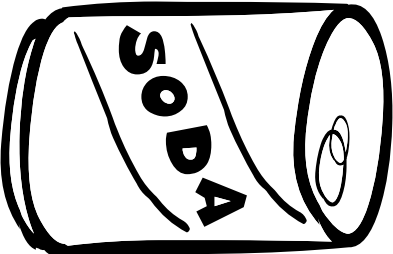
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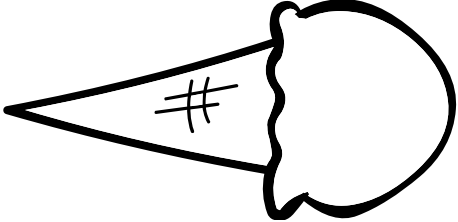
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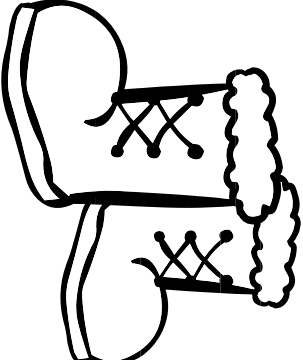
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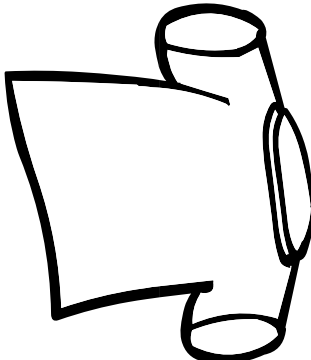
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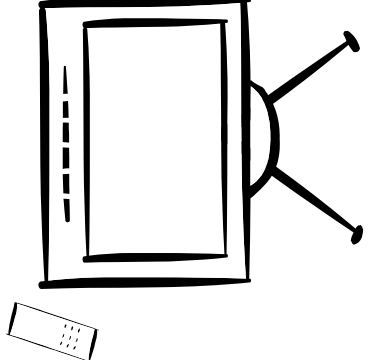
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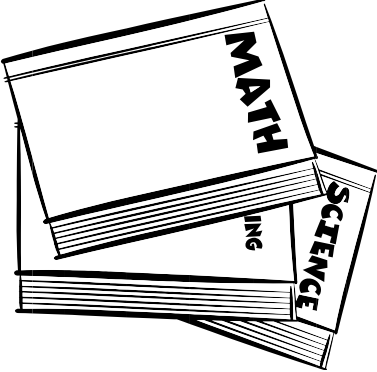


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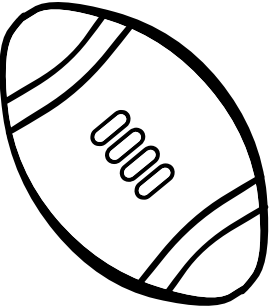


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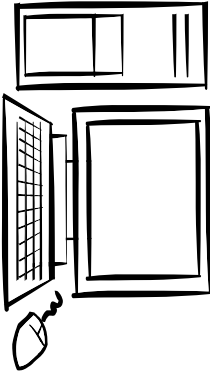
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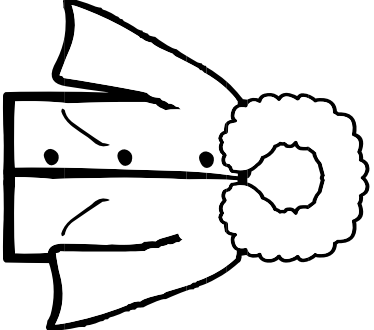
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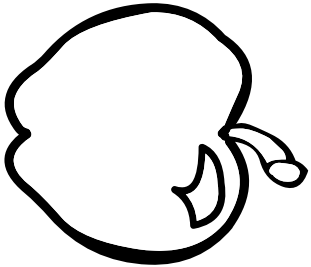
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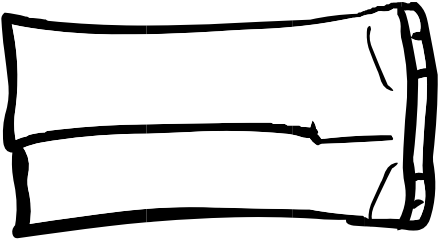
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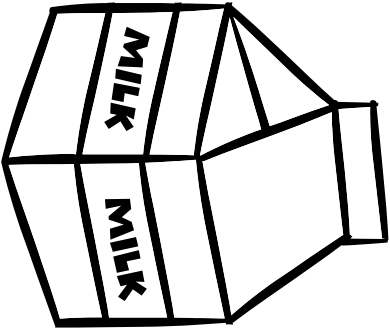
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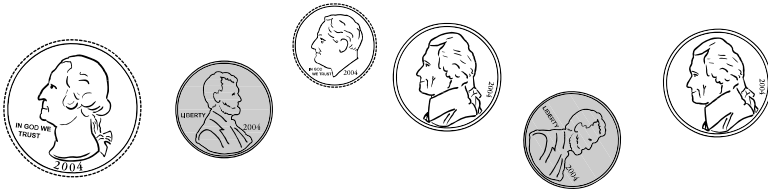
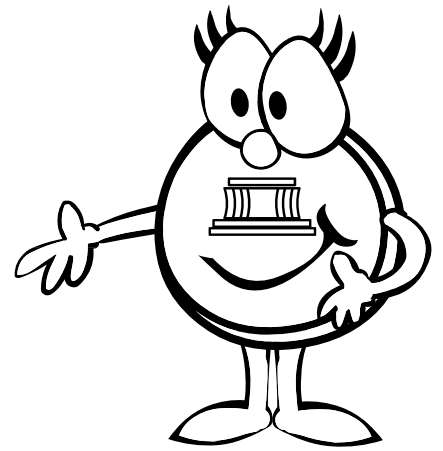


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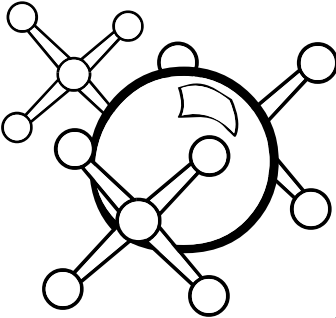
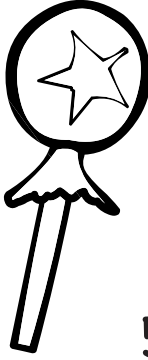
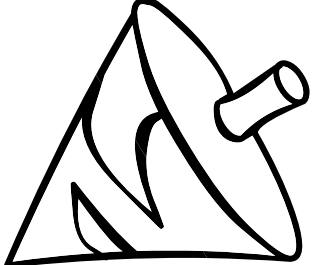
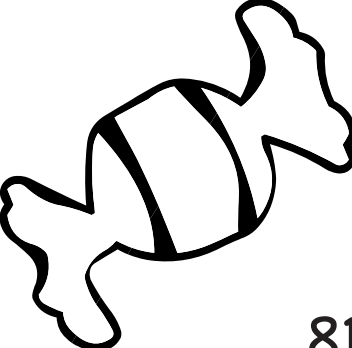
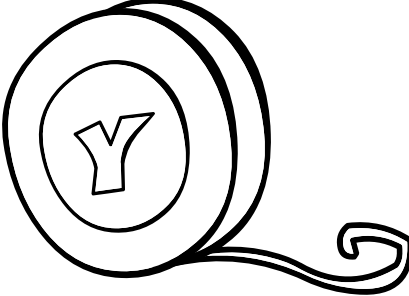
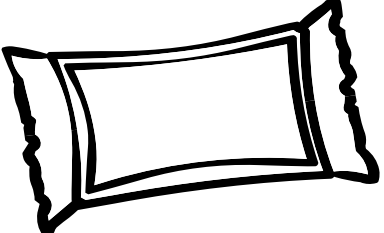
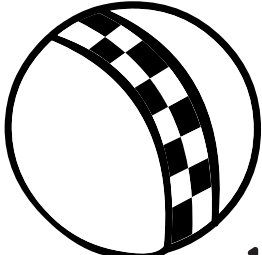

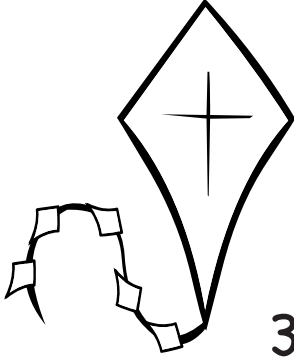


The Price Is Wrong

Name _____



You have _____¢ Color the things you can buy.

 <p>43¢</p>	 <p>52¢</p>	 <p>8¢</p>
 <p>81¢</p>	 <p>27¢</p>	 <p>48¢</p>
 <p>17¢</p>	 <p>75¢</p>	 <p>38¢</p>

Circle the one you will buy.