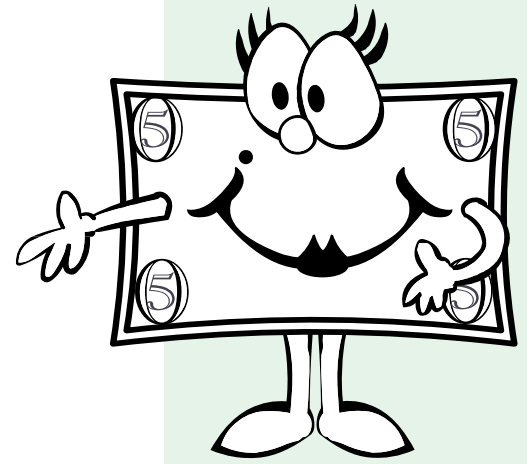


Grade Three

I Want It All!



Overview

Students share the book *Pigs Will Be Pigs*, by Amy Axelrod, to learn about unlimited wants, choice, and adding and counting money.

Prerequisite Skills

Understand the difference between goods and services. Add three-digit numbers without renaming; and identify and know the value of all coins and paper currency.

Lesson Objectives

Students will be able to:

- Understand that people make choices because they can't have everything they want
- Count money in a mixture of coins and bills up to 50 dollars
- Compute addition problems involving money, using decimal points and dollar signs

Materials List

1. Book: *Pigs Will Be Pigs*, by Amy Axelrod (Four Winds Press, 1994)
2. Chart paper or chalkboard
3. Several sheets of Post It[®] or other type of self-adhesive notepaper, any size
4. Play money: pennies, nickels, dimes, quarters, 50-cent pieces; one-dollar, five-dollar, and 10-dollar bills, plus at least two 20-dollar bills
5. One two-dollar bill (real or play money)
6. Medium-sized paper grocery sack
7. Optional: calculators, one for each student in the small groups
8. Writing (or notebook) paper
9. Handout:
 - **Check, Please!** 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
economic wants
goods
limited resources
money
resources
services
unlimited wants

Large-Group Activity

Materials

- Book: *Pigs Will Be Pigs*
- Chart paper or chalkboard
- Writing (or notebook) paper

1. Gather students to share the book *Pigs Will Be Pigs*.

- Say:

Today we're going to be discussing money and eating out. Do any of you have a favorite restaurant? What do you usually order at that restaurant? Allow students to share their favorite restaurants and the foods they like to order there.

I'm going to read a book to you about a family of pigs who really, really want to eat out. The problem is, they don't have any money in their wallets. The book is called *Pigs Will Be Pigs*, and it was written by Amy Axelrod. Ms. Axelrod has written several stories about this pig family, but this one was her first. It was illustrated by Sharon McGinley-Nally. Her drawings help us see what a happy, silly family these pigs make. Show the picture of the pigs on the cover.

Let's see if the pigs ever make it to their favorite restaurant.

- Read the book aloud to the class. Pause often to allow the entire class time to see each picture. **NOTE: Don't read the final page, which breaks down and counts the money found throughout the book.** You will be using that page in a later activity.

2. Briefly discuss the book with the class.

- **Why did the pigs want to eat out?**

There wasn't any food in the house.

What was their favorite restaurant? What kind of food is served there?

They liked to eat at the Enchanted Enchilada, which serves Mexican food.

- **Did you notice there were no meat dishes on the menu? Why do you think that was?** Return to the menu printed in the book and read some entrée descriptions if needed. Since all the characters in the story were animals such as pigs and chickens, they wouldn't want to eat pork or chicken food items!

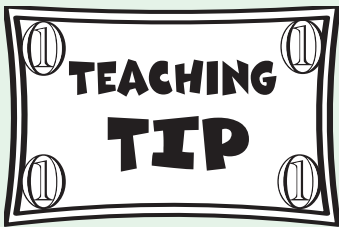
Why were the pigs surprised when they got home?

They expected their house to be neat and tidy—they forgot that they'd torn it up searching for money.

3. Discuss today's economic concepts: economic wants, unlimited wants, limited resources, and choice.

- ***Economic Wants, Unlimited Wants, and Limited Resources***

The title of the story is *Pigs Will Be Pigs*. What do you think the author meant by that title? Allow free discussion. Students may make the



There is no need to spend time reading through the restaurant menu that is printed in the book.

point that they ate all the food in the refrigerator in one day. They might also mention that pigs are considered dirty and messy animals. This last is supported in the story by the fact that the Pig family’s money was scattered all over the house, and by the mess they made as they searched for cash.

Mrs. Pig was surprised that the refrigerator was empty, because she had just gone to the grocery that morning. What happened to all the food? The Pigs ate it. The piglets had shared food with three of their friends, and Mr. Pig raided the refrigerator himself.

Did the Pigs think about the future when they ate all the food up? No—they were hungry, so they ate. They didn’t think about where their next meal was coming from.

The Pigs only thought about what they wanted. We call things you want that you can buy or trade for **economic wants. Economic wants can be goods, services, or fun activities.** Write “economic wants” on the chalkboard or chart paper.

Ask students to list a few goods, services, and fun activities that are considered economic wants, for example:

- Goods: vehicles, clothing, toys, and so on
- Services: doctors, dentists, car washers, mechanics, and so on
- Fun activities: swimming, going to movies, playing video games, and so on

There is no end to the goods, services, and fun activities that we want. Just like the Pigs, if we had the chance we would take everything. Because people always want more and more things, services, and fun-time activities, we call them **unlimited wants. “Unlimited” means no limit, no end.** Write “unlimited wants” on the chart paper or chalkboard.

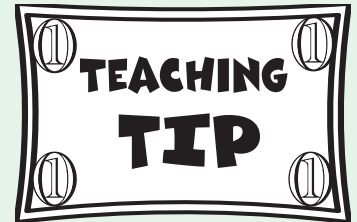
But we can’t have everything, can we? What stops us from buying all the food in the grocery store, and from playing video games at the arcade all day long? Students should speculate that people run out of money.

We don’t have enough money to buy everything in the store. What else don’t we have enough of? Allow open discussion. Students should eventually mention that they couldn’t eat everything in the store, even if they could buy it.

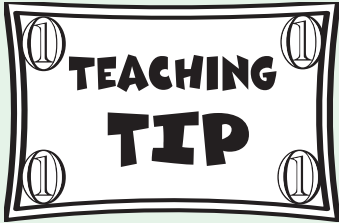
Besides money, what is another reason why we can’t play video games all day long? Students should mention that they have other things they have to do.

Write the word “Resources” on the board and underline it. **Resources are things we use up whenever we do something. Money and time are resources. They are things we use up.** List “money” and “time” under the Resources heading.

We know that we don’t have enough money to buy everything that we would like to buy. We also don’t have enough time to use all the things we want. We have unlimited wants, but we have **limited resources**.



You may need to review the terms *goods* and *services* for these students.



Provide prompts like: “Can you wear two pairs of shoes, even if both of them are your favorites?”

○ *Choice*

Because we want everything but we can't have everything, we are forced to make **choices**. Write “Choice” on the board.

That means we have to pick one thing and give up something else. What are some choices the pigs made in the book? They had to choose a restaurant and they had to choose what to eat when they got to the restaurant.

When the Pig family chose to eat at the Enchanted Enchilada, they gave up eating at all the other restaurants. When they decided to eat the special meal, they gave up eating a different food. What are some choices you make every day? Allow several students to share their experiences.

4. Introduce the large-group activity: A Story of Choice.

- Write the following story starter and locations on chart paper or the chalkboard:

Let me tell you about the choices I had to make the day I went to . . .

- **The Movie Theater**
- **The Mall**
- **The Candy Store**
- **The Video Arcade**
- **The Sports Equipment Store**

Have students write the title “A Story of Choice” at the top of their notebook paper. Tell them they are to select one of the locations and write a story describing some of the economic wants they found when they went there. They should explain why they couldn't buy everything they wanted, what they eventually chose to buy, and what made them make that choice.

You might want students to work on this activity independently or in pairs while you work with small groups in the following activities.

Small-Group Activity One: Restaurant Choices

Concepts Taught

Choice and Limited Resources

Materials

- Book: *Pigs Will Be Pigs*
- Chart paper or chalkboard
- Optional: calculators, one for each student in the group
- Handout:
 - **Check, Please!** worksheet

1. Discuss restaurant menus.

- **Let's take a look at the menu in *Pigs Will Be Pigs*.** Open the book to the menu (about 23 pages from the front).

You can see that the Enchanted Enchilada offers a lot of different kinds of food and drinks. Can you see a way that the menu is divided to make it easier to read? Allow students to look over the pages. They should discover the subheadings for Appetizers, Egg Dishes, Desserts, and so on. They should also notice the yellow box on the far right that lists “Today’s Specials.”

Most restaurants divide their menus up like this, to make it easier for their customers to make choices. They know that some people only want a main dish and something to drink, but other people like to eat appetizers and desserts. **What are appetizers and desserts?** Appetizers are special foods that you eat before the main meal—usually something small. Desserts are sweet foods that are usually eaten after the main meal.

Why do you think there are separate categories for soups and salads? Allow students to speculate. Also discuss the Side Dishes and Egg Dishes with the group.

In the story, all four of the pigs decided to order the “special.” What is the special today at the Enchanted Enchilada? Students should understand that the special includes three main dishes, two side dishes, a soup, a salad, a dessert, and a drink. Point out that it also includes a “Coconut Smoothie,” which isn’t listed anywhere else on the menu.

Do you think that’s a lot of food? Could you eat all the food listed on the special? Allow students to express their opinions.

2. Explore the Enchanted Enchilada menu items.

- Ask some specific questions about items on the menu in order to give the students the opportunity to explore the food choices thoroughly. Discuss some of the unique Mexican food items like guacamole and sopaipillas.

3. Compute the Pigs’ meal at the Enchanted Enchilada.

- **The Pigs ordered four specials. What does one special cost?** The special costs \$7.99.

How can I figure out how much the total bill would be? Allow students to give suggestions. There are at least four ways they might suggest. Among them are:

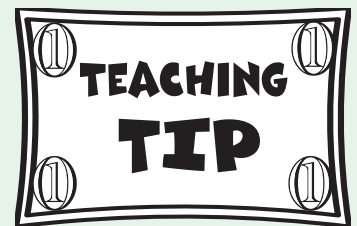
- a. Make a column addition problem: \$7.99

7.99

7.99

+7.99

- b. Use a calculator to multiply \$7.99 times four.
- c. Round the cost of one special to eight dollars and multiply 8×4 , then subtract four cents.
- d. Add two items together, then double the subtotal.



For example, ask students what comes on the salad bar, or what kinds of eggs come scrambled.

Compute the problem with the group, using whichever method the group selects. Choice a. may be too difficult for students at this level to compute by themselves, so you might want to work it for them.

The Pigs spent \$31.96. In another activity we'll see how much money they found in their house to see if they had any money left over after they paid for their meal.

4. Introduce the **Check, Please!** worksheet.

- Pass out the worksheets and read through the instructions with the students. Watch them work out the problems, giving assistance or providing calculators if necessary. The goal is to make sure students understand about choice and limited resources. The math skills are not vital to this lesson.

NOTE: If time is short, you might want to have students complete one worksheet as a group, instead of doing all four checks independently. Have each student select foods for only one of the checks, then have all of them work together to add up the four subtotals to see if they have enough money.

Did you have enough money to buy what you wanted for supper? If you didn't have enough, what would you give up? What would you choose instead?

Small-Group Activity Two: The Money Bag

Concepts Taught

Counting Money

Materials

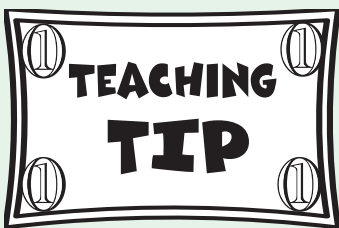
- Book: *Pigs Will Be Pigs*
- Chart paper or chalkboard
- Several sheets of Post It® or other type of self-adhesive notepaper, any size
- Play money: pennies, nickels, dimes, quarters; one-dollar, five-dollar, and ten-dollar bills. Include at least one 50-cent piece and two 20-dollar bills
- A two-dollar bill (real or play money)
- Medium-sized paper grocery sack
- Optional: a drawing of a pile of pennies, labeled "200 pennies"
- Optional: calculator

1. Prepare for the activity ahead of time.

- Set aside paper money and coins equal to the money found by the pigs in the story (listed on the last page of the book.)

Place sticky notes over the final line and the total shown on the last page of the book. You should cover the words "In all, the Pigs found thirty-four dollars and sixty-seven cents. \$34.67."

Draw a large dollar sign (\$) on the front of the grocery sack. Fill it with all types of currency. You want to have enough of each type so that each student in the group can reach in and grab a handful of money. Hold the sack



To save counting time, use a drawing labeled "200 pennies" instead of 200 actual coins for the piglets' group.

closed and shake it well to mix the currency as much as possible. Put the sack aside for use later.

2. Count money with the pigs in the story.

- **The Pig family found money all over the house. What were some of the places money was found?** You may need to refer back to the book to help students remember.

When Mr. Pig found the 20-dollar bill, they knew they had enough money to buy supper. Mrs. Pig counted it several times, but we didn't learn how much they found from the story. Let's see if we can figure out just how much money they found. Open the book to the last page that begins with the question: "How much money did the Pigs find on their hunt?" You should have covered the total from this page ahead of time.

Each of you will be responsible for counting the money found by some of the Pig family. Use the subheadings on the page to divide the tasks into four groups. Give one student the money found by Mr. Pig, another the money found by Mrs. Pig alone, a third gets the money Mrs. Pig and the piglets found together, and the fourth the money the piglets found alone.

Have students count the money in front of them. Watch the students count, and provide help if necessary.

Let's now add up the groups of money. Make an addition problem of the four subtotals on chart paper or the chalkboard. The subtotals should be:

| | |
|-----------------------|-------------|
| Mr. Pig: | \$23.00 |
| Mrs. Pig alone: | 5.40 |
| Mrs. Pig and piglets: | 2.67 |
| The piglets alone: | <u>3.60</u> |

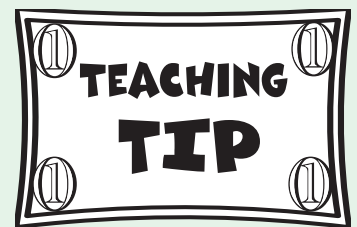
The Pigs found \$34.67 in their search of the house. Do you remember how much they spent at the Enchanted Enchilada? If your students have completed the activities in Small-Group Activity One, they should know that the Pigs spent \$31.96.

Did they have enough money? How can I find out how much they had left? Students may suggest subtracting the problems or using the calculator. Work the answer out with them: $\$34.67 - 31.96 = \2.71 .

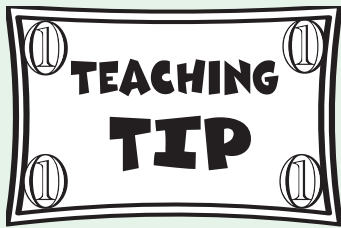
3. Introduce the Money Bag activity.

- **Let's practice counting mixed amounts of money again.** Show students the grocery sack.

This is my moneybag. It's filled with play money. I'm going to have each of you reach inside and grab one handful of cash. Then we'll count our money and see who is the winner—the biggest money grabber.



If students struggle with this column addition problem, you may complete it yourself or have a volunteer use a calculator.



If necessary, count their money together. Point to each bill or coin and count aloud as a group.

The only rule is that you can only count the money that you can hold in your hand. If any money falls out before you can put it in front of you, the dropped money goes back in the bag.

Allow students to reach into the sack one at a time and pull out a handful of money. They should place the money in a pile in front of them.

First, sort your money into groups: put all coins and bills that are alike in nice straight rows in front of you. Help students sort their money. Make sure they put them in rows from largest denominations to smallest.

Now begin counting your money by starting with the largest money type you have. We're going to go around the table and let you count one at a time. Pick a student to begin counting. If necessary, guide students through the counting activity.

If there is enough time, repeat the activity.

Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and activities. Check their work on the **Check, Please!** worksheet, and ask individual students to read their "A Story of Choice" compositions aloud.

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.

Choice: Create a Card

Visit the U.S. Mint's site for an activity that complements this lesson by allowing students to make economic choices as they select and pay for words and pictures on a greeting card. Follow this link, select "Plinky's Create-a-Card" from the choices, and then choose Level One (50-cent total) or Level Two (98-cent total), according to your students' ability level. Found at: www.usmint.gov/kids/index.cfm?fileContents=games.

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 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 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.

3–5 Benchmarks:

- Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.

Compute fluently and make reasonable estimates

- Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience.

Algebra Standards

Represent and analyze mathematical situations and structures using algebraic symbols.

3–5 Benchmarks:

- Express mathematical relationships using equations.

Use mathematical models to represent and understand quantitative relationships.

- Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.

Language Arts

This lesson, based on the children's book *Pigs Will Be Pigs*, by Amy Axelrod, 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).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

