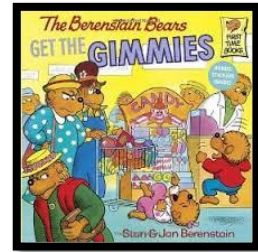


First Grade
The Berenstain Bears Get the Gimmies
 Written by Stan and Jan Berenstain



Essential Question: How do people decide what is a want and what is a need?

- The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)

Essential Question: What do people gain when they save and what do they sacrifice?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)






Essential Question: What goods and services are most important to your family and why?



- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)




Key ideas: choices, wants & needs, goods, opportunity cost and scarcity

Materials Needed:

- A copy of *The Berenstain Bears Get the Gimmies* by Stan and Jan Berenstain
- Notecards labeled with a want: dessert, vacation, pet, game, toy, shoes, clothing, entertainment, drink and food, etc.
- Paper (1 per pair of students)

	Introduce the lesson by telling the students you are thirsty and want something to drink. Ask the class how you can satisfy this want. List the different types of drinks they name on the board.					
	Write the word, “want,” on the board. Explain that a want is a desire that can be satisfied by consuming a good or a service. Ask the class “What was my want?” (<i>something to drink</i>)					
	Tell the students they are going to hear a story about two little bears that had several wants. Read <i>The Berenstain Bears Get the Gimmies</i> by Stan and Jan Berenstain (note, if no access to the book, various videos of it being read can be accessed on YouTube).					
	<p>Make a two column chart. Write the headings Wants and Goods. Ask students to name the goods in the story that satisfied each want and write them on the board.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Wants</th> <th style="text-align: left;">Goods</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Candy • Entertainment • Toys • Presents • Rewards for good behavior </td> <td> <ul style="list-style-type: none"> • Gummy Gumballs, Chewy Chompers • Ride on the Bucking Frog • Rubber cat toy • Puzzle, top • Book about dinosaurs, box of crayons </td> </tr> </tbody> </table>	Wants	Goods	<ul style="list-style-type: none"> • Candy • Entertainment • Toys • Presents • Rewards for good behavior 	<ul style="list-style-type: none"> • Gummy Gumballs, Chewy Chompers • Ride on the Bucking Frog • Rubber cat toy • Puzzle, top • Book about dinosaurs, box of crayons 	
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	Divide students into pairs. Give each pair a sheet of paper and a Want notecard with one of the following words on it: dessert, vacation, pet, game, toy, shoes, clothing, entertainment, drink and food.					

	<p>Instruct the pairs to...</p> <ol style="list-style-type: none"> 1. Draw a circle in the center of the page and write the word from their notecard 2. Write examples of goods that could satisfy the want outside of the circle. 3. Connect the goods to the want to make a word web. 4. Share the complete word web with the class. 									
	<p>Ask students if they can have everything they want? <i>No</i> Why or why not? There is not enough time, money or goods. Tell the students that the problem of not having enough of something is called scarcity.</p> <p>Read the following scenarios and questions regarding scarcity to the students:</p> <p>Stella has one hour of free time before diner to either watch TV or play outside with friends.</p> <ul style="list-style-type: none"> • What is Stella’s problem? (<i>She has only one hour of free time</i>) • What is scarce? (<i>Time</i>) <p>Malaki has one piece of paper to use for a craft project. He wants to either make a paper airplane or draw a picture for his mother.</p> <ul style="list-style-type: none"> • What is Malaki’s problem? (<i>He has only one piece of paper</i>) • What is scarce? (<i>Paper</i>) <p>Tell the students that because their wants are unlimited they have to make choices. Define the word choice as a decision made between two or more alternatives. Tell the students that an alternative is a possible choice you can make.</p> <p>Repeat the scenarios from above. This time asking the following questions: What are Stella’s alternatives? (<i>She can watch TV or play outside with friends</i>) What should Stella choose? (<i>Either alternative is fine</i>)</p> <p>What are Malaki’s alternatives? (<i>Malaki can make a paper airplane or draw a picture for his mother</i>) What should Malaki choose? (<i>Either alternative is fine</i>)</p>									
	<p>Have the students get back with their partner from the word web activity. Ask them to look at all of the goods that they listed to satisfy their want. Instruct the pairs to review their alternatives and choose one alternative as their first choice and another alternative for their second choice.</p> <p>Allow student pairs to share their choices and record their information on a class chart.</p> <table border="1" data-bbox="337 1352 1528 1465"> <thead> <tr> <th>Want</th> <th>First Choice</th> <th>Second Choice</th> </tr> </thead> <tbody> <tr> <td>Vacation</td> <td></td> <td></td> </tr> <tr> <td>Shoe</td> <td></td> <td></td> </tr> </tbody> </table> <p>After all groups have shared, change the label for the third column from Second Choice to COST.</p> <p>Ask the class why you relabeled the third column cost? (<i>In order to get your first choice, you have to give up your second choice</i>)</p> <p>Add the word OPPORTUNITY before the cost in the title. Tell the students that opportunity cost is whatever must be given up in order to get something else. In other words, it is your second choice.</p> <p>Talk about times that one of the choices makes more sense.</p>	Want	First Choice	Second Choice	Vacation			Shoe		
Want	First Choice	Second Choice								
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	<p>Illustrate how their choices might change over time. Write the want on the top of the page and draw three circles. Label these Baby (past), 1st Grader (present) and Adult (future) Example: FOOD</p> 
	<p>Ask the students to draw/explain a time when they wanted more than one thing and they had to make a choice.</p>