

How do people get what they need and want?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • 1.5.1 Identify ways to save money • 1.5.2 Distinguish between needs/wants of people by responding to real life situations • 1.5.3 Distinguish between goods and services • 1.5.5 Identify ways people exchange/trade goods and services
Claims	<p>In this instructional task, students develop and express claims through discussions and writing in which they explore economy. Students engage with the sources to build their understanding of the content to distinguish are needs and wants. Students will also use the resources to determine the difference between a good and services and how people obtain both.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 6:</p> <ul style="list-style-type: none"> • What is the difference between a good and a service? (1.5.3) • How can people get goods and services? (1.5.5) • How can people save money? (1.5.1) • How do you know if something is a need or a want? (1.5.2)

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
Supporting Questions	What is the difference between a need and want?	What is the difference between a good and a service?	How are our needs met through services?	How can people save money to get the things they need and want?
Tasks	Students will create a class chart categorizing needs and wants.	Students will differentiate between goods and services.	Students will determine how a chosen job meets our needs by providing a service or good.	Students will discuss ways to save money to meet needs and wants.
Featured Sources	<p>Source A: Needs and Wants, Tiny Grads Academy</p> <p>Source B: Search and Spot, Brain Pop</p>	<p>Source C: <i>What Do We Buy? A Look at Goods and Services</i>, Robin Nelson</p>	<p>Source D: Delivering the Goods, Council for Economic Education</p>	<p>Source E: <i>A Chair for My Mother</i>, Vera B. Williams</p>

Summative Performance Task	<p>After reading and discussing how the economy works, cut four items out of the sales paper. Place them in the chart under need or want. Then create a plan to show how you will provide a service or sell a good in order to save money to purchase these items.</p>
-----------------------------------	--

Formative Performance Task 1	
Supporting Question	What is the difference between a need and want and why do people make certain choices in order to meet their needs?
Task	Students will create a class chart categorizing needs and wants.
Featured Sources	Source A: Needs and Wants , Tiny Grads Academy Source B: Search and Spot , Brain Pop
Content and Claims	In this formative performance task, students explore the difference between needs and wants. (1.5.2)

Featured Sources

Source A: [Needs and Wants](#), Tiny Grads Academy

Source B: [Search and Spot](#), Brain Pop

Steps

1. Project Source A: Needs and Wants video for whole-class viewing.
2. Create an anchor chart to record student responses during the class discussion. A sample chart is included below.

What is a Need ?	What is a Want ?

3. Engage students in a class discussion about the information presented in the Needs and Wants video. Record student responses on the anchor chart as they discuss. Possible guiding questions:
 - a. What are needs?
 - b. What are wants?
 - c. How are needs different from wants?
 - d. Why are some items considered a need?
 - e. Why are some items considered wants?
 - f. What are some examples of needs?
 - g. What are some examples of wants?
4. Project Source B: Search and Spot, and play the game as a class.
 - a. Click on the first picture that depicts the music shop and the sporting goods store.
 - b. Ask individual students to use the magnifying glass to select three things that are needed to live.

- c. Ask students to orally explain why the items are needs.
 - d. Then ask students to identify items in the pictures are wants. Ask them to orally explain why the items are wants.
 - e. Repeat this process with the next three pictures asking different students to use the magnifying glass and orally explain why the items are needs or wants.
5. Create a class chart of needs and wants.
- a. Divide the class into small groups using an established classroom routine.
 - b. Provide each group with a pad of sticky notes.
 - c. Ask students to take 2 minutes to identify as many examples of everyday items as they can.
 - d. Create a class T-Chart to categorize needs and wants. An example of what the T-chart might look like is included below.

Needs	Wants

- a. Ask students from each group to take turns placing the sticky notes under the correct category on the class chart.
- b. Read aloud the different examples on the chart and engage students in a discussion about the placement of items. Possible guiding questions:
 - i. Is this item in the correct category?
 - ii. Why or why not?
 - iii. What makes this item a need?
 - iv. What makes this item a want?
 - v. Why are the items in the needs category more important than the items in the wants category?

Student Look-Fors

1. Students place the items chosen in the correct needs and wants categories. A sample completed T-chart is included below.

Needs	Wants
water	soda
house	video games
food	bike

2. Students are able to explain why the items are a need (we need them to live) and why the others are wants (we do not need them to live).
3. Students can explain why the items in the needs category are more important than those in the want category.

Formative Performance Task 2

Supporting Question	What is the difference between a good and a service?
Task	Students will differentiate between goods and services.
Featured Source	Source C: <i>What Do We Buy? A Look at Goods and Services</i> , Robin Nelson
Content and Claims	In this formative performance task, students determine the difference between a good and service and explain those differences. (1.5.3, 1.5.4)

Featured Source

Source C: *What Do We Buy? A Look at Goods and Services*, Robin Nelson

Steps

1. Read aloud Source C: *What Do We Buy? A Look at Goods and Services*. Pause after each section to engage students in a class discussion about the information that was read. Show student images that are important to the class discussion. Example: Look at the picture on page 8, and ask students, “Is this picture an example of a good or service? Why is this example of a good?” Sample guiding questions for each section:
 - a. Pages 4-5
 - i. Why do we buy certain things?
 - ii. What are examples of things that are bought and sold?
 - iii. What do we call the things that are bought and sold?
 - b. Pages 6-9
 - iv. What is a good?
 - v. What are some examples of goods?
 - vi. How do we obtain goods?
 - c. Pages 10-13
 - vii. What is a service?
 - viii. What jobs or people help to provide services?
 - ix. Why are these people important to the economy?
 - x. What types of services can you buy?
 - d. Pages 14-17
 - xi. What is a need?
 - xii. What are some examples of needs?
 - xiii. What is a want?
 - xiv. What are some examples of wants?
 - xv. Can goods be both needs and wants? Give examples of them.
 - e. Pages 18-21

- xvi. What is a consumer?
- xvii. What is a producer?
- f. Pages 22-26
 - xviii. What is used to make goods and provide services?
 - xix. Where do we get resources?
- 2. Show students an image that contains both a good and a service. Suggested images include:
 - a. picture of a farmer farming a certain crop
 - b. a grocery store with workers
- 3. Instruct students to view the image. Ask students, “Does this image show a good or a service?” Instruct students to write 2 sentences explaining how the given picture shows examples of goods and services. Provide an answer frame to support students in writing complete sentences.
 - a. Sample answer frame: “The picture shows both _____ and _____. _____ is a good because _____, and _____ does a service because _____.”
- 4. Instruct the students to share their responses with the class using an established classroom routine.

Student Look-Fors

- 1. Students’ responses explain the difference between a good and service. Sample response: The picture shows both a farmer and corn. The corn is a good because it is something that is made or grown, and the farmer does a service because he grows the corn.
- 2. The items chosen from the picture must reflect a good and service.
- 3. Students can orally explain why they chose the item as a good and the other a service.
- 4. Students’ written responses should follow the English language arts standards for written expression at grade 1.

Formative Performance Task 3

Supporting Question	How are our needs met through services?
Task	Students will determine how a chosen job meets our needs by providing a service or good.
Featured Sources	Source D: Delivering the Goods , Council for Economic Education
Content and Claims	In this formative performance task, students determine how some services help meet our everyday needs. (1.5.3)

Featured Sources

Source D: [Delivering the Goods](#), Council for Economic Education

Steps

1. Project Source D: Delivering the Goods and read aloud the information on the first slide. Remind students of the difference between a good and a service.
2. Click on the arrow and ask students to look at the image. Ask students the first question on the slide, “Who is this a picture of?” and listen to their responses. Then click on the question to view and read aloud the answer to the students. Ask students the second question, “What does he do?” and listen to their responses. Then click on the question to view and read aloud the answer to the students. Ask students the third question on the slide, “What does he provide for you?” and listen to their responses. Then click on the question to view and read aloud the answer to the students.
3. Finally, ask students “Does he provide a good or a service?” Have students explain how they know and how this helps to meet our needs? This will help students connect the information to the previous lesson.
4. Repeat this process with the slides for the mailman, the teacher, the farmer, the baker, the lumberjack, the scientist, and the nurse.
5. Project the last slide and call on different students to categorize each profession as a provider of a good or a service.
6. Engage students in a discussion. Possible guiding questions:
 - a. What types of jobs help provide services?
 - b. Who are the people who provide these services?
 - c. What types of jobs help provide goods?
 - d. What are examples of goods that these jobs produce?
 - e. What would happen if we did not have these goods?
 - f. What would happen if we did not have these types of services?
 - g. Why is it important that we have people who can provide services and goods?
 - h. How do these goods and services help meet our needs?


7. Provide students with a list of jobs and ask each student to choose one job from the list. Suggested jobs may include but are not limited to:
 - a. Construction worker
 - b. Chef
 - c. Police Officer
 - d. Farmer
 - e. Baker
 - f. Truck Driver
 - g. Doctor
 - h. Pharmacist
8. Ask students to complete the graphic organizer on page 9. They must:
 - a. Draw a picture to represent their chosen job.
 - b. Write if their person provides a service or a good.
 - c. Explain how this helps to meet our needs.
 - d. Discuss what would happen if the service or good disappeared.
9. Instruct the students to share their responses with the class using an established classroom routine.

Draw a picture of a person doing a chosen job.	A _____ provides a _____.
This helps to meet our needs by _____.	If the _____ disappeared, _____.

Draw a picture of a person doing a chosen job.	A _____ provides a _____.
This helps to meet our needs by _____.	If the _____ disappeared, _____.

Student Look-Fors

1. Students identify what service or good the job provides.
2. Students justify how the service or good helps to meet our needs.
3. Students explain how disappearance of the service or good can affect our lives and economy and our needs being met.
4. Students' written responses should follow the English language arts standards for written expression at grade 1.

<p>Draw a picture of a person doing a chosen job.</p> 	<p>A <u>doctor</u> provides a <u>service</u>.</p>
<p>This helps to meet our needs <u>by making sick people well.</u></p>	<p>If the <u>doctor</u> disappeared, <u>many people would remain sick.</u></p>

Formative Performance Task 4

Supporting Question	How can people save money to get the things they need and want?
Task	Students will discuss ways to save money to meet needs and wants.
Featured Sources	Source E: <i>A Chair for My Mother</i> , Vera B. Williams
Content and Claims	In this formative performance task, students determine how to save money in order to obtain goods and services to meet our needs and wants. (1.5.1)

Featured Source

Source D: *A Chair for My Mother*, Vera B. Williams

Steps

1. Read aloud Source D: *A Chair for My Mother*.
2. Engage students in a discussion by stopping at various points in the story. Possible discussion questions:
 - a. After reading page 5 stop and ask, Does mom’s job provide a good or service, what type of good or service does mom provide, and How does the daughter make the money she saves?
 - b. After reading page 13 stop and ask, what type of goods does the family buy, how does grandmother contribute to the money that is being saved in the jar, why does the family save money in the jar and are they saving for a need or want?
 - c. After reading page 23 stop and ask, how long did it take the family to save the money to purchase the chair and why did it take so long?
 - d. After completing the story ask, how do we purchase things that we need and want?
3. Engage students in a whole-class discussion of the process the family took in order to purchase the chair and why saving money was important in order to purchase their needs and wants.
4. Instruct students to write a short paragraph discussing another way the family could save money to purchase the chair. Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an answer frame to support them in writing complete sentences or organizing their sentences into a paragraph, modeling, showing models of strong and weak student work, providing descriptive feedback, or having students use a Writer’s Checklist to check each other’s work). Sample sentence frame is included on the next page.

Sentence Frame: Saving Money

Another way the family can save money to purchase the chair is by _____.

They will put the money away _____.

After counting the money, if there is not enough the family can _____.

Once enough money is saved, _____.

Another way the family can save money to purchase the chair is by _____.

They will put the money away _____.

After counting the money, if there is not enough the family can _____.

Once enough money is saved, _____.

Student Look-Fors

1. Students explain the process in which the family needs must take in order to save.
 - a. Students give suggestions that include providing a service or good that can be used to make money.
 - b. They discuss ways to save. (Putting money in the bank, in an envelope, etc.)
 - c. Student response include:

Another way the family can save money to purchase the chair is by having a bake sale.

They will put the money away in the bank.

After counting the money, if there is not enough the family can continue to run the bake sale.

Once enough money is saved, the family will buy the chair.

2. Students' responses discuss the fact that money is needed to purchase things and if there is not enough, we cannot purchase the things needed or wanted.
3. Students' written responses should follow the English language arts standards for written expression at grade 1.

Summative Performance Task

Compelling Question	How does an economy work?
Task	After reading and discussing how the economy works, cut four items out of the sales paper. Place them in the chart under need or want. Then create a plan to show how you will provide a service or sell a good in order to save money purchase these items.

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge about how the economy works by learning about needs and wants, goods and services, and how people save money to obtain goods and services to meet their needs and wants. Students also practiced skills in the application of economic concepts, such as developing a plan for how they could save money to purchase an item.

Student Prompt

Your mom told you to make a list of things you need and want. Cut four items out of the sales paper. Place them in the chart under the correct need or want column. Create a plan to show how you will provide a service or sell a good in order to save money to purchase these items.

Student Look-Fors

1. An exemplar response may include but is not limited to:
 - a. Students responses should make reference to and provide detailed information on:
 - i. Student places needs and wants under the correct category.
 - ii. Student explains how they will save the money and how this helps to purchase the items from the list.
 - iii. Student provides a way to make money and has included a correct explanation if they are providing a service or selling a good.
 1. A strong response:
 - a. References documents appropriately.
 - i. Needs and wants are different (Sources A and B)
 - ii. Definition of and differences between goods and services (Sources C and D)
 - iii. People can save their money to be able to buy things they need and/or want. (Source E)
 - b. Applies the provided evidence and provides additional information outside of the provided sources.
 - i. Student may discuss background information on ways to earn and save money.
2. Students' written responses should follow the English language arts standards for written expression at grade 1.