



Saving

Understanding Wants and Needs

Teacher Guide

Services



Spending



Goods



Understanding Wants and Needs

Teacher Guide



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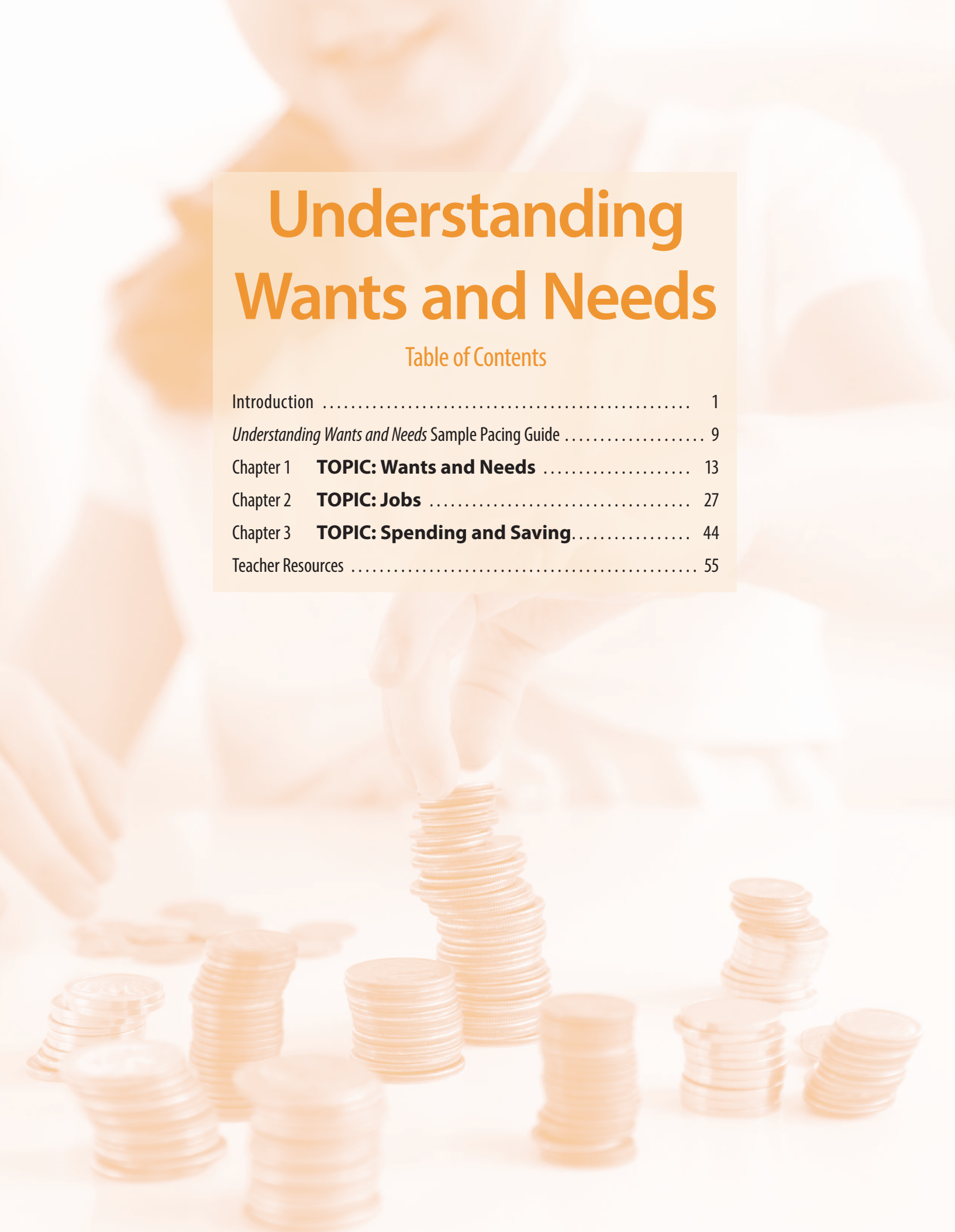
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Understanding Wants and Needs

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Understanding Wants and Needs

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade K

Introduction

ABOUT THIS UNIT

The Big Idea

People make decisions based on their wants and needs.

The actions a person takes are based on their wants, which are the things they would like to have and do, and their needs, which are the things they must have in order to survive. Some of those wants and needs are goods. Others are services.

People pay for their wants and needs with money, which they earn by working at a job. When you earn money, you have to make decisions about how much you will spend now and how much you will save for later.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- meanings of basic terms of spatial awareness necessary for working with maps
- how to use relative location to describe different places
- how people in the United States interact with their environment, including using natural resources and modifying their environment to create shelters
- how weather impacts daily life and choices, using examples of people in different weather conditions in the United States
- why people may move from place to place within the United States
- using schedules, calendars, and timelines to order events
- why we study history
- identifying and using primary and secondary sources
- state and federal holidays
 - New Year's Day
 - Martin Luther King Jr. Day
 - Inauguration Day
 - Washington's Birthday
 - Mardi Gras
 - Memorial Day
 - Juneteenth
 - Independence Day
 - Labor Day
 - Columbus Day
 - Veterans Day
 - Thanksgiving Day
 - Christmas Day
- historical figures
 - George Washington
 - Abraham Lincoln
 - Dr. Martin Luther King Jr.

- symbols and customs of Louisiana and the United States
 - United States flag and the Pledge of Allegiance
- cultures and traditions of Louisiana
 - music
 - » Cajun
 - » jazz
 - » zydeco
 - traditions
 - » king cake
 - » red beans and rice on Mondays
 - cuisine
 - » jambalaya
 - » gumbo
 - » bread pudding
 - » meat pies
 - » tamales

What Students Need to Learn

- the difference between a good and a service
- the difference between a need and a want
- how we make choices about what to buy
- what scarcity is
- how we make choices when resources are scarce
- different types of jobs in communities
- how people choose jobs
- how people use money
- the difference between saving and spending money
- reasons why people save money

AT A GLANCE

The most important ideas in Unit 3 are:

- Needs are things we must have to survive; wants are things that are nice to have.
- Goods are things we can (mostly) touch; services are actions that are done for us.
- Scarcity is when there isn't enough of something for everyone.
- Jobs are activities that people do to earn money.
- People earn money so they can spend it on their needs and wants.
- People save money for emergencies, special occasions, and expensive purchases.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Teacher Components

Understanding Wants and Needs Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students, too.

The instructional guidance for each chapter also includes SUPPORT notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Chapter Assessments, Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 55. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Understanding Wants and Needs Timeline Card Slide Deck—eight individual images depicting the main ideas related to understanding wants and needs. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and concepts from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The Timeline Cards may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 2



Chapter 3



Chapter 3

Student Component

The *Understanding Wants and Needs* Student Book includes three chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read the text on the Student Book pages aloud. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students' understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students' listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The *Understanding Wants and Needs* unit is one of four social studies units in the Grade K Bayou Bridges curriculum series that we encourage teachers to use over the course of the school year. A total of thirty-five days have been allocated to the *Understanding Wants and Needs* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade K units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Picture This

During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: Wants and Needs	What’s the difference between wants and needs?	communities, goods, services, needs, wants, businesses, scarcity
Chapter 2: Jobs	Why do people have jobs?	job, shipped, cafeteria, organize, florist, gardener, mechanic, engineer, journalist, podcaster
Chapter 3: Spending and Saving	Why do people spend and save money?	money, spend, save, wisely, trade, bills, coins, emergencies, value

Activity Pages

Activity Pages The following Activity Pages can be found in Teacher Resources, pages 68–70. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.



AP 1.1
AP 2.1
AP 3.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 2—My Job (AP 2.1)
- Chapter 3—Three Jars (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links, which you should check prior to using them in class.

Books

Faber, Polly. *All Through the Night: Important Jobs That Get Done at Night*. Illustrated by Harriet Hobday. Somerville, MA: Candlewick Press, 2022.

Ferrie, Chris, and Veronica Goodman. *ABC’s of Economics*. Naperville, IL: Sourcebooks Explore, 2020.

Hesse, Karen. *Night Job*. Illustrated by G. Brian Karas. Somerville, MA: Candlewick Press, 2018.

Kaplan, Michael B. *Betty Bunny Wants Everything*. Illustrated by Stephanie Jorisch. New York: Scholastic, 2014.

Mayer, Mercer. *Just Saving My Money*. New York: HarperCollins, 2010.

Nam, Jeong-hee. *Lion, King and Coin*. Illustrated by Lucia Sforza. Grand Rapids, MI: Eerdmans Books for Young Readers, 2017.

Rey, H. A. *Curious George Takes a Job*. New York: Clarion Books, 1974.

Rey, Margret, and H. A. Rey. *Curious George Saves His Pennies*. New York: Clarion Books, 2014.

Siegel, Randy. *One Proud Penny*. Illustrated by Serge Bloch. New York: Roaring Brook Press, 2017.

UNDERSTANDING WANTS AND NEEDS SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Understanding Wants and Needs

<p>"Wants and Needs" Core Lesson (TG & SB, Chapter 1, pages 2–4)</p>	<p>"Goods and Services" (TG, Chapter 1 Additional Activities)</p>	<p>"Goods, Services, and Curious George" (TG, Chapter 1 Additional Activities)</p>	<p>"Nizzy and Cooper's ABC Adventure" (TG, Chapter 1 Additional Activities)</p>	<p>"Nizzy and Cooper's ABC Adventure" (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Understanding Wants and Needs

<p>"Wants and Needs" Core Lesson (TG & SB, Chapter 1, pages 5–8)</p>	<p>"Wants and Needs: Crystal's New Bunny" (TG, Chapter 1 Additional Activities)</p>	<p>"Wants and Needs: Crystal's New Bunny" (TG, Chapter 1 Additional Activities)</p>	<p>"Wants and Needs" Core Lesson (TG & SB, Chapter 1, pages 9–12)</p>	<p>"Needs and Wants" (TG, Chapter 1 Additional Activities)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Understanding Wants and Needs

<p>"Needs and Wants" (TG, Chapter 1 Additional Activities)</p>	<p>"Needs and Wants" (TG, Chapter 1 Additional Activities)</p>	<p>"Needs and Wants" (TG, Chapter 1 Additional Activities)</p>	<p>"Needs and Wants" (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Understanding Wants and Needs

"Jobs" Core Lesson (TG & SB, Chapter 2, pages 13–17)	"Jobs" Core Lesson (TG & SB, Chapter 2, pages 18–23)	"Jobs" Core Lesson (TG & SB, Chapter 2, pages 24–25) "The Job Song" (TG, Chapter 2 Additional Activities)	"Then and Now: Jobs" (TG & SB, Chapter 2, pages 26–27)	"What's My Job?" (TG, Chapter 2 Additional Activities)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Understanding Wants and Needs

"My Job" (TG, Chapter 2 Additional Activities, AP 2.1)	Chapter 2 Assessment	"Spending and Saving" Core Lesson (TG & SB, Chapter 3, pages 28–30)	"What Is Money?" (TG, Chapter 3 Additional Activities)	"Spending and Saving" Core Lesson (TG & SB, Chapter 3, pages 31–36)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Understanding Wants and Needs

"Let's Go Shopping!" (TG, Chapter 3 Additional Activities)	"Curious George Saves His Pennies" (TG, Chapter 3 Additional Activities)	"Counting with Common Cents" (TG, Chapter 3 Additional Activities)	"Counting with Common Cents" (TG, Chapter 3 Additional Activities)	"Three Jars" (TG, Chapter 3 Additional Activities, AP 3.1)
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Understanding Wants and Needs

"Unit Review Scavenger Hunt" (TG, Chapter 3 Additional Activities) <blank line space>	Chapter 3 Assessment	Culminating Activity	Performance Task Assessment	Performance Task Assessment
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UNDERSTANDING WANTS AND NEEDS PACING GUIDE

_____’s Class

(A total of thirty-five days has been allocated to the *Understanding Wants and Needs* unit in order to complete all Grade K history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Understanding Wants and Needs

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Understanding Wants and Needs

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Understanding Wants and Needs

--	--	--	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Understanding Wants and Needs

--	--	--	--	--

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Understanding Wants and Needs

--	--	--	--	--

Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Understanding Wants and Needs

--	--	--	--	--

Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Understanding Wants and Needs

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CHAPTER 1

Wants and Needs

Primary Focus Objectives

- ✓ Identify examples of goods and services. (K.13, K.13.a, K.13.b)
- ✓ Differentiate between wants and needs. (K.15)
- ✓ Describe the concept of scarcity. (K.17)
- ✓ Understand the meaning of the following domain-specific vocabulary: *communities, goods, services, needs, wants, businesses, and scarcity.*

Materials Needed

Activity Page



AP 1.1

- individual student copies of *Understanding Wants and Needs* Student Book
- individual student copies of Letter to Family (AP 1.1)
- a song to play for a game of musical chairs
- five readily available student chairs
- a box of crayons

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Wants and Needs”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

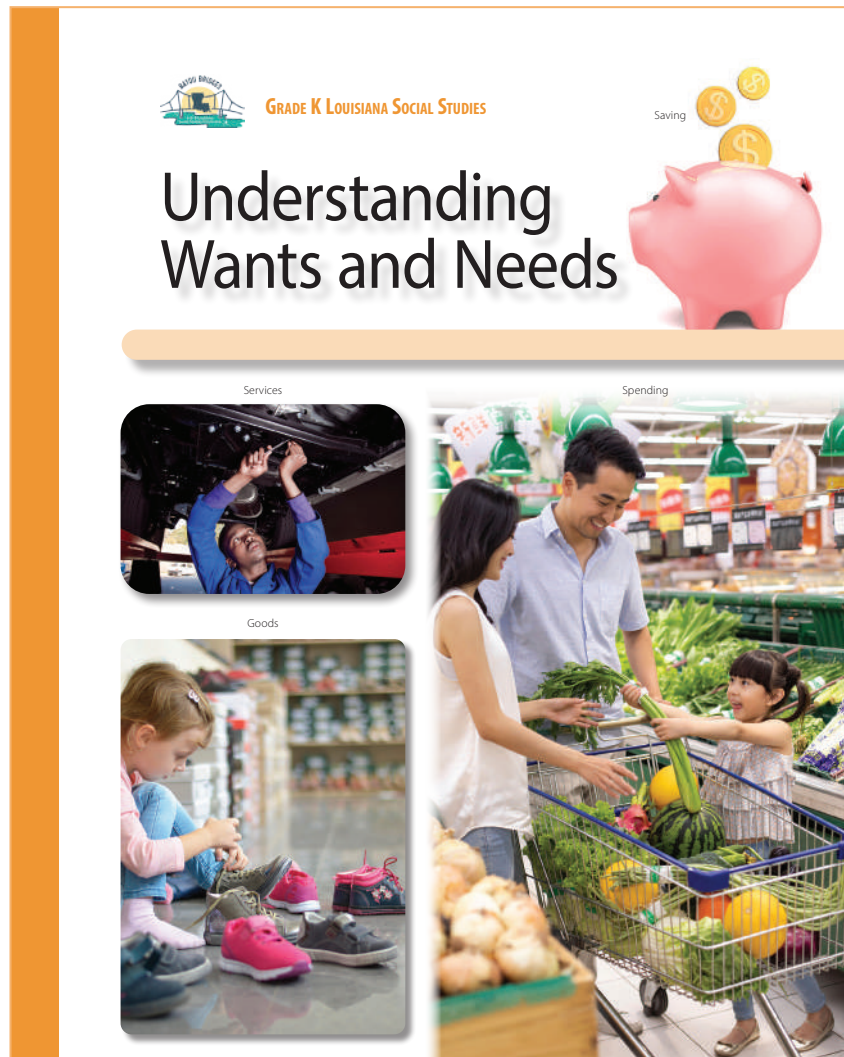
THE CORE LESSON

Introduce *Understanding Wants and Needs* and Chapter 1: “Wants and Needs”

Review the topics that students have already studied in Bayou Bridges. Explain that so far, they have learned about history, or people who lived long ago and events that happened long ago, and about geography, or maps and places.

Now students are going to learn about something different, called economics. Economics is about how things are made, bought, and sold.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Framing Question

What's the difference between wants and needs?

Core Vocabulary

communities goods services needs wants businesses scarcity

Chapter 1: “Wants and Needs”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Wants and Needs.”



CORE VOCABULARY—Explain that **communities** are groups of people who share something, such as a language, or have something in common, such as where they live.

SUPPORT—Direct students to the image on the page. Ask them to describe what the people in the image are doing. (*looking at the label of an item*) Explain that some people like to learn more about a product before deciding to buy it. **(K.3)**

Ask students the following questions:

INFERENTIAL—What choices do you think people in a community make? **(K.13)**

- » Answers may vary, but students may say that people make choices about the food and clothing they purchase. People also choose where they live, where they work, and sometimes even where they go to school.

EVALUATIVE—Why is it important to understand the choices people make? (K.3)

- » Understanding the choices people make helps us better understand how a community works.

Now ask students to look at the images on page 3 as you read aloud.

Some people make and sell goods. Goods are things you can buy. Clothes, toys, food, and books are all goods.



Most goods are things you can hold in your hands. But some goods cannot be held in your hand. Think about a movie you watch online or a game you play on a computer. Those are also goods.

3

CORE VOCABULARY—Explain that **goods** are things you can buy.

SUPPORT—Point to objects and students in the classroom. Ask students to identify whether each is a good or not. (*Objects are goods; people are not.*) (K.13, K.13.a)

Ask students the following questions:

LITERAL—What is a good? (K.13, K.13.a)

- » A good is a thing you can buy.

EVALUATIVE—Name two goods that are purchased at the grocery store. (K.13, K.13.a)

- » Answers may vary, but students may mention milk, fruit, vegetables, cheese, bread, meat, prepared dishes, cereal, snacks, medicine, or pet supplies.

EVALUATIVE—Does a good have to be something you can touch? Explain your answer. (K.13, K.13.a)

- » No, a good does not have to be something you can touch. Some goods cannot be touched, like a movie that you watch online. You can see the movie, but you cannot touch it with your hands.

Now ask students to look at the image on page 4 as you read aloud.



CORE VOCABULARY—Explain that **services** are tasks or jobs people do for one another.

SUPPORT—Explain that a plumber is a person who installs and repairs the pipes that bring water into and out of sinks, toilets, showers, and so on. Plumbers provide services—installing and repairing pipes. Sometimes plumbers also sell goods, such as pipes, faucets, and toilets.

SUPPORT—After reading the text to students, name the types of people students might encounter on their way to school, such as bus drivers, crossing guards, janitors, and classroom aides. Explain that each of these people provides a service. Prompt students to describe the service each person provides. (*A crossing guard helps people safely cross the street; a bus driver helps people travel between home and school; a janitor helps keep the school clean; a classroom aide helps students learn.*) (K.13, K.13.b)

Ask students the following questions:

LITERAL—What is a service? (K.13, K.13.b)

» A service is a job that a person does for another person.

LITERAL—What service does a doctor provide? (K.13, K.13.b)

» A doctor helps people when they are sick or hurt. They help people take care of their bodies.

EVALUATIVE—How are goods and services alike? How are they different? (K.13, K.13.a, K.13.b)

» Goods and services are alike because they can both be bought. They are different because goods are things and services are jobs done by people.

Now ask students to look at the image on page 5 as you read aloud.

How do people decide what goods and services to buy?



People buy goods and services to meet their needs and wants.

5

CORE VOCABULARY—Explain that **needs** are things that people must have to survive, like food, water, clothing, and shelter.

CORE VOCABULARY—Explain that **wants** are things that are nice to have but are not necessary for survival.

Ask students the following question:

EVALUATIVE—Why do people buy goods and services? **(K.3)**

- » People buy goods and services to meet their needs and wants.

Now ask students to look at the image on page 6 as you read aloud.

Needs are things people must have to survive. Food and water are needs. People also need clothing and shelter, like a house or apartment, to live in.



6

Ask students the following questions:

LITERAL—What are needs? **(K.15)**

- » Needs are things that people must have to survive.

LITERAL—What are the four things humans need to survive? **(K.15)**

- » Humans need food, water, clothing, and shelter to survive.

Now ask students to look at the images on page 7 as you read aloud.

Wants are things that are nice to have. Toys and video games are examples of wants.

People sometimes have to make choices to spend their money on wants or needs.



OR



You will learn more about money and its place in our world in Chapter 3.

7

SUPPORT—Explain to students that it’s possible for an item to be a need *and* a want. For example, food is a need. We need food to survive. But we choose which foods to eat based on what we want. Some days we want a sandwich. Some days we want chicken nuggets. Some days we want pizza.

Ask students the following questions:

LITERAL—What are wants? (K.15)

- » Wants are things that are nice to have.

EVALUATIVE—How are wants different from needs? (K.15)

- » Wants are different from needs because wants are things that aren’t needed for survival. Needs are things we must have in order to survive.

EVALUATIVE—Name two goods you want but do not need. (K.15)

- » Answers may vary but may include things like bicycles, toys, video games, books, ticketed experiences, electronic devices, and so on.

Now ask students to look at the images on page 8 as you read aloud.

It's good for communities when people buy what they need and what they want. When people buy things, they are supporting businesses.



Supporting businesses supports communities, too.



8

CORE VOCABULARY—Explain that **businesses** are stores or other places that sell goods or services.

SUPPORT—Explain to students that supporting a business means buying a good or service from it. When we buy a good or service, we give the business money. The owners of the business use that money to buy what they need and want.

Ask students the following questions:

LITERAL—How can people support businesses in their community? **(K.3)**

- » People can support businesses in their community by buying the goods and services the businesses offer.

INFERENTIAL—How does supporting businesses support communities? **(K.3)**

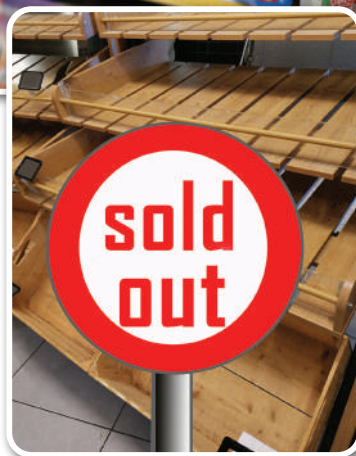
- » When you support a business, you buy things from it. That means you give the business money in exchange for goods or services. The owners of the business and the people they pay to work there use the money they make at other businesses in the community.

Now ask students to look at the images on page 9 as you read aloud.

Have you ever wanted a toy, but when you went to buy it, it was sold out? That happens when there's not enough of something for everyone who wants it.



We call that scarcity.
If something is scarce,
it is hard to find.



9

CORE VOCABULARY—Explain that **scarcity** is when there is not enough of something for everyone who wants it. Things that are scarce are hard to find.

MUSIC **SUPPORT**—Invite six volunteers to the front of the classroom for a quick game of musical chairs. Point out that when you take away a chair, there are more students than chairs to sit in. That makes it harder for everyone to find a chair. Explain that not having enough chairs for everyone is an example of scarcity. **(K.17)**

SUPPORT—Explain to students that “hard to find” doesn’t mean that the scarce item is playing hide-and-seek or that it’s lost. In this case, “hard to find” means that not many stores have it. A person who wants to purchase the item will probably have to go to many stores to find one that has it.

Ask students the following questions:

LITERAL—What is scarcity? **(K.17)**

» Scarcity is when there is not enough of something for everyone who wants it.

INFERENTIAL—When might certain toys or games be scarce? (K.17)

- » Certain toys or games might be scarce when a lot of people want to buy them at the same time. That might happen soon after they're released. It might also happen during gift-giving seasons, like the winter holidays.

Now ask students to look at the image on page 10 as you read aloud.

Let's say you are doing an art project in class and need to use some art supplies. Oh, no! There are not enough art supplies for everyone to use. This is scarcity too—when there isn't enough for everyone.



10

SUPPORT—Hold up a box of crayons. Tell students to imagine that these are the only crayons in the classroom. Explain that having so few crayons for the entire class would be an example of scarcity because there would not be enough crayons in one box for everyone.

Ask students the following questions:

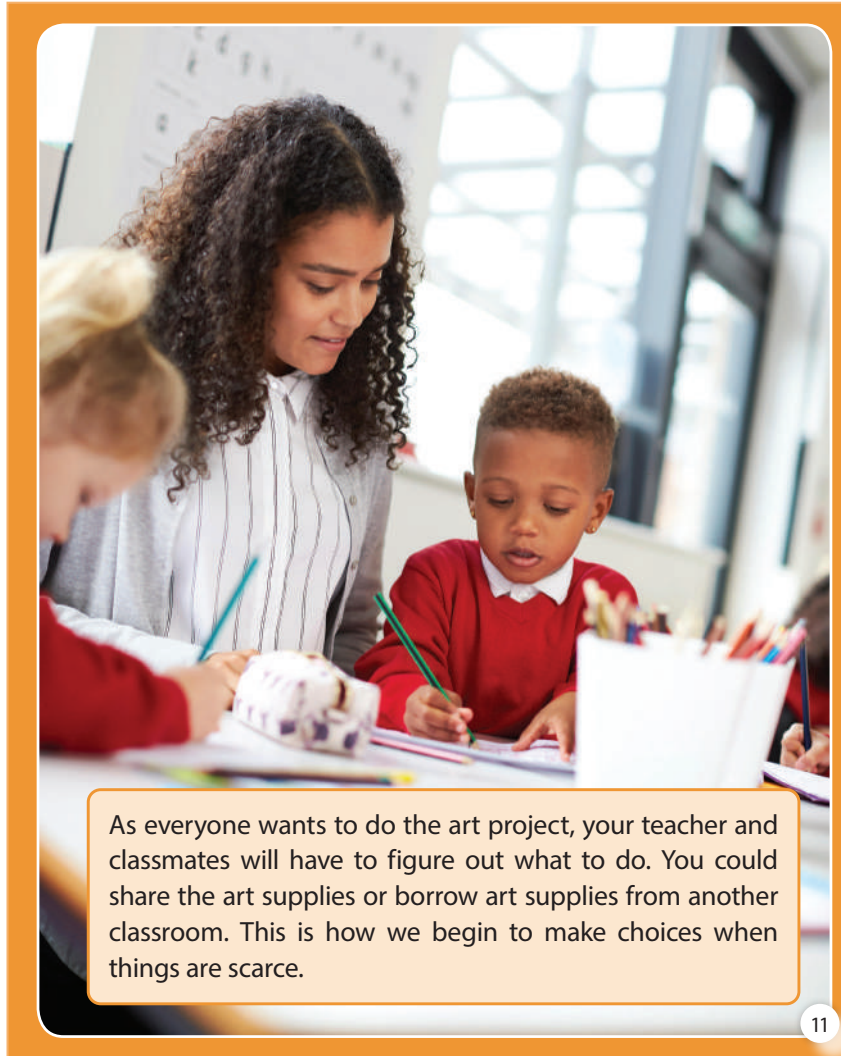
EVALUATIVE—The ice cream shop just ran out of the flavor you were going to order. Is this an example of scarcity? Why or why not? (K.17)

- » Yes, this is an example of scarcity because there is not enough of that flavor of ice cream for everyone who wants to order it.

INFERENTIAL—Scarcity happens when there isn't enough of something for everyone who wants it. How do you think the scarcity ends? **(K.17)**

- » Answers will vary. Students may suggest that the scarcity ends when people no longer want the scarce item or when more of the item is produced.

Now ask students to look at the image on page 11 as you read aloud.



SUPPORT—Hold up the box of crayons again. Tell students to imagine that they have to color something but that crayons are scarce. They only have this one box for the whole class. What can they do? *(They can take turns using the crayons; some people can use the crayons while others use markers.)* **(K.17)**

Ask students the following question:

LITERAL—How can people still accomplish things when resources are scarce? **(K.17)**

- » People can share or borrow things when resources are scarce.

Now ask students to look at the image on page 12 as you read aloud.

Scarcity is not just about toys or art supplies. When something is scarce, such as a book or even food, there is not enough for everyone to have.

When a good or service is scarce, its price goes up.



12

SUPPORT—Explain that when a price goes up, the good or service costs more. That means you need more money to buy the good or service.

Ask students the following questions:

EVALUATIVE—Look at the image on page 12. These grocery store shelves are usually filled with bread. Is there a scarcity of bread at this store or not? How do you know? **(K.17)**

- » There is a scarcity of bread at this store. Scarcity is when there isn't enough of something for everyone who wants it. This store only has one loaf of bread on its shelves. That will not be enough bread for everyone who shops here.

LITERAL—How does the price of a good change when it is scarce? **(K.17)**

- » The price of a good goes up when the good is scarce.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What’s the difference between wants and needs?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What’s the difference between wants and needs?

- » Needs are things that people must have to survive, such as food, water, shelter, and clothing. Wants are things a person would like to have but that are not necessary for survival, such as toys and video games.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

Jobs

Primary Focus Objectives

- ✓ Identify jobs and industries within a school and community. (K.16)
- ✓ Understand how jobs are related to goods and services. (K.13, K.13.a, K.13.b)
- ✓ Explain the importance of certain jobs within a community. (K.16)
- ✓ Understand the meaning of the following domain-specific vocabulary: *job, shipped, cafeteria, organize, florist, gardener, mechanic, engineer, journalist, and podcaster.*

Materials Needed

- individual student copies of *Understanding Wants and Needs* Student Book

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Jobs”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Jobs”

Help students recall what they heard about goods, services, wants, needs, and scarcity in Chapter 1. Explain that in this chapter, they will hear about the people who make the goods and provide the services that we want and need.

Framing Question

Why do people have jobs?

Core Vocabulary

job **shipped** **cafeteria** **organize** **florist** **gardener** **mechanic**
engineer **journalist** **podcaster**

Chapter 2: “Jobs”

Distribute copies of the Student Book. Ask students to turn to page 13 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Jobs.”

CHAPTER 2

Jobs

A job is a special activity that grown-ups do. Jobs help people create things and keep our world running smoothly. People usually earn money for the jobs they do. You might also earn money by doing chores around the house.



Take a look at the pictures. Can you see the different types of jobs these people have?

13

CORE VOCABULARY—Explain that a **job** is a special activity that grown-ups do.

SUPPORT—Explain that adults aren’t the only people who have jobs. Teenagers often have jobs, too. Some teenagers work as babysitters. Others work in restaurants or stores.

SUPPORT—Explain that people use the money they earn in their jobs to pay for goods and services.

SUPPORT—Ask students to think about the grown-ups in their lives. Invite them to share what jobs those grown-ups do. Point out that being a teacher is your job. **(K.16)**

SUPPORT—Have students point to the top image. Ask students if they know what job is shown in the image. Confirm that the image shows a dentist performing her job. Explain that a dentist is someone who helps us take care of our teeth.

SUPPORT—Now have students point to the bottom image. Ask students if they know what job is shown in that image. Explain that this image shows construction workers doing their jobs. Construction workers work together to build things such as houses, schools, and office buildings.

Ask students the following questions:

EVALUATIVE—Why are jobs important? **(K.3)**

- » Jobs are important because they help people create things and keep our world running smoothly. People also earn money from jobs, and they use that money to pay for goods and services.

LITERAL—How old do you have to be to have a job? **(K.3)**

- » You have to be a teenager or a grown-up to have a job.

Now ask students to look at the image on page 14 as you read aloud.

Some people even have jobs where they create or grow the goods that we purchase. Farmers grow fruits and vegetables. You can buy the fruits and vegetables at the grocery store, at the farmers market, or in a restaurant.



14

SUPPORT—Tell students that farmers aren't the only people in a community who make or grow things. Read the last sentence aloud again. Ask, "What happens in a restaurant?" (*Possible responses: People make food. People eat food. People buy food.*) Reinforce the idea that people who work in restaurants make food that other people buy. Then help students brainstorm other products that might be made in your community. It may be helpful to ask students if they know any adults who make or build things. **(K.16)**

Ask students the following question:

LITERAL—What job would you have if you grow fruits and vegetables to sell to other people?
(K.16)

- » If you grow fruits and vegetables to sell to other people, you would be a farmer.

Now ask students to look at the images on page 15 as you read aloud.

Bakers make bread and other baked goods. You can buy the baked goods at the grocery store, at a bakery, or in a restaurant.



People all over the world enjoy eating different kinds of baked goods.



15

SUPPORT—Use the board or chart paper to list other baked goods one might find in a bakery, such as cookies, pies, cakes, bagels, rolls, buns, and brownies. Explain that all of these items are baked inside an oven, which is why they are known as *baked goods* and sold in a *bakery*.

Ask students the following questions:

EVALUATIVE—Look at the top image on the page. What is this person’s job? How do you know?
(K.3, K.16)

- » This person is a baker. I know this because he is standing in front of racks of bread and wearing an apron. Bakers make bread and other baked goods, and they often wear aprons to keep their clothes clean while baking.

EVALUATIVE—How do people with jobs like the person in this image help their communities? (K.16)

- » People who have jobs like this baker help their communities by making and selling food to people. Food is a need. People must have food to survive. People who make and sell food make life better for other people in their community.

Now ask students to look at the images on page 16 as you read aloud.



SUPPORT—Before reading the flowchart aloud, explain that this type of graphic organizer is called a flowchart because the reader is meant to follow the flow, or path, of information. The arrows tell us which direction to read. Remind students that when we read a page of text, we always start on the left. That’s where you’ll start reading the flowchart. After you read the first box, demonstrate how you follow the arrow to the next box. Guide students through the rest of the flowchart as you read it aloud.

SUPPORT—Explain that factories are places where people use tools and machines to make goods.

Ask students the following questions:

LITERAL—Look at the flowchart. How many different types of jobs are involved in getting new clothing designs to people? **(K.16)**

- » Four: fashion designers, factory workers, drivers, and shopkeepers or salespeople all play a role in getting new clothing designs to people.

EVALUATIVE—What goods are you wearing today? **(K.13, K.13.a)**

- » Answers may vary but might include a shirt, pants, a skirt, a dress, shorts, a sweatshirt, a sweater, socks, shoes, boots, a hat, a vest, a coat, or a jacket.

Now ask students to look at the image on page 17 as you read aloud.

You might enjoy playing with dolls, race cars, board games, or kites! But have you ever wondered where these toys come from?



Toys are made in factories. The toys in this picture were put together in a toy factory by factory workers. Some toy factories are in other countries. Those toys are shipped overseas on big ships. Then they go onto a freight train or truck to be delivered to the store.

17

CORE VOCABULARY—Explain that the word **shipped** means sent a long distance by boat, airplane, truck, or train.

SUPPORT—Use the toy-making process to help students practice sequence words. Say: Imagine that a new toy is being sent to our city from another country. What is the first thing that will happen? (*First, the toy will be put together by a factory worker.*) What will happen next? (*Next, the toy*

will be shipped from the other country to the United States.) What happens last? (Last, the toy will be brought to our city on a train or a truck.) (K.3)

Ask students the following questions:

LITERAL—Where are toys made? Who makes them? (K.16)

» Toys are made in factories. Factory workers make them.

LITERAL—How are toys moved from one country to another? (K.3)

» Toys are shipped from one country to another on big ships.

Now ask students to look at the image on page 18 as you read aloud.



CORE VOCABULARY—Explain that a **cafeteria** is a place where customers serve themselves food or are served food at a counter. Customers carry their own food to a table in a cafeteria. If your school has a cafeteria, you may wish to point that out.

SUPPORT—Review the definition of *services* from Chapter 1: services are tasks or jobs people do for one another.

SUPPORT—Explain to students that cafeteria workers provide the services of preparing, cooking, and serving food. They also plan meals and clean up after customers.

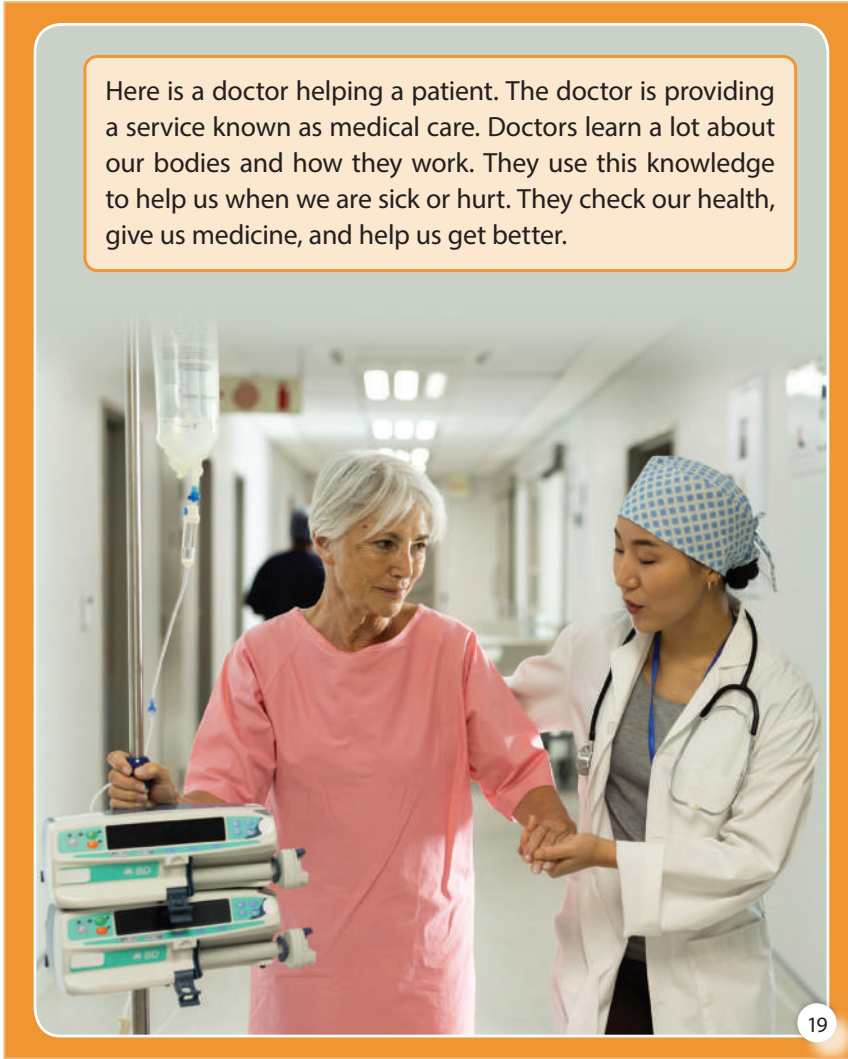
Ask students the following question:

EVALUATIVE—How are services different from goods? (K.16)

- » Goods are usually things that can be held or touched. Services cannot be held or touched. They're actions that make other peoples' lives better.

Now ask students to look at the image on page 19 as you read aloud.

Here is a doctor helping a patient. The doctor is providing a service known as medical care. Doctors learn a lot about our bodies and how they work. They use this knowledge to help us when we are sick or hurt. They check our health, give us medicine, and help us get better.



SUPPORT—Remind students about the image of the dentist they saw on page 13. Explain that a dentist is a type of doctor who specializes in teeth.

SUPPORT—Explain that doctors, nurses, and dentists provide a service. But the medicine they give us is a good.

Ask students the following questions:

LITERAL—Which type of service provider offers medical care? (K.16)

- » Doctors offer medical care.

EVALUATIVE—Why is medical care considered a service, not a good? (K.3, K.13, K.13.b)

- » Goods are things you can buy. They can usually be touched or seen. Services are tasks or jobs people do for one another. They cannot be touched or held. Medical care is a job and a task, and it cannot be touched or held. That’s why it’s a service. Medicine, though, can be touched and held, so it is a good.

Now ask students to look at the image on page 20 as you read aloud.

Another service that helps keep people safe is done by firefighters. Firefighters have a very important job. They go through training and use special equipment to keep them and us safe. Firefighters provide us with a service called fire protection.



Ask students the following questions:

LITERAL—What service do firefighters provide? (K.16)

- » Firefighters provide fire protection.

LITERAL—What is the purpose of a firefighter’s job? (K.16)

- » The purpose of a firefighter’s job is to keep people safe.

Now ask students to look at the images on page 21 as you read aloud.

Another type of service is done by police officers. Like firefighters, police officers help people.



They make sure rules are followed to keep everyone in our community safe.

21

Note: Students will learn more about rules in the next unit, *Being Part of a Community*.

Ask students the following questions:

LITERAL—Who makes sure rules are followed in a community? **(K.16)**

» Police officers make sure rules are followed in a community.

EVALUATIVE—Besides police officers, who else keeps people in a community safe? **(K.16)**

» Answers may vary but may include firefighters, doctors, dentists, and teachers.

Now ask students to look at the image on page 22 as you read aloud.

Have you ever visited the library? Libraries are places where we can find and borrow books to read. Who helps us find the books we want to read?



The person who does that job is the librarian. Librarians organize books, help us find the books we are looking for, and often suggest books we might like.

22

CORE VOCABULARY—Explain that when we **organize** something, we put it into order.

SUPPORT—Ask students to identify whether their school has a library or not. If it does, have the students say the librarian’s name. **(K.16)**

SUPPORT—Ask students to raise their hand if they have ever been to a public library. Help students identify the public libraries in your community, either by name or location. **(K.3)**

Ask students the following questions:

LITERAL—What do we call a person who helps us find books we want to read? **(K.16)**

» A person who helps us find books we want to read is called a librarian.

LITERAL—What tasks are performed by people who work in the library? **(K.3, K.16)**

» People who work in the library organize books, help people find books, and suggest books that other people might like to read.

Now ask students to look at the images on page 23 as you read aloud.

When you walk around your neighborhood, you might see people doing their jobs.



You might meet the postal worker delivering mail, a person directing traffic, or the garbage collector picking up trash. All these people have different jobs. Without them, our community wouldn't work as well.

23

SUPPORT—As you read the page aloud, have students point to the corresponding image of each person as you describe their job. (K.3)

Ask students the following questions:

LITERAL—What service do postal workers provide? (K.16)

» Postal workers deliver the mail.

LITERAL—Which job makes sure that the community is clean? How? (K.16)

» Garbage collectors make sure communities stay clean by picking up trash.

EVALUATIVE—How are the jobs on page 23 alike? (K.3)

» Answers may vary but might mention that all three jobs require a uniform, all three jobs take place outside, all three jobs are performed standing up, or all three jobs provide a service.

Now ask students to look at the images on page 24 as you read aloud.



Do you wonder why there are so many different jobs? Well, jobs help our communities work for everyone! Another reason is that people like to do different things.

Some people choose their job based on what they enjoy. Someone who loves flowers might choose a job as a florist or gardener. A person who loves fixing things might become a mechanic.

24

CORE VOCABULARY—Explain that a **florist** is a person who sells flowers and plants.

CORE VOCABULARY—Explain that a **gardener** is a person who takes care of plants and trees. Some people do this for fun at their own homes. Some gardeners are paid to work at other people's homes.

CORE VOCABULARY—Explain that a **mechanic** is a person who fixes vehicles, such as cars or trucks.

SUPPORT—As you read aloud, prompt students to point to the florist and the mechanic on page 24.

Ask students the following questions:

EVALUATIVE—Why are there so many different types of jobs? **(K.3)**

- » There are so many different types of jobs because they help communities work for everyone and because people like to do different types of things.

LITERAL—What does a mechanic do? **(K.16)**

- » A mechanic fixes things.

INFERENTIAL—Why would a person want to choose a job based on what they enjoy? (K.16)

- » Answers will vary. Students may say that people will be good at their jobs if they enjoy what they're doing. They may also point out that people spend a lot of time at their jobs, so it would be helpful to enjoy the work they do. Some students might say that it is easier to learn a new skill when you enjoy what you're learning about.

Now ask students to look at the images on page 25 as you read aloud.



Another reason why someone might choose a job is that they are good at it. Everyone is good at different things.



A person who is good at building might become a construction worker or engineer. A person who is good at storytelling may become a journalist or podcaster.

There are different jobs for different talents.

25

SUPPORT—Remind students about the image of the construction workers that they saw on page 13.

CORE VOCABULARY—Explain that an **engineer** is a person who uses science and math to build useful objects or buildings.

CORE VOCABULARY—Explain that a **journalist** is a person who writes for a newspaper or magazine or for a radio, television, or online news source.

CORE VOCABULARY—Explain that a **podcaster** is a person who creates a program you can listen to over the Internet.

Ask students the following questions:

EVALUATIVE—Why might a person choose a certain job? (K.3, K.16)

- » A person might choose a certain job because they are good at it or because they enjoy it.

LITERAL—What type of job might be chosen by a person who is good at building things? (K.16)

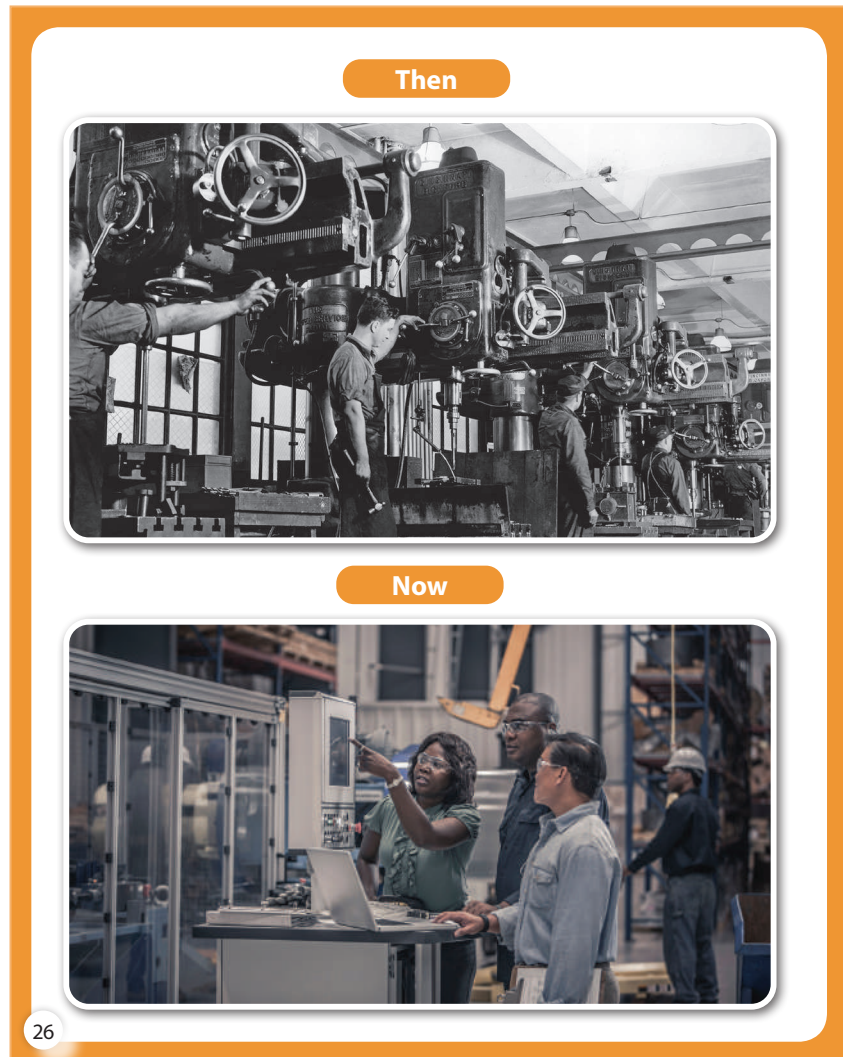
- » A person who is good at building things might choose to become an engineer or a construction worker.

EVALUATIVE—What type of job might be chosen by a person who likes to help people? (K.16)

- » Answers will vary but may include a teacher, a nurse, a doctor, a librarian, a firefighter, or a police officer.

Then and Now, pages 26 and 27

Ask students to look at the images on page 26.



26

Tell students that these images show people working in a factory. Remind students that a factory is a place where workers use tools and machines to make goods.

Have students compare the Then and Now images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? (K.3)

- » Both of the images show people working in factories. The people are standing while they work. The images also show many machines.

EVALUATIVE—What is different in the images? (K.3)

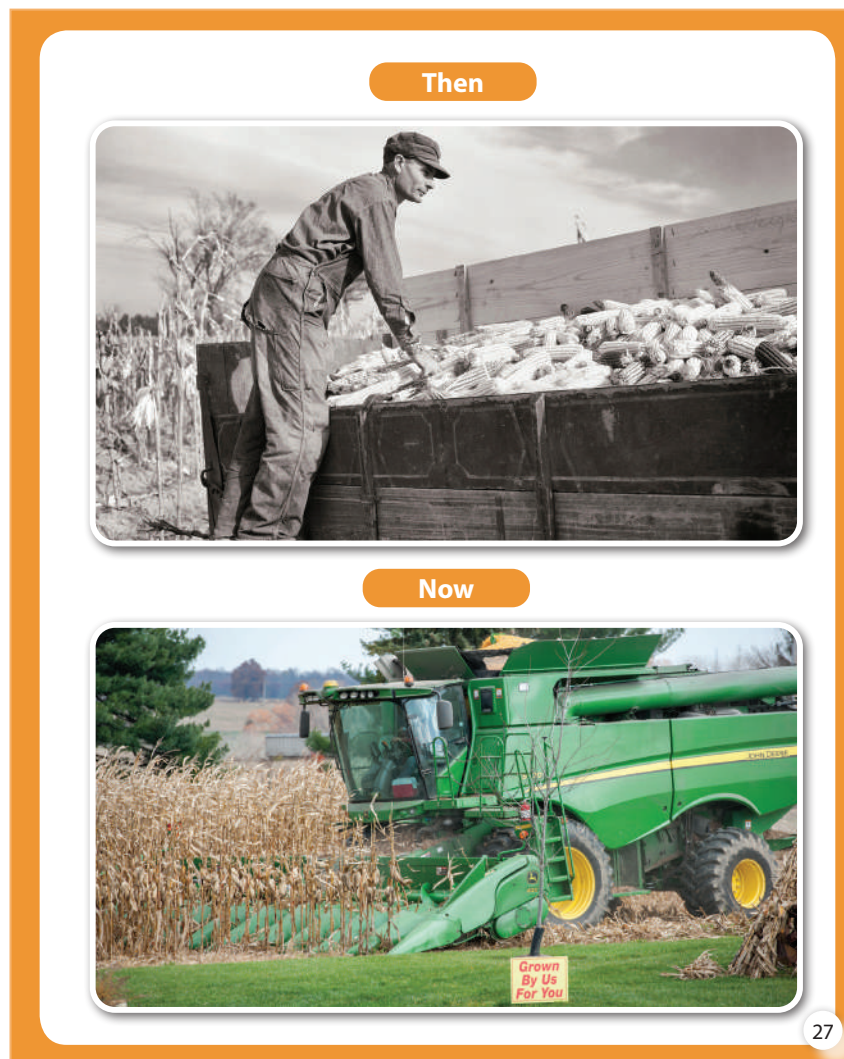
- » The people in the Then image are all men. One of the people in the Now image is a woman. The people in the Now image are wearing safety gear, such as protective eyewear. A man in the background is wearing a helmet. Nobody in the Then image is wearing safety gear. The men in the Then image are all working on the same type of machine. There are many different types of machines in the Now image. The people in the Now image are using computers. There are no computers in the Then image.

Note: You may wish to point out that even though the Then image does not show it, women did work in factories in the past, as well.

EVALUATIVE—What job do you think the people in the Then picture have? Why? (K.3, K.16)

- » Answers may vary, but students may say that the people in the Then picture are mechanics because they look like they are fixing or working on machines.

Have students look at the images on page 27.



Explain that these images show farms in the past and today. Guide students to recall what people do on farms. (*They grow food to sell and for people to eat.*)

Have students compare the Then and Now images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? **(K.3)**

» Both images show wheeled vehicles that hold harvested food.

EVALUATIVE—What is different in the images? **(K.3)**

» The wagon in the Then image is made of wood. The machine in the Now image looks shiny and new. It's made of some type of metal. We can see the farmer in the Then image. We can't see the person in the machine in the Now image.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: "Why do people have jobs?"



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—Why do people have jobs?

» People have jobs to keep our communities running smoothly. People with jobs make things, fix things, help others, and keep people safe and healthy. They also provide people with money to pay for goods and services.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Spending and Saving

Primary Focus Objectives

- ✓ Explain the difference between spending and saving. (K.14)
- ✓ Describe why people spend and save money. (K.14)
- ✓ Compare reasons to spend and save money. (K.14)
- ✓ Understand the meaning of the following domain-specific vocabulary: *money, spend, save, wisely, trade, bills, coins, emergencies, and value.*

Materials Needed

- individual student copies of *Understanding Wants and Needs Student Book*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Spending and Saving”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Spending and Saving”

Ask students to imagine that they want a new toy or need a new pair of shoes. How do they get the toy or the shoes? Most likely, someone buys it for them. Explain that in this chapter, students will learn about money—what it is and how it helps us get what we need and what we want.

Framing Question

Why do people spend and save money?

Core Vocabulary

money spend save wisely trade bills coins
emergencies value


Chapter 3: “Spending and Saving”

Distribute copies of the Student Book. Ask students to turn to page 28 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Spending and Saving.”

CHAPTER
3

Spending and Saving

People use money to buy goods like toys or food. They also use money to pay for services, like haircuts. Some things cost more money than others. Understanding money can help you spend and save wisely.

A photograph showing a young girl with dark hair sitting in a chair, looking to the right. A person's hands are visible, holding a pair of scissors and cutting her hair. The background is dark with some blue light accents.

28

CORE VOCABULARY—Explain that **money** is something, such as coins or paper bills, that is traded for goods and services.

CORE VOCABULARY—Explain that when we **spend** money, we are using it to buy goods or services. Once you spend money, you no longer have it.

CORE VOCABULARY—Explain that when we **save** money, we do not immediately use it to buy goods and services. We hold on to it so that it can be used in the future.

CORE VOCABULARY—A person who spends and saves **wisely** bases their decisions on good judgment and information.

Ask students the following questions:

LITERAL—How do people use money? (K.14)

» People use money to buy goods and services. They also save money.

EVALUATIVE—What service was purchased in the image on page 28? How do you know? **(K.3, K.14)**

- » A haircut was purchased in the image on page 28. The boy is getting a haircut at a barber shop or a salon, where haircuts cost money.

Now ask students to look at the image on page 29 as you read aloud.

Before money, people used to trade things they had for things they needed. For example, a farmer might trade milk for bread from a baker. Today, money makes it easier to trade!



29

CORE VOCABULARY—Explain to students that when people **trade**, they are exchanging goods, or giving one thing to get something different.

SUPPORT—Ask students if they have ever given a friend something from their lunch in exchange for something from their friend’s lunch. Provide the example of offering your potato chips in exchange for a friend’s cookie. Explain that exchanging potato chips for a cookie is a trade.

Ask students the following questions:

LITERAL—How did people purchase goods and services before money existed? **(K.3)**

- » Before money, people purchased goods and services by trading what they already had.

EVALUATIVE—Is using money easier or harder than trading for what we want? Why? (K.3, K.14)

- » Using money to buy what we want is easier than trading. A person who wants to trade with someone might not have the thing the other person wants. They would first have to trade with someone else to get that item before they can trade to get the thing they want. When we use money, everyone is trading for the same thing.

Now ask students to look at the images on page 30 as you read aloud.



In the United States, we use bills and coins as money. Remember George Washington? He was the first president of the United States.

George Washington's picture is on the one-dollar bill.



30

CORE VOCABULARY—Explain that **bills** are pieces of paper money. In the United States, we have one-dollar, five-dollar, ten-dollar, twenty-dollar, fifty-dollar, and one-hundred-dollar bills. We also have two-dollar bills, but those are rare.

CORE VOCABULARY—Explain that **coins** are round pieces of money made of metal. In the United States, coins are worth one cent, five cents, ten cents, or twenty-five cents. We also have fifty-cent and one-dollar coins, which are rarer.

SUPPORT—Direct students to page 29. Point out the coins in the image on that page.

SUPPORT—Remind students that they learned about George Washington in the last unit. Invite volunteers to share what they remember about him. Ask: Why do you think George Washington's picture is on our money? (*He was the first president of the United States.*) (K.4.c)

Ask students the following questions:

LITERAL—What forms of money are used in the United States? **(K.3, K.4)**

- » Bills and coins are used as money in the United States.

LITERAL—Whose picture is on the one-dollar bill? **(K.4.c)**

- » George Washington’s picture is on the one-dollar bill.

Now ask students to look at the image on page 31 as you read aloud.

You can also save money. Saving money means you do not spend it right away. You keep it for later. Why might you want to save money?



31

SUPPORT—Point out the piggy bank on the page. Explain that putting money in a bank like this is one way to save money. Tell students that some people keep their money in a jar or an envelope. Another way to save is to give money to someone else to hold for us until we need it later.

Ask students the following question:

LITERAL—What does it mean when a person says they are saving their money? **(K.3)**

- » A person who is saving their money does not spend it right away. They keep their money for later.

Now ask students to look at the image on page 32 as you read aloud.

You might want to buy something that costs more money than you have. By saving your money, you can buy this item later when you have enough money saved.



32

SUPPORT—Direct students to the image on the page. Ask: What kind of money is in the jar—bills or coins? (*coins*)

Ask students the following questions:

LITERAL—What could you do if you wanted to buy something that cost more money than you have right now? (**K.14**)

- » You could save your money until you have enough to buy the item.

EVALUATIVE—When you save money, are you planning to use it in the present or in the future? (**K.3**)

- » When we save money, we are holding on to it so we can use it in the future.

Now ask students to look at the images on page 33 as you read aloud.

Sometimes people need money for emergencies. It could be to fix a broken car or make repairs to a fence that was blown down in a storm. Saving money can help people pay for emergencies.



As you grow up, you might want to save money for larger things like college, a house, or a car. Thinking ahead helps you make smart choices about spending and saving.

33

CORE VOCABULARY—Explain that **emergencies** are unexpected events that have to be handled right away.

SUPPORT—Remind students that a mechanic is a person who fixes cars and trucks. Explain that the man in the top image on page 33 is paying the mechanic to fix his car.

Ask students the following questions:

LITERAL—What do people mean when they say they are saving money for an emergency? **(K.3, K.14)**

- » When people say they are saving money for an emergency, they mean they are saving money for a cost they didn't know they would have.

LITERAL—How does planning ahead help people make smart choices about using their money? **(K.3, K.14)**

- » Planning ahead helps people decide what things they will want to purchase in the future. Knowing that helps them figure out how much money they will need to save.

LITERAL—What are some big purchases people save their money for? (K.3, K.14)

- » People save their money for big purchases such as college, a house, or a car.

Now ask students to look at the images on page 34 as you read aloud.



Saving money also gives us choices.

When you save money, you can choose between different goods and services. You can choose to spend money on your wants.



34

SUPPORT—Point out the credit card in the image with the computer. Explain that credit cards are a tool to help us spend money.

Ask students the following questions:

LITERAL—How does saving money give us choices? (K.3, K.14)

- » Saving money allows us to choose which goods and services we spend our money on.

EVALUATIVE—How do you decide what to spend your money on? (K.14)

- » Answers will vary. Students may mention comparing their needs versus wants, the prices of certain items, how much they want something, or whom they are purchasing the item for. Students may also mention the scarcity or availability of items.

Now ask students to look at the image on page 35 as you read aloud.



Some people save money to spend later on special events. Holidays like Thanksgiving are special in the United States. Families often share a big meal together and spend money on special foods like turkey and pie.

35

SUPPORT—Invite students to name other special events that people might save money for. (*birthdays, vacations, Christmas, etc.*) (K.14)

Ask students the following questions:

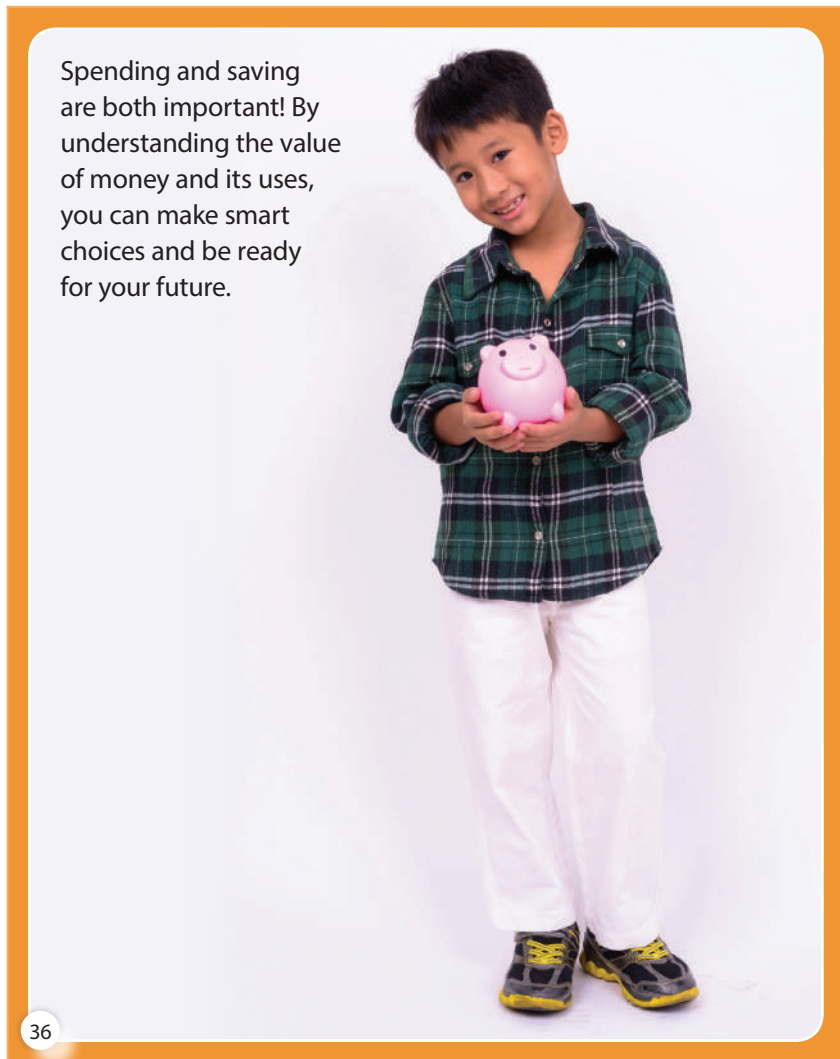
LITERAL—What do people spend money on for Thanksgiving? (K.14)

- » People spend money on special foods for Thanksgiving.

INFERENTIAL—Why do you think people save money to spend on holidays like Thanksgiving? (K.14)

- » Answers may vary but may include ideas such as Thanksgiving and other holidays are important because they are when families come together to celebrate their love for one another. These are special events, and people want to make them extra special with good food, gifts, or other traditions.

Now ask students to look at the image on page 36 as you read aloud.



Spending and saving are both important! By understanding the value of money and its uses, you can make smart choices and be ready for your future.

CORE VOCABULARY—Explain that an item’s **value** is how much it is worth.

SUPPORT—Review the definition of *future* from Unit 2, *Understanding the Past*: the future is a time that has not happened yet.

Ask students the following questions:

EVALUATIVE—Which is more important: spending or saving? Why? **(K.14)**

- » Spending and saving are equally important. Sometimes we have to spend money on things we need right away. Sometimes we have to save money for bigger purchases or emergencies.

EVALUATIVE—Why is it important to understand how money is used? **(K.3)**

- » If we know how money is used, we can make smart choices about how to spend and save it. We can make decisions about how we want to use it in the future.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “Why do people spend and save money?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—Why do people spend and save money?

- » People spend money to buy the goods and services they need and want. They save money for more expensive wants, like cars, college, and houses. They save money for special events like holidays and birthdays. They also save money for emergencies, such as car repairs.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

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2022 Louisiana Standards for Social Studies: Grade K 71**Answer Key: *Understanding Wants and Needs*—Chapter Assessments 73**

Chapter 1 Assessment: *Wants and Needs*

Make sufficient copies of the Student Answer Sheet for each student; see pages 57–58 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which is an example of a want? **(K.15)**
 - a) an orange
 - b) a shirt
 - c) a toy

2. Which is an example of a need? **(K.15)**
 - a) a book
 - b) a meal
 - c) a video game

3. Which is an example of a good? **(K.13, K.13.a)**
 - a) a book
 - b) a bus ride
 - c) a dentist visit

4. Which is an example of a service? **(K.13, K.13.b)**
 - a) a bus ride
 - b) groceries
 - c) a tablet

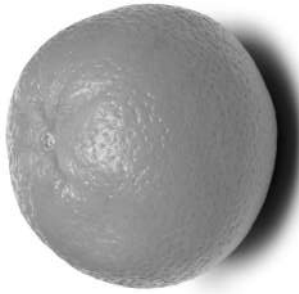
5. What is scarcity? **(K.17)**
 - a) when there is too much of something
 - b) when there is the right amount of something
 - c) when there is not enough of something

Name _____

Date _____

Chapter 1 Assessment Student Answer Sheet: *Wants and Needs*

1. a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Chapter 1 Assessment Student Answer Sheet: *Wants and Needs*

4.

a.



b.



c.



5.

a.



b.



c.



Chapter 2 Assessment: Jobs

Make sufficient copies of the Student Answer Sheet for each student; see pages 60–61 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which types of people have jobs? **(K.16)**
 - a) adults
 - b) babies
 - c) children

2. Which is a reason why people have jobs? **(K.16)**
 - a) to have fun
 - b) to help others
 - c) to go on a trip

3. Which job provides a service? **(K.13, K.13.b, K.16)**
 - a) farmer
 - b) police officer
 - c) toy maker

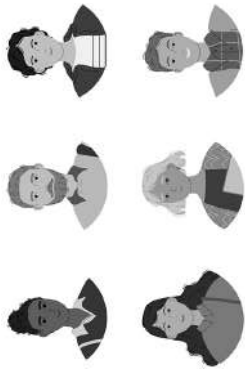
4. Which job would be a good fit for a person who likes to fix things? **(K.16)**
 - a) firefighter
 - b) journalist
 - c) mechanic

5. Which job would be a good fit for someone who likes to help others *and* likes to read? **(K.16)**
 - a) dentist
 - b) farmer
 - c) librarian

Chapter 2 Assessment Student Answer Sheet: Jobs

1.

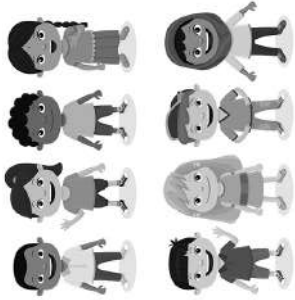
a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: Jobs

4.

a.



b.



c.



5.

a.



b.



c.



Chapter 3 Assessment: *Spending and Saving*

Make sufficient copies of the Student Answer Sheet for each student; see pages 63–64 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What do you do when you save money? **(K.14)**
 - a) You give it to someone else.
 - b) You use it right away.
 - c) You keep it for later.
2. Molly doesn't have enough money to buy a new doll. What should she do? **(K.14)**
 - a) save until she has enough money to buy it
 - b) buy something else to make a doll
 - c) hope that someone buys the doll for her
3. Who is on the one-dollar bill? **(K.4, K.4.c)**
 - a) Martin Luther King Jr.
 - b) Abraham Lincoln
 - c) George Washington
4. What might a person spend their money on right away? **(K.14)**
 - a) a gallon of milk
 - b) a special event
 - c) a new house
5. What is something a person might save money for? **(K.14)**
 - a) a bus ride
 - b) a car
 - c) groceries

Name _____

Date _____

Chapter 3 Assessment Student Answer Sheet: Spending and Saving

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Chapter 3 Assessment Student Answer Sheet: *Spending and Saving*

4.

a.



b.



c.



5.

a.



b.




c.



Culminating Activity: *Classroom Mural*

Classroom Mural

Materials Needed: sufficient copies of coloring pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler

 **Background for Teachers:** Use this link to download the Bayou Bridges Online Resources for this unit, where the links to the coloring pages may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is complete, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents.

Performance Task: *Understanding Wants and Needs*

Materials Needed: four blank 5" x 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of the *Understanding Wants and Needs* Student Book

Teacher Directions: In this unit, students learned about basic economics. They learned about the differences between goods and services and how people purchase goods and services to fulfill their wants and needs. They learned how buying things supports businesses and communities. They also learned about the concept of scarcity. Students then learned about the different types of jobs people can have as well as how those jobs help their communities. Finally, students learned the basics about money and reasons for saving it.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are hosting a class about needs and wants. They will share the things people need to know about needs and wants, jobs, and money with the people they are inviting to the class by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about understanding needs and wants, jobs, and money. Students should identify in their postcards the most important aspects of needs and wants, jobs, and money that they have learned about that would make people want to take their class.

Have students draw images of needs and wants, jobs, or money on one side of each card and dictate a brief message about understanding needs and wants for the other side.

Note: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about their drawing by saying, "Tell me about what you drew and what it tells about understanding needs and wants." It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of needs and wants, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Goods are things you can buy that you can (usually) hold in your hands.• Services are tasks or jobs that one person does for another person.• People buy goods and services to meet their wants and needs.• Needs are things we must have to survive, like food, shelter, clothing, and water.• Wants are things that are nice to have but are not needed for survival.• Scarcity is when there isn't enough of something for everyone who wants it.• People have jobs so they can earn money to purchase things that meet their wants and needs.• Some people have jobs that produce goods. Other people have jobs that provide services.• People save money to pay for special events, emergencies, or expensive items.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of needs and wants, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of needs and wants, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Activity Page 1.1

Use with Chapter 1

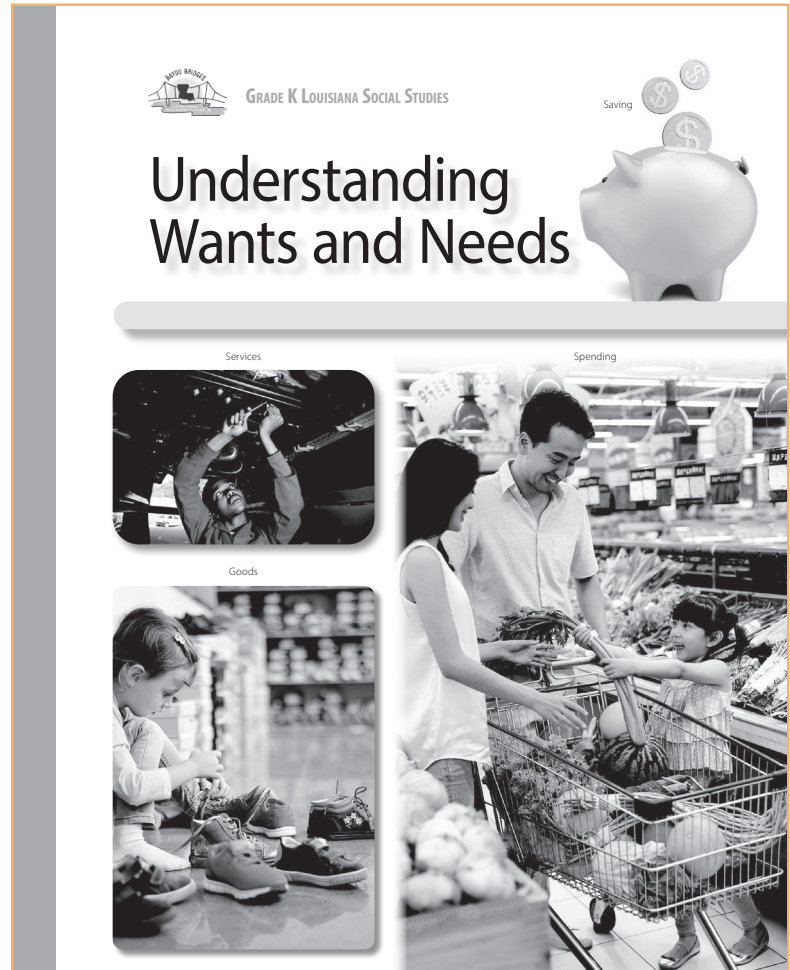
Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about fundamental economic concepts. They will learn about the differences between wants and needs. They will learn about the characteristics of goods and services. They will learn about who has jobs and how jobs contribute to our communities. They will also learn about spending and saving and how people decide when it is appropriate to do each.

In this unit, students will differentiate between wants and needs and identify examples of goods and services. They will also identify jobs and industries within their school and the larger community. By the end of the unit, students will be able to describe and compare reasons to save and reasons to spend money.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



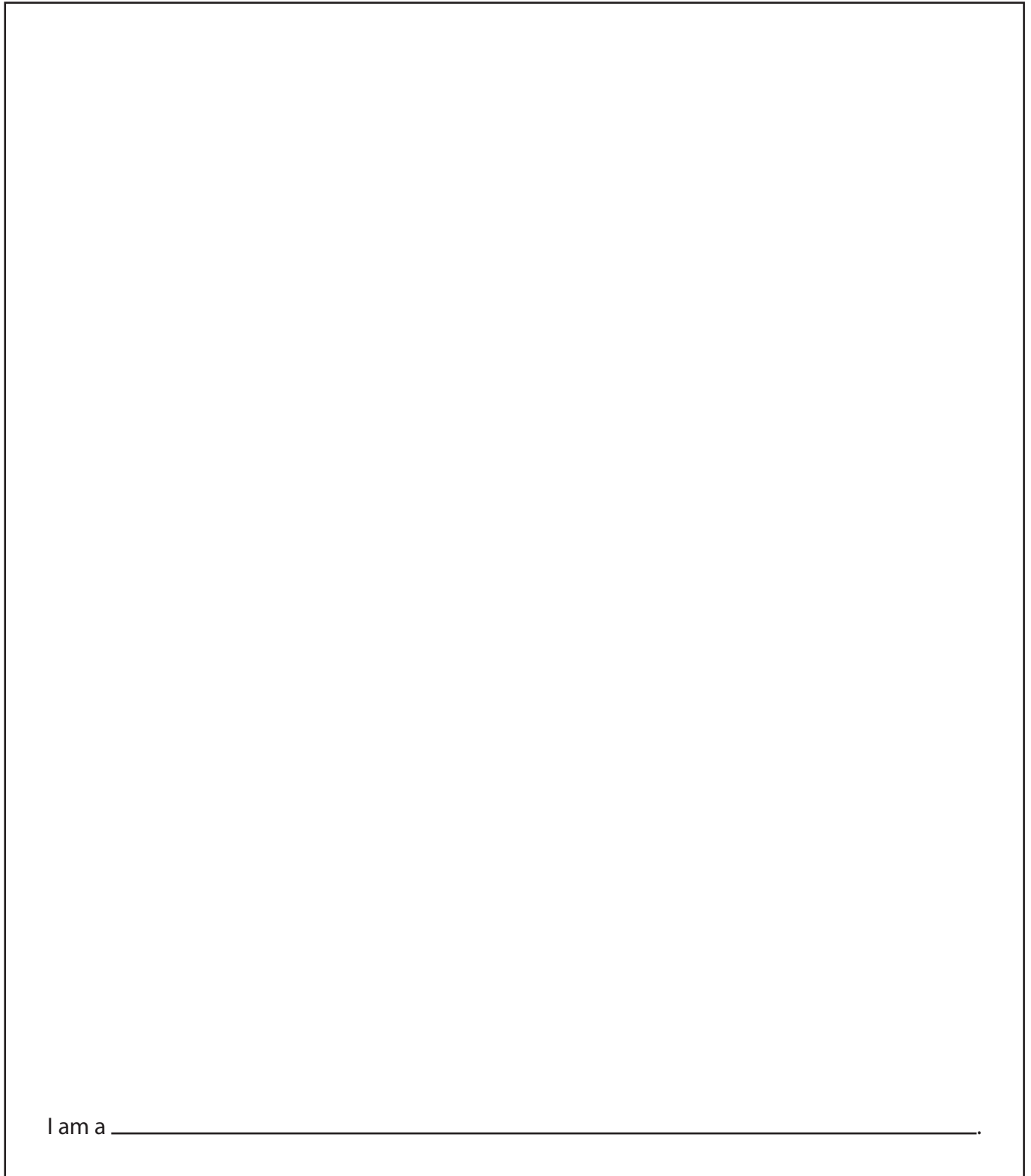
Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

My Job

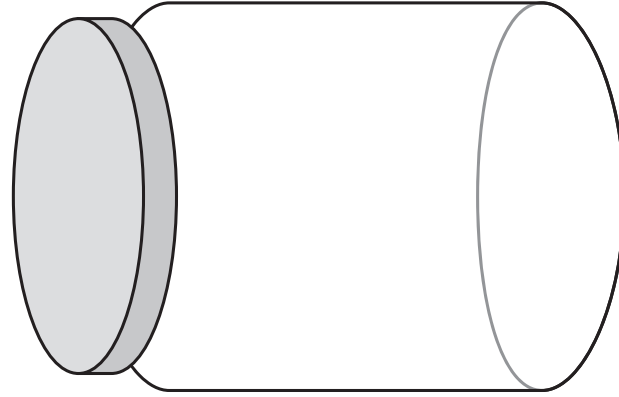


I am a _____.

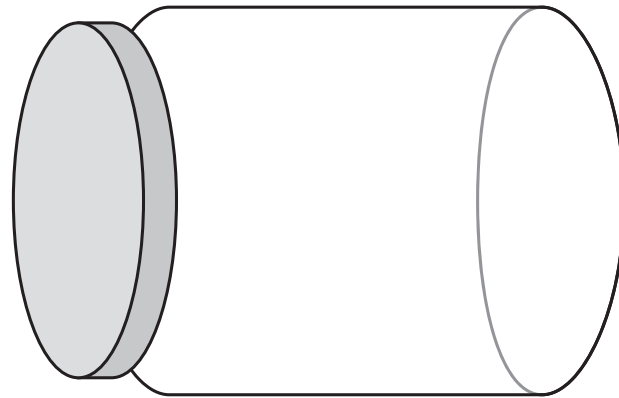
Date _____

Name _____

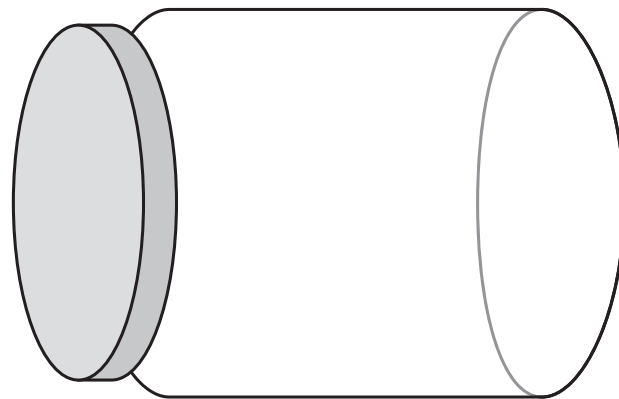
Three Jars



Sharing



Spending



Saving

GRADE K

HISTORY

- K.1** Order events in a chronological sequence using schedules, calendars, and timelines. For example:
- a) Daily classroom activities
 - b) Significant events in students' lives
- K.2** Differentiate between primary and secondary sources. For example:
- a) Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b) Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4** Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
- a) Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b) Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner"
 - c) Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d) State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.5** Identify examples of different cultures and traditions in Louisiana, including:
- a) Music: Cajun, jazz, zydeco
 - b) Traditions: king cake, red beans and rice on Mondays
 - c) Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
- K.6** Identify a cause and effect for a significant event in a school, neighborhood, or parish.

CIVICS

- K.7** Explain the purpose of local government.
- K.8** Describe the importance of fairness, responsibility, respect, and hard work. For example:
- a) Taking care of personal belongings and respecting the property of others.
 - b) Following rules and recognizing consequences of breaking rules.
 - c) Taking responsibility for assigned duties.

- K.9** Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.
- K.10** Describe the importance of rules and how they help protect our liberties.
- K.11** Explain how people can work together to make decisions.
- K.12** Identify local business and government leaders and describe their roles.

ECONOMICS

- K.13** Identify examples of goods and services. For example:
 - a)** Goods: food, toys, clothing
 - b)** Services: medical care, fire protection, law enforcement, library resources
- K.14** Describe and compare reasons to save and spend money.
- K.15** Differentiate between wants and needs.
- K.16** Identify jobs and industries within a school and community.
- K.17** Describe the concept of scarcity using examples.

GEOGRAPHY

- K.18** Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.
- K.19** Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
- K.20** Identify ways people interact with their environment, including:
 - a)** Using natural resources
 - b)** Modifying their environment to create shelter
- K.21** Identify rural, suburban, and urban areas.
- K.22** Explain how weather impacts daily life and choices.
- K.23** Explain why people may move from place to place.

Answer Key: Understanding Wants and Needs

Chapter Assessments

Chapter 1

1. c 2. b 3. a 4. a 5. c

Chapter 2

1. a 2. b 3. b 4. c 5. c

Chapter 3

1. c 2. a 3. c 4. a 5. b



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Kzenon / Alamy Stock Photo: 31e
LightField Studios Inc. / Alamy Stock Photo: 61b
Lisa F. Young / Alamy Stock Photo: 50b, 64e
LJSphotography / Alamy Stock Photo: 31d
MBI / Alamy Stock Photo: 5b, 17, 24
Michael Doolittle / Alamy Stock Photo: 40a
Montgomery Martin / Alamy Stock Photo: 37, 61f
Panther Media GmbH / Alamy Stock Photo: 16a, 57b
Patti McConville / Alamy Stock Photo: 20b
Peter Donaldson / Alamy Stock Photo: 49, 63c
Pirvu Marius / Alamy Stock Photo: 23
piyamas dulmunsumphun / Alamy Stock Photo: 51a
Ranta Images / Alamy Stock Photo: 53
Roman Lacheev / Alamy Stock Photo: 28a, 57i, 61d
Science Photo Library / Alamy Stock Photo: 58c
Sheryl Watson / Alamy Stock Photo: 38b
Stephen Frost / Alamy Stock Photo: 5e, 25, 58f
StockPhotosArt - Technology / Alamy Stock Photo: 20a, 57f
Sudowoodo / Alamy Stock Vector: 60b
SuperStock / Mark Hunt/Irish Collection - Design Pics: 64c
Tabadtod Productions / Alamy Stock Photo: 15
Tetra Images / Alamy Stock Photo: i, iii, 41b, 46
Tetra Images, LLC / Alamy Stock Photo: 30a, 31c, 38a, 63f
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