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| Standard(s) | SS.3.E.1.1 Give examples of how scarcity results in trade.  SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. |
| Before reading | Project the photograph found at the end of the lesson plan.  What do I See? Ask students what they see in the photograph. Model pointing out a few specific items in the photograph.  What do I Think: Ask students what ideas they have about this photograph. Where do they think is the location in the picture? What are people doing?  What do I Wonder: Ask students if they have questions about what is happening in the photo. What might people be shopping for? How will they pay for the things they want or need?  Explain that our wants and needs require us to purchase goods and services. We purchase goods and services in a variety of ways. |
| During reading | Slide 1: Read the title slide. Ask students what they think this book is going to be about.  Slide 2: Read the text. Ask students to analyze the slide. Talk with a partner: What is the problem? How might this problem be solved?  Slide 3: Read the text. Ask students if they have ever wanted something but it was not available. Have they ever been to a store and the product they wanted was sold out?  Slide 4: Read the text. Ask students to examine the drawing. What do the penguins want? Is there enough food for the penguins? Discuss that, in this case, food is a scarce resource. When are times when a resource might be scarce (movie is sold out, people rush to buy things when a hurricane is coming, you want something but you do not have enough money, etc.)?  Slide 5: Read the text. Why are the people standing in line? What goods and services might they be waiting to buy?  Slide 6: Read the text. Ask students to analyze the photo. What do you see on the slide? Which are goods and which are services?  Slide 7: Read the text. What is the girl doing? Is she a buyer or a seller?  Slide 8: Read the text. What are the people doing? Who are buyers and who are sellers?  Slide 9: Read the text. Discuss with partners: What are goods and services that are for sale in a mall or shopping center?  Slide 10: Read the text. Identify the use of cash, credit, and checks for purchasing goods and services? What experiences do students have with each of these?  Slide 11: Read the text. What experiences do students have with trading? When is trading easier than using money? When might one not be able to trade and have to use money?  Slide 12. Read the text. Allow students to talk with partners and share ideas. |
| After reading | * Extension – Word Match: Students can produce word card sets (one with an illustration and one with a definition) for the following economic principles:   Scarcity  Goods  Services  Buyers  Sellers  Trade   * Read and discuss The First Greenmarket in New York City in ReadWorks <https://www.readworks.org/article/Community-Driven-Food-Providers/949818c2-ecfe-451d-a032-dad6998fe7fa#!articleTab:content/>   Learn more about trade and money at <http://www.kidseconposters.com/posters/the-basics/trade-money/> |
| Resources | Other resources for instruction of this benchmark can be found at Sunny Money: K-8 Economic Resources From the Stavros Center <http://sunnymoney.weebly.com/k.html> |

