

MI OPEN BOOK PROJECT

Families and Schools

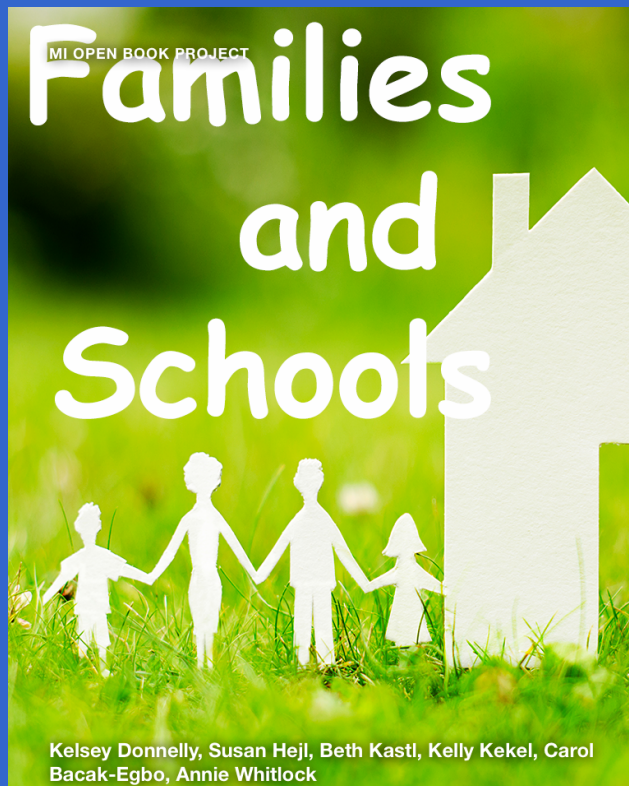


Kelsey Donnelly, Susan Hejl, Beth Kastl, Kelly Kekel, Carol
Bacak-Egbo, Annie McMahon Whitlock

**Families and
Schools**



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This is version 1.0 of this resource, released August 2017.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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The Michigan Open Book Project

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Joseph Baumann

Melissa Kendell

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Kelsey Donnelly

Coloma Elementary School

Coloma Public Schools

I graduated from GVSU with degrees in special education and elementary education. I began my career as an educator in Glendale, Arizona working with students with autism and coaching middle school girls flag football. I moved back to Michigan in the winter of 2016 and began working as an elementary resource teacher! When work isn't keeping me busy, I am a big baseball and hockey fan and often you can find me at a sporting event.

Beth Kastl

Floyd M. Jewett Elementary School

Mesick Consolidated Schools

Beth is an elementary teacher from Floyd M. Jewett Elementary school, where she has worked in a variety of grade levels including first and third grade.



Kellie Kekel

Lincoln Elementary School

Bangor Township Schools

Kelly teaches first grade at Lincoln Elementary School in Bangor Township Schools.



Susan Hejl
KND Elementary

Kaleva Norman Dickson

Susan has been a first grade teacher in the Kaleva Norman Dickson School District for 26 years. She earned her Bachelor of Science Degree in Elementary Education from Central Michigan University and a Masters of Arts in Curriculum and Teaching from Michigan State University. Outside of school, Susan enjoys singing, gardening, exercising, kayaking and spending time on the lake.

Annie McMahon Whitlock

Assistant Professor

University of Michigan-Flint

Annie McMahon Whitlock is an Assistant Professor of Elementary Education at University of Michigan-Flint. In addition to teaching the elementary social studies methods course, she is the Elementary Education Program Coordinator, focusing on the student teaching experience. Her research is centered on teaching social studies through civic engagement, place-based inquiry, and integrating language arts and literature.



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Pro-

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Carol Gersmehl - Michigan
Geographic Alliance



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Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.

Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.



Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.



Chapter 5

How do we get what we need and want?

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?



For Teachers

In Kindergarten, students are introduced to the basic concepts of economics by studying needs and wants. This chapter builds on those foundational concepts. We begin by discussing needs and wants and weaving in instruction on goods and services, taking care to outline the distinction between a good and a service.

From there, students leap into exploring the differences between consumers and producers and examining their role in basic economics. Students should take from this that whenever they do something as commonplace as ordering a pizza that they are consumers, the pizza is a good, and the person who supplies the pizza is a producer.

This builds into a concept that many young children are already familiar with, the concept of trade. Students will learn about the reasons why people trade and discuss what makes a trade fair.

Finally, we discuss the term scarcity and use that as the lens for studying the final supporting question “Why can’t I have everything I need and want.” Scarcity doesn’t have to be a tough concept for teachers to explain, and many examples are given which should help drive home the point.



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Is this a fair trade? Why or why not? What would you say to your friend if they wanted to make this trade?

How do goods and services get us what we need and want?

QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

WORDS TO INTRODUCE:

good

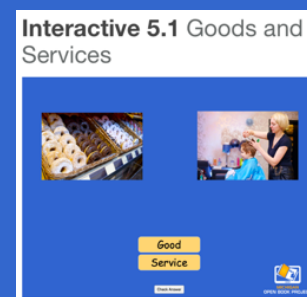
service

For the Teacher

- 1 - **E1.0.1** Distinguish between producers and consumers of goods and services.
- 1 - **E1.0.2** Describe ways in which families consume goods and services.
- 1 - **E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - **E1.0.4** Describe reasons why people voluntarily trade.
- 1 - **E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - **E1.0.6** Describe how money simplifies trade.

This section introduces goods and services to students. Start the conversation off before reading by asking students if they know what a good is, and what a service is.

This quick check allows students to quickly identify if the pictures are goods or services.



This video will explore the concepts of goods and services further.





A need is something you must have to live. We need food, water, clothing and shelter.



A want is something you would like but don't need to survive. You may want a new bike or video game...but do you need it to survive?



Goods and services meet our wants and needs.

A **good** is something you can touch. A **service** is something people do for other people. Which picture is a good and which one is a service?

Interactive 5.1 Goods and Services



Good

Service

Check Answer



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Some examples of goods are clothes, food, toys and electronics. Which of these goods are needs and which ones are wants?





What are some goods you would find at school and at home?

A service is something people do for other people.

Look at these pictures. What service are they providing?





Teachers provide a service to students. What service do teachers provide?



If you are sick or have a medical emergency where would you go? What service would they provide?

Watch this video to learn more about goods and services.

Interactive 5.2 Goods and Services





Goods and services meet our needs and wants. Is the food he is eating a good or a service? Is the cable company that provides the Internet a good or a service?



What goods and services do your family use?

Who are producers and consumers?

QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

WORDS TO INTRODUCE:

producer

consumer

For the Teacher

- 1 - **E1.0.1** Distinguish between producers and consumers of goods and services.
- 1 - **E1.0.2** Describe ways in which families consume goods and services.
- 1 - **E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - **E1.0.4** Describe reasons why people voluntarily trade.
- 1 - **E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - **E1.0.6** Describe how money simplifies trade.

This section introduces the concepts of consumers and producers. Ask students before beginning if they know what a consumer or producer is.

Check student understanding of consumers and producers with this widget.



Ask students to come up with a list of additional producers and the goods they create.



Producers make things we need and want.

A **producer** can be a person who makes or helps grow goods. They can also offer a service.



A farmer and a toy maker are producers. What are the goods and services they provide?



Consumers use the goods and services that producers make.

When you pick apples, you are the consumer of a good—the apple! A producer grew the apple tree to provide the good to you.





When you go get a haircut you are a consumer of a service. The salon is the producer because they have people to cut your hair.



When you get a pizza delivered you are the consumer of a good because you bought the pizza. You are also consuming the service of having the pizza delivered to your house!

Match the pictures with the words. Make sure they are in the correct order!

Interactive 5.3 Consumers and Producers

The interactive interface features a blue background. At the top, a white text prompt reads: "Match the pictures with the words. Make sure they are in the correct order!". Below this, three images are displayed in a row: a chef holding a pizza, a whole pepperoni pizza, and a person sitting on a ledge eating from a pizza box. Each image has a corresponding empty orange rectangular box directly beneath it for a match. At the bottom of the interface, three yellow rounded rectangular buttons are labeled "Good", "Consumer", and "Producer". A small white button labeled "Check Answer" is positioned below the "Consumer" button. In the bottom right corner, there is a logo for the "MICHIGAN OPEN BOOK PROJECT" featuring a stylized book icon.

Section 3

Why do people trade?

QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

WORDS TO INTRODUCE:

trade

For the Teacher

- 1 - **E1.0.1** Distinguish between producers and consumers of goods and services.
- 1 - **E1.0.2** Describe ways in which families consume goods and services.
- 1 - **E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - **E1.0.4** Describe reasons why people voluntarily trade.
- 1 - **E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - **E1.0.6** Describe how money simplifies trade.

This section introduces the concept of trade. Before reading, ask students if they know what trading is and if they have ever traded something.

Is it fair to trade bubble gum for a bike? Discuss this with students.



These are just a few careers people undertake to earn money. Ask students how their parents make money.





A **trade** is when people give something away and get something in return. We can trade to get something we want or need by giving something away we don't want or need and getting something we want or need in return.



Long ago, people traded goods and services. This was how people got things they needed and wanted. Some people still do this today.



A fair trade is when both people get what they want or need.



Is this a fair trade? Why or why not? What would you say to your friend if they wanted to make this trade?



How many pieces of candy would it take to make it a fair trade? Is that possible?



Money was invented to make trading easier. You trade money for goods and services. Since people can use money to buy many things, it can make trades fair.

What are some ways people earn money?

Interactive 5.4 Careers

Careers



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Why can't we have everything we need and want?

QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

WORDS TO INTRODUCE:

scarcity

For the Teacher

- 1 - **E1.0.1** Distinguish between producers and consumers of goods and services.
- 1 - **E1.0.2** Describe ways in which families consume goods and services.
- 1 - **E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - **E1.0.4** Describe reasons why people voluntarily trade.
- 1 - **E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - **E1.0.6** Describe how money simplifies trade.

Begin this section by asking students why they can't have EVERYTHING they need and want.

After the video plays, the correct answer is If kids kept coming there was not going to be enough cookies to go around. This is an example of scarcity.



Scarcity can be a tough concept for kids. Use this last stop and think to check for students understanding.



Listen to the story *The Doorbell Rang*. As you listen, think about this question.

Interactive 5.5 The Doorbell Rang



Why was the child worried about the doorbell ringing?



You're right! If the kids kept coming there was not going to be enough cookies to go around. This is an example of scarcity!

Scarcity is not having enough of something.



Sometimes people do not have enough money to buy everything they need or want. Money is scarce. When that happens, people have to make choices.



Families have to make choices about which goods and services they need. Pretend that you only have enough money to spend on goods to eat or a new video game. Which one do you choose?





A video game may sound like a good idea right now, but what happens when you get hungry? Your correct choice would be spending the money on something you need instead of want.



Saving your money allows for you to buy things you want or need in the future.



Can think you think of a time when you had to make a choice because something was scarce? What did you choose? What did you give up?

Let's play the game musical chairs! When the music stops, you will have to find an empty chair. There will not be enough chairs for everyone.

This is scarcity.





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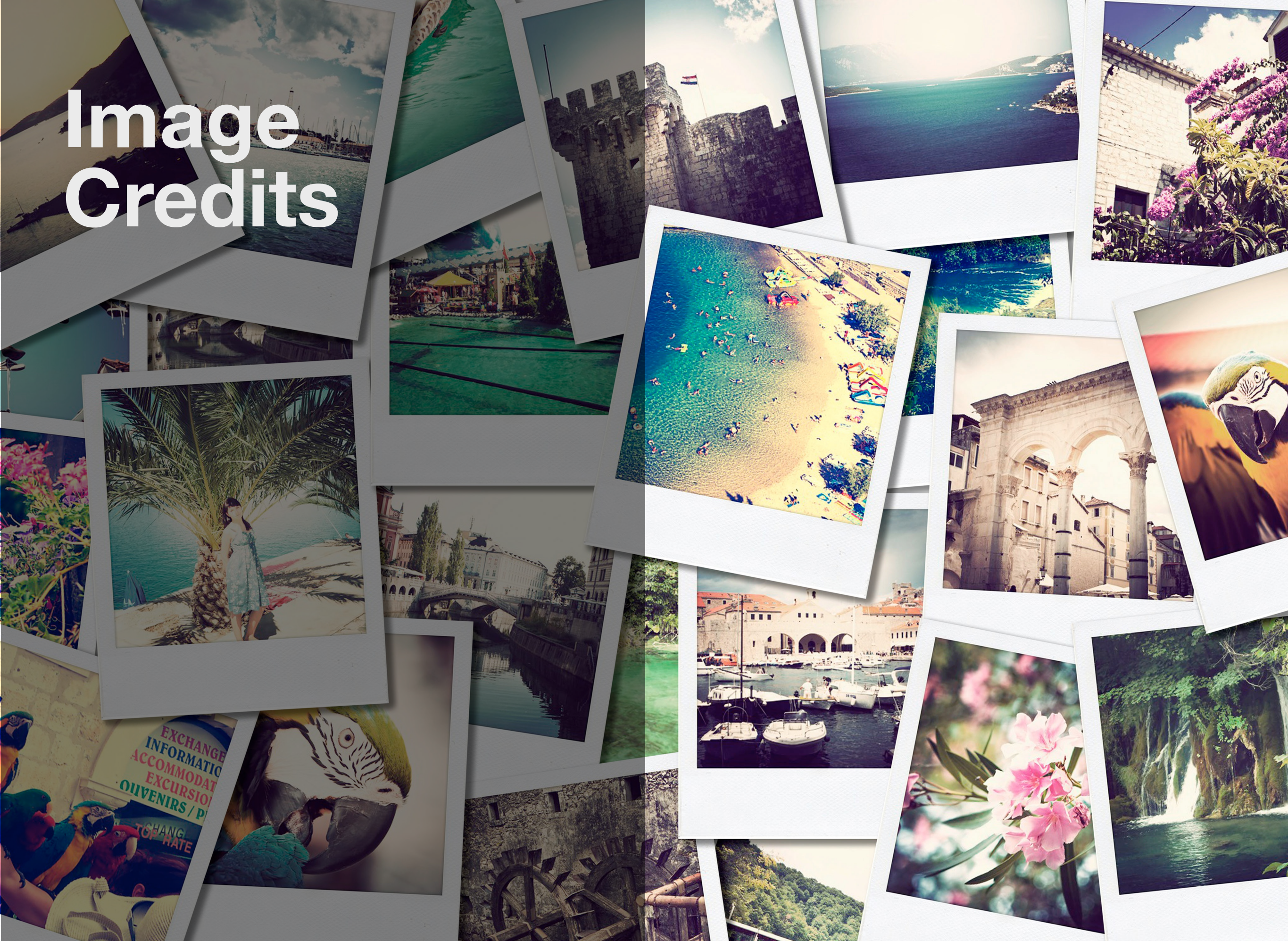


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