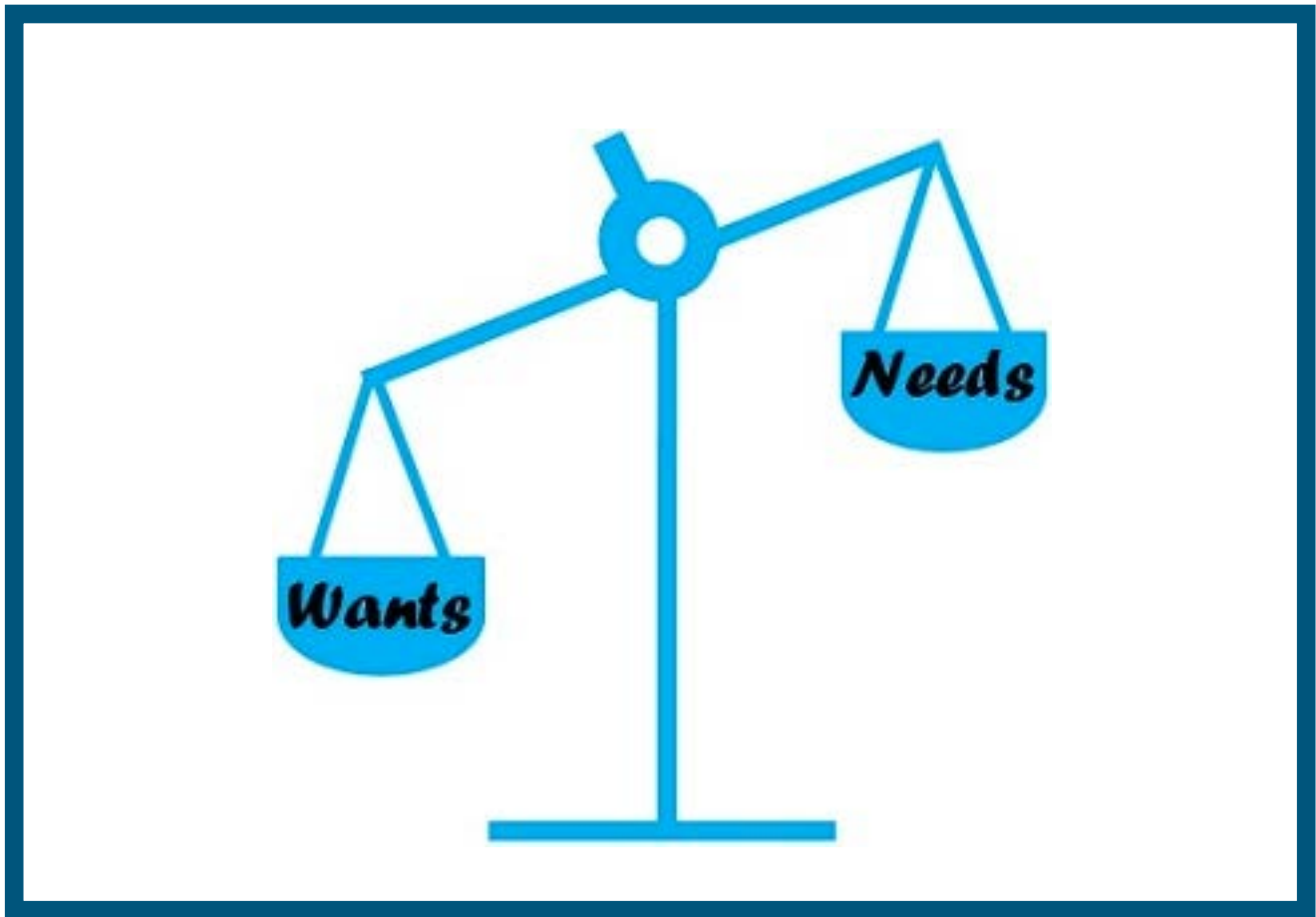

How Can I Get What I Want?



Supporting Questions

1. What are needs and wants?
2. What are goods and services?
3. How do people trade/ barter for goods and services? What makes a trade fair?

NORTHERN MICHIGAN INQUIRY HUB

Kindergarten Inquiry

How Can I Get What I Want?	
Michigan Content Expectations:	K-E1.0.3 Recognize situations in which people trade.
Staging the Compelling Question:	Ask students and lead a discussion on the following question: Have you ever wanted something and your parents told you no?

Supporting Question 1
What are needs and wants
Formative Performance Task
Cut and paste T-chart; sorting needs and wants
Featured Sources
Berenstien Bears Video Needs and Wants video

Supporting Question 2
What are goods and services?
Formative Performance Task
Draw a good. Draw a service.
Featured Sources
Goods and Services videos

Supporting Question 3
How do people trade/barter for goods and services? What makes a trade fair?
Formative Performance Task
Participate in a discussion where the class creates a list of ways to get what they want.
Featured Sources
Bartering Song Goods and Services video Berenstain Bears Video A New Coat for Anna Video Schoolhouse Rock video

Summative Performance Task	Argument: How can I get what I want? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.
Taking Informed Action	Compare saving versus spending to get what you want. Introduce opportunity cost concept.



Overview

In Kindergarten, students are introduced to the important economic concepts of scarcity and opportunity cost, which ultimately lay a solid foundation for work in the upper grades in a solid economics course. This early elementary inquiry asks students the compelling question “How can I get what I want?” In high school, this question wouldn’t be as compelling, but in the early grades as small children begin to learn about economics - the question is appropriate. Over the course of several days, students will be greeted with a variety of sources that will ultimately help them answer this question.

Staging the Compelling Question

Today we are going to meet my friend Sally. Her mom sent me a video message, She has a problem and I hope you can help me solve it . . . let’s watch the video . . . (Discuss Sally’s dilemma and compare it to themselves. Ask the compelling question.)

Watch video: <https://www.youtube.com/watch?v=0bTx1Gp0aol>



Supporting Question 1 Overview

We all have needs and wants. So, what exactly are needs and wants? - watch videos and discuss wants versus needs. Pose scenarios and discuss if certain items are needs or wants. Make class t-chart sorting wants and needs. Watch Bernstein Bear's and discuss have the gimmies through a wants versus needs lense. Have kids sort their own wants and needs picture sort using a cut and paste t-chart format.

Supporting Question 2 Overview

Discuss things we can buy. Ask how we usually buy things - (money) credit/ cash. Make a list of things we spend money on. Discuss the difference between goods and services. Watch video about goods and services. Create a class t-chart sorting good and services and reviewing why they are either a good or service.

Have the kids draw a good and a service they would spend money on if you gave them \$10.00.

Supporting Question 3 Overview

Read Ox Cart Man or other picture book related to trade. Before reading introduce the story by explaining that the main character does not have money but still has needs. You will read the book to discovery how he gets what he needs. Stop every few pages to discuss which items have been traded or bartered. (Introduce and review terms trade and barter frequently.) Dramatize the story by acting out the bartering and trade that took place. Sing the barter song.

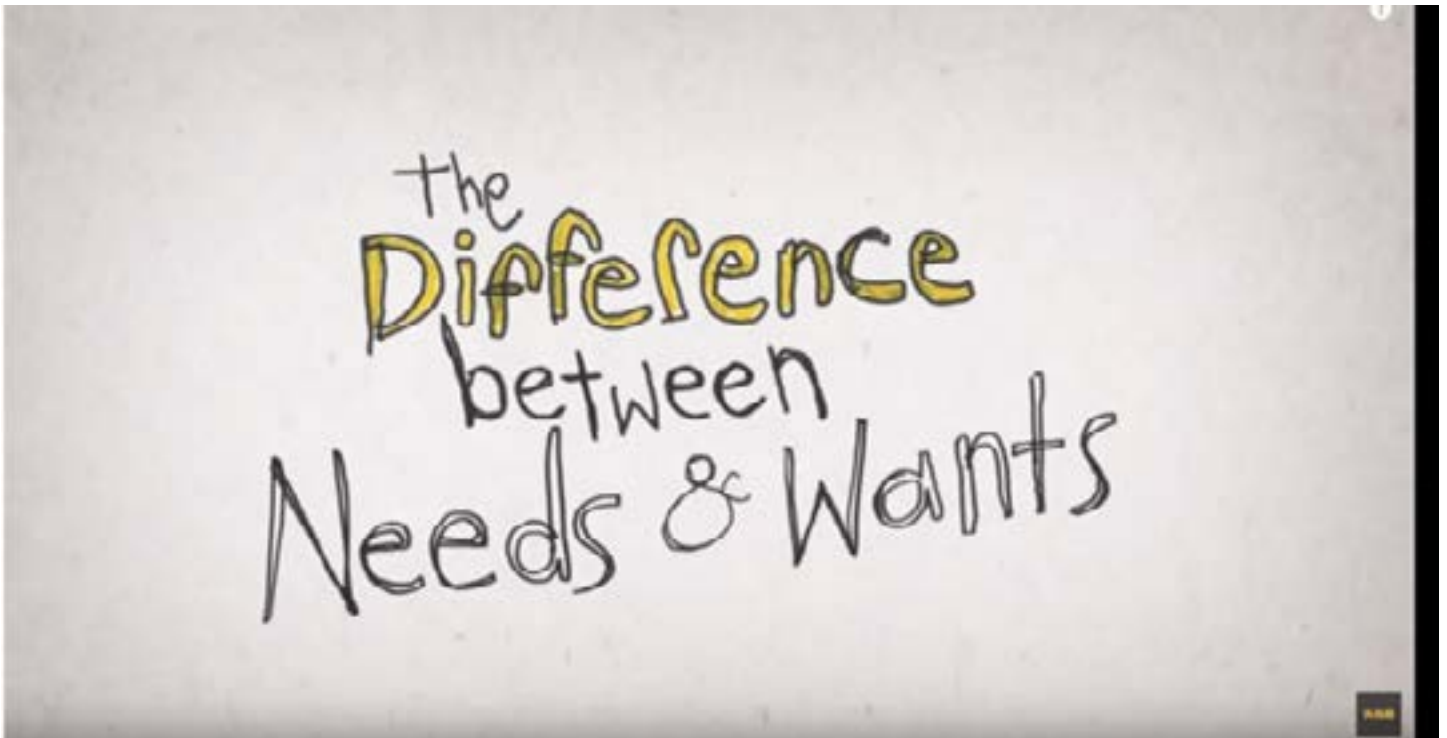
Discuss fair trades and unfair trade. Change up the story read by posing new trades. Make some practical and some silly. Have the kids determine which trades are fare and which are not fair.

Revist Sally and her dilemma. Discuss again how she might be able to get her horse. Have kids draw a picture of something the want and make a plan for getting it.

Supporting Question 1 - Featured Source A (Video)



Supporting Question 1 - Featured Source B (Video)



Supporting Question 1 - Featured Source C (Video)



Supporting Question 2 - Featured Source A (Video)



Supporting Question 2 - Featured Source B (Video)



Supporting Question 3 - Featured Source A

we use our human resource.

15. Do You Ever Like to Barter

(Tune: *Did You Ever See a Lassie*)

Do you ever like to barter, to barter, to barter?
Do you ever like to barter, and do it just right?
Trade this thing for that thing,
And this thing for that thing.
Do you ever like to barter, no money in sight?

Supporting Question 3 - Featured Source B (Video)



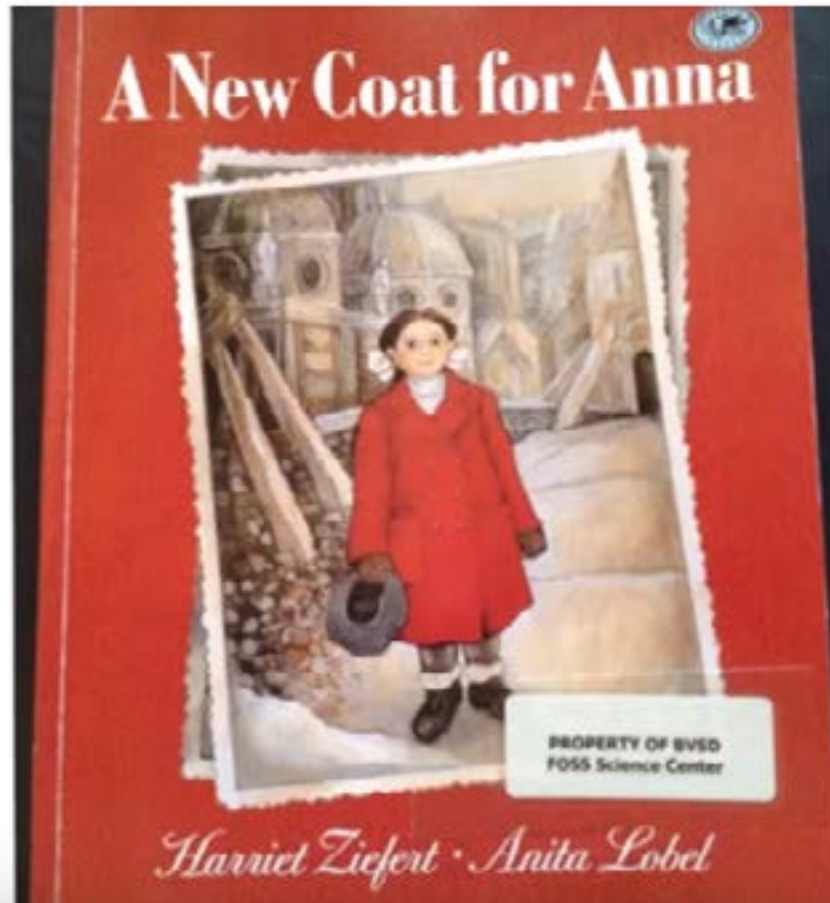
Supporting Question 3 - Featured Source C (Video)



Supporting Question 3 - Featured Source D (Video)



Supporting Question 3 - Featured Source E (Video)



Supporting Question 3 - Featured Source F (Video)



Supporting Question 3 - Featured Source G (Video)

