

Kindergarten Social Studies

UNIT: FIVE
Economics



KinderSocialStudies™

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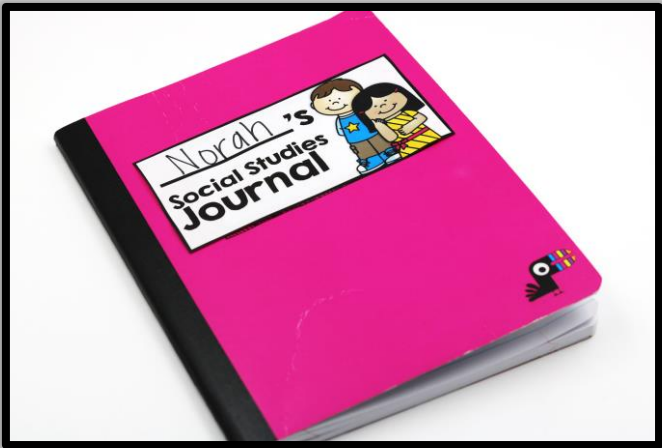
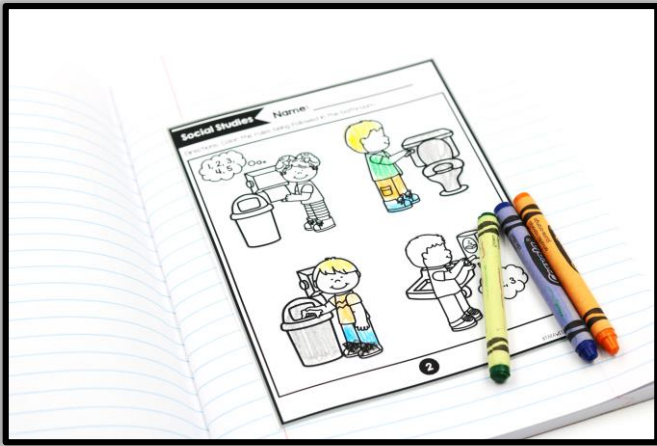
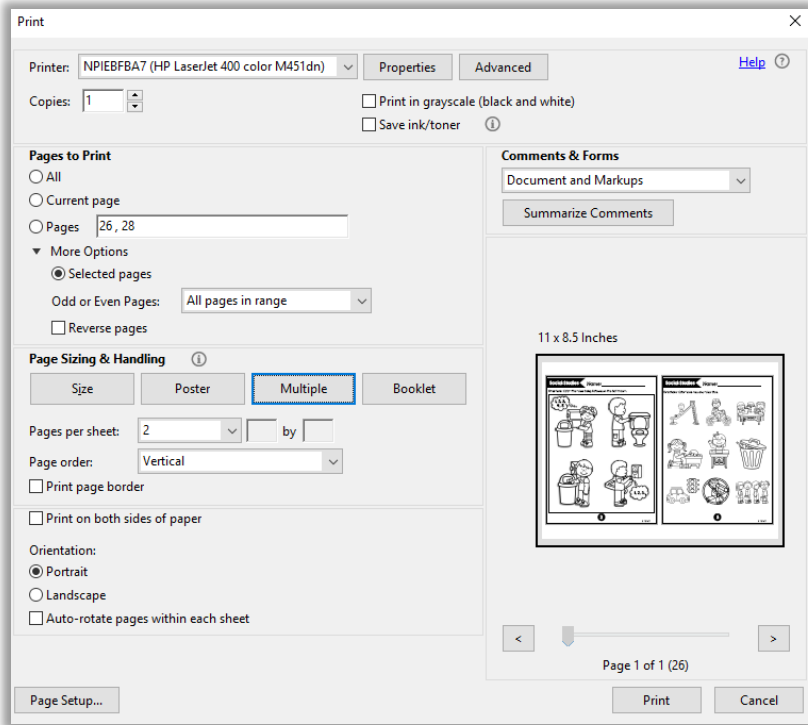
KinderSocialStudies Curriculum is an engaging social studies curriculum with young learners in mind! KinderSocialStudies encourages young learners to think “outside the box” and prove their thinking through hands-on and engaging learning experiences. KinderSocialStudies is based upon five units: Rules, United States/Community Helpers, Maps, Cultures, and Economics. Each unit is broken down into 10 lessons and each lesson can take from 1-2 days to complete. The units cover at least two weeks of instruction. Each lesson plan has the listed objective, “I can” statement, vocabulary, detailed activity lesson plans and all necessary student follow-up practice sheets.

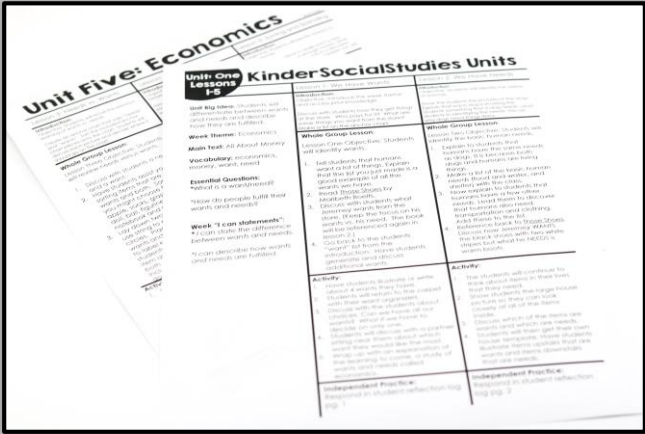
KinderSocialStudies encourages a daily routine, but please know that as the teacher you can adjust the lessons and make them work best for your daily schedule and time allotment. Within each lesson the students will partake in a quick lesson opener, whole-group skill lesson, and a follow-up task. Please note that all student follow-up practice sheets can be shrunk and placed into a student journal. All of the follow-up sheets are also differentiated so that you can use these units anytime during the school year, and they will be applicable to your writers or nonwriters. You can also choose to have students track their daily activities in their journal with or without the included response sheets.

Unit 5: Economics - Week 1	
Lesson 1	We Have Wants
Lesson 2	We Have Needs
Lesson 3	Wants vs. Needs
Lesson 4	Money
Lesson 5	Saving and Spending

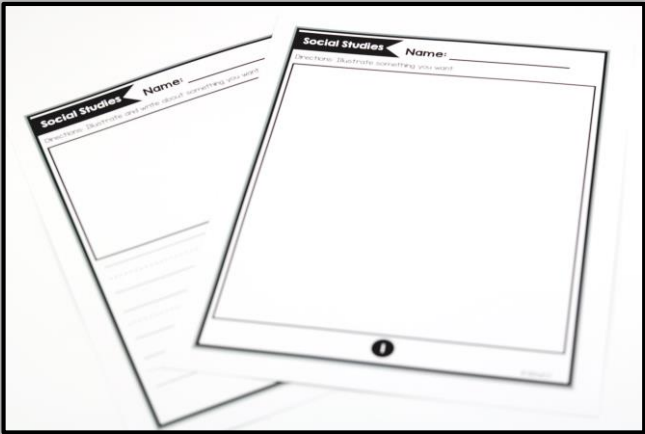
Unit 5: Economics - Week 2	
Lesson 6	Goods and Services
Lesson 7	Consumers
Lesson 8	Producers
Lesson 9	Supply and Demand
Lesson 10	Economics and I

Print the student response sheets in “multiple” format to save on paper and get the sheets to fit nicely into a composition notebook. Select print and type in the page numbers. Next, select “multiple” and hit print. This will reformat the practice sheets to print two to a sheet. This will allow less paper and the pages will fit perfectly into a small black and white composition notebook.





10 days of scripted lesson plans



Differentiated practiced sheets (K/I)



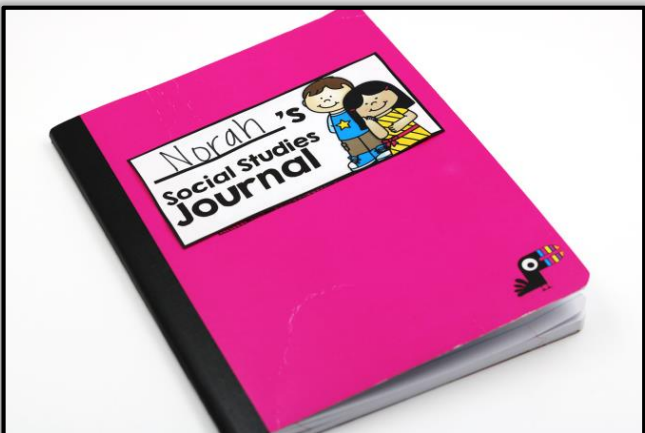
Custom written PowerPoint Book



Unit vocabulary cards

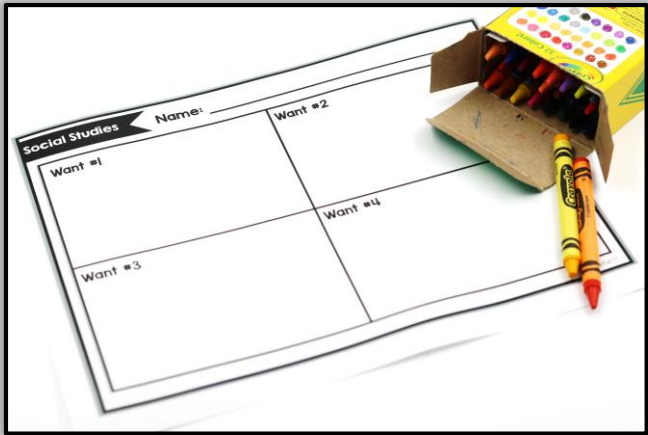


Included unit posters



Social Studies journal labels

Unit 5 Pictures:



Lesson 1: "Wants" Organizer



Lesson 2: Dogs Have Needs



Lesson 2: House Wants/Needs



Lesson 2: Wants/Needs House Craft

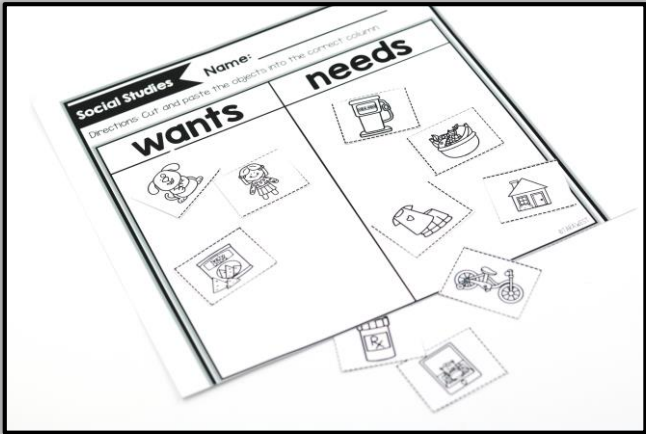


Lesson 3: Wants/Needs Chart Pieces

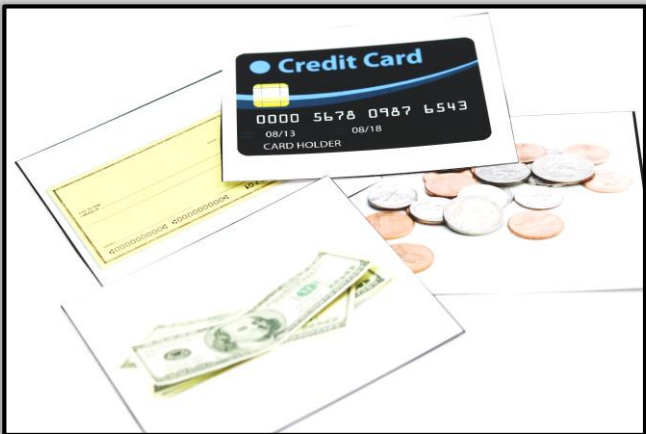


Lesson 3: Wants/Needs Student Sort

Unit 5 Pictures:



Lesson 3: Wants/Needs Printable Sort



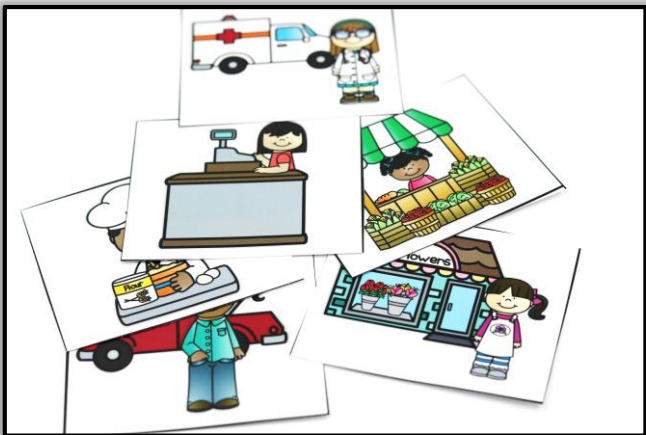
Lesson 4: Types of Payment



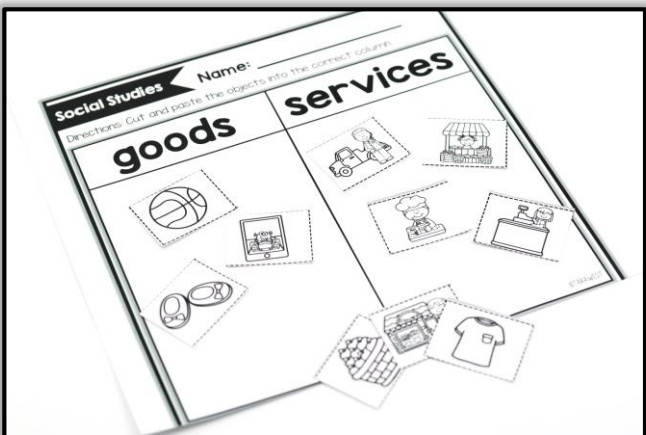
Lesson 4: Superstar Bucks



Lesson 6: "Goods" Anchor Chart Pieces



Lesson 6: "Services" Anchor Chart Pieces

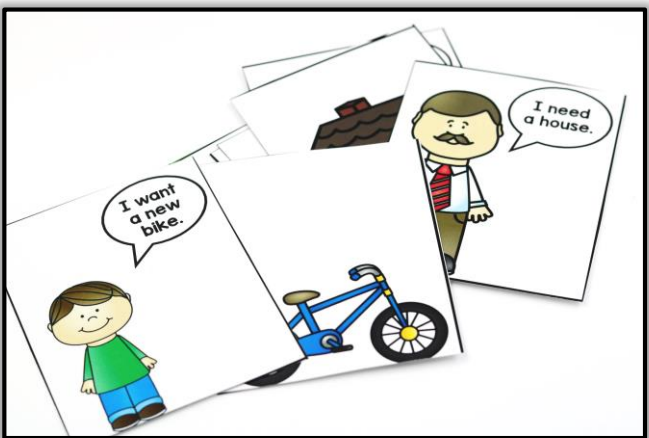


Lesson 6: Goods/Services Printable Sort

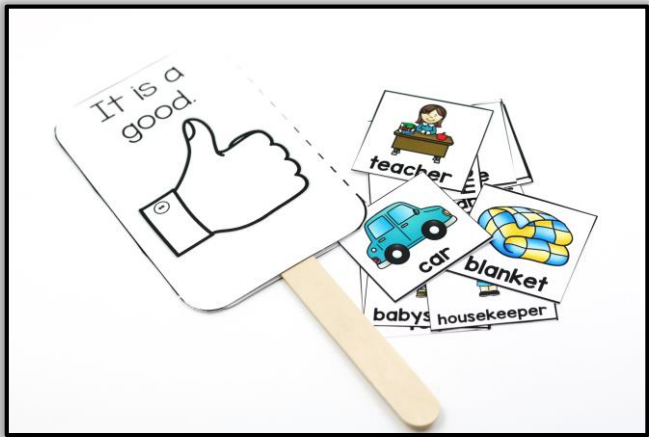
Unit 5 Pictures:



Lesson 7: Consumer Chart Pieces



Lesson 7: Consumer Match-Ups



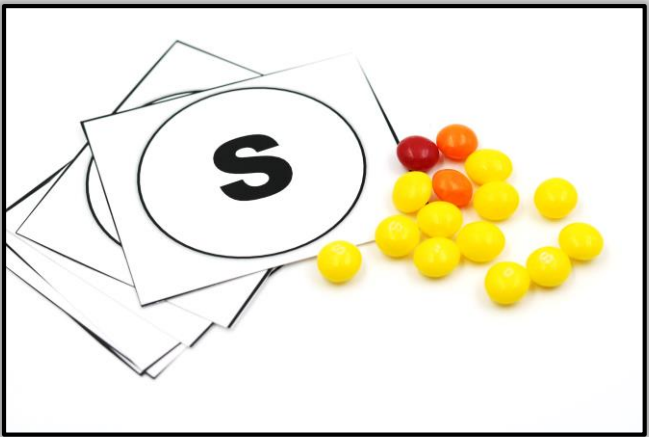
Lesson 7: "Goods" Paddle



Lesson 8: Producers Chart Pieces



Lesson 8: Goods/Producers Printable Sort



Lesson 9: Supply and Demand Activity

_____'s
**Social Studies
Journal**



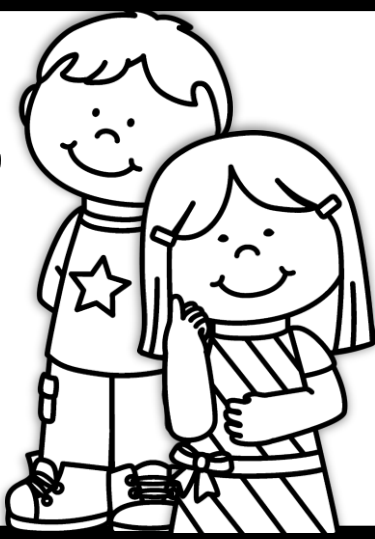
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**Social Studies
Journal**



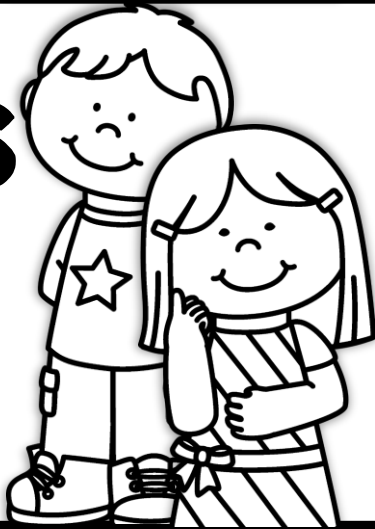
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**Social Studies
Journal**



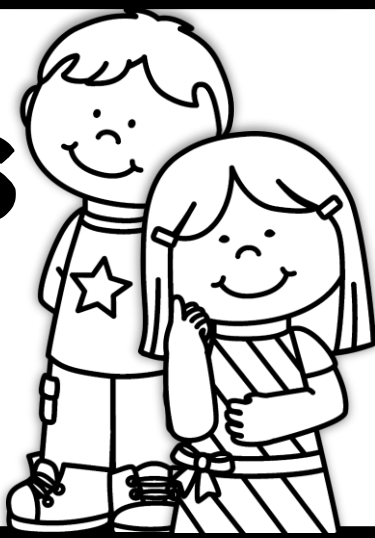
_____'s
**Social Studies
Journal**



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**Social Studies
Journal**



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**Social Studies
Journal**



KinderSocialStudies Units

	Lesson 1: We Have Wants	Lesson 2: We Have Needs
<p>Unit Big Idea: Students will differentiate between wants and needs and describe how they are fulfilled.</p> <p>Week Theme: Economics</p> <p>Main Text: All About Money</p> <p>Vocabulary: economics, money, want, need</p> <p>Essential Questions:</p> <p>*What is a want/need?</p> <p>*How do people fulfill their wants and needs?</p> <p>Week “I can statements”:</p> <p><i>* I can state the difference between wants and needs.</i></p> <p><i>*I can describe how wants and needs are fulfilled.</i></p>	<p>Introduction:</p> <p>Objective: Introduce the week theme and access prior knowledge.</p> <p>Discuss with students how they get things at the store. Who pays for it? What are some things you want from the store? Make a list on the anchor chart.</p>	<p>Introduction:</p> <p>Objective: Students will identify the needs of animals.</p> <p>Show the students the pictures of the dogs. Explain that each dog is showing the students something that a dog needs. Lead students in identifying the needs. Discuss why dogs need these items.</p>
	<p>Whole Group Lesson:</p> <p>Lesson One Objective: Students will identify wants.</p> <ol style="list-style-type: none"> 1. Tell students that humans want a lot of things. Explain that the list you just made is a good example of all the wants we have. 2. Read <u>Those Shoes</u> by Maribeth Boelts. 3. Discuss with students what Jeremy wants from the store. (Keep the focus on his wants vs. his need. The book will be referenced again in lesson 2.) 4. Go back to the students' "want" list from the introduction. Have students generate and discuss additional wants. 	<p>Whole Group Lesson:</p> <p>Lesson Two Objective: Students will identify basic human needs.</p> <ol style="list-style-type: none"> 1. Explain to students that humans have the same needs as dogs. It is because both dogs and humans are living things. 2. Make a list of the basic human needs (food, water, and shelter) with the class. 3. Now explain to students that humans have a few other needs. Lead them to discover that humans also need items such as clothing. Add this to the list. 4. Reference back to <u>Those Shoes</u>. Discuss how Jeremy WANTS the black shoes with two white stripes, but what he NEEDS is warm boots.
	<p>Activity:</p> <ol style="list-style-type: none"> 1. Have students illustrate or write about 4 wants they have. 2. Students will return to the carpet with their "want" organizers. 3. Discuss making choices with the students. Can we have all our wants? What if we have to decide on only one? 4. Students will discuss with a partner sitting near them which want they would like the most. 5. Wrap up with an explanation of the learning to come, a study of wants and needs called economics. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. The students will continue to think about items in their lives that they need. 2. Show students the large house picture so they can look closely at all of the items inside. 3. Discuss which of the items are wants and which are needs. 4. Students will then get their own house template. Have students illustrate items upstairs that are wants and items downstairs that are needs.
	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 1</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 2</p>

Unit Five: Economics

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Lesson 3: Needs vs. Wants	Lesson 4: Money	Lesson 5: Saving and Spending
<p>Introduction:</p> <p>Objective: Students will recall the previous learning of wants vs. needs.</p> <p>Create an anchor chart that says "needs" and "wants." Sort the included anchor chart pieces onto the chart. Students will discuss each picture and decide where it should go on the chart.</p>	<p>Introduction:</p> <p>Objective: Students will make connections between things they want and money.</p> <p>Have students share with their partner something that they want. Have them spend a lot of time describing this item and why they want it. Then, ask students how they will get this thing they want.</p>	<p>Introduction:</p> <p>Objective: Students will identify reasons to save money.</p> <p>Ask students, "What if I really want a new car, but I don't have enough money. What should I do?" Lead students in a discussion of possible solutions (e.g., buy a cheaper car, ask for more money, save, etc.).</p>
<p>Whole Group Lesson:</p> <p>Lesson Three Objective: Students will review needs versus wants.</p> <ol style="list-style-type: none"> 1. Discuss with students a need and a want. 2. Have students assist you in sorting items that are needs, wants, and both. Some items you might choose to sort: apple, socks, glasses, shoes, doll, ball, figurine, school notebook, and stylish pencil. 3. Lay down two hula hoops or use string to make two large circles. Place the "needs", "wants" and "both" header cards down to label each circle. Have students help you sort each item as a need, want or both. You can use the included picture cards if you do not have real life objects. 	<p>Whole Group Lesson:</p> <p>Lesson Four Objective: Students will describe how money can be used.</p> <ol style="list-style-type: none"> 1. Read the included book, "All About Money," to the class. 2. Stop at each vocabulary word to define it with the class. 3. Have the students discuss what they learned with their partners. 4. Have students assist you in making an anchor chart about why we need money. Use the included anchor chart pieces if needed. 	<p>Whole Group Lesson:</p> <p>Lesson Five Objective: Students will identify the benefits of saving money.</p> <ol style="list-style-type: none"> 1. Discuss with students that saving your money would be the best option. 2. Explain that saving money is important for many reasons (e.g., in case of an emergency, you can buy something you really need or want). 3. Allow students to turn and talk about what they would save their money for. 4. Explain the concept of donating money and how that is beneficial for the donator and the one receiving the money.
<p>Activity:</p> <ol style="list-style-type: none"> 1. Students will sort the wants and needs cards with a partner. 2. Students will put down the "wants" and "needs" headers. They will then take each card, discuss it with their partner, and place it under the correct header. 3. Have students follow-up with the included printable cut and paste sort. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Ask students to think about how their parents pay for items that they buy. What do they give to the cashier? Discuss the different ways we can pay using the picture cards. 2. Introduce the classroom money system you will be establishing for this week and next week. Show students the Superstar Bucks money and how they can earn it for following directions and showing kindness. Students will be able to cash in their bucks next week. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Read the book <u>Bunny Money</u> by Rosemary Wells. 2. Have students retell Max and Ruby's adventures and how they used their money. 3. Call on a few students to share out. Try to call on one that saved, one that fulfilled a need, and one that fulfilled a want. Discuss with the students how we earn money, which is by working. Students will partake in a classroom job to earn Superstar Bucks.
<p>Independent Practice:</p> <p>Respond in student reflection log pg. 3</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 4</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 5</p>

Want #1**Want #2****Want #3****Want #4**

wants

something we would like to have
but do not need to have



needs

something that is necessary to
live and survive







1.



2.



3.



4.



5.



6.





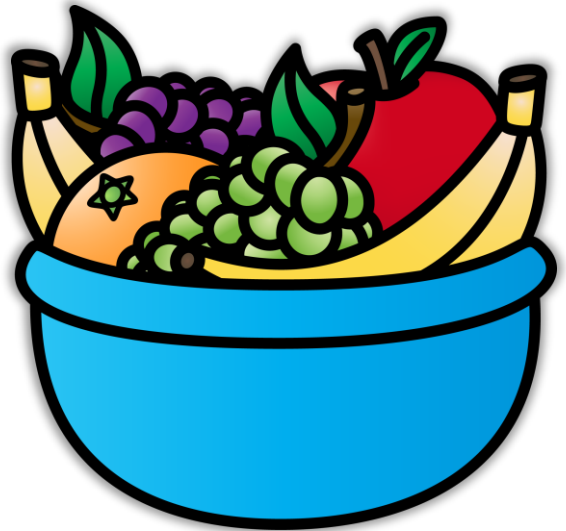
water



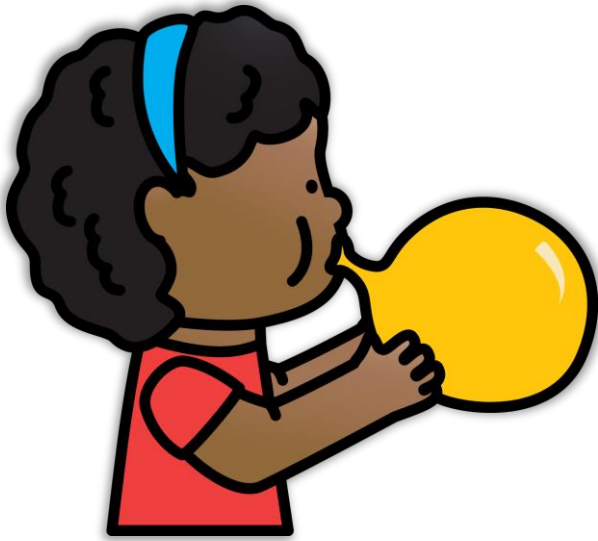
clothes



shelter



food



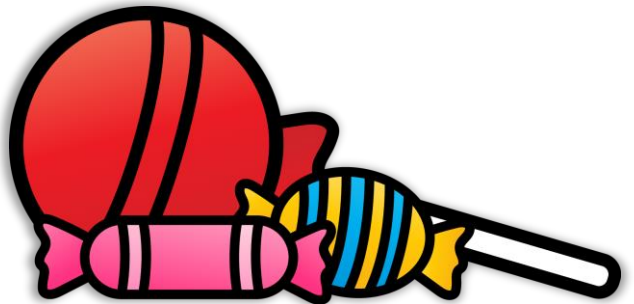
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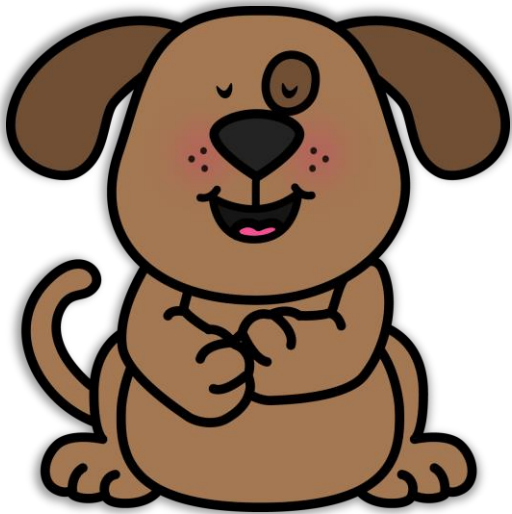
love



toys



candy



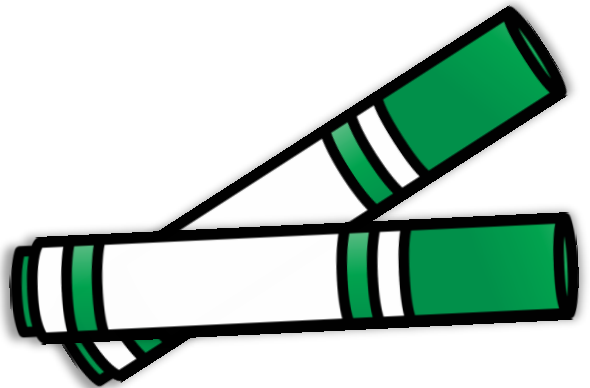
pet



tablet



snacks



markers



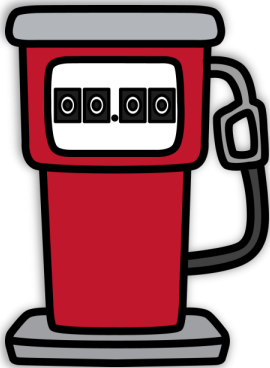
Wants

Both

Needs

wants

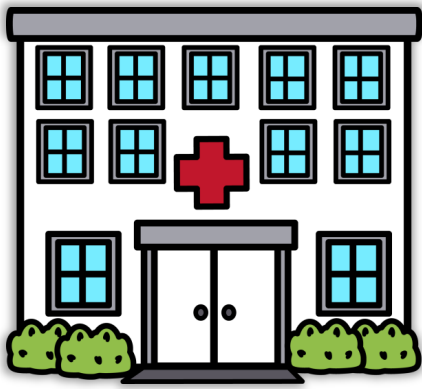
needs



gas



clothes



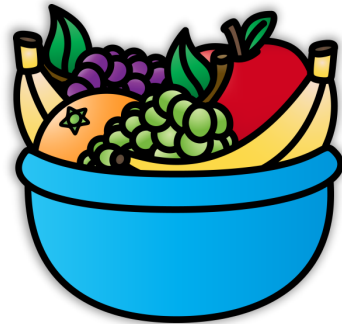
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medicine



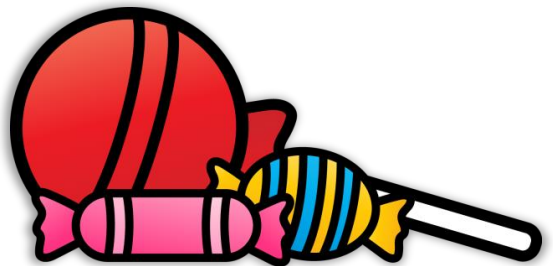
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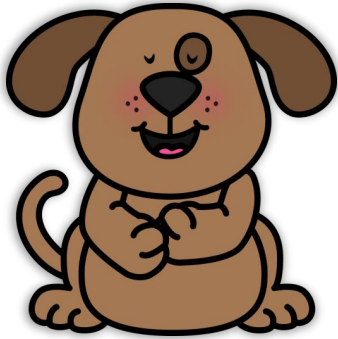
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toys



candy



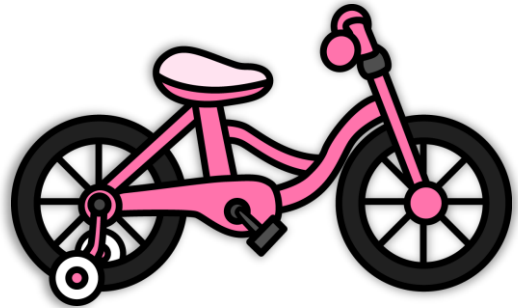
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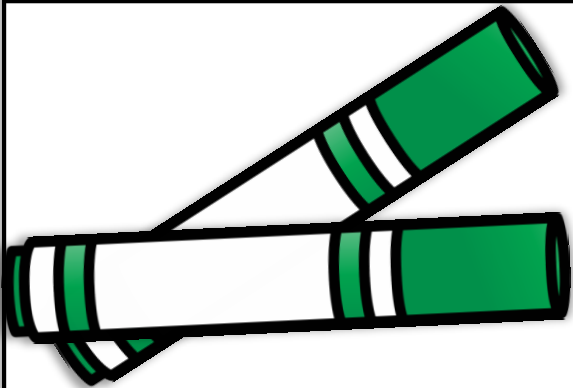
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snacks



bike



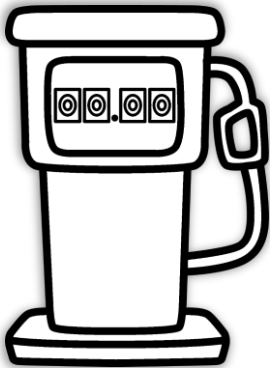
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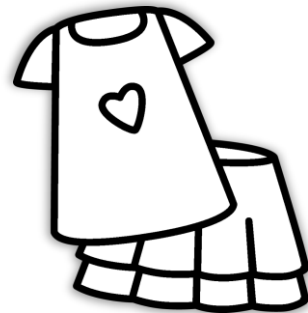
doll

wants

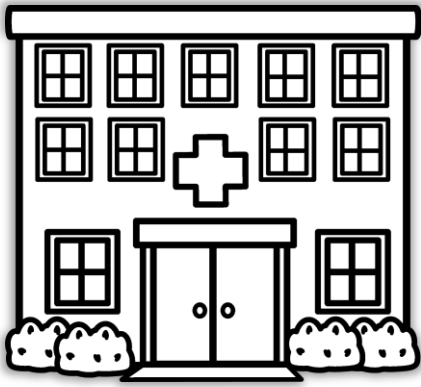
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gas



clothes



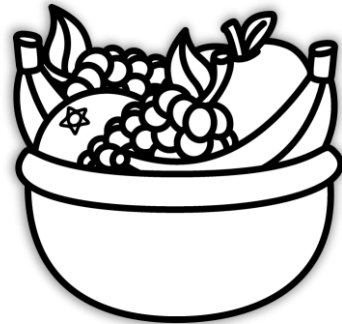
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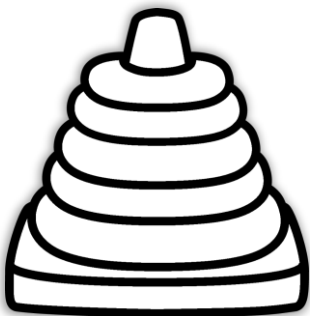
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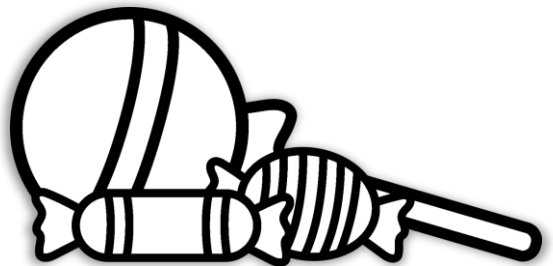
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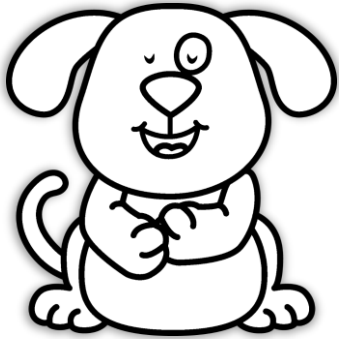
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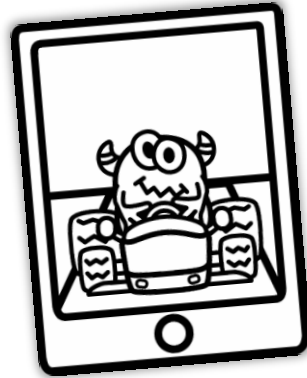
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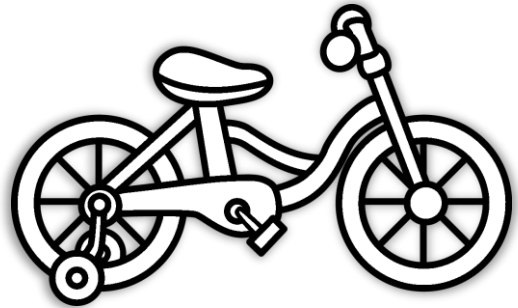
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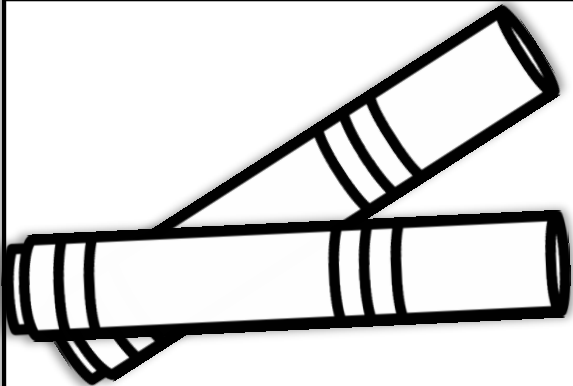
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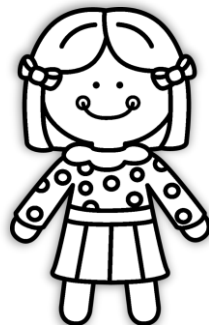
snacks



bike



markers



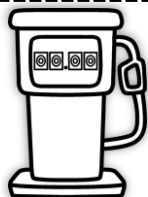
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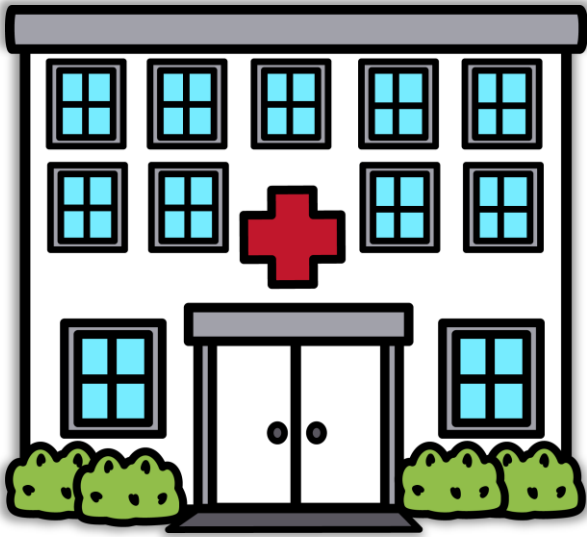
Directions: Cut and paste the objects into the correct column.

wants

needs

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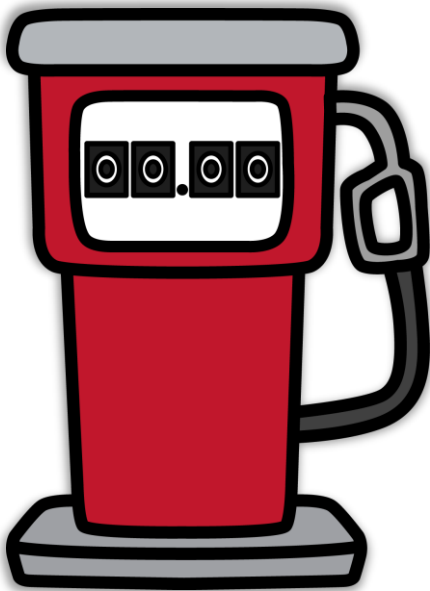




doctor



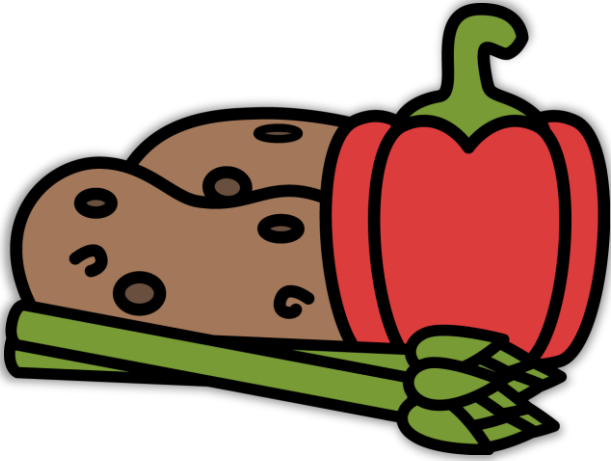
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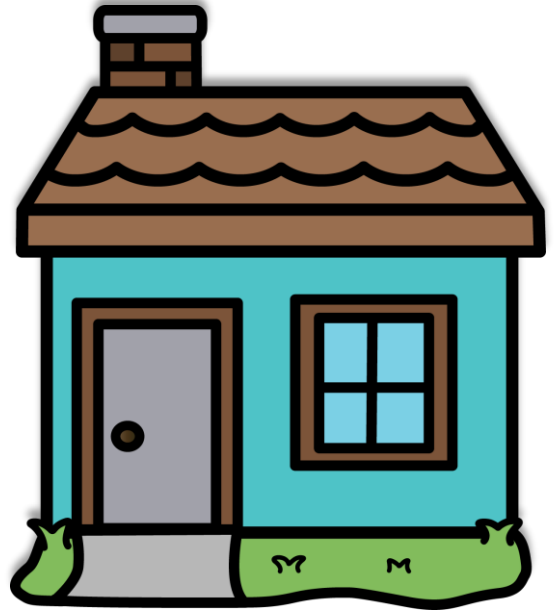
gas



clothes



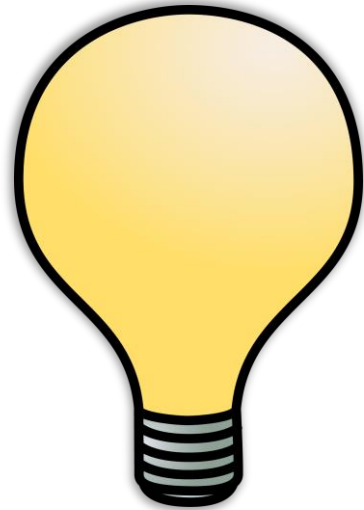
food



house



car



electricity



water



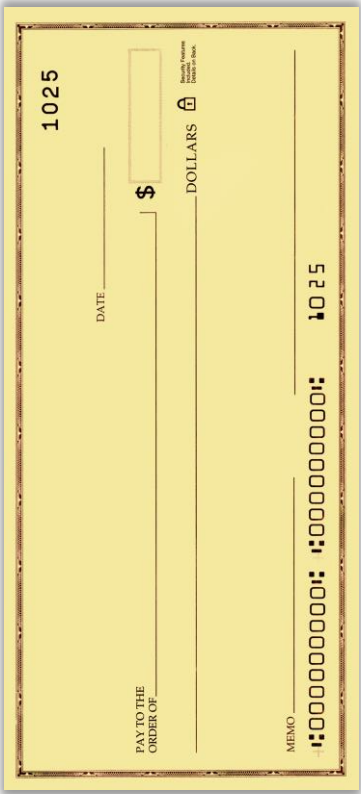
phone



wants



savings



**Superstar
Buck**



**Superstar
Buck**



**Superstar
Buck**



**Superstar
Buck**



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Buck**



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**Superstar
Buck**

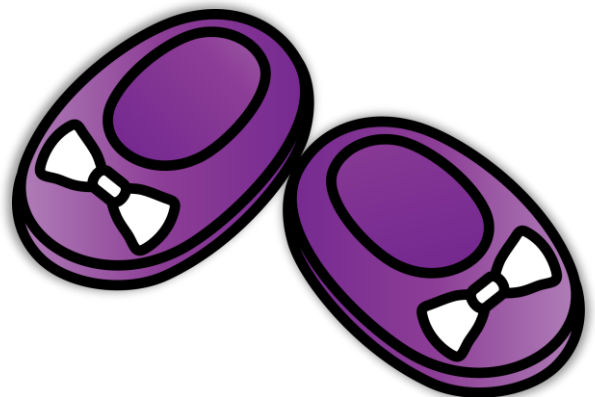
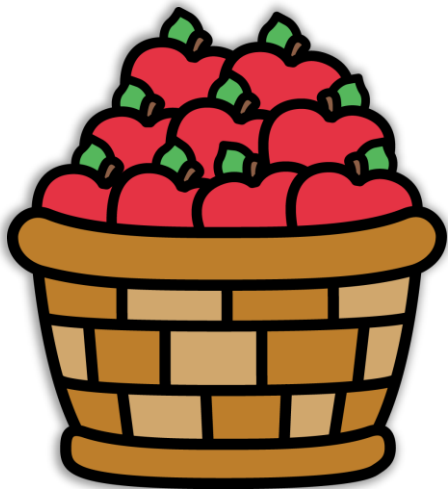


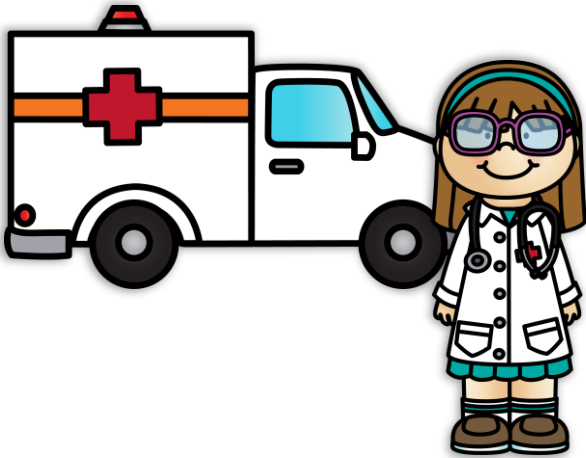
<div> Unit: Five Lessons 6-10 </div> <div> <h1>KinderSocialStudies Units</h1> </div>		
<p>Unit Big Idea: Students will describe how consumers and producers trade goods and services for money.</p> <p>Week Theme: Economics</p> <p>Vocabulary: consumer, producer, good, service</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> *What are goods and services? How do people attain them? *How is money earned, used, and saved? <p>Week "I can statements":</p> <ul style="list-style-type: none"> *I can describe goods and services. *I can identify ways to earn, use, and save money. 	Lesson 6: Goods and Services	Lesson 7: Consumers
	<p>Introduction:</p> <p>Objective: Students will review their new knowledge of money, wants, and needs.</p> <p>Ask students to turn and talk to their partner about what they learned the previous week. Listen for students to use appropriate vocabulary.</p>	<p>Introduction:</p> <p>Objective: Students will define the word "consumer."</p> <p>Ask students what they think a consumer is. Use the word in a few different sentences to give them clues. Then, define the word with the class.</p>
	<p>Whole Group Lesson:</p> <p>Lesson Six Objective: Students will define the words "goods" and "services."</p> <ol style="list-style-type: none"> 1. Reread the included book, "All About Money." Define the words "good" and "service" to the class. Lead students in defining the word. 2. Start an anchor chart that you will use throughout the week. Make the anchor chart with four boxes and include the following headers: goods, services, producers, and consumers. Add the definitions of goods and services along with the included clip art pieces. 	<p>Whole Group Lesson:</p> <p>Lesson Seven Objective: Students will define the word "goods" and describe how consumers attain goods.</p> <ol style="list-style-type: none"> 1. Reread the definition of "consumer" to the class. Ask: "What does it mean when it says that consumers purchase goods?" 2. Read pages 4-7 of <u>Who's Buying? Who's Selling?</u> By Jennifer Larson. 3. Add the definition of consumer to your lesson six anchor chart. 4. Add the picture cards to match the consumer.
	<p>Activity:</p> <ol style="list-style-type: none"> 1. Continue the conversation of goods and services. Have students watch THIS goods and services video. 2. Discuss with the students what they saw and learned in the video. 3. The students will then go to their seats and do a goods and services sort. 4. Encourage students to think deeply about the connection between goods and services. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Use the "Consumer and Goods" cards. 2. Tell students that they need to help the consumers find the goods they are looking for. 3. Give each student a "Is it a good?" paddle. 4. Using the included mini picture cards, show each one to the students. 5. The students will have their paddle show a thumbs up or down to match if the picture card is a good or not.
	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 6</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 7</p>

Unit Five: Economics

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Lesson 8: Producers	Lesson 9: Supply and Demand	Lesson 10: Economics and I
<p>Introduction:</p> <p>Objective: Students will define the word "producer."</p> <p>Ask students what they think a producer is. Use the word in a few sentences and tell them that it is the opposite of a consumer. Then, define the word with the class.</p>	<p>Introduction:</p> <p>Objective: Students will recall their knowledge of goods, services, producers and consumers.</p> <p>Ask students to turn and talk to their partner about what they learned from the previous lessons. Listen for students to use appropriate vocabulary.</p>	<p>Introduction:</p> <p>Objective: Students will wrap up the unit with having a hands-on experience of consumers, services and producers.</p> <p>Ask the students to think about their dinner last night. What goods did they have? Did they have a service? Did a producer help to produce some of the food?</p>
<p>Whole Group Lesson:</p> <p>Lesson Eight Objective: Students will define "producers" and how they relate to goods.</p> <ol style="list-style-type: none"> 1. Reread the definition of "producer" to the class. Ask, "What does it mean when it says that a producer supplies a service?" 2. Lead students in defining the word "service." 3. Read pages 8-13 of <u>Who's Buying? Who's Selling?</u> By Jennifer Larson. 4. Add the definition of producer and the picture cards to the lesson six anchor chart. 	<p>Whole Group Lesson:</p> <p>Lesson Nine Objective: Students will be introduced and exposed to the idea of supply and demand.</p> <ol style="list-style-type: none"> 1. Read pages 22-27 of <u>Who's Buying? Who's Selling?</u> By Jennifer Larson. 2. Discuss with the students the idea of supply and demand. 3. Further this with showing students a set of Skittles candies. Use only three colors for this demonstration. Leave only 1-2 of two colors and then leave several of the third color. 4. Have students go back to their seats and color the candy card with the color of Skittle they would like to "purchase." 	<p>Whole Group Lesson:</p> <p>Lesson Ten Objective: Students will partake in a real life experience of being producers and consumers.</p> <ol style="list-style-type: none"> 1. This activity can be simple or extravagant depending on the time you have to dedicate to it. The idea is that the students will get to practice offering services or being consumers. 2. Divide the class into those that are providing services (dentist, doctor, mechanic, etc.) and the others will be the consumers. The students will take turns going around to partake in each service being offered. <p>*You can use this day to invite guest speakers as well. These individuals might offer services or be producers. Included thank you notes and invites are available.</p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. Read pages 14-21 of <u>Who's Buying? Who's Selling?</u> By Jennifer Larson. 2. The students will then go to their seats and do a goods and producers sort. 3. Encourage students to think deeply about the connection between goods and producers (e.g., The farmer plants and picks the corn. Then, the farmer contributes to the corn dogs as a good.) 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Have students bring their colored candies back to the carpet. Line out the candies so you can see how many students want each color. 2. Once it is determined that there are enough of the colors for each to purchase one, go over how the supply is down so the demand is high. 3. Introduce the students to the idea of trading to get what they need. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. This will be the wrap up of students spending their Superstar bucks that they have been earning over the last two weeks. 2. Students can purchase items, or if you are continuing the Superstar bucks, they might choose to save their bucks.
<p>Independent Practice:</p> <p>Respond in student reflection log pg. 8</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 9</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 10</p>



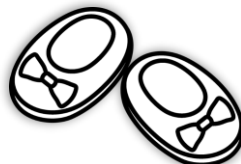
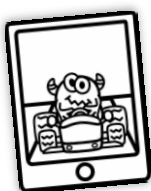


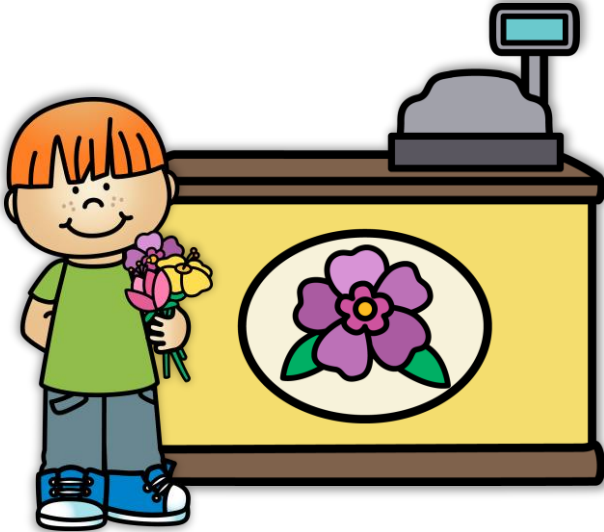
Directions: Cut and paste the objects into the correct column.

goods

services

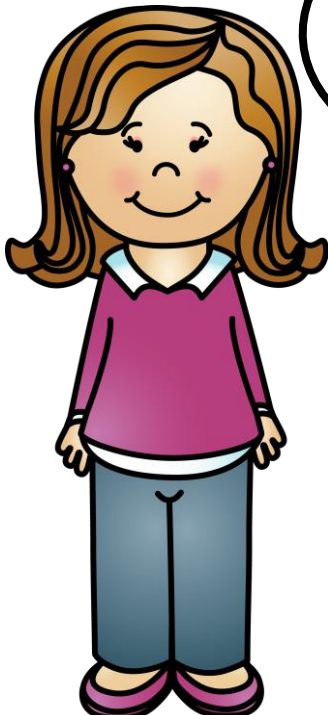
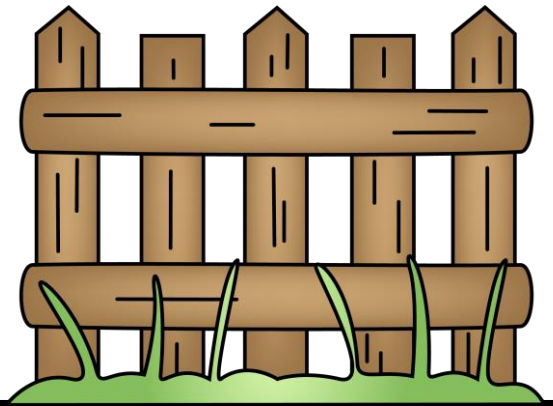
©TARAWEST







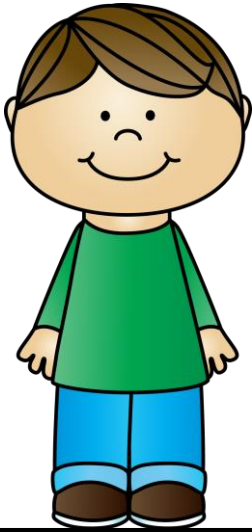
I need
to buy a
fence.



I want
to buy a
purse.



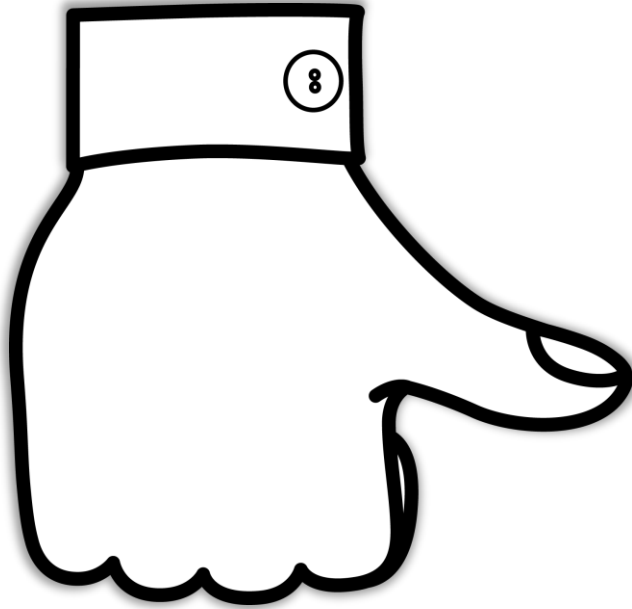
I want
a new
bike.



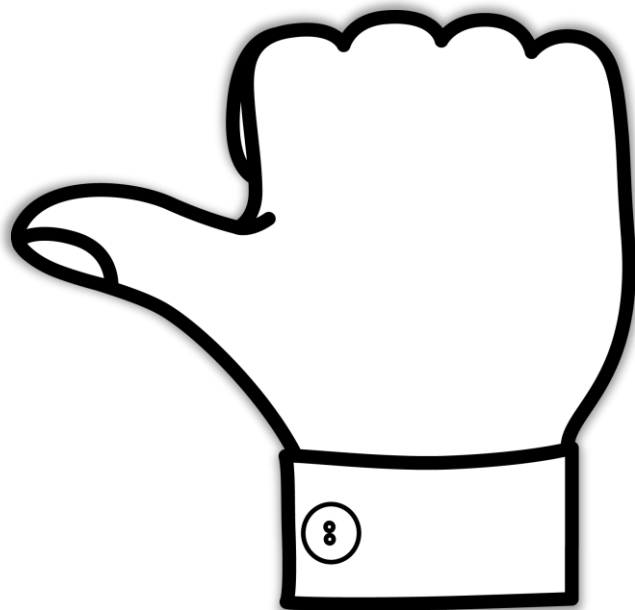
I need
a house.



It is not
a good.



It is a
good.





teacher



housekeeper



doctor



mechanic



babysitter



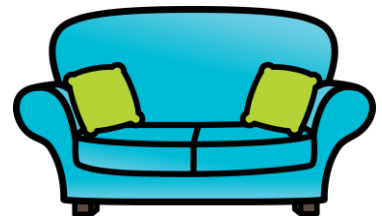
taxi driver



food



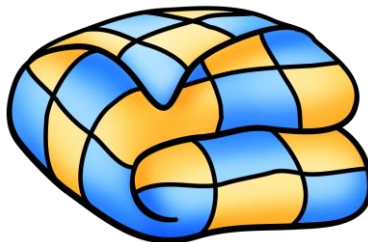
toy



furniture



phone



blanket



car

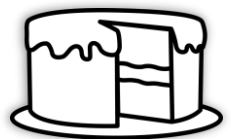
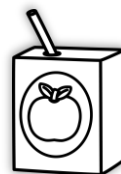
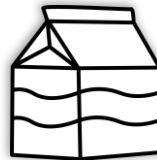
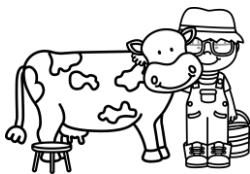
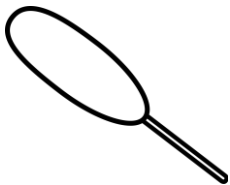


Directions: Cut and paste the objects into the correct column.

goods

producers

©TARAWEST



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Dear Parents,

During this unit we will be learning all about goods and services. We will learn about what goods and services are and who are producers and consumers. We would like to request your appearance in speaking with the class. As part of our studies for this unit we would enjoy hearing about your profession as someone that provides a service or helps to produce goods. If you are able to attend a classroom visit on _____, please feel out the form below. Thank you in advance!

What is your child's name? _____

What profession would you like to share with us? _____

How can I best contact you? _____

Additional Comments? _____



Thank you!

Thank you...



Four sets of primary-ruled lines for handwriting practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Name: _____

Directions: Illustrate something you want.



Directions: Illustrate and write about something you want.





Name: _____

Directions: Illustrate something you need.

Directions: Illustrate and write about something you need.



Name: _____

Directions: Illustrate a want and a need.

want:

need:

Directions: What is the difference between a want and a need?

Name: _____

Directions: Illustrate a job you want to do when you grow up.

Directions: Make a list of jobs.

1. _____

2. _____

3. _____

4. _____

5. _____


6. _____

Name: _____

Directions: Illustrate how you would spend your money.

Name: _____

Directions: Illustrate and write about how you would use your money.



Name: _____

Directions: Illustrate a picture of a good.

Directions: Illustrate and write about what a good is.



Name: _____

Directions: Illustrate a picture of a consumer.

Directions: Illustrate and write about what a consumer is.



Directions: Illustrate a producer and a good.

Directions: Illustrate and write about what a producer is.



Name: _____

Directions: Illustrate a picture of supply and demand. What if there were only 2 red apples and ten people?

[illegible]

Name: _____

Directions: Illustrate how you used your Superstar bucks.

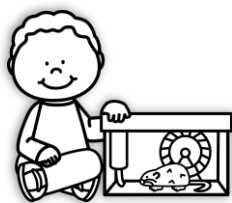
Name: _____

Directions: Illustrate and write about how you used your Superstar bucks.

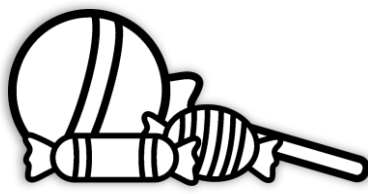


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Which picture shows something people want?



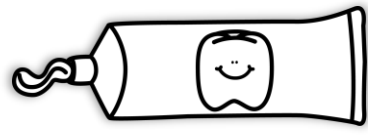
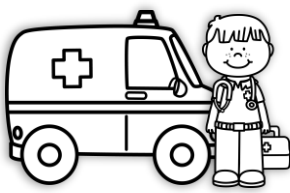
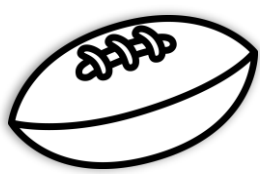
Which picture shows something people need?



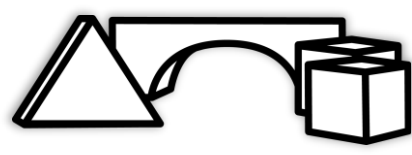
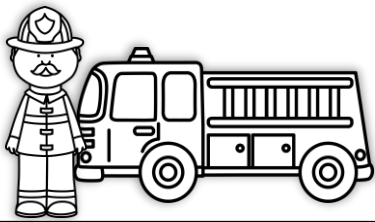
How do we get the things we need and want?



Which picture shows a service?



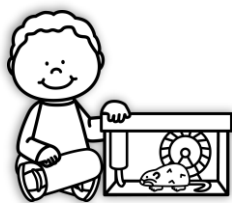
Which picture shows a good?



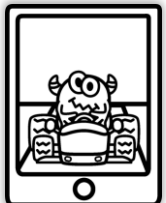
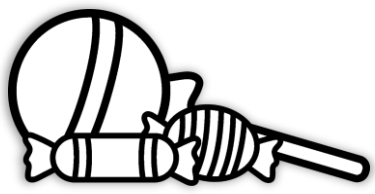
Economics Assessment Tracker

Student	Score	Question 1: want	Question 2: need	Question 3: money	Question 4: services	Question 5: goods
	/5					
	/5					
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	/5					
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	/5					

Which picture shows something people want?



Which picture shows something people need?



How do we get the things we need and want?

Name one type of service.

Name one type of good.

Economics Assessment Tracker

Student	Score	Question 1: want	Question 2: need	Question 3: money	Question 4: services	Question 5: goods
	/5					
	/5					
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	/5					

Social Studies



economics

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money

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want

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need

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consumer

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producer

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good

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service

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Read Aloud Book List

Book	Purchase	Online
Those Shoes by Maribeth Boelts	Here	Here
Bunny Money by Rosemary Wells	Here	Here
Who's Buying? Who's Selling? By Jennifer Larson	Here	N/A

**Unit One:
Rules**

**Unit Two:
United States**

**Unit Three:
Maps**

**Unit Four:
Cultures**

**Unit Five:
Economics**

**Unit Two:
Community**