



COUNCIL FOR
**Economic
Education**

Teaching Opportunity[®]

This lesson plan is from the Council for Economic Education's publication:

Focus: Economics - Grades K-2

To purchase ***Focus: Economics - Grades K-2***, visit:

<http://store.councilforeconed.org/focusk2.html>

Or, use the [order form](#) at the end of the lesson.

For more economic and personal finance lesson plans, visit:

<http://store.councilforeconed.org>

To learn more about the Council for Economic Education, visit:

<http://www.councilforeconed.org>

You have permission to use and share this lesson plan, as long as you make no changes or edits to its contents or digital format.

You can post this, email this, print this, share with your colleagues and pass it along for free to anyone you like.

If you post it to a website or intranet, please provide the following attribution:

Courtesy of the Council for Economic Education. For more economic and personal finance lesson plans, visit <http://store.councilforeconed.org>

Lesson 2 – A Mystery Bag of Wants

LESSON DESCRIPTION

In this lesson, the students consider picture clues in a “Mystery Bag of Wants” to determine what the teacher wants for the classroom. The students create individual Mystery Want bags and use the bags in a small-group activity to reinforce their understanding of economic wants and their position as consumers in the economy. A three-part assessment provides various levels of student skill development.

CONCEPTS

Consumer
Economic wants

CONTENT STANDARD

Standard 1 – Scarcity

- **Benchmark 2 for 4th grade:** Economic wants are desires that can be satisfied by consuming a good, service or leisure activity.
- **Benchmark 8 for 4th grade:** People whose wants are satisfied by using goods and services are called consumers.

OBJECTIVES

The students will:

1. Define “economic wants” and “consumer.”
2. Identify situations in which they are consumers.
3. Explain that people have many wants and that peoples’ wants are not the same.

TIME REQUIRED

75-90 minutes

MATERIALS

- ✓ One set of crayons for each student
- ✓ One pencil for each student
- ✂ One pair of scissors for each student
- ✓ One glue stick for each student
- ✓ One paper lunch sack for each student
- ✓ Supplies for teacher’s “Mystery Want bag”:
 - One paper lunch sack for the teacher
 - One copy of Activity 2.1, copied on card stock
 - One copy of a single page of Activity 2.2, copied on card stock
- ✓ Enough copies of Activity 2.1, copied on card stock and cut apart, to provide each student with his or her own animal picture card
- ✓ Enough copies of Activity 2.2 to provide each student with a full set of animal card sets, corresponding to each student’s animal picture card from Activity 2.1
- ✓ One copy of Activity 2.3 for each student
- ✓ One copy of Visual 2.1, prepared as a transparency or hand-copied onto a chart tablet

Prior to the lesson, prepare the teacher’s “Mystery Want bag.”

1. Decorate the teacher’s lunch sack as desired, and write the words “Mystery Want” on one side of the bag.
2. Place one animal picture in the bag – the bird, hermit crab, fish or hamster – from Activity 2.1. Do not choose the dog or cat. If the class already has a classroom animal that is represented in Activity 2.1, discard the picture card of that animal and the corresponding card set from the lesson.
3. Choose the page from Activity 2.2 that corresponds with the animal picture card placed in the teacher’s Mystery Want bag.


Lesson 2 – A Mystery Bag of Wants



Copy the page on card stock, cut the individual cards apart, color them, and place them in the Mystery Want bag.

PROCEDURE

1. Show the students the Mystery Want bag, but do not show them what is inside the bag. For example, if the bird card from Activity 2.1 was selected, then that card and the Activity 2.2 cards showing items for the bird will be in the bag.
2. Tell the students there is something the teacher wants for the classroom and that inside the bag are clues to help them figure out what it is the teacher wants.
3. Write “Mystery Wants” on the board. Ask the following questions:
 - A. What are these words? (The teacher should read the words if the students cannot.)
 - B. What do they mean? *Answers will vary.*
4. Explain that a mystery is something people don’t know the answer to or something that isn’t fully understood. **Economic Wants** are desires that can be satisfied by consuming a good, service or leisure activity – wants are things people would like to have. (**NOTE:** If the students have not been exposed to the terms “good,” “service” and “leisure activity,” give the following brief definitions with examples. A **good** is something people want that they can hold or touch, such as a doll or a book. A **service** is an activity that people do for other people, such as driving a school bus or sweeping the floor. A **leisure activity** is something people do for fun or to relax, such as swimming or riding a bike.
5. Tell the students that the teacher will show them the pictures that are in the Mystery Want bag, one at a time. Explain that each picture represents an item that would be useful to have for the classroom Mystery Want.
6. Remove the card from the bag that is least likely to give away the Mystery Want. Show the card to the class, and ask the students to identify what is pictured on the card. Ask if anyone can guess what the Mystery Want is after seeing the card. *The students will guess, but it is unlikely they will guess correctly after just one clue.* Continue showing cards and allowing the students to guess until a student guesses correctly or until the last picture in the bag is the picture of the teacher’s want – a class pet (or an additional classroom animal if the class already has a class pet).
7. Remove the picture of the animal and identify it.
8. Show the cards again and write the name of each item on the board. Ask why the class would want these things for its class pet. *They are things that are used to care for the animal: food, a place to live, a toy.* Ask the students to think of other things they would want if this animal were the class pet. Add additional items to the list on the board.
9. Ask the students where to get the items on the cards. *Possible responses include “at a store” or “at a pet store”; ordering from a catalog or online; someone might give them the items.*
10. Write the word “consumer” on the board. Ask if anyone can read the word. If the students are unable to read the word, read it aloud and have the students repeat the word. Tell the students that it is a special name for people who buy and/or use things. **Consumers** are people whose wants are satisfied by using goods and services. In the students’ language: you are a consumer when you use a good or service.

- 
11. Ask the students for examples of times they have been consumers. *Answers will vary but may include watching a movie, using crayons for coloring a class project, eating an ice cream cone, riding on a roller coaster, getting a haircut or shopping for groceries.*
 12. Assign student partners. Explain that the students will work with a partner to prepare their own Mystery Want bags. Distribute the Activity 2.2 card sets that were not used in the beginning of the lesson, one set to each student. Provide the same set to each student in the pair. Record the card set each student receives. (NOTE: There are only six different animal card sets, so for each animal, several students will have the card set corresponding to that animal.)
 13. Give each student a paper bag, crayons, pencils, scissors and glue.
 14. Explain that the partners should not show any other students their card sets. Remind the students that they are creating MYSTERY Want bags – so no one else should know what is in their bags, yet. Instruct the students to color the pictures on the cards, including the card with the words “Mystery Want.” Tell the students not to cut the cards apart.
 15. Explain that there is one blank section on their Activity 2.2 page. Tell the students not to write or draw anything in that section yet. Tell the students that as soon as they finish coloring the pictures and words on their page, they should show the page to their partner.
 16. Instruct the students to identify and discuss quietly the items on their pages with their partners. The partners should guess the animal they think would use the items, and explain why he or she would want the items for that animal. Walk among the students to be sure they are correctly identifying their animals. If student pairs cannot identify the correct animal, guide them to the correct choice by explaining why people would want the items for the animal and how the items would be used for the animal.
 17. As each student correctly identifies the animal that corresponds with the animal card set he or she has, give that student the picture card of that animal. Ask the students to think about something that is not already on the cards that they might want and that would be useful for their animal. For example, a student might draw a veterinarian caring for the animal or a brush with which to groom a dog.
 18. When the student pairs have received the appropriate animal picture card and discussed an additional useful item for the animal, instruct the students to draw and label the additional item wanted, in the blank space on the card. Tell the students to cut the cards apart, glue the section containing the words “Mystery Want” to one side of the paper bag, and place the remaining cards – including the animal picture card – in the bag.
 19. Allow time for all of the students to complete the preparation of their individual mystery-want bags.
 20. Announce that the next activity will be done in small groups. Organize the groups so that each member of a group prepared a different set of cards from Activity 2.2.
 - The number of groups will correspond to the largest number of any card set. For example, if five sets of bird cards were used, then those five students will be in different groups. Students with different card sets will be distributed among those groups.
 - No small group should have more than one student with a particular set of cards. Depending on the number of students in the class, it is possible some

Lesson 2 - A Mystery Bag of Wants

groups will have fewer members than others.

21. Review the opening activity from Procedure step 1. Remind the students of the following:
 - They were shown one card at a time.
 - They were asked to identify what was pictured on the card.
 - They were then given the opportunity to guess what the Mystery Want was.
22. Explain that in the small groups, one group member at a time will present cards from his or her bag, one card at a time, to the other members of the group. The other students in the group will have the chance to identify what is pictured on the card and, if possible, guess what animal they would care for with the item. As in the whole-class activity, the students should remove one clue at a time until the picture of the animal is the only one remaining in the bag. If the group members have not guessed the correct animal by the time they remove all items from the bag, the student will remove the picture from the bag and identify it.
23. Tell the group members to take turns, allowing each group member to reveal the pictures in his or her Mystery Want bag.
24. The groups may finish at different times. If this happens, instruct the groups that have finished to discuss why the items in each bag are useful in caring for the animal the bag represents. Also ask them to identify other things they would want if they were able to have the animal as a pet.

CLOSURE

25. Tell the students to return to their seats.
26. Display a copy of Visual 2.1. Discuss the headings and how they relate to the care of the animals listed.

A. Column 1 – Food: *Necessary to keep the animal alive (Water may be mentioned.)*

B. Column 2 – House: *Comfortable place to live; keeps the animal safe*

C. Column 3 – Toys: *Provide exercise; fun way for children to play with the animal*

D. Column 4 – Other: *May include veterinarian care, additional equipment, grooming products*

27. Ask the students to recall the animal picture card and item cards that were in the teacher's Mystery Want bag. If using a chart tablet, attach the teacher's animal picture card to the row on the chart containing the animal's name. Refer to the list of items previously written on the board. Discuss each and write it in the appropriate column on Visual 2.1.
28. Referring to the Visual 2.1 chart, select another animal. If using a chart tablet, attach the animal picture card for that animal in the correct space. Ask each student who created an individual bag for that animal to discuss the want cards he or she had and the appropriate column in which to record them. Write the name of each item in the appropriate column. Discuss how each item will be used in the care of the animal. Continue until all the students have had an opportunity to review the want cards in their bags and add the wants to the chart in the appropriate columns.
29. Point out the similarities and differences among the items in the various columns. Discuss the following:
 - A. Every animal wants food, but is it the same food? *No, the animals require different foods to live.*
 - B. How do the items in the remaining columns compare? *All of the animals must have a house or bedding, but each is unique. Toys and exercise equipment are*

important for some. Others may not have anything listed in that column. The “Other” column will have a variety of items – some similar, some not.

C. Would all of these animals be appropriate for a classroom pet? Why or why not? *The dog and cat are usually not pets for a class. Their care would be too time-consuming for a class, and their presence could be disruptive.*

D. Does anyone have one or more of these animals at home? *Answers will vary, but expect the students to give many examples of animals at home. Some students may live on farms and want to talk about cows, horses and other farm animals.*

30. Remind the students that all people are consumers, but their wants can be very different. Ask the students to give examples. *The students may repeat examples from the lesson. Other responses may include differences in favorite types of candy, equipment for different sports, and parents driving different kinds of cars.*
31. Review the important content of the lesson by discussing the following:
- A. What are economic wants? *In student language: wants are things we would like to have. Economic wants are desires that can be satisfied by consuming a good, service or leisure activity.*
- B. Give examples of things you want. *Answers will vary but may include toys, video games, a trip to Disney World, a new car for the family.*
- C. Do all people have the same wants? *No. We all want food, a place to live, and many other things, but we do not all want identical things.*
- D. Who is a consumer? *In student language: you are a consumer when you use a good or service. People whose wants are satisfied by using goods and services are called consumers.*
- E. Give examples of times you have

been consumers. *Answers will vary but may include watching a movie or going to a doctor for a checkup.*

ASSESSMENT

Distribute a copy of Activity 2.3 to each student. Assessment “A” is appropriate for students with limited reading and writing skills. Assessments “B” and “C” are suitable for students with greater proficiency.

Review the directions with the students. Instruct the students to complete the assessment. Allow time for the students to work. Collect the completed assessments.

Assessment Answers

Assessment A

The answers will vary. Check for appropriate wants for the student and the student’s family. Sentences may not be complete.

Assessment B

1. *Consumer*
2. *Crayons*
3. *Bike*
4. *Book*
5. *Car*
6. *b*
7. *c*
8. (Sample answer) *I want to buy cookies and milk at the grocery store.*
9. (Sample answer) *I want to get a new soccer ball at the toy store for my game on Saturday.*
10. (Sample answer) *I want a new winter coat from the clothing store.*

Lesson 2 – A Mystery Bag of Wants



Assessment C





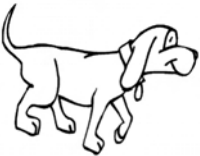

The student will select one of the items and circle it. *Example: swing set*

1. Why do you want it? *I want the swing set because we do not have one at my house. It will be fun to play on.*
2. How will you use it? *I will play with my little sister. We will take turns.*
3. *One day I told my mother I wanted a new soccer ball. She took me to the sports store to buy one. I am a consumer when I use the ball to play soccer.*
4. (Example) Jack: *J – jump-rope; A – ant farm; C – crayons; K – keyboard*

Visual 2.1 - A Mystery Bag of Wants

We are consumers. We want many goods and services.

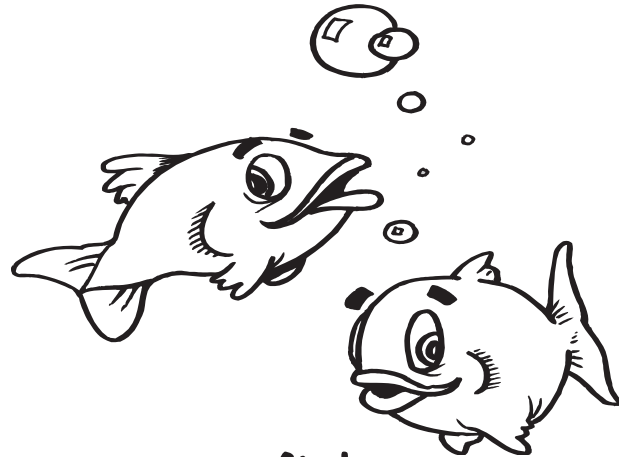
We want some goods and services to help us take care of our pets.

	Food	House	Toys	Other
 hamster				
 fish				
 hermit crab				
 bird				
 dog				
 cat				

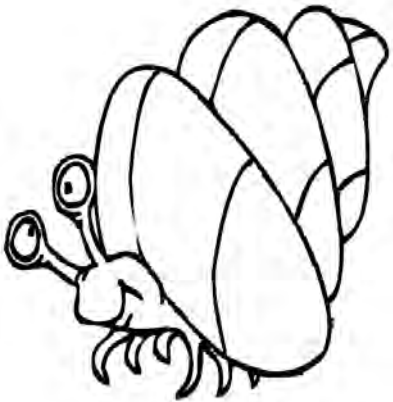
Activity 2.1 - Animal Cards



hamster



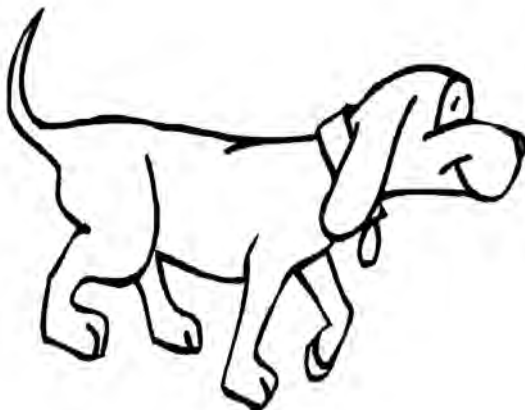
fish



hermit crab



bird



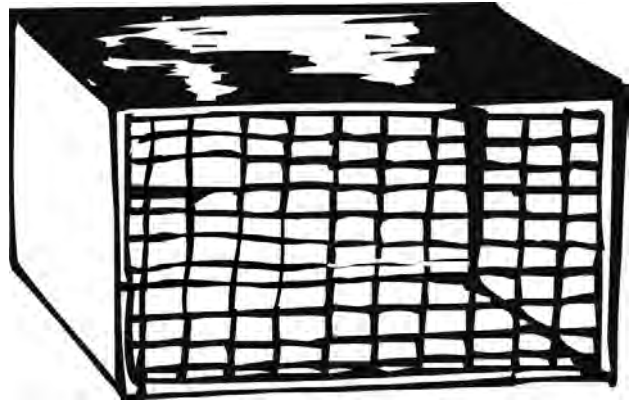
dog



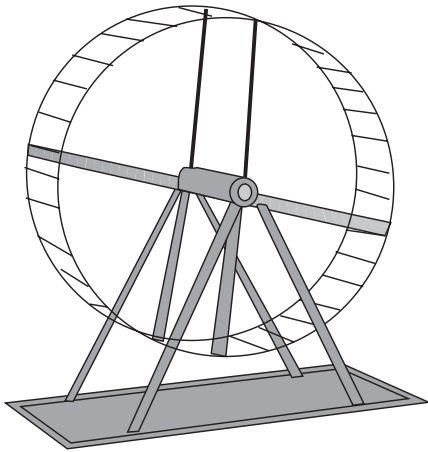
cat

Activity 2.2 - Card Set A – Hamster

Mystery Want



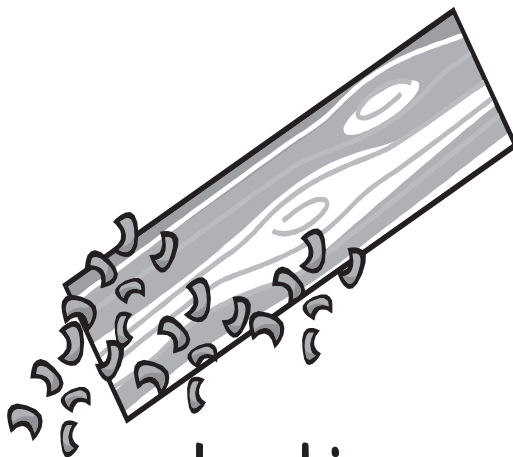
cage



exercise wheel



hamster food



cedar chips

Activity 2.2 - (continued) Card Set B – Fish

**Mystery
Want**



fish bowl



decorative castle



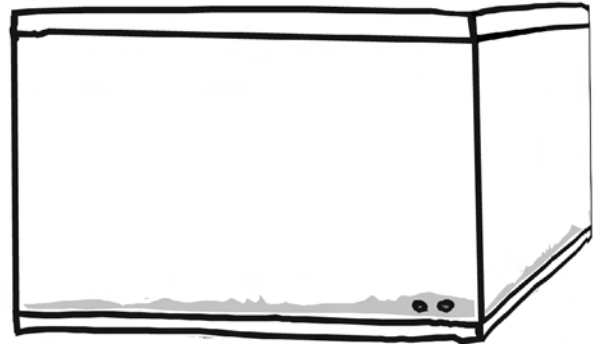
fish food



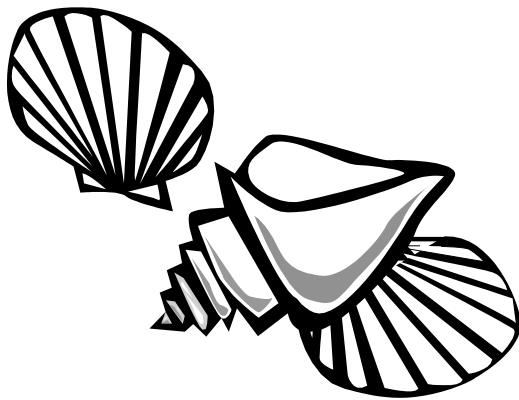
fish net

Activity 2.2 - (continued) Card Set C – Hermit Crab

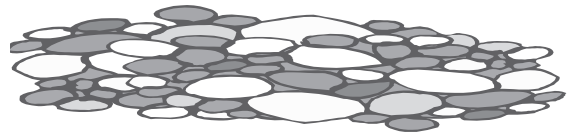
**Mystery
Want**



habitat



shells



food pellets



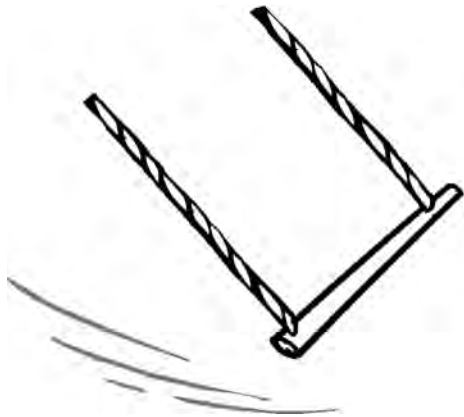
rocks to climb on

Activity 2.2 - (continued) Card Set D – Bird

**Mystery
Want**



cage



swing



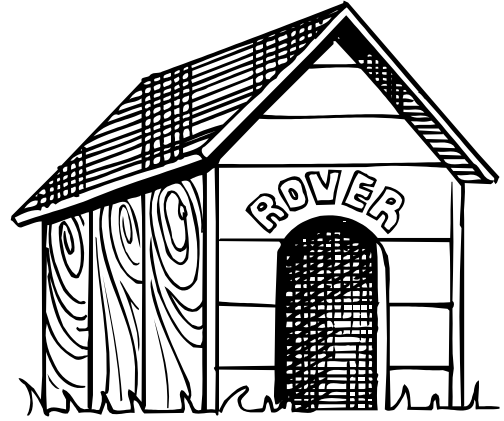
seeds



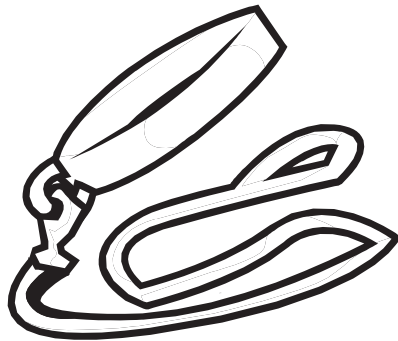
beak toy

Activity 2.2 - (continued) Card Set E – Dog

**Mystery
Want**



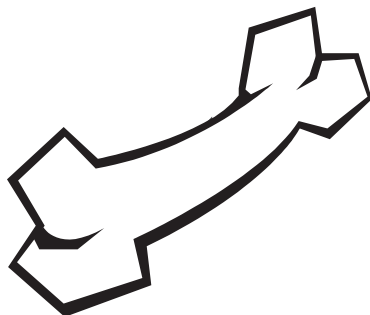
dog house



leash



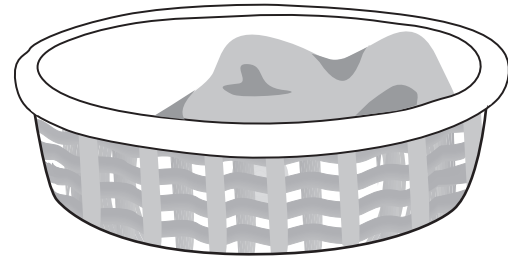
dog food



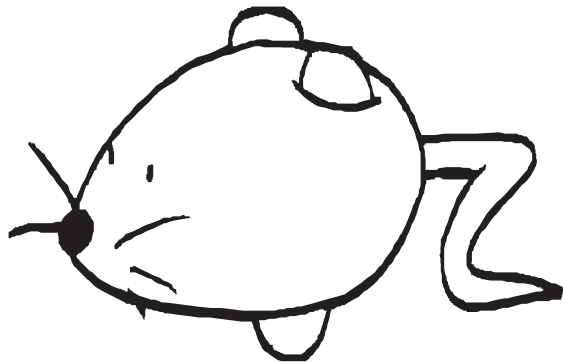
bone

Activity 2.2 - (continued) Card Set F – Cat

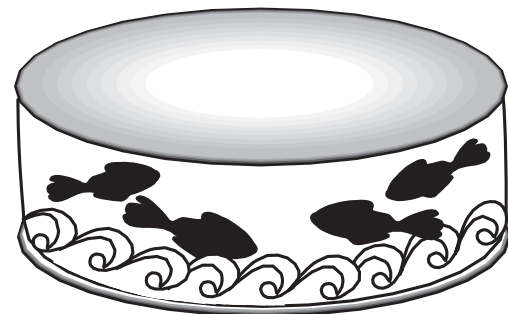
Mystery Want



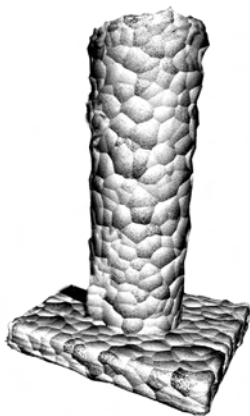
cat bed



toy mouse



cat food



scratching post

Activity 2.3 - Assessment A

You are a consumer. In the first box, draw something you want for yourself. Complete the sentences. In the second box, draw something you want for your family. Complete the sentences.

Myself	
I want _____	for myself.
I want this because _____.	
I will use this to _____.	
My Family	
I want _____	for my family.
I want this because _____.	
We will use this to _____.	

Activity 2.3 - (continued) Assessment B

Use the correct word from the box to complete each sentence.

consumer	bike	car	book
crayons			

1. Sam bought apples and cheese at the grocery store.
Sam is a _____.
2. I want a new box of _____
to color a picture.
3. My best friend wants a _____
just like mine to ride to school.
4. My teacher wants a _____
to read to the class.
5. My family wants a new _____
to drive to visit my grandparents.

Activity 2.3 - (continued) **Assessment B**

Circle the letter of the correct answer.

6. Economic wants are
- (a) the same for everyone.
 - (b) things people would like to have.
 - (c) always given to us by our friends.

Circle the letter of the correct answer.

7. People whose wants are satisfied by using goods and services are called
- (a) satisfied people.
 - (b) independent.
 - (c) consumers.

You are a consumer with many wants. Write a sentence about something you want at each of the following stores.

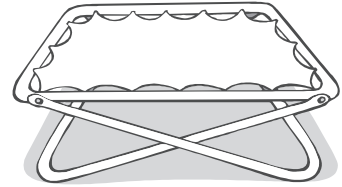
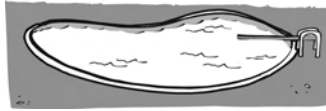
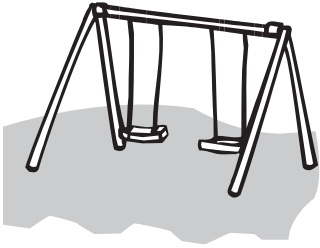
8. Grocery store

9. Toy store

10. Clothing store

Activity 2.3 - (continued) **Assessment C**

Pretend you want one of the following things for yourself, a friend or your family. Circle one.



Answer the following. Use complete sentences.

1. Why do you want it?

2. How will you use it?



Activity 2.3 - (continued) **Assessment C**

- 3. Write a short paragraph about a time you were a consumer. Use complete sentences. Use the words “consumer” and “want” in your paragraph.**

- 4. Write the letters of your first name on the lines below. Write one thing you want that begins with each letter. Add more lines if you need them.**

Example: S - skate board A - apples M - marbles



COUNCIL FOR
**Economic
Education**

Teaching Opportunity®

Order Form

Council for Economic Education
Attn: Order Department
122 E 42nd Street, Suite 2600
New York, NY 10168

Phone: 800-338-1192
Fax: 212-730-1793
www.councilforeconed.org/store
Federal ID No.: 13-1623848

Three easy ways to order!

1. Online – *pay with your credit card* -- www.councilforeconed.org/store
2. Fax – **(212) 730-1793**
3. Mail – *use the address above*

Order No.	Copies	Title	Price	Total

(Order No. is **bold 3-digit** part of ISBN number. Ex: Order No. with ISBN# of 1-56183-471-8 is **471**)

Coupon or Discount Code (if applicable): _____

Subtotal:

Payment enclosed (Make check payable to
Council for Economic Education)

Shipping:
Less than \$30, add 25%
More than \$30, add 10%

Discounts:

Shipping:

Purchase order enclosed

Total:

Credit card:

MasterCard Number: _____ Exp. _____

Visa

AmEx Authorized signature: _____

SHIP TO:

Name: _____ School/Organization: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Email: _____ Phone: _____

Would you like to receive e-mail updates from the Council for Economic Education
(Privacy: We don't rent or sell your name.) Yes No

BILL TO: same as **SHIP TO**

Name: _____ School/Organization: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____