
Economics: unlimited wants, goods, services

Language Arts: cause/effect, sequencing, recall, making predictions

Synopsis: A little mouse shows up at a young man's house. The young man gives the mouse a cookie and starts a chain of events.

Materials: markers, crayons, pencils, drawing paper

Procedure:

Pre-reading

1. Ask students if they have heard sentences like these: "If you finish your work, you may watch television" or "If you stop talking, you may go to recess."
2. Explain that the first part of each sentence tells something that might happen. It is called the "cause." The second part of the sentence tells what might happen because the first thing happened. It is called the "effect."
3. Ask students to identify the "cause" and "effect" of the sample sentences. Explain that *because* the work was finished, permission was given to watch television. *Because* the class stopped talking, permission was given to go to recess.
4. Ask students to predict how this sentence might end: "If you clean your room, you may ..." Use student responses to reinforce the cause/effect relationship.
5. Introduce the book, *If You Give a Mouse a Cookie*, by reading the first line of the story, "If you give a mouse a cookie..." and ask students to predict what the effect might be.

Reading

6. Complete reading *If You Give a Mouse a Cookie*.

Post Reading

7. To help students recall the events of the story, ask a student to name what the mouse wanted first.
8. Ask the next student to name the first and second things the mouse wanted.

9. Ask the third student to name the first, second, and third things the mouse wanted. Continue this process until the students have named all the things the mouse wanted. (*cookie, milk, straw, napkin, mirror, scissors, broom, mop, bucket, little box, pillow, story, paper, crayons, pen, tape*)
10. Discuss examples of cause/effect statements from the story.
11. Read the last page of the story, “he’s going to want a cookie to go with it.” Ask students to predict a possible effect of wanting a cookie.
12. Explain that the little mouse had many wants. Some of the things the mouse wanted were goods. **Goods** are things the mouse could touch and use. For example, the mouse wanted a cookie. A cookie is a good.
13. Ask students to name other goods the mouse wanted. (*milk, broom, scissors, straw, napkin, mop, bucket, box, pillow, paper, crayon, pen, tape*)
14. Explain that not all the things the mouse wanted were goods. One thing was a service. A **service** is something someone does for you. The mouse wanted the boy to read a story. This was a service.
15. Discuss:
 - a. What are some goods and services you would like to have?
 - b. Do you have all the goods and services you would like?
16. Explain that people have **unlimited wants** for goods and services. This means that the list of things they want never ends.
17. Explain that the class is going to write its own unlimited wants story. Begin the story by writing on the board, “If you give a teacher a dog, then she will want _____.”
18. Ask a student to name a good or service that a teacher might want if she had a dog. Write the student’s answer in the blank. For example, “If you give a teacher a dog, then she will want dog food.”
19. Continue by writing on the board, “If she has (dog food), she will want _____.”
20. Ask a student to name a good or service the teacher would want if she had the new item. Write the student’s answer in the blank. For example, “If she has (dog food), she will want a dog dish.”

21. Continue this process until there are ten or twelve sentences in the story.
22. Distribute drawing supplies to each student. Explain that students will create part of a story board for the class story. A story board shows pictures of what is happening in the story.
23. Assign each student two sentences in the story, instructing them to draw two pictures to go with the sentences and to write the correct sentence at the bottom.
24. Display the different story boards. (If there are twelve sentences and twenty-four students in the class, there will be four complete story boards.)

- b. What was the name of the human resource who worked on the glass for the windows? (*glazier*)
 - c. Who built the frames for the windows and the trusses for the roof? (*carpenter*)
 - d. Who made the roofing tiles and placed them on the trusses? (*roofer*)
 - e. What other human resources are mentioned in the story? (*firefighters, farmer*)
 - f. What specialized work does a firefighter do? (*puts out fires*)
 - g. What specialized work does a farmer do? (*grows the food we eat*)
7. Place students into groups of four. Assign each student to be a human resource: bricklayer, glazier, carpenter, or roofer.
 8. Distribute one piece of drawing paper to each group and instruct the group to draw a house. Explain they each have specialized jobs. Each human resource will draw only the part of the house in which he or she specializes. For example, the bricklayer draws the bricks, the carpenter draws the frames for the windows and trusses for the roof, the glazier draws the window glass, and the roofer draws the roof tiles.
 9. Distribute one piece of lined paper to each group and ask students to imagine they had built a real house. Instruct students to each write a sentence or two describing their particular job and how they would do it. This may be done while students are waiting to draw their part of the house.
 10. Display each group's drawing and description on the bulletin board.