

Peanut Butter and Jelly

by

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Lesson Description: After reading *Peanut Butter and Jelly*, students list the resources necessary to make peanut butter and jelly sandwiches and explain how the resources are used to satisfy a want. Students will also identify resources necessary to make lemonade and write a rhyme for lemonade patterned after the peanut butter and jelly rhyme. Finally, students make construction paper sandwiches and tell the class what resources were used to satisfy their want.

Grade Level: K

Essential Question: How are wants satisfied?

End of Cluster Expectation (Benchmark): Students will understand that individuals with limited resources undertake a wide variety of activities to satisfy their wants.

Assessment - Constructed Response:

Read the following to the students. Sam wants to have a pizza party. Sam has many things he wants to serve at his party. Distribute drawing paper to each student. Ask students to draw a picture of one of Sam's wants and one resource he needs to satisfy his want.

Scoring Rubric:

2 = This response gives a valid want with an accurate and relevant resource.

1 = This response gives a valid want or resource

0= Inaccurate response.

Assessment - Multiple Choice:

Give each student a copy of Handout 9. Ask students to circle the resource needed to make a cookie. (egg)

Objectives:

Students will:

- Define wants and resources
- Give examples of wants
- Give examples of resources
- Identify resources that can satisfy a want.

Prior Knowledge and Skills: None

Time To Complete: 1 hour

Materials:

- Copy of the book, *Peanut Butter and Jelly, a Play Rhyme* illustrated by Nadine Bernard Westcott.
- Visual 1
- Handout 1, run on red paper, multiple copies, cut apart
- Handout 2, run on white, multiple copies, cut apart
- Handout 3, run on green, multiple copies, cut apart
- Handout 4, run on manila, multiple copies, cut apart, two per student
- Handout 5, run on brown, multiple copies, cut apart
- Handout 6, run on purple, multiple copies, cut apart
- Handout 7, run on yellow, multiple copies, cut apart
- Handout 8, run on pink, multiple copies, cut apart
- Handout 9, one per student
- Sandwich bags, one per student

Procedure:

1. Ask students if they have ever had something they wanted. (Answers will vary.) Tell students that **economic wants** are desires that are satisfied by a good or a service.
2. Ask students the following:
 - a. When you are hungry, what do you want to eat? (Answers will vary.)
 - b. Do you ever eat sandwiches? What kind? (Answers will vary.)
3. Tell students that you are going to read a book about making a peanut butter and jelly sandwich. Ask the students to listen to the story for the things that are used to make peanut butter and jelly sandwiches.
4. Discuss the following.
 - a. What did the boy and girl want in the story? (peanut butter and jelly sandwich)
 - b. What did they do to satisfy their want? (baked bread, made peanut butter and jelly)
 - c. What did they need to make their sandwich? (bread dough, oven, knife, peanuts, grapes, someone to crush the peanuts and squash the grapes, bread) Write these things on a chart.
5. Teach the students the play rhyme about making a peanut butter and jelly sandwich using the hand and body actions list on the last page of the book.

6. Tell students that the things that the children used to make their sandwiches are called resources. **Resources** are the things used to make something.
7. Refer students to the list of things on the chart, step 4c. Remind students that these are the things that the children used to make their sandwich. Ask students what these things called. (Resources)
8. Tell students that you are thirsty. Discuss.
 - a. What might satisfy my want? (Answers will vary.)
 - b. Tell students you want a glass of lemonade. How can I satisfy this want? (buy or make lemonade)
 - c. What will I need to make lemonade? (pitcher, spoon, sugar, water, lemons) Write these on chart paper.
 - d. What do we call the things used to make lemonade? (resources)
9. Display Visual 1 (optional). Read the rhyme for lemonade. Have students decide on the hand motions for the rhyme and then act out the rhyme.
10. Ask students for examples of resources used to make the lemonade (pitcher, lemon, sugar, water, spoon). Underline them as the students identify the resources (optional).
11. Ask students how the resources were used to satisfy your want. (The resources, sugar, water, and lemons were mixed together in a pitcher with a spoon to make lemonade.)
12. Tell students they are going to have an opportunity to make a sandwich. Place cutouts from Handouts 1, 2, 3, 4, 5, 6, 7, and 8 on a table. Tell them they can choose two pieces of bread and two other paper ingredients/resources to make their sandwich.
13. Give students a plastic sandwich bag. Instruct them to put their completed sandwich in the bag.
14. Have students show their sandwiches and tell what resources they used.
15. Make a class bulletin board to display the sandwiches. Entitle the bulletin board, “We Use Resources to Satisfy Wants!”

Closure:

Review the key points of the lesson using the following questions.

1. What is a want? (A desire that is satisfied by consuming a good or a service)
2. What did the children in the story want? (peanut butter and jelly sandwich)
3. How did they satisfy their want? (They made a sandwich.)
4. What did they use to make the sandwich? (bread dough, oven, peanuts, jelly, knife, bread, someone to make the bread, peanut butter and jelly.)
5. What are the things used to make something called? (resources)
6. When someone is thirsty what do they want? (something to drink)
7. How can they satisfy this want? (buy or make something to drink)
8. What might be something they could drink? (Answers will vary.)
9. What resources will they need to use to make the drink? (Answers will vary depending on the drink selected in number 8 above.)

Assessment:

Read the following to the students. Sam wants to have a pizza party. Sam has many things he wants to serve at his party. Distribute drawing paper to each student. Ask students to draw a picture of one of Sam's wants and one resource he needs to satisfy his want.

Scoring Rubric:

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Assessment - Multiple Choice:

Give each student a copy of Handout 9. Ask students to circle the resource needed to make a cookie. (Egg)

Citations:

Peanut Butter and Jelly, A Play Rhyme, Puffin Books published by Penguin Putnam Books for Young Readers, 1987

Visual 1

Hand Rhyme

Lemon-Lemonade; Lemon-Lemonade

First you take a pitcher and you clean it,
clean it. (refrain)

Then you take a lemon and you squeeze
it, squeeze it. (refrain)

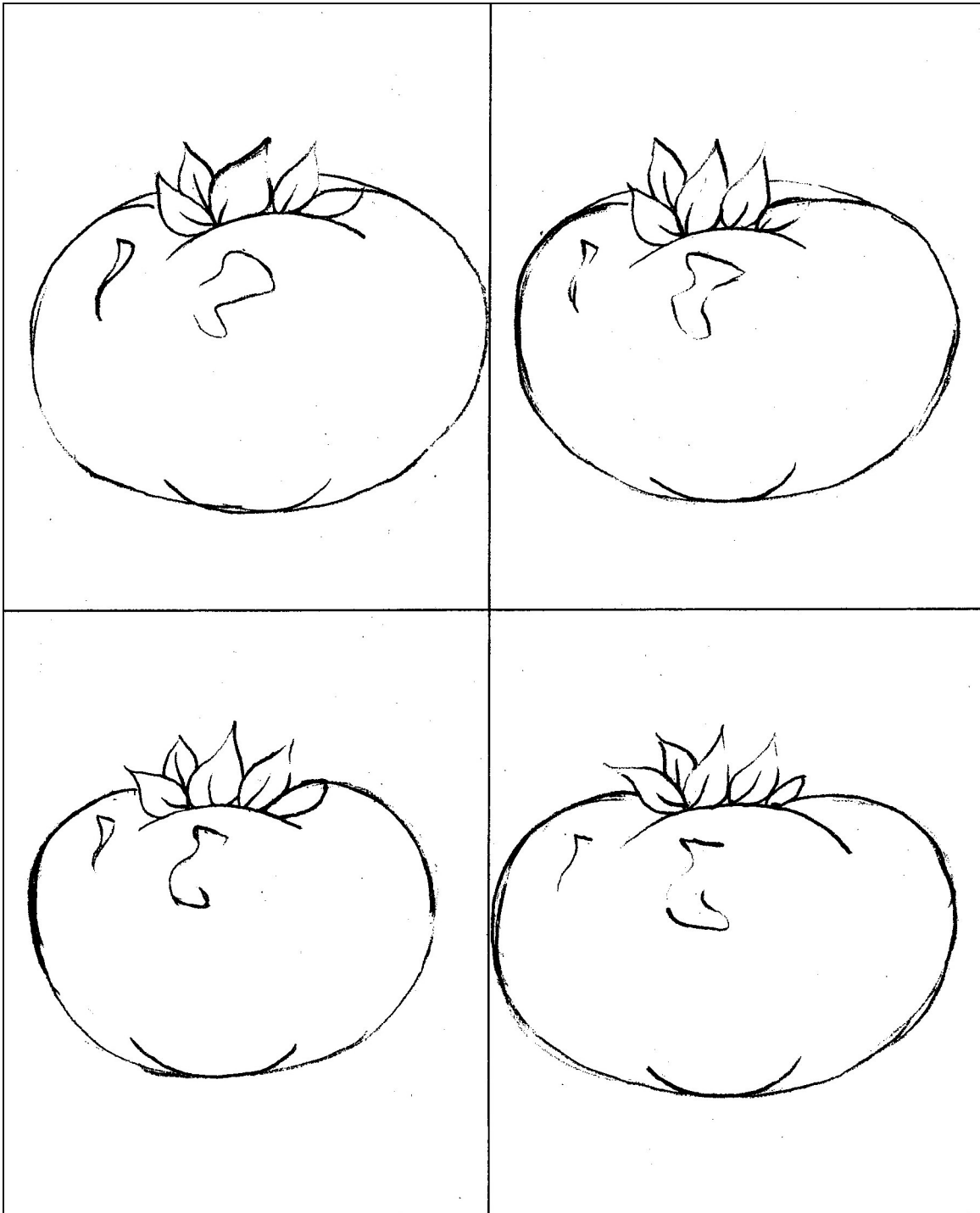
Add the sugar and water and you mix it,
mix it. (refrain)

Then you take a spoon and you stir it, stir
it. (refrain)

Pour it in a glass and you drink it, drink
it. (refrain)

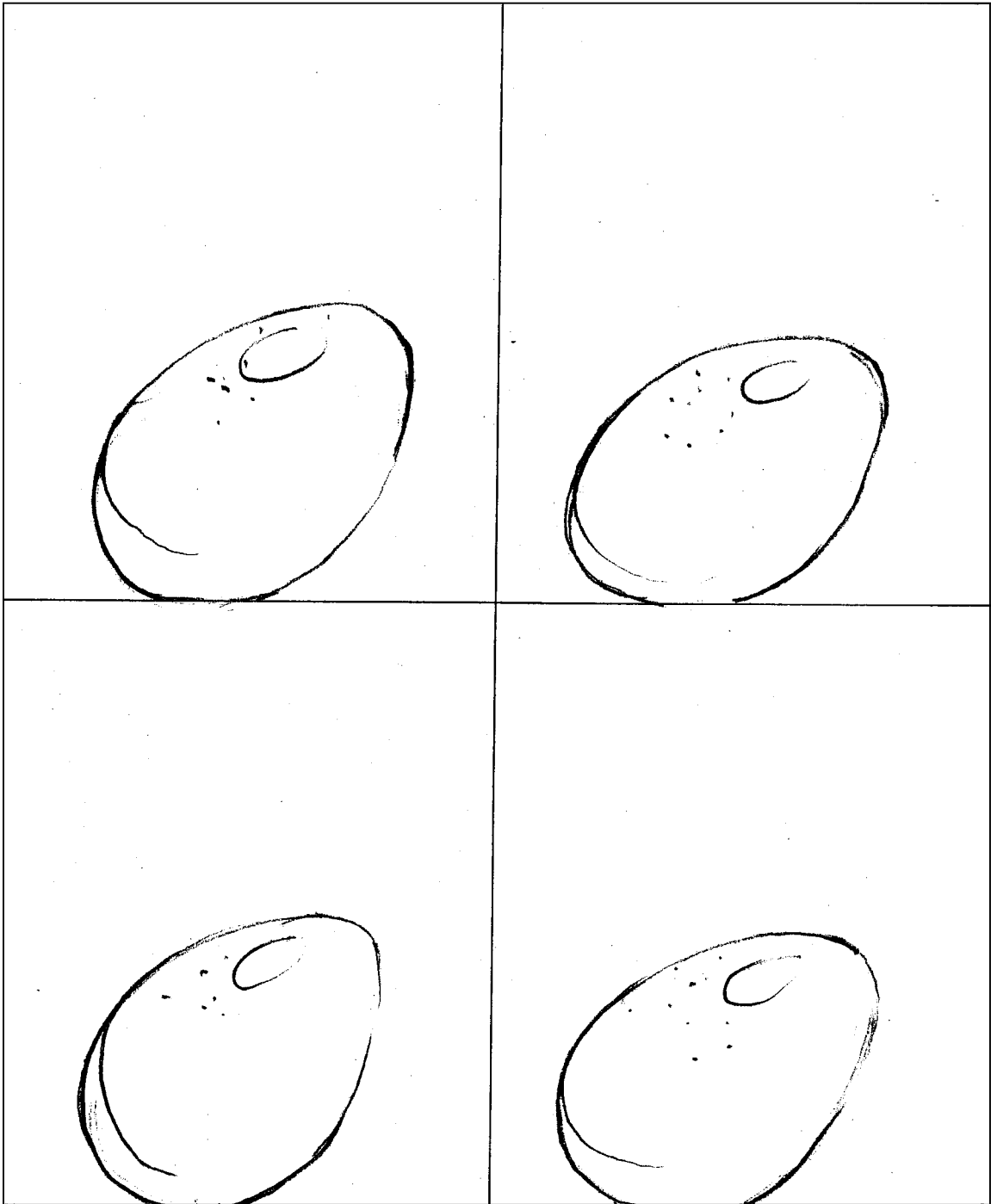
Handout 1

Tomatoes



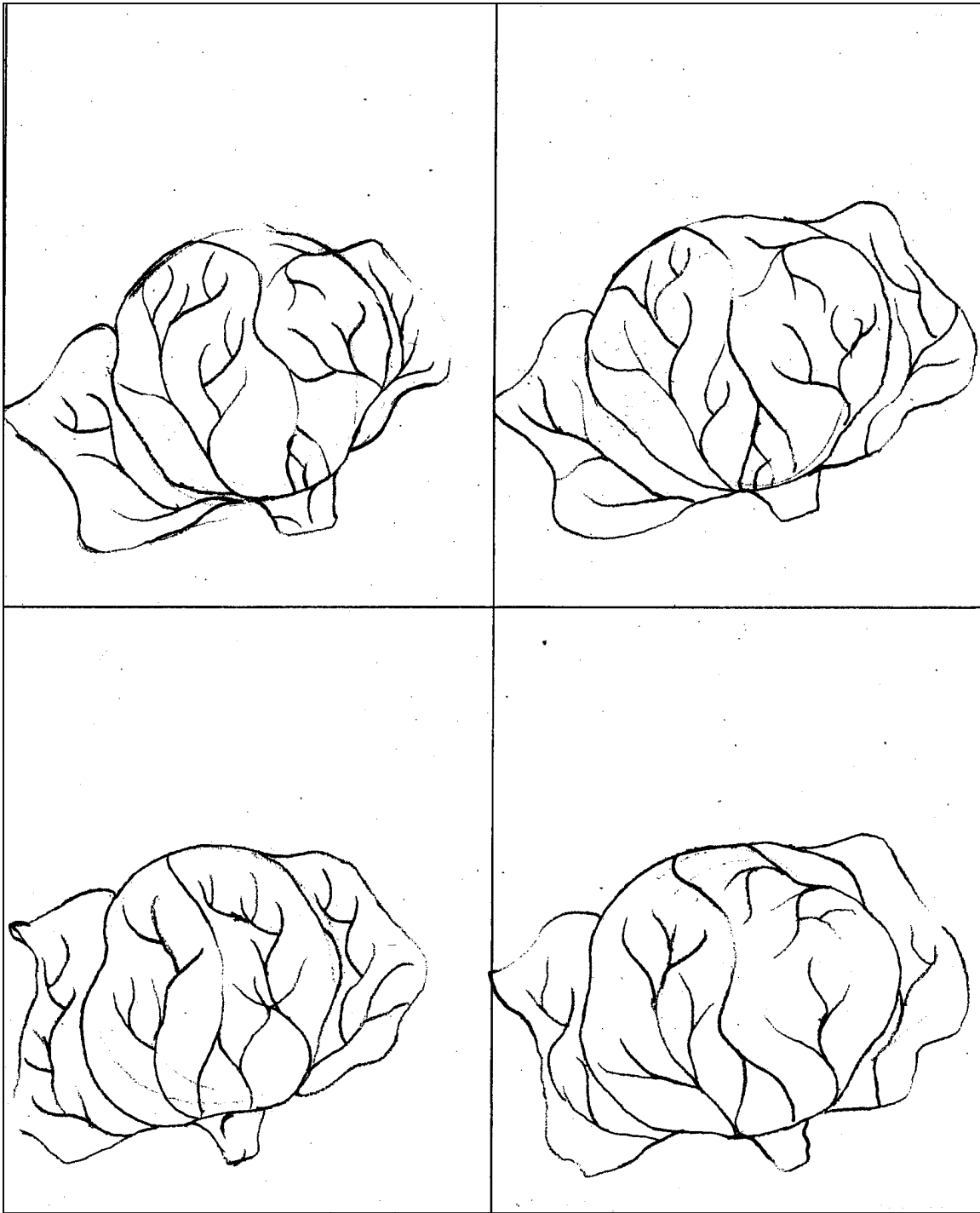
Handout 2

Eggs



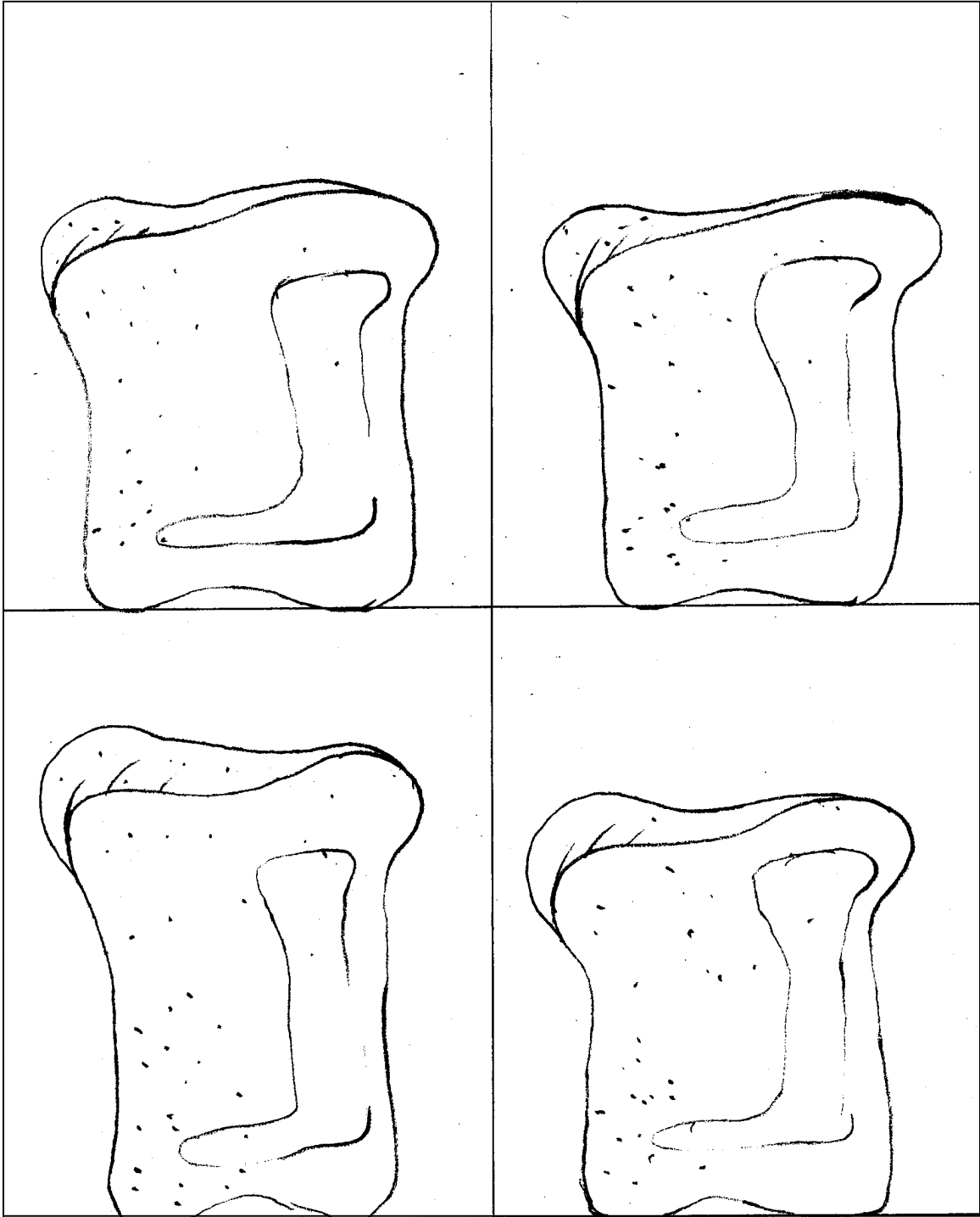
Handout 3

Lettuce



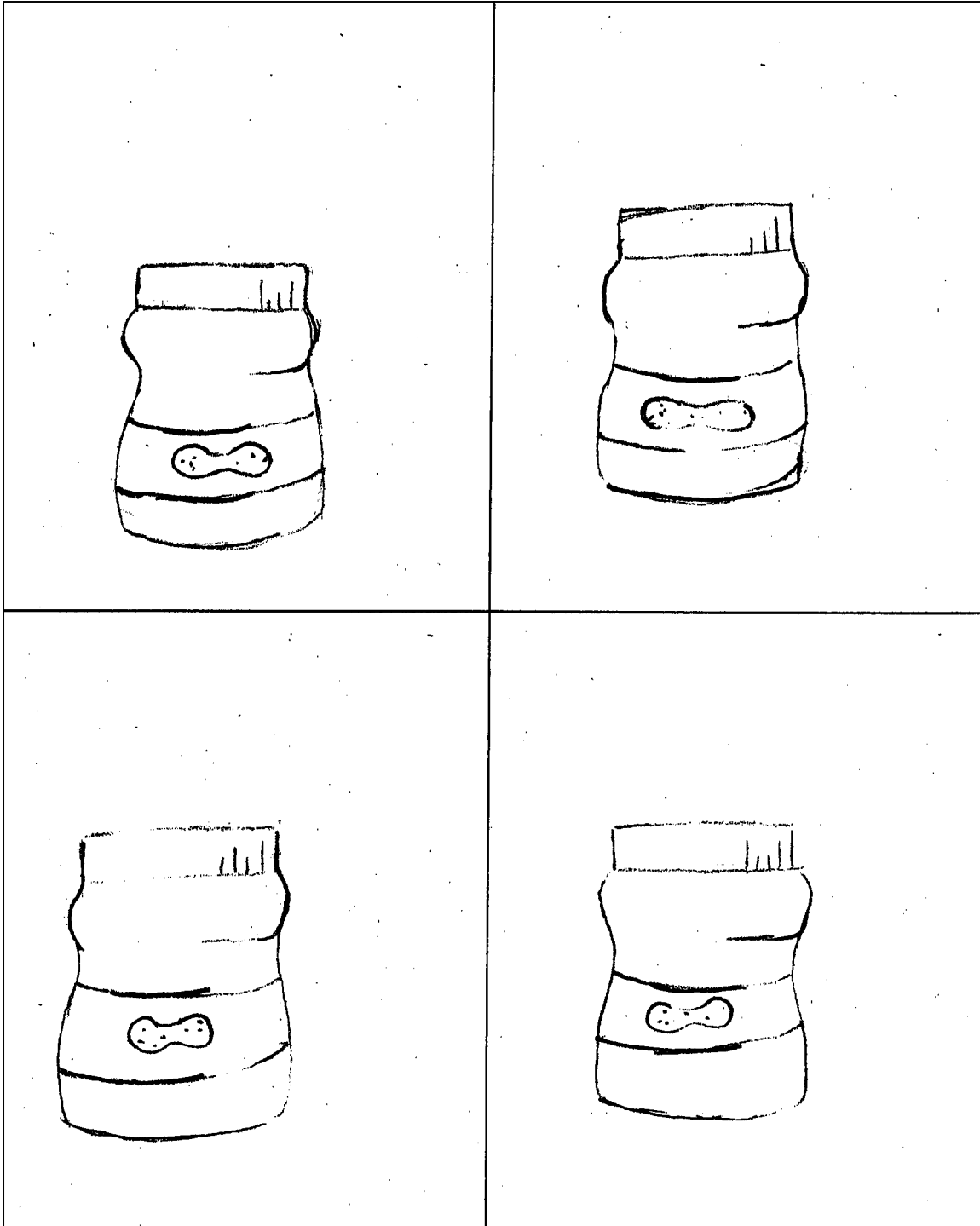
Handout 4

Bread



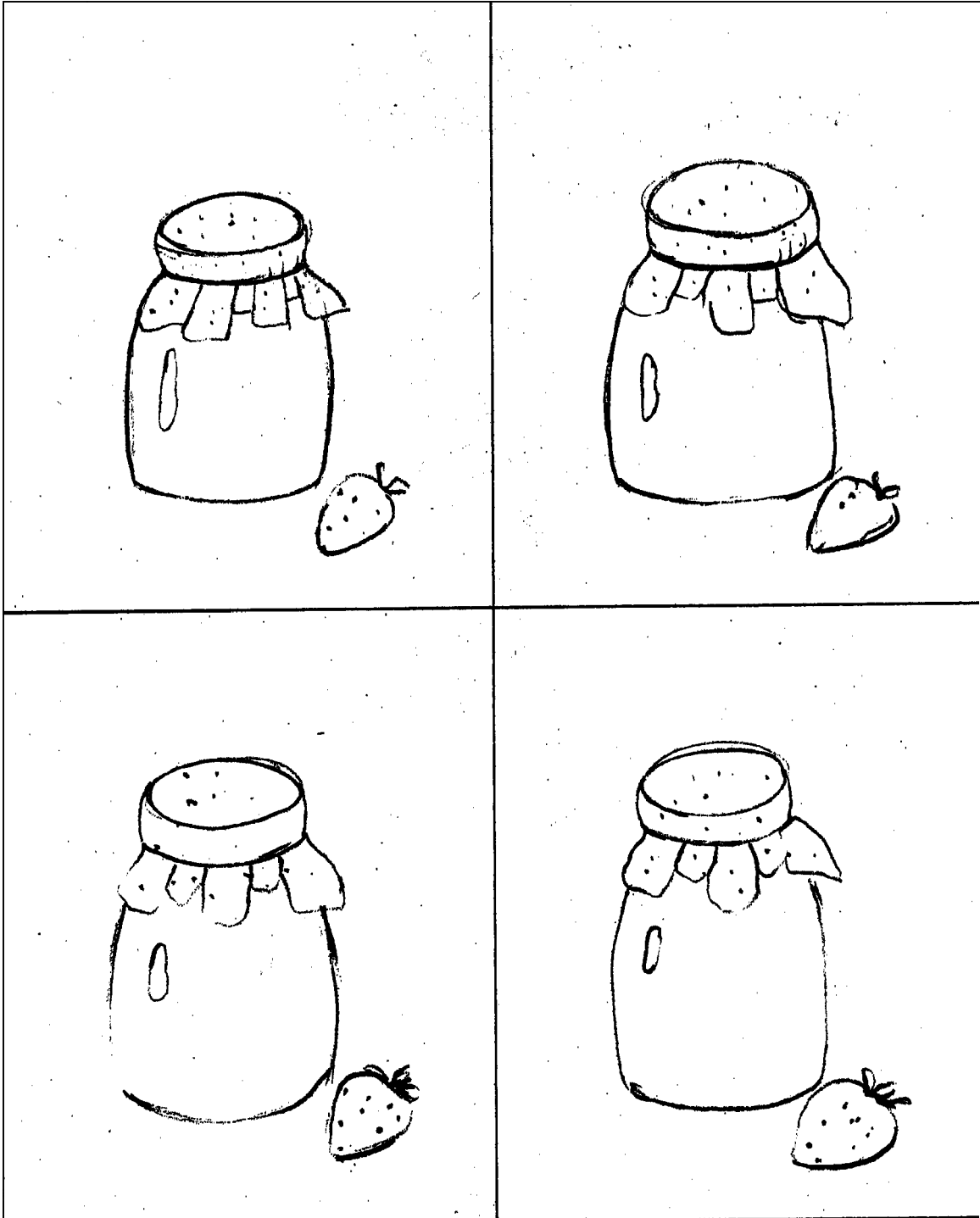
Handout 5

Peanut Butter



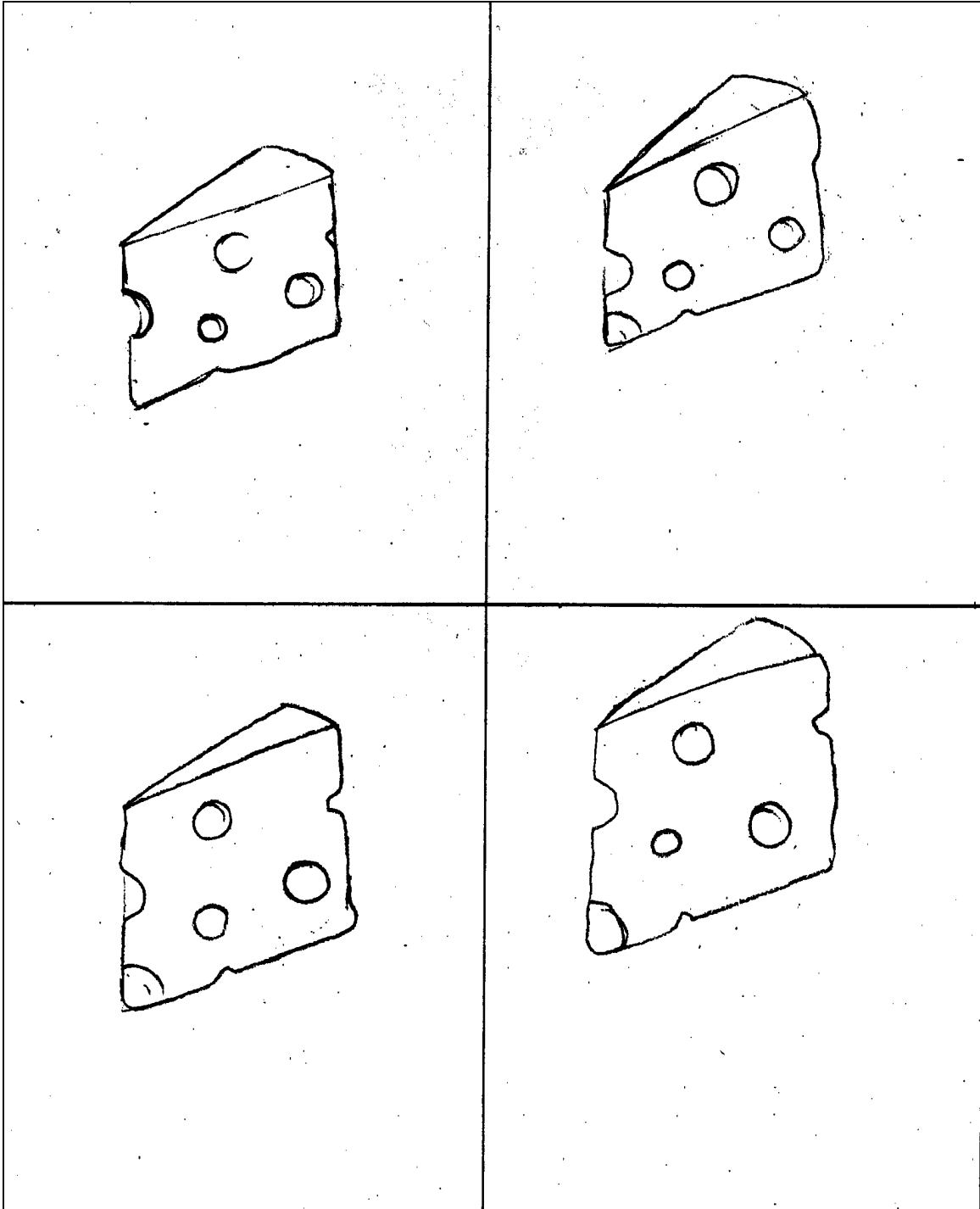
Handout 6

Jelly



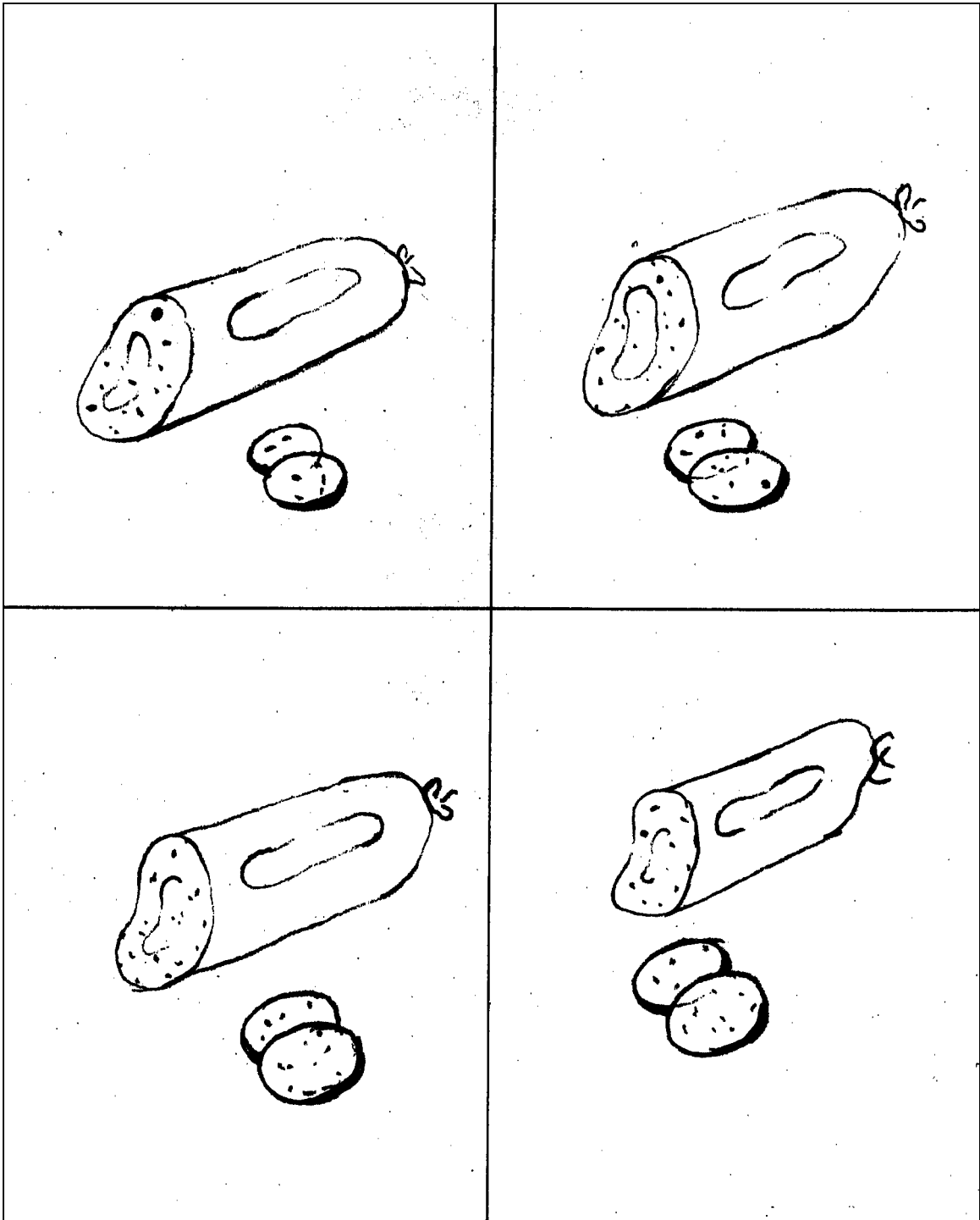
Handout 7

Cheese



Handout 8

Salami



Handout 9 Assessment

Name _____

