

Monster Musical Chairs

By Stuart J. Murphy / ISBN: 0-06-028020-4

Lesson Author

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Standards and Benchmarks (see page 12)

Lesson Description

Students listen to the book *Monster Musical Chairs* and identify the scarcity problem the monsters had—not enough chairs for every monster to have one. Students wear a picture of a want they have drawn and play a version of musical chairs where the chairs are labeled goods. Students learn that a good can satisfy a want. They also learn that because of scarcity not everyone’s wants are satisfied.

Grade Level

K-1

Concepts

Economic want
Goods
Scarcity

Objectives

Students will

- define economic wants and goods,
- explain that wants are satisfied by consuming a good,
- give examples of wants and examples of goods that satisfy wants, and
- explain why they can’t have everything they want.

Time Required

75 minutes

Materials

- *Monster Musical Chairs* by Stuart J. Murphy (ISBN: 0-06-028020-4)
 - Eight chairs
 - Handout 1, copies cut apart to provide one want card for each student plus one for the teacher
 - Handout 2, two copies cut apart
 - Handout 3, one copy cut apart
 - Handout 4, one copy cut apart
 - Handout 5, one copy for each student
 - CD and CD player
 - Crayons, several colors for each student
 - Drawing paper, one piece for each student
 - Masking tape
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Procedure

1. Ask students if they have ever played musical chairs. Have a student explain how the game is played. If none of the students are familiar with the game, tell them that musical chairs is a game in which students move around a group of chairs as music is being played. When the music stops, each student tries to sit in a chair.
 2. Tell students you are going to read the book *Monster Musical Chairs* by Stuart J. Murphy. Show the cover. Ask them to listen for the problem the monsters have each time the music stops. Read the book.
 3. Ask students what problem the monsters had playing the game of musical chairs. (*When the music stopped, there weren't enough chairs for everyone who was playing to have a chair.*)
 4. Tell students that the monsters had a **scarcity** problem. Explain that scarcity means not being able to have all the things you want.
 5. Tell students that they are going to play a version of musical chairs. Place eight chairs, back to back, in the front of the room.
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6. Tell students that an **economic want** is a desire that can be satisfied by consuming a good. Tell them that you are thirsty. Ask students what good might satisfy your want. (*Answers will vary but might include soda, water, lemonade, or juice.*) Show students a “Want” card from Handout 1 and draw a glass of water on the card. Tape the card to your shirt.
7. Give each student a Want card from Handout 1, crayons, and a piece of tape. Ask students to draw a picture of something they want on their cards. Have students share their wants and then tape their want cards on the front of their shirts.
8. Explain that each chair represents a good. Tape a “Good” from Handout 2 to each chair. Tell students that a **good** is an object that can satisfy people’s wants. It is something they can touch, such as a desk, car, pencil, shoes, or house. Ask students for some examples of goods. (*Answers will vary but might include games, books, food, athletic equipment, clothing, or school supplies.*)
9. Select nine students to play musical chairs. Tell students that at the end of each round of the game, one student won’t be able to satisfy his or her want to have a chair. Instruct students to walk around the chairs as the music plays. Tell students that when the music stops they should sit in a chair. Begin the music. When students have circled around the chairs several times, stop the music. One student won’t have a chair. Ask that student to sit down in his or her regular seat. Remove a chair and play again. Continue to play successive rounds until only one student is left. Set up the chairs again and repeat the game until all students in the class have had a chance to play.
10. Discuss the following:
 - Which students were able to satisfy their wants? (*Those who got to sit in a chair labeled “good.”*)
 - Why were some students not able to satisfy their wants? (*There weren’t enough chairs/goods.*)
11. Ask students to sit in a circle. Place the goods cards from Handout 3 on the floor face up. Select eight students and give each a want card from Handout 4. Ask each student to identify the want on the card and select a good that will satisfy the want. Continue until all wants are satisfied.
12. Discuss the following:
 - Was everyone able to satisfy his or her wants? (*Yes.*)
 - In the real world, is everyone able to satisfy his or her wants? (*No.*)
 - Have you ever wanted something that you weren’t able to have? (*Yes.*) Give an example. (*Answers will vary but might include bicycles, electronic games, athletic shoes, or time to play with a friend.*)

- Why can't you have everything you want? (*Answers will vary but may include that you don't have enough money and there aren't enough goods for everyone.*) What is the problem called when you can't have everything you want? (*scarcity*)
- How does scarcity affect you and your family? (*Answers will vary but may include that you are not able to have everything you want, you must go without some things, or you must make choices on how to spend money and use your time.*)
- Because you can't have everything you want, what do you have to do? (*You have to make choices.*)

Closure

13. Remind the students that the chairs represented goods in the game. Review the key points by asking the following questions:
 - What is an economic want? (*An economic want is a desire that can be satisfied by consuming a good.*)
 - What were some wants students had? (*Answers will vary.*)
 - What are goods? (*Goods are objects we can touch that satisfy wants.*)
 - What are some examples of goods? (*Answers will vary but might include books, candy, clothes, or pencils.*)
 - When playing musical chairs, why didn't everyone get a good to satisfy their wants in each round of the game? (*There weren't enough goods available for everyone to have one.*)
14. Tell the students that the school has new playground equipment—swings, slides, and soccer balls. Discuss the following:
 - What are these things called? (*goods*)
 - What would happen if everyone in the class wanted to be on the swings at the same time? (*There wouldn't be enough swings.*)
 - What is this problem called? (*scarcity*)
 - If you couldn't use the swings, what would you have to do? (*Answers will vary but might include taking turns or choosing to do something else at recess.*)

Assessment

Tell students that they want to buy a birthday gift for a friend. Ask students for examples of goods they might want to buy for a friend. Write the suggestions on the board. Distribute a copy of Handout 5 to each student. Tell them they can select only one good from the list on the board to buy for their friend's birthday gift. Ask students to draw a picture of the good they would want for their friend and complete the sentence at the bottom of the handout with a word that means you can't have everything you want.

Handout 1: Musical Chairs Want Cards

<p>Want</p>	<p>Want</p>
<p>Want</p>	<p>Want</p>

Handout 2: Musical Chairs Good Cards

Good

Good

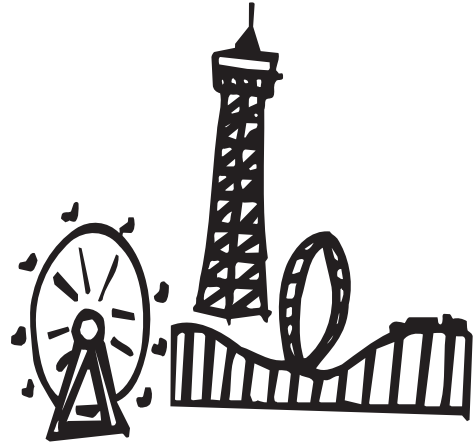
Good

Good

Handout 3: Goods Cards (page 1 of 2)



Apple



**Amusement
Park**



Dog



Can of Soda

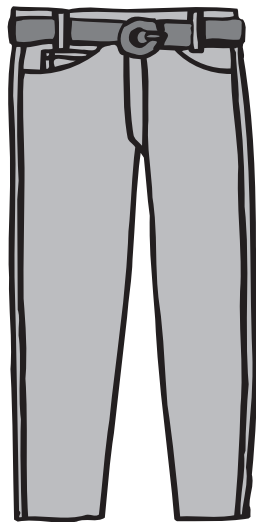
Handout 3: Goods Cards (page 2 of 2)



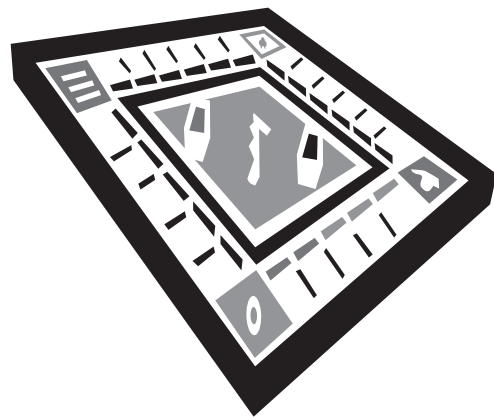
Cake



Comic Book



Pair of Jeans



Board Game

Handout 4: Want Cards (page 1 of 2)

Food

Drink

Game

Clothes

Handout 4: Want Cards (page 2 of 2)

Pet

Book

Dessert

**Family
Trip**

Handout 5: Birthday Gift for a Friend

Name _____

Birthday Gift

I can't buy my friend all the goods that I want to
because of_____.

Standards and Benchmarks

National Standards in Economics

Standard 1: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

- **Benchmark 1, Grade 4:** People make choices because they can't have everything they want.
- **Benchmark 2, Grade 4:** Economic wants are desires that can be satisfied by consuming a good (an object), a service (an action), or a leisure activity.
- **Benchmark 1, Grade 8:** Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources. Scarcity is experienced by individuals, governments, and societies.

Common Core State Standards: English Language Arts

Reading: Literature, Grades K-1

- **Key Ideas and Details**
RL.K.1, RL.1.1: Ask and answer questions about key details in a text.
- **Craft and Structure**
RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Mathematics: Counting & Cardinality, Kindergarten

- **Compare Numbers**
K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)

Mathematics: Operations & Algebraic Thinking, Kindergarten

- **Understand Addition as Putting Together and Adding To, and Understand Subtraction as Taking Apart and Taking From**
K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings,* sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (*Drawings need not show details but should show the mathematics in the problem. [This applies wherever drawings are mentioned in the Standards.])