

# The Berenstain Bears' Mad, Mad, Mad Toy Craze

By Stan and Jan Berenstain / ISBN: 978-0-679-88958-8

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## Lesson Author

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## Standards and Benchmarks (see page 19)

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## Lesson Description

In this lesson, students are asked to imagine they have to buy a birthday cake for their best friend to see if they know where to buy one and how much it is likely to cost. Then they hear a story about two little bears who go a little crazy collecting the newest toy fad, Beary Bubbies. They follow along with the story by matching Beary Bubby sellers to the prices they ask. Students then draw their own Beary Bubby and determine a price for it. They also play a matching game to match common goods with their corresponding prices and sellers.

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## Grade Level

K-1

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## Concepts

Buyers  
Goods  
Price  
Sellers

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## Objectives

Students will be able to

- define buyers, goods, price, and sellers; and
- identify prices and sellers for common goods.

## Essential Question

Who are buyers and sellers?

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## Time Required

Approximately 60 minutes

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## Materials

- *The Berenstain Bears' Mad, Mad, Mad Toy Craze* (ISBN: 978-0-679-88958-8) by Stan and Jan Berenstain
  - Visual 1, one copy, cut apart
  - Visual 2
  - Handout 1, one copy for each student
  - Handout 2, one copy for each student
  - Handout 3, one copy (or more if needed), with the good, price, and seller cards each copied onto different-colored card stock (e.g., pink, blue, and yellow) and cut apart
  - A box of crayons or markers or tissues
  - A pen or pencil and markers or crayons for each student
  - Two \$1 bills (real or pretend)
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## Procedure

1. Introduce the lesson by asking the students to pretend that their best friend's birthday is next week. Ask the following:
    - What would the **price** be for a birthday cake for your friend? That is, how much would you have to spend to buy a birthday cake for your friend? (*Answers will vary*). Call on a few students and write their answers on the board.
    - Where would you go to buy the birthday cake? (*Answers will vary, but should include places such as a bakery or grocery store.*) Call on a few students and write their answers on the board.
  2. Point to the prices you wrote on the board. Tell the students they were telling you what they thought the price of a birthday cake would be. Explain the following:
    - A price is the amount of money that people pay when they buy a **good** and the amount sellers receive when they sell a good.
    - To buy a cake for their best friend, they would pay a price for the cake.
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- The baker or store owner who sells the cake would receive the price paid for the good.
3. Point out that goods are objects that can satisfy people's wants. Goods are things that people can touch or take with them, such as crayons, cakes, cars, pencils, toys, books, and shoes.
  4. Display the "Price" and "Good" cards from *Visual 1: Word Wall Cards* on the board or a word wall. Discuss the following:
    - What are the names of some of the goods you see in the classroom? (*Answers will vary but may include desks, chairs, boards, pens, or pencils.*)
    - What are the prices of some of the goods you see in the classroom, such as pencils, crayons, or markers? (*Answers will vary.*)
  5. Point out the places the students named to buy a birthday cake. Tell them they were giving you examples of **sellers**. A seller is a person or business who sells goods or services we want to buy.
  6. Add the "Seller" card from Visual 1 to the board or word wall. Discuss the following:
    - Where would you go to buy some of the items around the classroom, such as pencils, crayons, or markers (or other items mentioned earlier)? (*Answers will vary.*)
  7. Point out that in the birthday cake example, the students were acting as **buyers** of the birthday cake. A buyer is a person who buys goods or services. A buyer is also sometimes called a consumer.
  8. Add the "Buyer" card from Visual 1 to the board or word wall. Call on a few students to tell you about a time they bought something.
  9. Show the class the box of crayons (markers or tissues). Tell them that you are a store owner and you sell boxes of crayons for a price of \$2.00. Write the price on the board. Ask a student to come to the front of the room. Give the student the \$2.00, and tell the student to buy a box of crayons at your store. Sell the crayons to the student as the class watches. Ask the following:
    - What was the price of the crayons? (*\$2.00*)
    - The student who paid a price of \$2.00 and purchased the crayons is called what? (*The buyer*)
    - The person who received the \$2.00 for selling the crayons is called what? (*The seller*)
    - What good was sold? (*Crayons*)

10. Tell the students you are going to read a story about two little bears, Brother Bear and Sister Bear, who are collecting goods called Beary Bubbies. In the story, Brother Bear, Sister Bear, and even Papa Bear are buyers of the toys, but there are different sellers and prices mentioned.
11. Distribute a copy of *Handout 1: Matching Activity* to each student. Explain the directions as follows:
  - Listen for different sellers of Beary Bubbies in the story. When a Beary Bubby seller is mentioned, so is the price for which he or she is willing to sell the Beary Bubby.
  - Draw a line from each seller mentioned in the story to the price for which that seller was willing to sell his or her Beary Bubby.
  - Remember that sellers can be people or places.
12. Read the story *The Berenstain Bears' Mad, Mad, Mad Toy Craze* and then review the answers to Handout 1.

#### Handout 1—Answer Key

*Herb's Hobby Shop* \$2.95

*Lizzy* \$5.00

*Queenie* \$7.00

*TOYS IZ US* \$5.00

13. After reading the story, distribute a copy of *Handout 2: Design Your Own Beary Bubby* to each student. Tell them they will each draw their own Beary Bubby and decide on the price they want to sell it for. For inspiration, show them pictures of the different Beary Bubbies depicted in the story. Give them time to complete their pictures and then call on a few students to describe their Beary Bubby and the price they would sell it for.
14. Tell the students they are now going to play a matching game to help them learn the prices and sellers of some common goods.
15. Give each student a card from *Handout 3: Good, Price, Seller Cards*, making sure that you use complete sets of matching cards (with three cards in each set, one of each color). (Note: Although the students don't need to be told yet, matching cards have the same symbol, for example, ■, ■, and ■ or ▲, ▲, and ▲. If students ask what the symbols mean, tell them you will explain later.)
16. Display *Visual 2: Matching Example* as an example. Explain the following:
  - There are eight (or the number you use) sets of matching cards in the room.

- Each matching set includes three types of cards: (1) a good, (2) a price, and (3) a seller. In the example, the good is a soda, the price is 75¢, and the seller is a convenience store.
  - Each type of card is a different color.
  - Each student has received one type of card: (1) a good, (2) a price, or (3) a seller.
  - When you say they can start, the students are to move around the room and locate the two people with the cards that match their own.
  - When they are done, there should be three students in their group, each with a different-colored card—a good card, a price card, and a seller card.
17. Tell the students to start, find their matches, and sit down with the people holding the matching cards. Allow students 5 minutes or so for matching. (Note: You may offer a small prize to those who make a correct match.)
18. Once students are finished and seated, call on each group to tell you the good, the seller, and the price they identified as belonging together. Write them on the board in a graphic organizer as follows:

Group	Good	Seller	Price
1	First-class stamp	Post office	49¢
2	Candy bar	Grocery store	\$1.00

Do not make any corrections at this point if the students matched incorrectly. Assemble the entire organizer first.

### Handout 3—Answer Key

Good	Seller	Price	Symbol
First-class stamp	Post office	49¢	■
Candy bar	Grocery store	\$1.00	▲
Kid's meal	Fast-food restaurant	\$4.00	♣
Book	Bookstore	\$6.50	●
Baseball glove	Sporting goods store	\$15.00	*
Sneakers	Shoe store	\$30.00	⊕
Bicycle	Bike shop	\$65.00	◎
Video game system	Toy store	\$250.00	★

19. If there are any mistakes, take this opportunity for a whole-group examination and discussion of the graphic organizer. Discuss which corrections are needed and why and make them.

20. Discuss the following:

- Do you think \$30 is the price for all sneakers? (*No*)

Explain that \$30 is just a realistic example of what the price of sneakers could be. Not all sneakers are the same, so some are more expensive or less expensive than others.

- Do you think it would be easy to buy a new pair of sneakers for 50¢? (*No. It is unlikely that you would be able to buy a new pair of sneakers for that price.*)
- Do you think people would pay \$5,000 for a pair of sneakers? (*No. It is unlikely that people would pay a price that much for a pair of sneakers.*)
- Is the grocery store the only place you can buy a candy bar? (*No*)
- Where else can you buy a candy bar besides the grocery store? (*Answers will vary.*)

Explain to the students that just like there are different prices for goods, there are also different sellers of goods. There are stores, such as Wal-Mart, that offer a wide variety of goods. There are also other stores, such as an ice cream shop (or name an actual nearby store), that sell only very specific types of goods.

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## Closure

21. Review important content from the lesson by discussing the following:

- What do you call the amount of money that people must pay when they buy a good, such as a birthday cake? (*A price*)
- What do you call the people or places that sell items we want to buy? (*Sellers*)
- What do you call an object that can satisfy people's wants? (*A good*)
- What do you call a person who buys goods? (*A buyer*)
- Say you want to buy a slice of pizza for lunch. What do you think the price will likely be: \$1.00, \$10.00, or \$100.00? (*\$1.00*)
- Which place is likely a seller of pizza slices: a school cafeteria, a computer store, or a sporting goods store? (*School cafeteria*)
- Which one of these is an example of a good: breathing, pizza, or singing? (*Pizza*)

## Assessment

22. Read the following story out loud to the students and ask the questions that follow each section:

Devon's mother asked him to buy some milk on his way home from school. He is a big kid, so that is no problem. On his way home from school, he passes a library and a convenience store.

- Do you think the library is a seller of milk? (*No*)
- Do you think the convenience store is a seller of milk? (*Yes*)
- Which place should Devon go to buy milk? (*The convenience store*)

Devon goes into the convenience store to the refrigerator section. He sees a gallon of milk with a sticker on it that says the price. The price says \$250, but it is a little smudged. Devon thinks to himself, "That cannot be right! Maybe it says \$2.50. I better go ask the store clerk."

- Do you think the price of the gallon of milk is \$250 or \$2.50? (*\$2.50*)

Devon takes the milk to the front of the store. "Excuse me, sir. What is the price of this milk?" he asks. "\$2.50," says the clerk. Devon hands the clerk \$2.50 to buy the milk.

- Who was the buyer in the story? (*Devon*)
- What good was Devon trying to buy? (*Milk*)

## Visual 1: Word Wall Cards (page 1 of 2)

# Price

The amount of money that people pay when they buy goods or services; also the amount of money a person selling an item receives when they sell it

# Good

An object that can satisfy people's wants



Visual 1: Word Wall Cards (page 2 of 2)

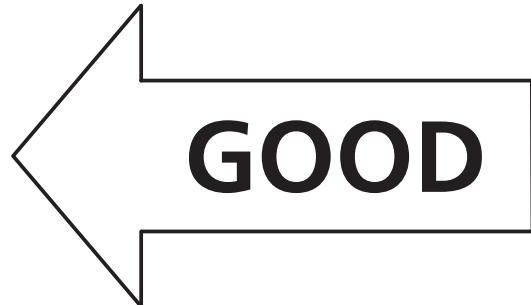
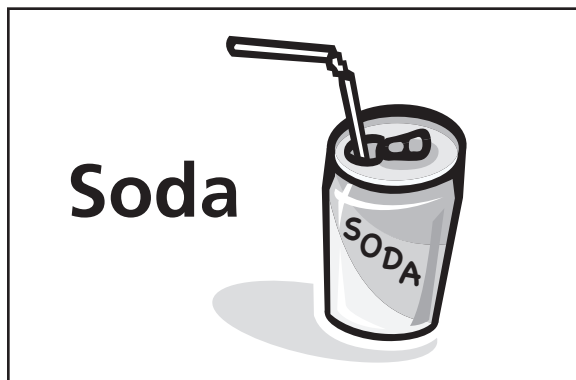
# Buyer

A person who buys  
goods or services

# Seller

People or places that sell  
goods or services

Visual 2: Matching Example



Handout 1—Matching Activity

Directions: Draw a line from each Beary Bubby seller to the price he or she asks in the story.



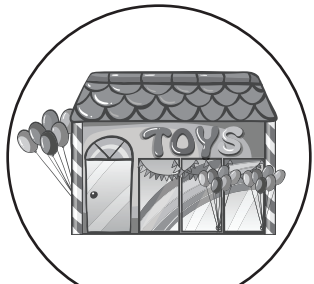
Herb's Hobby Shop



Lizzy



Queenie

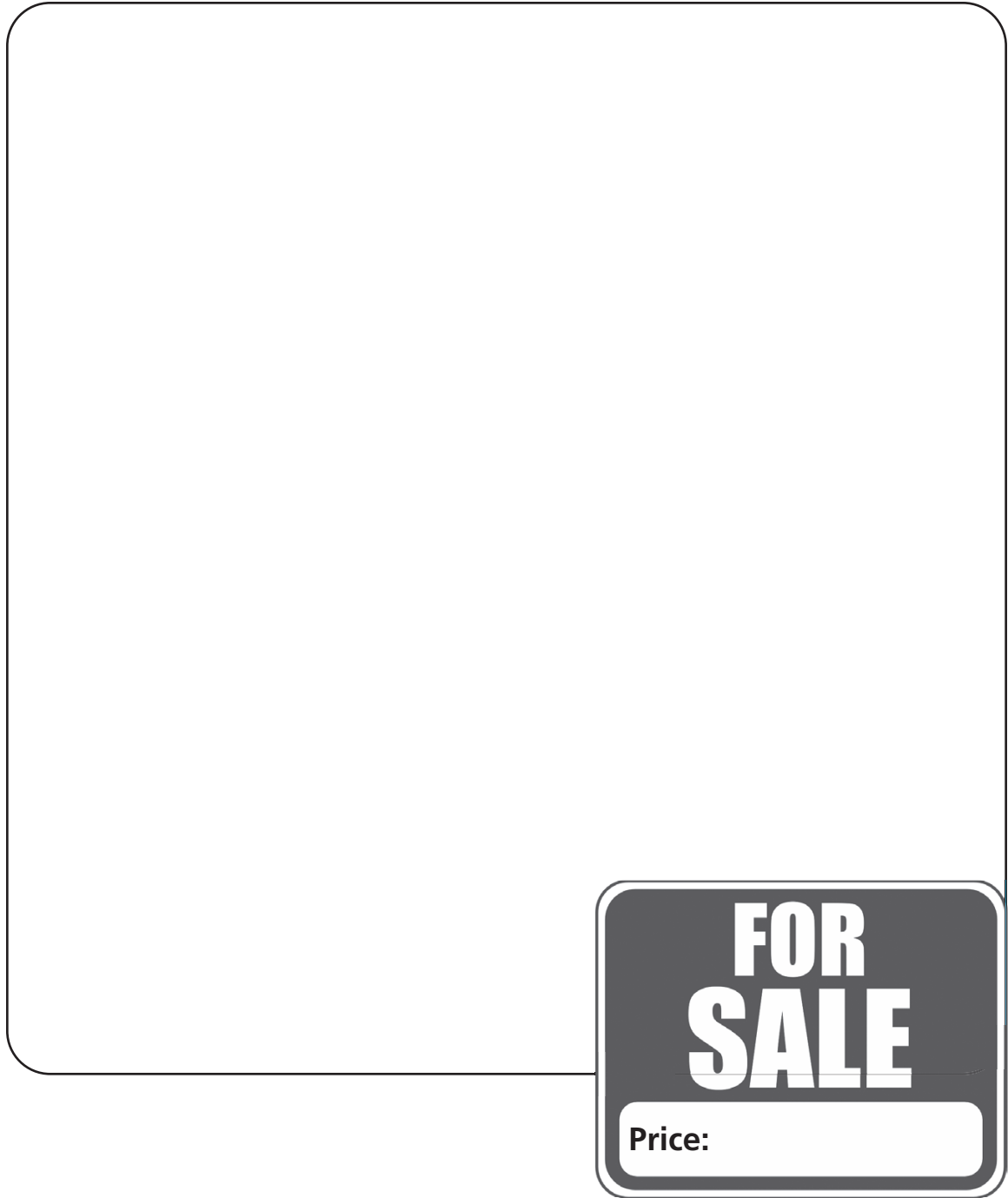


TOYS IZ US



**Handout 2—Design Your Own Beary Bubby**

**Directions:** After listening to the story, draw a picture of what you would like your Beary Bubby to look like. Decide how much you would sell it for. Enter the price in the "For Sale" sign.



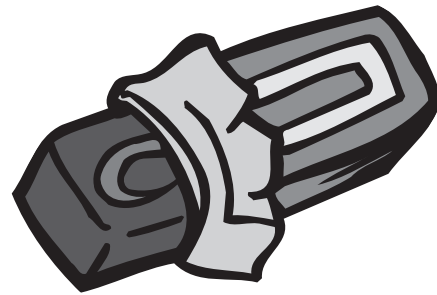
**FOR SALE**

**Price:**

Handout 3—Good, Price, Seller Cards (page 1 of 6)



**First-class stamp**



**Candy bar**



**Kid's meal**



**Book**

Handout 3—Good, Price, Seller Cards (page 2 of 6)

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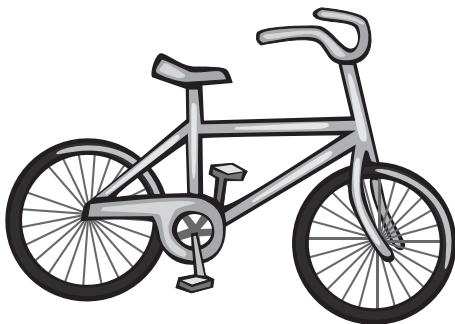
**Baseball glove**

+



**Sneakers**

●







**Bicycle**

★



**Video game system**

Handout 3—Good, Price, Seller Cards (page 3 of 6)

  <b>49¢</b>	  <b>\$1.00</b>
  <b>\$4.00</b>	  <b>\$6.50</b>

Handout 3—Good, Price, Seller Cards (page 4 of 6)

<p>*</p> <p><b>\$15.00</b></p>	<p>+</p> <p><b>\$30.00</b></p>
<p>⊙</p> <p><b>\$65.00</b></p>	<p>★</p> <p><b>\$250.00</b></p>



Handout 3—Good, Price, Seller Cards (page 5 of 6)



**Post office**



**Grocery store**



**Fast-food restaurant**



**Bookstore**

Handout 3—Good, Price, Seller Cards (page 6 of 6)

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**Sporting goods store**

+



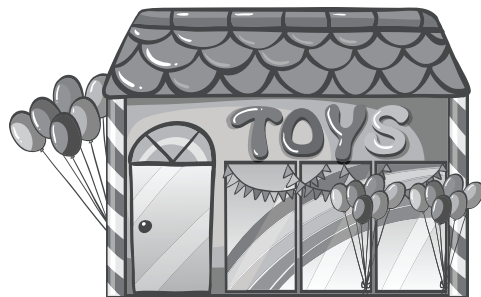
**Shoe store**

⊙



**Bike shop**

★



**Toy store**

## Standards and Benchmarks

### National Content Standards in Economics

**Standard 7:** A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

- **Grade 4, Benchmark 1:** A price is what people pay when they buy a good or service, and what they receive they sell a good or service.

### Common Core State Standards: English Language Arts

#### Reading: Literature

- **Key Ideas and Details**  
CCSS.ELA-LITERACY.RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- **Range of Reading and Level of Text Complexity**  
CCSS.ELA-LITERACY.RL.K.10: Actively engage in group reading activities with purpose and understanding.