

SOL learning

K.7 The student will:

- a) recognize that people make choices because they cannot have everything they want;
- b) explain that people work to earn money to buy the things they want.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People cannot have everything they want.</p> <p>People have to make choices about things they want.</p> <p>People work to earn money and use it to buy the things they want.</p>	<p>Why do people have to make choices?</p> <p>How do people earn money to buy the things they want?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • choice: Choosing among two or more things • wants: Things people would like to have <ul style="list-style-type: none"> – Includes the basic needs—food, clothing, and shelter. • money: What people use to buy the things they want. Paper bills and coins are examples of money. <p>When people cannot have everything they want, they must choose something and give up something else.</p>	<p>Gather and classify information.</p> <p>Explain simple charts.</p>

Economics

1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

1.8 The student will explain that people make choices because they cannot have everything they want.

1.9 The student will recognize that people save money for the future to purchase goods and services.

Measurement & Geometry

1.8 The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.

Lesson Plan

Economic Concepts:

- Making Choices
- Earning money
- Wants and Needs
- Saving Money for Future Goods and Services
- Essential Question: Why do people save money?

Objectives:

- Understand why making choices is important
- Explain why people go to work (to earn money)
- Know the difference between a want and a need
- Understand why saving money is important for things people want and need in the future

Procedures:

1. Ask students if they have ever bought a birthday present for a friend or family member. After a few examples explain that the items they purchased were goods. Goods are things that people want and can get right away.
2. Ask if anyone bought the gift using his or her own money. If they did explain that they were spending their money on the something they wanted right now. Explain that they could also SAVE their money. Saving is when you keep money to spend in the future. Ask students if they save money that they get for gifts.
3. Tell the students that you will now read a story called “Bunny Money” by Rosemary Wells, a story about 2 bunnies, Ruby and Max, who go shopping for a gift for their grandmother’s birthday. Ask the students to listen for the spending choices that the bunnies make during their shopping trip.
4. When the story is finished ask the students the following questions:

How much money did Ruby have for the present? (Answer: \$15.00)

What was Ruby planning to buy for her grandmother? (Answer: A music box with ballerinas)

Why didn’t Ruby buy the music box? (Answer: It cost too much and Ruby didn’t have enough money)

Did Max spend some of Ruby’s money? (Answer: yes)

On what? (Answer: glow in the dark vampire teeth, lunch and washing his clothes)

Was Ruby upset with Max? (Answer: yes)

How did they get home? (Answer: Ruby used Max’s lucky quarter to call Grandma to pick them up)

Did Max make good spending choices? Why or why not?

List of supplies needed for this lesson:

- The book “Bunny Money” by Rosemary Wells
- One envelope per student
- Crayons or markers
- Super Saver worksheet

Procedures Continued:

5. Remind students that the reason that Ruby could not buy the music box was because she did not have enough money because she had not SAVED enough money. It is helpful to have a SAVINGS GOAL in order to save. A savings goal is something you try to reach so that you can buy the goods you want sooner or goods you want to buy later. Having a goal helps you not spend the money now for something you may want later.
6. What are some things you would like to buy in the future?

Activities:

Savings Envelope

Have enough envelopes for the entire class. Talk about savings goals and what the students want to save for in the future. Have the students draw a picture of what they are saving for on the envelope and leave the envelope open. Explain that this is the envelope they will use to save for the item they have drawn on the envelope.

Super Saver Hero

Hand out the attached Super Hero coloring sheet. Have the students design their own Super Saver Hero with a costume.

THE SUPERHERO SAVER



SOL learning

Economics

2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Measurement & Geometry

2.7 The student will

- a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less
- b) use the cent symbol, dollar symbol, and decimal point to write a value of money.

Lesson Plan

Economic Concepts:

- Opportunity Cost
- Saving
- Savings Goal

Essential Question – Why is it hard to save for things we want in the future?

Objectives:

Students will be able to:

- Define saving, opportunity cost and savings goal
- Explain why it can be hard to save money
- Recognize that 100 cents equals \$1

Procedures:

1. Begin the lesson by discussing the following: What do people use money for? (to buy things, to pay for things. People save money)
2. Show a \$1 dollar bill and discuss the following:
Is \$1 the same as 100 pennies?
If you wanted to buy a pack of gum and it cost \$1, could you buy it with a \$1 bill?
Which would you rather have, 100 pennies or \$1 bill?
3. Now tell the students that you are going to read a story about a boy named Alexander who had \$1. Explain that Alexander could save the \$1 or spend it. Spending is using part of the money to buy things you want now. Saving is keeping some of the money to buy things in the future – it is not spending.

List of supplies needed for this lesson:

- The book “Alexander, Who Used to be Rich Last Sunday” by Judith Viorst
- One envelope per student
- Crayons or markers
- Super Saver worksheet

Procedures continued:

4. As the students listen to the story tell them to pay close attention to what happens to the \$1.

Read the story “Alexander Who Used to be Rich Last Sunday” by Judith Viorst and then ask the following:

What did Alexander plan to do with his money when he first got it? (Answer: Save it to buy a walkie talkie)

Why wasn't he able to save his money? (Answer: He spent it on things, lost some and had to pay fines)

What do you think about the spending choices Alexander made?

If Alexander really wants a walkie talkie, what will he have to do? (Answer: Save his money)

WHAT IS SAVING?

5. Explain that by spending his dollar, Alexander gave up saving \$1 toward his spending goal of a walkie talkie. Tell the students when we make a choice; the next best thing that is given up is our opportunity cost.
6. Tell the students that Alexander had a savings goal. A savings goal is a good or service that you want to buy in the future.
What was Alexander's savings goal? (Answer: walkie talkie)
Why do you think Alexander said it was hard to save money? (Answer: It is hard to save money for the future when there is stuff to buy today)
What advice would you give Alexander to help him reach his goal? (Answer: don't spend money on silly stuff, behave so you don't have to pay fines, be careful not to lose your money. Save a little of the money you get.)
7. What are some things you would like to buy in the future?

Activities:

Savings Envelope

Have enough envelopes for the entire class. Talk about savings goals and what the students want to save for in the future. Have the students draw a picture of what they are saving for on the envelope and leave the envelope open. Explain that this is the envelope they will use to save for the item they have drawn on the envelope.

Super Saver Hero

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THE SUPERHERO SAVER



SOL learning:

Economics

3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Measurement & Geometry

3.6 The student will:

- a) determine the value of a collection of bills and coins whose total value is \$5.00 or less;
- b) compare the value of two sets of coins or two sets of coins and bills; and
- a) make change from \$5.00 or less

Lesson Plan

Economic Concepts:

- Value
- Bartering

Essential Question – Why do people need money?

Objectives:

Students will be able to:

- Determine the value of coins and dollar bills to \$5.00
- Compare value of coins
- Understand how the barter system works

List of supplies needed for this lesson:

- The book “Money Madness” by David Adler
- Crayons or markers
- Designing your own money worksheet

Procedures:

1. Begin the lesson by discussing the following: Why do people need money? (to buy things they want and need, to pay for things, to save for the future)
2. Show a dollar bill and discuss that a dollar bill is worth \$1.00. What other money can make \$1.00? (4 quarters, 10 dimes, 20 nickels, 100 pennies) Ask the students who is on the dollar bill? (George Washington)
3. Tell the students that you are going to read a story about money and buying things. Ask the students what types of things do people need? (food, shelter and clothing). Sometimes people don't have money to buy the things they need or want so how do they get the things they need? (Grow their own food, make their own clothes, trade for things they need) Tell the student to pay close attention to how people get the things they need and some of the things they want.

Procedures continued:

4. Read the book “Money Madness” by David Alder and ask the students to pay attention to how people get the things they need and want in the story. After the book is finished ask the students the following questions

Why do people want money? (Answer: to buy things)

What types of things do people buy? (Answer: video games, bikes, food)

What if we did not have any money, what would happen? (Answer: People would have to grow their own food, bake their own bread, make their own clothes and yarn, hunt their food, pick berries, trade things)

What is it called when you trade one thing for another? (Answer: Barter)

Does bartering always work? (Answer: No, because sometimes you have a good like berries and you need to trade for something much bigger and you may not have enough berries or they may not want that many berries).

5. Discuss how money came to be and how coins and dollar bills were made.

Why did the US need to make money? (Answer: They needed something that could be carried around and traded easily)

Did the first money have value? (Answer: yes, it was made out of metals that were weighed and the more they weighed the more they were worth)

Does our money today have value? (Answer: Yes, it has value because we use it to buy things).

Do all countries have money and are they the same? (Answer: Yes, all countries have money and no they are not the same and do not have the same value).

Are there other ways that people pay for things that is still considered money and what are they? (Answer: yes, credit cards, checks and debit cards)

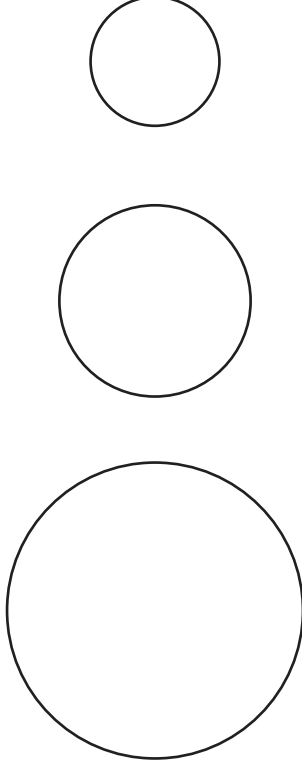
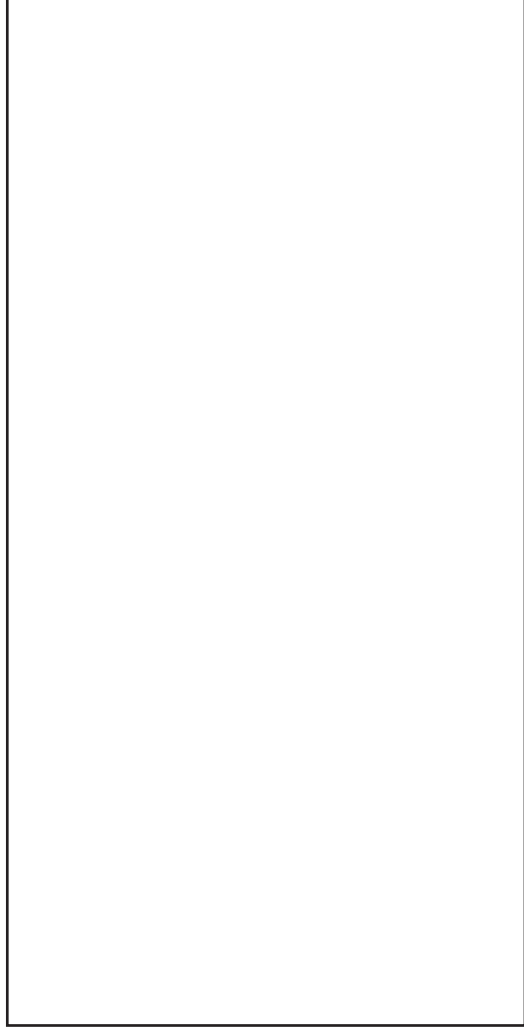
What is the difference between these things and cash? (Answer: They are still considered money because you can buy things with them. The difference is you do not have to carry the actual money with you but you have to have money to use them).

6. What types of things would you spend money to buy?

Activity:

Using the template, design your own money. Remember to include a value, a picture and features that let people know what country the money is from and a print date.

Design your own dollar and coins. Remember to include a value, a picture and features that let people know what country the money is from and a print date.



SOL learning

Economics

5c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.

Lesson Plan

Economic Concepts:

- Goods and Services
- Producer and consumer
- Entrepreneur

Objectives:

Students will be able to:

- know the difference between goods and services
- know what producer and consumer are when it comes to business
- define the term Entrepreneur

Entrepreneur is defined as a person who creates and owns a business.

Goods – something you can buy or sell that you can hold that is tangible

Service – supplying aid rather than a good

List of supplies needed for this lesson:

- Flip chart paper or poster board
- Crayons or markers
- Attached worksheets (2)

Procedures (15 minutes):

1. Ask the students if there are businesses in their neighborhood? (Answer: yes there are a lot)
Give me some examples of businesses that you go to frequently? (Answer: grocery store, pizza place, CVS, gas station, McDonald's, Chick-fil-A)
2. When you are going to all of these businesses, are you buying things? (Answer: yes, groceries, food, gas, medicine) Those things you are buying and taking home are called goods – something you can buy or sell and take home with you.
3. Sometimes we go places and we do not actually buy anything. Can you name some businesses that you go to and you do not actually walk away with a good in your hand? (Answer: car repair, hair cut, dentist, doctor, car wash)

Procedures continued:

4. Is there a difference between a good and a service? (Answer: yes, a good is something you can purchase or sell and a service is something you pay for that someone does for you and there is no product to take away)
5. When a person or business makes a good they are called a producer. Can you come up with an example of a producer? (Answer: Pepsi, Nike, Nabisco, Krispy Kreme) When people of businesses buy the products that are produced – they are called the consumer. Can a business be a consumer? (Answer: yes, businesses buy products to sell to others) Give an example of a business that is a consumer? (Answer: Walmart, CVS, Chick-Fil-A, Kroger, Target)
6. Let's talk about business owners. A person that creates or starts a business is called an Entrepreneur. Are there entrepreneurs that around our neighborhood? (Answer: yes, local pizza place, boutiques, haircut salons) Can entrepreneurs have goods and/or services? (Answer: Both) Can entrepreneurs be producers and consumers? (Answer: yes, both)

Activity (45 minutes):

You are now going to be an ENTREPRENEUR! You are going to be a business owner.

1. Tell the students that they must decide if they are providing a good (something you can sell) or a service (something they can charge money for but need no goods).
2. Working in small groups the students will brainstorm ideas for a business on the Brainstorming your Business worksheet.
3. After brainstorming sheet is completed, the students will have an idea of what business they are interested in starting. Using the Business Owner Worksheet, the students will decide the following:
 - Name of the business
 - What product or service they will provide
 - Price of the product or service
 - What the product looks like
 - Who they are selling their product or service to
 - Slogan(saying or jingle unique to their business or logo (a recognizable symbol unique to the business))
4. Each group will create a poster for their business and include:
 - Name of the business
 - Picture of the product or service(in color)
 - Price of the product or service
5. Present the poster for the business to the class.

Brainstorming Sheet for Business Owner

Make a list of things you are interested in that you might want to turn into a business.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

Circle your top 3.

What training or education do you need for these?

- 1.
- 2.
- 3.

What equipment/supplies will you need?

What do you like about your choices?

Where is the money going to come from to start your business?

What kind of customer service are you going to provide? List 5 things your business will or won't do?

- 1.
- 2.
- 3.
- 4.
- 5.

My Business Worksheet

My Business Name:

The products or services my business provides

- 1.
- 2.
- 3.
- 4.
- 5.

People who are most likely to be the customers of my business:

Possible prices for the products and services of my business:

[illegible]