

# Books and Bucks

J. R. Ewan Elementary School  
Kindergarten/1st Grade

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**Approximate Timeline:** 3 Weeks

**Area(s) of Core Content:** Practical Living, Social Studies, Mathematics, Writing, Reading

## **Organizer:**

How can I get the things I need and want?

## **Academic Expectations/Demonstrators and Core Content:**

### **Academic Expectation 1--Apply Communication and Math Skills:**

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

#### **Demonstrators for Academic Expectation 1.16**

- Use technology to display information in various ways.
- Gather and manipulate data using technology.

### **Academic Expectation 2--Mathematics:**

2.10 Students understand measurement concepts and use measurements appropriately and accurately.

#### **Demonstrators for Academic Expectation 2.10**

- Introduce, identify, and compare value of coins
- Making change to \$ .25

### **Academic Expectation 2--Social Studies:**

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

#### **Demonstrators for Academic Expectation 2.18**

- Recognize and apply fundamental economic concepts.
- Recognize and apply fundamental marketing strategies.

### **Academic Expectation 5--Thinking and Problem Solving:**

5.4 Students use a decision-making process to make informed decisions among options.

#### **Demonstrators for Academic Expectation 5.4**

- Make a decision from given options.
- Analyze alternatives; make a decision.

## **Elementary Core Content--Reading:**

-RD-E-2.0.6 Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to understand a passage.

-RD-E-2.0.10 Connect the content of a passage to students' lives and/or real world issues.

## **Elementary Core Content--Writing:**

-WR-E-1 Purpose/Audience--The writer establishes and maintains a focused purpose to communicate with an audience by: narrowing the topic to establish a focus; analyzing and

addressing the needs of the intended audience; adhering to the characteristics of the form; employing a suitable tone; allowing voice to emerge when appropriate

-WR-E-1 Idea Development--The writer develops and supports main ideas and deepens the audience's understanding by using: logical, justified, and suitable explanation; relevant elaboration; related connections and reflections; idea development strategies appropriate for the form

-WR-E-1.4 Characteristics of transactive writing may include text and language features of the selected form

-WR-E-1.4 Characteristics of transactive writing may include ideas to communicate the specific purpose for an intended audience

### **Elementary Core Content--Mathematics:**

-MA-E-1.1.5 Multiple representations of numbers (e.g., drawings, manipulative, symbols)

-MA-E-1.2.4 Skip-count forward and backward

-MA-E-1.2.5 Estimate quantities of objects

-MA-E-2.1.5 Nonstandard and standard (U.S. Customary, metric) units of measurement

-MA-E-2.2.1 Sort objects and compare attributes

-MA-E-3.1.3 The process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer question)

-MA-E-3.2.2 Collect, organize, and describe data (e.g., drawings, tables, charts)

-MA-E-3.2.3 Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table)

### **Elementary Core Content--Social Studies:**

-SS-E-3.1.1 Scarcity requires people to make choices about using goods, services, and limited resources.

-SS-E-3.1.2 Consumers use goods and services to satisfy economic wants and needs.

-SS-E-3.1.3 Every time a choice is made, an opportunity cost is incurred. Opportunity cost refers to what is given up when an economic choice is made.

-SS-E-3.2.4 Profit is the difference between revenues and the costs entailed in producing or selling goods or services.

-SS-E-3.3.2 The direct exchange of goods and services is called barter. Money has generally replaced barter as a more efficient system for exchange.

-SS-E-3.4.1 Producers create goods and services; consumers make economic choices about which ones to purchase.

-SS-E-3.4.3 Producers who specialize create specific goods or services (e.g., computer games, tennis shoes, movie theatres).

### **Elementary Core Content--Practical Living:**

-PL-E-3.1.1 There is a distinction between needs and wants.

-PL-E-3.1.4 Through the media, advertisers may attempt to use misleading or exaggerated information and gimmicks to influence consumer decisions.

### **Essential Questions:**

1. Why is money important and why do we use it?
2. How can I make good economic decisions?
3. Why do we advertise?
4. How can I manage my money responsibly?
5. How can I persuade others to make a good economic choice?

## **Culminating Performance:**

Students will participate in a candy sale. Each day students will graph the sales and profits. Students will select what they want to purchase with profits from a student run candy store. The class will vote upon three options for use of the profits. Students will write a persuasive piece to convince other students to choose one of the three options.

## **Scoring Guide**

### **Level 4:**

Student uses two to three Economic terms correctly in persuasive letter.  
Student correctly includes all parts of a letter (opening, body, closing).  
Student demonstrates keen awareness when writing to an appropriate audience.  
Student extensively supports ideas with at least two pictures (K) or written details (1st).

### **Level 3:**

Student uses one or two Economic terms correctly in persuasive letter.  
Student correctly includes all parts of a letter (opening, body, closing).  
Student writes to an appropriate audience.  
Student broadly supports ideas with at least one picture (K) or written detail (1st).

### **Level 2:**

Student uses at least one Economic term in persuasive letter.  
Uses at least two items from the forms of a letter (opening, body, closing).  
Student provides one basic picture (K) or written detail (1st).  
Student does not clearly define appropriate audience.

### **Level 1:**

Minimal response

## **Evaluation Component: Pre and Post Test:**

Scott Foresman money assessment for Kindergarten and Grade One  
Adapt Econ and Me Economics vocabulary assessment

## **Knowledge Needed:**

Econ Principals

- Wants and needs
- Understand coins

Writing basics

- Letter format
- Writing simple sentences (1st)
- Awareness of audience
- Supports ideas with details

## **Skills & Procedures**

- basic counting skills

1st grade

- counting coins
- skip counting

#### Kindergarten

- one to one correspondence
- coin identification
- create a graph
- create posters and fliers
- perform before a group
- Kidspiration
- Graph Club
- basic counting
- sorting and classifying
- estimation
- prediction

#### **Technology Standards:**

- T4.5.1 Identify and use pointers such as arrow, hand or I-beam
- T4.5.2 Use mouse (double-click, right click drag, etc.)
- T4.5.3 Open, close and use application
- T4.5.4 Identify title, menu, toolbars
- T4.5.5 Use menus and toolbars
- T4.6.1 Use edit and undo
- T5.6.1 Use pull down menu items including but not limited to:
  - T5.6.1.1 File (New, Open, Close, Save, Save As, Save All, etc.)
  - T5.6.1.2 View (Normal Outline, Page Layout, etc.)
- T6.5.2 Create signs, banners and cards
- T6.6.1 Use digital media for image input and output (camera, scanner, OCR, videodisc)







#### **Critical Technology Resources:**

<http://www.usmint.gov/kids/index.cfm?flash=yes>

[http://www.crayola.com/factory/preview/factory\\_floor/factory\\_floor.htm](http://www.crayola.com/factory/preview/factory_floor/factory_floor.htm)

[http://www.kidsbank.com/index\\_3.asp](http://www.kidsbank.com/index_3.asp)

### Instructional/Assessment Activities:

Week	Date	Objective	Suggested Activities	Assessment	Critical Resources
Week 1	Day 1 Social Studies	Identify needs and wants	 Read and discuss a book  T Chart of Needs/Wants	T-chart	<u>The Berenstain Bears Get the</u> (Stan and Jan Berenstain))
Interactive writing: commercial script	Day 1 Math	Identify coins	Whole group activity using coins on overhead projector		 Overhead coins  Overhead projector
Computer Lab: Kidspiration/Needs and Wants	Day 2 Social Studies	Identify needs and wants	Wants from A-Z!	Completed booklet	<u>Teaching Strategies K – 2</u> (Barbara J. Phipps, National Council on Economic Education), p. 3 - 5
	Day 2 Math	Identify coins/values	Find and seek coin activity		Scott-Foresman
Library: Produce commercial (book fair)	Day 3 Social Studies	Scarcity/supply and demand	Read and discuss book		<u>Something Special For Me</u> (Vera B. Williams)
	Day 3 Math	Students will be able to sort and count coins	Sort and count coins		Play money
	Day 4 Social Studies	Opportunity costs	Draw and label two school lunch choices and make a choice.		 <u>Alexander Who Used to Be Rich Last Sunday</u> (Judith Viorst)  <u>Teaching Strategies K – 2</u> (Barbara J. Phipps, National Council on Economic Education), p. 58
	Day 4 Math	Students will be able to sort and count coins	Sort and count coins		Play money
	Day 5 Social Studies	Review and assess concepts	Class discussion	Open Response: Needs and Wants from Competency Assurance	
	Day 5 Math	Students will be able to sort and count coins	Sort and count coins		Play money

Week	Date	Objective	Suggested Activities	Assessment	Critical Resources
Week 2	Day 6 Social Studies	Goods and services	<p>✍️ Take a walk in the school to find examples of people who are providing a service.</p> <p>✍️ Sort goods and services pictures</p>		<p>✍️ Make spy glasses using toilet tissue roles for walk around school.</p> <p>✍️ Magazines for goods and services pictures</p>
<b>Computer Lab:</b> Model Graph Club	Day 6 Math	Count and graph money from Book Fair	Count money from Book Fair and make a graph		Graph
<b>Computer Lab:</b> Flyer for Candy Sale	Day 7 Social Studies	Introduce producers/ consumers and buyers/sellers	Read and discuss book.		<u>Richard Scarry's Busiest People Ever</u> (Richard Scarry)
<b>Library:</b> Produce commercial (candy sale)	Day 7 Math	Count and graph money from Book Fair	Count money from Book Fair and make a graph		Graph
Interactive writing, persuasive letter	Day 8 Social Studies	Discuss candy sales and bartering	<p>✍️ Read and discuss book.</p> <p>✍️ Discuss candy sales</p>		<u>Rosie's Birthday Present</u> (Marrietta Moskin)
	Day 8 Math	Count and graph money from Book Fair/1 <sup>st</sup> grade learn to make change	Count money from Book Fair and make a graph		Graph
	Day 9 Social Studies	Plan candy sales/create advertisements	<p>✍️ Plan candy sales</p> <p>✍️ Create advertisements</p>		Paper and drawing materials
	Day 9 Math	Count and graph money from Book Fair/1 <sup>st</sup> grade learn to make change	Count money from Book Fair and make a graph		Graph
	Day 10 Social Studies	Students will develop a chart for working in candy store	Schedule for Candy Store/Select book award for work with Book Fair		
	Day 10 Math	Review and assess money concepts	Complete open response question	Open Response: Money	
Week 3	Day 11 Social Studies	Consumers make economic choices	<p>✍️ Read and discuss book</p> <p>✍️ Brainstorm how to spend your profits/introduce the culminating activity</p>		<u>Jelly Beans for Sale</u> (Bruce McMillian)

<b>Week</b>	<b>Date</b>	<b>Objective</b>	<b>Suggested Activities</b>	<b>Assessment</b>	<b>Critical Resources</b>
Candy Sale	Day 11 Math	Students will be able to count, sort, and estimate money	Chart money and estimate		
<b>Computer Lab</b> Graph Club: graph book sales, coin collection	Day 12 Social Studies	Consumers make economic choices	Begin persuasive letter	Self-assessment	<u>The Monster Money Book</u> (Loreen Leedy)
	Day 12 Math	Students will graph and analyze data from candy sale	Graph money and analyze data		
	Day 13 Social Studies	Consumers make economic choices	Complete persuasive letter	Portfolio piece/culminating activity	
	Day 13 Math	Students will graph and analyze data from candy sale	Compare and contrast the difference in the graphs from the sorting and money totals.		
	Day 14 Social Studies	Students demonstrate application of economic concepts.	Complete post test	Post Test: Economics	<u>Econ and Me</u>
	Day 14 Math	Demonstrate application of money concepts.	Complete post test	Post Test: Math	Scott Foresman