



Lunch Money

A Chapter-by-Chapter Teacher Guide

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Economics Arkansas

Grades 3-5



Chapter 1: Talent

We meet Greg Kenton in this chapter. Greg has heaps of talent. He's good at baseball, soccer, singing, playing the piano, drawing, sketching, academic subjects, and more. His greatest talent is money! In economics, skills, talents, abilities, attitudes, and education are called human capital. It is how you "train your brain" to be better at a job or task. One might watch a YouTube video, read a manual, or watch someone model a skill to become better at a task.

Greg studies and knows the faces on currency. We have an opportunity to learn about the many ways he earns income in this chapter. His dad introduces him to the importance of keeping his money safe in chapter 1 by encouraging him to set up a savings account at a bank.

Concepts:

bank, human capital, income, interest, price, saving, spending

Standards:

E.5.3.1 Examine the relationship between human capital and productivity (e.g., division of labor, specialization).

E.5.4.1 Examine ways human capital impacts productivity and future incomes.

E.6.3.2 Explain functions of banks (e.g., saving, checking, loans, investments).

E.6.4.1 Compare methods of exchange in the United States and around the world.

E.6.4.2 Describe the role of financial institutions in an economy (e.g., banks, credit unions, investment firms).

E.6.5.2 Examine roles of early financial institutions on the economy of the United States.

Human Capital Resources:

Economics Arkansas Human Capital Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 9)

Invest in Yourself (3-5 grade online lesson with read aloud option)

https://www.econlowdown.org/invest_in_yourself?p=yes

Children's Literature Connections:

Salt in His Shoes (3-5 grade Q and A):

<https://quizizz.com/admin/quiz/58e6336be060e1cc3b4286a2/salt-in-his-shoes-comprehension>

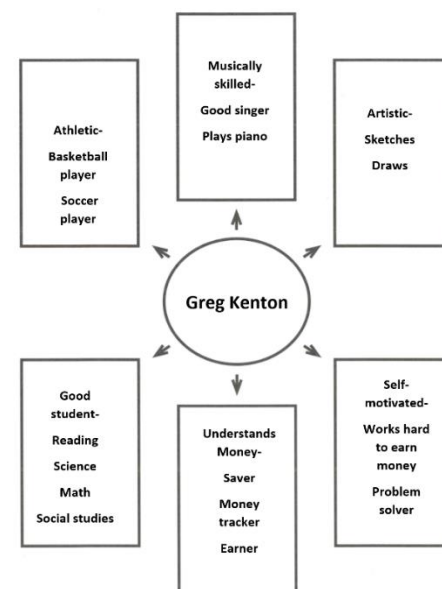
<https://www.livebinders.com/b/2937440> (Children's Lit Connections)

Sky Boys: How They Built the Empire State Building (3-5 lesson and Q and A)

<https://www.stlouisfed.org/education/sky-boys-how-they-built-the-empire-state-building>

Quick Assessment and Application Activities:

- Ask students to consider Greg's human capital by completing a graphic organizer like this (The template is available in the Economics Arkansas guide above.)
- Challenge students to complete a similar organizer considering their human capital.
- Challenge students to consider a career of interest. Have students research the career on <https://www.bls.gov/k12/students/careers/career-exploration.htm> and create a graphic sharing the human capital required for the career.
- Writing prompt: What's your greatest talent? Why?



Earning, Saving and Spending Money Resources:

Banking is INTEREST-ing! (3-5 lesson)

<https://econedlink.org/resources/banking-is-interest-ing/>

Banks, Bankers, Banking (3-5 lesson)

<https://econedlink.org/resources/banks-bankers-banking/>

Benjamin Franklin: Highlighting the Printer (5 lesson)

<https://www.stlouisfed.org/education/ben-franklin-highlighting-the-printer>

Page 12 challenges students to identify faces on currency.

Big Banks, Piggy Banks (3-5 lesson)

<https://econedlink.org/resources/big-banks-piggy-banks/>

Economics Arkansas Savings and Expenditures Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 10)

Field Trip to the Money Factory (3-5 video)

<https://www.youtube.com/watch?v=-IBHbe-t-X4>

Financial Fitness for Life Parent Guide Home Connection (3-5 activities)

This guide has many great resources for the classroom and/or home connections to be used throughout the financial literacy project. Available in English or Spanish.

<http://www.econedlink.org/afterschool/parent-resources.php>

How Can I Earn Money? (3-5 lesson)

<https://econedlink.org/resources/how-i-can-earn-money/>

How Coins are Made...For Kids! (3-5 video)

<https://www.youtube.com/watch?v=pTm18offyuw>



Money (4-5 video and quiz)

<https://econedlink.org/resources/money-video-and-quiz/>

My Savings Goal (3-5 lesson)

<https://econedlink.org/resources/my-savings-goal/>

No Funny Money, Honey...I Want the Real Thing! (3-5 lesson)

<https://econedlink.org/resources/no-funny-money-honey-i-want-the-real-thing/>

Penny Pigeon and the Missing Nest Egg (3-5 interactive book, video book, activities and resources)

<https://www.kansascityfed.org/education/fables/>

Part of the Financial Fables Series

Piggy Bank Primer: Saving and Budgeting Activity Book (3-4 guide)

<https://www.stlouisfed.org/education/piggy-bank-primer-saving-and-budgeting>

(Free to order copies in English or Spanish. It's also available in an E-book format.)

U.S. Quarter Minting Process (3-5 video)

<https://www.youtube.com/watch?v=HRpRz2P4l2g>

U.S. Mint Videos and Games (3-5 videos and games)

<https://www.usmint.gov/learn/kids/resources/videos>

<https://www.usmint.gov/learn/kids>

What Makes Something Useful as Money? (3-5 video)

<https://www.stlouisfed.org/education/exploring-economics-video-series/episode-3-what-makes-something-useful-as-money>



You Can BANK on This! -part 1 (3-5 lesson)

<https://econedlink.org/resources/you-can-bank-on-this-part-1/>

You Can BANK on This! -part 2 (3-5 lesson)

<https://econedlink.org/resources/you-can-bank-on-this-part-2/>

You Can BANK on This! -part 3 (3-5 lesson)

<https://econedlink.org/resources/you-can-bank-on-this-part-3/>

You Can BANK on This! -part 4 (3-5 lesson)

<https://econedlink.org/resources/you-can-bank-on-this-part-4/>

Children's Literature Connections:

Rock, Brock and the Savings Shock (3-5 lesson)

<http://secure2.vermonttreasurer.gov/legacywebsite/www.vermonttreasurer.gov/sites/treasurer/files/pdf/literacy/3-4%20Lesson%202011.pdf>

Uncle Jed's Barbershop (3-5 lesson and Q and A)

<https://www.stlouisfed.org/education/uncle-jeds-barbershop>

Quick Assessment and Application Activities:

- Have students create a bank/savings container using recyclable items.
- Invite a banker to talk about banks and savings accounts.
- Challenge students to identify ways they could earn income.
- Have students write about a savings goal and steps necessary to achieve their goal.
- Have students identify 5 jobs Greg did in the story that they would like to do to earn income.



- Play the Saving and Spending game at <https://www.stlouisfed.org/education/saving-and-spending-game>.

Chapters 2 and 3: Quarters and The Perfect Hammer

As chapter 2 begins, Greg discovers he left his lunch at home and needs to borrow 50 cents. When his teacher refuses, a number of students offer. It is then that Greg discovers students have extra money that they could use to buy things. He observes many exchanges in the cafeteria and then becomes an entrepreneur. At first, it was candy and gum. He then transitions to selling toys which lands him in the principal's office. He won't be discouraged and teases us with the perfect product idea to be introduced in the next chapter.

Concepts:

buyer, choice, consequences of choices, decision making, consumer, entrepreneur, exchange, market, price, producer, product, profit, seller

Standards:

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation).

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas.

E.5.4.2 Articulate ways entrepreneurs and businesses in Arkansas and the United States organize human, natural, and capital resources to produce goods and services.

E.5.5.2 Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in precolonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants).

Consumers, Producers, Markets, Entrepreneur Activities:

Consumers and Producers (3-5 video)

<https://www.stlouisfed.org/education/exploring-economics-video-series/consumers-and-producers>

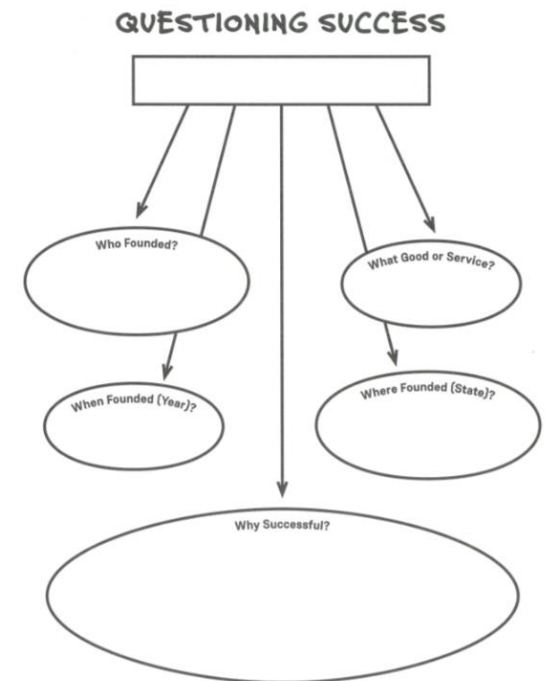
Economics Arkansas Entrepreneur Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 11)

Economics Arkansas Market Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 8)

E-N-T-R-E-P-R-E-N-E-U-R (3-5 lesson)



https://economicsarkansasorg.presencehost.net/file_download/inline/75a49a69-9c81-4ff4-9e60-2d6de17bd9da

I Can Be an Entrepreneur (3-5 lesson)

<https://econedlink.org/resources/i-can-be-an-entrepreneur/>

Jay Starts a Business (3-5 lesson, journal, activities, certificate)

<https://www.kansascityfed.org/education/jaystartsabiz/>

Learn to Learn (3-5 video)

https://www.youtube.com/watch?v=glGtT41Z_WU

Children's Literature Connections:

Isabel's Car Wash (3-5 lesson)

<https://www.kansascityfed.org/documents/2813/Isabels-Car-Wash.pdf>

Lemonade for Sale (3rd grade)

<https://www.stlouisfed.org/education/lemonade-for-sale>

Sweet Potato Pie (3-5 lesson)

<https://www.kansascityfed.org/documents/2835/Sweet-Potato-Pie.pdf>

Time for Cranberries (3-5 lesson and activity)

<https://www.kansascityfed.org/documents/2820/Time-for-Cranberries.pdf>

Quick Assessment and Application Activities:

- Principal Davenport doesn't think selling toys at school is a good idea. Write a letter to the principal explaining why you agree or disagree.
- Writing prompt: What would make you break your piggy bank?
- Writing prompt: What idea for the marketplace would you create that consumers would want? Explain?
- Select an entrepreneur to research. Have them identify the entrepreneur, the good or service produced, and the risks and rewards associated with starting his/her business. (Epic! has

great biographies of entrepreneurs...The Food Dude series is a great series for research. More may be found at [https://www.ducksters.com/biography/entrepreneurs/.](https://www.ducksters.com/biography/entrepreneurs/))

Chapter 4: Units

Greg's toy business was shut down in chapter 3, but he wasn't discouraged. Greg decides his next business venture will be producing and selling Chunky Comics. He learns how to improve his product and increase his productivity in this chapter and even hires a sales agent. All seems to be going well until he realizes he has competition in the marketplace.

Concepts:

goods, marketplace, entrepreneur, competition, productivity, producer, risks, rewards

Standards:

E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas.

E.5.4.2 Articulate ways entrepreneurs and businesses in Arkansas and the United States organize human, natural, and capital resources to produce goods and services.

E.5.5.2 Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in precolonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants).

Markets, Productivity, Entrepreneur, and Competition Activities:

All about Prices (3-5 lesson)

<https://econedlink.org/resources/all-about-prices/>

Competition Works in Our Flavor (3-5 lesson)

<https://econedlink.org/resources/competition-works-in-our-flavor/>

Economics Arkansas Compact Connector Markets Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 8)

Federal Reserve of New York Comic Books (3-5 comics)

<https://www.newyorkfed.org/outreach-and-education/comic-books>

FREE to order.

Productivity (3-5 video)

<https://www.stlouisfed.org/education/exploring-economics-video-series/productivity>

Spotlighting Entrepreneurs: A Technology iCON (3-5 lesson)

<https://econedlink.org/resources/spotlighting-entrepreneurs-a-technology-icon/>

Spotlighting Entrepreneurs: Spotlighting the Sweet Success of Milton Hershey (3-5 lesson)

<https://econedlink.org/resources/spotlighting-entrepreneurs-the-sweet-success-of-milton-hershey/>



What is Competition? (3-5 lesson)

<https://econedlink.org/resources/what-is-competition/>

Children's Literature Connections:

Comic Book Creators (3-5)

<https://www.getepic.com/app/read/74262> (Epic!)

Play Doh Entrepreneur (3-5)

<https://www.getepic.com/app/read/43295> (Epic!)

Stan Lee: Comic Book Writer and Creator of Spiderman (3-5)

<https://www.getepic.com/app/read/63701> (Epic!)

What is an Entrepreneurship? (3-5 read aloud)

<https://www.getepic.com/app/read/45271> (Epic!)



Quick Assessment and Application Activities:

- Challenge your students to create a comic book or comic book cover.

How to Write a Comic Book (3-5 read aloud)

<https://www.getepic.com/app/read/41831>

Printable worksheet: <https://www.kidlit.tv/2016/10/how-to-make-a-comic/>

How to Turn a Sheet of Paper into a Comic Book: <https://www.kidlit.tv/2016/10/how-to-make-a-comic/>

- Identify competitors in the following industries: fast food, technology, clothing, sporting goods.
- Writing prompt: Is competition in the marketplace good for consumers? Why or why not?

Chapters 5 and 6: The Girl across the Street and Sour Business

This chapter is a great time to introduce the 4 Way Test of Rotary. Greg and Maura are very competitive in general and especially when it comes to business. They make many decisions about how they act and react to one another. Sometimes they weigh the costs and benefits of their choices, and it seems at other times they didn't.

The 4 Way Test of Rotary challenges business owners to ask themselves 4 questions of business.

Show the 4 Way Test Rotary Test Video (<https://www.youtube.com/watch?v=MqZKIG1-r6A> start at 0:17, end at 1:55)

Challenge students to find examples of these four questions in the story.

- Is it the TRUTH? (Had Greg sold items that he knew were against school rules? Were Maura and Greg truthful with each other in business?)
- Is it FAIR to all concerned? (Did they treat each other fairly? Why or why not?)
- Will it build GOODWILL and BETTER FRIENDSHIPS? (Would you consider Greg and Maura friends in business?)
- Will it be BENEFICIAL to all concerned? (Will Greg, Maura, the school, and consumers benefit from their businesses?)

Concepts:

benefits, choice, costs, decision, choice, opportunity cost, scarcity

Standards:

E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

Decision Making Resources:

Decision Making/Cost-Benefit Analysis (3-5 video and quiz)

<https://econedlink.org/resources/decision-making-cost-benefit-analysis-video-and-quiz/>

Economics Arkansas Decision Making Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 4)

Lemons to Lemonade (3-5 video)

<https://www.youtube.com/watch?v=y3gBNBtJMjw>

What's Your Angle? (3-5 lesson)

<https://econedlink.org/resources/whats-your-angle/>

Children's Literature Connections:

Andy and Elmer's Apple Dumpling Adventure 4 Way Test (3-5 read aloud)

<https://www.youtube.com/watch?v=YoV2WZy0KjU>

So Few of Me (3-5 lesson)

<https://www.stlouisfed.org/education/so-few-of-me>

The Have a Good Day Café (3-5 lesson)

<https://www.stlouisfed.org/education/parent-resources/the-have-a-good-day-cafe-q-and-a>

THE ROTARY 4-WAY TEST

1

Is it the truth?

2

Is it fair to all concerned?

3

Will it build goodwill
and better friendships?

4

Will it be beneficial
to all concerned?

Quick Assessment and Application Activities:

- Look at Greg's and Maura's signs on pages 46 and 47 lemonade advertising. Have students vote on which lemonade they would buy and explain why.
- Design a poster to help someone learn the 4 Way Test of Business.
- Conduct a consumer market survey having students vote as to which comic they would buy.
- Have students think of a product they could sell. Describe how they would produce it and how much they would charge. Create a sign to advertise.
- Writing prompt: Which one of the 4-way test questions does Maura struggle with most? Which question does Greg struggle with most? Explain.

Chapter 7: Order and Chaos

We get a peek inside Room 27 in this chapter and meet Mr. Z. He loves math as much as Greg loves money. Mr. Z sees math everywhere! Greg is furious that Maura is trying to steal his idea, and Maura argues that anyone can draw and sell their products. Greg and Maura are still not on the same page in business. They have both said mean things towards each other, and in this chapter Maura calls Greg a money-grubber.

Concepts:

choice, decision making, markets, opportunity cost, product, competition

Standards:

E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

E.5.4.3 Explain effects of supply and demand on prices.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise).

Choices, Competition, and Math and Econ Resources:

Celebrate Kindness: No Name-Calling Week (3-5 activities)

<https://www.glsen.org/sites/default/files/Elementary%20Lesson-It%27s%20All%20in%20a%20Name.pdf>

Competition Pizza (3-5 lesson)

<https://econedlink.org/resources/competition-pizza/>

How Many Jeans Can I Buy? (3-5 lesson)

<https://econedlink.org/resources/how-many-jeans-can-i-buy/>

The Grasshopper and the Ant (3-5 lesson)

<https://econedlink.org/resources/the-grasshopper-and-the-ant/>



Children's Literature Connections:

Betcha! (4th grade lesson)

<https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-three-mental-money.pdf>

Math on the Job: Building a Business (3-4 Epic!)

<https://www.getepic.com/app/read/45300>

Pigs Go to Market (4th grade lesson)

<https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-three-coupon-clippers.pdf>

Pigs Will be Pigs (4th grade lesson)

<https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-three-i-want-it-all.pdf>

Uncle Jed's Barbershop (3-5 lesson and game)

<https://www.stlouisfed.org/education/uncle-jeds-barbershop>

Quick Assessment Activities:

- Create a Kindness Wall Chart and have students choose ways to be kind to other students in the room.
- Challenge students to make a list of 5 ways they have used math in a day.
- Ask students if someone might call them a money grubber. Explain why or why not.
- Have students explain choices that Greg and Maura could make to get along better in business and in general.

Chapters 8 and 9: Two Down and Apologies

Greg is highly offended that Maura should think she can enter the same marketplace with her comics. This chapter challenges Greg to realize he doesn't "own" the comic book industry. They compare and contrast how their products are alike and different. This is a great chance to help students understand marketing at specific groups for products in the marketplace.

Mr. Z and Greg have a heart-to-heart discussion in this chapter as they consider income and career choices. It is a great opportunity to look at careers, human capital, income, and decision making. Greg tends to frame everything around the topic of money, and Mr. Z gives him some food for thought in this chapter as he explains the Toilet Theory.

Concepts:

choice, career, decision making, costs, benefits, specialization, human capital, income, competition

Standards:

E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.1 Examine the relationship between human capital and productivity (e.g., division of labor, specialization).

E.5.4.1 Examine ways human capital impacts productivity and future incomes.

E.5.5.1 Examine ways a diverse labor force affected economies in early America

Human Resources, Human Capital, Choice Resources:

BLS.Gov (3-5 videos)

<https://www.bls.gov/k12/students/videos/>

Do I Look Like I'm Made of Money? (3-5 lesson)

<https://econedlink.org/resources/do-i-look-like-im-made-of-money/>

Jobs Who Needs 'Em? (3-5 lesson)

<https://econedlink.org/resources/jobs-who-needs-em/>

To Be or Not to Be (3-5 lesson).

<https://econedlink.org/resources/to-be-or-not-to-be/>



Children's Literature Connection:

When I Grow Up (3-5 Q and A)

<https://www.youtube.com/watch?v=CEmTMTt9ujl> (read aloud)

<https://www.livebinders.com/b/2937440> (Children's Lit Connections Tab)

Assessment and Application Activities:

- Host a career event to invite families to share about their careers via Zoom or in person.
- Have students create a vision board with a future career consideration and skills needed.
- Writing prompt: What are your thoughts about Mr. Z's Toilet Theory?

- Writing prompt: Do you think your thoughts about money are more like Mr. Z or Greg? Explain.
- Writing Prompt: If you were Mr. Z, what would you give them as consequences for their choices in class? Would they be the same? Why or why not?

Chapters 10 and 11: Something Fishy and Notes

Maura's mom rambled all the way home as Greg and Maura sit in silence. Both Greg and Maura have made choices that have yielded benefits and costs...and some consequences. Greg has to explain about the "accident" to his brother and deal with a black eye. Maura has regretted the black eye, also, and is trying to think things through before reacting in the future. Chapter 11 makes one wonder if Greg and Maura are going to become good business competitors.

Concepts:

choice, opportunity cost, decision making, benefits, costs

Standards:

E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

Choices and Decision-Making Resources:

Making Choices (3-5 lesson)

<https://econedlink.org/resources/making-choices/>

Need Help as You Decide? Use the PACED Decision-Making Guide (3-5 lesson)

https://economicsarkansasorg.presencehost.net/file_download/inline/c9e54b09-67ac-408e-955b-16982ec5948a

Once Upon a Decision (3-5 lesson and activity)

<https://www.econlowdown.org/decision-making-elem?p=yes>

Children's Literature Connection:

What if Everybody Did That? (3-5 read aloud with activities)

Read aloud: <https://www.youtube.com/watch?v=SD0apYFz5gg>

<https://jodi-durgin.mykajabi.com/what-if-everybody-did-that-activities>



Quick Assessment and Application Activities:

Write about a choice you have made that brought consequences. Share what you wish you would have done differently.

If you were to visit with Greg and Maura, what business suggestions would you have for them?

Chapters 12 and 13: A Look and Lockout

Maura invests in her human capital in this chapter as she reads the book *Understanding Comics*. This investment proves to be very helpful as she improves the quality of her product. Meanwhile,

Principal Davenport shares her opinion that comic books are like toys and that they don't deserve a place in school which is a place for learning and thinking and not for buying and selling.

Concepts:

human capital, products, markets, choices, decisions, benefits, costs, opportunity cost.

Standards:

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

E.5.4.3 Explain effects of supply and demand on prices.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise).

Human Capital and Production Resources:

Increasing Productivity (3-5 lesson)

<https://econedlink.org/resources/increasing-productivity/>

Learn to Learn (3-5 video)

https://www.youtube.com/watch?v=glGtT41Z_WU&list=UUaf88EBmtZuBFOifL0i5DFw&index=5

Children's Literature Connections:

Salt in His Shoes (3-5 grade Q and A):

<https://quizizz.com/admin/quiz/58e6336be060e1cc3b4286a2/salt-in-his-shoes-comprehension>

<https://www.livebinders.com/b/2937440> (Children's Lit Connections)

The Crayon Man (3-5 read aloud and activity)

<https://www.youtube.com/watch?v=aYkqCILYib4>

<https://librarylessonswithbooks.com/the-crayon-man-the-true-story-of-the-invention-of-crayola-crayons-lesson-activity/>

Quick Assessment and Application Activities:

- Have students write about a skill they know how to do and explain how they do it. (Making a peanut butter and jelly sandwich, playing basketball, drawing, etc.)
- Have students identify a skill they would like to learn and steps of how to achieve that goal/skill.

Chapter 14: Seventy-five Percent of Everything

A business partnership is discussed in this chapter. Greg proposes an offer to help Maura with her business, but Maura doesn't think his offer is fair. Competition is often a great idea for consumers. Producers realize that consumers have limited money to spend, so how they choose to spend it is key to a business' success. This chapter allows an opportunity to consider scarcity and allocation methods. It is in the next chapter that Principal Davenport introduces school policy and shuts down the comic book marketplace.

Concepts:

business, choice, decision making, benefits, costs, opportunity cost

Standards:

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

E.5.4.3 Explain effects of supply and demand on prices.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise).

Scarcity, Allocation, Competition Resources:

Economics Arkansas Scarcity, Allocation Methods Guides (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 2)

That's Not Fair! How Do We Share? (3-5 lesson)

<https://econedlink.org/resources/thats-not-fair-how-do-we-share/>

Who Gets More than Their Fair Share? (3-5 lesson)

<https://econedlink.org/resources/who-gets-more-than-their-fair-share/>

Children’s Literature Connection:

Earl and Starla Want ALL the Fishy Treats (3-5 read aloud and lesson)

<https://www.flipsnack.com/GCEEhelps/earl-and-starla-want-all-the-fishy-treats.html>

Four Feet, Two Sandals (3-5 lesson)

<https://www.stlouisfed.org/education/four-feet-two-sandals>

Quick Assessment and Application Activities:

- Ask students whether they think Greg’s proposal to Maura is fair. Challenge them to share why or why not.
- Bring in a limited supply of a resource to class (stickers, candy, bookmarks, etc.) Challenge students to figure out how to allocate the scarce resource. Discuss the “fair”ness of each option.
- Participate in “Who Gets Them?” activity in the Economics Arkansas Guide.
<https://www.livebinders.com/b/2937440> (guide 2)

Chapters 15 and 16: Lessons and Art and Money

Maura and Greg specialize to produce a quality product in Chapter 15. Interdependence and specialization lead to increased productivity.

Concepts:

specialization, interdependence, productivity

Standards:

E.5.3.1 Examine the relationship between human capital and productivity (e.g., division of labor, specialization).

E.5.4.1 Examine ways human capital impacts productivity and future incomes.

E.5.5.1 Examine ways a diverse labor force affected economies in early America.

Specialization, Productivity, and Interdependence Resources:

Bookworm Factory (3-4 lesson)

https://economicsarkansasorg.presencehost.net/file_download/inline/12949ad7-d449-4de3-a6a0-398df1f1e753

Economics Arkansas Specialization and Interdependence Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (Guide 5)

Lean on Me- We Depend on Each Other (3-5 lesson)

<https://econedlink.org/resources/lean-on-me-we-depend-on-each-other/>

Children's Literature Connections:

One Plastic Bag (3-5 lesson)

<https://www.kansascityfed.org/documents/2852/One-Plastic-Bag.pdf>

Rock, Brock and the Savings Shock (3-5 lesson)

<http://secure2.vermonttreasurer.gov/legacywebsite/www.vermonttreasurer.gov/sites/treasurer/files/pdf/literacy/3-4%20Lesson%202011.pdf>



Quick Assessment and Application Activities:

- Make a list of specialists at school and explain how they help our school be productive.
- Participate in the Producing Together activity ([https://www.livebinders.com/b/2937440 - guide 5](https://www.livebinders.com/b/2937440-guide-5/))/
- Create thank you notes for the cafeteria workers at your school for the valuable service they provide.

Chapters 17 and 18: Selling and Complicated

In chapter 17, Mrs. Davenport announces no comic books may be brought, created, or sold at school because there is a strict policy against selling. Maura then begins to look all around her at marketing that occurs on posters, scoreboards, and book club flyers. When they visit with Mr. Z he shares it is complicated and that incentives matter and that's why some companies get to advertise and sell at school. Maura and Greg don't think that's fair and are determined to do something about it.

Concepts:

consumer, producer, market, incentives, choice, benefits, costs

Standards:

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

E.5.4.3 Explain effects of supply and demand on prices.

Incentives, Marketing, Advertising Resources:

Be an Ad Detective (3-5 lesson)

<https://econedlink.org/resources/be-an-ad-detective/>

Believe it or Not (3-5 lesson)

<https://econedlink.org/resources/believe-it-or-not/>

Common Advertising Techniques (3-5)

https://docs.google.com/document/d/1k2gcPi3ByRgd2CMB49r_mjbSTCGQoZJIShdiR_KUtOM/edit

Incentive, Incentive (3-5 lesson)

<https://econedlink.org/resources/inventive-incentive/>

Incentives Influence Us! (3-5 lesson)

<https://econedlink.org/resources/incentives-influence-us/>

Pictures and Slogans Persuade an Audience (5th grade)

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/pictures-and-slogans-persuade-audience/>

<https://web.archive.org/web/20041125181302/http://www.fd.appstate.edu/elemed/CCC/ogren/artifacts/AnalyzingAds.html>

What are Incentives? (3-5 lesson)

<https://econedlink.org/resources/what-are-incentives/>

Children's Literature Connection:

The Have a Good Day Café (3-5 lesson)

<https://www.stlouisfed.org/education/have-a-good-day-cafe>

Quick Assessment and Application Activities:

- Have students discuss what they think will happen next with the comic book industry.
- Challenge students to identify a rule they wish could be change.
- Challenge students to find an example of an advertisement at home or in their community.
- Challenge students to make their own ad:

https://app.seesaw.me/#/try/prompt/prompt.9db9ec58-07b1-4df0-a5ba-4f8ffde263b0?ref=public_library

- Deconstruct an ad in groups: [https://microsite-mi-prod.s3.amazonaws.com/media/courseware/relatedresource/file/Deconstruct an Advertisement Mini Poster Project sGZgdOe.pdf](https://microsite-mi-prod.s3.amazonaws.com/media/courseware/relatedresource/file/Deconstruct_an_Advertisement_Mini_Poster_Project_sGZgdOe.pdf)

Chapters 19 and 20: Planning and Agendas

These chapters are important as Greg and Maura draft a plan to present to the school committee about school policies. This is a great opportunity for students to consider student voice.

Concepts:

producer, consumer, market, decision making, alternatives, costs, benefits, choice

Standards:

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

E.5.4.3 Explain effects of supply and demand on prices.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise).

E.6.3.1 Explain functions and characteristics of money in the United States.

E.6.4.1 Compare methods of exchange in the United States and around the world.

E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period.

Decision Making, Market Resources:

Dynamic Decision Making (3-5 lesson)

<https://econedlink.org/resources/dynamic-decision-making/>

Economics Arkansas Decision Making Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 4)

Opportunity Cost (3-5 video and quiz)

<https://econedlink.org/resources/opportunity-cost-video-and-quiz/>

You Decide! (3-5 lesson)

<https://econedlink.org/resources/you-decide/>

Children's Literature Connections:

I Campaigned for Ice Cream (Read aloud)

<https://www.youtube.com/watch?v=ImelqFwRiMU>

Say Something! (3-5 activities)

<https://www.learningtogive.org/resources/say-something-literature-guide>

Sometimes People March (3-5 activities)

<https://www.learningtogive.org/resources/sometimes-people-march-literature-guide>

Thank You, Sarah (Read aloud)

<https://www.youtube.com/watch?v=ImelqFwRiMU>

<https://www.leaderinme.org/blog/i-campaigned-for-ice-cream-a-boys-quest-for-ice-cream-trucks/>

What Do You Do with a Chance? (3-5 activities)

<https://www.learningtogive.org/resources/what-do-you-do-chance-literature-guide>

Quick Assessment and Application Activities:

- Write about a problem you would like to see changed at home, at school, or in your community.
- Map your Heartbreak Activity: Change the World

<https://www.learningtogive.org/resources/map-your-heartbreak-change-world>

Chapters 21-22: The Question of Money and New Business

These chapters allow us to eavesdrop on some conversations Greg and Maura have about money, and their proposal to the committee. These chapter allow for a discussion about incentives.

Concepts:

money, incentives, choice, decision, opportunity cost

Standards:

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model).

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

E.5.4.3 Explain effects of supply and demand on prices.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise).

Incentives and Philanthropy Activities:

Economic Incentives in our Community (3-5 lesson)

<https://econedlink.org/resources/economic-incentives-in-our-community/>

I am a Philanthropist! (3-5 activities)

<https://www.learningtogive.org/units/we-can-all-do-our-share/im-philanthropist-0>



Incentives (3-5 Video and Quiz)

<https://econedlink.org/resources/incentives-video-and-quiz/>

What are Incentives? (3-5 lesson)

<https://econedlink.org/resources/what-are-incentives/>

Children's Literature Connections:

Beatrice's Goat (3-5 lesson)

<https://econedlink.org/resources/beatrices-goat/>

One Hen: How One Small Loan Made a Big Difference (3-5 lesson)

<https://econedlink.org/resources/one-hen-how-one-small-loan-made-a-big-difference/>

Rock, Brock and the Savings Shock (3-5 Q and A)

<https://www.stlouisfed.org/education/parent-resources/isabels-car-wash-q-and-a>

What is Given from the Heart (3-4 Lesson)

<file:///C:/Users/User/Downloads/WhatisGivenfromtheHeart.pdf>



Quick Assessment and Application Activities:

- Address an issue in the community. Start a drive to collect items to support a cause (animal shelter, food bank, etc.)
- Find examples of incentives in the community. (Incentives for good citizenship at school, coupons for products, sales, etc.) Create a collage of your examples.
- Assign a non-profit to groups in the community. Have them create a poster/presentation to inform the class about what they do for the community.

Chapter 23: The Best Interests of the School

Talk about economics! This chapter focuses on consumer spending by K-5th grade students annually and how students are sometimes “sales target” for products in the marketplace. At the time the book was writing American kids spend \$13 billion of their own money annually.

Concepts:

economic wants, goods, services, market, spending

Standards:

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

E.5.4.3 Explain effects of supply and demand on prices.

E.5.5.3 Evaluate the development of a free market system (e.g., mercantilism, property rights, free enterprise).

E.6.3.1 Explain functions and characteristics of money in the United States.

E.6.4.1 Compare methods of exchange in the United States and around the world.

E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period.

Wants, Goods, Services, Spending, Advertising Resources:

Did You Get the Message? (3-5 Lesson)

<https://econedlink.org/resources/did-you-get-the-message/>

Economics Arkansas Wants, Goods, and Services Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 1)



Economics Arkansas Savings and Expenditures Guide (3-5 activities)

<https://www.livebinders.com/b/2937440> (guide 10)

How E Commerce Influences Consumer Choice (4-5 lesson)

<https://econedlink.org/resources/how-e-commerce-influences-consumer-choice/>

Children's Literature Connections:

Those Shoes (3-4 lesson)

<https://www.kansascityfed.org/documents/2822/Those-Shoes.pdf>

Quick Assessment and Application Activities:

- Challenge students to think they want to be entertained. Then have them draw or write about 3 goods or services that would entertain them.
- Bring an example of an advertisement to class. Identify the price, marketplace where it could be purchased, target audience, and the good or service.
- Challenge students to think of a product they could sell in the school store. Draw a picture or create a prototype. Share who the target market would be and what price would be set.
- Create a classroom market place with classroom currency. Allow students to see what it is like to be a producer, consumer, entrepreneur as they produce a good or service for the marketplace and determine a price.

Chapter 24: Success

A lot has changed from Chapter 1 to Chapter 24. This chapter allows students to see important milestones for Greg and Maura.

Concepts: Review the concepts presented throughout the book.

Standards:

Review all standards.

Quick Assessment and Application Activities:

Give students one of the following sentence stems:

- One thing I learned from the book is _____.
- My favorite part of the book was _____.
- You have been asked to write a review for this book. What would you say? How many stars would you give the book?
- What Economics is All About <https://www.newyorkfed.org/medialibrary/media/outreach-and-education/comic-books/Pathways-Econland-20211001.pdf>