**Unit Overview-**

This unit will be focusing on the integration of reading, writing, math/life skills, technology and social studies.

**Social Studies**- Students will develop background knowledge and basic understanding of the concepts of goods, services, consumers, and producers.

**Shared Reading**- Students will be exposed to different types of fictional literature to help them understand new vocabulary within the unit.

**Writing/Technology**- Students will be writing narratives about spending and saving money. Students will also be engaging in videos about goods and services (*shark tank video-boy bow tie and farmer)*

**Math/Life Skills**- Students will be learning about a budget, as well as, how to save and spend money wisely.

**Rationale-**

By working, people get the things they need and want. Some people are producers but all our consumers. Students will be able to understand that people earn money and help others to know the difference between needs and wants. Students will be able to answer the big essential question, **“How can I become a mindful consumer?”**

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**Goals/objectives (domain specific/Gardeners: What is your purpose or aim?)-**

Students will be able to identify the purpose of a tax.

Students will be able to understand why people pay taxes.

Students will be able to understand the value of a dollar by engaging in hands-on activities/role play.

Students will be able to distinguish the differences between goods and services.

Students will be able to understand that people work to earn money and help others.

Students will be able to explain the choices people make about earning money.

Students will be able to recognize ways that ordinary people can demonstrate good citizenship.

Students will be able to identify needs and wants.

Students will be able to learn what producers and consumers are.

Students will be able to distinguish between producing and consuming.

Students will be able to explain the choices people make about spending and saving.

**Standards- Standards-**

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| 0x | SOC.K-4.6.1.4.C.1 | Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. |
| 0x | SOC.K-4.6.1.4.C.12 | Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. |
| 0x | SOC.K-4.6.1.4.C.15 | Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. |
| 0x | SOC.K-4.6.1.4.C.17 | Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. |
| 0x | SOC.K-4.6.1.4.C.18 | Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. |
| 0x | SOC.K-4.6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. |
|  |  |  |
| 0x | SOC.K-4.6.1.4.C.3 | Explain why incentives vary between and among producers and consumers. |
| 0x | SOC.K-4.6.1.4.C.a | People make decisions based on their needs, wants, and the availability of resources. |

Timeframe- 1 month (3-5 weeks)  
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**Week 1**: Many Jobs

Objective: Students will be able to understand that people work to earn money and help others.  
Objective: Students will be able to explain the choices people make about earning money.  
Objective: Students will be able to understand the value of a dollar by engaging in hands-on activities/role play.

*\*\* Foldable for vocabulary (add to the back of All About Work writing journal)*

**Lesson 1: pgs.184-189**  
 **Objective:** Students will be able to understand that people work to earn money and help others.

**Act/Procedures-** To introduce the unit, the teacher will ask students and if they can identify the classroom jobs. Students will be asked if they can utilize their schema to identify what a job is and if they can name other jobs. (Turn and Talk). The teacher will ask students if they get paid for their classroom job or do they volunteer? What does it mean to ***earn*** money and/or get paid? The teacher will ask students to utilize text features to identify the vocabulary word and understand its meaning. Students will also utilize text features to identify the meaning of volunteer. The teacher will record ideas on white board using a T chart to determine the difference between volunteering and having a job where you work for a salary/amount. Students record information on their own T-charts at their desks which will be utilized as a resource for their exit tickets. Students can respond to why they think people choose to volunteer by inferring and going beyond the text to generate a response. To conclude, students will complete an exit ticket that asks them to identify how they can earn money and how they can help others.

**Differentiation**: sentence starter

**Assessment**- Teacher observations, student participation, exit ticket on back of T-chart

**Materials**- S.S Big Book , T-chart, exit ticket(sentence starter: I can earn money by………I can volunteer to…….)

**Skills:** Text features, inferencing

**Lesson 2: (May take 1-2 days)**

Revisit JA day-Taxes

**Objective**: Students will be able to identify the purpose of a tax.Students will be able to understand why people pay taxes.

**Act/Procedures:** To introduce the lesson, the teachers will build prior knowledge by discussing jobs shown on the community poster. Teachers will ask students to name the goods and services the businesses provide in their community (ex. Grocery store: food). Students will be asked to identify jobs within their communities and how do these businesses help their community. (ex. Use talking points in JA book pg. 25) The teachers will identify how important community businesses are by providing jobs and also producing and selling goods and services that citizens need and want. Students will be challenged with explaining what would happen if the businesses went away; how this would affect their community. Students will participate in a hands-on activity in which teachers distribute community and government worker cards to each student. The teachers will ask students to reflect on JA day and the doughnuts they made. Students will be given $5.00 for producing and selling the doughnuts they made. Teachers will now distribute the job cards and have students read the information on the back of their card to know what skills and duty their job entails. After reviewing their card, students will direct their attention to their teacher because a problem has happened within the community ***(refer to pg. 27 for problems).*** After discussing problems, students will identify the correct responder (police officer and/or fire fighter). Students will then realize there is no police officer or fire fighter available in the community to help them with their problem. Teachers will explain that they removed both cards for a reason. This reason is that they are government jobs and they get paid in a special way. Students will be comparing job cards and discuss how each job gets paid. *(ex. Community workers get paid directly for their service and government workers get paid by all citizens and businesses through taxes)* At this time the teachers will add word wall words (taxes and government) and discuss definitions.

Students will then be engaging in a government worker activity in which they will identify government jobs, as well as, identify they are being paid by taxes. Afterwards, a student leader will become a tax collector for the classroom community who will be defined as a government worker who will collect money from citizens and businesses (he/she collects $2.00 per student). To conclude, students will be asked to provide a statement about where the tax money is going, as well as, ask a friend a question about whether it is government, taxes, or community workers? (or question they may have about the lesson)

**Assessments:** Teacher observations, student participation, exit ticket

**Materials:** Big “Our Community” poster, community worker/government worker flashcards ***(pull police officer and firefighter from deck of cards),*** fake money ($5.00 per student), tax collector button, word wall words, exit tickets

**Skills:** New vocabulary,cause/effect, problem solving skills

**Lesson 3: pgs. 190-191**

**Objective**: Students will be able to explain the choices people make about earning money.

**Act/Procedures:** To introduce the lesson, the teacher can ask the students the BIG question, ***“How can you earn money as a second grader?”*** (ex. Do chores, help a younger student with homework, sell lemonade, etc.) ***“Can you work at home?”*** Students will brainstorm ideas about some jobs people can do at home as well. The teachers will provide the students with 3 different jobs that provide different pay grades. Students will be asked to choose one job and explain why they chose the job they did. (3 jobs: engineer, business person, Disney cast member) Teachers will project a ppt presentation on the pros and cons about each job. Students will turn and talk about the 3 jobs. Students will rotate around the room adding pros and cons to each job station using large chart paper. Students will share their pros and cons with the class after each student visits each job. To conclude, students will complete an exit ticket that asks them to choose a career and explain why they chose that career.

**Assessment**: Teacher observations, student participation,

**Materials:** Ppt slides on jobs, large chart paper, 6 posters (2 posters per job), exit ticket

**Skills:** New vocabulary, identifying pros/cons, justifying choices, cause/effect

**Lesson 4/Lesson 5**: Class anchor chart “Our Classroom Economy” ***(both classes get together)***

***\*\* get along with your community and if you move your desk, you are charged a property tax***

**Objective:** Students will be able to understand the value of a dollar by engaging in hands-on activities/role play.

**Act/Procedures:** To introduce the lesson, the teachers willread aloud ***A Dollar for Penny***. Before reading, the teachers will ask students to make predictions about Penny. Students will identify if the story is fiction or nonfiction. During reading, students will be identifying rhyming words, words that make sounds (onamanpeia), and how much each coin is worth. Students will then help the teachers brainstorm ideas for their classroom economies. Teachers will help students generate their income and expenses. To conclude, students will create their group jars and complete an exit ticket by brainstorming ideas to be a successful community. Teachers can conclude by role playing and giving an example of how they help out in their little teaching community. Ex. I came in late today and Ms. Deitz copied morning work for the class.

**Assessment**: Teachers observations, student participation, exit tickets

**Materials:** Classroom economy anchor chart, 6 jars (1 per each group), play money/coins (possible bankers involved/teachers discretion), story *A Dollar for Penny,* exit tickets

**Skills:** New vocabulary,sound words, rhyming words, teamwork/character education

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**Week 2**: Our Needs and Wants (several days for lesson 1)

Objective: Students will be able to identify needs and wants.  
Objective: Students will be able to explain the choices people make about spending and saving.

**Week 2**: Our Needs and Wants

**Lesson 1**:

Objective: Students will be able to identify needs and wants.  
Objective: Students will be able to explain the choices people make about spending and saving.

**(Ideas to keep on the back burner**- scenarios about needs and wants Ex. Noah needed to go to the store for milk. He was given $1.00 and he bought a toy instead of the milk. Did he make the right choice and was it a need or want?)

**Act/Procedures:**

**Day 1:** To introduce the concepts of needs and wants, the teachers will activate prior knowledge of each idea. Students will turn and talk about prior knowledge of needs and wants by providing examples of each. The teachers will identify the definition of each new vocabulary word to clarify understanding. To practice understanding the new concepts, students will then work in teams to read ***Alexander, Who Used to Be Rich Last Sunday*** to identify a characters needs and wants. The story would be a lesson learned: Alexander does not save enough and loses patience by spending his/her amount. After reading the story, the students will identify the character’s needs and wants. To conclude, students will validate their guesses of needs and wants by engaging in a quick final assessment that is student led. One volunteer will be chosen to identify a need or want. The class will either choose the item as a need or want by going to the corner of the room that identifies their choice. Differentiated-as the tiered groups work together some may have picture cards to sort. (mom said to save money for a walkie-talkie-“saving money is hard”; bubble gum (bought more and more gum after each piece stopped tasting good-15 cents); making bets-holding his breath for 300 sec.; bet-hold purple marble in his hand without mom guessing which hand it was in-15 cents; renting Eddie’s snake for an hour-12 cents; saying bad words-got fined 10 cents; flushed 3 cents down the toilet; nickel fell thru the crack, Anthony’s choc candy bar-11 cents; 4 cents that vanished during Nick’s magic trick, father fined him for kicking-5 cents; Garage Sale- bought a half melted candle, bear with one eye, deck of cards missing 2 cards-20 cents; Ways to get money to save- pull a tooth out but no teeth are loose, looked in telephone booths for forgotten change, tried to get change for nonreturnable bottles,

Walkie-talkie, bubble gum, making bets, renting a snake, getting fined for kicking and saying bad words, accidents-flushed down toilet, fell through crack, choc bar, magic trick, half melted candle, one eyed bear, deck of cards missing 2, Tried to get money-pulling teeth, telephone books, nonreturnable bottles

**Day 2: Pig craftivity “If I Save Enough Money” (scrapbook paper, wiggly tale, googly eyes)** Students follow 1-2 step by step directions on how to create a paper piggy bank craftivity as a start to a writing piece about saving and spending money. Students will trace the template onto the scrapbook paper, paste on construction paper, glue the pipe cleaner tail, and then paste onto construction paper; as the craft dries the class will title their writing “if I Save Enough Money”; then using a graphic organizer they will map out what they want to save for, how they can earn the money, estimate the cost of their “want”; and conclude about how long it will take to earn the money

**Day 3-5**: Students will read over their graphic organizer about how they will save money for a “want”; PK-teacher will review the different ways we can start a story and have students pick an opener/hook and begin writing using their information from their graphic organizer; together we will review the **rubric** their writing will be graded from; students will have a copy of the rubric with them to refer back to as they are writing; teacher will encourage students to think about what great sentences need; students will begin writing as the teacher circulates the room; if a student finishes he or she will be encouraged to reread their work and grade their paper using the rubric; paste or tape writing to their construction paper; if time allows then we will share.

**Assessment:** Teacher observations, student participation, completed piggy bank craft (following directions); rubric (self-assessment)

**Materials:** *Alexander, Who Used to Be Rich Last Sunday* (copies), pig template, scrapbook paper, pink pipe cleaners for their tails, grading rubric

**Skills:** New vocabulary, cause/effect, idiom: *Early Bird Gets the Worm;* understanding the moral of a story-*“a lesson to be learned”*

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Potential Openers for Week 3

-<https://www.youtube.com/watch?v=6D5bUoRI720> Mo the Bow Tie.. connects to a producer and pay it forward because he donates part of his profit to help children fight hunger..

-Farmer tree tee pee, save son water-vocab-innovator, water conservation, distributors (Home Depot etc..) <https://www.youtube.com/watch?v=0Hiu77xn5pU> Part 1, but once it is over, part 2 will start afterwards and I would stop 2 min 30 sec. into Part 2

-Short video about the differences between goods and services (pick1) <https://www.youtube.com/watch?v=0Hiu77xn5pU> 1min 45 sec..

[https://www.youtube.com/watch?v=as0xUlKR0a0&list=PLH2OFmhXJHxLXyHPgAYp\_OZzdbfrmasqF&index=38&spfreload=10](https://webmail.sjtp.net/owa/redir.aspx?C=DoafHgBoiEKliaL-rMTA_E3GSNlJUtIIXTnztZbleU6qiKF9nrQFZiaOZr-2tDtXYIKuMTBtnUo.&URL=https%3a%2f%2fwww.youtube.com%2fwatch%3fv%3das0xUlKR0a0%26list%3dPLH2OFmhXJHxLXyHPgAYp_OZzdbfrmasqF%26index%3d38%26spfreload%3d10)

**Week 3**: Goods and Services/science connection with how new technology comes about/goods

**Objective:** Students will be able to distinguish the differences between goods and services.

Lesson 1(One Day):

**Act/Procedures:** To introduce the new concepts, teacher will gather the students at the back carpet with their books to read pages 196-197. During reading the teacher will draw attention to the new vocabulary terms: goods and services. A discussion to following reading will include goods and services they or their families need/want. After discussing and clarifying, the teacher will grab the large chart paper to create two new charts for display. Each piece of large paper will be divided into four quadrants: definition, characteristics, examples, and non-examples (this will be done for goods and services). The class will discuss and fill out the quadrants. Once complete the teacher send the students back to their seats to complete the “Goods and Services in the Community” worksheet to assess how well students are understanding the new concept.

**Assessment: Teacher observation, students participation, completed “Goods and Services in the Community” worksheet**

**Materials: Social Studies books, large chart paper, markers, “Goods and services in the Community” worksheet**

**Skills:** new vocabulary

Lesson 2 (One Day):

**Act/Procedure:** To open the lesson, teacher will review the meaning of goods and services and ask for examples of both. Teacher will then introduce the **Shark Tank** clip, she will explain that it will be the student’s job to work as a team to determine whether the idea being pitched is a good or a service. They will also be asked to think like the contestant and the sharks and see if they can understand their thinking. Teacher will distribute papers to each group with the following questions: Is this a good or a service? Why do the sharks want him to charge more money? Why doesn’t he want to charge more money? What would you do? Would you keep the price the same or raise it? Students will watch the video and at its conclusion will begin discussing with their groups and answering the provided questions. Teacher will circulate the room and when it becomes clear students are ready to discuss as a whole class, she will open up discussion. After discussion wraps up, the teacher will distribute the “producer’s sort: goods or services” to complete as an exit ticket

**Assessment: Teacher observation, students participation, completed questions that accompany Shark Tank clip, “producer’s sort: goods or services” worksheet**

**Materials: youtube video** <https://www.youtube.com/watch?v=OOKMDDpZtv8> , questions to be answered after video clip ends, “producer’s sort: goods or services” worksheet

**Skills:** New vocabulary, identifying pros/cons, justifying choices, cause/effect

Lesson 3(Potential to stretch over 3 days):

**Act/Procedures:** Teacher will explain to students that it is now their turn to show what they know when it comes to goods and services—they will be making a town—this town is tiny and only has two roads. One is “Goods Road” the other is “Service Street”. All the businesses on Goods road provide goods, while the businesses on Service Street provide services. To start the teacher will take an example of a business/building that could go on each street to determine that students understand the task and recall what good and service mean respectfully. The students will have to draw and label at least three businesses/buildings on each road. Teacher will hand out large white paper, and instruct students to draw and then color. Once students finish their illustration, they will be provided a worksheet that asks them to identify the building/business and what good or service they could acquire there.

**Assessment**: teacher observation, student participation, completed goods/service town roads illustration and worksheet

**Materials**: white paper, crayons, goods and services explanation worksheet

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**Week** **4**: Producers and Consumers (2 day lesson)

Objective: Students will be able to learn what producers and consumers are.  
Objective: Students will be able to distinguish between producing and consuming.

**Lesson 1: Day 1**

**Objective:** Students will be able to learn what producers and consumers are.

**Objective:** Students will be able to distinguish between producing and consuming.

**Act/Procedures:** To begin the lesson, the teachers will display *visual 1: producers* and ask the students what the people in the pictures are doing. (making a good or providing a service) The teachers will tell the students that these people are called producers. The teachers will then hold up *handout 1*: Producers vocabulary card and ask a student volunteer to read aloud the definition: producers are people who make goods and provide services. *Handout 1* will be displayed on the white board. The teachers will ask students to provide examples of producers (mechanic, farmer, barber or hair stylist, plumber). The teachers will then display *visual 2-* consumers and ask students to identify what the people in the pictures are doing (using goods and services). The teachers will tell the students that these people are called consumers. The teachers will then hold up handout 2: Consumers vocabulary card and ask a student to read aloud the definition: consumers are people who buy and use goods and services to satisfy their wants. *Handout 2* will be displayed on the white board. The teachers will ask students to provide examples of consumers (people buying and eating food, children riding a bicycle, child playing a video game, adult watching a movie).

The students will then be asked to come to the reading rug for a read aloud of, *“The Little Red Hen Makes Pizza”* by Philemon Sturges. The teachers will show the students the cover of the book and have them predict what they think will happen in the story. (“I wonder………”) The teachers will begin to read aloud the story after the students make their predictions. They will stop on page that says: “Can you guess what the duck said? Can you guess what the dog said? Can you guess what they cat said? The teacher will then continue to ask questions to help the students think of ideas beyond the text *(use questions from teacher questions packet).* The teachers will then continue reading and stop again on the page that says: “Now you can guess what the duck, the dog, and the cat said.” The teachers will ask students what they think the animals said and explain their answers. The teachers will finish reading the story before discussing the following questions: If you had been the hen, would you have shared your pizza? Have you ever been in a situation like the hen? What did you do? At this point, the teachers will refer to the producer and consumer vocabulary cards. They will ask student volunteers to read aloud the definitions. The teachers will ask the following questions to generate a discussion on new vocabulary concepts: Who was the producer in this story? (Little Red Hen, the duck, the dog, and the cat) Who were the consumers in this story? (Little Red Hen, the duck, the dog, and the cat) What did the Little Red Hen produce? (pizza) What did the duck, the dog, and the cat produce? (They produced a service: washing dishes) What did the duck, the dog, the cat, and the Little Red Hen consume? (pizza) In the beginning, did the duck, the dog, and the cat want to be producers? (No.) What changed their minds? (The Little Red Hen shared her pizza and they wanted to thank her by doing the dishes.)

After discussing the story and the new vocabulary with the students, the teachers will assess the students’ knowledge of consumers and producers by having them complete a short assessment (handout 6)

**Day 2:** To activate prior knowledge, the teachers will ask students to identify the definitions of a consumer and producer. The teacher will provide examples of both and ask students to identify what each example is: consumer or producer. The teachers will then tell the students that they will become producers. The teachers will place handout 3: producer/consumer tent card on the white board with “producer” side facing the students. The teachers will distribute a copy of handout 4: bookmark materials to each student. The teachers will explain that they will be producing bookmarks. A student volunteer will read aloud the directions on the card. The teacher will then explain the following steps for producing a bookmark: Draw something that happened in the beginning of the story in the top part of the bookmark in the section that has the word LITTLE. Draw something that happened in the middle of the story in the middle section that has the word RED. Draw something that happened at the end of the story in the bottom section that has the word HEN. Color all parts of the bookmark, cut out the pieces, and glue them together with the hen on top. The teachers will distribute the materials needed for the bookmark and allow time for them to make their bookmarks. When the students finished making their bookmarks, remind them that they have just been producers. As the students: How were you a producer? What are some ways you can use your bookmark? When we use the bookmarks, are we producers or consumers? To conclude, the teachers will change the *producer/consumer* card so that the consumer side faces the students. Students will be asked to take out a book that they have been reading and tell them to place their bookmark in it as a place marker. Point out that they are using their bookmarks, so they are consumers. Students will then complete an exit ticket by responding to the following questions: ***Who are consumers? What are some examples of consumers? Who are producers? What are some examples of producers?***

**Assessment*:*** Teacher observations, student participation, completed handout 6 assessment, producer/consumer exit ticket

**Materials:** *The Little Red Hen(Makes a Pizza)* byPhilemon Sturges, teacher questions packet, producer/consumer exit ticket, one copy of handouts 1,2, and 3 for the teachers, one copy of handouts 4 and 6 for each student, one copy of handout 5, cut apart and assembled as a sample, Visuals 1 and 2 (consumers and producers), scissors, glue sticks, crayons/colored pencils

**Skills:** New vocabulary, predicting, story elements (**possible 5th graders purchasing bookmarks**)

**Week 5:** “Pay It Forward”/ House Projects (5 day lesson)

**Objective:** Students will be able to fluently add and subtract within 20 using mental strategies.

**Objective:** Students will be able to recognize ways that ordinary people can demonstrate good citizenship.

**Objective:** Students will be able to explore the relationship among wants, needs, and resources.

**Objective:** Students will be able to demonstrate the basic understanding of the value of a dollar.

**Lesson 1:**

**Objective:** Students will be able to fluently add and subtract within 20 using mental strategies. **Objective:** Students will be able to recognize ways that ordinary people can demonstrate good citizenship.   
**Objective:** Students will be able to explore the relationship among wants, needs, and resources.

**Objective:** Students will be able to demonstrate the basic understanding of the value of a dollar.

**Act/Procedures:** To begin the lesson, the students will use their house foldable created in art class to track their spending over a course of 3 days. During the 3 days, students will be given general scenarios that ask students to either loss or gain their budget of $20.00. Scenarios will be presented on cards and they will draw a card for each of the 3 days. Students will track their expenditures on the inside of their house foldable for the 3 days (*left side after opening foldable using a narrative of their gain or loss*). On the inside of their house template, students will paste an outline of a house that includes a living room, kitchen, bathroom, and bedroom. Students will be placing X’s on the locations where they may have a financial loss. Students will be recording their spendings (whether it is a loss or gain) on the right side of their house template in a check book format. They will be dating their work. Each day, students will be able to spend their money on items that will be presented to them on a menu. This is purely based on their wants and decision to spend rather than save. On the fourth day, students will complete a reflection worksheet that asks them to reflect on gains or losses by identifying if they ended up with more or less money in their overall budget.

**Assessment*:*** Teacher observations, student participation, completed house project

**Materials:** House foldable, scenario cards (12 cards per group), reflection worksheet, worksheet of wants (menu of items to purchase), inside house template (living room, kitchen, bathroom, bedroom), checkbook template to be stapled inside house foldable, stapler, lined template for narratives, “My All About Work” journal

**Skills:** New vocabulary, adding/subtracting, fine motor skills, writing skills

**\*\*\*\*Wrap up Unit with Jeopardy Game Review of all content**

**\*\*\*\*Culminating Unit Test**