

# Money for Entrepreneurs

**Grade Level:** Third Grade

**Written by:** Melissa Flickinger, Chandler Woods Charter Academy

**Length of Unit:** Seven Lessons- Total Time: 7 weeks

## I. ABSTRACT

Each year I set up a mini-economy in my classroom. The mini-economy is a form of economics instruction where students participate in simulated real economic activity. Students are required to join my workforce and are responsible for filling out an application, participating in an interview, and obtaining a job with a specific job description. Students who perform their assigned job receive a paycheck from which they pay taxes, rent, and utilities. The remainder of their money may be put into their savings account at our bank or may be spent in our classroom store.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand the value of money as they earn, save, and spend money on a consistent basis.
2. Students learn the economic system and how it works because they are involved in many roles within the system.
3. Students gain a new respect for their parents and people in the work force as they realize money doesn't come easy but rather as a product of hard work.
4. Students become prepared to be responsible citizens in the economy.
5. Students understand the monetary value of each type of money, coins and dollars.

### B. Content from the *Core Knowledge Sequence*

1. Write amounts of money using "\$" and "¢" signs and the decimal point.
2. Make change, using as few coins as possible.

### C. Skill Objectives

1. The students understand how to write amounts of money using the correct signs and decimal points as they write out paychecks and balance their savings accounts.
2. The students understand how to make change as they run the payday events each week.
3. The students understand and use economic terms such as goods, services, consumer, producer, capital resources, natural resources, and human resources.
4. The students comprehend the economic process.
5. The students become productive members of the simulated workforce.
6. The student sets up a marketplace after analyzing overhead, profit, and pricing.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Maestro, B. *The Story of Money*. New York: Mulberry Books, 1993, ISBN 0-395-56242-2
2. Economic Timeline (Appendix K)

### B. For Students

1. Recognize relative values of a penny, nickel, dime, quarter, and dollar. (2<sup>nd</sup> grade)
2. Write amounts of money using "\$" and "¢" signs, and the decimal point. (2<sup>nd</sup> grade)

3. Show how different combinations of coins equal the same amounts of money. .  
(1<sup>st</sup> & 2<sup>nd</sup> grade)

#### IV. RESOURCES

- A. Maestro, B. *The Story of Money*. New York: Mulberry Books, 1993, ISBN 0-395-56242-2
- B. Axelrod, A. *Pigs Will Be Pigs*. New York: Scholastic Inc., 1994, ISBN 0-590-13213-X
- C. Adams, B.J. *The Go-Around Dollar*. New York: Simon & Schuster Children's Pub., 1992, ISBN 0-027-00031-1
- D. Numeroff, L.J. *If You Give A Mouse A Cookie*. New York: Scholastic Inc., 1985, ISBN 0-590-40233-1
- E. Optional Resource: Julio, S. *Consumer Math: Activities to Teach Counting, Saving, Shopping, and Banking*. North Carolina: Carson-Dellosa Publishing, 1998, ISBN 0-88724-460-2
- F. An overhead projector is helpful to have when using the appendixes with the whole class.

#### V. LESSONS

##### **Lesson One: Mini-Economy Process**

This lesson takes one day to explain and weeks to complete. The recommended amount of time is six paydays, which is six weeks.

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Students understand the value of money as they earn, save, and spend money on a consistent basis.
    - b. Students learn the economic system and how it works because they are involved in many roles within the system.
    - c. Students gain a new respect for their parents and people in the work force as they realize money doesn't come easy but rather as a product of hard work.
    - d. Students become prepared to be responsible citizens in the economy.
  2. Lesson Content
    - a. Write amounts of money using "\$" and "¢" signs and the decimal point.
  3. Skill Objectives
    - a. The students understand how to write amounts of money using the correct signs and decimal points as they write out paychecks and balance their savings accounts.
    - b. The students understand how to make change as they run the payday events each week.
    - c. The students comprehend the economic process.
    - d. The students become productive members of the simulated workforce.
- B. *Materials*
  1. Mini-Economy Parent Letter (Appendix A)
  2. Employment Application (Appendix B)
  3. Savings Account Record (Appendix C)
  4. Mini-Economy Checks (Appendix D)
- C. *Key Vocabulary*
  1. Mini-economy- is a form of economic instruction in which students participate in a classroom economy in order to simulate real world activity.
- D. *Procedures/Activities*

1. Read the parent letter to the class. Discuss and explain the mini-economy process that will take place in the classroom. Send the letter home to parents.
  - a. Students will receive an income of \$25 a week. This figures out to be \$5 a day. The money is income received for coming to class, doing daily work, and performing a classroom job.
  - b. Students will be responsible for the following:  
Each week:  
Rent- \$5.00  
Taxes- \$2.00  
Utilities & Supplies- \$3.00  
Optional:  
Health insurance- \$1.00 (2 weeks) (Insurance will cover a student's income if he/she becomes ill or misses school. Absences without the benefit of insurance will result in loss of pay at \$5 per day.)
  - c. Fines- \$1.00 per occurrence for the following:  
Police patrol will write tickets for:  
Speeding/running in the classroom or hallway, or breaking the 5 C's. (Cooperation, Consideration, Commitment, Courtesy, and Caring)  
Sanitation Department will write tickets for messy desks or cubbies.  
Homework helpers will write tickets for missing/ incomplete homework assignments.
  - d. Students will have the option of keeping their money in a savings account or in their desks. If students choose to keep money in their desks, the teacher/school will not be responsible for losses or theft.
  - e. Every Friday is payday. Students will rotate through stations during payday. The stations are as follows: Check writers will pass out paychecks after they have completely filled them out for each student. The bank tellers will cash the signed checks. Tax, rent and utility collectors will collect their bill payments. Police patrol, sanitation department, and homework helpers will collect the fine payments. Finally, students will have a choice to spend their money in the classroom store and/or save the money in the bank.
2. Introduce the hiring process: Students must fill out an employment application and get reference letters from family and friends. After receiving the applications, the teacher will set up personal interviews with each child. After all interviews are completed, each student receives a job and job description. Teacher will explain the job descriptions to the students. Possible jobs are: police patrols, homework helpers, sanitation department workers, secretaries, postal clerks, librarians, bankers, store clerks, office runner, substitute worker, check writers, and health insurance agents.
3. Students will begin their daily jobs. Jobs should be changed every 2 weeks. Jobs can continue for a six-week period with a total of 3 jobs per student. The only classroom time that will be needed to continue the job force is approximately 1 hour per week for payday.

E. *Assessment/Evaluation*

1. Having students practice writing checks to each other for payday. This reinforces the skill of writing amounts of money using "\$" and "¢" signs and the decimal point.
2. Observation is an important assessment in this lesson. Are the students talking the talk and walking the walk as knowledgeable economists?

## **Lesson Two: Intro to Economics- Wants vs. Needs**

### A. *Daily Objectives*

1. Concept Objectives
  - a. Students become prepared to be responsible citizens in the economy.
2. Lesson Content
  - a. Needs vs. Wants
3. Skill Objectives
  - a. The students understand and use economic terms such as goods, services, consumer, producer, capital resources, natural resources, and human resources.

### B. *Materials*

1. *If You Give A Mouse A Cookie* By: Laura Numeroff
2. Magazines, store ads, and catalogs with pictures of items that are wants and needs
3. Scissors
4. Glue
5. Economic Terms (Appendix E )

### C. *Key Vocabulary*

1. Goods: something people want or need that you can touch or hold.
2. Services: Something that one person does for someone else.
3. Wants: are things we desire that can be satisfied by consuming a good or a service.
4. Needs: are basic things we need to stay healthy and happy. (Air, food, water, clothing, etc.)

### D. *Procedures/Activities*

1. Discuss the definitions of wants and needs. Pass out the economic terms sheet. Have the students fill in the definitions as they learn new terms each day.
2. Read the book *If You Give A Mouse A Cookie*. Discuss the wants and needs found in the story. Optional: Give the kids cookies and milk.
3. Pass out a blank piece of construction paper. Have the students draw a diagonal line from the right corner to the bottom left corner. Label the top piece “wants.” Label the bottom piece “needs.”
4. Pass out magazines, store ads, and catalogs to the students. They need to cut out pictures to put in the sections on their paper. Each section should have 5 items.
5. When the students are finished make a list on the board of what items they placed in each section.

### E. *Assessment/Evaluation*

1. Teacher will collect the papers and give up to 10 points for the assignment based on if the appropriate items are placed with the correct term.

## **Lesson Three: Money, Money, Money**

### A. *Daily Objectives*

1. Concept Objectives
  - a. Students understand the monetary value of each type of money, coins and dollars.
2. Lesson Content
  - a. Write amounts of money using “\$” and “¢” signs and the decimal point.
  - b. Make change, using as few coins as possible.
3. Skill Objectives

- a. The students understand how to write amounts of money using the correct signs and decimal points as they write out paychecks and balance their savings accounts.
- B. *Materials*
1. *Pigs Will Be Pigs* by: Amy Axelrod
  2. *Pigs will be Pigs* Worksheet (Appendix F)
  3. Economic Terms (Appendix E)
- C. *Key Vocabulary*
1. Scarcity: means not being able to have everything that you want. Scarcity forces us to make choices.
  2. Producer: is the one who makes the goods or provides the services.
  3. Consumer: is the one who buys the goods and/or services.
  4. Human Resources: are the people in the work force who help produce goods and services.
  5. Capital Resources: are special goods such as tools, equipment, machines, and buildings are used to produce other goods or services.
  6. Natural Resources: things found in nature that are used in production.
  7. Productive Resources: are all of the natural, human, and capital resources used in the production of goods and services.
  8. Opportunity Cost: when you have to choose between two things, the one that you give up is your opportunity cost.
- D. *Procedures/Activities*
1. Review the definitions that were learned in previous lessons. Discuss the terms that will be used in this lesson. Have students record the definitions on the “Economic Terms” page.
  2. Read the story *Pigs will be Pigs*. Pass the *Pigs Will be Pigs* worksheet out to the students and have them complete #1 while you read the story again. Review with the students that the decimal points must be lined up when adding dollar amounts together. At the end of the story walk around to see who has the correct amount for their answer. The total amount is \$34.67.
  3. The students will work in partners to complete the rest of the page. It is helpful to put the menu from the book on an overhead so the students can have access to it for their worksheet.
  4. When the students are finished working, discuss the answers together and check for understanding of the economic terms. Discuss how capital resources, natural resources, opportunity cost, wants, needs, producer, and consumer were all used in the story.
- E. *Assessment/Evaluation*
1. Collecting the worksheets and checking them for knowledgeable answers will show a clear picture of their economic understanding as well as if the students are using “\$” and “¢” signs and the decimal point correctly.
  2. Observation is an important assessment in this lesson. Do the students understand the economic terms and concepts?

#### **Lesson Four: Where Do Dollars Go?**

- A. *Daily Objectives*
1. Concept Objectives

- a. Students understand the value of money as they earn, save, and spend money on a consistent basis.
  - b. Students learn the economic system and how it works because they are involved in many roles within the system.
2. Lesson Content
    - a. Write amounts of money using “\$” and “¢” signs and the decimal point.
  3. Skill Objectives
    - a. The students understand and use economic terms such as goods, services, consumer, producer, capital resources, natural resources, and human resources.
    - b. The students comprehend the economic process.
- B. *Materials*
1. *The Go-Around Dollar* by: Barbara Adams
  2. *Paper*
  3. *Pencils*
- C. *Key Vocabulary*
1. Money: is what you use to buy a good or service.
- D. *Procedures/Activities*
1. Ask students to brainstorm ideas of what happens to a dollar after it is printed.
  2. Read the book *The Go-Around Dollar* to the students. Read the story section first. Then read the story through a second time reading the story and fact sections on each page.
  3. Discuss the “life” of a dollar with the class.
  4. Have the students write their own *Go-Around Dollar* stories.
  5. Allow volunteers to read their stories aloud to the class.
  6. Collect the stories, have students fix mistakes, and bind them together to make a classroom book for the library.
- E. *Assessment/Evaluation*
1. Evaluate each student’s writing skills and ability to write/create a story.
  2. Is the story a realistic picture of the “life” of a dollar?

**Lesson Five: Marketplace Madness (2 days)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students understand the value of money as they earn, save, and spend money on a consistent basis.
    - b. Students learn the economic system and how it works because they are involved in many roles within the system.
    - c. Students gain a new respect for their parents and people in the work force as they realize money doesn’t come easy but rather as a product of hard work.
    - d. Students become prepared to be responsible citizens in the economy.
    - e. Students understand the monetary value of each type of money, coins and dollars.
  2. Lesson Content
    - a. Write amounts of money using “\$” and “¢” signs and the decimal point.
    - b. Make change, using as few coins as possible.
  3. Skill Objectives

- a. The students understand how to write amounts of money using the correct signs and decimal points.
- b. The students understand how to make change as they run the marketplace.
- c. The students understand and use economic terms such as goods, services, consumer, producer, capital resources, natural resources, and human resources.
- d. The students comprehend the economic process.
- e. The students become productive members of the simulated workforce.
- f. The student sets up a marketplace after analyzing overhead, profit, and pricing.

B. *Materials*

1. Poster Board
2. Tape
3. Desks/Tables
4. Markers
5. Classroom Play Money
6. Marketplace Parent Letter (Appendix G)
7. Marketplace Worksheet (Appendix H)

C. *Key Vocabulary*

1. Marketplace: A marketplace exists whenever buyers and sellers exchange goods and services. Markets are places where people buy and sell goods and services.
2. Overhead: The total amount of money that is spent to make a good or perform a service.
3. Profit: When you produce and sell a good or service, your profit is the difference between the money you make when you sell it and your cost of making it.

D. *Procedures/Activities*

1. Review the definitions that were learned in previous lessons. Discuss the terms that will be used in this lesson. Have students record the definitions on the “Economic Terms” page.
2. Read the marketplace parent letter to the students. (Appendix G)
3. Explain the process of preparing for Marketplace Day.
  - a. Each student must decide on a good or service to sell at the marketplace. Past examples include: chair massage, nail salon, hair salon, face painting, popcorn, cookies, paper airplanes, magnets, bookmarks, bead buddies, happy meal toys, stickers, balloons, and temporary tattoos.
  - b. Does he/she want an individual business or a partnership with one other student? Have students complete the pre-marketplace worksheet. (Appendix H)
4. Have students design posters to hang in the hallways to advertise their goods/services. The posters should also include the date, time and place of the marketplace. Posters are hung in the school hallways.
5. Have students write oral advertisements that can be presented to the whole school in an assembly. Schedule an assembly time for the whole school or just specific grade levels to listen to the advertisements.
6. Have students make storefront posters with their product/service title and the price.
7. The teacher needs to distribute classroom money to the homeroom teachers of each class that will be acting as consumers. Approximately \$6 per child is allotted to each teacher. The homeroom teachers can distribute money to their

own class of students based on homework turned in on time, good behavior, etc. They should also sign up for specific times to shop. Approximately 20 minutes is sufficient time to shop at 50 businesses that are ran by 72 total students. (Don't forget to schedule breaks to reorganize and a lunch period.) Parents, volunteers, and teachers can receive money from the "ATM" on Marketplace Day.

E. *Assessment/Evaluation*

1. Students must complete the following in order to participate in Marketplace Day: pre-marketplace worksheet, parent permission form, advertisement poster, storefront poster, and oral advertisement.
2. Observation is an important assessment in this unit. Are the students talking the talk and walking the walk as knowledgeable economists?

**Lesson Six: Finally It's Marketplace Day!**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students understand the value of money as they earn, save, and spend money on a consistent basis.
  - b. Students learn the economic system and how it works because they are involved in many roles within the system.
  - c. Students gain a new respect for their parents and people in the work force as they realize money doesn't come easy but rather as a product of hard work.
  - d. Students become prepared to be responsible citizens in the economy.
  - e. Students understand the monetary value of each type of money, coins and dollars.
2. Lesson Content
  - a. Write amounts of money using "\$" and "¢" signs and the decimal point.
  - b. Make change, using as few coins as possible.
3. Skill Objectives
  - a. The students understand how to write amounts of money using the correct signs and decimal points.
  - b. The students understand how to make change as they run the marketplace.
  - c. The students understand and use economic terms such as goods, services, consumer, producer, capital resources, natural resources, and human resources.
  - d. The students comprehend the economic process.
  - e. The students become productive members of the simulated workforce.
  - f. The student sets up a marketplace after analyzing overhead, profit, and pricing.

B. *Materials*

1. Completed storefront posters
2. Tape
3. Desks or tables
4. Chairs
5. Money
6. Containers or baggies for money to be kept in
7. ATM Sign & Station

C. *Key Vocabulary*

1. Marketplace: A marketplace exists whenever buyers and sellers exchange goods and services. Markets are places where people buy and sell goods and services.
- D. *Procedures/Activities*
1. Set up the Marketplace by arranging desks, tables, and chairs for each business. The gymnasium works well for large groups.
  2. Have students tape their storefronts up and organize their business station. Each business should have a container or baggie to keep their profits in.
  3. Display the shopping times that classes signed up for near the front door.
  4. An ATM station should be set up near the front door where volunteers, parents, and teachers can get money to spend. A parent volunteer can man this station.
  5. Announce: “The Marketplace is Open!”
  6. Have classes enter and allow the businesses to provide goods and services. In a school of 400+ students Marketplace Day is held from 8:30 a.m. -2:30 p.m. with two 15 minute breaks and a 30 minute lunch.
  7. Clean up the Marketplace businesses. Have students add up their money and deposit it into their savings accounts before dismissal.
- E. *Assessment/Evaluation*
1. Observation is an important assessment in this unit. Are the students talking the talk and walking the walk as knowledgeable economists?

**Lesson Seven: Post Marketplace Day/ Auction (2 days)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students understand the value of money as they earn, save, and spend money on a consistent basis.
    - b. Students learn the economic system and how it works because they are involved in many roles within the system.
    - c. Students gain a new respect for their parents and people in the work force as they realize money doesn’t come easy but rather as a product of hard work.
    - d. Students become prepared to be responsible citizens in the economy.
  2. Lesson Content
    - a. Write amounts of money using “\$” and “¢” signs and the decimal point.
  3. Skill Objectives
    - a. The students understand how to write amounts of money using the correct signs and decimal points.
    - b. The students understand and use economic terms such as goods, services, consumer, producer, capital resources, natural resources, and human resources.
    - c. The students comprehend the economic process.
    - d. The students become productive members of the simulated workforce.
- B. *Materials*
1. Marketplace Worksheet (Appendix H)
  2. Pencils
  3. Auction Parent Letter (Appendix I)
  4. Economic Terms Test (Appendix J)
  5. Money to make change with
  6. Auction items
- C. *Key Vocabulary*

1. Auction: An event when goods and services are sold to the highest bidder.
- D. Procedures/Activities*
1. Have students complete the post-Marketplace Day worksheet.
  2. Discuss their answers and how they felt about Marketplace Day.
  3. Make a list on the board of things that students learned from participating in Marketplace Day.
  4. Read the auction parent letter to the class that was previously sent home. (Appendix I) Explain that the auction will be their chance to spend the money in their savings accounts.
  7. Day Two- Auction Day: The highest bidder buys the goods that were donated. The remainder of their money can be used to purchase candy or small items leftover from the classroom store.
  8. Have students take the economic terms test. (Appendix J)
- F. Assessment/Evaluation*
1. Collect the Marketplace Day worksheet. Review it to be sure that each student understands the economic terms and process.
  2. Observation is an important assessment in this unit. Are the students talking the talk and walking the walk as knowledgeable economists?
  3. At the end of the unit the economic terms test should be given. Students can use their economic terms page for review before the test. Be sure that students have written the correct definitions on this review sheet.

## **VI. CULMINATING ACTIVITY**

1. Take a field trip to a local grocery store. Have the store manager give a tour of the store and its backrooms. Have the manager discuss the necessities and process of running a business/store.
2. In addition to gaining experience in employment and working with money, students are also taught the importance of profit, overhead, earnings, advertising, and pricing when they are given the opportunity to open their own booths in our marketplace. For one day they sell their product or service to other students in the school. The gym is transformed into a live marketplace where K-8 students can purchase goods or services from the entrepreneurs. After the rewarding experience of being an entrepreneur, the students take time to evaluate the effectiveness of their business. "Did I make a lot of money? Did I make some money? Did I not make enough money? Did I charge enough for my product? Did I spend too much on my overhead? If I were to do this again, how could I improve it?" The lessons that are learned in this one busy day are ones that they will remember forever.

## **VII. HANDOUTS/WORKSHEETS**

1. Appendix A: Mini-Economy Parent Letter
2. Appendix B: Employment Application
3. Appendix C: Savings Account Record
4. Appendix D: Mini-Economy Checks
5. Appendix E: Economic Terms
6. Appendix F: Pigs Will be Pigs
7. Appendix G: Marketplace Day Parent Letter
8. Appendix H: Marketplace Worksheet
9. Appendix I: Auction Time Parent Letter
10. Appendix J: Economic Terms Test
11. Appendix K: Example Economic Timeline

### VIII. BIBLIOGRAPHY

- A. Maestro, B. *The Story of Money*. New York: Mulberry Books, 1993, ISBN 0-395-56242-2
- B. Axelrod, A. *Pigs Will Be Pigs*. New York: Scholastic Inc., 1994, ISBN 0-590-13213-X
- C. Adams, B.J. *The Go-Around Dollar*. New York: Simon & Schuster Children's Pub., 1992, ISBN 0-02-700031-1
- D. Numeroff, L.J. *If You Give A Mouse A Cookie*. New York: Scholastic Inc., 1985, ISBN 0-590-40233-1

## Appendix A- Money for Entrepreneurs



Date: \_\_\_\_\_



Dear Parents,

We will soon begin Mini-economy in our classroom. Mini economy is a form of economic instruction in which students participate in a classroom economy in order to simulate real world activity. Special classroom money will be used for mini- economy.

Students will fill out job applications, go through a job interview, and be assigned to different jobs every two weeks. They will receive a weekly paycheck for \$25.00. They will be required to pay rent, taxes, utilities, and supplies. Health insurance will be an option for them. Fines will be collected for not following classroom rules. Students will have the opportunity to earn “Bonus Money” for good deeds, extra work, etc.

Students will have weekly opportunities to purchase items. At the end of the unit we will hold a classroom auction. We will also have one Marketplace Day to give students an opportunity to produce their own goods and services.

We will be studying economics concepts throughout this unit. Economics and mini-economy help students relate to the real world. Helping students understand and apply economic concepts to their lives helps them to make better choices and understand the consequences for those choices. You will also hear a lot about it from your child and our newsletters.

We would appreciate anything that you can contribute for our store or auction. Items might include pens, pencils, markers, erasers, books, posters, pennants, puzzles, games, nick knacks, crafts, stickers, candy, etc.

We are anticipating this exciting part of our year as our third graders not only learn about our economic system, but also actually experience it.

Sincerely,

## Employment Application

Date: \_\_\_\_\_

Name in Full: \_\_\_\_\_

Present Address: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

For what position do you wish to apply? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What experience or qualities do you have that would assist you in your job performance? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Education:

Name of School	Grades	Years

When are you available for employment? \_\_\_\_\_

Are you presently employed? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, where? \_\_\_\_\_

Do you belong to any organizations? (Please list.) \_\_\_\_\_

\_\_\_\_\_

References: Give at least two. Attach any letter of reference.

Name	Address	Phone	Position



Appendix D- Money for Entrepreneurs

<b><u>Mini-Economy Checks</u></b>	No. _____
	Date: _____
Pay to the order of _____	\$ _____
_____ DOLLARS	
For _____	_____
	Authorized Signature

<b><u>Mini-Economy Checks</u></b>	No. _____
	Date: _____
Pay to the order of _____	\$ _____
_____ DOLLARS	
For _____	_____
	Authorized Signature

<b><u>Mini-Economy Checks</u></b>	No. _____
	Date: _____
Pay to the order of _____	\$ _____
_____ DOLLARS	
For _____	_____
	Authorized Signature

Appendix E- Money for Entrepreneurs

Name: \_\_\_\_\_

**Economic Terms**

Wants: \_\_\_\_\_

Needs: \_\_\_\_\_

Goods: \_\_\_\_\_

Services: \_\_\_\_\_

Marketplace: \_\_\_\_\_

Money: \_\_\_\_\_

Producer: \_\_\_\_\_

Consumer: \_\_\_\_\_

Profit: \_\_\_\_\_

Overhead: \_\_\_\_\_

Natural Resources: \_\_\_\_\_

Human Resources: \_\_\_\_\_

Capital Resources: \_\_\_\_\_

Productive Resources: \_\_\_\_\_

Scarcity: \_\_\_\_\_

Opportunity Cost: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Pigs will be Pigs**

By: Amy Axelrod

Economic Concepts: Scarcity, Money, Marketplace, Consumers, Productive Resources, Opportunity Cost, Wants, Needs, Goods, & Services

1. Listen carefully and keep a running total of the amount of money the pigs are finding. Use the back of this sheet for workspace.

Total amount of money found: \_\_\_\_\_

2. What was the scarcity in this story? \_\_\_\_\_

3. Who were the consumers? \_\_\_\_\_

4. What type of restaurant did they go to? \_\_\_\_\_

5. What are some of the natural resources found in the food they ordered?  
\_\_\_\_\_

6. Name two human resources that work at the Enchanted Enchilada.  
\_\_\_\_\_

7. List at least 4 capital resources that you would find at the Enchanted Enchilada. \_\_\_\_\_

8. List at least 3 different places that the Pigs found money.  
\_\_\_\_\_

9. Looking over the menu, what would you order if you went to the Enchanted Enchilada?

	<u>How much would it cost?</u>
Item #1 Appetizer _____	Price: _____
Item #2 Soup _____	Price: _____
Item #3 Main Dish _____	Price: _____
Item #4 Dessert _____	Price: _____
Item #5 Beverage _____	Price: _____

Total Amount Spent: \_\_\_\_\_

10. Enchanted Enchilada Restaurant:  
Amount for each dinner special: \_\_\_\_\_

Total amount for 4 specials: \_\_\_\_\_

Amount of money the pigs had to spend: \_\_\_\_\_

Minus the amount they spent: - \_\_\_\_\_

Amount of money left over: \_\_\_\_\_

Date: \_\_\_\_\_

## **Marketplace Day**

Dear Parents,

\_\_\_\_\_ is the date that we have chosen for our Mini-Economy Flea Market. Here are some facts you will want to be aware of:

1. Students will rent tables (\$5.00 each of mini-economy money) on which they will set up individual businesses for the marketplace.
2. Appropriate goods to offer would include old items, new items, handmade items, baked goods, etc. Appropriate services to provide would be face-painting, backrubs, nail salon, etc.
3. Up to 2 students may work together on one business.
4. All money transactions will be made with mini-economy class money. All sales will be final. I would suggest that their goods or services cost between \$1-3 so that other students can afford them.
5. The marketplace will take place all day with a break for lunch/recess. Students from \_\_\_\_\_ classes will come to purchase items with mini-economy money that they earned from their teachers. Approximately \_\_\_\_\_ # of students will be shopping.
6. Parents need to sign the attached permission form in order for their child to be able to participate. Return this form by \_\_\_\_\_. (Date)

We encourage students to be creative with their ideas. The students are very excited about this project. Please make sure that they are the ones making and purchasing the materials needed through allowance, chores, and etc. It is important for them to be responsible for their own business. We will be advertising and making signs at school for their shops. If you have any questions, or need ideas, please feel free to call us.

Sincerely,

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I give my permission for \_\_\_\_\_ to participate in the Mini-  
(Child's Name)

Economy Flea Market to be held on \_\_\_\_\_. (Date).

He/she will be selling \_\_\_\_\_ for the price of \$ \_\_\_\_\_ each.  
(Good/Service)

*If your child has a business partner:*

My child will open a business with \_\_\_\_\_ and has set up a plan of how they will  
work together. (Partner's name)

Parent Signature: \_\_\_\_\_

\_\_\_\_ I can help with setting up the marketplace from \_\_\_\_\_ (Time) on \_\_\_\_\_ (Date)

\_\_\_\_ I can help with cleaning up the marketplace from \_\_\_\_\_ (Time) on \_\_\_\_\_ (Date)

Appendix H- Money for Entrepreneurs

**Marketplace Worksheet**

For: \_\_\_\_\_ (Name)

**Prep for Marketplace:**

1. My product is a: \_\_\_\_\_ Good \_\_\_\_\_ Service
2. Description of my good or service:  
\_\_\_\_\_  
\_\_\_\_\_
3. Overhead: I need to purchase the following materials and supplies for my product:  
\_\_\_\_\_  
\_\_\_\_\_
4. Total spent on overhead: \_\_\_\_\_
5. I will charge \$ \_\_\_\_\_ for my good or service. I plan to produce \_\_\_\_\_ # to sell. My profit, if I sell everything should be: \_\_\_\_\_
6. How much time I will spend making my product? \_\_\_\_\_
7. Resources necessary for my product:  
Natural Resources: \_\_\_\_\_  
\_\_\_\_\_  
Capital Resources: \_\_\_\_\_  
\_\_\_\_\_  
Human Resources: \_\_\_\_\_  
\_\_\_\_\_
8. How will I market my product: (color, design, display, advertise, etc.)  
\_\_\_\_\_  
\_\_\_\_\_

**Post Marketplace Evaluation:**

1. Total Money received for product: \$ \_\_\_\_\_  
Overhead: - \_\_\_\_\_  
Equals (profit): \$ \_\_\_\_\_
2. Evaluate your marketplace experience: (check one)  
I made a lot of money \_\_\_\_\_  
I made some money \_\_\_\_\_  
I didn't make enough money \_\_\_\_\_  
I lost money \_\_\_\_\_
3. Did you charge enough for your product: \_\_\_\_\_ yes \_\_\_\_\_ no
4. Did you spend too much on your overhead: \_\_\_\_\_ yes \_\_\_\_\_ no
5. If you were to make this product again, how could you improve it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. If you were to participate in a marketplace again, what would you do differently? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix I- Money for Entrepreneurs

Date: \_\_\_\_\_



**Auction Time**

Dear Parents,

We would like to have an auction where students can spend the money that they earn during their market place day. All profits (of classroom money) will be deposited back into the economic classroom bank. If you could please have your child bring one or two items to school that can be auctioned off, it would be greatly appreciated. These items may be toys or games that do not get played with anymore, something that he/she made, or something very inexpensive that is purchased. We will hold the auctions in our individual classrooms on

\_\_\_\_\_.

We would like the items brought to school by \_\_\_\_\_.

Please fill out the permission form below so that we know which items can be auctioned off.

Thank you for your help!

Sincerely,



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My child, \_\_\_\_\_, has brought the following item(s) to be auctioned off at the classroom auction: \_\_\_\_\_

\_\_\_\_\_  
**Parent Signature** \_\_\_\_\_

Appendix J- Money for Entrepreneurs

Name: \_\_\_\_\_

**Economic Term Test**

Word Bank:

Wants	Needs	Goods	Services	Marketplace	Natural Resources
Money	Producer	Consumer	Profit	Overhead	Human Resources
Productive Resources		Capital Resources		Scarcity	Opportunity Cost

Fill in the blank with the correct term:

1. \_\_\_\_\_ are things we desire that can be satisfied by consuming a good or a service.
2. \_\_\_\_\_ is the one who buys the goods and/or services.
3. \_\_\_\_\_ means not being able to have everything that you want. It forces us to make choices.
4. \_\_\_\_\_ is the one who makes the goods or provides the services.
5. \_\_\_\_\_ are basic things we need to stay healthy and happy. (Air, food, water, clothing, etc.)
6. \_\_\_\_\_ are the people in the work force who help produce goods and services.
7. \_\_\_\_\_ are special goods such as tools, equipment, machines, and buildings are used to produce other goods or services.
8. \_\_\_\_\_ When you have to choose between two things, it's the one that you give up.
9. \_\_\_\_\_ things found in nature that are used in production.
10. \_\_\_\_\_ are all of the natural, human, and capital resources used in the production of goods and services.
11. \_\_\_\_\_ are something people want or need that you can touch or hold.
12. \_\_\_\_\_ is what you use to buy a good or service.
13. \_\_\_\_\_ is the total amount of money that is spent to make a good or perform a service.
14. \_\_\_\_\_ when you produce and sell a good or service, it is the difference between the money you make when you sell it and your cost of making it.
15. \_\_\_\_\_ are something that one person does for someone else
16. \_\_\_\_\_ exists whenever buyers and sellers exchange goods and services. Places where people buy and sell goods and services.

## Appendix K- Money for Entrepreneurs

### **Example Economic Timeline-**

Week 1: Introduce mini-economy, tell students about the job opportunities, the hiring process, and the mini-economy process. Have students fill out job applications (Appendix B) and interview for jobs.

Week 2: The jobs are posted Monday morning with each student's job assignment. The teacher should review each job requirement with the class. Students do their jobs throughout the week while the teacher teaches the economic concepts/ terms. Every Friday is PAYDAY. The students are paid with a check written by the check writers. (Appendix D) Then they pay their bills and shop in the classroom store buying pencils, erasers, notepads, bubbles, cars, toys, etc. They may also deposit money into their savings account. (Appendix C)

Weeks 3-6: Students continue to do their jobs, have payday, etc. Jobs are changed every 2 weeks, so that they can try other responsibilities.

Week 5: Send home marketplace parent letter. (Appendix G)

Week 6 or 7: Send home auction parent letter. (Appendix I)  
Prepare for Friday's marketplace day. (Jobs can stop after 6 weeks or continue at the teacher's discretion.) The students have to come up with a product or service that they are going to sell. Examples include: Miguel's massages, Naomi's nail salon, Marcus' paper airplane shop, Brendan's Bake Shoppe, and etc. Students need to advertise by making posters for the school walls and store front posters, getting their products prepared, decide how much to charge while looking at overhead costs and profit hopes, and make commercials that they can share in an assembly or present to each class. Each teacher in the building receives some economic money that his/her students can earn during the week to spend at the marketplace. Each student comes with approx. \$3-\$6. Teachers sign up for a time to shop at the marketplace day. On Friday the marketplace is set it up in the gym and it is an all day amazing event.

Week 8: Auction & Test Week

Students evaluate their Marketplace Day event using the Post marketplace page. (Appendix H)  
The students bring in items throughout the week that they want to donate to the classroom auction. On Friday, items are auctioned off and the products go to the highest bidder. The students pay with the money that they saved from paydays or earned during marketplace day. We review the economic terms and take a test of the terms. (Appendix J)