



# Money and Economics

## Ohio and the 50 States: Goods and Services



### Standards Covered

ELA	Math	Science	Social Studies
L.3.4, SL.3.3, RI.3.4, RL.3.6, SS.4.21, RI.4.4, SL.4.1, L.4.4	3.OA.9, 3.NBT.2, 3.NBT.3, 3.NF.1, 3.NF.3, 3.MD.1, 3.NBT.1, 3.MD.3, 4.OA.3, 4.OA.5, 4.NBT.2, 4.NBT.4, 4.NF.6, 4.NF.7, 4.MD.2, 4.NBT.3, 4.NBT.5, 5.NBT.1, 5.NBT.3, 5.NBT.4, 5.NBT.7, 5.MD.2		SS.3.18, SS.3.20, SS.3.19, SS.3.17, SS.3.16, SS.3.15, SS.3.10, SS.4.20, SS.4.22, SS.5.15, SS.5.16, SS.5.17, SS.5.18, SS.5.13, SS.5.14



### Vocabulary

Money, cents, dollar, economy, bank, account, ATM, balance, bank card, asset, bills, budget, check, bank book, food, groceries, more, less, cost, snack machine, greater than, less than, equal to, savings, give, take, subtract, add, too much, decimal, not equal to, penny, nickel, dime, quarter, count, 100 chart, etc.



### Text Set

[CKHG Understanding Economics](#)

[CKHG Lessons in Economics](#)



**Materials** Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



## 1 Instructional Outline

### Week One – Understanding Money

**Day 1 - Pre-assessment:** data collection – make note of baseline skills on the learning progressions Does the student know coins and bills/money (names and values)? Do they know the difference between coins/cents and bills/dollars? Do they know the meaning of the words: more, less, decimal, add, subtract, remainder, rounding up/down, market, buy, exchange, goods, services, want, need, budget, cost, spend, save, produce/producer, consume/consumer/customer, scarcity, choices, trade-off, problem, solution, rule, odd, even, fraction, fractional parts, place value, equal, total, etc. Introduction/priming (present problem, project, vocabulary, etc.)

**Everyday review:** Calendar money (exact change for day/number), Base Ten number of the day-color and models, addition and subtraction problems with number of day +/- 1, +/- 10 Money Mat Introduction and Practice – at first just use realistic but fake dollars, dimes and pennies

**Day 2 –** Discuss how money is used as exchange for goods and services. It is important to correctly identify, count and use money to pay for things. Begin with identification of coins and bills (names and values) using simple books from the booklist. Create money flashcards or graphic organizer with coin pictures and values by counting and matching.

**Day 3 –** Practice counting by 1's with pennies (OCALI has several money kits available in the [Lending Library](#)) – refer to 100 chart or ten frames as a model and visual placeholder. Count by 10's with dimes to 100 on 100 charts – Introduce students to money mats (adapted place value mat with decimal) to focus on ones, tens and hundreds with coins and bills as visuals (stickers or icons). Use a money mat to count out given prices of goods following a scenario and students set out money totals on their money mat using ONLY pennies, dimes and dollar bills. Example: Your total at the store was \$8.49 = 8 dollar bills in the 100 column, 4 dimes in the tens column and 9 pennies in the ones column. Then take the money and practice handing it to the “clerk” peer partner or staff.

**Day 4 –** Repeat practice with new totals or problems from the day before using money mats. For some students Add different item prices on a calculator to get total before organizing money and “paying the clerk”

**Day 5 –** Optional: Play *Money Game Formative Assessment Checkpoint* (Student progress monitoring and data collection – make noted progress on the learning progressions) Check for independence on coin and bill knowledge (name and value) and gathering coins and bills to a given total using any scaffolding tools needed.



## Week Two – Calculating Cost and Making Payments

Money Mat Practice – Add in larger bills, nickels and quarters

**Day 1** - Practice making money amounts onto money mat with pennies, dimes and dollars, count back to partner after they think they have the right amount (program voice output switches to access vocabulary like: “more” “less” to compare two totals. Use step by step switch for counting by 1’s, 10’s, 5’s 25’s and single and multiple voice output switch to access language like “total” “dollars” (\$) AND(.) “cents”(¢) Introduce equal trades: 5 pennies for a nickel and larger bills for dollar bills

**Day 2** - Practice making money amounts onto money mat with pennies, nickels, dimes and dollars. Introduce equal trades: 25 cents for a quarter, and 5 pennies for a nickel. Count total amount out loud after they think they have the correct change.

**Day 3** – Continue to practice money amounts and counting as described in Day 2 OR if students are ready to move on begin new concept starting with I do (model) & We do (practice) – Draw/or use Wikki Stix to place a horizontal line on the money mat to divide each block into 2 sections. Given 2 money amounts

(purchase totals), place corresponding coins and bills on money mat in two sections then add together to find the total amount. (may need to use pennies and dimes first then equal trade for nickels and quarters)

**Day 4** - Given 2-dollar amounts, place coins and bills on top and bottom sections of the money mat separately (one total on top second total on bottom). Compare the two amounts to see which is more and which is less (Explicitly teach this vocabulary - Mark which is more and show why it has more using money manipulatives or 100 chart can be used to scaffold adding or counting on when adding) Add the larger and smaller dollar amounts to get a grand total using manipulatives. Check total calculations with a calculator.

**Day 5** – Repeat sequence of lesson from Day 4 using two different totals to compare two new \$ amounts. (100 chart can be used to scaffold adding or counting on when adding)



## Week Three – To Market to Market

Simulation: Set up a market in class - practice buying and selling goods and offering a service

**Day 1** – Shared Reading – To Market to Market (Read Aloud) record repeat line on single switch voice output device – students can assist with telling the story. How does the lady in the story pay for items at the market? What does she buy? How much is each item? – look at local grocery ads to determine prices for each item in her cart. Match item and price on graphic organizer. Use icons, play foods (kit available in the OCALI lending library), photographs of items or real foods to simulate her shopping trip as needed.

**Day 2** – What is the total cost of making the soup? – Whole group adding – Each student count out money for two or more items in the cart – students pair together to add their items cost together – as a class add all item totals together - money and bank for fair shares as needed to work in nickels and quarters Check our work - add all item prices together on a calculator or cash register to check total What is the total cost of making the soup?

**Day 3** – Discussion – How do you think the lady in the story paid for her items? Where did she get the money? How do people earn money? – working, getting paid for jobs, gifts, earning, trading - money types: cash, credit card, check, debit card

**Day 4** – Revisit the *CKLA Economics* text set. Review vocabulary using vocab card images (and images from the texts and/or real-life photographs) to support meaning: producers, consumer, saving, deposit, budget, goods, services, bank, buy, sell, income, cost/price, wants, needs, scarcity, supply, demand, trade-offs, choices, dollars, cents, decimal Questions for group discussion: students use icons or pointing to pages in the books to answer questions. Who was the producer in the book *To Market to Market*? Who was the consumer? What goods did she buy? Were the goods wants or needs? What would have happened if some of the items were not available? (scarcity) Each student creates their own vocab cards word ring. Making meaning - sort pictures from real life examples into T charts - i.e. buyers/consumers, sellers, producers, goods, services, dollars, cents

**Day 5** - Formative Assessment Checkpoint (Student progress monitoring using the learning progression) Snack market simulation – students simulate both buyers/consumers and sellers - switch roles buyers/consumers become sellers and vice versa - sellers set prices for items – buyers independently count out their total using the money mat - buyers/consumers count out money to purchase in money mat to seller.



## Week Four – Managing Your Budget

Personal budget - wants vs. needs

**Day 1** – Virtual tour, visit to a local bank, or invite bank staff to class to share about banking services - Why do people go to the bank? What services do they provide? How does a person open an account? How does \$ flow in and out? How does one keep track of their money? How is a bank/ATM card used? Etc.

**Day 2** – Simulation – Given a mock “bank statement” answer questions and simulate spending and saving. How much is in my account? How much can I spend? Try a simulated banking and/or ATM transaction: Amazon also sells play ATMs that could give hands on experience and practice.

**Day 3** – Wants vs. needs discussion and sorting – In an average household which of these are wants and which are needs? Use images with a wants/needs T-chart. Options include: water bill, electric bill, soda pop, eating at a restaurant, buying groceries/food items, car payment, gasoline, insurance (home/auto), toys, video games, music downloads, rent/house payment, heat (gas, propane, wood), basic clothing (socks, shoes, pants, shirt, under garments), phone, transportation (bus, subway), collections, candy, latest trends, toiletries, soaps, hygiene products, snacks, movies, etc.

**Day 4** – Budgeting: What comes first? Earning or spending? Wants or needs? Paying bills or saving? Simulate a monthly decision-making process. Working/earning (deposit) and spending/subtracting (debit) from your account (managing a check register)

**Day 5** – Summative assessment project: Track use of unit vocabulary as students present, demonstrate independence with counting dollars and cents given total amount (students can independently use money mats and/or 100 charts as scaffolds) and follow a budget by making tough decisions about monthly spending. Scenario given: It is the first time you have lived in your own apartment. You just got a job at \_\_\_\_ that pays hourly wage of \_\_\_\_ and you make approximately \_\_\_\_ per month. Your monthly expenses include: cell phone at \$\_\_\_\_/mo., rent for the apartment at \$\_\_\_\_/mo., electric for the apartment at \$\_\_\_\_/mo., transportation (bus) at \$\_\_\_\_/mo., basic groceries at \$\_\_\_\_/mo., etc. Your friends call and ask if you can go to dinner and the movies this weekend which would cost approximately \$\_\_\_\_\_. Can you go?





## Pre and Post Assessment

Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other






## Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, ELL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

### Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
<b>Examples include:</b> <ul style="list-style-type: none"><li>• Learning Progression rubric to track own skill development</li><li>• Test format like AA</li><li>• Manipulatives</li><li>• chunking of tasks/items</li><li>• access to sensory breaks</li><li>• cues to refocus attention to task</li><li>• instructions and/or text read aloud</li></ul>	<b>Examples include:</b> <ul style="list-style-type: none"><li>• social stories</li><li>• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)</li><li>• preferential/flexible seating in the classroom to minimize distraction while working on academic tasks</li><li>• verbal and/or picture prompting to task</li></ul>	<b>Examples include:</b> L- <ul style="list-style-type: none"><li>• flexible seating choice</li><li>• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities</li><li>• sensory chew toys</li></ul> T- <ul style="list-style-type: none"><li>• customized seating</li></ul>



<ul style="list-style-type: none"> <li>• goods and services T chart with sorting cards with pictures and words on each card</li> </ul>	<ul style="list-style-type: none"> <li>• instructions and/or texts read aloud</li> <li>• Pictures, visual cues for reading</li> <li>• Boardmaker picture cues</li> </ul>	<ul style="list-style-type: none"> <li>• presentation of communication symbols on the left in a vertical array</li> <li>• choice making with voice output single message switches</li> </ul>
<ul style="list-style-type: none"> <li>• videos with CC</li> <li>• music</li> <li>• map of Ohio</li> <li>• transition supports music, movement, objects/materials</li> </ul>	<ul style="list-style-type: none"> <li>• multiple choice selection from an array of word or word+picture choices</li> <li>• manipulatives</li> <li>• flexible seating options</li> <li>• tactile/object choices</li> <li>• sensory supports</li> <li>• reteaching as needed</li> <li>• redirection as needed</li> </ul>	
<ul style="list-style-type: none"> <li>• repetition of instruction</li> <li>• verbal and/or visual cues</li> <li>• visual/auditory timer</li> <li>• Manipulatives</li> <li>• Modeling</li> <li>• information broken down, segmented</li> <li>• chunking of tasks</li> <li>• access to sensory breaks</li> <li>• cues to refocus attention to task</li> <li>• instructions and/or text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• social stories</li> <li>• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)</li> <li>• preferential seating in the classroom to minimize distraction while working on academic tasks</li> <li>• verbal and/or picture prompting</li> <li>• instructions and/or texts read aloud</li> <li>• Pictures, visual cues for reading</li> <li>• Boardmaker picture cues</li> </ul>	<p>C-</p> <ul style="list-style-type: none"> <li>• flexible seating choice</li> <li>• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities</li> </ul> <p>D-</p> <ul style="list-style-type: none"> <li>• Wiggle cushion</li> </ul> <p>R-</p> <ul style="list-style-type: none"> <li>• reinforcers</li> </ul> <p>J-</p>





<ul style="list-style-type: none"> <li>● adult support to increase independence in the school environment and during classroom tasks</li> <li>● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies</li> </ul>		<ul style="list-style-type: none"> <li>● adult/peer modeling of appropriate behavior/ appropriate social communication</li> <li>● adult/peer modeling/facilitation for calming strategies</li> <li>● Personal communication device</li> <li>● LAMP- Words for Life program for communication</li> </ul> <p>T-</p> <ul style="list-style-type: none"> <li>● visual models for correct way to form letters and numbers</li> <li>● picture cues to aide in comprehension</li> </ul> <p>W-</p> <ul style="list-style-type: none"> <li>● visual model for writing</li> </ul>
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