

WEEK 7 Day 4

**Text Talk**  
**What Can We Do With Money? (slides)**

<b>Big Ideas</b>	<p>People make choices as consumers.</p> <p>The consumer choices people make can contribute to our communities.</p>
<b>Weekly Question</b>	How do we make choices as consumers?
<b>Content Objective</b>	I can identify how and why characters make decisions about using money in different situations. (R.11.1.a, R.11.1.b, Economics 25, Economics 27 - Boston)
<b>Language Objectives</b>	<p>I can identify and discuss fictional and real-life situations where people might save, spend, and donate money. (L.5.1.c, SL.3.1.a)</p> <p>I can articulate my reasons for making a particular decision about money. (DM 2.1, DM 3.1 - Boston)</p>
<b>SEL Objective</b>	I can make careful decisions about how to use money. (DM 2.1, DM 3.1 - Boston)
<b>Vocabulary</b>	<p><b>budget (n):</b> income and an amount of money for spending in a certain period of time; <i>and</i> <b>budget (v):</b> to decide how much money to spend for a particular purpose</p> <p><b>value (n):</b> the importance of something</p> <p><b>value (n):</b> how much something is worth</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Texts for reference: <i>Those Shoes</i>, <i>A Chair for My Mother</i>; <i>On the Farm</i>, <i>At the Market</i>; <i>Quinito’s Neighborhood</i>; <i>Wen-mei and Her Clay Pot</i>; <i>Bippity Bop Barbershop</i>; <i>Mirror</i>; <i>Last Stop on Market Street</i>; <i>Consumers and Producers</i>; “Heidi Bell and the Sea Turtles” (article from Unit 2, Week 7 Library Studio)</li> </ul>

	<ul style="list-style-type: none"> <li>• What can we do with money? slides</li> <li>• projector and screen</li> <li>• chart paper</li> </ul> <p>Prepare the What can we do with money? chart.</p> <table border="1" data-bbox="534 338 1330 777"> <tr> <th colspan="3">What can we do with money?</th> </tr> <tr> <th><u>Save</u></th> <th><u>Spend</u></th> <th><u>Donate</u></th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>• Weekly Words cards: <b>donate</b> (Week 7), <b>save</b> and <b>spend</b> (Week 2)</li> <li>• What do they do with their money? images, cut apart</li> <li>• Glue stick or tape</li> <li>• half- or quarter-sheets of blank paper, one for each child</li> <li>• writing and drawing tools</li> <li>• clipboards or other sturdy writing surfaces for each child, optional</li> </ul> <p>On the whiteboard, write the following sentence starter. I will _____ because _____.</p>	What can we do with money?			<u>Save</u>	<u>Spend</u>	<u>Donate</u>			
What can we do with money?										
<u>Save</u>	<u>Spend</u>	<u>Donate</u>								
<p><b>Opening</b> 2 minutes</p>	<p><i>We have met characters in many of our texts who make decisions about what to do with their money. Today we'll think about these characters and then make our own decisions about using money for different purposes.</i></p> <p>Set a purpose for the lesson. <i>Let's take a look back at some characters we've met and think about decisions they have made with their money. As we do this, we'll add them to our chart: Do they save, spend, or donate their money?</i></p> <p>Review the Weekly Words cards for save, spend, and donate.</p> <p>Distribute an image to each pair or trio of children. <i>You can add your character to the chart when it's your turn.</i></p>									
<p><b>Text and Discussion</b> 10 minutes</p>	<p><i>Do you recognize this scene? Here are Jeremy and his grandmother from Those Shoes. What decision did they make with their money? Why?</i></p>									

slides	Click through the slides, pausing on each to invite the children holding the corresponding image to identify what the character does with money and affix the image to the chart. Allow time to briefly discuss some of the more complex scenarios. Open and refer to corresponding texts to ground the discussion in evidence.
<b>Key Discussion and Activity</b> 8 minutes	<p><i>Imagine that you have five dollars. What will you do with that money, and why? You might save it, spend it, or donate it.</i></p> <p><i>On the paper, draw a picture to show what you might do with your money. Give as much information as you can in your drawing. For example, if you choose to donate it, who or what will you give it to? If you choose to save it, what are you saving it for? And if you choose to spend it, show what you will buy!</i></p> <p>Give children a moment to think. Distribute paper, writing surfaces, and writing and drawing tools, or send children to tables to write.</p> <p>After a few minutes, bring children back to the whole group with their papers.</p> <p><i>What did you decide to do with your money? As you share your ideas, you can use this sentence (refer to the sentence on the board): "I will _____ because _____."</i></p> <p>Invite a few children to share their drawings and ideas.</p>
<b>Closing</b> 3 minutes	<p><i>We always have an opportunity to make a careful decision about what we do with our money. You practiced this today! As we finish our Text Talk, you can attach your drawing to our chart in the column where it belongs: save, spend, or donate.</i></p>
<b>Standards</b>	<p><b>R.11.1.c</b> With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p><b>R.11.1.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>(Boston)</b></p> <p><b>Economics 25.</b> Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p><b>Economics 27.</b> Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).</p>

	<p><b>DM 2.1.</b> Apply responsible, constructive choices in daily academic and social situations.</p> <p><b>DM 3.1.</b> Consider ethical, safe and societal factors in making decisions.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen as children describe different text-based scenarios.</p> <ul style="list-style-type: none"> <li>What details do they cite to discuss characters’ reasons for their actions?</li> <li>How do children understand the choices the characters have for using their money?</li> <li>How do children understand the situational factors that affect those choices?</li> </ul> <p>As children consider how they will use money themselves, listen to their reasoning.</p> <ul style="list-style-type: none"> <li>What connections do they make to text-based situations?</li> <li>How realistic or fantastical are their ideas?</li> <li>What factors do children consider in making their decisions?</li> </ul>

**Notes**