

Unit Guide Title: Money on the Move (First Grade)

	Theme	Learning Target	Social Studies /Science Concepts	Explore Now Classroom Learning Opportunities	Resources	Travel Journal	Exhibit	Expedition Opportunities
1	<b>Launching the Unit</b>	<p>I can understand how money has changed from long ago.</p> <p>I can name various types of currency.</p> <p>I can identify US currency by its name and values.</p>	Economic Vocabulary Introduction (currency)	<p>*Pre-Assessment</p> <p>1) Gallery Walk -TSW look at pictures related to the unit and record their noticings and wonderings. I noticed... I wonder...</p> <p>2) History of Money -TSW explore the history of currency and compare money from the past to current forms of payment</p> <p>3) Types of currency -TSW explore various types of currency including credit cards, debit cards, checks, and cash</p> <p>4) Types of US currency -TSW learn the names and values of bills and coins used in the US.</p>	<p>2)..<a href="#">Unit 4 Money on the Move\The History of Money (2).ink</a></p> <p>3/4)..<a href="#">Unit 4 Money on the Move\Types of Currency.ink</a></p>	<p>2) Money Now and Then Venn Diagram (p. 1)..<a href="#">Unit 4 Money on the Move\venn diagram blank.pdf</a>, ..<a href="#">Unit 4 Money on the Move\venn diagram history of money-1.docx</a></p> <p>3) Forms of Payment pictures with labels (p.2)</p> <p>4) US Currency (real examples) with labels and values (p.3)</p>		
2	<b>Exploring Currency</b>	<p>I can understand how US currency is made.</p> <p>I can understand how money is</p>	<p>The process of creating money</p> <p>Currency from Around the World</p>	<p>1) How US money is made -TSW sequence the steps in money creation.</p>	<p>1)..<a href="#">Unit 4 Money on the Move\How Money is Made.ink</a></p>	<p>1) How US Currency is made sequencing (p.4) ..<a href="#">Unit 4 Money on the</a></p>	<p>Students create/ design their own money in class..<a href="#">Unit 4 Money on</a></p>	

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		<p>different around the world.</p> <p>I can create my own money.</p>		<p>2-3) How money is different around the world -TSW explore currency from around the world.</p> <p>4) Kids Money Creation -TSW will design and create a template for their own money.</p>	<p>2-3)..<a href="#">Unit 4 Money on the Move\Currency from Around the World.ink</a></p>	<p><a href="#">Move\How money is made.pdf</a></p> <p>2-3)Money Around the World Map with pictures of foreign currency and symbols(pgs. 5-6) ..<a href="#">Unit 4 Money on the Move\currency around the world pics.pdf</a></p>	<p><a href="#">the Move\Blank MoneyTemplate.docx</a>,</p> <p>..<a href="#">Unit 4 Money on the Move\kids currency.docx</a>,</p> <p>..<a href="#">Unit 4 Money on the Move\NewCoinCreation.pdf</a></p>	
3	<b>Earning Money (Producers)</b>	<p>I can describe ways producers earn money.</p> <p>I can generate ways that kids can earn money.</p> <p>I can explore a potential career.</p>	<p>Understanding producers</p> <p>Understanding various careers</p>	<p>1) Ways to Earn Money -TSW generate a list of ways that adults and kids can earn money as producers.</p> <p>2) Me Earning Money -TSW elaborate on one specific way they could earn money as a kid.</p> <p>3-4)My Future Career -TSW learn about various careers and select a potential career for their future.</p>	<p>1-2). ..<a href="#">Unit 4 Money on the Move\Earning Money2.ink</a></p> <p>3-4)..<a href="#">Resources for Friday May 8th\Career Day.ink</a></p>	<p>1) Ways to Earn Money T-Chart (p.7)</p> <p>2) One Way I can Earn Money is...(p.8)</p> <p>3-4) My Career Planning Sheet and Career Character Cut Out (inside front cover)..<a href="#">Unit 4 Money on the Move\My Career Planning Sheet.pdf</a></p>	<p>Students start printing money in art.</p> <p>Students generate a class list of items they would like to make to sell at Exhibit Mart.</p> <p>Students can begin working in small groups to make goods to sell.</p>	Career Visitors (Parents)
4	<b>Goods and Services</b>	<p>I can explain the difference between and good and a service.</p>	<p>Understanding goods and services</p> <p>Understanding consumable and</p>	<p>1) What is a good? -TSW identify goods that producers can make.</p>	<p>1-4)..<a href="#">Unit 4 Money on the Move\Goods and Services.ink</a></p>	<p>1) What is a good definition and student drawn examples(p.10)</p>	<p>Students will pick partners to begin their business project plan.</p>	



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		<p>I can explain the difference between consumable and durable goods.</p> <p>I can design my own business to sell goods or provide a service.</p>	durable goods	<p>2) Durable vs. consumable goods -TSW understand the difference between a consumable and a durable good.</p> <p>3) What is a service? -TSW identify various services that a producer could provide.</p> <p>4)I can distinguish between good and services -TSW summarize previous learning about producers, goods, and services</p> <p>5)Goods vs. Services Business Plan -TSW design a business in which they either sell a good or provide a service.</p>		<p>2) Durable vs. Consumable goods collage with magazine pictures (p.11)</p> <p>3) What is a service definition and example pictures labeled(p.12)</p> <p>4) I am a Producer graphic organizer (p.13)..\\Unit 4 Money on the Move\\I Am a Producer.pdf</p> <p>Begin glossary by adding keywords: producer, goods, and services..\\Unit 4 Money on the Move\\My Glossary.docx</p> <p>5) Student generated Business Plan (p.14)..\\Unit 4 Money on the Move\\Business Plan for goods.pdf</p> <p>..\\Unit 4 Money on the</p>	<p>Students will decide if they want to make a good or a service and complete their business plans in class.</p> <p>Students will generate a list of supplies needed to work on their project in class.</p> <p>Students will take supply lists home to ask parents to send in specific materials.</p>	
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						<a href="#">Move\Business Plan for services.pdf</a>		
5	<b>Saving Money</b>	<p>I can understand the benefits of saving money.</p> <p>I can create a savings plan.</p> <p>I can understand how a bank works.</p>	<p>Understanding ways to save money</p> <p>Understanding how a bank works</p> <p>Understanding the benefits of saving money</p>	<p>1) Ways to Save -TSW explore ways to save money and complete a reflection on the ways they save money.</p> <p>2) How a bank works -TSW sequence the steps for how a bank works.</p> <p>3) How do we create save/savings plan? - TSW create a savings plan to define a long and short term goal.</p> <p>4) Bank Expedition and Reflection -TSW tour a bank and write a reflection to describe what they learned.</p> <p>*Optional-Students can decorate their own savings container..<a href="#">\Unit 4 Money on the Move\saving jar.docx</a></p>	<p>1-3)..<a href="#">\Unit 4 Money on the Move\My Saving Plan.ink</a></p>	<p>1) Saving Money (kid-drawn pictures and student reflection) (p.14)</p> <p>2) Savings plan graphic organizer (short-term vs. long term plans) (p. 15)..<a href="#">\Unit 4 Money on the Move\My Savings Plan2.pdf</a></p> <p>3) Savings withdrawal/deposit slip from bank expedition and a reflection (p.16)</p> <p>4) How a bank works sequencing page(p.17)..<a href="#">\Unit 4 Money on the Move\How a Bank Works.pdf</a></p>	<p>Students begin working with partners to create their Business in a Box project.</p>	<p>Bank Expedition</p>
6	<b>Spending Money (Consumer)</b>	<p>I can describe ways that consumers spend</p>	<p>Understanding consumers</p>	<p>1) What is a consumer? -TSW identify ways that they are consumers.</p>	<p>1-2)..<a href="#">\Unit 4 Money on the Move\Consumers</a></p>	<p>1) I am a consumer: TSW draw pictures</p>	<p>Students continue working with</p>	



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	<b>Needs vs. Wants</b>	money. I can distinguish between needs and wants.	Understanding needs and wants	2) Needs and wants -TSW understand the difference between needs and wants (2 days)	<a href="#">.ink</a>	and write about how they spend money. (pg.18)  TSW add definition of a consumer in glossary  2) Needs and Wants collage with magazine cutouts (p.19-20)	partners to create their Business in a Box project.	
7	<b>Budgeting for Kids</b>	I can create a budget.  I can be a consumer and stick to a budget.	Understanding the benefits of budgeting  Participating in a shopping/ budgeting experience	1-2) What is a budget? -TSW understand what a budget it and practice making one.  3-4) Farmers Market Expedition, feast, and reflection -TSW visit participate in a shopping experience and complete a shopping scavenger hunt	1-2) <a href="#">..\Unit 4 Money on the Move\Budgeting for Kids.ink</a>	1-2) Students will complete a mock budget sheet pg. 21 <a href="#">..\Unit 4 Money on the Move\Income budget.pdf</a> , <a href="#">..\Unit 4 Money on the Move\Budgeting for Kids 101.pdf</a>  3-4) I am a consumer! Farmer's Market scavenger hunt (p.22) Farmer's Market receipt and reflection (p.23)	Students continue working with partners to create their Business in a Box project.  Students begin writing scripts for commercials. <a href="#">..\Unit 4 Money on the Move\Business Project Script.pdf</a>	Famers Market or similar shopping experience
8	<b>Scarcity</b>	I can understand	Understanding	1-2) What is scarcity?	1-2) <a href="#">..\Unit 4</a>	1-2) Scarcity of	Students	Walking tour of

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		scarcity.	<p>various ways scarcity happens</p> <p>Summarizing this unit</p>	<p>-TSW explore various ways scarcity happens</p> <p>3) Neighborhood Walking Tour-Digital Scavenger Hunt -TSW complete a walking tour of their neighborhood and complete a Digital Scavenger Hunt</p> <p>4) Unit Reflection -TSW review and reflect on their learning from this unit.</p>	<p><a href="#">Money on the Move\Scarcity.ink</a></p> <p>3) Digital Scavenger Hunt..<a href="#">\Unit 4 Money on the Move\Money on the Move Digital Scavenger Hunt.pdf</a></p> <p>4)..<a href="#">\Unit 4 Money on the Move\Money on the Move Unit Wrap Up.ink</a></p>	<p>man made goods, natural resources, human resources, and financial resources (p.24)..<a href="#">\Unit 4 Money on the Move\Scarcity means not having enough resources to meet everyone.pdf</a></p> <p>Finish Glossary by adding the term scarcity (glue on inside back cover)</p> <p>3) Students will recreate a Neighborhood Map (p.25-26)</p> <p>4) Students will complete a Unit Reflection to share what they have learned during this unit</p>	<p>record commercials.</p> <p>Students complete their Business in a Box project.</p> <p>Students make final goods for Exhibit Night Mart.</p>	neighborhood
9	<b>Exhibit Week</b>	I can show what I know about economics.	Demonstrating students' learning from this unit.	Unit Post Assessment	Exhibit Night Plan.. <a href="#">\Unit 4 Money on the Move\Money on the Move Exhibit Night Project plan.pdf</a>	Post Assessment	Put up for Exhibit Night displaying the student created projects.	Student



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								Created Goods Mart Grand Opening at Exhibit Night.  Business in a Box Commercials debut at Exhibit Night.  Student run Bank open for Exhibit Night withdrawals.	
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