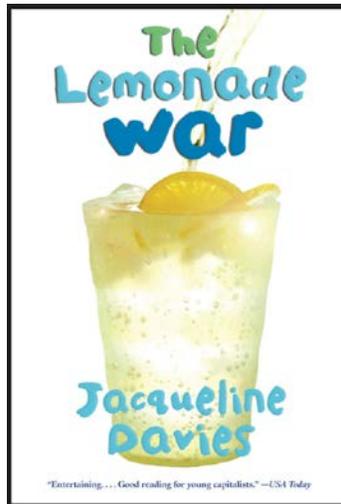


## *The Lemonade War*

Jacqueline Davies

Houghton Mifflin, 2007



**Book Synopsis:** When Evan learns that his precocious younger sister, Jessie, will be skipping third grade to join him in fourth grade he is distressed. Feeling that she will make him look dumb in comparison, he becomes picky and competitive trying to prove that he is the superior of the two. The siblings devised a plan to see who can earn the most money before school starts. Both start selling lemonade using various business strategies and marketing techniques. They soon learn that Evan’s entrepreneurial nature and Jessie’s analytical skills are both needed to create a winning partnership.

### **Grades K-1 Chapter-by-Chapter Teacher Guide**

This book is rich with literature, math and economics and personal finance connections. This guide focuses on economic and financial connections and also includes lessons featuring other shorter books.

#### **Usage Notes:**

- It is assumed that the featured chapter has been read by or to the students. If not, it will be necessary to read the content to the students.
- The suggested classroom activity is meant to be quick and reinforce a specific concept. In some cases, a longer lesson is also provided.

- Additional Online Lessons are located at the end of this document that can be used for instruction to enrich economic concepts.
- The [Financial Fitness for Life: Parent's Guide - Grades K-5](#) published by the Council for Economic Education has helpful information and activities that can be used in the classroom as well. It is available in English and Spanish. The K-2 portion is found on pages 1 to 32 and covers Earning Income, Saving, Spending, Credit and Money Management. <https://www.econedlink.org/afterschool/parent-resources.php>

## Chapter 1: Slump

In this chapter, we meet Evan and Jessie. Big brother Evan is a spender, while little sister Jessie is a saver. The concepts of personal finance and choices are overarching themes throughout the book. It is important for students to understand that choices, whether involving money, how to spend a summer afternoon or other decisions, have benefits and costs. Sometimes the outcome is noticed immediately, and other times it isn't fully understood until sometime in the future.

### Economic Concepts

Money, save, spend, choice, benefits, costs

### Virginia Standards of Learning – History and Social Science

K.9	The student will a) recognize that people make choices because they cannot have everything they want.
1.8	The student will explain that people make choices because they cannot have everything they want.
1.9	The student will recognize that people save money for the future to purchase goods and services.

### Quick Classroom Activity

If you received \$10 for your birthday like Evan did, would you spend it on something you could enjoy now like candy, food, or a small toy or would you save it to buy something that you want more and would last longer? What do you think Jessie would do?

- If you would spend your \$10 when you got it, draw a picture on a green post-it note or index card of what you would buy (one item.)
- If you would save your money to buy something better, draw a picture of what you would save it for on a yellow post-it note or index card.
- Distribute green and yellow index cards or post-it notes to the students.

- Remind students that people make choices because they cannot have everything they want. Did they choose to save or choose to spend? Encourage students to share their choice with the class.
- Tape the cards together to form a dollar symbol (\$) on the wall.

### Lessons

- [Alexander, Who Used to Be Rich Last Sunday](https://www.econedlink.org/teacher-lesson/1302/Alexander-Who-Used-Be-Rich-Last-Sunday) A lesson on saving, spending, savings goals and counting to 100 by two and recognizing that one dollar is the same as 100 pennies. <https://www.econedlink.org/teacher-lesson/1302/Alexander-Who-Used-Be-Rich-Last-Sunday>
- Financial Fitness for Life: Parent's Guide - Grades K-5; Theme 2: Saving, pages 9-15. Teaching tips to reinforce the concept of saving. Pencil activities that make great homework assignments. <https://www.econedlink.org/afterschool/parent-resources.php>
- See additional lessons on “Decision Making” and “Choices with Saving and Spending” at the end of this resource guide.

## Chapter 2: Breakup

After Evan learns that his younger sister Jessie is going to move up to fourth grade and be in his class, he doesn't want to play with her. Evan reaches out to his friend Scott and they decide to set up a lemonade stand to sell lemonade and make some money. Jesse wants to help but they don't want her help.

### Economic Concepts

Goods and services, production, producer

### Virginia Standards of Learning – History and Social Science

K.8	The student will match simple descriptions of work that people do with the names of those jobs.
1.7	The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

### Quick Classroom Activities

Guided Questions - Goods are *objects* that can satisfy people's wants. Services are *actions* that can satisfy people's wants. When Evan and Scott sell lemonade, is the lemonade a good or a

service? (*A good*) What is one name for Evan and Scott when they are making lemonade? (*“Producers” They are producing/making lemonade to sell.*) What are people who drink the lemonade called? (*“Consumers.”*) (*Students might also talk about Evan and Scott being sellers and consumers being buyers.*) Look around our classroom, what are some goods that someone has produced so that we can use them? Within our school community, what are some services that are provided? (*Cafeteria workers cook food for lunch. Bus drivers take students to and from school. The janitor helps keep the school clean.*)

An Alphabet of Goods and Services - On a sheet of lined paper, have pairs of students write the letters of the alphabet, one letter on each line. Next to each letter have one student write the name of a good or service that they consume that begins with that letter, and have the second student add a good or service that they consume that starts with the same letter. After each item, write a G if it is a good or an S if it is a service. See how many letters they can complete.

### Lessons

- The Difference Between Goods and Services: Students use interactive activities to distinguish between people who produce goods and people who provide services to the community. <https://www.econedlink.org/teacher-lesson/642/Difference-Between-Goods-Services>
- Financial Fitness for Life: Parent's Guide - Grades K-5; Theme 3: Spending, pages 16-22.

### Teaching

tips to reinforce the concept of saving. Pencil activities that make great homework assignments. <https://www.econedlink.org/afterschool/parent-resources.php>

## Chapter 3: Joint Venture

Evan and Scott get deeper into producing and selling lemonade. They begin to experience some of the challenges of doing so. The challenges became even greater when Jessie also starts to sell lemonade and hopes for thirsty customers. Jessie and Megan set up their stand where more people will pass them first on this hot day.

### Economic Concepts

Economic wants, markets, buyers/consumers, sellers/producers, goods, services, decision-making

### Virginia Standards of Learning – History and Social Science

K-1.1h	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  h) using a decision-making model to make informed decisions.
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K.9	<p>The student will</p> <ul style="list-style-type: none"> <li>a) recognize that people make choices because they cannot have everything they want; and</li> <li>b) explain that people work to earn money to buy the things they want.</li> </ul>
1.7	<p>The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p>

### Quick Classroom Activities

**Guided Questions** - Ask students how weather impacts their desire for certain goods and services. In the winter time, when it is cold outside, would they want to wear shorts and flip flops? (*No.*) They would probably want gloves, caps, coats, and boots to keep them warm. In the summer time, when it is warm outside, would they want hot chocolate to satisfy their thirst? (*Probably not.*) What would quench thirst on a hot, sunny day? (*Answers might include: tea, soft drink, water or lemonade.*) This is a great opportunity for students to see how our wants (economic wants) change.

**Making Choices** – Scott made the choice to drink most of the lemonade that he and Evan were trying to sell. By making that choice, he gave up the chance to sell the lemonade and make money. Identify two choices you made today preparing for school. Draw a picture of what you chose and what you gave up when you made that choice. Circle the choice and draw an X through what you gave up. For example: to eat cereal or toast. You chose to eat cereal and you gave up the opportunity to eat toast. Information for teachers on decision-making models can be found [here](http://vcee.org/economic-decision-making). (<http://vcee.org/economic-decision-making>)

### Lessons

- [Lemonade in Winter](#) A brother and sister come up with the “cool” idea to set up a lemonade stand on a snowy day and make some money. Perhaps if they had first considered the costs and benefits of opening a lemonade stand they would have decided to spend their time and money differently. <http://vcee.org/elementary-school/reading-makes-cents/2016-17-featured-books/>
- See also additional lessons on “Decision Making” at the end of this resource guide.

## Chapter 4: Partnership

Jessie finds a partner to open her lemonade stand. At first, her friend Megan thought the idea of the lemonade stand sounded boring, and she could think of more exciting ways to spend her time. Jessie uses math to convince Megan to help her with the lemonade stand.

**Economic Concepts**

Decision, choice, benefits, cost, opportunity cost, scarcity

**Virginia Standards of Learning – History and Social Science**

K-1.1h	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to make informed decisions.
K.9	The student will a) recognize that people make choices because they cannot have everything they want.
1.8	The student will explain that people make choices because they cannot have everything they want.

**Quick Classroom Activity**

If you were Megan, would you choose to set up a lemonade stand before going to 7-11 to buy a Slurpee? Before making a decision, it is good to consider the costs and benefits of a particular choice (the advantages and disadvantages, the pros and cons.) Use a cost/benefit grid to help students consider the costs and benefits of setting up the lemonade stand first instead of going to get a Slurpee.

Decision to be made: Should I set up a lemonade stand before going to 7-11 to buy a Slurpee?	
Benefits	Costs

Costs/Disadvantages of setting up a lemonade stand first. Some answers might include:

- Won't be able to get a Slurpee now
- They might lose money and not be able to buy Slurpees
- A lemonade stand will take work (time and effort)

Benefits/Advantages of setting up the lemonade stand first. Some answers might include:

- If they don't spend their money first on Slurpees, they will have money to set up a lemonade stand
- They could make more money so they could buy Slurpees and more

Ask students to indicate what choice they would make. Answers will vary. There isn't a "right" answer. What is valuable is that they learn to use a decision-making model like a cost-benefit analysis before making a choice so that their decisions are more thoughtful and not just based

on impulse. If Megan has two options she is considering (e.g. Should I set up a lemonade stand? Or Should I go to 7-11 and buy a Slurpee?) a decision tree would be the appropriate model. A decision tree uses a cost-benefit analysis for each option to reach a decision. More information for teachers on decision-making models can be found [here](#).

### Lessons

- [Country Mouse Makes a Decision](#) Students use a cost/benefit drop and drag activity to analyze the decisions a mouse makes on his way to town. <http://www.econedlink.org/lesson/294/>
- See additional lessons on “Cost and Benefits of Choices” and “Choices with Saving and Spending” at the end of this resource guide.

## Chapter 5: Competition

Jessie and Evan make a bet to see who can earn \$100 selling lemonade. They cannot count money that has been given to them or money earned from other jobs. In the marketplace, competition is good for consumers because there are more options and generally better prices.

The chapter also introduces the concept of sharing money as Jessie speaks of donating part of her profit to an animal shelter.

### Economic Concepts

Competition, consumers, markets, choice, opportunity cost, money, save, spend.

### Virginia Standards of Learning – History and Social Science

K-1.1h	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to make informed decisions.
K.9	The student will b) explain that people work to earn money to buy things they want.
1.9	The student will recognize that people save money for the future to purchase goods and services.

### Quick Classroom Activities

Spend, Save, or Donate? Tell the students that there are three things Evan and Jessie can do with the money they earn selling lemonade. They can spend it, save it or donate it. Lead a class discussion by asking the following questions:

- What does it mean to spend money?
- How do people save money?
- What does it mean to donate money?

Have students create a save, spend, share bank as done in this Sesame Street video: *Elmo's Three Jars* <http://www.sesamestreet.org/toolkits/save> (Option: As a class, think of a project that would allow them to donate to a local organization.)

As a class or in small groups, students can also apply a cost-benefit analysis to decide whether to give money earned to a charity. The decision can be from Jessie's perspective or from their own. A video and examples of applying a cost-benefit decision grid can be found [here](http://vcee.org/economic-decision-making). (<http://vcee.org/economic-decision-making>)

## Chapter 6: Underselling

The Lemonade Stand war heats up as the two stands use incentives to add value to their products. This chapter allows students to examine how value-added items and price impact sales for the lemonade stands. Those value added items often serve as an incentive to shape buying behavior. An economic principle is that people respond to incentives in predictable ways.

### Economic Concepts

Price, choice, decision making, incentive, benefits, costs, competition

### Virginia Standards of Learning – History and Social Science

K-1.1h	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to make informed decisions.
K.8	The student will match simple descriptions of work that people do with the names of those jobs.
K.9	The student will a) recognize that people make choices because they cannot have everything they want.
1.8	The student will explain that people make choices because they cannot have everything they want.

### Quick Classroom Activities

Guided Questions - Remind the students that Jessie was looking for ways to make her lemonade stand more appealing to customers. What were some of the ideas Jessie and Megan had for adding value to encourage people to buy their lemonade? (*they included free snacks*

*like chips and pretzels, make it a fun party with the stand decorated with steamers and balloons and playing music)* When a business adds value and provides incentives for consumers to buy their goods or services, what is one thing they need to think about? (*can they pay for the extra cost of what they are providing with the money they make from selling their goods/services?*) Jessie and Megan weren't selling much lemonade despite all the free snacks and party atmosphere. What was the main reason for this? (*Evan was selling lemonade for a much lower price close by! 10 cents instead of 50 cents!*)

**Advertising Incentives** - Look for examples of ads in the newspaper or magazines that offer consumers incentives. (Buy One Get One Free, Percentage Off, Coupons, etc.) Share these with the students.

### Lessons

- *What is Competition?* <http://www.econedlink.org/teacher-lesson/509/What-is-Competition> Explains the meaning of competition and discusses possible businesses in the community.
- See additional lessons on “Choice and Incentives” at the end of this resource guide.

## Chapter 7: Location, Location, Location

Evan thinks he has found the perfect location to host his lemonade stand...the middle of town. Location is an important factor for a business owner to consider when trying to attract consumers. Evan has one small problem. He doesn't have a permit to sell lemonade in town.

### Economic Concepts

Public goods, public services, markets, goods, services, decisions, costs, benefits, jobs

### Virginia Standards of Learning – History and Social Science

K.8	The student will match simple descriptions of work that people do with the names of those jobs.
1.7	The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

### Quick Classroom Activities

**Community Helpers: Providing a Service** - In this chapter Officer Ken is the police officer who informs Evan that a permit is needed to sell lemonade. Officer Ken provides a valuable service in protecting the city, enforcing the laws and keeping everyone safe. He provides a public

service in that he works for everyone. He earns his income from the government. Create a class list of other service related jobs in the community.

Guest Speakers - Ask a firefighter, police officer, paramedic, or other community helper to visit the class and talk to your students. Before the interview, have children think of questions to ask. What does the community helper do? What is his or her typical day like? What kind of education did the community helper receive? How did he or she train to be in her position? Have the community helper discuss his or her role in the community and suggest ways for your students to get involved. Getting firsthand stories and advice from a community helper is a great way for your students to become more active in and knowledgeable about the community.

### Lessons

- Classroom Activities for Teaching About Community Helpers - Resource includes a movie, quizzes, online games, and printable activities  
<https://educators.brainpop.com/lesson-plan/community-helpers-activities-for-kids/>
- See additional lessons on “Public Goods and Services” at the end of this resource guide.

## Chapter 8: Going Global

Jessie has done her math calculations and realizes that she and Megan need help. She wants to get other girls to sell lemonade for Megan and her in exchange for keeping part of the profit. Jessie and Megan would have to risk it all. Many girls agreed and business boomed.

### Economic Concepts

Market, producer, entrepreneur, business, choice, benefits, costs

### Virginia Standards of Learning – History and Social Science

K.8	The student will match simple descriptions of work that people do with the names of those jobs.
K.9	The student will a) recognize that people make choices because they cannot have everything they want
1.7	The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

### Quick Classroom Activities

Guided Questions – Jessie and Megan help set up 13 lemonade stands. What goods did they provide each stand? (lemonade, sign, cups) What did Megan and Jessie get in exchange?

(money or a share of the profits). If Megan had called you and asked you to be part of their franchise would you have agreed? Why or why not?

Design an Ad - Pretend you have decided to sell lemonade for Jessie and Megan. Design an advertisement for your stand. What can you add that will make it inviting and encourage people to buy lemonade?

### Lesson

- Open For Business - This lesson gives students the opportunity to identify risks and rewards of entrepreneurship and distinguish between entrepreneurs who start a business to produce a good or provide a service. <https://www.econedlink.org/teacher-lesson/920/Open-Business>

## Chapter 9: Negotiation

Evan has thought about his decision to start the lemonade war, and he now regrets his decision. He misses having Jessie as his friend to do activities with, so he offers an opportunity to call the entire thing off. When Jessie mentions Megan's name, it's all O-N again.

### Economic Concepts

Decision, choice, opportunity cost, benefits, costs

### Virginia Standards of Learning – History and Social Science

K.9	The student will a) recognize that people make choices because they cannot have everything they want.
1.8	The student will explain that people make choices because they cannot have everything they want.

### Quick Classroom Activity

Making Better Choices - Think about a time you made a choice that you later regretted. Draw a picture to illustrate your choice. Sometimes if you use a decision-making model to help you think through your decision before you make it, you are more likely to be satisfied with your choice.

### Lessons

- See lessons on “Cost and Benefits of Choices” at the end of this resource guide.

## Chapter 10 Malicious Mischief

Both Jessie and Evan have had their feelings hurt by one another. They didn't use the decision-making grid to weigh the benefits and costs before making decisions they now regret. In this chapter Jessie puts dead fruit flies in Evan's lemonade. This is a bad decision that she now regrets. Yet another chapter to reinforce the importance of understanding the costs and benefits of your choice and good decision-making.

### Economic Concepts

Choice, opportunity cost, benefits, costs

### Virginia Standards of Learning – History and Social Science

K-1.1h	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to make informed decisions.
K.9	The student will a) recognize that people make choices because they cannot have everything they want.
1.8	The student will explain that people make choices because they cannot have everything they want.

### Quick Classroom Activity

**Cost-Benefit Chart** - Explain to the students that all decisions have costs and benefits and that Jessie experienced some positive and negative things when she put dead bugs in the lemonade that Evan was going to sell. Create a simple cost/benefit chart by writing these statements "Benefits of adding dead bugs to Evan's lemonade" and "Costs of adding dead bugs to Evan's lemonade" on the board or a piece of chart paper. Record student suggestions for each column from. Using the information on the chart, ask the students if they think Jessie would have put the bugs in the lemonade if she had completed a similar chart before she did this deed.

Decision to be made: Should Jessie add dead bugs to Evan's lemonade?	
Benefits of adding dead bugs	Costs of adding dead bugs

### Lessons

- See lessons on "Cost and Benefits of Choices" at the end of this resource guide

## Chapter 11: A Total Loss

As expected, there was no demand for the buggy lemonade. In business, the customer is always right, and a business owner wants consumers to be satisfied. When the boy said he wanted his money back and the mother suggested he needed to dump out the lemonade to get rid of the 50 flies inside, there was a problem. Evan had spent \$40 of his hard earned money on that lemonade and another dollar to buy cups.

### Economic Concepts

Choice, cost, benefit, decision making, opportunity cost

### Virginia Standards of Learning – History and Social Science

K.9	The student will a) recognize that people make choices because they cannot have everything they want
1.7	The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.
1.8	The student will explain that people make choices because they cannot have everything they want

### Quick Classroom Activities

Guided Questions - Just like Jessie, Evan failed to use the decision making steps when he reacted by taking Jessie’s money. Did they weigh the benefits and costs of their decisions? Do our decisions sometimes affect other people? Do they affect other people in good or bad ways?

Drawing Choices - Distribute paper, pencils and markers and instruct the students to write, draw or share about a time when someone else made a choice that affected them in a positive (good) or negative (bad) way.

### Lesson

- Costs and Benefits of Three Little Pigs - Using "The Three Little Pigs" to teach about decision making. Students are given examples of decisions and they identify the cost or benefits of those decisions. <https://www.econedlink.org/teacher-lesson/282/CostsBenefits-Three-Little-Pigs>
- See additional lessons on “Decision Making, Costs, Benefits, and Future Impact of Choices” at the end of this resource guide

## Chapter 12: Waiting Period and Chapter 13: Crisis Management

Jessie had a miserable time at the beach with Megan because it was so hot and crowded and she felt miserable about what she had done to Evan. Evan didn't have fun either playing basketball with his friends because it was so hot. But he looked forward to getting into his friend's pool. He put the money from his lemonade stand under his clothes after he put on a bathing suit. When he went back to change his clothes, his money was gone! Both learn a valuable life lesson. These chapters reinforce the idea that it is important to keep money in a safe place. It also is a great way for students to understand the concept of saving for future purposes.

### Economic Concepts

Money, save, spend, bank, decisions, opportunity cost

### Virginia Standards of Learning – History and Social Science

K.9	The student will (b) explain that people work to earn money to buy the things they want.
1.9	The student will recognize that people save money for the future to purchase goods and services.

### Quick Classroom Activity

Remind the students that Evan kept the money he earned selling lemonade in an envelope which he kept in the pocket of his pants. Discuss the following questions:

- Can you think of a safer place for Evan to keep his money?
- Why would this place be better?

### Lessons

- Big Banks, Piggy Banks - When choosing a place to put their money, people consider how safe their money will be, how easy it is to access, and whether it will earn more money. Students explore how well different savings places achieve these objectives. <https://www.econedlink.org/teacher-lesson/455/Big-Banks-Piggy-Banks>
- Just Saving My Money Lesson for Grade K - Students learn about saving, savings goals, and income. After listening to the book Just Saving My Money by Mercer Mayer, a story about how Little Critter saves his money to buy a skateboard, students use clues in the book's text and pictures to answer questions. Students then play a game where they each have a savings goal, earn income, and save money until that savings goal is met. Students write math sentences to determine whether they have saved enough to reach their goals. <https://www.stlouisfed.org/education/just-saving-my-money>
- See additional lessons on "Saving, Spending, and Banks" at the end of this guide.

## Chapter 14: Reconciliation

Evan and Jessie both feel terrible about how they've been acting toward each other and decide to team up and create an entry for the Rotary Club Labor Day Contest. If Evan and Jessie had asked the Rotary Club's "Four-Way Test" questions (see below) as they were making decisions, they might not have ended up in the trouble they found themselves throughout the book.

### Economic Concepts

Choice, decision, benefits, costs, opportunity cost

### Virginia Standards of Learning – History and Social Science

K.9	The student will a) recognize that people make choices because they cannot have everything they want
1.8	The student will explain that people make choices because they cannot have everything they want

### Quick Classroom Activity

Review the book by challenging the students to find examples of the Rotary Club's "Four-Way Test" questions in the story.

1. Is it the TRUTH? (There are many examples of this in the story.)
2. Is it FAIR to all concerned? (Putting bugs in the lemonade wasn't fair. Taking Jessie's money wasn't fair. Filling the cups full was fair to the consumer. Creating a fair price was also fair.)
3. Will it build GOODWILL and BETTER FRIENDSHIPS? (In the end, Megan and Jessie became friends and Evan and Jessie became friends again. Goodwill was discussed in chapter 6.)
4. Will it be BENEFICIAL to all concerned? (In the end, the decisions Evan and Jessie make are beneficial. Along the way many decisions were not beneficial to all.)

### Post-Reading Summary Activity

Ask the students to complete the following statements:

1. One thing I learned about making money is \_\_\_\_\_.
2. A lesson that Jessie learned was \_\_\_\_\_.
3. A lesson that Evan learned was \_\_\_\_\_.
4. My favorite part of the book was \_\_\_\_\_.

## Additional Online Extension Lessons

### Choices with Saving and Spending

- Bunny Money <https://www.stlouisfed.org/education/bunny-money>
- Every Penny Counts <http://www.econedlink.org/teacher-lesson/461/Every-Penny-Counts>
- Money, Money Honey Bunny <https://www.stlouisfed.org/education/money-money-honey-bunny> (saving, spending, goods, services)
- Financial Fitness for Life Parent Guide. This has many great resources for the classroom and/or the home connections to be used throughout the financial literacy project. Available in English or Spanish. <http://www.econedlink.org/afterschool/parent-resources.php>

### Wants in the Market Place

- Dr. Seuss's ABC: An Amazing Alphabet Book <https://www.stlouisfed.org/~media/Education/Curriculum/pdf/Kiddynamics-Lesson-2-Dr-Seuss-ABC.pdf>
- Forecasting Economics. <http://www.econedlink.org/teacher-lesson/1062/Forecasting-Economics>
- Glo Goes Shopping <https://www.stlouisfed.org/education/glo-goes-shopping>
- Lemonade in Winter <http://vcee.org/elementary-school/reading-makes-cents/2016-17-featuredbooks/>
- To Market To Market <http://www.econedlink.org/teacher-lesson/357/Market-Market>
- We are Consumers and Producers <http://www.econedlink.org/teacher-lesson/457/We-are-Consumers-Producers>
- The Berenstain Bears' Mad, Mad, Mad Toy Craze <https://www.stlouisfed.org/education/the-berenstain-bears-mad-mad-mad-toy-craze>

### Choice and Incentives

- Tricks for Treats <http://www.econedlink.org/teacher-lesson/232/>
- What are Incentives? <http://www.econedlink.org/teacher-lesson/379/What-Are-Incentives>

### Choice and Opportunity Cost

- Alexander, Who Used to Be Rich Last Sunday <https://www.stlouisfed.org/education/alexander-whoused-to-be-rich-last-sunday>
- Everyday Opportunities <http://www.econedlink.org/teacher-lesson/738/Everyday-Opportunities>

### Decision Making, Costs, Benefits, and Future Impact of Choices

- Country Mouse Makes a Decision <http://www.econedlink.org/lesson/294/>

- Choices, Costs and Benefits (p. 30-35) <http://www.councilforeconed.org/wp/wp-content/uploads/2011/11/Never-Too-Young-Personal-Finance-for-Young-Learners.pdf>
- Betty Bunny Wants Everything  
<https://www.stlouisfed.org/~media/Education/Curriculum/pdf/%20Kiddynamics-Lesson-1-Betty-Bunny-Wants-Everything.pdf>
- Digging into Decision-Making -Miss Bridie Chose a Shovel. An Economics Arkansas original lesson plan. [http://www.economicsarkansas.org/for\\_teachers/lesson-plans-k-3.html](http://www.economicsarkansas.org/for_teachers/lesson-plans-k-3.html)
- Costs and Benefits of ‘The Three Little Pigs’ <http://www.econedlink.org/teacher-lesson/282/CostsBenefits-Three-Little-Pigs>
- Toys for Me: A Lesson on Choice <http://www.econedlink.org/teacher-lesson/517/Toys-Me-LessonChoice>

### **Saving, Spending, and Banks**

- Big Banks, Piggy Banks <http://www.econedlink.org/lessons/1?concepts=75&grades=1,2>
- Just Saving My Money <https://www.stlouisfed.org/education/just-saving-my-money>
- Piggy Bank Primer E-book: <https://www.stlouisfed.org/education/the-piggy-bank-primer-budgetand-saving-e-book>
- Free classroom activity books <https://www.stlouisfed.org/Subscribe/Piggy-Bank-Primer>
- The ABCs of Saving <http://www.econedlink.org/teacher-lesson/414/ABCs-Saving>
- This Little Piggybank Went to Market <http://www.econedlink.org/teacher-lesson/318>
- You Can’t Buy a Dinosaur with a Dime  
<https://www.stlouisfed.org/~media/Education/Curriculum/pdf/Kiddynamics-Lesson-5-You-Cant-Buy-a-Dinosaur-with-a-Dime.pdf>

### **Public Goods and Services**

- Community Helpers are at Your Service  
<http://www.econedlink.org/teacher-lesson/454/Community-Helpers-are-Your-Service>
- Who Pays for City Hall? <http://www.econedlink.org/teacher-lesson/281/Who-Pays-City-Hall>

### **Entrepreneurship**

- Open for Business! <http://www.econedlink.org/teacher-lesson/920/Open-Business>