Shifflett Superville: Soaring Together

2019
I. Description

My 2019 Economic unit is entitled, "Shifflett Superville: Soaring Together." Shifflett Superville was student-led by 17 first grade students at Elkton Elementary School in Rockingham County. The classroom transformed into "Superville" where students collaborated with a common goal of producing a self-sufficient economic society. Fiscal planning placed students in the dual role of producers and consumers, while requiring an evaluation of their goods and services to meet the need of building their city. Superville provided students the environment to demonstrate the Rockingham County's 5 C's: Critical Thinkers, Communicators, Collaborators, Creators, and Citizens.

Approximately 360 students attend Elkton Elementary School, located in the town of Elkton, 14 miles east of Harrisonburg. Elkton Elementary School is identified as a Title 1 school, and is located in a lower socioeconomic area, which is illustrated by the 45 percent free and reduced lunch rate.
II. Abstract

"Shifflett Superville: Soaring Together" was a superhero-themed economics unit that lasted approximately three weeks. On the first day, I informed the students that the classroom had transformed into "Shifflett Superville," and they would be active members of this new society, helping to plan and build a city, while simultaneously learning to budget and collaborate as a collective body of consumers and producers. Part of the transformation came with their new responsibility to save for items that were needed for purchase. Students quickly learned the value of keen economic planning, forming a cooperative committee to achieve consumer goals, and "money sense" regarding earning money. Students earned money when they came to work, (school) and performed at their best super self. Money was spent when students acted as consumers paying their daily rent and purchasing their building supplies.

By teaching this unit, it became necessary to instruct each student to assess their wants versus their needs and make appropriate decisions with their peers to reach their common goals of building a super city. During this process, the class learned the difference between being a producer and a consumer, had hands-on practice learning to identify the penny, nickel, and dime, and explored contrast of the roles with hands-on interaction with currency.

Implementing Superville into my first grade classroom came from my own desire to do something different than the typical money market. Superville came from an aspiration to explore a student-led environment involving economics and student collaboration, while emphasizing the Rockingham County integration of the "5C's." Critical thinking skills were necessary for students to make decisions. For instance, the students were required to differentiate between wants and needs when making economic decisions. The creativity of Superville allowed the students to imagine themselves as superheroes in helping to build and maintain their city. Collaboration and communication were also necessary for the success of this economic unit. Without working together and communicating with one another, their Superville would probably not ever have been completed. Finally, the entire unit also emphasized the importance of citizenship, in not only city planning, but also in doing what was the best for the city, and how good citizenship is necessary for its completion. Today's society limits our children's access to handling currency. In today's world of credit, online ordering, and digital payments our younger generation is not witnessing cash flow. I wanted to implement an economic society that provides students with a hands-on exploratory experience by purchasing, saving, and budgeting. Collaboration was an important element in designing the city and meeting the project needs. Students successfully met their challenge, while developing communication skills, proper economic decision-making and understanding the exchange of currency.
III. Economic Content Area and Key Concepts:

- Economic Content:
  - **Decision Making:**
    - Students were given opportunities to make economic choices by:
      - Deciding which boxes were more economical to purchase based on size: Small .10 cents, Medium .50 cents, Large $1.00.
      - Using a Benefits vs. Costs chart before making an economical decision.
      - Discussing whole group using the PACED model as a blueprint for well-informed decisions.
      - Deciding whether it was worth paying for a good/service when there were ample free choices.
  - **Money Management:**
    - Students earned an income by "coming to work." They received funds for reading, showing good character, mastering world lists, etc.
    - Students were responsible for managing their own bank accounts.
    - Students were required to budget their money to be able to purchase items of more value.
    - Students were required to budget their money to be able to pay rent each day.

- **Economic Concepts and Vocabulary:**
  - **Goods:** Things people make or use to satisfy wants.
    - Purchasing of boxes, paint, windows...etc.
  - **Services:** Activities that satisfy people's wants.
    - Paying those who fulfilled services such as hot gluing, cutting and taping.
  - **Needs:** Something an individual needs to live.
    - The need to build a city (shelter) and paying bills (rent)
  - **Wants:** Something an individual wishes they had.
    - Choosing between materials that would be free, versus ones that would cost to do the same job. For example: buying paint or crayons for free.
  - **Producer:** A person who makes goods or provides services.
    - Developing a business that would help superheroes with their wants and needs.
  - **Consumer:** A person who uses or buys goods and services.
    - Purchasing boxes, building materials, and paying for services.
  - **Money:** Coins used to pay for goods and services.
    - Using plastic coins that replicate coins, ranging from pennies, nickels, and dimes.
  - **Savings:** Money not spent now so it can be spent in the future.
    - Saving for items that would cost more.
• **Cost**: The value an individual gives up when they decide to do something.
  - Money needed for materials.
• **Benefits**: Profit gained from something.
  - Creating a generation of consumers who understand value of currency.
• **Payment**: An amount paid or payable.
  - Coming to "work"-reading, completing assignments on time, mastering differentiated word lists.
• **Decision-Making**: The action or process of making decisions.
  - Using crayons for free to decorate versus paying for paint.
  - Paying adults to do services versus stacking boxes for free.
IV. Student Outcomes and Learning Objectives

- **Students will learn:**
  
  o The difference between a consumer and a producer.
  o Making choices daily in terms of money management and personal finances.
  o To save their money to purchase goods and services.
  o The currency value based on coin denomination for purchasing power.
  o That saving means setting something aside to use it in the future.

- **Students will be able to:**
  
  o List examples of needs and wants.
  o Explain that opportunity cost is the thing they give up when making a choice.
  o Practice being a consumer, while purchasing goods and services for their Superville city.
  o Use decision-making skills (Benefits vs. Needs Chart) to differentiate wants versus their needs.
  o Work collaboratively with their peers with a common goal of building a super city.
  o Design a business that will focus on producing goods and services for superheroes.
  o Count coins to purchase materials.
  o Identify the penny, nickel and dime.

**State Standards of Learning:**

**SOCIAL STUDIES- Economics**

- **STANDARD 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.

- **STANDARD 1.1i**
  The student will demonstrate skills for historical thinking, geographical analysis, economic decision-making, and responsible citizenship by i) Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;

- **STANDARD 1.7**
  The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

- **STANDARD 1.8**
  The student will explain that people make choices because they cannot have everything they want.

- **STANDARD 1.9**
  The student will recognize that people save money for the future to purchase goods and services.

- **STANDARD 1.10**
  The student will apply the traits of a good citizen by a) Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
b) Recognizing the purpose of rules and practicing self-control;
c) Working hard in school;
d) Taking responsibility for one's own actions;
e) Valuing honesty and truthfulness in oneself and others; and
f) participating in classroom decision-making through voting.

SOCIAL STUDIES- Citizenship

• STANDARD 1.1
  The student will demonstrate skills for historical thinking, geographical analysis, economic decision-making, and responsible citizenship by
  i) Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;

• STANDARD 1.10
  The student will apply the traits of a good citizen by
  a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
  b) Recognizing the purpose of rules and practicing self-control;
  c) Working hard in school;
  d) Taking responsibility for one's own actions;
  e) Valuing honesty and truthfulness in oneself and others; and
  f) participating in classroom decision-making through voting.

MATH- Measurement

• STANDARD 1.8
  The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.

ENGLISH- Oral Communication

• 1.1 The student will develop oral communication skills.
  a) Listen actively and speak using agreed-upon rules for discussion.
  e) Participate in collaborative and partner discussions about various texts and topics.
  k) Work respectfully with others.
V. Instructional Process

Background: Students work together collaboratively to build a super city for their Superhero friends. Students dress the part of superheroes while purchasing and building their city. Students earn money for “coming to work” and participating in reading activities. This challenge takes approximately three weeks to complete.

Lesson 1: Building a City
This lesson could take 1-2 days depending on the time frame.
90 minutes- Math and Social Studies Combined

Snapshot: Buildings (show slide 2)
*Side note: a snapshot is a picture that students look at 30 seconds prior to discussion. The purpose of the snapshot is a way to get student brains energized for the lesson to come.

Say: What do you see? What do you notice?
• Peer discussion with shoulder partner (3 min)
• Discuss whole group: “How can I build this city? (3 min)

Say: “A city like this can not happen without people working together with a common goal of building a city.” What materials might we need to build a city like this?” (Take student responses and write on board)
“In order to build such a city, the people constructing, would really need to focus on what is needed versus what is wanted.”

Vocabulary: Discuss words prior to brainpopjr video. (5 min)
• Show word: need (slide 3)
• Show word: want (slide 4)

Say: “As you watch this video, think about what is a need and what is a want.”

Watch Brainpop Jr: Needs and Wants:
https://jr.brainpop.com/socialstudies/economics/needsandwants/ (4 min)

After Video: Hand students sticky notes.
• Students use the sticky note, divide the note into two columns (show slide 5)
• Have students write a fact under each column (5 min)
• Create a decision-making model: Benefits vs. Cost

The Challenge:
Show: Building a City for Superheroes-
https://www.youtube.com/watch?time_continue=6&v=KHXk7yMS1oU (slide 6)- (students will not use straws in the project as mentioned in the video)

Say: “What might we need to build a city described like this in the video?” What might we want to do for a city like this?” (Whole group class discussion)

Present the Challenge: “Today you are going to become superheroes. I will provide each of you with a cape and a mask to keep our secret identities hidden within our city. You will need to build a city out of cardboard boxes that measures two boxes high. Each member of our superhero city will need to be able to fit within our city. Superheroes are
known to work together. We will need to work together to produce a superhero society. You will be given 50 cents. You are going to need to budget your money to pay for rent, supplies and services;

However, you will be able to earn money by completing tasks in our classroom. Each day you enter Superville, you will act as if you have come to work."

Show Slide (7)
Say: "This is a blueprint. Blueprints are used to help plan and design an idea. This blueprint shows a plan for a house. How might you design a blueprint for our city?"

• Hand out blue paper to each student.
• Have students design their own blueprint of what they would hope to have the city look like.
• Students will use their drawings to help guide their models on day 2.

Lesson 2: Building a City: Models
90 minutes- Math and Social Studies Combined
Materials: legos, blocks, cubes, cardboard boxes ranging in different sizes and prices, tape, hot glue

Prior to Lesson Taught: Label cardboard boxes from 10 to 100 cents. Students will not have enough money to purchase the larger (more economical) boxes on their own. This is important for the collaboration piece.

Review: What is a need? What is a want? (5 min)
• Students share with their shoulder partner.
• Discuss whole group.

Show: Snapshot of buildings (slide 2) (5 min)
Say: "Looking at this photo again and understanding what a need and want are, what would we need to complete a city like this?" (Answers will vary)
• Highlight on answers such as: building supplies, tools, help...etc.
  "What might be things that we would want for our city?"

Say: "Today we are going to use our blueprints to construct our city using the materials: legos, blocks, cubes. It is important that you think of situations that our city will need in order to be successful as you build.

Building: (Slide 8) (20 minutes)
• Students construct using their blueprints and building materials.
  (As students construct, facilitate using questions to enhance thinking and building)

Once all students have completed their models, students take a gallery walk to look at their classmate’s designs.

Discuss: What did you notice about the different models?

Superville Society Begins:
Say: "It is time to begin building our city. This is a time for you to work together as superheroes and decide how to begin creating your super city. Remember you have rent
to pay tomorrow, so you are not going to want to spend all of your money today. It is important for us to save and budget for our needs. Rent will cost you 10 cents tomorrow morning."

**Superville is Student-Led. Students take control of their learning.** The teacher is the facilitator and banker. Students may ask for help, but the teacher will guide them with questions and not explicitly tell them the answer. For example: If a student asks, is this a dime? Or do I have enough money to buy this box? The teacher would respond with "How might we find the answer to that question?" What can we use to help us to determine the value of the coins?"

**Closing Discussion: What did you find challenging today? What did you find rewarding?**
- Have students discuss with a partner first, then have the students discuss whole group.

**Exit Ticket: Using PicEDU have students list at least three examples of needs and wants.**

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**Lesson 3: Building a City: Saving**

*90 minutes- Math and Social Studies Combined*

**Materials:** cardboard boxes, tape, glue, money, town Meeting spot, paint, stickers, windows, personal banks with coins, Elmo finance video

**Show:** Sesame Street Video: Elmo's Saving Jar  
[https://www.sesamestreet.org/toolkits/save](https://www.sesamestreet.org/toolkits/save)  
(5 min)

**Discuss: Whole Group**
- How did Elmo save?
- Why is it important to save? (Because we can not have everything that we want)

**Read:** *Earning, Spending, and Saving* by Readworks.org (slide 9) (5 min)
- Teacher reads first
- Chorally read (all read together)

**Ask:** "What is something that you would like to save for? How might you be able to earn the money to save for that item? "Let's think about our city. Why do we need to save?"  
(3 min)

- Answers to look for: to purchase boxes (goods), to pay for services (adult help), to pay for rent etc.
- Create Decision-Making Model: Benefits vs. Costs (Attachment)

**Student-Led Superville Society:** Students can begin working together to continue building their city.
- Purchase goods: boxes, paint, and windows.
- Purchase services: adult help with tape and glue.

Teacher checks for understanding while students work independently and/or collaboratively:

As students continue to work on building their city, check for: (use checklist, attached in appendix)
- Is the student able to count like coins correctly?
- Is the student practicing to save?
Closing Discussion: What did you find challenging today? What did you find rewarding?
- Have students discuss with a partner first, then have the students discuss whole group.

Lesson 4 and 5: Building a City: Student-Led Society
90 minutes - Math and Social Studies Combined
Materials: cardboard boxes, tape, glue, money, Town Meeting spot, paint, stickers, windows, personal banks with coins

Take Note: As class begins, students will pay 10 cents in rent to be able to work in the city. If the student does not have 10 cents, they can read a book and/or wordlist to be paid.

Student-Led Superville Society: Students can begin working together to continue building their city.
During Superville Students can:
- Purchase goods: boxes, paint, windows, paintbrushes, stickers/ Students may purchase an extra brush for a friend who doesn't have the funds to purchase paint.
- Students may use their crayons for free. It is a choice to either color for free, or purchase paint.
- Purchase services: adult help with tape and glue.
- Call Town Meetings to vote on purchasing materials using the word “Soar” - This is for purchasing boxes of more value when money would need to be put together.
- Return boxes for extra change to use for other goods or services.
- Use ipads to help count coins (Money Pieces app)

Lesson 6: Mr. Freeze-
90 minutes - Math and Social Studies and Science Combined
Materials: frozen lego men inside of ice (prepared day before), salt, warm water, cold water, and hair dryer

Say: “Today we received news that Mr. Freeze has frozen many of our civilians in a chunk of ice. It is our responsibility as Superheroes to protect our city; we must unfreeze them by using certain materials. The problem is, we must pay for our supplies. This is a time for us to use our decision-making model Benefits vs. Cost.”

Create Decision-Making Model - Benefits vs. Costs.
Say: “We can unfreeze the civilians using certain materials or we can melt them for free with cold water. What are the benefits of paying for goods/services versus using the slow process of sitting the civilian in cold water?”

Goods and Services for Purchase:
- Water - Free
- Warm water - 10 cents
- Salt - 15 cents
- Hair Dryer - 50 cents (service: pay an adult to use the hair dryer)

Workshop:
- Open the store for students to purchase materials if desired.
- Allow students to experiment with their materials.
- Once students have freed their civilian, they can continue to work on the city.

**Take Note:** This activity is to highlight on the using of choice.

**Lesson 7 and 8: Student-Led Society - Expansion of Lesson 4 and 5**
90 minutes - Math and Social Studies Combined

**Materials:** cardboard boxes, tape, glue, money, Town Meeting spot, paint, stickers, windows, personal banks with coins

**Take Note:** This lesson is an expansion of lesson 4 and 5, to check for student progress, and to assess student mastery of the lesson. By comparing the outcomes of both lessons, I was able to determine whether or not students had grown in their understanding of the problem at hand. For example, after I examined the results of both lessons, I led the students in a problem-solving activity to help illustrate what was necessary to improve Superville. By implementing the PACED decision-making model, the students were able to identify the problem, and make well-informed decisions after going through the PACED model in a whole-grouped setting. In this case, the students defined the lack of a strong building foundation as a major issue with construction of a stable city. They discussed ways that this could be improved, and decided as a group to use larger boxes by combining their money as a stronger foundation of Superville.

**Student-Led Superville Society:** Students can begin working together to continue building their city.

During Superville Students can:
- Purchase goods: boxes, paint, windows, paintbrushes, stickers/Students may purchase an extra brush for a friend who doesn’t have the funds to purchase paint.
- Students may use their crayons for free. It is a choice to either color for free or purchase paint.
- Purchase services: adult help with tape and glue
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- Return boxes for extra change to use for other goods or services.
- Use Ipads to help count coins (Money Pieces app)

**Take Note:** This may need to last more than two days. The city will need to be completed in order to continue on with lessons. The purpose is for students to then begin producing goods and services for their city.

**Lesson 9: Producers - Create Own Shop within the Superville**
45 minutes - Social Studies

**Materials:** white paper, drawing materials, superhero books for research

**Say:** “Our city is complete! What an amazing accomplishment of working together, evaluating our needs versus our wants and creating something magnificent. We have spent the last few weeks acting as consumers, today we are going to practice being producers.”

**Vocabulary:** (3 minutes)
- Show word: producer (slide 12)
Say: “When creating a business, we need to think of things that would benefit our customers. You are going to create a business that will want to make superheroes come to our city. When creating your business, think whether you would like to provide a service or good and how much you would like each item to cost.”

Workshop: Students work to create a business on paper (30 minutes)

- After students have created a business, they will explain on the back in their own words what they created and why it is beneficial for a superhero.

Discussion: Students discuss with their peers their creation while answering the following questions. (10 minutes)

- What business did you create?
- What will you provide?
- How will this help a superhero?

Lesson 10: What did you learn from Superville Station?
30 minutes-Social Studies
Materials: Journals

Say: “Today I want to know what you learned from our Super city. What were challenges? What were positives? What is something that stood out to you?” (Show Slide 13)

Writing: Students write in their journals.

Closing: Students share journal responses with classmates.
VI. Evaluation

The most rewarding experience as an educator is to influence the learning opportunities of young minds that not only educates, but also inspires creative and collaborative thinking. Superville encouraged students to look beyond the typical money market and place themselves within a collaborative goal of building a city using payment they received daily. When developing Superville, I wanted to embrace a creative approach providing students an opportunity to make their own economic decisions. As I watched the magic develop amongst my first grade students, I knew they were grasping not just a Virginia standard, but life-long skills of economic planning.

Superville lasted approximately three weeks. During these three weeks, I watched children transform into little adults while purchasing, building, collaborating and designing their city. I watched several students who naturally are shy, really take charge in town meetings. One day in particular, a student who would be known as someone who is very reserved, looks at me and says, "May I call a town meeting?" The student took on a leadership role and asked students to join forces with him and begin placing their money together to meet the challenge quicker. "If we put our money together, we can purchase more boxes," he said. As the facilitator, I sat back and watched these first graders develop plans that I never expected. When the next student spoke, I knew we were on to something. They said, "I know we want to purchase boxes but we need to remember to keep back ten cents for our rent." It was this moment I knew they were grasping the concept of budgeting and saving. At the end of each day, we had a discussion as a group. We discussed positive and challenging aspects of our workshop for the day. Many students would discuss that it was so hard to save their money for future purchases because they wanted to be able to purchase something for the day. Others described that it was hard to spend their money when they really wanted to save it.

Throughout Superville workshop, I used an informal observation rubric to determine student mastery on the content. I watched students count coins, purchase materials, use a decision-making model and decipher between needs and wants. I used small exit tickets each day to measure understanding and knowledge of the material taught and reviewed. Although, there was no cohesive paper test given, I watched students during their student-led workshop demonstrate skills and behaviors of mastery. I gave students the opportunity to discuss and describe what they were doing by asking higher-level questions: Why are you choosing to use your crayons for free and not using paint? What is the reason why you are saving your money? Are you practicing being a producer or consumer and why? I felt if students were able to verbally explain to me what they were doing and thinking, then they truly had made a connection with the material and tasks at hand. On the final day of our Superville, I had students write in their journals what they learned most from Superville. The evidence of learning showed through in their writing and the ability to explain their understanding of the material presented to them.

This project developed life-long learners in personal finance. Instead of a more traditional approach, where a teacher distributed worksheets on the information, I desired a more hands-on student-centered approach, where the students would apply the basic information, i.e. a dime is worth ten cents, a nickel is worth five cents, and show mastery of the information through life skill applications. This methodology helped the students to use critical thinking skills to make decisions, both individually and as a team member.
# Attachments

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<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>PowerPoint Slides</td>
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<td>Benefits vs. Costs Sheet- reproducible</td>
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<td>3</td>
<td>Passage- <em>Earning, Spending, Saving</em> from Readworks.org</td>
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<td>Observational Rubric for assessing</td>
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<td>Needs and Wants Post-its- Day 2 Exit Ticket</td>
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<td>Benefits vs. Costs Sheet- Student Examples</td>
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<td>Counting Coins- Assessment</td>
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<td>Businesses Created for Super City</td>
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<td>13</td>
<td>What did you learn? Journal Entries- Assessment Piece</td>
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Shifflett / Superville

Say: What do you see? What do you notice?
- Pair discussion with shoulder partner (3 min)
- Discuss whole group: "How can I build this city?"

What is a need?

What is a want?
Let's watch and discuss!

Click Brainpop photo to play video.
After Video: Hand students each a sticky note.
Using the sticky note, divide the note into two columns and discuss a fact under each column.

Watch: Maker Challenge. City for a Superhero.

Design your building. Choose one building you would design and find a group to combine it with.
Model using blocks afterwards.

Let's Construct!

Day 2: Students construct using materials provided.
Earning, Spending, Saving

Imagine that there is a book that you want. You need to buy it to have it. And you need money to buy it.

People can earn money. That means they can get money for doing work. Lots of people have jobs so they can earn money.

People can spend money that they have. That means they can use it to buy something. If you earn money, you might be able to buy the book!

People can also save money. That way, they have money for later. If you save your money, one day you could get more books!

Welcome to Superville

Today's Super Store includes:

**Goods:**
- 15 cents
- 50 cents
- 1$ cents

**Services:**
- 10 cents
- 1$ cents
- 5$ cents

Producer

Use to discuss store prices.
Display during Superville Workshop

Day 9: What is a producer?
What did you learn from Superville?

What type of SUPERHERO would you be?

Students write in journals to demonstrate their understanding of the material.
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People can also save money. That way, they have money for later. If you save your money, one day you could get more books!
Superheroes, A City And Money

Project Brought Students Out Of Shells

FINANCE FUN

By MEGAN WILLIAMS

Daily News-Record ELKTON — When deciding how to teach students about money, first-grade teacher Lauren Shifflett decided against the traditional marketplace lesson, where students create products and then sell them to each other.

It was important to Shifflett that students work with fake money that resembled the real thing. So often children only see their parents using cards and not handling actual cash and change, she said.

“I wanted to focus on Rockingham’s five C’s,” Shifflett said, which are critical thinking, creative thinking, communication, collaboration and citizenship.

Shifflett came up with an idea for students to build a city with a superhero theme, and all of the supplies they used to build and decorate their city would cost money.

Shifflett’s first-graders at Elkton Elementary School have been working on “Superville Shifflett” for a week now, and will continue working on it for a month leading up to spring break.

“This is student-led. I may facilitate, but they are making all of the decisions,” Shifflett said.

On day one of Superville, students were handed 50 cents in coins including pennies, nickels and dimes. They were presented with a challenge of building a city two stories high.

Students had to first create a blueprint to demonstrate how they might build their city. Once their design was approved, they began

See MONEY, Page A6

Elkton Elementary School first-graders Canyon Grant and Macie Mowbray, both 6, stack boxes as they build a “city” during a class activity Wednesday afternoon.

Daniel Lin / DN-R

Superheroes, A City And Money

Project Brought Students Out Of Shells

Money FROM PAGE A1

purchasing boxes to build.

Once the students got the perimeter built they could use their money to buy decorative things such as windows and paint.
Students have teamed up with other students to put their money together to try to purchase their first box. Boxes ranged in price from 10 to 100 cents. Students recognized early they did not have enough money to purchase the more enticing boxes. They had to decide whether to spend or save and to work together.

On Wednesday, Brycin Lam used a tablet to draw a picture for what he wanted to buy and build that day.

"It's better to work in groups than by yourself," Brycin said when asked what he's learned by working on Superville.

Brycin's classmate, Jacob Smallwood, said he's enjoyed learning about money and spending it on things to make the Superville look cool.

"But you have to have money for it," Jacob said.

The city's theme of superheroes comes into play with daily challenges presented to them. For instance, Mr. Freeze, a Batman villain, "froze" the citizens of Superville. Shifflett and students had to spend money on salt and heat to unfreeze their citizens, or choose to use water, which is free but takes longer.

Shifflett's aide also made the students capes to wear when working on the city, and Shifflett purchased masks.

Students earn money by showing up to work every day at the "superhero training center," a.k.a. school, and they earn extra when they are witnessed being a super friend to each other.

At the end of the lesson each day students have to pay 10 cents in rent, so they know they can't spend all of their money on supplies.

Shifflett said the project has brought a lot of students out of their shells.

"Kids who are normally shy have stepped up into leadership roles," she said.

Shifflett always says she is not preparing students for second grade — she's preparing them for life.

"It's so rewarding to see their progress," she said. "It makes me emotional to see them evolve into little adults."

Contact Megan Williams at 574-6272, @DNR_Learn or mwilliams@dnronline.com

Elkton Elementary first-graders Skylar Ladd (left) and Maya Turner, both 6, paint cardboard boxes as they build "Superville" on Wednesday.

Daniel Lin / DN-R
The Setup:

**Town Meeting Spot**

*The Town Meeting Spot:*
Students called the word "Soar" when they wanted to vote or discuss something.

**The Store:**
The store had windows, paint, paint brushes, stickers and boxes for sale.
Blueprints:

Manipulatives:

Students used manipulatives to build a model of what they wanted their city to represent.

Students created blueprints to represent their idea of a city and then collaborated with the group to determine which city would be the best to meet the challenge.
Building Workshop:

Students worked together collaboratively to build their city. They purchased boxes with coins. They used this time to pay for items for their city and also for adults to provide constructive services.
Mr. Freeze froze local civilians. Students had to determine what they wanted to purchase to save the civilians all while still trying to save money for their city and rent.
Our City:

The city fit perfectly around the carpet. The boxes were stacked two high. The students even crafted a bridge to walk through to get into the city.
Need 1 0 gallons of milk

Want to keep something that you don't need to live

Need food

Want air

Want a dog

Want a horse

Colton

Name
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<th>Benefits</th>
<th>Costs</th>
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<tr>
<td>1. Pretty</td>
<td>1) 15¢ to pant cancers for fire</td>
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<td>2. Fun</td>
<td>* I should use for fire</td>
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<td>Save people</td>
<td>Ware for fire because it helps more</td>
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Big Boxes

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<tbody>
<tr>
<td>Tacos for more</td>
<td>1) More money</td>
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<tr>
<td>&amp; Pastas.</td>
<td>2) Save more.</td>
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<td>Save people by using soup to act</td>
<td>15¢</td>
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Wants

Because it sweet

To place

Sports

Sushe

pet

Teddy bear

Needs

Oxygen

Clothes

Water

Food

Shelter

Emma
3-22-19

I love Sugar setter
bee keus I love
men Sheffli to I len
Ubot money and I len
Ubot Savage It was
about to by therys
I need
My favorite thing about
Super Vis is consomming
box so I mix it inning
to save money.
3-22-19

My favorite thing about supervised was buying boxes. I learned to save money. I learned things that I need. On that, I won.