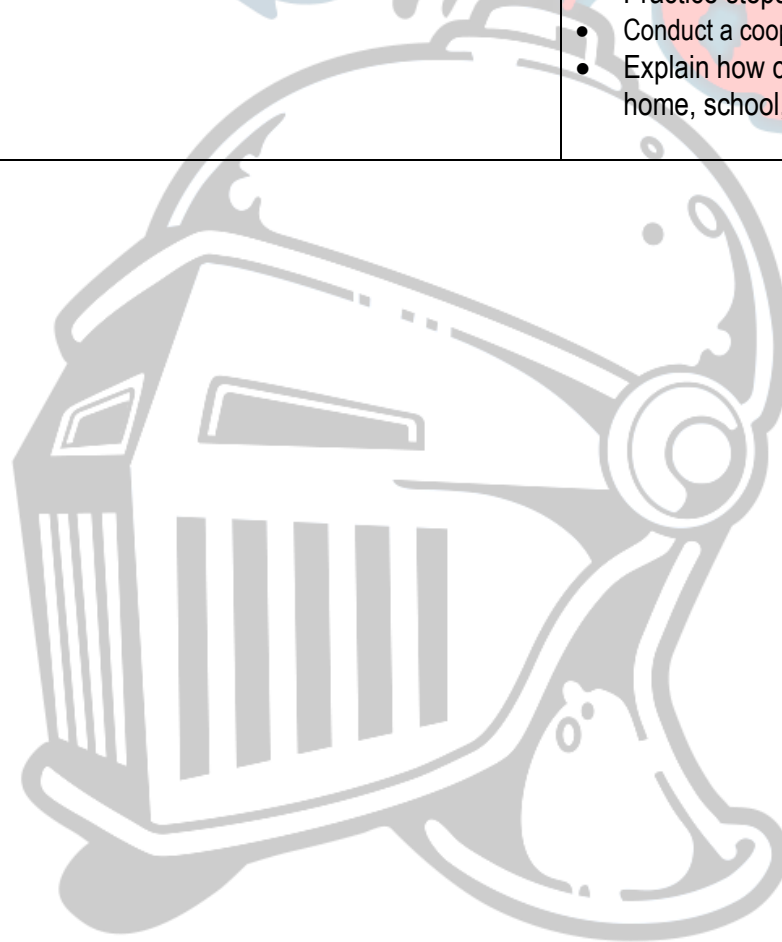


Standard	Interdisciplinary Connections <i>(Students will know)</i>	Skills <i>(Students will be able to)</i>
9.1.4.A.1 9.1.4.B.1 9.2.4.A.1 9.2.4.A.2 9.2.4.A.4 9.2.4.B.2 9.2.4.B.3 9.2.4.B.4 9.2.4.B.5 9.2.4.D.1 9.2.4.D.3	<p><b><u>Language Arts:</u></b></p> <ul style="list-style-type: none"> <li>Brain Pop Jr.: <a href="#">Community Helpers</a></li> <li>Writers' Workshop: Identify strengths and challenges as a writer through teacher conferences and sharing with the class. Students give each peer author one compliment and one suggestion as to how to improve their writing.</li> <li>Brainstorm a list of careers. Select one career at a time and brainstorm the skills needed to be successful in that field.</li> </ul>	<ul style="list-style-type: none"> <li>Describe various life roles and work related activities in the home community, and school.</li> <li>Describe and demonstrate the importance of personal and interpersonal skills.</li> <li>Recognize and define a problem.</li> <li>Plan and follow steps to make choices and decisions.</li> <li>Demonstrate brainstorming skills.</li> <li>Recognize and build upon personal strengths.</li> <li>Accept criticism and respond constructively.</li> <li>Recognize personal likes and dislikes.</li> <li>Demonstrate steps to deal with stress and conflict.</li> <li>Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.</li> <li>Identify ethical behaviors in the home, school, and community.</li> </ul>
9.1.4.B.3 9.2.4.C.1 9.2.4.C.5 9.2.4.E.1 9.2.4.E.2 9.2.4.E.4 9.2.4.E.6	<p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li><a href="#">21<sup>st</sup> Century Math Skills Map</a></li> <li><a href="#">An Introduction to Spending and Saving</a></li> <li>Brain Pop Jr.: <a href="#">Saving and Spending</a></li> <li>Brain Pop Jr.: <a href="#">Goods and Services</a></li> <li>Brain Pop Jr.: <a href="#">Dollars and Cents</a></li> <li>Brain Pop Jr.: <a href="#">Counting Coins</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand why saving money is important.</li> <li>List some benefits of saving and create a simple savings plan.</li> <li>Identify reasons for working as part of a team.</li> <li>Develop positive social skills to interact with others.</li> <li>Work cooperatively with others to accomplish a task.</li> <li>Demonstrate a basic understanding of the value of money.</li> <li>Identify various sources of money for personal spending.</li> <li>Understand that prices of goods and services can be compared to make decisions about purchases.</li> <li>Describe how to earn and save money in order to purchase a desired item.</li> </ul>

<p>9.1.4.A.2 9.1.4.A.3 9.2.4.B.4 9.2.4.C.1 9.2.4.C.3 9.2.4.D.4 9.2.4.E.1 9.2.4.E.3 9.2.4.E.5</p>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• Brain Pop Jr.: <a href="#">Needs and Wants</a></li> <li>• <a href="#">21st Century Skills Map for Social Studies: Additional Integration Ideas</a></li> </ul>	<ul style="list-style-type: none"> <li>• Identify abilities and skills associated with various careers.</li> <li>• Identify reasons people work and how work habits impact the quality of one's work.</li> <li>• Recognize personal likes and dislikes.</li> <li>• Develop positive social skills to interact with others.</li> <li>• Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>• Explain a person's responsibility to obey the laws and rules.</li> <li>• Demonstrate a basic understanding of the value of money.</li> <li>• Explore the relationship among wants, needs, and resources.</li> <li>• Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.</li> </ul>
<p>9.1.4.B.3 9.2.4.B.3 9.2.4.C.1 9.2.4.C.2 9.2.4.C.5 9.2.4.F.1 9.2.4.F.3</p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how to safely use materials and scientific tools.</li> <li>• Students learn about careers involved in science such as a meteorologist, geologist, astronaut, etc.</li> <li>• Use scientific argument and evidence to back claims that may contradict the evidence of another team.</li> </ul>	<ul style="list-style-type: none"> <li>• Accept criticism and respond constructively.</li> <li>• Develop positive social skills to interact with others.</li> <li>• Select and use language appropriate for the situation.</li> <li>• Work cooperatively with others to accomplish a task.</li> <li>• Identify common hazards associated with home, school, and community.</li> <li>• Describe and demonstrate the safe use of tools and equipment used at home and at school.</li> </ul>

<p>9.1.4.B.3 9.2.4.A.3 9.2.4.B.1 9.2.4.B.2 9.2.4.B.4 9.2.4.B.5 9.2.4.C.4 9.2.4.D.2 9.2.4.F.2</p>	<p><b><u>Visual and Performing Arts/PE/Health</u></b></p> <ul style="list-style-type: none"> <li>• Students work as a team during physical education.</li> <li>• Students use Health book and online resources to solve problems.</li> <li>• Students act out skits that model using positive character traits.</li> <li>• Students respond to bullying scenarios through role playing.</li> <li>• <a href="#">21st Century Skills for the arts: Additional Integration Ideas</a></li> </ul>	<ul style="list-style-type: none"> <li>• Identify reasons for working as part of a team.</li> <li>• Identify and access print and non print resources that can be used to help solve problems.</li> <li>• Demonstrate an understanding of the relationship between personal behavior and self- image.</li> <li>• Recognize and build upon personal strengths.</li> <li>• Recognize personal likes and dislikes.</li> <li>• Demonstrate steps to deal with stress and conflict.</li> <li>• Practice steps for effective conflict resolution.</li> <li>• Conduct a cooperative activity that addresses a character trait.</li> <li>• Explain how common hazards can be eliminated in the home, school, and community.</li> </ul>
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**Standards Reference**

- **9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.A.2** Identify potential sources of income.
- **9.1.4.A.3** Explain how income affects spending and take-home pay.
- **9.1.4.B.1** Differentiate between financial wants and needs.
- **9.1.4.B.2** Identify age-appropriate financial goals.
- **9.1.4.B.3** Explain what a budget is and why it is important.
- **9.1.4.B.4** Identify common household expense categories and sources of income.
- **9.1.4.B.5** Identify ways to earn and save.
- **9.1.4.E.1** Determine factors that influence consumer decisions related to money.
- **9.1.4.E.2** Apply comparison shopping skills to purchasing decisions.
- **9.1.4.F.1** Demonstrate an understanding of individual financial obligations and community financial obligations.
- **9.1.4.F.2** Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- **9.1.4.G.1** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.
- **9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- **9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Teacher Resources***A Chair for My Mother* by Vera B. Williams

After a fire destroys their home and possessions, Rosa, her mother, and grandmother save and save until they can afford to buy one big, comfortable chair that all three of them can enjoy. After their home is destroyed by a fire, Rosa, her mother and grandmother save their coins to buy a really comfortable chair for all to enjoy.

*A Dollar for Penny* by Julie Glass

On a beautiful summer day a young girl sets up a lemonade stand and sells enough cups of refreshment to add up to a dollar. Told in rhyme, this delightful story combines the teaching of addition with a traditional rite of childhood entrepreneurship!

*Arthur's Pet Business* by Marc Brown

Arthur's determination to prove he is responsible enough to have a puppy brings him a menagerie of animals to care for.

*Bunny Money* by Rosemary Wells

It's Grandma's birthday, and Ruby knows exactly what Grandma would love—a beautiful ballerina box. Max also knows what she'd love—a scary pair of ooeygooey vampire teeth. Ruby has saved up a walletful of bills, but an unexpected mishap after mishap occurs, money starts running through the bunnies' fingers.... Will they have enough left for the perfect present? Wells' adorable story is also a fun and lively introduction to early math.

*If You Made a Million* by David M. Schwartz

Have you ever wanted to make a million dollars? Marvelosissimo the Mathematical Magician is ready, willing, and able to explain the nuts and bolts -- as well as the mystery and wonder -- of earning money, investing it, accruing dividends and interest, and watching savings grow. Hey, you never know!

*Jelly Bean's for Sale* by Bruce McMillan

Yum! Brilliantly colored jellybeans selling for a penny apiece provide the scheme for McMillan's wonderfully clever concept book about money. Beginning with monetary values and clear photos of pennies, nickels, dimes, and quarters, the book follows a happy group of kids across full-color pages as they buy those delectable treats.

*Lemonade for Sale* by Stuart J. Murphy

Four kids and their sidekick, Petey the parrot, run a sometimes thriving lemonade stand whose patrons include all kinds of wacky neighbors—even a juggler. They create a bar graph to track the rise and fall of their lemonade sales.

*Money Trouble* by Bill Cosby

While trying to raise enough money for a telescope, Little Bill makes a discovery about generosity and the needs of others.

Monster Money Book by Loreen Leedy

The members of the Monster Club discuss money and how to manage it.

My Rows and Piles of Coins by Tololwa Mollel

The market is full of wonderful things, but Saruni is saving his precious coins for a red and blue bicycle. How happy he will be when he can help his mother carry heavy loads to market on his very own bicycle--and how disappointed he is to discover that he hasn't saved nearly enough! Determination and generosity are at the heart of this satisfying tale, set in Tanzania and illustrated with glowing watercolors that capture the warmth of Saruni's family and the excitement of market day.

Pig Pig Gets a Job by David M. McPhail

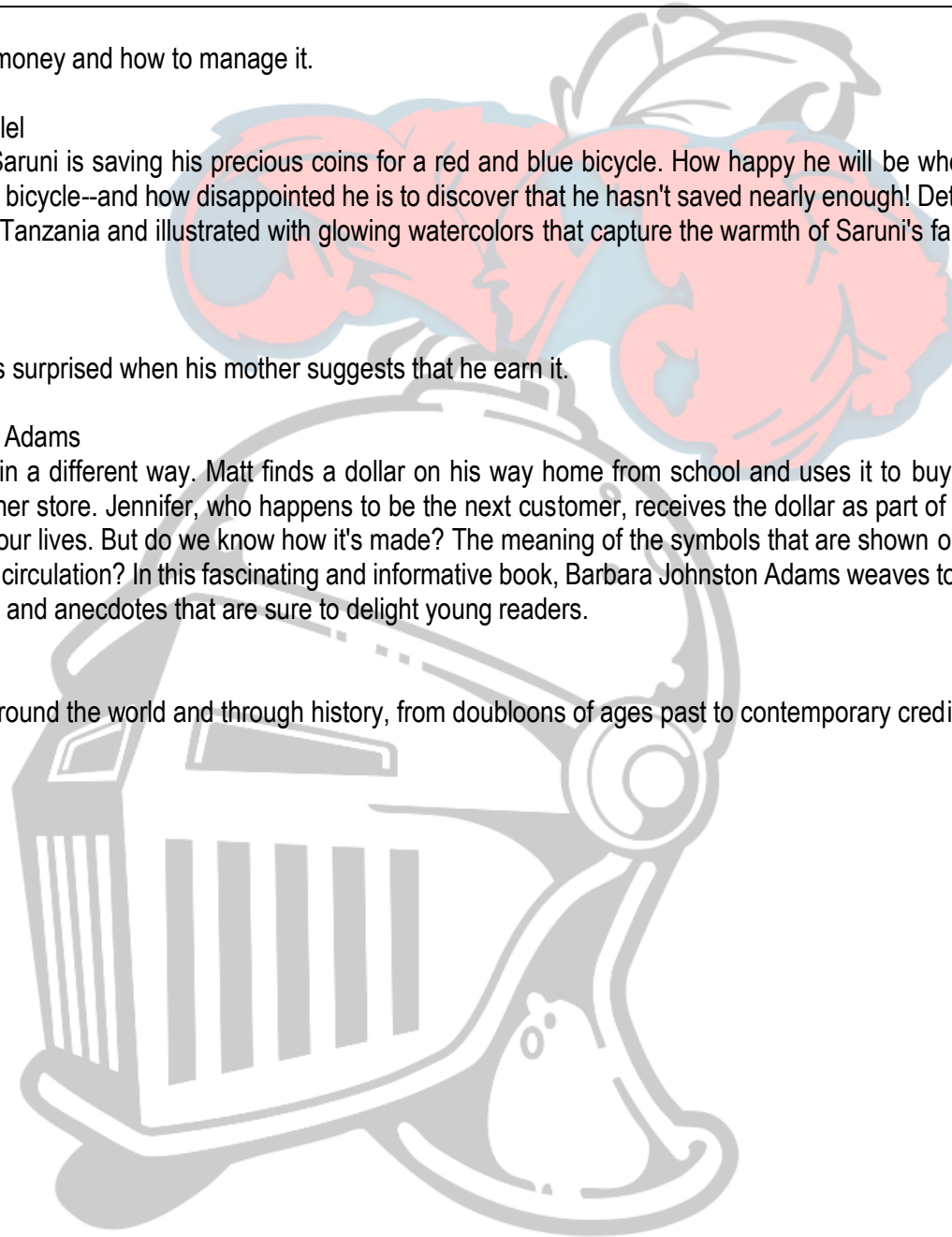
Pig Pig is looking for spending money and is surprised when his mother suggests that he earn it.

The Go-Around Dollar by Barbara Johnston Adams

Every dollar travels from person to person in a different way. Matt finds a dollar on his way home from school and uses it to buy shoelaces from Eric. Eric spends the dollar on bubble gum at the corner store. Jennifer, who happens to be the next customer, receives the dollar as part of her change. A dollar bill is something we all see and use every day of our lives. But do we know how it's made? The meaning of the symbols that are shown on the front and back of the dollar? How long the average dollar stays in circulation? In this fascinating and informative book, Barbara Johnston Adams weaves together a fictional narrative about the travels of a single dollar with facts and anecdotes that are sure to delight young readers.

The Story of Money by Betsy Maestro

Explore the many forms money has taken around the world and through history, from doubloons of ages past to contemporary credit cards.





**Supplemental Workbooks:**

- [4 C's Classroom Poster](#)

**Websites:**

- [www.brainpopjr.com](http://www.brainpopjr.com)
- [Common Core Tool Kit](#)
- [Introduction to Saving and Spending](#)
- [Framework for 21st Century Learning](#)
- [Framework Definitions](#)

**Worksheets:**

- [TD Bank – Draw a Picture](#)
- [TD Bank – Game Wheel A](#)
- [TD Bank – Game Wheel B](#)
- [TD Bank – Penny](#)
- [TD Bank - Nickel](#)
- [TD Bank – Dime](#)
- [TD Bank - Quarter](#)

**Modifications:****Special Education Students:**

[How to Adapt Your Teaching Strategies to Student Needs](#)

**English Language Learners:**

[How to adapt lessons for ELL students by Dr. Denise Furlong](#)

**Students at Risk of Failure:**

[Modifications and Accommodations for At Risk Students](#)

**Gifted Students:**

[Gifted Students Modifications](#)

