*Ella Earns Her Own Money*

**Lesson**

**Move It!**

**Book Synopsis:** Ella really wants a soccer ball, but she doesn't have enough money to buy one. With guidance from her mom, she decides to earn her own money by providing goods and services for family and friends. Ella cleans the car for her mom, gives the neighbor's dog a bath and sells bracelets she made to earn cash. In the process, she learns about saving, spending, and donating money.

**Introduction:** Get students moving as they review economic concepts learned in the story *Ella Earns Her Own Money*.

**Time Required**: 30-50 minutes.

**Materials**:

* Copy of book *Ella Earns Her Own Money* by Lisa Bullard
* Construction paper (one sheet for each student)
* Copy of student statements
* Copy of Economic Concepts chart

**Objectives:**

* The students will listen to the story *Ella Earns Her Own Money.*
* The students will participate in a prepared question and answer interactive game focusing on economic concepts in the book.
* The students will review the economic concepts: allowance, bank, chores, consumer, donate, goods, hire, money, opportunity cost, producer, saving, scarcity, services.

**Procedure**:

1. Introduce the lesson by telling the students that the questions asked will be based on the book *Ella Earns Her Own Money*.
2. Show the students the cover of the book. Show them that the book contains a table of contents and glossary.
3. Read the book to the class. This takes approximately four minutes.
4. Tell the students they will now do an activity and reviews the story as it covers some economic concepts. NOTE: the list of featured economic concepts may be displayed and reviewed either before or after the activity.
5. Count the number of students. Provide one sheet of construction paper for each participant.
6. Instruct the students to form a large circle, place their construction paper on the floor, and then stand on it.
7. Tell the students: “I am going to read a statement then say “now move”. If the statement applies to you, you must quickly move to a new sheet of paper at least two spots from where you started. If you find yourself without a sheet of paper to stand on, please come to the center of the circle. NOTE TO TEACHER: Prepare to remove one sheet of paper as soon as the first statement is read.
8. Read the first statement. (see list below) Say “now move.” Reach down and remove one sheet of paper.
9. The student left in the center will then share their knowledge or answer the question. [Note: This would be an excellent time to explain to the students that, because there were not enough pieces on construction paper for everyone to stand on, they have just experienced scarcity. Define scarcity as, the condition that exists because people’s wants exceed available resources.
10. Read the next statement and follow the same procedure. Repeat the process until all the statements are read, or time runs out.
11. Conclude the lesson by asking the students what they liked best about the activity and collect the construction paper for recycling.
12. Reward the students who were “caught” in the middle by allowing them to be first in the line for lunch, library, computer time, etc.

Student Statements:

**Move if….**

1. You remember how much Ella’s weekly allowance was. [$2.00]
2. You know how much the new soccer ball would cost Ella [$20.00]
3. You can name the place Ella took the money she wanted to save to. [Bank]
4. You recall one of the chores Ella was expected to do for her family. [Dust, set table, clean room, feed fish]
5. You remember what project Ella was going to donate money to. [Helping animals]
6. You know what items Ella produced for the twins. [Bracelets]
7. You can name a service Ella got paid for. [Pulling weeds, washing a dog, babysitting Aiden]
8. You remember what big job Ella’s grandmother hired her to do. [Clean her garage]
9. You know what Ella’s opportunity cost was when she spent $1.00 on a pack of gum. [She wasn’t able to use that dollar to help purchase the soccer ball.]
10. You think know why Ella decided, once she earned enough money, to wait until the next day buy a new soccer ball. [Answers will vary. Possible suggestions include: she was too tired, she wanted to see if it was on sale, she might not have had her money with her.]

**Economic Concepts**

**Allowance:** Money paid to a person, often a child, on a regular basis

**Bank:** A place to save money or to do other money business

**Chores**: The everyday Jobs that need to be done by a family

**Consumer:** A person who uses or buys goods and services

**Donate**: To give money away, often to help people or animals

**Goods:** Things people make or use to satisfy wants

**Hire:** To pay someone to work for you

**Money:** Anything that serves as a medium of exchange

**Opportunity Cost**: The next best choice that is given up when you make a decision

**Producer:** A person who makes goods or provides services

**Saving:** Money not spent now so it can be spent in the future

**Scarcity**: The condition that exists because people’s wants exceed available resources

**Services:** Activities that satisfy people’s wants are services