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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:Who’s Buying? Who’s Selling?<http://achievethecore.org/page/3055/who-s-buying-who-s-selling-understanding-consumers-and-producers> | **Synopsis of Text:**Have you ever bought a cold drink at a lemonade stand? Or have you baked cookies for a school bake sale? Consumers, producers, buyers, and sellers all provide things other people want and need. How do they work together in the marketplace? This book explains the concepts and roles of the consumer, producer, buyers, and sellers as well as costs and benefits, supply and demand. |
| Related Text 1:Want Vs. Need: Basic Economics<http://www.socialstudiesforkids.com/articles/economics/wantsandneeds1.htm> | **Synopsis, highlighting related learning:**This short article provides students with an explanation of the difference between wants and needs. Students could understand that, as consumers, they can make good choices by selecting the goods and services they buy carefully. This would dig deeper into the portions of the read-aloud text by thinking more deeply as a consumer, as well as the cost and benefits of making a purchase. |
| Related Text 2:What is a Budget?<https://www.readworks.org/article/What-Is-a-Budget/c55c2c65-e1a8-48e7-a968-84fcb09e33b4#!articleTab:content/> | **Synopsis, highlighting related learning:**To get students thinking about spending and saving money, this short article talks about things we may want to buy, and how to make sure we have enough money when we want or need it. It also discusses saving for special purchases. |
| Related Text 3:How to Use Savings<http://www.themint.org/kids/saving-basics.html> | **Synopsis, highlighting related learning:**Now that students understand wants, needs, and making a budget, this article further reinforces and offers options to kids for what to do with saved money. |

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| **Optional Supporting Resources** |
| Field Trip to the Money Factory<https://kids.usa.gov/watch-videos/money/money-factory/index.shtml> | **Description/rationale for inclusion:**This website provides great information for students about how money is actually made and the people it takes to design and create money. It offers an informative video, accompanied by text, and also has several links that will provide further information. In the “Play Money Games,” the game for creating a budget is most related to the content of this text set.On the right-hand side, there are two links: “Learn Money Stuff” and “Play Money Games.”“Learn Money Stuff” offers a video about a money factory and has several links with facts and information about saving money. “Play Money Games” offers students seven possible games about money including some about saving money and one for creating a budget. |
| **Writing/Culminating Tasks** |
| Text Type 1:Informative | **Description of task:**You just learned a lot of information about consumers and producers. Make an informational book explaining what a consumer and producer are, and show at least 2 new examples of what they buy and sell. |
| Task Type 2:Opinion | **Description of task:**What is something that you’d really like to save up for as a consumer? How would you set a budget that would allow you to buy this item? Be sure to: * Introduce your topic by telling your opinion
* Give at least one reason for your opinion
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| All content linked to within this resource was available for use when this resource was published in January 2018. Over time, the organizations that manage that external content may move or remove it or change the permissions. If the content is no longer available, please email info@studentsachieve.net. |