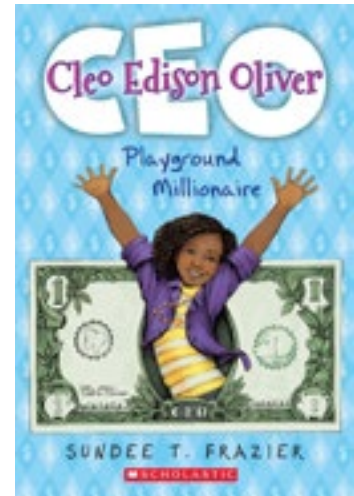


Cleo Edison Oliver Playground Millionaire

A Chapter-by-Chapter Teacher Guide

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Economics Arkansas



Grades K-1

Chapter 1: A New Name, a New Business

In this chapter, we meet Cleo and her siblings, Josh and Julian. Cleo has decided to change her middle name from Lenore to Edison so that her name becomes Cleo Edison Oliver. Then, she can go by her initials CEO because that is exactly what she plans to be...Chief Executive Officer of Cleopatra Enterprise, Inc. Cleo's idol is business guru Fortune A. Davies, and she is applying Fortune's tips as she starts a business selling avocados from the tree in her yard. Josh and Julian are not interested in business, but money is a topic in the Oliver household. Cleo wants to earn lots and share. Josh is interested in saving for a Nerf gun, and Cleo finds her parents talking about money issues throughout the book..

Concepts

Business, decision-making, natural resources, save, spend, share

Standards

- E.6.K.2 Discuss reasons people save money.
- E.4.K.2 Explain reasons behind a personal decision.
- E.5.K.1 Identify human, natural, and capital resources.
- E.5.1.1 Explain ways human resources earn income.
- E.4.1.2 Identify benefits and costs of making a decision.

Lessons and Videos on Choices with Saving and Spending

- *Bunny Money* <https://www.stlouisfed.org/education/bunny-money>
- *Cha-Ching: Earn, Save, Spend and Donate* <https://www.youtube.com/watch?v=yD6iVjVi-T4Y&t=12s>
- *Cha-Ching: Please Little Spender, Think* <https://www.youtube.com/watch?v=OjxeQD4NmxQ>
- *Cha-Ching: Saving for Success* <https://www.youtube.com/watch?v=igUKUJB-txk>
- *Curious George Saves His Pennies* <https://www.stlouisfed.org/education/curious-george-saves-his-pennies>
- *Dream Big Club*. Sammy Rabbit is a great character to introduce your students to the concept of saving and sharing. Set up a free account at www.dreambigclub.org. You will have access to songs, stories, activities, a word bank and more.
- *Elmo's Three Jars* <http://www.sesamestreet.org/toolkits/save>
- *Every Penny Counts* <http://www.econedlink.org/teacher-lesson/461/Every-Penny-Counts>
- *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>
- *Just Saving My Money* <https://www.stlouisfed.org/education/just-saving-my-money>
- *Personal Finance, Language Arts, and Mathematics: Kindergarten Curriculum Unit* https://www.stlouisfed.org/~media/Education/Curriculum/pdf/PFLAM_Kindergarten_Curriculum_Unit.pdf?la=en
- *Share, Save, Spend Pig* <https://www.thrivent.com/money-matters/files/27794A.pdf>
- *The ABCs of Saving* <https://www.econedlink.org/teacher-lesson/414/ABCs-Saving>

Lessons and Videos on Natural Resources

Cleo saw the avocados growing on the trees and realized she could sell them to people wanting to make guacamole, a tasty treat. This is a great time to introduce the concept of natural resources. Natural resources are those things that occur in nature that are used in the production of goods and services.

- *Natural Resource PowerPoint: Cleo LiveBinder* http://www.economicsarkansas.org/for_teachers/live_binders.html
- *Natural Resource Matching Game: Cleo LiveBinder* http://www.economicsarkansas.org/for_teachers/live_binders.html

Quick Assessment Activity

Saving, Spending and Sharing

- Provide students with a sheet of paper. Guide them in folding the paper into thirds. Have them write SAVE, SPEND and SHARE as the headings for each column. Have them draw or write an example of how they can do each.
- Have students create a save, spend, share bank.
- As a class, think of a project that would allow students to donate to a local organization.

- Josh is saving for a Nerf gun. Have students illustrate and write about a savings goal they have.
- Have students illustrate a picture to demonstrate evidence of why they consider themselves a saver or a spender.

Natural Resources

- *Natural Resource Writing Sheet: Cleo LiveBinder* http://www.economicsarkansas.org/for_teachers/live_binders.html
- *Natural Resource Memory Card Game: Cleo LiveBinder* http://www.economicsarkansas.org/for_teachers/live_binders.html

Chapter 2: May the Sales Force be With You™

Chapter 2 introduces readers to Grandpa Williams who owned a market. Cleo gets great ideas from him when it comes to business. To introduce the concept of a market, think of the letter “X.” A market exists anywhere there is an exchange between buyer and seller. (Raise your left hand to represent the buyer and your right hand to represent the seller. If you cross them, students can actually visualize an “x” and see how the exchange occurs.) Markets can be face-to-face where we see the buyer and seller make the exchange like at the mall, grocery store, toy store, garage sale, or lemonade stand. Sometimes markets are not face-to-face when something is purchased online (eBay, Amazon, etc.) Cleo’s market is in her yard selling avocados.

In chapter 2, Cleo (human resource) has arranged her avocados (natural resources) into a neat pyramid on the table along with her “borrowed” cutting board and knife (capital resources). Her goal is to convince consumers to buy her avocados to eat or to make guacamole. One incentive she offers in this chapter is free samples.

This chapter also introduces us to the idea of how money is a medium of exchange (page 12), and price is the amount for which a good or service is bought or sold. Many believe economics is all about money. In fact, money serves as a medium of exchange to get the things we really want.

This chapter is a great time to introduce the 4 Way Test of Rotary. Cleo makes many decisions as she begins her business...some are wise and others not so wise. In this chapter, she “borrows” some of her mom’s capital resources to sell her product, and she gets very upset with her brother when he threatens to tell on her. Show the *4 Way Test Rotary Test Video* (<https://www.youtube.com/watch?v=MqZ-KIG1-r6A>; start at 0:17, end at 1:55).

Challenge students to find examples of these four questions throughout the story.

- Is it the TRUTH? (Did Cleo have capital resources because she was truthful with her mom?)
- Is it FAIR to all concerned? (Was Cleo thinking about everyone or only herself when she made the decision to borrow the knife? Was she offering her customers a quality product at a fair price?)
- Will it build GOODWILL and BETTER FRIENDSHIPS? (Did Cleo’s actions build goodwill with her family?)
- Will it be BENEFICIAL to all concerned? (Who benefited from Cleo’s actions? Everyone or only Cleo?)

(NOTE: There are a LOT of concepts covered in this chapter that can be addressed throughout the book, so select what is most fitting for your class.)

Concepts

Barter, buyer, capital resource, consumer, decision-making, human resource, market, natural resource, benefits, costs, choice, goods, price, producer, seller, services

Standards

- E.4.K.2 Explain reasons behind a personal decision.
- E.5.K.3 Identify markets in the community.
- E.6.K.1 Recognize consumers use money as a medium of exchange to satisfy economic wants.
- E.4.1.2 Identify benefits and costs of making a decision.
- E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.
- E.6.1.1 Classify exchanges as monetary or barter.

Lessons on Productive Resources

- *An Orange in January* <https://www.stlouisfed.org/~media/Education/Curriculum/pdf/Kiddynamics-Lesson-3-An-Orange-in-January.pdf>
- *Arkansas Farm Bureau Ag in the Classroom*. Order resources from Arkansas Farm Bureau at <http://www.arfb.com/pages/education/teacher-resources/>
- *Growing Vegetable Soup*. An Economics Arkansas original lesson plan. http://www.economicsarkansas.org/for_teachers/lesson-plans-k-3.html
- *Little Red Hen Makes a Pizza* <https://www.stlouisfed.org/education/the-little-red-hen-makes-a-pizza>
- *Pancakes and Productive Resources* An Economics Arkansas original lesson plan. http://www.economicsarkansas.org/for_teachers/lesson-plans-k-3.html

Lesson on Market

- *To Market To Market* <http://www.econedlink.org/teacher-lesson/357/Market-Market>

Quick Assessment Activities

- Create a sign to advertise Cleo's avocados.
- We do not see avocados growing on trees in our yards, but there are many natural resources found in Arkansas. Give each student a sheet of paper. Have them fold the paper in half and then in half again to produce 4 sections. Challenge them to identify a natural resource and then identify a human resource and capital resource used to produce a good or service with that natural resource. Students should draw and label their pictures. The fourth section is where they should draw the good produced from the productive resources.
- Print and cut out the productive resources from Growing Vegetable Soup and/or Pancakes and Productive Resources lessons. Challenge students to sort the cards into natural, capital and human resources. Great center activity!
- Watch a great read aloud version of *Andy and Elmer's Apple Dumpling Adventure*. <https://www.>

[youtube.com/watch?v=YoV2WZy0KjU](https://www.youtube.com/watch?v=YoV2WZy0KjU) (8:17) Have students write and illustrate what they learned about the 4 Way test from Andy.

Chapter 3: Telling Fortune

Things do not turn out exactly as Cleo had planned at the end of Chapter 2 and the beginning of Chapter 3, and it all has to do with choices. There are benefits and costs with every decision made, and sometimes the consequences of our choices lie in the future. Encourage students to think about the many choices they make daily (what to wear, what to eat, who to play with, what they watch on television, etc.)

(**Note:** It is important for students to understand that they cannot have everything they want. When they make a choice, they give up the “next best” alternative which is called their “opportunity cost”.)

Since Cleo missed Fortune’s television show, she decided to write Fortune a letter to tell her how much she admired her and how she inspired her in her future career endeavors. Cleo decided to give Josh \$10 to help him buy the Nerf gun he has been saving for as a makeup for her earlier behavior.

Concepts

Alternatives, benefits, choice, cost, decision-making, opportunity cost

Standards

- E.4.K.2 Explain reasons behind a personal decision.
- E.4.1.2 Identify benefits and costs of making a decision.

Lessons on Decision-Making

- *The Berenstain Bears Get the Gimmies* <https://www.stlouisfed.org/education/the-berenstain-bears-get-the-gimmies>
- *Betty Bunny Wants Everything* <https://www.stlouisfed.org/~media/Education/Curriculum/pdf/Kiddynomics-Lesson-1-Betty-Bunny-Wants-Everything.pdf>
- *Decisions, Decisions* http://www.economicsarkansas.org/for_teachers/lesson-plans-k-3.html
- *Too Many Toys* http://www.economicsarkansas.org/for_teachers/lesson-plans-k-3.html
- *Weighing Costs and Benefits* (song) <https://www.kidseconposters.com/weighing-costs-and-benefits>

Lessons on Decision-Making

- *I Can Dream Anything!* <https://www.econedlink.org/teacher-lesson/464/Simple-Simon-Meets-Producer>
- *Listen and Read: Community Club* <http://teacher.scholastic.com/commclub/>
- *What Do Other People Want to Be?* <https://www.econedlink.org/teacher-lesson/212/What-Do-Other-People-Want-Be>

Quick Assessment Activities

- Give each student an index card and a scenario. One example would be to share with students that they have earned an extra recess. Show them 5 options of activities for the recess that would provide entertainment: kickball, hula hoops, sidewalk chalk, basketball, bubbles. Have them select their two favorite options and draw a picture of each (one on each side of the index card). Tell them to circle their decision and “x” out their next best choice, their “opportunity cost”. Great graphing opportunity! After recess, have them reflect about their decision.
- Think about a time you made a choice that you later regretted. Draw a picture to illustrate your choice.
- Have students or the class write a letter to someone they admire or someone who has a job in a career field they are interested in pursuing.
- The decision apron in the *Decisions, Decisions* lesson is a great application activity. Give students a prompt to address such as: Which healthy snack should I choose? You get to choose where your family will eat tonight. Where will you go?

Chapter 4: Peanut Butter and Jelly

It is the first day of school! Josh is excited about seeing his good friend Benny. Cleo is excited to see her best friend, Caylee. Students call them Peanut Butter and Jelly because they are always together. Everyone tells her that her teacher, Mr. Boring, really is not boring, so she is eager to see... but not so excited about 5th grade.

This chapter introduces us to a problem Josh was facing that would later inspire Cleo to create her most successful business. In this chapter, Josh has a loose tooth that will not come out. On page 41, Josh’s mom says, “Josh. Stop wiggling. We have to brush your teeth. All of them.” In chapter 3, students learned about decision-making. This is a great time to introduce wise choices concerning their teeth.

Concepts

Alternatives, benefits, choice, cost, decision-making, opportunity cost

Standards

- E.4.K.1 Recognize that all people have unlimited wants and limited resources.
- E.4.K.2. Explain reasons behind a personal decision.
- E.4.1.1 Explain ways scarcity necessitates decision making.
- E.4.1.2 Identify benefits and costs of making a decision.

Lessons on Dental Health and Decision-Making

- *Brush Along with Bud* <https://www.youtube.com/watch?v=KcQlp4ejyZ4>
- *Delta Dental of Arkansas* <http://www.deltadentalar.com/Resources/classroom-materials>

- *Colgate Brushing* <https://www.colgate.com/en-us/oral-health/basics/brushing-and-flossing/how-to-brush-video>
- *Everyday Opportunities* <https://www.econedlink.org/teacher-lesson/738/Everyday-Opportunities>
- *Why Do We Brush Our Teeth?* <https://www.youtube.com/watch?v=aOebfGGcjVw>

Quick Assessment Activity

Have students write and illustrate why it is an important decision to brush their teeth.

Chapter 5: The Name Game

Cleo found her seat in class. Sadly, Caylee is not at her table. Mr. Boring leads the class in a game to introduce themselves by sharing their name and explaining how they got it. Cleo is a bit disappointed that the game does not have a winner, but she certainly has a story as to how she got her name. This lesson deals with choice and decision making, too. Cleo does not have a choice as to how she got her name, but everyone makes choices when it comes to name-calling.

Concepts

Benefits, choice, cost, decision-making

Standards

- E.4.K.2 Explain reasons behind a personal decision.
- E.4.1.2 Identify benefits and costs of making a decision.

Lessons on Choice

- *Celebrate Kindness: No Name-Calling Week* <https://www.glsen.org/sites/default/files/Elementary%20Lesson-It%27s%20All%20in%20a%20Name.pdf>
- *Have You Filled a Bucket?* <https://www.thechaosandthec clutter.com/archives/bucket-filler-activities>
- *The Name Jar* <https://www.sadlier.com/school/core-literacy/interactive-read-aloud-of-the-name-jar-by-yangsook-choi>

Quick Assessment Activities

- Have students write the letters in their name down the side of a sheet of paper and produce a poster by describing themselves using each letter of their name.
- Create a Kindness Wall Chart and have students choose ways to be kind to other students in the class.

Chapter 6: On Top of the World (For a Moment, Anyway)

Cleo returns home from school and immediately wants to run her avocado stand. She discovers that Barkley, the dog, has eaten \$10 worth of product. Cleo is advertising a “blowout sale” which is often an incentive to attract consumers. Ms. Chu, the neighbor, challenges Cleo on the price for the avocados she is advertising as she can get the same price at the market. We learn in this chapter that Cleo is an entrepreneur, as she loves to operate her own businesses. Eureka! She gets a great idea: Start a business at school.

Concepts

Business, buyer, exchange, entrepreneur, incentives, markets, price, seller

Standards

- E.5.K.3 Identify markets in the community.
- E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lessons on Incentives

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

Lessons and Videos on Entrepreneurship

- *Cha-Ching: Entrepreneur* <https://www.youtube.com/watch?v=IJXBet--kvg>
- *Lemons to Lemonade* <https://www.youtube.com/watch?v=JLYOUGo0ml4>
- *Open for Business!* <http://www.econedlink.org/teacher-lesson/920/Open-Business>
- *The Making of a Young Entrepreneur: Gabrielle Jordan Williams* (This is a video of a young girl much like Cleo telling her business story.) <https://www.youtube.com/watch?v=OjxeQD4NmxQ>
- *The Toy Box* <https://www.youtube.com/watch?v=ik2DsG6pUhw>
- *This 6 Year Old Makes \$11 Million a Year Reviewing Toys on YouTube* <https://www.youtube.com/watch?v=QaGFS4KWnew> <https://www.youtube.com/watch?v=b40Q15YeB8U>

Quick Assessment Activities

- Pretend you have decided to sell avocados or some other product. Design an advertisement for your stand.
- Look for examples of ads in the newspaper or magazines that offer consumers incentives. (Buy One Get One, Percentage Off, Coupons, etc.)
- Imagine you have decided to start a business. Draw a picture of your business and write about what you would sell.

Chapter 7: Power Lunch

Mr. Boring introduces the project for the year will be to create a passion project. Cleo trades lunch items with friends at her table, but Caylee cannot trade for carrots because she has loose teeth. This is a great example to show why barter is sometimes challenging. There must be a double coincidence of wants for a voluntary trade to occur. When Cleo asks how much she gets from the tooth fairy, she is shocked which leads to a survey of the class to see how much each student receives. It was then that she gets her next business idea, a tooth pulling business..

Concepts

Barter, business, consumer, exchange, trade, economic wants

Standards

- E.6.K.1 Recognize consumers use money as a medium of exchange to satisfy economic wants.
- E.6.1.1 Classify exchanges as monetary or barter.

Lessons on Barter and Trade

- *A New Coat for Anna* http://www.economicsarkansas.org/for_teachers/lesson-plans-k-3.html
- *Bartering to Harmonize* http://www.economicsarkansas.org/for_teachers/lesson-plans-k-3.html
- *Sheep in a Shop* <https://www.stlouisfed.org/education/parent-resources/sheep-in-a-shop-q-and-a>
- *Trade to the Tailor* <https://www.econedlink.org/teacher-lesson/699/Trade-Tailor>

Quick Assessment Activity

Have students share a time they have bartered, or illustrate an example of bartering.

Chapter 8: Brainstorming

In this chapter, Cleo has to brainstorm the best method to create her tooth pulling business. She thought of many capital resources to use in tooth extraction and decided that the best tool would be Josh's nerf gun.

Concepts

Capital resources, goods, human resources, services

Standards

- E.5.K.1 Identify human, natural, and capital resources.
- E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.
- E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.

Lesson on Human and Capital Resources

- *Human Resources and Capital Resources: It's a Match!* <https://www.econedlink.org/teacher-lesson/419/Human-Resources-Capital-Resources-It-s-Match>

Quick Assessment Activity

Have students draw 5 human resources and illustrate a capital resource each would use to do his/her job.

Chapter 9: Paratrooper Tooth

Cleo introduces the term “customer” to JayJay in this chapter. We find out that when Cleo sold avocados, she was selling a good. Now she planned to provide a service to kids by removing loose teeth. In order to start her business, she decides to “borrow” two capital resources (Nerf gun and Dad’s tablet) without asking. As the chapter ends, we find that everything is looking like this promises to be a successful business.

Concepts

Buyer, seller, exchange, economic wants, goods, services

Standards

- E.7.K.1 Discuss why people trade goods and services.
- E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.
- E.7.1.1 Identify goods and services that are traded.
- E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.

Lessons on Goods and Services

- *Be Careful (song)* <https://www.kidseconposters.com/be-careful>
- *Dr. Seuss’s ABC: An Amazing Alphabet Book* <https://www.stlouisfed.org/~media/Education/Curriculum/pdf/Kiddynomics-Lesson-2-Dr-Seuss-ABC.pdf>
- *Money, Money, Honey Bunny!* <https://www.stlouisfed.org/education/money-money-honey-bunny>
- *The Difference Between Goods and Services* <https://www.econedlink.org/teacher-lesson/642/Difference-Between-Goods-Services>

Quick Assessment Activity

Thumbs Up/Thumbs Down: Read the following list of goods in the marketplace, and have students raise their thumb if it is a good and put their thumb down if it is a service:

- Basketball (good)
- Having your hair cut (service)
- Having your tooth pulled (service)
- Tennis shoes (good)
- Going to watch a movie (service)
- Remote control car (good)
- Going to the doctor (service)
- Ice cream (good)

Encourage students to challenge the class with additional examples of goods and services for the game.

Chapter 10: Drumming Up Business

Cleo is very excited to get started, but she has to make future consumers aware of the service she is providing. She and Caylee strategize in this chapter.

Concepts

Buyers, costs, decision-making, goods, market, price, sellers, services

Standards

- E.4.K.2 Explain reasons behind a personal decision.
- E.4.1.2 Identify benefits and costs of making a decision.
- E.5.K.3 Identify markets in the community.
- E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lesson on Market, Price

- *The Berenstain Bears' Mad, Mad Mad Toy Craze* <https://www.stlouisfed.org/~media/Education/Lessons/pdf/The-Berenstain-Bears-Mad-Mad-Mad-Toy-Craze.pdf>

Quick Assessment Activity

Distribute ads to students. Ask students to identify the product or service being advertised, the price of the good or service and why someone might want the good or service being sold.

Chapter 11: Risk Management

Every time an entrepreneur starts a business, he/she has to consider some risks. What if no one wants their product? What if the price is too high for buyers? What if consumers aren't happy? What if some-

thing goes wrong, and they get blamed?

Well, Cleo is ready to take on those risks in this chapter. She chooses Wilson Park for her location. She gather all her resources needed and sets up shop.

Concepts

Capital resources, decision-making, human resources, market, producer

Standards

- E.5.K.1 Identify human, natural, and capital resources.
- E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.
- E.5.K.3 Identify markets in the community.

- E.5.1.1 Explain ways human resources earn income.
- E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.
- E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lesson on Productive Resources

- *Messy Bessey's Holidays* <https://www.stlouisfed.org/education/messy-besseys-holidays/>

Quick Assessment Activities

- Have students draw a picture of the market in this chapter identifying the human resource, capital resources and the consumer. Ask them to label each resource.
- Play Productive Resource Energizer. http://www.economicsarkansas.org/for_teachers/live_binders.html.
- Compare and contrast the risks with the avocado business and the tooth pulling business.

Chapter 12: Grand Opening

This chapter gives us a firsthand view of the grand opening of Cleo's business. Jimmy was the first customer, and he said, "it didn't even hurt." Cleo earned \$3 before business had to close. Her mom's cookies, on the other hand, did not receive such good reviews.

Concepts

Consumer, producer, price, income, trade, market, goods, services

Standards

- E.6.K.1 Recognize consumers use money as a medium of exchange to satisfy economic wants.
- E.7.K.1 Discuss why people trade goods and services.
- E.5.1.1 Explain ways human resources earn income.
- E.7.1.1 Identify goods and services that are traded.

Lessons and Videos on Markets, Consumers, Producers

- *Market* (song) <https://www.kidseconposters.com/market-song>
- *Simple Simon Meets a Producer* <https://www.econedlink.org/teacher-lesson/464/Simple-Simon-Meets-Producer>
- *Cupcake Economics with Fancy Nancy* <https://yumonomicsdotcom2.wordpress.com/>

Quick Assessment Activities

- List and/or draw 5 goods and services that people consume.
- Cut out pictures of people using goods and services and identify the goods and services being consumed.

Chapter 13: A Minor Setback

Cole came up to Cleo before school asking where her business was Saturday. She could not turn away a customer, so she offers to pull his tooth before school starts. Turns out Cole is a satisfied customer, too! Next in line was Tessa who had three teeth extracted in minutes.

Concepts

Consumer, market, producer, buyer, seller

Standards

- E.5.K.3 Identify markets in the community.
- E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lesson on Consumers, Producers and Markets

- *We are Consumers and Producers* <http://www.econedlink.org/teacher-lesson/457/We-are-Consumers-Producers>

Quick Assessment Activity

Have student stand in a leapfrog position. Read the statements below. If students agree with the state-

ment read, they will pop up. When a statement is read they disagree with, they will sit down.

- Mom is making cookies to sell at the market. She is a consumer. (sit down)
- Caylee goes shopping with her dad. She is a consumer. (pop up)
- Cleo pulls teeth for other children. She is a producer. (pop up)
- Grandpa bought goods from Cleo. He is a producer. (sit down)
- Josh bought a nerf gun. He is a producer. (sit down)
- Tessa got her tooth pulled by Cleo. She is a consumer. (pop up)

Chapter 14: A Perfect Opportunity

Trouble comes in this chapter as Lexie teases Cleo about being adopted. Cleo responds by punching her and knocking her loose tooth out, which then revealed that Cleo had been pulling teeth and had the Nerf gun with her at school. This choice led to her having to go home as a consequence to her choice.

Concepts

Benefit, cost, decision-making, opportunity cost

Standards

- E.4.K.2 Explain reasons behind a personal decision.
- E.4.1.2 Identify benefits and costs of making a decision.

Lesson on Decision-Making

- *Something Special for Me* <https://www.stlouisfed.org/education/something-special-for-me/>

Quick Assessment Activities

- Write a letter to Cleo or Lexie explaining the benefits and costs of their decision.
- Ask students to pretend they get to choose something special to buy with money they have saved. Have them write what they would buy and why.

Chapter 15: Horrible Times a Hundred

Cleo evaluates her decisions in chapter 14 and realizes she should have weighed her benefits and costs. After a family discussion about her choices, Cleo reveals about her advertising decision with Dad's "borrowed" tablet on YouTube.

Concepts

Advertising, alternatives, benefits, choices, decision-making, opportunity cost

Standards

- E.4.K.2 Explain reasons behind a personal decision.
- E.4.1.2 Identify benefits and costs of making a decision.

Lessons on Decision Making

- *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>
- *Help Me Decide!* (song) <https://www.kidseconposters.com/help-me-decide>

Quick Assessment Activity

Share the following scenario:

Mateo has really been saving his money for a new soccer ball. He has worked hard caring for his dog and doing jobs around the house to earn income. He has also saved money he has received as gifts.

Mateo has almost saved enough money when his friend calls wanting to go to the movies. Mateo really wants to see the movie and likes hanging out with his friend, but he also wants that new soccer ball.

Make a list of the benefits and costs of each option for Mateo, and help him understand what his opportunity cost would be for each choice.

Chapter 16: The Cookies Make a Comeback

In this chapter, we find a market for Mom's cookies...dogs! It actually makes Barkley's breath smell better after he finds them in the trash and gobbles them down. She remembers back to an earlier product she had invented in chapter 1 (Canine Carrier Capsule) and figures out how she and her mom can package both their products for dog owners.

Concepts

Goods, market, services, buyers, sellers

Standards:

- E.5.K.3 Identify markets in the community.
- E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lessons on Market, Goods, Services

- *Delivering the Goods* <https://www.econedlink.org/teacher-lesson/197/Delivering-Goods>
- *Woof! Woof! At Your Service* <https://www.econedlink.org/teacher-lesson/194/Woof-Woof-Your-Service>

Quick Assessment Activity

Design a product a pet owner would want.

Chapter 17: Some Fortunate Advice

Cleo has become obsessed with money and how to make more of it. Caylee challenges her to stop, think and weigh the benefits and costs of decisions she makes. This is a great opportunity to reinforce the concept of scarcity. Scarcity exists because there is not enough of something to satisfy everyone's wants. Scarcity of time, space and resources are types of real world situations. In this chapter, Caylee is trying to help Cleo understand the concept of scarcity of time. We all have the same 24 hours in a day. You can choose to spend time with friends or with your business, but you do not have time to always do both.

Concepts

Choice, benefits, costs, opportunity cost

Standards

- E.4.K.1 Recognize that all people have unlimited wants and limited resources (e.g., scarcity).
- E.4.K.2 Explain reasons behind a personal decision.

- E.4.1.1 Explain ways scarcity necessitates decision-making.
- E.4.1.2 Identify benefits and costs of making a decision.

Lessons on Scarcity and Decision-Making

- *Little Star's Problem* <https://www.econedlink.org/teacher-lesson/266/Little-Star-s-Problem>
- *Monster Musical Chairs* <https://www.stlouisfed.org/education/monster-musical-chairs>
- *Oh, Scarcity* (song) <https://www.kidseconposters.com/oh-scarcity>

Quick Assessment Activity

Pretend you have an afternoon to choose what you want to do. Would you choose to set up a lemonade stand and earn money, ride bikes with your friends, play video games with your friends, or watch a movie with your family? Write what you would choose and explain why.

Chapter 18: Through Ups and Downs

This chapter allows us to listen in on a conversation between Caylee and Cleo and the ups and downs they have encountered through the book. As the chapter ends, Cleo is brainstorming a name for a new product Caylee could introduce into the market.

Concepts

Review the concepts throughout the story.

Standards

Review all standards.

Quick Assessment Activity:

Give students one of the following sentence stems:

One thing I learned from the book is _____.

My favorite part of the book was _____.

What will be Cleo's next business?

