Lemon Bucks
3rd Grade
Nicole Linscheid
Clarkfield Area
Charter School
Introduction -
Clarkfield Area Charter School is located in Southwest, Minnesota. Clarkfield is a small rural town with a population of 800. The school has been in operation for 5 years. It was started after the Yellow Medicine East school district closed the elementary school in the city. The school has 71 students that attend in grades K - 6. The school has a high free and reduced lunch population at 82%. In the third grade classroom, I teach 10 students.

In the reading curriculum, there is one unit that has five stories that are all about money. This is usually a hard unit for my students as the stories have a lot of terms that they are unfamiliar with. Because of their struggles, I also struggle teaching this unit. I chose a story in the curriculum called *Lemons and Lemonade A Book about Supply and Demand*. This is also a trade book. This story is a great story with so many different economic concepts, but it also has a lot of vocabulary words that are difficult for the students to understand and to keep straight. I chose this story because I wanted to find a way to help my students better understand the terms and meaning of the story. This particular story in the unit has always led my students to greater confusion on some of the economic concepts. With this lesson, I want to incorporate the terms and knowledge that will help the students make connections with the other stories in the unit.

Having taught this story for the past 3 years and struggling with the concepts in it, I decided to read the story but to not teach any of the lessons that are in the curriculum. I changed the lesson to go more in depth with the Minnesota State Standards and also try to help the students this year gain more knowledge and understanding of the story.

Lesson Description
Students read *Lemons and Lemonade A Book about Supply and Demand*
Stopping at the end of each section to discuss the economic terms and concepts (Goods, Service, Income, Expenditures, Gross Profit, Net Profit, and Market) and predict what they believe will happen next. The students will then choose an occupation that will allow them to earn Lemon Bucks and use these at the Lemony Market to buy goods and/or services.

Content Standards and Benchmarks

Minnesota State Standard - Social Studies. Economics. 3.4.1.2.1

Standard - People must make choices about earning, spending, and saving money.
Benchmark - Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.

Objectives/Learning Outcomes

Students will be able to
1. define good; services; income; expenditures; gross profit; net profit; market
2. describe that goods, services, people and money
3. specify how people make choices on how to use their income

Time Required - 1 hour
Materials needed
- Lemons and Lemonade: A Book about Supply and Demand by Nancy Loewen.
- copy of Activity 1 for each student
- copy of Activity sheet 2 for each student
- copy of Activity sheet 3 for each student
- copy of Lemon Buck Score card cut apart - 1 for each student
- 3 green copies of Lemon Buck Money for each student (These will need to be cut out prior to lesson)
- 1 copy of Lemon Store Point Signs
- a copy of architect house sheet for each student
- copy Store Owner packet for each student
- ½ sheet of scratch paper for each student
- a tub of play-doh for each student
- a box of toothpicks
- scissors for each student
- pen or pencil for each student
- 1 timer
- Smart Board
- Disc with PowerPoint
- Prizes - 4 boxes movie theater candy, bags of M&M's, Jolly Ranchers, pieces of gum (These can all be substitute for some other type of treats. Just make sure you have some small prizes and some large prizes.)
- Post it's to label the prizes

Procedure

1. Tell students that they are going to read *Lemons and Lemonade A book about Supply and Demand* by Nancy Loewen. It is about a girl their age who decides to open a lemonade stand. She learns what it takes to open a lemonade stand and to keep it running.

2. Pass out Activity Sheet 1. Have students fill out the “What We Think We Know” section. Tell them to look at the each of the four questions. After reading each question they should fill out things that they think they know about this subject. They should try to answer each question using the knowledge that they have.

3. Collect Activity Sheet 1 and keep for the end of the lesson.

4. Open up PowerPoint lesson on SMART board to page 2. Explain that you will now describe some of the key economic terms from the story
before you start to read the story.

Terms to define -

- **Goods** - A physical object that you can see and touch that provides satisfaction. Examples - book, milk, candy
- **Service** - An action that provides satisfaction that people, businesses or environment produce.
- **Income** - Money that a person makes by selling goods or services.
- **Expenditures** - Money used to buy goods and services.
- **Gross Profit** - The amount of money one makes from selling goods and services before costs are deducted
- **Net Profit** - The money one has left after expenses.

\[
\text{Gross profit} - \text{Expenses} = \text{Net Profit}
\]

- **Market** - A place where goods and services are bought and sold.

5. Discuss the following :
   - What does it take to open your own business? (Goods and services, People, Money)
   - What do you need to keep your business in operation? (Goods and services, customers, money)
   - If you ran your own business, what would you do with your net profit? (Answers will vary)

6. Read or have students read Lemons and Lemonade: A Story about Supply and Demand stopping to discuss the key terms as you come across them.

7. Discuss at the end of the story what the girl learned about owning her business.
   - What things did Karly need to have to run her business. (a stand, lemonade, pitcher, ice, supplies, money)
   - What did Karly have to do to keep her business running. (needed to change the goods that she offered and she needed money to keep
buying the supplies)

8. Tell students that today they are going to have their own business

9. Pass out a ½ sheet of paper to each student and have them take out a pen or pencil

10. Open slide 3 on the PowerPoint. Tell students that they can be an Architect, an Athlete, A Chef, or a Store Owner. Students should write down on the piece of paper what they would like to be and turn the piece of paper over. As students are doing this, set all necessary supplies on a table. You should set out the play-doh, toothpicks, pictures of the house, and store owner packet.

11. Tell students that they may now flip over their sheet. Give a Activity Sheet 2 that matches the occupation that they chose and a Lemon Buck Score Card. Example, if student wrote down Chef, give them the chef sheet. Tell them to flip these over on desk until you tell them to look at it.

12. Go to slide 4 on the PowerPoint presentation. Tell students that the Architect and the Athlete are going to begin. Tell anyone that is an Architect or an Athlete that they should gather the supplies that they see on the PowerPoint.

13. Tell students to flip over their description sheets and read what their job requires.

14. Turn to slide 5 on Powerpoint (Round 1) Read through it with the students so that the chef’s and store owner’s know that they are to do.

15. Start a timer for 3 minutes and have students begin working on their assignments. Make sure students are giving themselves the correct points on the score card each time they complete the task. When 3
minutes are up, students should return to their seats.

16. Go to Slide 6 on PowerPoint and have each student that is a Chef or a Store Owner gather their supplies that they see on the PowerPoint.

17. Turn to slide 7 on the Powerpoint (Round 2) Read through it with the students so that the Athlete’s and Architects know what to do.

18. Start a timer for 3 minutes and have students begin working on their assignments. Make sure students are giving themselves the correct points on the score card each time they complete the task. When 3 minutes are up students should return to their seats.

19. Hand out Activity Sheet 3 to architect, athlete, chef, and store owner

20. Put up Slide 8. Explain that net profit is the gross profit - expenses.

21. Help students fill out their Activity Sheet 3 by putting in their gross profit: Make sure that they fill out each section putting in the points times by how many lemon bucks each point was worth. Then their expenses and finally their net profit.

22. Give each student lemon bucks for their net profit.

23. Set up the Goods and Services Store. Pick out smaller candies to have worth 1 or 2 lemon bucks. Pick out candies to have as 5, 10, or 15 lemon bucks. Place these next to their appropriate signs. Have services written on a piece of paper that would also be worth some of the bigger amounts. Some examples could be having the teacher get your lunch for you, having the teacher do your homework for you, having the teacher sharpen your pencils for one day, having the teacher come outside to play with recess, having the teacher give you 2 answers on a chosen worksheet.
24. Have the student with the highest net profit begin picking from the store first.

**Closure**

Ask students “What items that you purchased from the Goods and Services Store are Goods? What items that you purchased from the Goods and Services Store are Services?”

Ask students “How did you earn an income and get Lemon Bucks?”

(Income is the Lemon Bucks they earned at their occupation.) “What were some of your expenditures throughout the game?” (Expenditures are the Lemon Bucks that they had to pay for their supplies and also for the goods and services that they bought at the Goods and Services Store.)

**Assessment**

Return Activity Sheet 1 to students. Have students now fill in the “New Learning” section for each question.

**Extension**

Students could also be identifying Opportunity Cost.

1. Ask Students “What goods and services did you buy from the Goods and Services Store.”

2. Ask Students “Did you have a hard time deciding what to pick from? Why could you not get everything you wanted?”

3. Explain that when we have limited resources such as Lemon Bucks, we have to make choices of what we would like to use those resources on. The next best choice that we could not buy is our opportunity cost.

4. Have students state what they would have liked to buy but could not. Tell them that this would have been their opportunity cost.
My Assessment of lesson -

When I started to write this lesson, I wanted to engage the students and help them understand the economic concepts. I had no idea the power of engagement with this story. The students loved this lesson. In fact, we did the lesson 2 more times throughout the year because the students wanted to try different occupations or they wanted to see if they had gotten better at an occupation. The students were using the terms goods, services, and expenditures in their language as we were talking about other stories and even other subjects. It brought a smile to my face every time one of the key vocabulary words was used just in their conversations with each other. I have included a copy of each student’s Activity 1 worksheet so that you are able to see their growth from the beginning of the lesson to the end of the lesson. At the end of the year journal writing, almost all my students wrote about the lesson and stated that it was one of the best days of the school year. I am excited and motivated to take more of their stories and try to develop some engaging lessons with those as well. I think that the economics class and this lesson that I wrote have improved my teaching immensely. I am excited to teach this lesson to my future students.
<table>
<thead>
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*Activity Sheet 1*
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| As a chef owning your own business, you will make your own food. You need to have your food good looking so people want to buy it and also well tasting. You will receive 10 lemon bucks for each point you earn.  
1.) Get a tub of play-doe and place in front of you.  
2.) Make a combo meal for a customer using the play-do. Your combo meal must include 1 hamburger and 5 fries.  
3.) After completing one combo meal, give yourself 10 Lemon Bucks on the score sheet. Leave that combo meal and begin another.  
4.) If you run out of play-do, take another container.  
* You will have 3 minutes. | As a store owner there are many different tasks that you are in charge of. One of these tasks is keeping track of all of your merchandise. You will receive 5 lemon bucks for each point you earn.  
1.) Cut out each individual item on list 1.  
2.) Alphabetize the list.  
3.) Give yourself 5 Lemon Bucks for alphabetizing the list correctly.  
4.) Continue with steps 1 – 3 with the rest of the lists.  
* You will have 3 minutes to complete this as many times as you can. |

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<td>An Architect makes plans for a building project. They have to make models of their work to insure it will be built correctly. You own an architect business and have drawn up a plan for a house. You will receive 10 lemon bucks for each point you earn. 1.) Place piece of paper with the house drawing in front of you. 2.) Take one toothpick at a time and line them up on the lines to make an outline of the house. 3.) If you finish, give yourself 10 Lemon Bucks on the score sheet. Clear your house and start again. *You will get 3 minutes to do this as many times as you can.</td>
<td>To be an athlete is like running your own business. You need to have self-discipline and the right equipment to help you get better. You will receive 5 lemon bucks for each point you earn. 1.) Do 10 jumping jacks. 2.) WALK to the drinking fountain and get a drink of water. 3.) Walk back to the room and give yourself 5 Lemon Bucks on the score sheet. 4.) Repeat steps 1 through 3 *You will have 3 minutes to do this as many times as you can.</td>
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### Chef Net Profit
**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made): 

**Expenses:**
Each container of play – doh you had to use anything from cost you 5 lemon bucks

\[
\text{Number of containers} \times 5 \text{ lemon bucks} = \text{Total lemon bucks}
\]

Please give the banker (your teacher) your lemon bucks

**Gross Profit** - **Expenses** = 

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.

### Store Owner Net Profit
**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made): 

**Expenses:**
Each list cost you 2 lemon buck

\[
\text{Number of lists} \times 2 \text{ lemon bucks} = \text{Total lemon bucks}
\]

Please give the banker (your teacher) your lemon bucks

**Gross Profit** - **Expenses** = 

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.

### Chef Net Profit
**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made): 

**Expenses:**
Each container of play – doh you had to use anything from cost you 4 lemon bucks

\[
\text{Number of containers} \times 4 \text{ lemon bucks} = \text{Total lemon bucks}
\]

Please give the banker (your teacher) your lemon bucks

**Gross Profit** - **Expenses** = 

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.

### Store Owner Net Profit
**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made): 

**Expenses:**
Each list cost you 2 lemon buck

\[
\text{Number of lists} \times 2 \text{ lemon bucks} = \text{Total lemon bucks}
\]

Please give the banker (your teacher) your lemon bucks

**Gross Profit** - **Expenses** = 

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.
### Architect Net Profit

**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made) : ____________

**Expenses:**
- Each house model cost you 1 lemon buck
- The toothpicks you used cost you 3 lemon bucks for each house
- That means 4 lemon bucks for each house you built

\[
\text{_____ houses} \times 4 \text{ lemon bucks} = \text{_______ lemon bucks} \\
\text{Please give the banker (your teacher) your lemon bucks}
\]

**Gross Profit_______ - Expenses_______ = _________

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.

### Athlete Net Profit

**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made) : ____________

**Expenses:**
- Each drink of water cost you 2 lemon bucks
- That means 2 lemon bucks for each set of jumping jacks

\[
\text{_____ sets} \times 2 \text{ lemon bucks} = \text{_______ lemon bucks} \\
\text{Please give the banker (your teacher) your lemon bucks}
\]

**Gross Profit_______ - Expenses_______ = _________

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.

### Architect Net Profit

**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made) : ____________

**Expenses:**
- Each house model cost you 1 lemon buck
- The rice you used cost you 3 lemon bucks for each house
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**Gross Profit_______ - Expenses_______ = _________

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.

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**How many lemon bucks did you make??**

**Gross Profit** (Lemon bucks you made) : ____________

**Expenses:**
- Each drink of water cost you 2 lemon bucks
- That means 2 lemon bucks for each set of jumping jacks

\[
\text{_____ sets} \times 2 \text{ lemon bucks} = \text{_______ lemon bucks} \\
\text{Please give the banker (your teacher) your lemon bucks}
\]

**Gross Profit_______ - Expenses_______ = _________

This answer is your net profit. You can now use these lemon bucks to buy from the Goods and Services Store.
<table>
<thead>
<tr>
<th>Lemon Buck Score Card</th>
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<tbody>
<tr>
<td>_____ Lemon Bucks</td>
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Add all up for total of
_____ Lemon Bucks

Add all up for total of
_____ Lemon Bucks

Add all up for total of
_____ Lemon Bucks
Architect
House
<table>
<thead>
<tr>
<th>List #1</th>
<th>List #2</th>
<th>List #3</th>
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<tbody>
<tr>
<td>Swimsuit</td>
<td>Purse</td>
<td>Video Games</td>
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<td>Jacket</td>
<td>Shirt</td>
<td>Doll</td>
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<tr>
<td>Pants</td>
<td>Jeans</td>
<td>Puzzle</td>
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<td>Hat</td>
<td>Truck</td>
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<td>Bracelet</td>
<td>Watch</td>
<td>I-pod</td>
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<tr>
<td>Necklace</td>
<td>Lipstick</td>
<td>CD Player</td>
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<td>Clogs</td>
<td>Dress</td>
<td>Hockey Stick</td>
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<td>Notebook</td>
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</tr>
<tr>
<td>List #5</td>
<td>Kiwi</td>
<td>Orange</td>
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<tr>
<td>List #4</td>
<td>Squash</td>
<td>Zucchini</td>
</tr>
</tbody>
</table>
1

Lemon Buck
Lemon Bucks
5

Lemon Bucks
10

Lemon Bucks
15

Lemon Bucks
LEMON BUCK ACTIVITY
**KEY CONCEPTS**

- **Goods** - A physical object that you can see and touch that provides satisfaction. Examples - book, milk, candy
- **Service** - An action that provides satisfaction that people, businesses or environments produce.
- **Income** - Money that a person makes by selling goods or services.
- **Expenditures** - Money used to buy goods and services.
- **Gross Profit** - The amount of money one makes from selling goods and services before costs are deducted.
- **Net Profit** - The money one has left after expenses. 
  \[ \text{Gross profit} - \text{Expenses} = \text{Net Profit} \]
- **Market** - A place where goods and services are bought and sold.
Pick an occupation. Write on $\frac{1}{2}$ sheet of paper.

+ Architect
+ Athlete
+ Chef
+ Store Owner
SUPPLIES

Architect

× Athlete
+ 1 house picture
+ 20 toothpicks
+ 1 Score Card
+ Pencil
If you are a chef, you will be supervising the Architects. Make sure that they are taking one toothpick at a time and that they fill up the entire house.

If you are a store owner, you will be supervising the Athletes. Make sure that they do 10 jumping jacks and walk to get a drink.
SUPPLIES

× Chef
  + 1 can of Play-Doh
  + Score Card
  + Pencil

× Store Owner
  + List of items
  + Scissors
  + Score Card
  + Pencil
ROUND 2

If you are an Architect, you will be supervising the chefs. Make sure that they make 1 hamburger and 5 fries.

If you are an Athlete, you will be supervising the Store Owner. You will need to make sure that they cut out each list and that they put it in correct alphabetical order.
NET PROFIT

× Net Profit = Gross Profit - Expenses
GOODS AND SERVICES

✖ You may now use your Gross profit to buy goods and services
✖ Goods and services are also expenditures.
✖ Goods are an item that you buy.
✖ Services are a service that you buy.
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<td>Another person to help you.</td>
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<td></td>
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<td>Services are when some own needs you you help.</td>
<td>Good's you buy and bring home.</td>
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<tr>
<td></td>
<td>Goods are something you do to people for his</td>
<td>You pay some out to do it for you.</td>
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<tr>
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<td>What I think income mean.</td>
<td>Money you earn in the of jobs.</td>
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<tr>
<td></td>
<td>When some own is coming income.</td>
<td></td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>I think expenditures is when you pay to by things</td>
<td>Money you by to get goods and services.</td>
</tr>
<tr>
<td>Questions</td>
<td>What We Think We Know</td>
<td>New Learning</td>
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<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>What do you need to start a business?</td>
<td>Money to get it.</td>
<td>Split to work on.</td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>Services are places we work in. Goods are nice things.</td>
<td>Good you can bring it home. Some services feel-like someone paying to fix something.</td>
</tr>
<tr>
<td>What is income?</td>
<td>Income is like a place of work.</td>
<td>How much money you get. profit.</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>Expenditures is a place that gives money.</td>
<td>You buy goods and services.</td>
</tr>
<tr>
<td>Questions</td>
<td>What We Think We Know</td>
<td>New Learning</td>
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<td>-------------------------</td>
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</tr>
<tr>
<td>What do you need to start a business?</td>
<td>money, hats, suprises, uniforms</td>
<td>suprises</td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>when a lot of people are at your store</td>
<td>goods are what you ask someone to do something you pay them for. services are back.</td>
</tr>
<tr>
<td>What is income?</td>
<td>when your customers just barged in your store</td>
<td>money that you get from working.</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>people who pay you more than the price is</td>
<td>you buy something.</td>
</tr>
<tr>
<td>Questions</td>
<td>What We Think We Know</td>
<td>New Learning</td>
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<td>---------------------------------</td>
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</tr>
<tr>
<td>What do you need to start a business?</td>
<td>money workers</td>
<td>new need</td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>doing good things</td>
<td>things you eat money</td>
</tr>
<tr>
<td>What is income?</td>
<td>spending a place to work</td>
<td>money learn to pay for the goods and services</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>money</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>What We Think We Know</td>
<td>New Learning</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>What do you need to start a business?</td>
<td>you need workers and money to buy a building to work at, and customers</td>
<td>you need supplies and goods</td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>money and workers or customers or other businesses to help you start your home to do something</td>
<td>things that you buy and bring home and you pay for</td>
</tr>
<tr>
<td>What is income?</td>
<td>customers or helpers</td>
<td>how much money that you make</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>like you expand your business or customers</td>
<td>to pay for staff like paying good and services</td>
</tr>
<tr>
<td>Questions</td>
<td>What We Think We Know</td>
<td>New Learning</td>
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<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>What do you need to start a business?</td>
<td>a store, food, stuff, workers, drink</td>
<td>merchandise, supply</td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>people with a good service</td>
<td>goods, stuff you can eat, used, services</td>
</tr>
<tr>
<td>What is income?</td>
<td>getting payed</td>
<td>left over money, you earned</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>spending</td>
<td>things to buy</td>
</tr>
<tr>
<td>Questions</td>
<td>What We Think We Know</td>
<td>New Learning</td>
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<td>-----------------------------------</td>
<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>What do you need to start a business?</td>
<td>You need a loan from a bank or earn money</td>
<td>Supply liquid assets if you were opening a lemonade stand</td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>Like you need goods in plant or workers and money</td>
<td>Like goods are food for clothes and services you pay them to do something</td>
</tr>
<tr>
<td>What is income?</td>
<td>A back-up plan in case something happens and a price for something</td>
<td>The money you earned</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>Supply or price</td>
<td>The things you have to pay for</td>
</tr>
<tr>
<td>Questions</td>
<td>What We Think We Know</td>
<td>New Learning</td>
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<td>---------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------</td>
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<tr>
<td>What do you need to start a</td>
<td>Money workers</td>
<td>A sigh</td>
</tr>
<tr>
<td>business?</td>
<td>&quot;sings&quot;</td>
<td>lower standards</td>
</tr>
<tr>
<td></td>
<td>working</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doing good things</td>
<td></td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>in come taxes</td>
<td>Money are something what you can eat or giveaway</td>
</tr>
<tr>
<td></td>
<td>income working</td>
<td></td>
</tr>
<tr>
<td></td>
<td>income job</td>
<td></td>
</tr>
<tr>
<td>What is income?</td>
<td>expenditures</td>
<td>By you</td>
</tr>
<tr>
<td></td>
<td>taxes</td>
<td>Money you spend</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>What We Think We Know</td>
<td>New Learning</td>
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</tr>
<tr>
<td>What do you need to start a business?</td>
<td>you need stuff</td>
<td>Money</td>
</tr>
<tr>
<td>What are goods and services?</td>
<td>A car, A Bank, A home, A store</td>
<td>good food to sell</td>
</tr>
<tr>
<td>What is income?</td>
<td>A store</td>
<td>Money you do, buy</td>
</tr>
<tr>
<td>What are expenditures?</td>
<td>A Bank</td>
<td>Money you spend</td>
</tr>
</tbody>
</table>