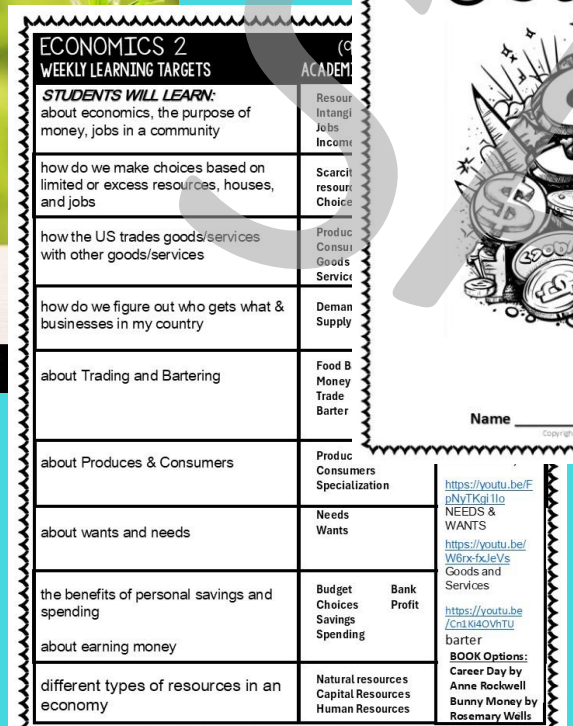
ECONOMICS

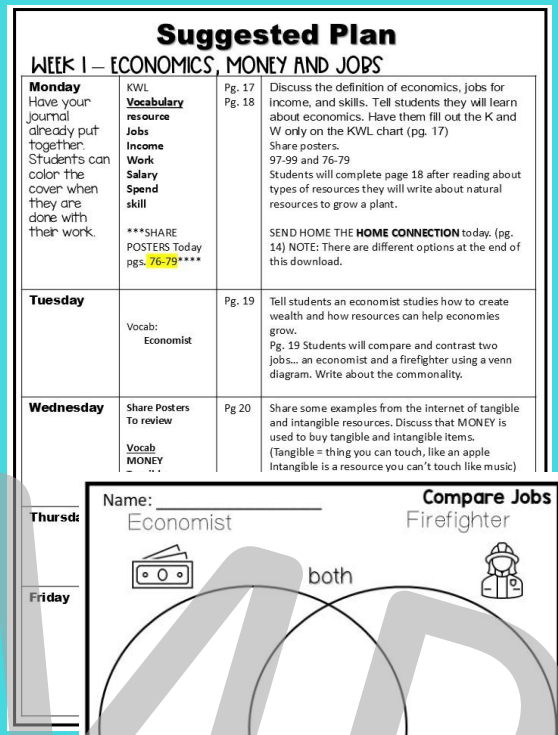
SECOND GRADE 9 WEEKS OF PLANS



Set up as a journal or pass out individually



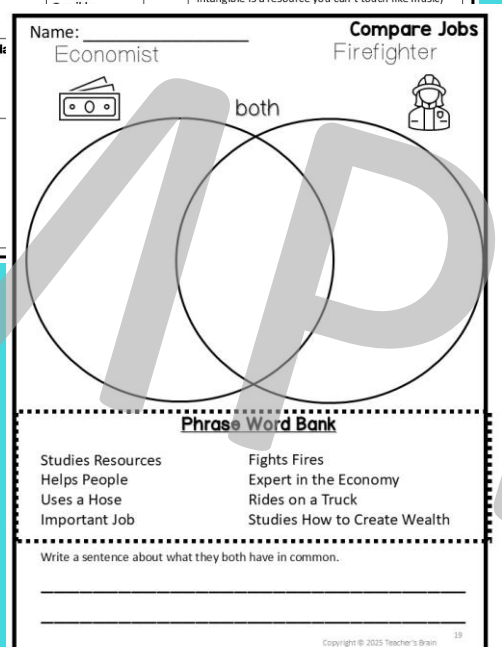




Suggested Plan

WEEK 1 – ECONOMICS, MONEY AND JOBS

Monday Have your journal already put together. Students can color the cover when they are done with their work.	KWL **Vocabulary** **resource** **Jobs** **Income** **Work** **Salary** **Spend** **skill** ***SHARE POSTERS Today pgs. 76-79****	Pg. 17 Pg. 18	Discuss the definition of economics, jobs for income, and skills. Tell students they will learn about economics. Have them fill out the K and W only on the KWL chart (pg. 17) Share posters. 97-99 and 76-79 Students will complete page 18 after reading about types of resources they will write about natural resources to grow a plant. SEND HOME THE **HOME CONNECTION** today. (pg. 14) NOTE: There are different options at the end of this download.
Tuesday	Vocab: **Economist**	Pg. 19	Tell students an economist studies how to create wealth and how resources can help economies grow. Pg. 19 Students will compare and contrast two jobs... an economist and a firefighter using a venn diagram. Write about the commonality.
Wednesday	**Share Posters To review** **Vocab** **MONEY**	Pg 20	Share some examples from the internet of tangible and intangible resources. Discuss that MONEY is used to buy tangible and intangible items. (Tangible = thing you can touch, like an apple Intangible is a resource you can't touch like music)
Thursda			
Friday			



Engage Students!

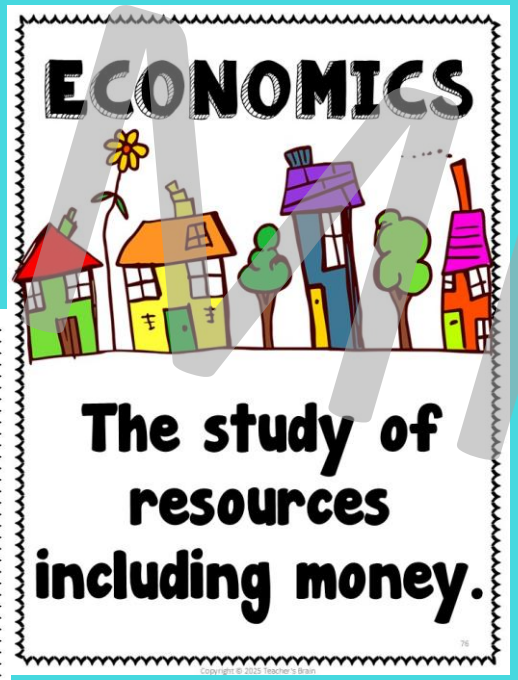
ECONOMICS
1ST WEEK

Suggested Plan

WEEK 1 – ECONOMICS, MONEY AND JOBS

Monday Have your journal already put together. Students can color the cover when they are done with their work.	KWL **Vocabulary** **resource** **Jobs** **Income** **Work** **Salary** **Spend** **skill** ***SHARE POSTERS Today pgs. 76-79****	Pg. 17 Pg. 18	Discuss the definition of economics, jobs for income, and skills. Tell students they will learn about economics. Have them fill out the K and W only on the KWL chart (pg. 17) Share posters. 97-99 and 76-79 Students will complete page 18 after reading about types of resources they will write about natural resources to grow a plant. SEND HOME THE **HOME CONNECTION** today. (pg. 14) NOTE: There are different options at the end of this download.
Tuesday	Vocab: Economist	Pg. 19	Tell students an economist studies how to create wealth and how resources can help economies grow. Pg. 19 Students will compare and contrast two jobs... an economist and a firefighter using a venn diagram. Write about the commonality.
Wednesday	Share Posters To review Vocab MONEY Tangible	Pg 20	Share some examples from the internet of tangible and intangible resources. Discuss that MONEY is used to buy tangible and intangible items. (Tangible = thing you can touch, like an apple Intangible is a resource you can't touch like music) Pg. 20 – Students will write about resources their family pays for weekly.
Thursday	Voc Tan Int Sal spe		
Friday	Inte Not EVE		

Posters
1 Interactive Notebook Page for each Friday.



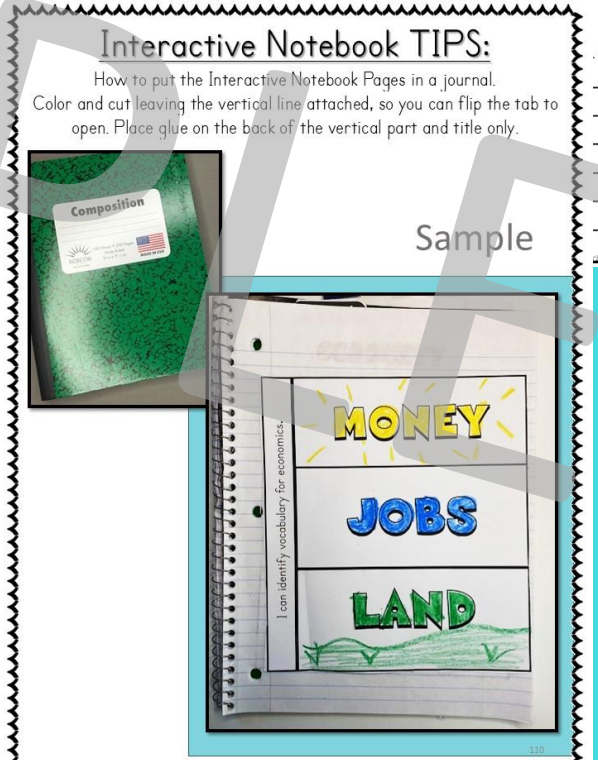


Name: _____

MATCH UP!

Draw a line from the word to the correct definition.

Resource	Something that can be touched.
Tangible	A resource that can NOT be touched
Intangible	A fixed amount of money paid at regular times for work.
Jobs	Buying something with your money.
Salary	Any natural or human wealth that can be used to satisfy human needs.
Spend	An activity often regular and often performed in exchange for payment.



Engage Students!

SAMPLE

SCARCITY

2ND Week - Lesson Plan

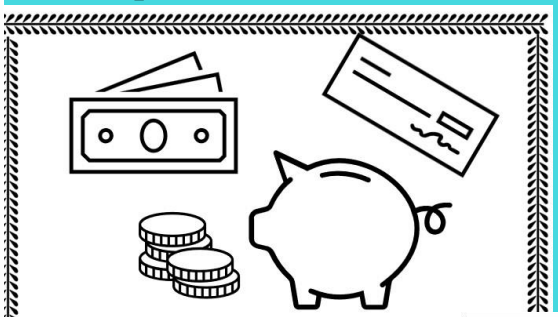
Suggested Plan

WEEK 2 SCARCITY

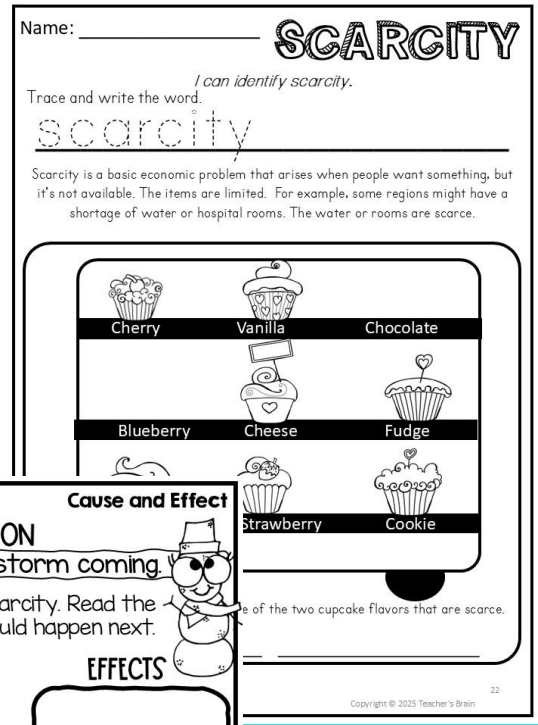
Monday	**VOCAB** Scarcity (limited resources) Choices Jobs ***SHARE POSTERS Pg. 78 and pg. 80****	Pg. 22	Review Posters Discuss what happens when food is scarce. When we have limited resources, we need to use less, find alternatives, and make choices. pg. 22 – Students will write the ward scarcity, read the paragraph. Then they will look at a picture of cupcakes. Decide which types are scarce by writing the flavor on the lines provided. Complete pg. 22. (This is the 5th page in their journal.)
Tuesday	**Vocab** Cause Effect Situation	Pg. 23	Read a book about scarcity. Read page 23 together and have students write what effects have from the causes they read about a big snowstorm.
Wednesday	**Vocab** Choices Limited WRITING	Pg 24	Review posters. Share a picture of a slice of pizza. Explain that we are "limited" meaning only one slice left for your family. How do we decide (or choose) who gets it? Write about what happens next.
Thursday	Scarcity Choices	Pg. 25	Talk about what happens if there are not enough computers in the classroom. How do we all get to use them? Write their ideas down on chart paper. Complete pg. 25.
Friday	Interactive Notebook Page	Pg 58	Review Posters 76 - 80 Read the cause of scarcity. Then students

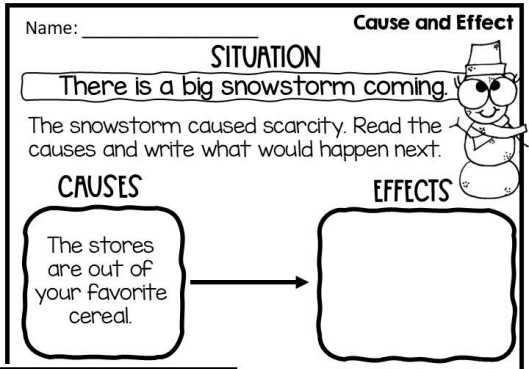
* If your students send in their r
share their map with the rest of

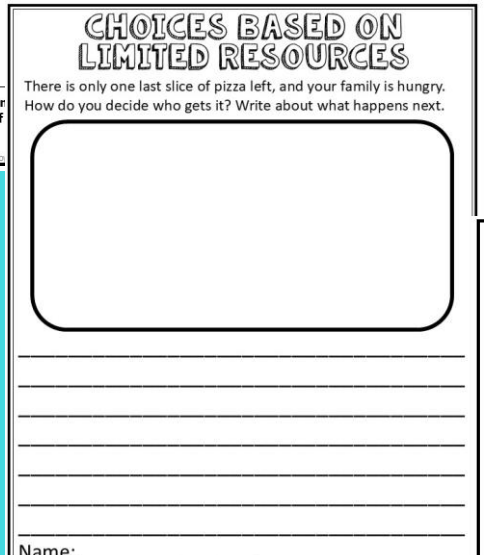
Set up as a journal or pass out individually

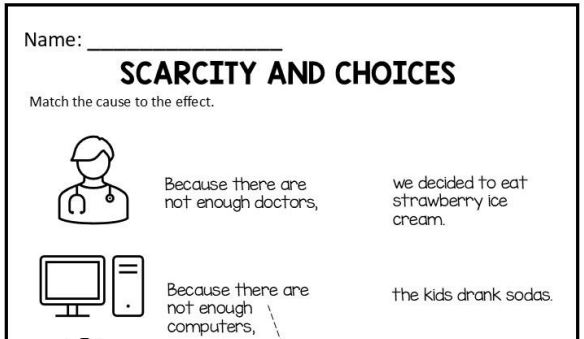


ECONOMIC
Interactiv
lotebook











Integrate Writing

GOODS & SERVICES

3rd Week

Posters
Interactive Notebook

Suggested Plan

WEEK 3 – GOODS AND SERVICES

Monday	VOCAB Goods Services Producers Consumers ***SHARE POSTERS (p. 81-84)****	Pg. 26	As a hook, play a video about Goods and Services or read a book. https://youtu.be/W6rx-fxleVs Goods and Services Video Share Posters p. 81-84 Students will use pg.26 to identify different goods and services by sorting words.
Tuesday	Venn Diagram	Pg. 27	Ask students to ask a shoulder partner to name some goods. Make a list on chart paper. Do the same about services. Students complete Pg. 27
Wednesday	Writing	Pg 28	Review goods and services. *Review Posters* Students will write about being a consumer who has $1000 to spend on goods or services. Students will do pg. 28.
Thursday	VOCAB Producers	Pg. 29	Read a book about producers and consumers. (An Orange in January
Friday			

Name: _____ Compare

Compare goods and services by writing words from the bank in the matching areas. If a word or phrase offers goods and services, write it under "both."

GOODS both SERVICES

Name: _____

PRODUCERS

Match the producer with the goods or services they provide.



If you need to learn how to swim, I can teach you!

I cook food for people to eat.

I grow corn and wheat.

When your hair is too long, I can cut and style it.

I can fly you all over the world.

If your car is

Pharmac
Food Del
Chicken
Doctors
Bikes

Write a sen

GOODS AND SERVICES

I can identify the difference of goods and services.

WORD BANK

cake	car wash	cards	dog walker
toys	stamps	groceries	hamburgers
bus driver	baker	teacher	clothes
phone	hairdresser	books	pilot

Use the words in the word bank to fill in the chart.

GOODS	SERVICES

SERVICES



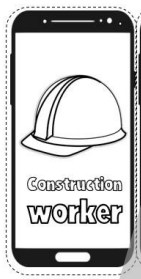
A helpful action th

GOODS

Name _____









SERVICE

Name _____

Color the words and pictures, cut the phones out, and place them into the correct pocket. Put glue on the back, but leave the top of the pocket without glue, so you can insert the words in your notebook.

SAMPLE

SUPPLY AND DEMAND

4th Week

Suggested Plan

WEEK 4 – SUPPLY & DEMAND

Monday	**VOCABULARY** Demand Supply Share Posters Pgs. 83-86	Pg. 30	https://youtu.be/J8MVVOjqhN4 Supply and Demand (short video) Share Posters Students will read about the supply and demand of owning a lemonade stand. Answer comprehension questions and write.
Tuesday		Pg. 31	Students are going to imagine they are famous artists. They will answer supply and demand questions about their artwork.
Wednesday		Pg. 32	Share a book or video about supply and demand in our country. Pg. 32 will be used for students to decide who gets what by the given They will write about their
Thursday	Share Posters Pgs. 83-86	Pg. 33	True and False Students will read a state decide if it's true or false.
Friday	Interactive Notebook Page	Pg 58	Explain to students that t paper with two puzzle pie will cut, color, and glue th puzzle down so it flaps up pretend to own a bakery.

Name: _____ SUPPLY AND DEMAND

True or False

1. **True or False:** If a lot of people want something, the price usually goes up.
2. **True or False:** Supply means how many things are available to sell.
3. **True or False:** If only a few people want something, the price always goes up.
4. **True or False:** If there are a lot of apples and not many people want them, the price usually goes down.

ıre wanted by

e price will go

ıe price usually

/our stand, the

oes down.

w much things

l and how it should

_____

_____

_____

_____

33

Copyright © 2025 Teacher's Brain

SUPPLY AND DEMAND

Draw a self-portrait.

Draw a picture of a horse.

agine you are a famous artist. Many people will pay you draw portraits of them. You like to draw pictures of ses too. No one ever asks for you to draw a picture a horse. You have a lot of horse drawings.

(circle one)

e demand for a portrait is **High or Low**

(circle one)

ɔuld you charge **More or Less** for a portrait?

y? _____

(circle one)

e demand for you to draw a horse is **High or Low**

(circle one)

ɔuld you charge **more or less** for a drawing of a horse?

y? _____

31

Copyright © 2025 Teacher's Brain

DEMAND



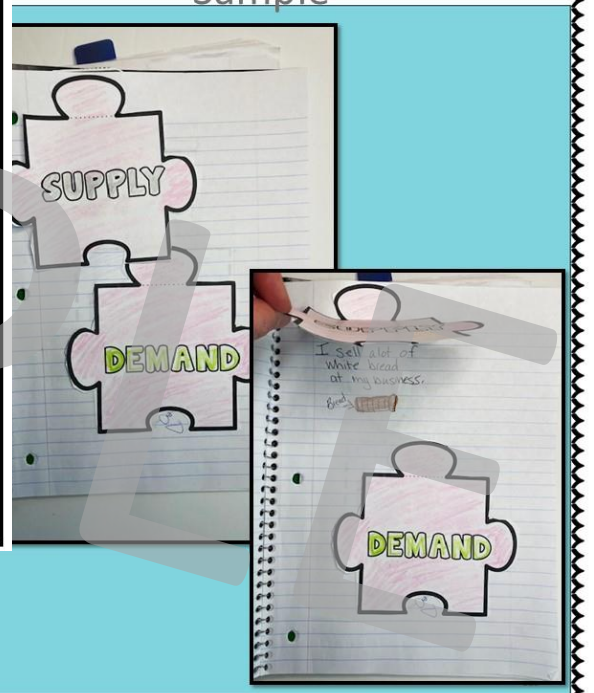
The desire of people to buy a

Interactive Notebook TIPS:

How to put the Interactive Notebook Pages in a journal.

nd cut leaving the vertical line attached, so you can flip the tab to en. Place glue on the back of the vertical part and title only.

Sample



Copyright © 2025 Teacher's Brain

SAMPLE

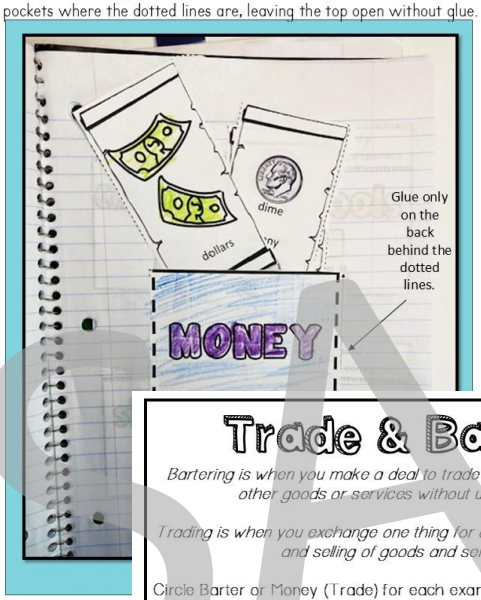
TRADE & BARTER

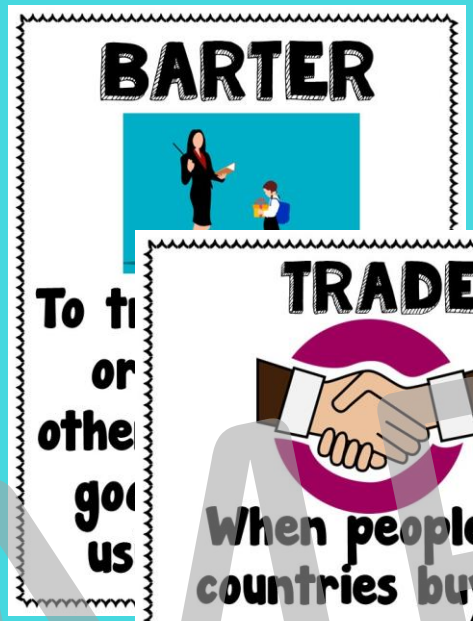
5th Week

Interactive Notebook Every Friday

TIPS: Sample

How to put the Interactive Notebook Pages in a journal.
Color and cut the pocket and scrolls out. Place glue on the back of the pockets where the dotted lines are, leaving the top open without glue.





Suggested Plan

WEEK 5 TRADE AND BARTER

Monday	VOCABULARY Trade Barter Money Food Bank Share Posters Pgs. 78-79	Pg. 34	As a hook, play https://youtu.be/Cn1Ki4OVhTU Barter Video Share Posters Read the definitions of bartering and trading. Students will read a statement and circle if it's barter or money they used in the sentence.
Tuesday	Venn Diagram	Pg. 35	Review the posters. (78-79) Students will use the Venn diagram to compare and contrast the phrases that are examples of bartering or money.
Wednesday	**Writing**	Pg. 36	Have students imagine a world without money. They will describe a day when they must barter for all their needs.
Thursday	**SHARE POSTERS**	Pg. 37	Give one student some real coins. Show them a good (pencil or crayon) and tell them how much it is. Let them tell you if they have enough money to make the purchase. Students will look at a product/good, count the money they have to spend and circle if they have enough money to buy the good.
Friday	VOCAB MONEY	Pg. 59	Students will cut out the pocket that says [illegible] dollars in the top pocket.

Trade & Barter

Bartering is when you make a deal to trade goods or services for other goods or services without using money.

Trading is when you exchange one thing for another, such as buying and selling of goods and services.

Circle Barter or Money (Trade) for each example.

Kim asked her friend to trade a pink crayon for a blue pencil.	**Barter**	**Money**
Joe gave Mr. Smith $2.00 for an ice cream cake.	**Barter**	**Money**
Taylor used a credit card to buy popcorn.	**Barter**	**Money**
Mr. Martin traded a gold [illegible]	**Barter**	**Money**

A WORLD WITHOUT MONEY

Imagine a world without money. Describe a day when you must barter for everything you need.

Name: _____

Money Trading

Goods	Is there enough money to buy the goods? Circle yes or no.	
.5	25¢ 10¢ 35¢	Yes No
.06 Soap	1¢ 5¢	Yes No
.10	10¢	Yes No
.60	25¢ 25¢	Yes No
.09	5¢ 5¢	Yes No

SAMPLE

PRODUCERS & CONSUMERS

6th Week

Suggested Plan

WEEK 6 – PRODUCERS AND CONSUMERS

Monday	Vocabulary Producers Consumers Share Posters Pg. 81-82 Reading Comprehension Check	Pg. 38	Students should remember learning about producers and consumers already. Students will read a paragraph about producers and consumers. They will use pg. 38 to answer 5 comprehension questions.
Tuesday		Pg. 39	Read a book about producers and
Wednesday	Following Directions	Pg. 4	
Thursday	Specialization	Pg. 4	
Friday	Interactive Notebook Page Financial Literacy	Pg. 6	

Name: _____

Specialization

Specialization is when a company, individual, or country focuses on their labor and resources to produce a specific type of good or service. This allows them to become more efficient and gain a comparative ing on an area of expertise. This ses productivity. For example, pecializes in coffee drinks.

lizes in an occupation or a state that specializes in services. Write about one example.

tion ☐ Space ☐ Neat ☐ On Topic

Copyright © 2025 Teacher's Brain

Name: _____

Producers and Consumers

Color the circles that only have producers listed green. Color the circles that have consumers listed red.

farmer | buying a car | making a boat | a shopper

ordering | teacher | shoe-maker | buying gas

baker | fisherman

Buying shoes | tailor

Copyright © 2025 Teacher's Brain

Producers and Consumers

Read about producers and consumers. Answer the questions.

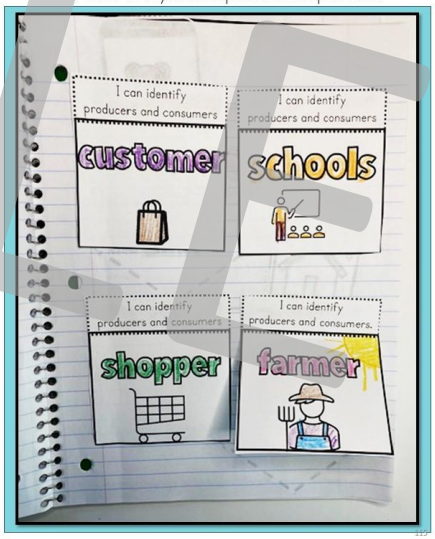
Producers and consumers are important parts of how we get the things we need. A producer is someone who makes or grows things, like a farmer growing vegetables or a baker making bread. A consumer is someone who buys and uses those things, like when you eat the bread or buy the vegetables at a store. Sometimes people can be both producers and consumers, like when you help make lemonade to sell at a lemonade stand and then use some of the money to buy ice cream! Producers and consumers work together to help everyone get what they need and want.

1. What is a producer?



TIPS: Sample

How to put the Interactive Notebook Pages in a journal.
Color and cut leaving the dotted line attached. Glue only the back of the dotted line area so you can flip the bottom up to write.



SAMPLE

WANTS AND NEEDS

7th Week

Suggested Plan

WEEK 7 – WANTS AND NEEDS

Monday	Vocabulary Wants Needs Limited Unlimited ***SHARE POSTERS pgs. 91,92****	Pg. 42	Share a book or video about wants and needs. https://youtu.be/FpNyTKgi1Io NEEDS & WANTS Video option Students will use pg. 42 to draw pictures of needs and write a sentence explaining why it is a need.
Tuesday	Crossword Puzzle	Pg. 43	Review Posters
Wednesday	Venn Diagram	Pg. 44	
Thursday	Writing	Pg. 45	
Friday	Interactive Notebook Page	Pg. 61 (example on pg. 116)	

Copyright ©

Name _____

WANTS AND NE

B	R	E	G	P	L	
I	U	C	A	N	D	
K	S	A	M	O	D	
E	A	N	E	N	T	
I	M	O	V	I	E	N
C	N	D	N	C	N	T
O	P	H	O	N	E	I
		A	T	I	O	

Name: _____ NEEDS

Draw a picture to go along with each NEED. Write a sentence about why it is a need.

food

sleep

clothes

shelter

Name: _____ Compare

NEEDS

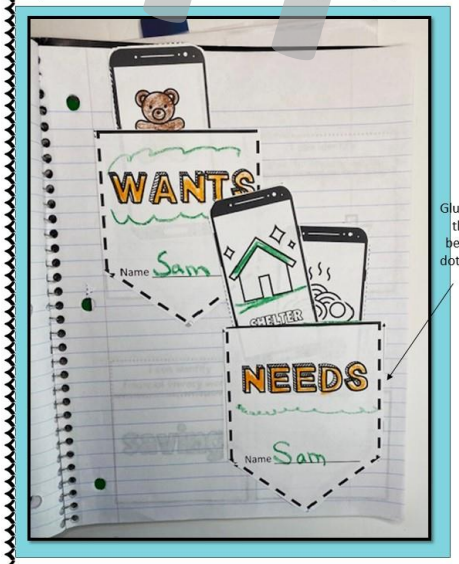
WANTS

both

TIPS: Sample

How to put the Interactive Notebook Pages in a journal.

Color and cut the pockets and phones out. Place glue on the back of the pockets where the dotted lines are, leaving the top open without glue.



Glue only on the back behind the dotted lines.

Word Bank

sun	money	water
food	love	education
toys	cookies	new boots
pet	clothes	air

sentence about what you put in the "both" area and why.

_____

_____

WANTS





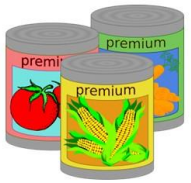
WORD BANK

Check each WANT off as you find puzzle.

candy	bike	game
movie	dog	phone

Copyright © 2025 Teacher's Brain

NEEDS





Something you

SAMPLE

SPENDING AND SAVING

8th Week

Suggested Plan

WEEK 8 – SAVINGS AND SPENDING

Monday	**Vocabulary** **Budget** **Bank** **Choices** **Consequences** **Savings** **Spending**	Pg. 46	Share a book or video about saving money. Students will discuss how they can save money. Lemonade in Winter (book option) Read pg. 46 Savings & Spending and answer the comprehension questions. Then students will explain how they can earn money to buy something they want. (chores, birthday $, lemonade stand) Share Posters p. 93-96
Tuesday	**SAVINGS AND SPENDING** **Profit**	Pg. 47	Use pictures from magazines or the internet to show students examples of lemonade stands. Students will use pg. 47 to read about the cost of making lemonade. Then, they will answer questions to figure out a profit.
Wednesday	**SAVINGS AND SPENDING** Figuring out a budget	Pg. 48	Use Pg. 48 to see a budget, an item wanted to buy, and students will write if they have enough in their budget to purchase the item.
Thursday	**SAVINGS AND SPENDING** WRITIN	Pg. 49	Read a book about saving money from the library. Students will write about how to save money and come up with ideas
Friday	**SAVING SPENDI** Interac Notebo		

Name: _____

PROFIT

A business owner needs to be able to make money. You need to figure out how much it costs to make lemonade and charge more to make money.



Lemon	.20 ¢
Water	.00 ¢
Sugar	.05 ¢

1. Add. How much is it to make one cup of lemonade?

_____

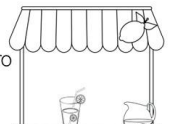
2. How much will you charge for one cup of lemonade? _____

3. How much profit will you make from each cup you sell? _____

4. Why do you want to make money?

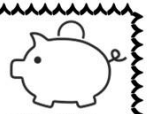
_____

5. How much money do you want to make? _____



6. Figure out how many cups you

SAVINGS & SPENDING



g and spending are important choices we make with ey. When you save, you keep money to use later for ething special. Spending means using money to buy s you need or want. There are benefits to saving and ding, but it's important to plan. A plan for your ey is called a budget. You can earn money by doing es, working, or helping others. Then, you can decide much to save and how much to spend. Making smart es with your money helps you reach your goals!

does it mean to save money?

_____

udget?

_____

portant to save money?

_____

ou would earn money to buy something you wanted.

_____

_____

_____

_____

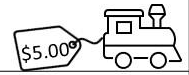
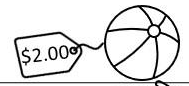
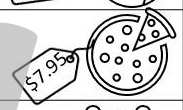
46

Copyright © 2025 Teacher's Brain

Name: _____

IS IT IN YOUR BUDGET?

The first number is how much money you can spend.
The second number is the price of an item to buy.
Write **yes or no** in the blank area to show if you have enough in your shopping budget to buy the item.

$5.00		
$4.00		
$10.00		
$1.00		
$8.00		
$3.00		
$12.00		

SAVING $

Explain ways you can save money and what yo
the money. For example, you could use cou
birthday money.

2 Rubrics!

SAMPLE

TYPES OF RESOURCES

9th Week

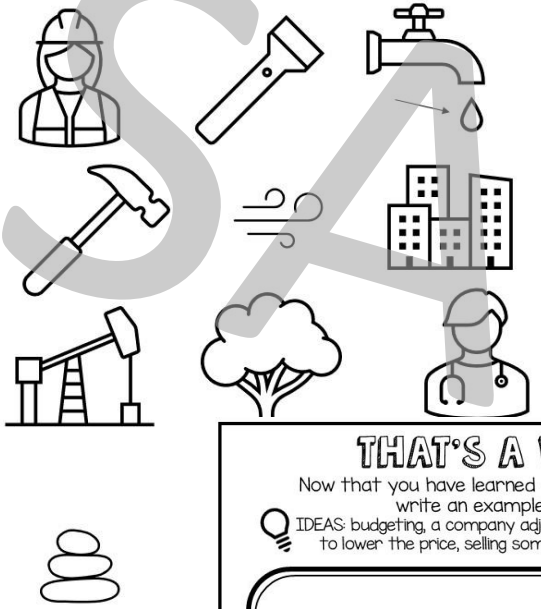
Engage Students!

Name: _____

Types of Resources

Natural resources are from nature.
Capital resources are man-made resources that help make goods.
Human resources are people who do jobs.

Color: Natural=BLUE Capital=RED Human=GREEN



Types of Resources

Trace each type of resource and rewrite the word. Then, use the Word Bank to list the words in the correct column.

1 capital

2 human

3 natural

capital	human	natural

Word Bank

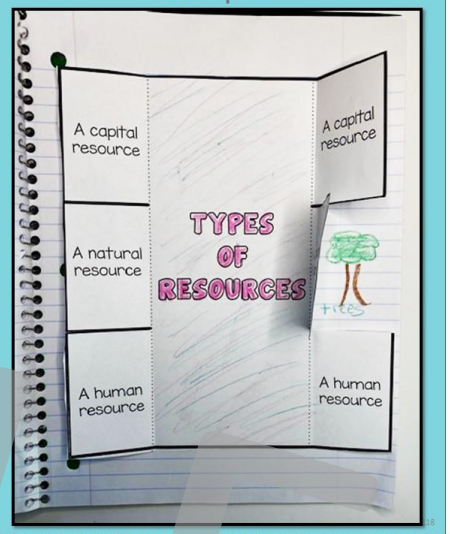
trees chef hammer flowers
firefighter factory water wind
teacher barber buildings tools

Copyright © 2025 Teacher's Brain

Interactive Notebook TIPS:

How to put the Interactive Notebook Pages in a journal.
Color and cut the dark lines. Fold on the dotted lines so the sides can flip up where you can write or draw under each flap.

Sample



Copyright © 2025 Teacher's Brain

THAT'S A WRAP!

Now that you have learned about economics, write an example below.

IDEAS: budgeting, a company adjusting a price, having to lower the price, selling something for profit

_____

_____

_____

Journal Rubric

	3	2	1
Content	Shows they understand A LOT about community helpers.	Shows they understand SOME on the concepts and used some of the new words in their writing	Shows LITTLE understanding of concepts and used few or no new words
Using the Journal	Student ALWAYS went back into the journal to read or share work	SOMETIMES went back to the journal to read or share work	DID NOT use the journal at all to read or share work
Drawings and/or Diagrams	Drawings are MOSTLY large, colored, labeled and have good detail	Drawings are SOMETIMES large, colored, labeled and have good detail	Drawings are NOT large, colored, labeled or have good detail

SAMPLE

Extra Activities

Home Connections - Lesson Plans

Centers ACTIVITIES

WRITE THE ROOM

TEACHER: Cut these words out and place them around the room for students to find.

1 jobs

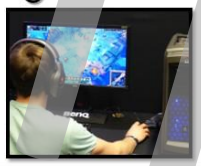
2 Scarcity

3 work

Copyright © 2025 Teacher's Brain

Sort the Wants and Needs

(use with the Sorting Chart)

food 	toys 
water 	games 
air 	movies 

103

Copyright © 2025 Teacher's Brain

ECONOMICS Mini Book

Name _____

Bank

consumer

money

102

HOME CONNECTION

Dear Parents,

To go along with our Economics Unit, I am inviting any of you to volunteer to share your job with the class. They would love to hear about the service you provide, any special vehicle you may drive, special tools that help you do your job, and/or the uniform you may wear for your job. You will have 15 minutes to present. There will be an additional 10 minutes for questions from the students. If you have anything special you want to share, please let me know what the items or vehicles are before your visit so I can get any necessary approval. Thank you in advance. Please fill out the information below and return it by _____ if you are interested. This will be a great opportunity for students to learn about roles in our community and make real-world connections with our classroom discussions.

Please Cut and Return to the Teacher

_____Yes, I would love to volunteer to present to the class about my job.

Name _____

Best way to contact you _____

Job/Career _____

Additional information about your presentation:

_____

_____

Thank you!

Copyright © 2025 Teacher's Brain

ECONOMICS

SAMPLE