



# Activities





## Word of the Week

Introduce the econ concept cards at your grade level to students, using one card per week. Ask students to use the word in a sentence; draw a picture representing the word; or use the word as a topic for a creative writing story. Add the word to your weekly spelling test as a bonus word. Put the word on your word wall or pocket chart at the week's end and move on to the next word.

## Fill the “Econ Jar”

Ask students to listen for any econ concept words during reading and social studies lessons, or when you share literature stories. When they hear an appropriate word, they should identify it and give the meaning. If correct, the teacher can put a marble or piece of candy in the “Econ Jar” located in the classroom. When the “Econ Jar” is full, it's time for a party.



## Econ Pictionary

Give each student one econ concept card at their grade level to illustrate on drawing paper. (Let students choose if possible.) They should draw a picture showing an example of their word in use. (If they have “barter,” they could draw two students trading items, etc.) Put finished pictures, labeled with their word and meaning, in alphabetical order to create a classroom picture dictionary.

## Catalog Collage

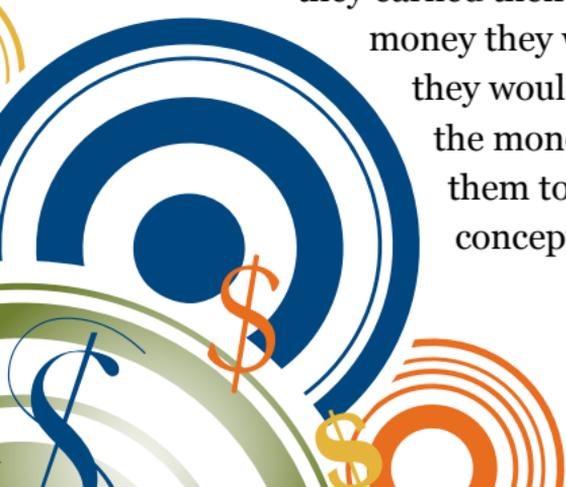
Use magazines or catalogs to find pictures showing natural, human or capital resources. Cut pictures out, identify the type of resource for each, and glue to three pieces of poster board labeled with the three types of resources. Hang posters in the classroom to remind students of the examples of these three economic words.

## Econ in the News

Save the business section of the daily newspaper until you have enough copies for teams or individual students. Ask students to look through their copy of business news to underline or highlight all the economic words they can find. This is a good review of the concepts learned and can show students the use of the words in story context.

## Creative Story Starter

“Making Money Choices” (primary grades)—After discussing the concepts of earn, spend and save, use the creative writing topic of “If I had \$10” as a story starter. Tell students that they should write a story telling how they earned their \$10, how much money they would save, and what they would spend the rest of the money on. Challenge them to use additional econ concept words in their story.





## Creative Story Starter

### “Enterprising Entrepreneur”

(intermediate grades)—After discussing the concept of entrepreneur, use the creative writing topic of “How I Became an Entrepreneur” as a story starter. Ask students to think of a new product or business they would like to begin, what they would name it, and what they would do to make it successful. Challenge students to use as many of the econ concept words as possible in their story.

### *Math:* “Paying the Price”

(primary grades)—After discussing goods, currency, income and prices, set up a store simulation for students in the classroom. Give each student an amount of currency (play money) based on their income (money earned for completing weekly assignments) to purchase goods (school supplies and treats) that have prices based on their values. Let each student make one or two purchases from the store and share his choices and opportunity costs with the group. (Download play money samples from our website.)

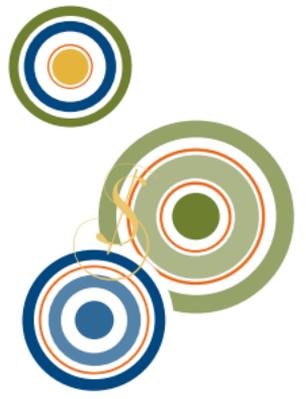
## *Math:* “Budget Bucks”

(intermediate grades)—After learning about budgeting, give each student an imaginary “allowance” of \$20 to develop a weekly budget. Ask students to list the following budget items for the week: food, toys/games, school supplies, entertainment, clothing, savings/donating. Students should decide how much they would spend on each item, making sure they save and/or donate a portion of their allowance. Share final budgets with the group.

## *Line Up the Econ Way*

When it is time to line up for lunch or recess, review the econ concept cards by reading a meaning out loud and asking for the matching word. The first student with the correct answer becomes the line leader. If you are waiting in line and need to occupy students, take the cards with you to read and review concepts in the hallway or lunchroom.





# Games



## *Econ Bingo*

Make bingo cards by folding paper into sixteen sections. Ask students to copy fifteen of the economic words they have studied, one per section on the card. (One section is a “free space.”) Pass out markers or candy to each student for the game. To play with primary students, the teacher reads an econ concept word and students mark the word, trying to get a vertical, horizontal or diagonal bingo. For intermediate students, teacher reads the meaning of an econ concept word and students mark the word described. (Download a bingo card template from our website.)

## *Popcorn Economics*

Hand out economic concept words, one to each student. The teacher reads the meaning for one of the words out loud, and the student who thinks he has the matching word “pops” (or jumps) out of his desk. If he is correct, he scores a point for the class. If he is incorrect, the teacher scores a point. The teacher could hand out meanings and read words orally, if she thinks the class can handle the concept meanings.





## *Econ Memory*

To prepare the game board, mix up eight econ cards with their eight meanings and place cards on a pocket chart in four by four rows. Number large index cards from 1-16 and cover each econ card with a larger index card. To play, ask student to try to match the econ word with its meaning by guessing two numbers, which the teacher will remove to reveal words underneath. If no match is made, replace the numbers for the next student's turn.

## *Hang Mouse*

Teacher or student chooses an economic word from the cards that he would like the class to guess. The correct number of blanks are drawn on the board to represent the number of letters in the mystery word. A hanging noose is drawn to the side of the blanks. Students take turns guessing letters, which are written on the blanks if correct. For each incorrect guess, a part of the mouse's body is drawn until the entire body (including tail) is completed. Hopefully students will guess the econ word before the mouse is hung.

## *20 Econ Questions*

Teacher or student chooses an economic word from the cards for students to guess. Students may ask “yes” or “no” questions about the mystery word to help identify it. When playing this game, it helps to start with general questions, such as “Is this word connected to money?” and move to specific questions “Does this word begin with C?” later on. You may want to review the words before starting the game so they are fresh in students’ minds.

## *Econ Word Wiz*

A volunteer stands in the front of the room with his back to the class. The teacher chooses an econ card and shows it to everyone but the volunteer. The card is pinned to the volunteer’s back and he turns to face the class. Students take turns giving one-word clues (preferably synonyms) to the volunteer so that he can guess the word on his back. The student has ten chances to guess the word and become a “Word Wiz.”





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