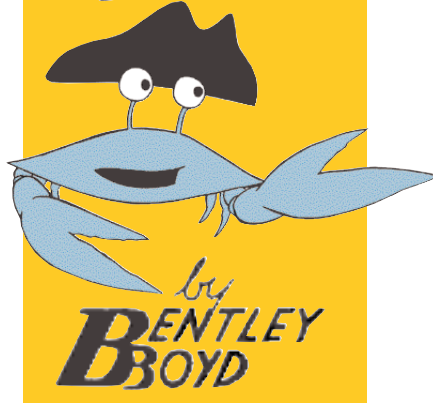


CHESTER

COMIX WITH CONTENT



COMIX ECONOMIX



Teacher's Guide



Teacher's Guide for

COMIX ECONOMIX

Chester's **Comix With Content** series



Dear Teacher:

Chester the Crab's "Comix Economix" comic book brings tested content terms to an elementary grade reading level. Chester's colorful images and practical examples will help you teach more effectively and help your students learn and remember these hard concepts at test time.

Each Chester comic has several themed chapters, usually five pages long. These chapters can be easily used in small guided reading groups, in shared reading across a whole classroom, or for independent work. This teacher's guide is specific to "Comix Economix," with reading strategies, reproducible classroom activities, lists of additional resources, and NEW sample questions for student practice.

I hope you and your students
enjoy Chester the Crab!

A handwritten signature in black ink that reads "Bentley Boyd" with a smiley face drawn at the end.

OBJECTIVES

After reading "Comix Economix" and performing the activities in this guide, students will be able to:

- ☞ define economics terms
- ☞ identify American money
- ☞ use a non-fiction reading selection to practice reading skills

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COMIX IN THE CLASSROOM

Comic books are a lively way to teach reading to both low-skill and high-skill readers. In an era of endless electronic stimulation, comics pull students back to the printed word.

Comix are a unique American art form. They are not a chapter book (all text) and not a movie or TV show (usually all visual) but a careful mix of text *and* visuals. This is why they do not deserve their reputation as simple, “dumbed down” material. The pictures illustrate vocabulary that is on par with adult books and just below magazines and newspapers (*American Educator*, Spring/Summer 1998).

Low-skill readers enjoy the way color and action make the pictures part of the story. These readers can use the visual clues to find the meaning of the story and learn the complicated **vocabulary** and concepts on which they will be tested. For example, Chester uses pictures of aliens to teach “inalienable rights.” An image of George Washington on a surfboard reinforces the idea that as president he had to carefully balance between the first two political parties in America. A 1988 study found that 70 percent of fifth-graders spend fewer than 10 minutes a day reading outside of school. Comix help these students cross the “reading to learn” barrier, giving them something fun they will *choose* to pick up and read.



High-skill readers are also engaged by comix. **Predicting** is a key component of comix; it happens between each panel. The white “gutter” between panels creates undefined space. This space makes a comic story interactive: Its plot will not move forward without the reader providing their own details and predictions in the jump from one panel to the next. “In the limbo of the gutter, human imagination takes two separate images and transforms them into a single idea” (Scott McCloud, *Understanding Comics*, 1993). There are also fun **details** inside the panels themselves. Will readers catch the joke behind the name of the colonial coffee shop? What about the song Chester sings at the end of an episode? Hey, Nathaniel Bacon’s gravestone has a frying pan on it!

Chester’s stories are usually told in five pages. Each page makes a substantial daily lesson and leaves students room to predict the next part of the story for the next day.

READING SKILLS FROM COMICS

Main idea
Sequencing
Vocabulary

Noting details
Author’s purpose
Cause/Effect

Predicting outcomes
Fact vs. opinion
Figurative language

PARTS OF A CHESTER COMIX PAGE

Take a picture walk through each page before you read a Chester story. Point to the elements of each page and ask students why some repeat. Note what is different. This prepares students for successful reading.

PANEL

Panels divide a comic page into separate places or moments in time. Panels are usually read from left to right, top to bottom. When in doubt, follow the flow of the text. (Make sure to read all text inside a panel before moving to the next panel!)

LOGO

Chester's name repeats on each page. We see many logos in our daily lives, from the lettering on fast food restaurants to pictures on highway signs.

TIMELINE

John Paul Jones' time long, long ago was very different from our lives today. Readers begin to picture this difference by seeing a timeline with other major events just before and after this page's action. The triangle pointing down shows the year this page begins.

TITLE

Each Chester page has a title, giving the page a theme. The titles are questions to provoke a reader's curiosity. The answer to the question is somewhere on that page. The questions are useful in **guided reading** exercises about **predicting** or **finding the main idea** of a story.

FRIENDS

Often Chester brings friends on his adventures. He has a friend in each grade. They wear shirts with different colors and the number of their grade in a circle on the front. This is a loose guide to the grade level of the content in this Chester story.



WORD BALLOONS

Balloons surround the words a character speaks or thinks. The point coming out from the balloon aims at the person who is speaking those words. Thinking is shown inside a cloud-like balloon, with circles leading toward the person doing the thinking. Sometimes words grow larger or more decorative to show excitement. **Content vocabulary** is usually shown in bold type.

GUTTERS

Gutters of white space divide panels into separate places or moments of time.

NEXT!

Each page has a teaser about the next page in the story. Ask students to **predict** what this teaser might mean!



VIDEO ECONOMICS

READING STRATEGY SUGGESTIONS

SKILLS

Compare and Contrast Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about economics – the study of how we buy and sell things. What kinds of things

have you bought with your own money?”

Take a picture walk through the first story, “Video Economics,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

want (p. 2) – goods or services that people would like to have

need (p. 2) – goods or services that people need to survive: food, clothing, shelter

consumer (p. 3) – person whose wants are satisfied by using goods and services

barter (p. 3) – direct trade of goods, services, or resources without the use of money

money (p. 3) – currency; anything accepted as final payment for goods and services

debt (p. 3) – payment owed for an earlier use of goods or services

credit (p. 3) – getting goods or services now with a promise to pay for them later

producer (p. 4) – people who use resources to make goods and services for consumers

economic choice (p. 4) – a decision to pick a good or service among many possibilities

goods (p. 4) – things people make or grow that can be bought to satisfy needs or wants

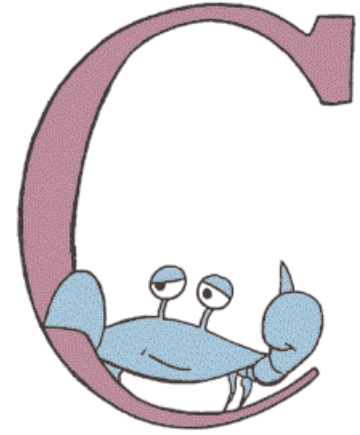
(VOCABULARY, *continued from previous page*)

services (p. 4) – activities that satisfy people’s needs or wants

supply (p. 5) – the available amount of a good or service

demand (p. 5) – the amount of a good or service that people are ready and able to buy

free market (p. 5) – economic system in which consumer choices lead producers; the government does not make economic choices for the producers or consumers



3. TEACHING POINT

☞ **Read** a page in the story. Ask students to describe the way events are related through **comparing and contrasting** parts of the story. **SAY:** “Comparing and contrasting is the exercise of finding similarities and differences between events, characters, or other parts of a story.”

☞ For example, on p. 2 **ASK:** “What is the difference between the panel with the boy wearing rollerblades and the panel showing the North Pole?” Or on p. 4 **ASK:** “What are the differences between the three video stores? How are they alike?”

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

☞ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next and/or write the prediction on their sheet.

☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help you make a prediction about the next page?”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 7 of this guide.

MATH ACTIVITY

CHA-CHING

1. You are the clerk at a store. Chester buys a 7-cent piece of candy and pays for it with a quarter. You owe Chester _____ cents. Give him his change using the smallest number of coins possible:

penny _____ nickel _____ dime _____ quarter _____

2. You are the clerk at a drug store. Amy buys a 28-cent newspaper and pays for it with two quarters. You owe Amy _____ cents. Give her her change using the smallest number of coins possible:

penny _____ nickel _____ dime _____ quarter _____

3. Your friend owes you 67 cents and pays you with a dollar. You owe your friend _____ cents. Give him his change using the smallest number of coins possible:

penny _____ nickel _____ dime _____ quarter _____

4. You are the clerk at a store and the customer buys a loaf of bread that costs 89 cents. She pays you with a dollar. You owe the customer _____ cents. Give her her change using the smallest number of coins possible:

penny _____ nickel _____ dime _____ quarter _____

Circle the correct amount.



Circle 16 cents:

Circle 33 cents:



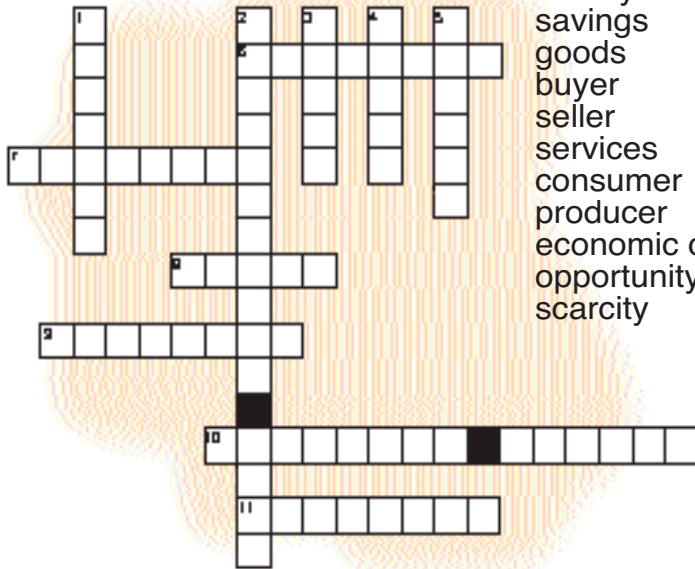


ECONOMICS ACTIVITY

IT ALL ADDS UP

WORD BANK

money
 savings
 goods
 buyer
 seller
 services
 consumer
 producer
 economic choice
 opportunity cost
 scarcity

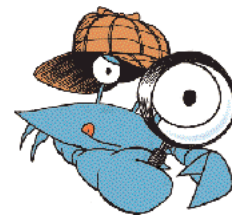


ACROSS

6. person who uses resources to make goods and/or provide services
7. a person who uses goods and services
8. what is used to buy goods and services
9. not being able to meet all wants at the same time
10. the choice or decision among alternatives or possibilities
11. activities that satisfy people's needs and wants

DOWN

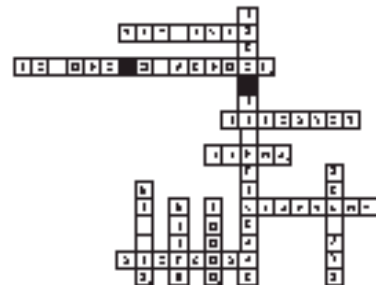
1. money to put away to keep or to spend later
2. the next best choice that is given up when a decision is made
3. things people make or use to satisfy needs and wants
4. a person who uses money to purchase goods or services
5. a person who sells goods or services



TEACHERS!

Cover this corner when you copy this page for your students!

ANSWER:



VIDEO ECONOMICS QUESTIONS

- 1. In this Chester story, Tamara buys a video with her own money. That makes her a(n) —**
 - A producer
 - B lender
 - C debtor
 - D consumer
- 2. Which one of these is NOT a form of money?**
 - F coins
 - G pints
 - H credit
 - J debt
- 3. “The price of a movie is not just the price in dollars. It is also what you must do to get the dollars and what you do not buy when you make your choice.” This describes —**
 - A allowance
 - B product placement
 - C opportunity cost
 - D the lesser of two evils
- 4. Three video stores offer certain videos at prices meant to appeal to certain buyers. This is an example of —**
 - F human resources
 - G interdependence
 - H barter
 - J specialization
- 5. “Our market system is designed to push money to the store offering the most popular goods at the lowest price.” Which word below has the same meaning as the phrase “designed?”**
 - A made
 - B dressed
 - C mechanized
 - D memorialized
- 6. What would be a good title for this Chester story?**
 - F The Humor of “Monsters, Co.”
 - G Diving in the Bargain Bin
 - H How Tamara Chooses to Spend Her Allowance
 - J Kidpix: Favorite Movies of the Pre-teen Crowd

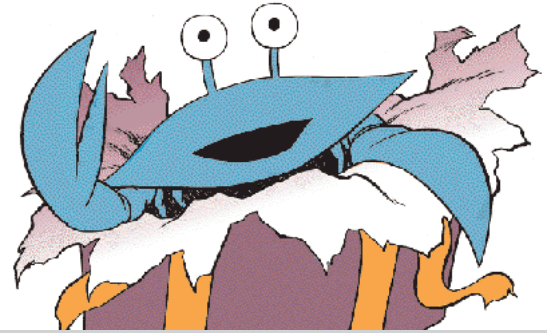


MONEY AROUND THE MALL

READING STRATEGY SUGGESTIONS

SKILLS

Compound Words Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

☞ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

☞ **SAY:** “This is a comic book narrated by Chester the Crab. It is about economics – the study of how we buy

and sell things. What stores do you like to visit when you go to the mall?”

☞ **Take** a picture walk through the second story, “Money Around the Mall,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

☞ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

☞ **Tell** students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

specialize (p. 8) – the economic practice of focusing on producing one product or service

barter (p. 8) – direct trade of goods, services, or resources without the use of money

currency (p. 9) – coins or paper money with a certain value, usually given by government

paycheck (p. 9) – paper payment of wages; it can be exchanged at a bank for money

savings (p. 10) – money put away to save or spend later

bank (p. 10) – business that lends money to borrowers and protects savings

interest (p. 10) – payment for the use of borrowed money; it is paid by borrowers and paid to lenders and savers

credit (p. 11) – getting goods or services now with a promise to pay for them later

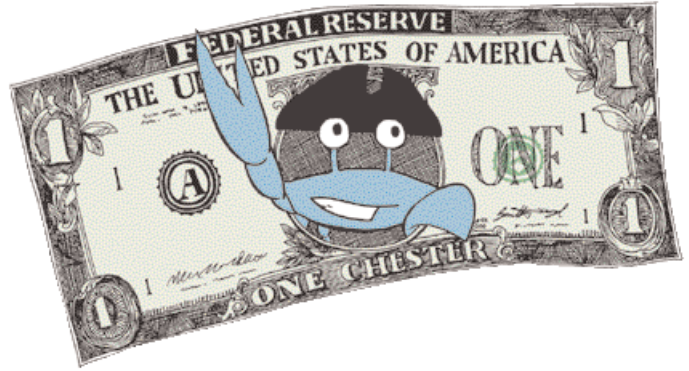
(VOCABULARY, *continued from previous page*)

signature (p. 11) – a person’s name, written by his or her own hand

consumer (p. 12) – person whose wants are satisfied by using goods and services

goods (p. 12) – things people make or grow that can be bought to satisfy needs or wants

services (p. 12) – activities that satisfy people’s needs or wants



3. WORD STUDY

➤ **Read** page 9 in the story. **Point** out some **compound words**. **SAY:** “A compound word is a word made by putting together two smaller words. Can you find some in the story?”

➤ For example, on p. 9 **ASK:** “What two words form ‘paycheck?’ ‘Someone?’ ‘Crabwalk?’”

4. READ THE STORY FOR WRITING PROMPTS

➤ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

➤ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

➤ **SAY:** “As we read the story, we will look for the **main, or most important, idea and supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

➤ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help you make a prediction about the next page?”

➤ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

➤ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 12 of this guide.

LANGUAGE ACTIVITY

CAN YOU WRITE A CHECK?

There are 8 errors in this check. Can you circle all of them?

CHESTER THE CRAB
7505 Warwick Blvd.
Newports News, VI 23607

0000

November 32, 1999
Date

The Electric Company | \$ 75.25
Pay to the Order of

Seventy-two and 25/100 Dollars

CRAB BANK OF THE BAY
One Underwater Way
Chesapeake Bay, VA 23607

Chester T. Crab

For warmer water
Memo

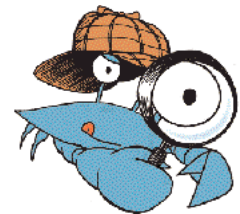
MAKE FUN MONEY

Design your own money. Whose picture would you put on it? What would your motto be?



How do you know if bills are real or fake? Here are some things to look for:

- ☞ The genuine portrait (picture of a person) appears lifelike and stands out distinctly from the fine, screen-like background.
- ☞ On a genuine bill, the saw-tooth points of the Federal Reserve and Treasury seals are clear, distinct, and sharp.
- ☞ The fine lines in the border of a genuine bill are clear and unbroken.
- ☞ Genuine serial numbers have a distinctive style and are evenly spaced. They are printed in the same ink color as the Treasury seal.
- ☞ Genuine paper has tiny red and blue fibers embedded throughout.
- ☞ Some people believe that a bill must be counterfeit if the ink rubs off. This is not true. Genuine currency, when rubbed on paper, can leave ink smears.



TEACHERS!

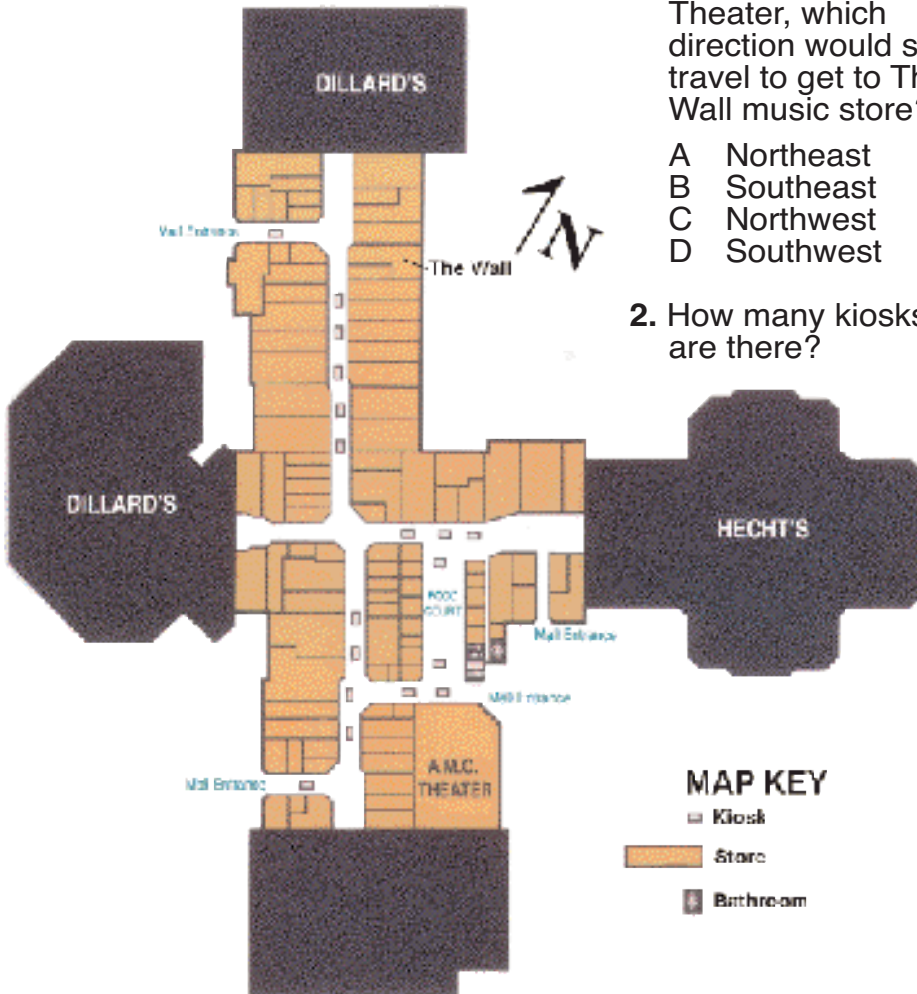
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ANSWERS:

Crab misspelled,
November misspelled
and doesn't have 32
days, Warwick
misspelled, extra "s" on
Newport, state should be
VA, Electric misspelled,
amount on second line
should be seventy-five.

GEOGRAPHY ACTIVITY

MALL MAP



1. If Lisa enters the mall by the AMC Theater, which direction would she travel to get to The Wall music store?

- A Northeast
- B Southeast
- C Northwest
- D Southwest

2. How many kiosks are there?

3. _____ is when people receive special training for a certain job or occupation as it is related to the production of a good or service.

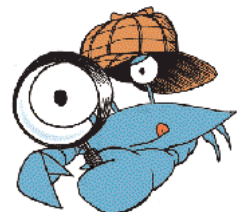
- A Economic development
- B Economic resources
- C Economic specialization
- D Economic principles

4. Which of the following companies uses this principle to produce a good?

- A Newport News Shipbuilding
- B Goodyear Tires
- C Disney Entertainment
- D All of the above

TEACHERS!

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ANSWERS:

1. C
2. 18
3. C
4. D

MONEY AROUND THE MALL QUESTIONS

1. A _____ is a written order to a bank to pay money from a person's account.
 - A check
 - B letter
 - C charge
 - D barter

2. America's economic system is known as —
 - F communism
 - G socialism
 - H free market
 - J command

3. Which of the following is NOT a compound word?
 - A paycheck
 - B exchange
 - C sidewalk
 - D overcoat

4. "The bank gives Josh interest as a reward for keeping his money there instead of in a jar under his bed." What word below has the same meaning as the word "interest?"
 - F fascinate
 - G cool
 - H fun things
 - J money

5. What term BEST describes quarters, nickels, dimes, and pennies?
 - A allowance
 - B currency
 - C credit
 - D economics

6. What is this story MAINLY about?
 - F Chester, the Magic Crab
 - G the different forms of money and their uses
 - H the best stores at the mall
 - J how to get a credit card

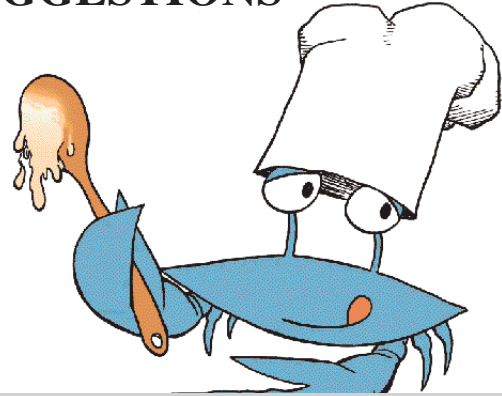
CHAPTER 3

CAREER RESOURCES

READING STRATEGY SUGGESTIONS

SKILLS

Word Endings Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about economics – the study of how people

buy and sell things and the jobs they do. What job would you like to have when you grow up?”

Take a picture walk through the third story, “Career Resources,” to see what Chester is learning. **Point** to the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find each word. Have students read the sentence that has a vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

capital resources (p. 14) – goods made by people, used to make other goods and services

natural resources (p. 14) – resources that come from nature (water, soil, wood, air, sun)

human resources (p. 14) – people working to produce goods and services

doctor (p. 15) – a person trained to take care of sick people

medicine (p. 15) – a substance used to treat disease or relieve pain

resort (p. 16) – a place for people to go on vacation

tools (p. 16) – an object used to make it easier to produce a good or service

law (p. 17) – rule made and enforced by a government

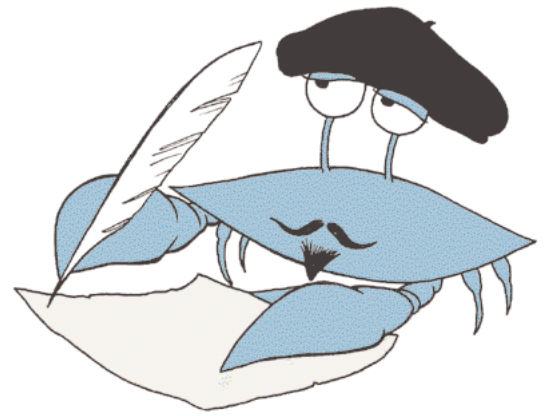
(**VOCABULARY**, *continued from previous page*)

government (p. 17) – human group that has power to make rules and decisions on how the community will spend its money, resolve conflicts, and live together.

sheriff (p. 17) – law enforcement official for a county

teacher (p. 18) – person who helps a student to learn information or a skill

harvest (p. 18) – collection of crops at the end of their growing season



3. WORD STUDY

☞ **Read** a page in the story. **Point** out the **word endings** that end in “le.” **SAY:** “The letters ‘le’ at the end of a word make the sound ‘el.’ Can you find any in the story?”

☞ **Point** to examples in the story: (p. 15) saddle, people, style, examples.

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

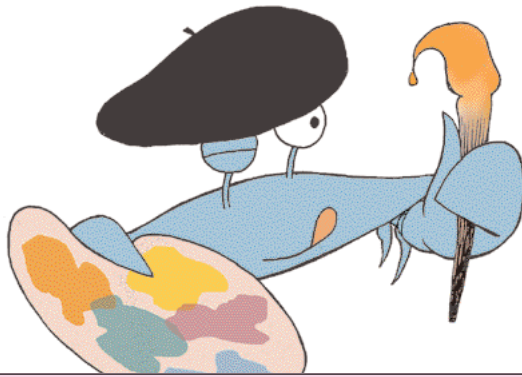
☞ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help you make a prediction about the next page?”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 17 of this guide.



SOCIAL STUDIES ACTIVITY

RESOURCES POSTER

Resources are used to produce goods and services. The three main categories of resources are human, natural, and capital.

NATURAL RESOURCES Resources that come from nature (water, soil, wood, minerals, air, sun).

HUMAN RESOURCES People working to produce goods and services (farmer, miner, builder, painter).

CAPITAL RESOURCES Goods made by people and used to produce other goods and services (hammer, computer, truck).

Make a poster showing the three types of resources:



DIRECTIONS




1. Divide a piece of poster board into three sections.
2. Label the sections: Natural Resources, Human Resources, and Capital Resources.
3. Using scissors and pictures from magazines, cut out pictures representing each resource.
4. Glue pictures onto the poster board.

You may want to work with two buddies so that each of you can look for one of the three resources.

SOCIAL STUDIES ACTIVITY

WHAT DOES IT TAKE?

Chester's comic strip introduces three types of resources:

 natural
  human
  capital

In each of the following activities identify the resources necessary to complete the project.



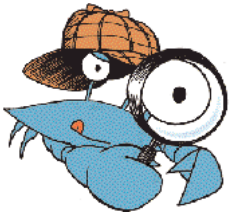
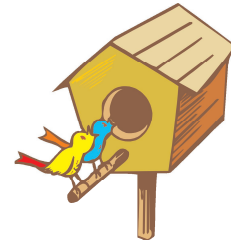
EXAMPLE

Make applesauce from scratch.

NATURAL
Apples
Cinnamon
Sugar

HUMAN
Cook
Recipe

CAPITAL
Pot
Oven
Spoon



TEACHERS!

Cover this corner when you copy this page for your students!

1. Make a milkshake.

NATURAL RESOURCES

HUMAN RESOURCES

CAPITAL RESOURCES

2. Make a birdhouse.

NATURAL RESOURCES

HUMAN RESOURCES

CAPITAL RESOURCES

3. Make and fly a kite.

NATURAL RESOURCES

HUMAN RESOURCES

CAPITAL RESOURCES

Milkshake: (natural) milk; (human) student, adult; (capital) blender, ice cream

Birdhouse: (natural) wood; (human) adults/ carpenters/students; (capital) hammer, nails, paint, glue

Kite: (natural) air, wood; (human) person to put together and fly kite; (capital) paper, string, glue, ribbon.

POSSIBLE ANSWERS:

CAREER RESOURCES QUESTIONS

- 1. Things made by people and used to produce other goods and services are —**
 - A human resources
 - B natural resources
 - C government resources
 - D capital resources

- 2. Water, wood, air, and sunlight are examples of —**
 - F natural resources
 - G human resources
 - H capital resources
 - J military resources

- 3. Which of the following is NOT a human resource?**
 - A farmer
 - B painter
 - C builder
 - D hammer

- 4. “This is a time of change for doctors. Old-fashioned herb medicines and home remedies are slowly giving way to modern medicines.” Which word or phrase means the same as “giving way to?”**
 - F presenting
 - G being replaced by
 - H mailing away for
 - J being given a chance

- 5. In the story, what job does Darylle NOT explore?**
 - A teacher
 - B doctor
 - C lawyer
 - D sheriff

- 6. In which chapter below would you find more information about the kinds of carnival rides popular 100 years ago?**
 - F “Salaries of Summer Jobs”
 - G “The Tears of A Clown”
 - H “A History of Cotton Candy Machines”
 - J “Loops, Whirls, and Spins in 1903”

CHAPTER 4

THE TAX HUNTER

READING STRATEGY SUGGESTIONS

SKILLS

Past Tense
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about economics, which is the study of how

people buy and sell things. Governments get money from this buying and selling, in the form of “taxes.””

Take a picture walk through the fourth story, “The Tax Hunter,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find the words. Have them read the sentence with a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

taxes (p. 20) – money paid by people and businesses to a government so the government can provide goods and services to the community

government (p. 20) – human group that has power to make rules and decisions on how the community will spend its money, resolve conflicts, and live together

property tax (p. 21) – tax based on the land, machinery, or buildings that a person owns

local government (p. 21) – usually the smallest unit of government; for a city or county

sales tax (p. 22) – money collected by government from the sale of goods and services

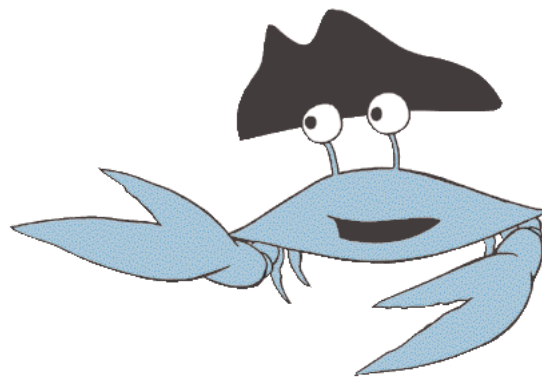
state government (p. 22) – institution that makes laws and a budget for a whole state

(VOCABULARY, continued from previous page)

income tax (p. 23) – collection of a percentage of what a citizen or business earns

federal government (p. 23) – central government that makes laws and rules for a system of subterritories

excise tax (p. 24) – similar to a sales tax; collected by governments on specific items to discourage people from buying them



3. WORD STUDY

☞ **Read** a page in the story. **SAY:** “The letters ‘ed’ at the end of a word can show past tense (something that has already happened). They make the sound ‘t,’ ‘ed,’ or ‘d.’”

☞ **Point** to examples in the story: (p. 20) hired, supposed; (p. 21) based; (p. 22) collected; (p. 23) added. Write others on the board: laughed, skipped, played.

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

☞ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.” **Point** to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help you make a prediction about the next page?”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 22 of this guide.

MATH ACTIVITY

HOW DOES IT ALL ADD UP?

This week Chester is trying to make sense out of all the different types of taxes people pay and what services are received for the tax money. Try this exercise to see how much money you and your family are spending. You can also do this as a classroom activity.

DIRECTIONS

1. Collect real receipts and bills showing taxes you and your parents pay. Be sure to cut off or black out all names and account numbers if you do this as a classroom activity. Types of receipts and bills could include water bills, cable bills, cash register receipts for groceries, meals out, clothing, or supplies.
2. Once you're done collecting, categorize the receipts according to types of taxes (sales tax, property tax, income tax, excise tax).
3. Total the amount of taxes you paid for each category.
4. Now display your findings on a large poster. A good title for this poster might be "Taxes = Services." Show the taxes paid on the left side and the services received on the right.
5. Where did the money collected go?

Add the total amount of taxes you collected. What could you have done with that extra money? Make a list of five things that could have been purchased with the total tax money.



LEARN MORE ABOUT TAXES

On the Internet:

A federal tax site for kids – www.employers.gov/stawrs/kids
An Internal Revenue Service Web site including a history of taxes in the United States – www.irs.gov/taxi

At your school or public library:

“**The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It,**” by Steve Otfinoski. Ages 9 to 12.
“**Our Money,**” by Karen Bornemann Spies. Ages 9 to 12.
“**If You Made a Million,**” by David M. Schwartz. Ages 6 to 9.

ENGLISH ACTIVITY

WHERE DOES IT COME FROM?



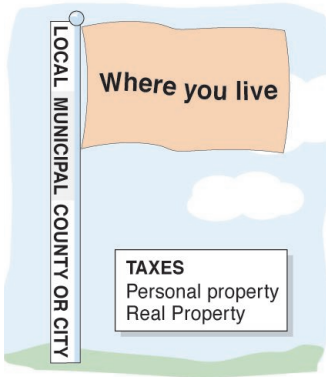
Complete the following **analogies** using the words on the flagpoles above and what you learned in Chester's story about taxes.

1. Federal: National:: Local: _____



2. Excise: Federal:: Sales: _____

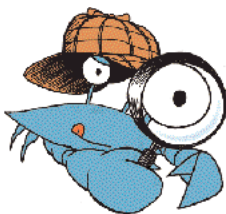
3. Virginia: State:: _____: Nation



4. Personal property: Car :: real property: _____

5. Jewelry: Excise:: _____: Sales

6. National: United States :: Local: _____



TEACHERS!

Cover this corner when you copy this page for your students!

ANSWERS:

- Examples
1. Municipal
 2. State
 3. USA
 4. House, Land
 5. Answers vary.
 6. Depends on games, etc.
 9. Include food, clothing, video where you live

THE TAX HUNTER QUESTIONS

1. Money the government collects, based on what individual citizens and businesses earned in the past year, is — busi-
 - A estate tax
 - B excise tax
 - C income tax
 - D capital gains tax

2. The tax on a person's house is —
 - F personal property tax
 - G sales tax
 - H estate tax
 - J property tax

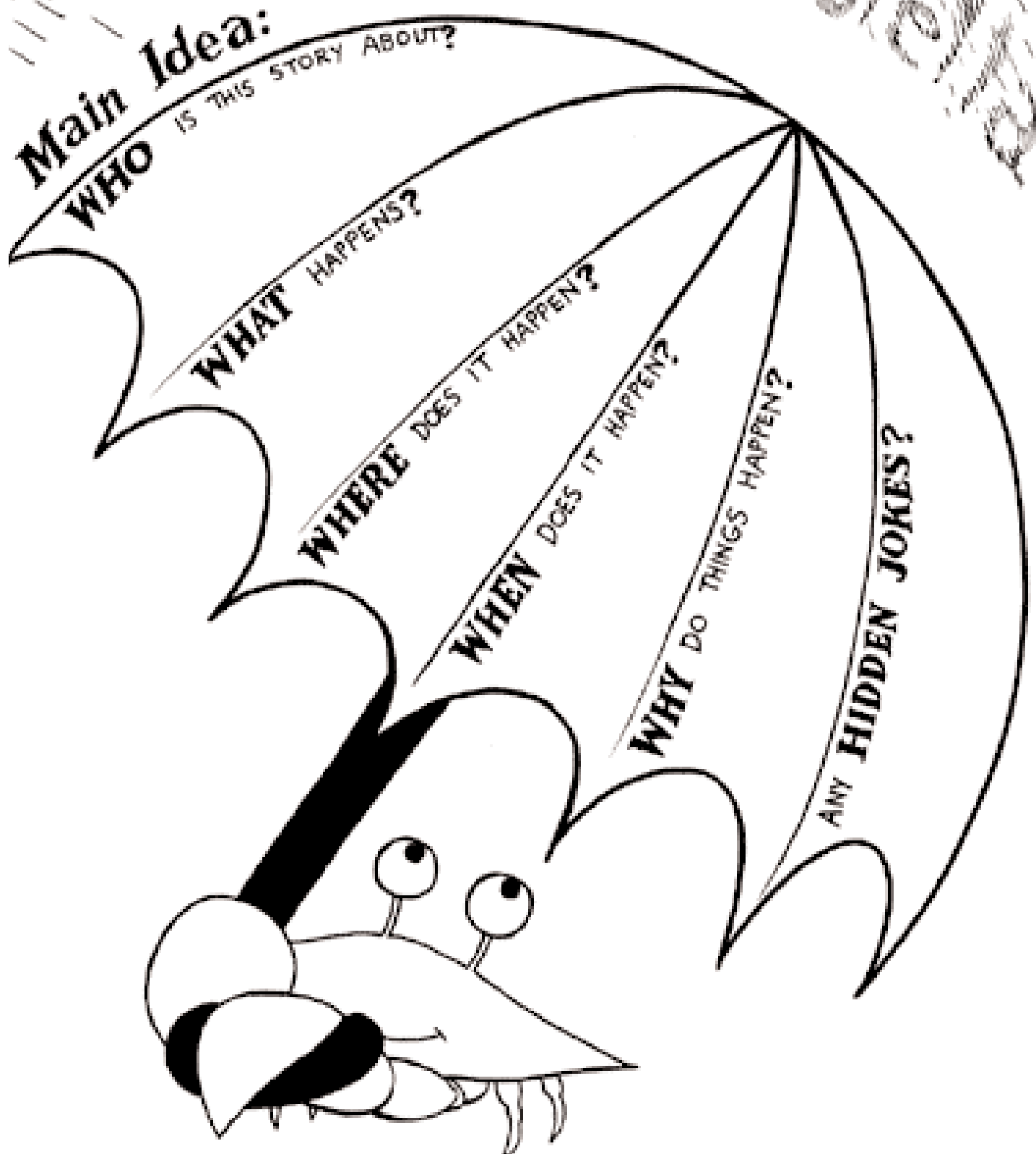
3. Which of the following is NOT a level of government?
 - A family government
 - B local government
 - C state government
 - D federal government

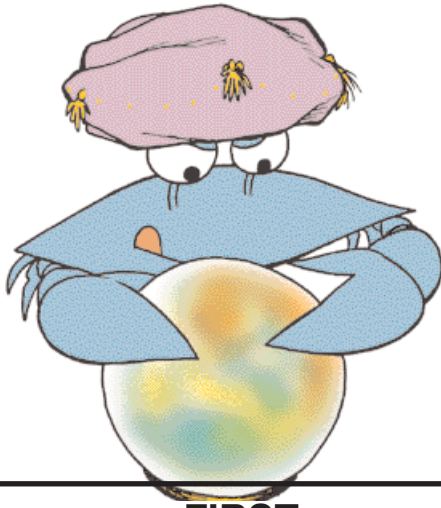
4. "Today I am hunting for something far more elusive and hard to understand." Which word means the same as "elusive?"
 - F lengthy
 - G colorful
 - H slippery
 - J scary

5. In the Chester story, what is a government service that taxes do NOT pay for?
 - A police departments
 - B medicine for the poor
 - C highways
 - D schools

6. What is this story MAINLY about?
 - F how to speak like an Australian
 - G different hats worn by different governments
 - H different kinds of taxes
 - J different kinds of strange animals

The Details Unfold





MAKE A CHESTER PREDICTION

AFTER READING THE FIRST PAGE OF THE CHESTER STORY, WHAT DO YOU THINK WILL HAPPEN ON THE SECOND PAGE?

AFTER READING THE SECOND PAGE, WHAT DO YOU THINK WILL HAPPEN ON THE THIRD PAGE?

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR COMIX ECONOMIX

VIDEOS

p. 7

1. D
2. G
3. C
4. J
5. A
6. H

MONEY IN MALL

p. 12

1. A
2. H
3. B
4. J
5. B
6. G

CAREER

RESOURCES

p. 17

1. D
2. F
3. D
4. G
5. C
6. J

TAX HUNTER

p. 22

1. C
2. J
3. A
4. H
5. B
6. H

OTHER TITLES IN THIS SERIES:

Target grades follow chapter titles.

American Symbols

USA symbols/ 1-5
American Flag/ 1-5
Washington, D.C./ 1, 5
Statue of Liberty/ 1, 2

Exploring the Americas

Columbus/ K, 5
John Cabot/ 5
French in Canada/ 3, 5
Spanish in Florida/ 3, 5

Slavery's Storm

Nat Turner/ 4, 5
Mexican War/ 5
Dred Scott's Case/ 5
John Brown's Raid/ 4, 5

Wonder Women

Clara Barton/ 5
Harriet Tubman/ 5
Susan Anthony/ 2, 5
Helen Keller/ 2, 6

Revolutionary Rumbblings

French & Indian War/ 5
Boston Tea Party/ 5
Paul Revere, Rider/ 5
Declaration/ 3, 5

Constitution Construction

Locke's Ideas/ 5
Zenger's Free Press/ 5
Religious Freedom/ 4, 5
Constitution/ 4, 5

The First Americans

Overview
Northwest Indians/ 5
Pueblo Revolt/ 2, 5
Pocahontas/ K, 2, 4, 5

War for Independence

John Paul Jones/ 5
Revolutionary Women/ 5
Battle of Saratoga/ 5
South to Yorktown/ 4, 5

Go West, Young Crab

Gold Rush Hour/ 5
Oregon Trail/ 5
Transcontinental Rails/ 5
Battle at Little Bighorn/ 5

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