

*Wednesday Wilson Gets Down to Business*  
by Bree Galbraith

## Economic Choices

**Lesson Introduction:** Third grader Wednesday Wilson is an aspiring entrepreneur. With the help of family and friends she knows she has what it takes create a profitable business. Now all she needs to do is make some good choices.

Note: This lesson is not book dependent.

**Time Required:** 25-30 minutes

**Grade Level:** 3-6

**Objectives:**

- The student will be introduced to the concepts of costs and benefits.
- The student will complete a group activity based on a class-created Cost-Benefit Analysis Chart.
- The student will make an independent decision.

**Materials:**

- Visual *Wednesday Wilson Makes a Choice* Cost-Benefit Analysis
- Choice Cards- Printed on cardstock
- Copy of *Wednesday Wilson Gets Down to Business* for reference
- Document camera

**Procedure:**

1. Prepare and collect materials prior to class. Reproduce the visual and choice cards.
2. Introduce the lesson by telling the students that the main character in the book *Wednesday Wilson Gets Down to Business* wants to be an entrepreneur. She wants to come up with a good or service that she can sell for a profit.
3. Show the students the cover of the book and tell them Wednesday has a decision to make. She needs to come up with a product that will impress some of her classmates who would like her to get into trouble.
4. Explain that Wednesday thinks she has a possible idea for a product called a Secret Keeper. This idea involved cutting out a hole in the center of old library books and using the created cavity as a place to store secret notes.
5. Ask the students if they think this is a good idea. Explain to them that it would help Wednesday make a decision if she used a cost-benefit chart.
6. Display the cost-benefit analysis visual and read the introduction and directions. Review the terms Cost, Benefit and Alternative. Solicit responses from the students concerning the possible costs and benefits of each alternative and record the answers.

## Children's Chapter Books Featuring Young Entrepreneurs

Possible responses include:

	Alternative 1 Use library books to create Secret Keepers	Alternative 2 Not use library books to create Secret Keepers
<b>Benefits</b> <i>Advantages or Good Points</i>	<input type="checkbox"/> Make money  <input type="checkbox"/> These books are free  <input type="checkbox"/> You would get old and unpopular books off the shelves  <input type="checkbox"/> If some of you classmates like them, they might not tell the teacher you threw something in class.	<input type="checkbox"/> Library books would not be destroyed  <input type="checkbox"/> You could think of another good or service to make  <input type="checkbox"/> You won't get in trouble for destroying school property  <input type="checkbox"/> You would show the mean girls who want you to get in trouble that you are not afraid of them
<b>Costs</b> <i>Disadvantages or Bad Points</i>	<input type="checkbox"/> Library books would be destroyed  <input type="checkbox"/> You could get in big trouble  <input type="checkbox"/> The school might make you pay for the books you used to make Secret Keepers  <input type="checkbox"/> The librarian might ban you from the checking out books	<input type="checkbox"/> You would not have books to make you product  <input type="checkbox"/> Without a product the mean girls would tell on you for throwing things in class  <input type="checkbox"/> The school library would still have old books that no one wanted to read  <input type="checkbox"/> You would not make any money

7. Discuss their responses and then ask the students to pretend this is their decision to make.
8. Tell the students that they are going to vote with their feet. Read the choice cards to the students, placing each card in a difference corner of the room.
9. Ask the students to *vote with their feet*, which means getting out of their seats standing by the choice card they think would be the best decision Wednesday could make.
10. Allow the students in each group to quickly discuss why they selected this choice. Ask each group to share with the class why they choose that option and what were the incentives for that choice.
11. Conclude the lesson by asking the students if there could have been any other choices for these characters to make in this situation.
12. Remind students that all choices have costs and benefits.

### Extension Activities:

- Challenge the students to create a list of at least five “real life” situations that require some serious decision making. Possible topics could include: packing a lunch vs. buying the school lunch, riding the school bus vs. walking to school, doing homework right after school vs. playing games with friends.

Choice Cards:

**Check out books from the school library to use to make Secret Keepers.**

(Don't consider their age of content.)

**Check out books from the school library to use to make Secret Keepers.**

(But only old books or those that contain unrelatable characters.)

**Don't make any Secret Keepers.**

(Even though you will likely get punished for throwing Kale on Emma's face.)

**Ask the school librarian if there are any old books, she would like to donate to use to make Secret Keepers.**

(You can offer to help her in the library after school as a trade.)

Children’s Chapter Books Featuring Young Entrepreneurs

Visual-

Wednesday Wilson Makes a Choice  
Cost-Benefit Analysis

In the chapter book *Wednesday Wilson Gets Down to Business*, Wednesday must decide if she is going to use old books from her elementary school library to be part of her new product “Secret Keepers.” What should she do? Help her decide by filling in this chart with some of the advantages and disadvantages of the two possible alternatives (choices).

	Alternative 1 Use library books to create Secret Keepers	Alternative 2 Not use library books to create Secret Keepers
<b>Benefits</b> <i>Advantages or Good Points</i>	☺  ☺  ☺  ☺	☺  ☺  ☺  ☺
<b>Costs</b> <i>Disadvantages or Bad Points</i>	☹  ☹  ☹  ☹	☹  ☹  ☹  ☹