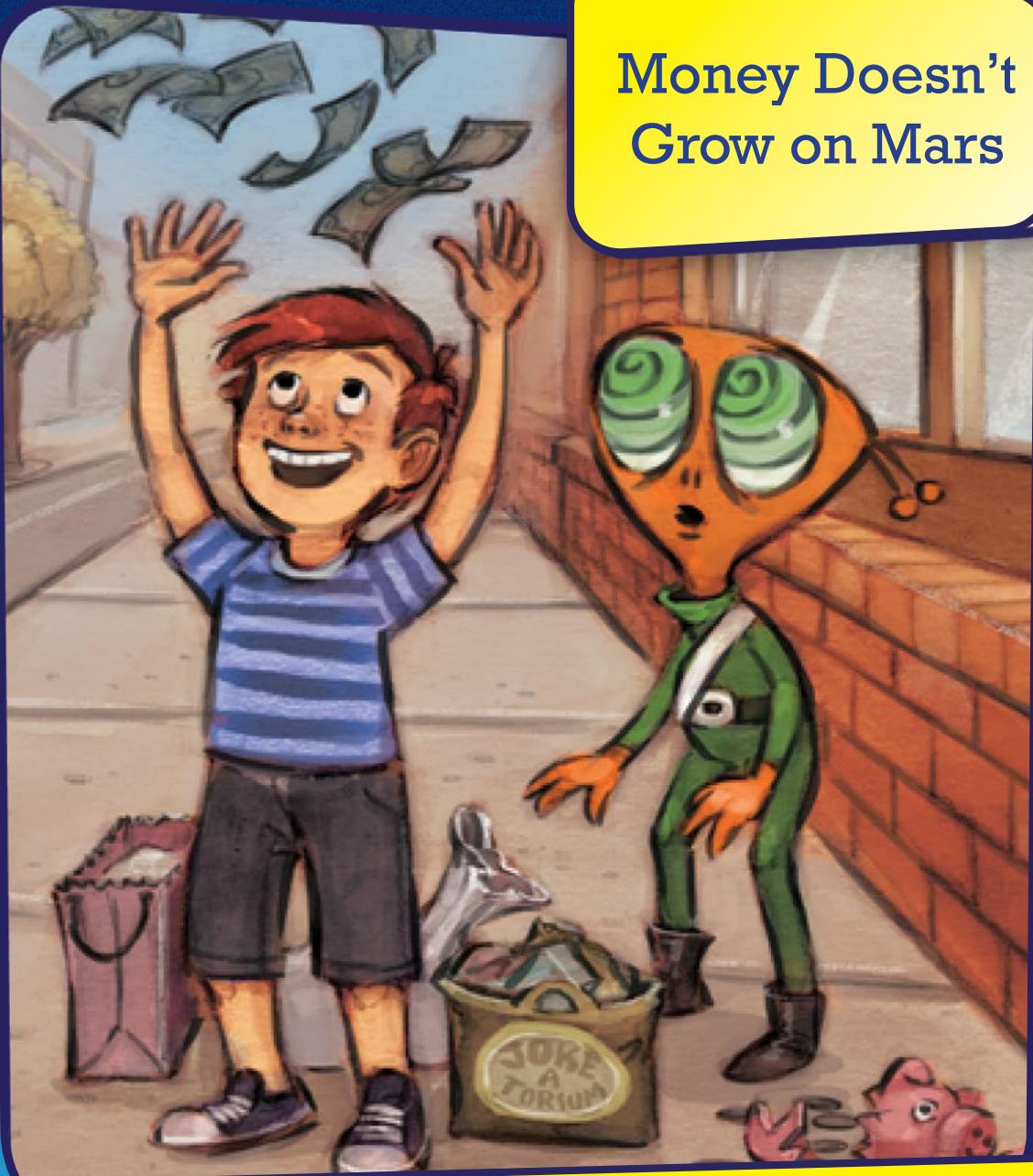


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# How to Be an **EARTHLING**®



Money Doesn't  
Grow on Mars



★ ★ Mission Guide ★ ★

# Money Doesn't Grow on Mars

## Mission 1: Comic Creator



Dear class,

*I've been collecting comic books since I was your age. There are so many different comic books. Some are funny, some have action, and some have suspense . . . and some have fire and ice and dragons! They all tell a story using pictures and words. Have you read any comics?*

*Your friend,  
Mr. Greg*

### TASK:

Review the format of a comic strip. Notice how each of the characters and dialogue are featured in a set of boxes called a *strip*.

Draw and narrate a comic strip to tell a story. Your comic should include at least three frames and have a beginning, middle, and end.

### FOCUS QUESTIONS:

1 What is your comic strip about?

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2 Who are the characters in your comic strip?

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3 Who is your audience? Who would enjoy reading your comic strip?

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4 What is the message or problem in your comic strip?

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### SUGGESTED

### SUPPLIES:

- long strips of paper to make the comic strip
- markers
- crayons
- black pen or fine line markers
- selections of comics from local papers, comic books, or online resources

### CCSS.ELA-LITERACY.

**CCRA.W.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# Money Doesn't Grow on Mars

## Mission 2: Save Your Cents



Dear class,

Jack tried really hard to save his money for the comic book, but he didn't keep track of how much he was spending. If he had created a plan, or budget, for how much he had to save and how much he could spend, he wouldn't have been surprised that he didn't have enough money.

Your teacher,  
Mrs. Buckle

### TASK:

Compare the three plans below for saving money. Figure out which plan would allow someone to save the most money by the end of the month.

### FOCUS QUESTIONS:

1 Trixie's plan: Get a job raking leaves that pays \$5 an hour. Work for 2 hours each week. Work for 4 weeks. Trixie plans to allow herself to spend \$2 per week, and save the rest. How much would she have saved at the end of 4 weeks?

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2 Newton's plan: Help his aunt plant her garden. It will take 8 hours on one Saturday. She will pay him \$5 an hour. Newton plans to save half and spend the rest. How much would he have saved?

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3 Piper's plan: Walk her neighbor's dog each weeknight (Monday through Friday). They will pay \$1 for each evening's walk. Piper plans to save all of her money and spend none. How much would she have at the end of 4 weeks?

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4 Whose plan would allow them to save the most money after 4 weeks?

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### SUGGESTED SUPPLIES:

- scratch paper

#### CCSS.MATH.CONTENT.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

#### CCSS.MATH.CONTENT.3.OA.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

#### CCSS.MATH.CONTENT.4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

# Money Doesn't Grow on Mars

## Mission 3: Earth's Guide Book



*Dear classmates,*

*I love the Space Racer video game so much. It reminds me of racing my ship around the galaxy. Even though I wasn't very good at flying, I miss being able to do it, so playing the game helps keep me busy. But now I can't do that as much. What are some things other than video games that Earthling kids like to do?*

*Your friend,  
Spork*

### TASK:

Create a guide book for activities Spork can do on Earth instead of playing video games. Think of things you and your friends like to do. Include at least five activities. For each activity, draw a picture and write a description to explain why Spork might want to try it.

### FOCUS QUESTIONS:

- 1 What are some activities that you enjoy doing?

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- 2 Do you think Spork might enjoy those activities? Why or why not?

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### SUGGESTED SUPPLIES:

- poster paper
- rulers
- markers
- pencils
- crayons
- list of common idioms

### CCSS.ELA-LITERACY.CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# Money Doesn't Grow on Mars

## Mission 4: Ready, Interview, Hire!



Dear classmates,

Have you ever had a job? Before someone will hire you, they often ask you lots of questions to see if you'll be able to do the job well. This is called an interview. If you were Nina, what questions would you have asked me?

Your friend,  
Jack

### TASK:

Pretend you own a business. You need to hire people to help you keep your business running. Create a list of 4–6 questions and use them to interview your friends. Make sure the questions will help you choose the best person for the job. For example, if the job is working at a bowling alley, asking the person what their favorite color is would not be very helpful. But asking them if they have ever bowled before might be.

### FOCUS QUESTIONS:

- 1 What type of business would you own?

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- 2 What would you need your employees to do to help you?

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- 3 What questions would you ask the person you are interviewing?

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- 4 Based on their answers, if you could only hire one person, which person would you hire? Why?

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### SUGGESTED SUPPLIES:

- note cards to write the questions on

CCSS.ELA-LITERACY.CCRA.  
SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.