



Money
Smart

for Grades 3-5



Educator Guide

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WELCOME TO MONEY SMART

Welcome to **Money Smart**, an exciting interactive exploration of the concepts of money. This standards-aligned, cross-curricular program is designed to promote financial understanding in children ages 8 through 11. You can use **Money Smart** to add engaging and enriching activities to Math, English Language Arts, and Social Studies lessons while also helping your students build the foundation to become financially responsible adults.

In **Money Smart** you will find:

- **Eight Lessons** with hands-on, cross-curricular activities that engage third- through fifth-grade students in discussing and exploring key financial concepts
- **Teacher Presentation Slides**, which provide helpful visuals, as well as fill-in charts to support the activities in each lesson
- **A Student Guide** with handouts that let students explore the topics covered in each lesson and apply their new knowledge
- **A Parent/Caregiver Guide** with information about topics and terms being covered in class, conversation starters, online and literary sources, along with activities to try at home and around town

Developing positive financial habits equips students with 21st-century skills and tools that last a lifetime. We hope you and your students enjoy learning about money and its many uses.

We are eager to hear from you about how you use this curriculum. We would like to know what works well and what could be improved to make **Money Smart** even better. If you have any questions, we would like to help. Please contact us with your comments and questions via e-mail at communityaffairs@fdic.gov.

GETTING STARTED

Money Smart provides a comprehensive, developmentally appropriate program for upper elementary students to build an understanding of key financial concepts.

There are many features that help make the **Money Smart** curriculum engaging, motivating, and easy to use. Each lesson includes learning objectives, essential questions, supplies needed, and preparation required, as well as the following features and components to support easy integration of **Money Smart** activities into your instructional day.

STANDARDS

Each lesson promotes real-world connections through student-centered learning experiences and aligns to the following education standards and learning outcomes, including Common Core State Standards in mathematics and English Language Arts. The **Education Standards Chart** on pages 48-57 identifies which standards are met in each lesson.

- Financial Literacy JumpStart Standards
- English Language Arts Common Core State Standards
- Mathematics Common Core State Standards
- National Standards for Financial Literacy by the Council for Economic Education
- Partnership for 21st-Century Skills

GRADE-LEVEL MODIFICATIONS

Please note the modifications identified throughout lessons to differentiate learning experiences for beginner and advanced students. Modifications provide developmentally appropriate activity recommendations and extension opportunities.

PRESENTATION TIME

Each lesson plan includes an estimated time needed to teach the lesson. Actual time required will vary from classroom to classroom. The estimation includes instructional time spent on the **Warm Up**, **Guided Exploration**, and **Wrap Up**. Activities may also be taught as several short lessons over a period of days or weeks. **Extended Exploration** activities are included to extend financial literacy learning opportunities throughout the year and provide easy ways to integrate the topics into various content areas.

ASSESSMENTS

A variety of assessments are integrated throughout each of the eight lessons. Assessments are designed to build value, meaning, and context around a topic, while providing teachers with opportunities to evaluate prior student knowledge, and collect evidence of their new understandings of lesson concepts and skills. Pre- (formative) and post- (summative) assessments are noted on the first page of each lesson. Assessments include discussions, reflections, questions and answers, reading, writing, and problem-solving exercises. Student handouts are an especially useful form of written assessment.

LESSON STRUCTURE

Each lesson is designed to include the following:

- **Warm Up** introduces students to the topic and sparks inquiry.
- **Guided Exploration** integrates cross-curricular and developmentally appropriate learning activities and assessments while focusing on the key financial literacy learning objectives of the lesson.
- **Wrap Up** provides a reflection question or activity to review lesson concepts and allow students to demonstrate their understanding.
- **Money Smart Tips** are provided throughout lessons to offer additional guidance, interesting and relevant financial facts, and additional ideas to help make **Money Smart** a success in your classroom.
- **Extended Exploration** provides teachers with additional opportunities to extend financial literacy concepts throughout the school year within core and creative content areas including English Language Arts, Math. Activities can be completed as a class, in small groups, or by students individually. Useful resources (such as books, web links, games, or videos) are also included to promote even more student engagement. The books and online resources suggested in this guide are just a few of the many available resources that explore these topics, and are not endorsed by the FDIC.
- **Student Handouts** (found in the Student Guide) and **Teacher Presentation Slides** provide dynamic instructional support. Student handouts create an opportunity for students to apply their knowledge and for teachers to assess their understanding. Teacher presentation materials offer visuals and interactive activities corresponding with each lesson, and can be projected for whole-group activities, or copied for small-group use.
- The **Answer Key**, **Glossary**, and **Standards Chart** house all of the information needed to check for understanding, define key terms, and check which activities meet specific education standards. Vocabulary words are **bolded** in each lesson as they are introduced. The vocabulary words can be used to create flash cards or a classroom Word Bank list. Students can also make their own Word Banks and refer to the lists as needed.

MONEY SMART AT HOME

The **Money Smart** curriculum includes a helpful **Parent/Caregiver Guide** that corresponds to the classroom resources. Families of young children may also use it independently of the curriculum. It contains resources, activities, games, and conversation starters on financial literacy topics covered in each lesson. Use the following ideas to encourage parents to use the guide at home:

- Introduce parents to the **Money Smart** program and share the **Parent/Caregiver Guide** at the start of the school year.
- Discuss the **Money Smart** program during parent/teacher conferences, or in monthly parent newsletters home, and emphasize the importance of building healthy financial habits from an early age.
- Hold a **Money Smart** family night. Play games and have students present short skits about financial concepts they have learned.
- Send student handouts from each lesson home in each child's homework folder for parents to review and sign.

SMART BUCKS

Additional incentives can be used to promote positive financial behaviors and study habits throughout the *Money Smart* curriculum and school year. Introduce **Smart Bucks** to recognize students' positive financial and classroom behaviors.

Smart Bucks can be earned for the following behaviors:

- Accomplishment of a goal(s)
- Completion of homework
- Exceptional classroom conduct
- Keeping the classroom clean and neat
- Participating in discussions or responding to questions
- Excellent group collaboration or individual work
- Completing daily work
- Respectful behavior

As students accumulate **Smart Bucks**, they may spend them on prizes, toys, or special activities (for example: extra computer time, free reading time, game board time) at the end of the week or month, or whenever you normally provide rewards.

Smart Bucks may be tracked using a chart (displaying desired behaviors and goals), stored in a classroom “treasury” box, or in a cash register (if a class “store” is set up), and handed out to students using play money. Provide price tags or stickers on items or activities to be “sold.” The presentation for cashing in **Smart Bucks** can be as simple or elaborate as you choose.

Aside from being a fun way to reward positive behaviors, **Smart Bucks** can help foster an application of the financial literacy concepts covered in *Money Smart* lessons.

With **Smart Bucks**, students can practice:

- Math skills when adding the total of “Smart Bucks” earned
- The concept of making change without using a calculator
- The value of saving as they choose to save instead of spend, or set a goal to save for a more desired choice

Use **Smart Bucks** during *Money Smart* lessons or continue throughout the year.

FINANCIAL LITERACY ALL YEAR LONG

Highlight financial literacy at your school all year long, especially in April, during National Financial Literacy and School Library Month.

- Create bulletin boards or posters with students about financial literacy themes learned in *Money Smart*.
- Play games that focus on numeracy skills and financial concepts (such as Monopoly).
- Feature children’s literature selections that cover financial literacy concepts in the library or during classroom reading time. See the **Parent/Caregiver Guide** for more literature suggestions.

The more students are exposed to financial literacy, and the more opportunity they have to practice applying their new knowledge and understanding of concepts, at school and at home, the more prepared they will be to live *Money Smart* lives.

LESSONS AT-A-GLANCE

Lesson Title	Topic	Learning Objectives	Time Required
1 Money Matters	Buying Decisions	<ul style="list-style-type: none"> • Explain the difference between needs and wants, and identify examples of each • Compare and prioritize needs and wants • Evaluate different choices when making a purchase • Discuss impulse buying • Discuss and explain opportunity cost 	60 min
2 Get Set for Goals	Setting Goals	<ul style="list-style-type: none"> • Identify and develop ways to set short-term and long-term goals for saving • Explain the importance of setting goals for saving • Identify things that might affect decisions to spend or save money 	60 min
3 Make a Plan	Budgeting	<ul style="list-style-type: none"> • Explain the term “budget” • Identify categories of a budget (income, expenses, savings) • Create a budget • Apply budgeting skills to real-world scenarios • Understand the concept of “pay yourself first” 	60 min
4 Save Your Money	Saving	<ul style="list-style-type: none"> • Explain what banks do and what interest is • Name benefits of saving money in a bank versus at home • Understand risks and why it’s important to save for emergencies • Evaluate real-world scenarios that focus on saving for emergencies, unexpected events, or purchases • Create an infographic to show possible risks for a real-world scenario 	60 min

LESSONS AT-A-GLANCE (continued)

Lesson Title	Topic	Learning Objectives	Time Required
5 Which Way to Pay?	Payment Options	<ul style="list-style-type: none"> • Explain the concept of credit and debit (including checks and money orders) • Compare and contrast various payment methods (cash, credit, and debit) • Apply knowledge of payment options to real-world scenarios • Discuss the consequences of paying back credit past the due date • Discuss identity theft and types of personal information that should not be shared 	60 min
6 Get Invested	Introduction to Investing	<ul style="list-style-type: none"> • Explore the basic concepts of investing, including risk and return • Compare and contrast several kinds of investments • Analyze the savings outcome of several investment options • Explain the value of long-term financial planning 	60 min
7 It's Great to Donate!	Charitable Giving	<ul style="list-style-type: none"> • Explain the meaning of charitable giving, and its rewards • Create a plan to raise money for a charitable cause • Research various charitable causes • Organize a charity drive 	60 min
8 Career Choices	Exploring Careers and Income	<ul style="list-style-type: none"> • Identify and explore different types of jobs • Evaluate personal interests related to careers • Explain how money is earned and why it is taxed • Explain what an entrepreneur is 	60 min



LESSON 1: MONEY MATTERS

GRADES
3 - 5

LESSON OVERVIEW

In this introductory lesson, students will evaluate buying decisions by practicing problem-solving and critical-thinking skills to understand how resources are limited. Students will learn that spending money for one purpose means that money cannot be spent for another purpose (**opportunity cost**) and that spending priorities can be developed by differentiating between **needs** and **wants**.

TOPIC: Buying Decisions

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Explain the difference between needs and wants, and identify examples of each
- Compare and prioritize needs and wants
- Evaluate different choices when making a purchase
- Discuss impulse buying
- Discuss and explain opportunity cost

SUPPLIES:

- A variety of “needs” and “wants” items (such as an apple, a pair of socks, a pack of gum, a bracelet, a stuffed animal, a roll of toilet paper, a milk carton, a toy car, a bar of soap)
- Whiteboard or chart paper, markers
- Projector (for teacher presentation slides)
- Access to the Internet (**optional**)
- Suggested books (**optional**)
 - *Tops and Bottoms* by Janet Stevens
 - *Erandi’s Braids* by Antonio Hernandez Madrigal

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides

Answer Key	43
Glossary with key vocabulary.....	46
Standards met by lesson.....	48

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Sort It Out**
- **What Should I Buy?**
- **Trade-Offs**
- **Money Smart Book**

TEACHER PRESENTATION SLIDES:

- **What Are Needs and Wants?**
- **Story Problems: Opportunity Cost (Challenges 1, 2, 3)**

ESSENTIAL QUESTIONS:

- *What is the difference between a need and a want?*
- *How can one person’s need be another person’s want?*
- *How can comparing choices help you decide what to buy?*
- *What is an opportunity cost?*

ASSESSMENT ACTIVITIES:

PRE-ASSESSMENT:

- **Sort It Out** handout
- **What Should I Buy?** handout

POST-ASSESSMENT:

- **Story Problems: Opportunity Cost** slides (**Challenge 1, 2, or 3**)
- **Money Smart Book** handout



INSTRUCTION STEPS

WARM UP

NEEDS AND WANTS [15 MINUTES]

Begin the lesson by showing students eight or nine items, such as an apple, a pair of shoes, a pack of gum, a bracelet, a stuffed animal, a roll of toilet paper, a milk carton, a toy car, and a bar of soap. Put the items on a table in the front of the class.

Have students work together to sort items into two categories using the **Sort It Out** handout. Ask students to share their categories and explain their reasoning.

Ask students: *What is the difference between a need and a want?* (A **need** is something you cannot live without, for example: food, water, shelter. A **want** is something you would like, but can live without, for example: toys, candy, stickers, the latest fashions, and so on.)

If students have not already divided the items into needs and wants, have a class discussion to lead students to do so. Have them write their answers on the **Sort It Out** handout. Then ask them to share and discuss their reasoning.

Grade-Level Modifications:

Beginner: Divide the items into needs and wants as a whole-class activity.

Advanced: Have students sort the items individually or in small groups, and review as a class.

MONEY SMART TIP!

Discuss needs in terms of school. Ask: *What are some things you need to help you learn?*

GUIDED EXPLORATION

EXPLORING AND EVALUATING BUYING DECISION CHOICES [15 MINUTES]

As a class, brainstorm a list of needs (food, clothing, shelter, medical care, medicine, transportation, services — phone, haircut, water, electricity) and wants (toys, candy, the latest fashions, game apps, jewelry, movie tickets, music). List items on a whiteboard or chart paper. Explain that needs are top priorities because they are things you cannot live without. Since people can't have everything they want, they need to decide which wants are most important. Then have students prioritize the list of wants by ranking them in order of importance. Discuss as a whole class.

Grade-Level Modifications:

Beginner: Have students work in small groups to prioritize the list of wants.

Advanced: Ask students to work independently to prioritize the list of wants and write a sentence next to each item to explain its ranking.



Ask students: *How can one person's need be another person's want?* (One person might need something, while someone else already has it and wants another. For example: you might need shoes when your only pair is getting too small, versus someone who might want another pair of shoes when he or she already has several pairs.) Have students share several examples.

Share with students important questions to ask when making a buying decision: *Do I need it? How long will the item be useful? Am I buying it because my friend bought it? Am I buying it to impress others?*

Distribute the ***What Should I Buy?*** handout to practice problem-solving and critical-thinking skills by evaluating buying decisions and differentiating between needs and wants.

Next, discuss and define the term “impulse buying” (a sudden decision to buy something that you didn’t plan to buy). Ask: *Why might it be helpful to plan what to buy instead of making a sudden decision to buy something?* (You can think about the cost and decide whether you really need it.)

Ask: *What choices do people have when deciding what to buy?* (For example: people can choose between different brands, stores, prices, quality levels.) *How can comparing choices help you decide what to buy?* (Comparing choices can help you decide which item is more important to buy, has a lower price, and so on.)

UNDERSTANDING OPPORTUNITY COST [20 MINUTES]

Explain that every choice we make has an **opportunity cost** (the “trade-off” of making one choice over another). For example: if you choose to play outside, you might be giving up the opportunity to read a book indoors. If you only have \$3 and choose to buy a notebook with the money, you give up the opportunity to buy something else, such as stickers, a pack of gum, or pencils.

Optional: Read the book *Tops and Bottoms* by Janet Stevens. This Caldecott Honor Book, a folktale about a lazy bear and a hardworking rabbit, demonstrates opportunity cost, as the bear must repeatedly choose between the “tops” or “bottoms” of crops, and always ends up with the inedible parts. (Students may also watch a video of the story being read for classroom instruction at https://www.youtube.com/watch?v=Qj7_IdQTZBc, which runs 6:51 minutes.)

Then, have a class discussion of the book as it relates to opportunity cost.

Discussion Questions:

- *What did Bear choose to do instead of to work?* (He chose to sleep.)
- *What choice did Hare give Bear the first two times?* (Hare gave Bear the choice between the top half or the bottom half of the crops.)
- *Did Bear make good choices? Explain.* (No, Bear never asked Hare for more information and always got tricked.)
- *What was the opportunity cost, or trade-off, of Bear choosing to sleep?* (He gave up working and never received any food.)
- *What did Bear learn from Hare's trickery?* (He learned to work hard by growing his own crops.)



Display the **Story Problems: Opportunity Cost** slides. Problems can be solved as a whole class, in small collaborative groups, or individually. (Note: Challenges increase in difficulty. The first challenge is more appropriate for young students, while the second and third may be more appropriate for older students.)

Grade-Level Modifications:

Beginner: After the class has discussed the answers, ask students whether they have ever had to choose between two activities on the same day. Have a few students share the choices and trade-off they made.

Advanced: Have students work in small groups to solve the problems and create pictures to illustrate each trade-off. Ask them to share their answers and pictures with the rest of the class.

Next, give students the **Trade-Offs** handout to have them write about a recent time they gave up one choice in order to buy or do something else by answering the following questions: *What did you choose? What did you give up? Why? How did you decide what to choose? How did you feel about your decision?*

WRAP UP

CLASS REFLECTION [10 MINUTES]

Ask students: *Why is it important to know the difference between needs and wants? How do needs and wants affect my decisions?* Using the **Money Smart Book** handout (explained below), ask students to write their first book entry about the difference between needs and wants. They will then draw a T-chart to organize and list their own needs and wants.

Grade-Level Modifications:

Beginner: Write the definitions of needs and wants on a whiteboard or chart paper. Ask students to copy the definitions and then create a T-chart to list their own needs and wants.

Advanced: Students may also write a definition of opportunity cost and include a personal example.

Money Smart Book: Students will create their own personal “Money Smart” book using the **Money Smart Book** handout (found in the Student Guide) as a template. They can add to it in each lesson, and maintain it throughout the unit to record what they have learned. The summary and final product will provide you with a measurable assessment. Students can also share the book with their parents as a discussion starter about what they have learned.

Tell students about **Smart Bucks**, if you have not yet already (see page 7 of this guide for more information). Give students **Smart Bucks** for excellent group collaboration, individual work, and/or participation in the lesson’s discussions.



EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- Have students work in small groups to create a “Needs and Wants” collage (or one of each) to hang in the classroom.
- Read *Erandi’s Braids* by Antonio Hernandez Madrigal to discuss wants/needs and opportunity cost.
 - Summary: A girl named Erandi, from a poor Mexican village, has several choices to make as she picks a birthday gift and offers to sell her hair to help her family buy a new fishing net.
 - Discussion Questions:
 - *What choice did Erandi have to make for her birthday gift? (She had a choice between the dress and the doll.) Why did Erandi choose the dress? (Her mother didn’t have enough money for both. Erandi needed a new dress to wear to the fiesta.)*
 - *What was the opportunity cost (or “trade-off”) of choosing the dress? (Erandi gave up the doll.) Was the doll a need or a want? (a want)*
 - *Why do you think Erandi offered to sell her hair? (She knew her mother needed the money to buy a net.) Was the net a need or a want? (a need) How do you know? (The old net had holes and couldn’t be repaired. The family needed a net to catch fish to eat.)*
 - *What was the opportunity cost of Erandi selling her hair? (She gave up her hair.) Was it worth it? (Yes, she received enough money for her mom to buy a new net and the doll.)*
- As a follow-up to reading *Erandi’s Braids*, invite students to create a poster that shows the choices that Erandi made and the trade-off (opportunity cost) of each choice (the dress versus the doll; to cut her hair versus not cutting it).

Grade-Level Modification:

Advanced: Create a poster using a flowchart to show Erandi’s choices and the opportunity cost of each choice. Students can also include the choice that Erandi’s mother made (buying both the net and doll versus just the net) and the opportunity cost of her decision.



LESSON 2: GET SET FOR GOALS

GRADES
3-5

LESSON OVERVIEW

Learning to set goals helps students manage money. The lesson focuses on **short- and long-term goals**, as they relate to saving, with real-world examples. Students then set their own **savings goals**. In addition, they explore factors (such as advertising and peer pressure) that might influence their decisions to spend or save money.

TOPIC: Setting Goals

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Identify and develop ways to set short-term and long-term goals for saving
- Explain the importance of setting goals for saving
- Identify things that might affect decisions to spend or save money

SUPPLIES:

- Whiteboard or chart paper, markers
- Projector (for teacher presentation slides)
- Access to the Internet (**optional**)
- Magazines (**optional**; see the last **Extended Exploration** activity)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Short- and Long-Term Goals**
- **What Are Your Goals?**
- **Saving Together**
- **My Savings Goals**
- **Money Smart Book**
(template from Lesson 1)

Answer Key	43
Glossary with key vocabulary	46
Standards met by lesson.....	48

TEACHER PRESENTATION SLIDES:

- **Spend or Save?**
- **Story Problems: Savings Goal (Challenges 1, 2)**
- **How to Set Goals**

ESSENTIAL QUESTIONS:

- *What is a goal?*
- *What is the difference between a short-term goal and a long-term goal?*
- *Why is it important to set goals?*
- *What is a savings goal?*
- *What is the purpose of advertising?*
- *How might advertising influence your decisions to spend or save money?*

ASSESSMENT ACTIVITIES:

PRE-ASSESSMENT:

- **Short- and Long-Term Goals** handout
- **Saving Together** handout

POST-ASSESSMENT:

- **My Savings Goals** handout
- **Money Smart Book** handout



INSTRUCTION STEPS

WARM UP

DIFFERENTIATING BETWEEN SHORT- AND LONG-TERM GOALS [15 MINUTES]

Draw a T-chart on a whiteboard or chart paper with the words “short-term goals” and “long-term goals” and ask students: *What is a goal?* (A **goal** is something you plan to achieve.) *What is the difference between a short-term goal and a long-term goal?* (A **short-term goal** is something you want to achieve soon, such as in two weeks or a few months. A **long-term goal** is something you want to achieve in the future — in one year, five years, or when you’re an adult.)

Have students brainstorm some examples of short-term goals (for example: participating in class, doing well on a project, earning high grades, finishing a book, or jumping rope for two hours this week) and long-term goals (for example: reading 50 books by the end of the year, going to college, or getting the job you’ve always wanted). Write the examples on the T-chart.

Distribute the **Short- and Long-Term Goals** handout to demonstrate real-world examples. After students complete the activity, review as a whole class.

Explain to students that they will now have a chance to write some of their short- and long-term goals. Give students the **What Are Your Goals?** handout. To help students get started, prompt them to think about short- and long-term goals in school, at home, and in life. Although students will fill out their own goals, encourage them to work with a partner to help them brainstorm ideas. Ask students to share some of their goals.

Grade-Level Modifications:

Beginner: To simplify, have students focus on goals in the classroom or at school.

Advanced: Invite students to set more goals, and track their weekly or monthly progress to see what goals they have met.

GUIDED EXPLORATION

DEVELOPING WAYS TO SET GOALS FOR SAVINGS [30 MINUTES]

Display the **Spend or Save?** slide and ask students for a show of hands to the statement about their spending/saving habits.

MONEY SMART TIP!

Use classroom awards or Smart Bucks (see page 7) as an example to discuss the concepts of spending and saving.

Using the slide, create a bar graph to see how many students are spenders, savers, or a combination of the two. Then ask students: *What is a savings goal?* (A **savings goal** is an amount of money you plan to put aside to buy something.) Lead students in a discussion about how short- and long-term goals might relate to savings. For example: saving to buy an ice cream or new notebook at the end of the week is a short-term goal. Saving enough money to buy a bicycle at the end of the year is a



long-term goal. Saving money to go to college is also a long-term goal. Explain that setting savings goals will help students manage their money.

Give students the **Saving Together** handout to demonstrate a real-world example of children setting a savings goal. After students complete the questions (including math problems), review as a class. Then display the **Story Problems: Savings Goal** slides (**Challenge 1** or **2**) with two more real-life math word problems about savings goals.

Grade-Level Modifications:

Beginner: Ask students to draw pictures to help them solve the math problem(s) and to explain how they solved it.

Advanced: Have students show their math calculations and explain how they solved the problem(s). For **Challenge 2**, ask: *How long will it take Sam to save enough money for the basketball if he made \$4 a week (instead of \$3) feeding cats?* (four weeks)

Display the **How to Set Goals** slide to demonstrate some ways to set goals. Review and discuss. Then review the difference between a short-term and long-term savings goal by asking students: *What is a short-term savings goal?* (A short-term savings goal is an amount of money you plan to save in order to buy something soon, such as in two weeks or a few months.) *What is a long-term savings goal?* (A long-term savings goal is an amount of money you plan to save to buy something in the future, such as in one year, five years, ten years, or more.)

Tell students that they will be setting their own savings goals. (Note: You may want to have students focus on **Smart Bucks**, instead of actual money, using the prizes, toys, or special activities that you will provide for them to “purchase.”) Then give students the **My Savings Goals** handout to set their own savings goals. Invite students to share some of their personal goals.

MONEY SMART TIP!

Before students set their savings goals, give them the following tip:

**Before you set a savings goal, ask yourself: Is what I want to buy worth the money?
Did I give myself enough time to save for it?**

CONSIDERING INFLUENTIAL PURCHASING FACTORS [5 MINUTES]

Ask students: *What are some things that might influence your decision to spend or save money?* (Answers may include: the importance of what I need to buy, whether it is a need or a want, whether I can wait to buy it, how much money I have, peer pressure, advertising, my parents.)

Then ask students: *Do you ever want something because other kids have it?* If you haven't already done so, define peer pressure (being influenced by others in the same age group). Ask: *What is the purpose of advertising?* (To persuade others to buy the product so the company who paid for the ad can make money.) *How might advertising influence your decisions to spend or save money?* (Advertising may influence you to want to spend money instead of saving it, or spend more money than you were planning to spend.)

Have students brainstorm places they can find advertising (in magazines, on billboards, in stores, on television, on the radio and websites, on the sides of buses and cars, and so on). Discuss advertising and peer pressure as influences on decisions to spend or save money.



WRAP UP

CLASS REFLECTION [10 MINUTES]

Initiate a class discussion by asking students: *Why is it important to set goals? How will you feel when you reach your goals?* Have students answer these discussion questions in their **Money Smart Book** (using a blank copy of the template in **Student Guide** from Lesson 1).

EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- After students complete the **What Are Your Goals?** handout, have them think about steps required to get to those goals. Then ask students to create an actual plan for meeting their goals by listing the steps they will take.

Grade-Level Modification:

Beginner: Have students choose one goal to focus on, and then list the steps to meet it.

- Invite students to play an online game at <http://game.admongo.gov>, to learn about advertising and how companies use ads to try to influence how people spend their money. Students can also visit <http://pbskids.org/dontbuyit> to learn more about advertising tricks and media literacy. Then have them create posters about what they have learned about advertising. Display in the hallway to teach other students.
- Give students the opportunity to further explore advertising strategies by thinking about how and why brands sell and market to kids. Have students create their own magazine ads for made-up products using magazine examples for ideas. Before they begin, ask students to identify the target audience for their ads.

Grade-Level Modifications:

Beginner: Have students work with a partner to create their magazine ad.

Advanced: Ask students to point out ways their ad is trying to influence the buyer.



LESSON 3: MAKE A PLAN

GRADES
3-5

LESSON OVERVIEW

Learners put their financial skills to the test in this module as they travel through a simulation on creating a **budget**. The module will explore fundamental elements of creating a plan for how students spend their money and reach their savings goals. In addition, the module will provide real-world scenarios for students to apply budgeting principles.

TOPIC: Budgeting

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Explain the term “budget”
- Identify categories of a budget (income, expenses, savings)
- Create a budget
- Apply budgeting skills to real-world scenarios
- Understand the concept of “pay yourself first”

SUPPLIES:

- Projector (for teacher presentation slides)
- Whiteboard or chart paper, markers
- Lined paper, pencils (for students)
- Access to the Internet (**optional**)
- Suggested books (**optional**)
 - *Lunch Money* by Andrew Clements

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides

Answer Key	43
Glossary with key vocabulary.....	46
Standards met by lesson.....	48

STUDENT HANDOUTS:

(found in **Student Guide**)

- ***Jake’s Budget***
- ***Finish That Budget!***
- ***My Budget***
- ***Money Smart Book***
(template from Lesson 1)

TEACHER PRESENTATION SLIDES:

- ***How Much Is \$10,000?***
- ***Story Problems: Budget***
- ***Spending Limits***
- ***Pay Yourself First***

ESSENTIAL QUESTIONS:

- *What is a budget, and how is it useful?*
- *Why is it important to set spending limits?*
- *How can you stay within a budget (spending plan)?*
- *What does “pay yourself first” mean?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- ***Jake’s Budget*** handout
- ***Finish That Budget!*** handout

Post-Assessment:

- ***My Budget*** handout
- ***Money Smart Book*** handout



INSTRUCTION STEPS

WARM UP

DEFINING THE TERM “BUDGET” [25 MINUTES]

Ask students to imagine that they each have won \$10,000. Display the **How Much Is \$10,000?** slide to review examples that will provide students with an idea of how much \$10,000 really is. Ask students to write a paragraph or two about what they would do with the money. Ask for volunteers to share their ideas.

Next, ask: *What is a **budget**?* (a spending plan) *Why is it useful and how can it help?* (It helps someone decide how much money can be spent and how to spend it.) Give students the **Jake’s Budget** handout (featuring a real-world scenario of a budget using an example of monthly expenses of food, rent, and other needs). Have students complete the handout and share their answers.

Now tell students to imagine that they are grown up and the \$10,000 they won is their entire income for six months. Display the **Story Problems: Budget** slide and have students use the budget to solve the math questions. Provide students with paper and pencils to do the calculations. Review the problems and answers, then discuss.

Grade-Level Modifications:

Beginner: If students are having trouble with the math, complete the first problem as a whole class by displaying the number sentence required to solve the problem: $\$10,000 - \$1,800 = \$8,200$. Then have students solve the remaining problems with a partner. Ask them to show their work. If students need help with the math, you may want to guide them through all three problems. See the Answer Key for the number sentences.

Advanced: Have students work independently. They may also try to figure out how much would be left from their winnings after three months, four months, and so on.

MONEY SMART TIP!

Explain to students that, over time, little savings can add up to a lot!

If you set aside a little money for your savings every time you make money, you will soon see your savings grow. Ask: *If you save a dollar every week, what would it grow into after a month? (about \$4) 6 months? (\$26, or about \$24) A year? (\$52) 5 years? (\$260)*

GUIDED EXPLORATION

SETTING SPENDING LIMITS AND “PAYING YOURSELF FIRST” [10 MINUTES]

Explain that having a budget helps people set spending limits. Ask students: *What is a limit?* (A point beyond which a person or thing is not allowed to pass.) Ask: *Why might it be useful to set spending limits?* (Setting spending limits can stop a person from overspending and running out of money.) Display the **Spending Limits** slide and discuss the cartoon. Ask students what they think it means and why it might be risky to go beyond the spending limit.



Then display the **Pay Yourself First** slide to explore the concept of “paying yourself first.” (When you earn or receive money, make sure to save and set some of it aside for yourself before you spend it.) Ask: *Why might it be a good idea to pay yourself first?* (It will help you save some of your money.) *Why is it important to save some of your money?* (You will have money to use for things you need to buy in the future.) Remind students that a budget is a spending plan that can help them manage their money, save for emergencies, and meet their goals, and that they will learn to create a budget in the next activity.

EXPLORING BUDGETS (SPENDING PLANS) [15 MINUTES]

Ask students: *What are different ways children can make money?* (For example: gifts from friends and family, money for doing chores, selling lemonade or cookies, tag sales.) Write their ideas on a whiteboard or chart paper. Explain that money coming in is an income. Anyone with an income, including children, can use a budget to help manage his or her money.

Distribute the **Finish That Budget!** handout so students can complete a budget. Review answers together. Then give students the **My Budget** handout so they can create their own budget. Ask: *How can you stay within a budget (spending plan)?* (You can stay within a budget by writing it down, checking it regularly, and sticking to your plan. If your plan is too difficult to achieve, you can always change it.)

Grade-Level Modifications:

Beginner: Invite one student to read the **Finish That Budget!** handout directions aloud. Remind students that they need to fill in the budget before answering the questions and then review how to figure out the “Monthly Savings” (income minus expenses). If students are still having trouble with the handout, complete as a class. Then have them work on the **My Budget** handout in small groups or with a partner.

Advanced: After working on the **Finish That Budget!** handout, ask students: *How much would Kayla have left in savings after one year if she only put 75 cents into her monthly savings?* (\$9)

WRAP UP

CLASS REFLECTION [10 MINUTES]

Ask: *Why is it useful to create a budget? Why might schools, business, and governments need budgets?* (Schools, governments, and companies all have budgets to plan for what they need.) Ask students: *What needs might governments have to plan for?* (For example: a new bus, road and bridge repairs, fire department, and saving for emergencies. If any money is left over, it can be used for “wants,” such as new benches or flowerbeds in towns.)

As a final reflection and assessment, have students write a “Money Smart” book entry using a **Money Smart Book** handout (template in **Student Guide** from Lesson 1) about what a budget is and why it is useful.

Grade-Level Modification:

Advanced: Have students write about what they might use a budget for when they grow up.



EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- Invite students to test their budgeting skills by playing Mad Money at http://pbskids.org/itsmylife/games/mad_money_flash.html.
- Let students try their hand at the Dollar a Glass game at <http://bizkids.com/games/dollar-a-glass> to test their business skills as the owner of a lemonade stand.
- Read *Lunch Money* by Andrew Clements, a book about a Greg, a money-obsessed sixth-grader, who starts his own comics company, forms a business partnership with his rival, Maura, and learns all about business along the way. The book can be used as a springboard for a class business project for students to earn money to use for class needs and wants. The business project may include ideas such as a comic book business (as in the book) or a bake sale, art sale, and so on.



LESSON 4: SAVE YOUR MONEY

GRADES
3–5

LESSON OVERVIEW

As students' financial judgments continue to grow throughout each module, add **interest** to their financial knowledge bank by exploring how and where to save money through the understanding of **banks** (federally insured financial institutions). This module will introduce the concept of **risk**. Learners will also evaluate real-world scenarios that address saving for emergencies.

TOPIC: Saving

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Explain what banks do and what interest is
- Name benefits of saving money in a bank versus at home
- Understand risks and why it's important to save for emergencies
- Evaluate real-world scenarios that focus on saving for emergencies, unexpected events or purchases
- Create an infographic to show possible risks for a real-world scenario

SUPPLIES:

- Projector (for teacher presentation slides)
- Whiteboard or chart paper, markers
- Access to the Internet (**optional**)
- Suggested books (**optional**)
 - *Banking* by Barbara Allman

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides

Answer Key	43
Glossary with key vocabulary.....	46
Standards met by lesson.....	48

STUDENT HANDOUTS:

(found in **Student Guide**)

- **What Are the Risks?**
- **Calculate the Interest**
- **Money Smart Book Comic Strip**

TEACHER PRESENTATION SLIDES:

- **How Do Banks Work?**
- **Story Problems: Risks**
- **Saving for Emergencies**
- **Real-Life Emergencies**

ESSENTIAL QUESTIONS:

- *What is a bank?*
- *How do banks work?*
- *What is interest?*
- *Why would keeping money in a bank be more useful than saving money at home?*
- *Why is it important to save for emergencies?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **What Are the Risks?** handout
- **Calculate the Interest** handout

Post-Assessment:

- **Story Problems: Risks** slide
- **Money Smart Book Comic Strip** handout



INSTRUCTION STEPS

WARM UP

UNDERSTANDING WAYS TO SAVE MONEY [5 MINUTES]

Begin the lesson with a discussion about saving money. Ask students to raise their hands if they have a piggy bank or savings jar. Ask: *Why are you saving the money? What have you used your savings for? How long did you save for the last item you bought? Why is it important to save money?* (When you save, you will have money to use in the future. It also ensures you will have the money you may need in case of an emergency or a special event.) Then have students name ways they might be able to save more money (for example: cutting back on “wants,” bargain hunting, putting more money aside to save, putting money in the bank). Write students’ ideas on a whiteboard or chart paper.

GUIDED EXPLORATION

DISCOVERING WHERE MONEY IS SAVED [15 MINUTES]

Assess prior knowledge by asking students: *Who has been to a bank? What is a **bank**?* (A **bank** is a business where people can deposit and withdraw their money.) *How do banks work?* (Banks offer people a safe place to keep their money and pay people interest by using their deposits to make loans.) If students have not yet mentioned the term **interest**, ask whether they have heard of the term as related to money, and what they think it means. (**Interest** is the amount earned from deposits in a savings account.)

Display the **How Do Banks Work?** slide to give students background information on the basic principles of how banks work. Ask: *Why would keeping money in a bank be more useful than saving money at home?* (It’s safer in a bank and can earn interest.) Explain to students that the next activity will teach them more about interest.

MONEY SMART TIP!

The Federal Deposit Insurance Corporation, or the FDIC for short, is a part of the federal government. The FDIC’s biggest job is to insure the savings of millions of Americans in all of the FDIC-insured banks across the country. Since the FDIC was established in 1933, no depositor has lost a penny of FDIC-insured funds.

Explore the benefits of saving money in a bank by giving students the **Calculate the Interest** handout. It provides a real-life scenario and calculator chart to answer questions about interest on various amounts of money. Discuss the answers, and ask: *What are the benefits of saving more money?* (to earn more interest)

Grade-Level Modifications:

Beginner: Complete the activity as a whole class, in small groups, or individually. Ask students to explain how they solved each problem. If they need help with the third question, refer to the Answer Key and write the number sentence on a whiteboard or chart paper.



Advanced: Have students calculate interest rates on other amounts of money that are not on the calculator chart, such as \$350, \$1,000, \$2,500, and so on. You may also want to teach the formula for calculating interest: $\text{principal (the amount of money invested)} \times \text{rate} \times \text{time} = \text{interest}$. For example, if you invest \$1,000 (the principal) at a rate of .05 (a rate of 5 percent) x 2 years (time), it equals \$100 (interest).

UNDERSTANDING RISKS AND THE IMPORTANCE OF SAVING FOR EMERGENCIES [30 MINUTES]

Ask students: *What is a risk?* (The possibility that something bad might happen.) Give an example of a child riding a bicycle. Distribute the **What Are the Risks?** handout to have students list the risks (falling, a flat tire, and so on) and ways to avoid or reduce those risks (wearing a helmet, riding in a safe area away from cars, carrying a bicycle pump, and so on). Discuss ideas as a class.

Grade-Level Modifications:

Beginner: Ask students: *Have you ever ridden a bicycle, scooter, or skateboard, or gone roller-skating or inline skating?* Have students talk about their experiences relating to risks, such as falling, and ways they avoided or reduced the risks.

Advanced: Ask students to write another example of a scenario that could pose risks and ways to reduce those risks.

Display the **Story Problems: Risks** slide and have students work in small groups to create a chart that shows their understanding of the possible risks and ways to avoid or reduce each risk for one of three scenarios listed on the slide. Have students share their answers.

Explain that risks carry the potential to cost people time and effort, as well as money. As much as you try to avoid or reduce the risks, emergencies can happen. That is why it is important to save for an emergency or something unexpected. Display the **Saving for Emergencies** slide. As a class, list the possible expenses of the scenario.

Then display the **Real-Life Emergencies** slide, and discuss. Have students reflect on the question: *Why might it be important to save for emergencies?* (to make sure you have enough money to pay for emergencies, because they are unplanned and unexpected)

WRAP UP

CLASS REFLECTION [10 MINUTES]

Ask students: *Why is it useful to keep your money in a bank instead of saving it at home? Why is saving for emergencies important?* As a final assessment, have students draw a comic strip using the **Money Smart Book Comic Strip** handout to show why it's useful to keep money in a bank.

Grade-Level Modification:

Advanced: Ask students to use the cartoon to demonstrate why it is important to save for emergencies and unexpected events or purchases.



EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- Have students work together to create smart shopping tips for their families and schoolmates.
- Invite students to test their budgeting skills by playing Mad Money at http://pbskids.org/itsmylife/games/mad_money_flash.html. The game includes emergency spending situations.
- Ask students to research the history of banking in the United States, using books (such as *Banking* by Barbara Allman) and online resources. Then have each student write an essay to summarize what he or she has learned and provide a list of sources.
- To explain the difference between keeping money in a bank and at home, have students create posters, and display in the library or around the school.

LESSON OVERVIEW

With students comfortably demonstrating the concept of cash through previous lessons, they will explore the concept of other payment options in this lesson. Hands-on activities will guide students through different forms of payment, such as **cash**, **credit cards**, **debit cards**, and **checks**. Students will apply their compounded knowledge by evaluating different real-world scenarios.

TOPIC: Payment Options

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Explain the concept of credit and debit (including checks and money orders)
- Compare and contrast various payment methods (cash, credit, and debit)
- Apply knowledge of payment options to real-world scenarios
- Discuss the consequences of paying back credit past the due date
- Discuss identity theft and types of personal information that should not be shared

SUPPLIES:

- Projector (for teacher presentation slides)
- Whiteboard or chart paper, markers
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Payment Options: True or False?**
- **Payment Decisions**
- **Test Your Payment Knowledge**
- **Money Smart Book** (template from Lesson 1)

TEACHER PRESENTATION SLIDES:

- **What Is Credit?**
- **What Is Debit?**
- **Story Problems: Payment Decisions**
- **Private Information**

ESSENTIAL QUESTIONS:

- *What are credit and debit?*
- *What are checks?*
- *Why might someone choose to pay with cash, credit, or debit?*
- *What is debt?*
- *What information should not be shared with others to prevent identity theft?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Payment Options: True or False?** handout
- **Payment Decisions** handout

Post-Assessment:

- **Test Your Payment Knowledge** handout
- **Money Smart Book** handout

Answer Key 43
 Glossary with key vocabulary 46
 Standards met by lesson 48

INSTRUCTION STEPS

WARM UP

SHARING PRIOR KNOWLEDGE OF PAYMENT OPTIONS [15 MINUTES]

Start the lesson by asking students to think about ways people can pay for things. Ask: *What do you use to pay for things?* (Answers may include: money, cash, bills, or coins.) *What do your parents use?* (Answers may include: cash, credit cards, debit cards, checks, or money orders.) Draw a four-column chart on a whiteboard/chart paper with the title “Forms of Payment” and headings: **cash**, **credit cards**, **debit cards**, and **checks**. Ask students to share what they know about these four payment options, and record their answers on the chart.

Next, have students work in pairs to complete the *Payment Options: True or False?* handout, a short true/false quiz about credit, checks, debit, and cash, to test their knowledge of these payment options. Review answers together as a class.

Explain that a **credit card** is not just an endless supply of money. It is linked to a person’s account and must be paid back by a certain date every month. If it is not paid back in full by that date, that person has to pay **interest** (the cost of borrowing money; also the money earned from lending it). If someone has a credit card, that person also has a limit to how much “credit” he or she has available to use. The limit is based on how **creditworthy** that person is (how likely someone will be able to pay back a loan). Explain that creditworthy is similar to trustworthy. Ask students what trustworthy means (deserving of trust, dependable).

Add information students have learned to the “Forms of Payment” chart.

Grade-Level Modifications:

Beginner: If students don’t know an answer on the true/false quiz, ask them to take their best (educated) guess.

Advanced: Students can complete the quiz independently. Have them correct the statements that are false.

MONEY SMART TIP!

Invite students to keep track of their Smart Bucks (see page 7 for more information) in a journal. Have them write down each date they receive Smart Bucks (income), the amount, and how they earn it. They can also record each date they spend their Smart Bucks (expenses), the amount, and what they spend it on.

GUIDED EXPLORATION

UNDERSTANDING CREDIT AND DEBIT [20 MINUTES]

Review the meaning of credit and discuss that it is not free money, but linked to an actual account.

Optional: Use the link <http://handsonbanking.org/htdocs/en/k> and click on “Credit & You” to show students an interactive cartoon video about credit and loans (six lessons, approximately 5 or 6 minutes). The class can also explore the virtual calculator and money math questions together.

Share the ***What Is Credit?*** and ***What Is Debit?*** slides with students, and discuss. To review and ensure understanding, have a discussion using the following guiding questions: ***What are credit and debit?*** (Credit is a loan. When you pay using credit, you are borrowing money with the agreement to pay it back by a later date. A debit is money taken out of a checking account as payment for an item or service.) ***What are checks?*** (A check is a written order of payment that instructs a financial institution, such as a bank, to withdraw a specific amount of money from the check-writer’s account, and pay or deposit it to the person, or business, named on the check.) In addition to what students learned from the slides, you might also want to ask: ***What is a money order?*** (It is similar to a check, but can be purchased at a bank or post office, and used to make a payment of a specific amount of money.)

Review the following: ***What is interest?*** (the cost of borrowing money) ***What is debt?*** (an amount of money owed) Explain that, if you use a credit card to make purchases and then cannot pay for them by your statement due date, you will likely pay interest. The interest owed is a debt. It can make a purchase more expensive than you had expected.

Next, ask students to share what they know about identity theft (a crime in which someone uses personal information from another person to steal his or her money). Share the ***Private Information*** slide, and explain that students should never buy anything online or share personal information with anyone without a parent’s permission. Review by removing the slide and asking: ***What information should not be shared with others to prevent identity theft?*** (Personal information should not be shared with others, especially when you are online. That information includes birth date, phone number, home address, school name and address, bank account number, a parent’s credit card number, and passwords. If you use a social networking site, only share your page with friends you know and trust.)

EXPLORING DIFFERENT PAYMENT SCENARIOS [15 MINUTES]

Begin the activity with a quick review of the terms and differences between the following payment methods: cash, checks, debit cards, and credit cards. Ask: ***Why might someone choose to pay with cash, credit, or debit?*** (Someone may choose to pay with cash if that person is carrying enough cash or a store only takes cash. A person may pay with credit or debit when he or she is not carrying enough cash or it is quicker and more convenient.)

Share the ***Story Problems: Payment Decisions*** slide and ask students to solve the problems as a whole class. Then have students try answering some more real-world scenarios on their own using the ***Payment Decisions*** handout. Review the payment decisions as a class.

Grade-Level Modifications:

Beginner: The last question may be tricky for beginners. You may want to give them some clues for solving it and/or have students work on the problem with a partner or as a whole-class activity.

Advanced: After students finish the handout, ask them to create one or two of their own examples.

Ask students to complete the **Test Your Payment Knowledge** handout as a post-lesson assessment to see how much they learned regarding payment options and identity theft.

WRAP UP

CLASS REFLECTION [10 MINUTES]

Lead a class discussion about the following questions: *What is the difference between credit and debit? What information should not be shared with others to prevent identity theft?* Ask students to write an entry in their **Money Smart Books** about the discussion questions.

EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- Take students on a virtual field trip to the U.S. Bureau of Engraving and Printing to learn more about where cash is made at <http://kids.usa.gov/watch-videos/money/money-factory/index.shtml>.
- Invite students to read the online story “Giving Vicki Credit” at <http://www.umsl.edu/~wpockets/Clubhouse/library.htm> to learn more about credit. The website also offers an interactive quiz students can take to test their knowledge.
- Divide students into groups and have them make posters about identity theft and online safety, including the personal information that should be kept private and not shared with others. Hang them up in the classroom.



LESSON 6: GET INVESTED

GRADES
3 - 5

LESSON OVERVIEW

Compounding students' knowledge of **saving** and **goal setting**, this lesson builds interest by adding an introduction to **investing**. Students will begin to explore basic concepts about how goal setting is connected to investing and saving, and the concept of **risk** and **return** to help money grow over time. Students will explore the concept of saving to build wealth for the future, and will answer questions about real-life scenarios to recognize the value of long-term financial thinking.

TOPIC: Introduction to Investing

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Explore the basic concepts of investing, including risk and return
- Compare and contrast several kinds of investments
- Analyze the savings outcome of several investment options
- Explain the value of long-term financial planning

SUPPLIES:

- Projector (for teacher presentation slides)
- Whiteboard or chart paper, markers
- Markers, Post-It notes (or paper and tape) for the game
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides
- Write one of each of the three investments (CDs, bonds, and stocks) on small pieces of paper so you have three sets, one for each student (that you will later tape to students' foreheads)

Answer Key 43
 Glossary with key vocabulary 46
 Standards met by lesson 48

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Complete the Story**
- **Risk and Return**
- **Money Smart Book**
(template from Lesson 1)

TEACHER PRESENTATION SLIDES:

- **Investing Your Money**
- **Investing: Risk and Return**
- **Story Problems: Investing**
- **What Is Inflation?**

ESSENTIAL QUESTIONS:

- *What is investing?*
- *Why is it important to have long-term money goals?*
- *What are the risks and returns of investing?*

ASSESSMENT ACTIVITIES:

PRE-ASSESSMENT:

- **Complete the Story** handout
- **Story Problems: Investing** slide

POST-ASSESSMENT:

- **Risk and Return** handout
- **Money Smart Book** handout



INSTRUCTION STEPS

WARM UP

INTRODUCING THE CONCEPT OF INVESTING [20 MINUTES]

Review what students learned about setting goals in Lesson 2 by asking them to share a few of their savings goals. Discuss the following inquiry-driving questions: *Why is **saving** money important?* (Saving allows you to have enough money to buy things in the future and to use for emergencies.) *Why is it important to have long-term money goals?* (Long-term money goals help you plan and save for the future.)

*What is **investing**?* (Investing is spending money with the goal that it will bring a **profit**, or more money, in the future.) *How might investing help you achieve your long-term savings goals?* (Investments can increase in value and provide income. Then I can set aside more money in savings.)

Next, students will play a game to spark their interest in investing. After you have prepared the investment papers (writing the names of three types of investment options — CDs, bonds, and stocks — on Post-It notes or individual pieces of paper), explain the rules of the game to students: you stick the Post-It note on, or tape the piece of paper to, each student's forehead so the name of an investment is visible to everyone, except to the student wearing it. Explain that the goal of the game is to get into groups with others that have the same kind of investment on their foreheads, but without any talking or pushing. (Hint for teachers: Students can help others find their groups, even though they don't know their own investment option words.)

Discuss the activity, starting with the question: *What was the hardest part of the activity?* (Students might say the hardest part was not being allowed to talk or seeing how fast they could get into groups.) *What do you think was the purpose of the activity?* (to work as a team, to communicate without talking, to get us thinking about investments)

Grade-Level Modifications:

Beginner: Remind students that they can help each other get into groups without talking.

Advanced: Challenge students to see how fast they can get into their groups without talking. Time them to see how long it takes.

MONEY SMART TIP!

Explain to students that, when they are investing money, they need to be patient. Investments often take time to grow.

GUIDED EXPLORATION

EXPLORING INVESTMENT OPTIONS [10 MINUTES]

Ask students to share what they know about certificates of deposit (CDs), bonds, and stocks. Display the *Investing Your Money* slide to show the difference between the three investments. Provide students with the *Complete the Story* handout with a cloze passage about each kind of investment.

Grade-Level Modification:

Beginner: If students need help completing the handout, you may choose to keep the slide open as a reference.



UNDERSTANDING RISK AND RETURN [20 MINUTES]

As a refresher, ask students what they learned about risk from Lesson 4 and then ask: *How might risk be part of investing?* (Investing is risky because you could lose your money.)

Share the **Risk and Return** slides to illustrate the concepts of risk and return for CDs, bonds, and stocks. Then show the **Story Problems: Investing** slides to check for student understanding. Afterward, have students complete the **Risk and Return** handout that covers these concepts using real-life scenarios. Review as a class. Ask: *What are the risks and returns of investing?* (Some investments are more risky than others. The risks are that you could lose your money. But you may also make money. The money you make from an investment is called the “return.”)

Grade-Level Modifications:

Beginner: Before students solve each problem on the **Story Problems: Investing** slides and **Risk and Return** handout, ask them to share what they remember from the **Risk and Return** slides. For example: after reading the first question on the **Story Problems: Investing** slide, review what “low risk” means.

Advanced: Ask students to explain the reasoning behind their answers.

Display the **What Is Inflation?** slide (with a graph showing the overall rise of the average price of a gallon of milk over time), and have students answer the questions.

WRAP UP

CLASS REFLECTION [10 MINUTES]

Ask students: *How can investing help you reach your long-term money goals?* Have students write an entry for their **Money Smart Books** to summarize what investment(s) they would recommend to their parents if they had to pick one or two of the options they learned about, and why.

EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- This visual handout can help students learn more tips for saving money at http://kids.usa.gov/web_resources/themes/kidsgov/pdfs/Comic_Teens_FINAL.pdf. After reviewing, students can design their own cartoon poster, using more ideas for how they can save money.
- Invite students to play The Great Piggy Bank Adventure at <http://piggybank.disney.go.com> to learn more about money and to test their knowledge.
- Get students thinking about investing by asking them to set a goal. Have students write a story about an investment they made that allowed them to achieve that goal. In addition, they can write about what challenges they might have had along the way.
- Older students can take the investor quiz for kids (from the U.S. Securities and Exchange Commission) at <http://investor.gov/node/2351#.U-PQ8oBdWGN>.



LESSON 7: IT'S GREAT TO DONATE!

GRADES
3 - 5

LESSON OVERVIEW

While students are beginning to formulate their knowledge of spending and saving, incorporate helping the less fortunate/those in need as part of a financial plan. Students will discover why they may choose to include **charitable** giving as part of a budget. They will also be reminded how time has an **opportunity cost**, so even if they don't have money to donate, they can support charitable causes through volunteering.

TOPIC: Charitable Giving

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Explain the meaning of charitable giving, and its rewards
- Create a plan to raise money for a charitable cause
- Research various charitable causes
- Organize a charity drive

SUPPLIES:

- Projector (for teacher presentation slides)
- Whiteboard or chart paper, markers
- Paper, pencils (for students)
- Access to the Internet (**optional**)
- Suggested books (**optional**)
 - *Sam and the Lucky Money* by Karen Chinn

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Story Problem: Giving**
- **Giving Plan and Budget**
- **Money Smart Book** (template from Lesson 1)

TEACHER PRESENTATION SLIDES:

- **What Is Profit?**
- **Mr. Vega's Class Giving Plan and Budget**
- **Charity Vote**
- **Fundraising Ideas**

ESSENTIAL QUESTIONS:

- *What does "charity" mean?*
- *Why is it important to help other people?*
- *How can you make giving a part of your budget?*

ASSESSMENT ACTIVITIES:

PRE-ASSESSMENT:

- **What Is Profit?** slide
- **Story Problem: Giving** handout

POST-ASSESSMENT:

- **Giving Plan and Budget** handout
- **Money Smart Book** handout

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Glossary with key vocabulary.....	46
Standards met by lesson.....	48



INSTRUCTION STEPS

WARM UP

EXPLORING WHAT CHARITABLE GIVING MEANS [15 MINUTES]

Begin the lesson by asking students: *What does **charity** mean?* (It is the act of giving help or money to people, animals, or communities in need. A charity is an organization that helps people, animals, or communities in need or supports social causes.) *How can giving to others in need help you?* (Students might say it makes them feel good, like they are part of a community, makes them appreciate what they have, and so on.)

Optional: Read the book *Sam and the Lucky Money* by Karen Chinn. The story is about a boy who receives money (also known as “laisee”), for Chinese New Year and has to decide how to spend it. He eventually decides to give the money to a homeless man.

Have a class discussion about the main character and his act of charitable giving.

Discussion Questions:

- *What things did Sam consider buying with his lucky money?* (sweets, toys, a basketball)
- *Why didn't Sam buy the basketball?* (He didn't have enough money.)
- *How did Sam decide to spend the money?* (Sam gave it to the old man so he could buy socks.)
- *How do you think the old man felt after Sam gave him the money?* (happy, thankful) *How might Sam have felt?* (happy, upset to see the old man without shoes, and so on)
- *What do you think the author meant by the last sentence of the book? “And as they headed home for more New Year's celebration, Sam knew he was the lucky one.”* (After seeing the old man, Sam knew that he had a lot to be thankful for.)

Ask students to think about a personal experience when they received a gift or help from someone. Invite students to share their stories. Then ask: *How did receiving a gift or help from someone make you feel?* (Answers will vary, but may include: happy, thankful, lucky, grateful.) *Why is it important to help people?* (Many people all over the world need help. Other people can make a difference in their lives by helping them. It is a kind thing to do that can make the world a better place.) The following activity will teach students more about how to plan for giving.

MONEY SMART TIP!

Review the concept of “pay yourself first” with students. Explain that, when they receive money, the first thing they should do is save some of it. Then they can spend on things they need or want, and set a portion of money aside to donate.



GUIDED EXPLORATION

UNDERSTANDING HOW TO PLAN FOR GIVING [20 MINUTES]

Discuss: *What do you think is meant by the expression the “gift of giving”?* (the rewarding feeling you get from helping others) Ask: *How can you make giving a part of your budget?* (Plan for giving just like you would for saving and spending. Pay yourself first by saving money before spending it. Plan ahead for how much you would like to give, and set aside that money for charity.)

Students can learn to make charitable giving part of a budget. Display the ***What Is Profit?*** slide and give students paper and pencils to work on the math problem. Discuss the answers together as a class. Then have students work on the ***Story Problem: Giving*** handout to explore a real-life scenario about a class raising money for charity. After students answer the questions, review as a class.

Grade-Level Modification:

Beginner: Call on one or more students to read the word problem aloud on the ***Story Problem: Giving*** handout. As students follow along, have them use a pencil to underline or circle the most important pieces of information (*giving goal is \$100, \$2 a magnet, sold \$65 worth of magnets, and spent \$24 on art supplies*). Review the definitions for *income* and *expenses* from the ***What Is Profit*** slide. Ask students to identify the income (\$65) and expenses (\$24) before they begin the first question.

Display the ***Mr. Vega’s Class Giving Plan and Budget*** slide to show students how the giving plan and budget can be written. After discussing the questions at the end of the slide, explain that students will now talk about a class-giving project of their own.

EXPLORING FUNDRAISING OPPORTUNITIES [15 MINUTES]

List a few charities on a whiteboard or chart paper. Ask students what they know about each charity, and give them more information. Take a vote to see which charity students would like to help. Use the ***Charity Vote*** slide to record the results of the class vote. Then ask them to brainstorm ways they can raise money as a class by using the ***Fundraising Ideas*** slide to help spark some ideas.

Once students have decided on a charity and how they will raise money, have them complete a giving plan and budget as a whole class using the ***Giving Plan and Budget*** handout. Allow students to refer to the ***Mr. Vega’s Class Giving Plan and Budget*** slide to help them.

Grade-Level Modifications:

Beginner: Give the students a list of charities from which they can choose.

Advanced: Ask students to think about what causes are important to them (in their communities, nationally, globally). Then ask them to research the charities they would like to help before choosing one in a class vote.

MONEY SMART TIP!

Remind students that time has an opportunity cost, so even if they don’t have money to donate, they can support charitable causes through volunteering.



WRAP UP

CLASS REFLECTION [10 MINUTES]

Debrief students by starting a discussion. Ask: *Why is it important to help other people? How can giving to others in need help you?* Have students write a **Money Smart Book** entry to describe a time they helped someone and how it made them feel. Invite students to draw illustrations as well.

EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- Have students raise money for the charity of their choice using their giving plan and budget. Then make a donation! Remind students to refer to the budget throughout the project to make sure they are on track. At the end of the project, ask them to review the budget to see whether they met their goal and are under budget (spent less money than they expected) or over budget (spent more than they expected).

Review and discuss. Ask: *How did the budget help you achieve your goal?* (Answers may include: It helped us manage our money.) *What did you learn from doing the fundraiser?* (Answers may include: We learned how to write a giving plan and budget, how to raise money for charity, that having a business takes a lot of planning.)
- After students make a charitable donation, have them write an essay about how it felt to give a donation and why it was important. Essays can be shared on the school website or community newsletter, or read at an assembly to motivate others to do the same.
- Have students work in small groups to create and share a presentation or puppet show for younger students about their charitable giving project.



LESSON 8: CAREER CHOICES

GRADES
3 - 5

LESSON OVERVIEW

Using student-centered activities, this lesson will not only teach learners about different job sectors and reinforce how **income** is earned (either by working or through investments), but will also engage them in assessing their personal interests as they relate to potential **careers**. Students will learn how education is a proven strategy to improve their lifelong earnings potential. They will also extend their working knowledge of income by recognizing that earned income is **taxed**.

TOPIC: Exploring Careers and Income

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Identify and explore different types of jobs
- Evaluate personal interests related to careers
- Explain how money is earned and why it is taxed
- Explain what an entrepreneur is

SUPPLIES:

- Projector (for teacher presentation slides)
- Whiteboard or chart paper, markers
- Paper, markers, tape, and a box or hat (for the game)
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides
- Pre-write different careers on individual pieces of paper, one for each student (that you will later tape to students' foreheads) and put in a box or hat

Answer Key 43
 Glossary with key vocabulary..... 46
 Standards met by lesson..... 48

STUDENT HANDOUTS:

(found in Student Guide)

- **Different Jobs**
- **Interest Survey**
- **Salary and Education**
- **Money Smart Book**
(template from Lesson 1)

TEACHER PRESENTATION SLIDES:

- **Interests and Jobs**
- **Education Levels and Income**
- **Bureau of Labor Statistics**
- **How Is Income Tax Spent?**

ESSENTIAL QUESTIONS:

- *What is income, and how is it earned?*
- *What are different types of jobs that you can have?*
- *What is an entrepreneur?*
- *What is tax and why is income taxed?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- Class discussions
- **Education Levels and Income** slide

Post-Assessment:

- **Salary and Education** handout
- **Money Smart Book** handout



INSTRUCTION STEPS

WARM UP

EXPLORING DIFFERENT JOB SECTORS [25 MINUTES]

Tap prior knowledge by asking students: *What is a **job**?* (A specific duty, task, or activity someone completes using his or her time, skills, and energy to earn money.) *What are the different types of jobs that you can have?* (You can choose between hundreds of different types of jobs in many fields, including science, technology, engineering, math, art, and music.) *What is a **career**?* (The type of work a person pursues for the majority of their life that may involve formal education, special training, or be within a specific industry, such as a career in medicine, advertising, or food services.)

Provide students with the **Different Jobs** handout, which includes a list of jobs and their definitions. Discuss the handout and explain that the class will play a game using the handout.

Ask students to sit in a circle and pick one paper from the box to tape to each student's forehead (job title facing out). Explain the rules: Each player will be able to see the job titles of all players except his or her own. Using their student handouts as a guide, students will try to guess their own jobs by asking "yes" or "no" questions of the other players.

The student who begins will ask one question, such as: *Do I work in a science job?* If the answer is yes, the student can ask another question, such as: *Do I work directly with patients?* If the answer is yes, the student asks another question until either A) he or she guesses the job title correctly, or B) the answer to his or her question is no. If the answer is no, play passes to the next student until each student has had a chance to guess. To speed up the game, students can play in smaller groups after a practice round with the whole class.

Grade-Level Modifications:

Beginner: If students are having trouble guessing their jobs, you or the other students can give them clues instead of having them ask "yes" or "no" questions. For example: if a student is a geologist, you can say, "You like the outdoors." If student guesses incorrectly, give another clue: "You are a scientist." If student still hasn't guessed, give an easier clue, such as "You study rocks."

Advanced: In addition to asking "yes" or "no" questions, students may silently act out clues for the student guessing. After the game is over, have students try to group themselves into job sectors (for example: science, health, engineering, computers).

End the game with a discussion about the jobs. Ask: *Have you heard of the job you received? Do you know anyone who has that job? What does that person do?* Ask: *What is an **entrepreneur**?* (An entrepreneur is someone who creates and runs a business.) People who own a successful business can earn a profit, which is a source of income.



MONEY SMART TIP!

Explain to students: Going to college can be expensive because colleges charge students money to attend. Ask: *Why might it be worth it to spend the money?* (Paying for college is an investment in your future.) On average, people with a college degree earn more money than people who do not attend college. If you don't go to college, other ways to get more education are through apprenticeships, internships, or training programs.

GUIDED EXPLORATION

EXAMINING PERSONAL INTERESTS AND SKILLS [10 MINUTES]

Provide students with the ***Interest Survey*** handout, and after completing it, display the ***Interests and Jobs*** slide to show them some possible jobs based on their interests. As an extension activity, have students research more about those jobs, along with others they may want to learn more about. See the links below for websites with career information. Ask: *What type of work do you want to do when you grow up? How can you get prepared for the work that interests you? Would you want to start your own business? Please explain why or why not.*

EXPLORING INCOME AND EDUCATION LEVELS [10 MINUTES]

Prompt students with the following questions: *What is income?* (money earned) *How is it earned?* (by either working for a period of time, owning a business, or through investments) *Why might income levels differ?* (Answers may include: Different people get paid different salaries depending on their field, education level, where they live, who they work for.) *How might an increase in skills and education lead to increased income?* (Higher-paying careers often require that people have more skills and a higher education.) Share the ***Education Levels and Income*** slide and discuss the cartoon.

Display the ***Bureau of Labor Statistics*** slide, which explains what the agency does and some different levels of education. After students review the slide, distribute the ***Salary and Education*** handout, which includes salary estimates and levels of required education for various jobs from the U.S. Bureau of Labor Statistics. After students answer the questions, review and discuss.

Grade-Level Modifications:

Beginner: Leave the ***Bureau of Labor Statistics*** slide open while students are working on the ***Salary and Education*** handout so they can refer to the levels of higher education.

Advanced: Students can research more careers by going to <http://www.bls.gov/ooh>. There, they can find careers listed by occupational groups, highest paying, fastest growing, and so on.



UNDERSTANDING THAT INCOME IS TAXED [5 MINUTES]

Lead a class discussion by asking: *What is tax?* (a government fee on things, including income, sales, and property) *What kinds of things are taxed?* (Students may give examples, such as clothes, school supplies, food at a restaurant, and toys.)

Explain that the government collects taxes on the income people earn. Ask: *Why is income taxed?* (The government uses the money to pay for things people need.) Then ask: *How might the government use that money?* (public education, libraries, road and bridge repairs, health care for seniors and people with low incomes, national defense spending, and so on) Share the **How Is Income Tax Spent?** slide with students and discuss.

WRAP UP

CLASS REFLECTION [10 MINUTES]

Ask students: *Based on what you learned today, what jobs are you interested in, and why? What kinds of skills and education do you need to be able to do this job? Why is it important to think about a job or career early?* Ask students to write in their **Money Smart Book** about one or two jobs that interest them, and to add illustrations.

EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

- **Games and Online Activities:** Invite students to visit the following websites to further explore career options:
 - **Career Exploration!:** Access information on dozens of careers in various industries to learn about specific skills and duties, education or training requirements, work environments, earning potential, and job outlook.
<http://www.bls.gov/k12/content/students/careers/career-exploration.htm>
 - **Career Aisle:** Features career videos for students to explore.
<http://knowitall.scetv.org/careerisle/students/elementary/>
 - **Careers: Explore, Learn, Grow:** Print out a fill-in-the-blank quiz for students to match careers with the right job descriptions.
<http://virginiacareerview.com/k5/careers/computer-career-games/3-5/careers-explore-learn-grow>
 - **Jobs:** Information and videos about different careers from Kids.gov.
<http://kids.usa.gov/jobs/index.shtml>
 - **Lesson Plans on Jobs:** More classroom resources for teachers about careers.
<http://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml>



LESSON 8: CAREER CHOICES

GRADES
3-5

- Invite members (or parents) of the community to visit the classroom as guest speakers to tell students about their jobs and answer questions. Ask students to prepare interview questions in advance. Make sure to include speakers from a variety of careers, especially those in the STEM (science, technology, engineering, and math) fields. To do so, you may want to post ads at the local library, send out requests with the school newsletter, and ask people from local businesses to come and speak (for example: the dentist office, a gift shop owner, a landscaping company, a city employee, a school administrator, entrepreneurs).
- Ask students to think about business ideas and write an essay using the following questions to help them get started: *Do you know someone who has started his or her own business? If you started your own business, what would you do? Would you sell a product or a service? Would it be something people would need or want?*
- Make a social studies connection by asking students to research career options for people who lived in colonial days (or another historical time period), compare and contrast to today's career options, and discuss why those career options have changed over time.

ANSWER KEY

for Student Handouts (found in Student Guide)

LESSON 1: MONEY MATTERS

Student Handout 1: *Sort It Out*. Answers will vary.

Student Handout 2: *What Should I Buy?*

Situation A: 1. want, 2. want, 3. need, 4. backpack, 5. Answers may include: Maya should spend her money on a new backpack. It is the most important because it is a need. Her old backpack is badly damaged.

Situation B: 1. want, 2. need, 3. want, 4. a pair of sneakers, 5. Answers may include: Travis should spend his money on a new pair of sneakers. It is the most important because it is a need. His old sneakers are getting too small.

Student Handout 3: *Trade-Offs*. Answers will vary.

Student Handout 4: *Money Smart Book*. Answers will vary.

LESSON 2: GET SET FOR GOALS

Student Handout 1: *Short- and Long-Term Goals*

Situation A: 1. Ella wants to challenge her brother to a basketball game. 2. Ella plans to join the basketball team when she gets to middle school. 3. She can keep practicing to improve her basketball skills.

Situation B: 1. Max wants to get a good grade on his French test next week. 2. Max wants to visit France when he is older. 3. Answers will vary, but may include: Max can keep studying and practicing French. Max can save money for a trip to France.

Student Handout 2: *What Are Your Goals?* Answers will vary.

Student Handout 3: *Saving Together*

1. Their savings goal is \$150 to buy a tablet computer. 2. They want to reach their goal in one year. 3. It is a long-term goal. 4. They still need to save \$120 ($\$150 - \$20 = \$130 - \$10 = \120, or $\$150 - (\$20 + \$10) = \120). 5. Each child will pay \$75 ($\$150 \div 2 = \75). 6. Answers will vary.

Student Handout 4: *My Savings Goals*. Answers will vary.

LESSON 3: MAKE A PLAN

Student Handout 1: *Jake's Budget*

Total monthly expenses: \$1,620. **Questions:** 1. \$180, 2. \$1,800, 3. \$910, 4. \$510 ($\$410 + \$100 = \$510$), 5. \$25 ($\$200 - \$175 = \$25$), 6. Answers will vary, but may include clothes and entertainment (movies, bowling, sports games, concerts, etc.).

ANSWER KEY (continued)

Student Handout 2: *Finish That Budget!*

Monthly Income: Taking care of younger brother: \$8, Getting the neighbor's mail: \$2, Total: \$10; Monthly Expenses: Snacks and supplies: \$9; Monthly Savings: \$1. **Questions:** 1. 25 cents (\$1 or 100 cents – 75 cents = 25 cents), 2. \$12 (\$1 per month, or $\$1 \times 12 = \12), 2. Answers will vary, but may include: She can spend less on snacks and supplies, compare prices, get another job.

Student Handout 3: *My Budget*

Answers will vary, unless students use the suggested numbers of \$15 monthly income and \$8 monthly expenses. If so: Monthly Savings: \$7. **Questions:** 1. \$84 ($\$7 \times 12$ months = \$84), 2. Answers will vary, but may include: I can spend less by comparing prices, buying fewer wants.

LESSON 4: SAVE YOUR MONEY

Student Handout 1: *Calculate the Interest*

1. C (\$2), 2. B ($\$300 + \3 interest = \$303), 3. A (\$800, based on the chart, solutions may include: $\$8 \times 100$ or \$8 is the sum of $\$3 + \5 , which corresponds to $\$300 + \$500 = \$800$)

Student Handout 2: *What Are the Risks?*

Risks of Riding a Bicycle: Answers will vary, but may include: falling, getting hit by a car, a flat tire.

Ways to Avoid or Reduce the Risks: Answers will vary, but may include: wearing a helmet, riding in a safe area away from cars, carrying a bicycle pump.

Student Handout 3: *Money Smart Book Comic Strip.* Answers will vary.

LESSON 5: WHICH WAY TO PAY?

Student Handout 1: *Payment Options: True or False?*

1. True, 2. True, 3. False (Credit cards and debit cards are made of *plastic*.), 4. True, 5. False (If you use a credit card, you receive a *monthly* bill.), 6. False (Credit cards do set limits to how much you can spend.), 7. True, 8. False (A debit is money *removed from* an account.), 9. True, 10. True

Student Handout 2: *Payment Decisions*

1. She should pay using the credit card because she doesn't have enough cash.
2. He should pay with cash because the store only accepts cash.
3. She should pay with her debit card because she doesn't have enough cash.
4. He should pay with his debit card because he has enough money in his checking account (\$2,800).
He shouldn't use his credit card because he has a \$3,000 credit card limit and has already charged \$800. ($\$3,000 - \$800 = \$2,200$. That is \$100 less than his car bill of \$2,300.)

Student Handout 3: *Test Your Payment Knowledge*

1. A (checks and debit cards), 2. C (month), 3. C (using a credit card), 4. B (check), 5. B (Keep your personal information private.)

ANSWER KEY (continued)

LESSON 6: GET INVESTED

Student Handout 1: *Complete the Story*

My friend Ty is always talking about his long-term money **goals**. He plans to manage his money **wisely**. When he is older, he wants to **invest** money in several places. First, he says he'll buy a **CD** from the bank so he can earn **interest**. He may also buy a **bond** from the government. Later, he is going to buy **stocks** so he can own shares of a company. If the company makes a big **profit**, he could make a lot of money! But if the company does not, he could **lose** his money. Ty told me that's a chance he'll have to take. One day he might even start his own **company**.

Student Handout 2: *Risk and Return*

1. A (Buy a CD or U.S. government bond.), 2. B (Do some more research about stocks. You may also lose your money.), 3. C (stocks and high-risk bonds)

LESSON 7: IT'S GREAT TO DONATE!

Student Handout 1: *Story Problem: Giving*

1. \$100, 2. 32 magnets ($\$64 \div \2 per magnet = 32 magnets), 3. \$40 profit ($\$64 - \$24 = \40), 4. \$60 ($\$100 - \$40 = \60), 5. 30 magnets ($\$60 \div \2 per magnet = 30 magnets)

Student Handout 2: *Giving Plan and Budget*. Answers will vary.

LESSON 8: CAREER CHOICES

Student Handout 1: *Different Jobs*. Answers will vary.

Student Handout 2: *Interest Survey*. Answers will vary.

Student Handout 3: *Salary and Education*

1. C (Master's), 2. \$54,200 ($\$116,700 - \$62,500 = \$54,200$), 3. Answers may include: They all require a higher education degree and pay more than \$60,000 a year.

GLOSSARY

Advertisement (Ad): A public notice or announcement that a company pays for to help promote and increase sales of a product or service.

Bank: A financial institution and business that accepts deposits and makes loans.

Borrow: To receive something on loan with the understanding that you will return it.

Budget: A plan that outlines what money you expect to earn or receive (your income) and how you will save it or spend it (your expenses) for a given period of time.

Career: The type of work a person pursues for the majority of their life that may involve formal education, special training, or be within a specific industry.

Cash: Money such as coins and bills.

Charity: The act of giving help or money to help people, animals, or communities in need; an organization that helps people, animals, or communities in need or supports social causes.

Check: A written order of payment that instructs a financial institution (such as a bank) to withdraw a specific amount of money from the check-writer's account, and pay or deposit it to the person, or business, named on the check.

Credit: The ability to borrow money and pay it back later.

Debit: An amount of money taken out of a deposit account to pay for something.

Debt: Money that is owed.

Donation: Something (including money, food, clothes, and toys) that you give to help people, animals, or communities in need or to a charity.

Earn: To receive money in exchange for goods or services.

Emergency Fund: Money set aside to pay for unexpected expenses.

Entrepreneur: Someone who creates and runs a business.

Expense: The cost of goods and services; the amount of money that is spent.

Federal Deposit Insurance Corporation (FDIC): Preserves and promotes public confidence in the U.S. financial system by insuring deposits in banks and thrift institutions for at least \$250,000. An independent agency of the federal government, the FDIC was created in 1933.

Goal: Something you wish to achieve or accomplish in a specific amount of time.

Income: Money that you receive from jobs, allowances, interest, dividends, and other sources.

Interest: Money that a bank or other financial institution pays you for keeping money on deposit with them, or the amount of money you pay a bank as a fee when you borrow money.

GLOSSARY (continued)

Invest: To put money at risk with the goal of making a profit in the future.

Job: A specific duty, task, or activity someone completes using his or her time, skills, and energy to earn money.

Lend: The act of giving something to someone with the understanding that they will give it back to you.

Long-Term Goal: Something you want to achieve in the future, such as in one year, five years, ten years, or more.

Money Order: Similar to a check, but can be purchased at a bank or post office, and used to make a payment of a specified sum of money.

Need: Something you must have to survive, such as clothes, shelter, or food.

Opportunity Cost: The next best thing that you give up in order to do something else; a trade-off of a decision you make.

Profit: The money gained or left over after money spent (expense) is subtracted from money earned (income).

Return: Money made (profit) from an investment.

Risk: The possibility that something unplanned or unintended may happen (such as losing money).

Save: Setting something, like money, aside to use in the future.

Savings Account: A bank account that you can use to set aside money, and that pays you interest.

Savings Goal: The amount of money you plan to put aside for a specific purpose.

Short-Term Goal: Something you want to achieve soon, such as in two weeks or a few months.

Spend: The act of using money to buy goods or services.

Spending Limit: The most amount of money a person is allowed (or allows themselves) to spend.

Tax: Money that someone has to pay to help finance a government.

Want: Something that you would like to have but that you could live without.

EDUCATION STANDARDS

JumpStart Financial Literacy, Common Core English Language Arts and Math

	Lesson 1 "Money Matters"					Lesson 2 "Get Set for Goals"					Lesson 3 "Make a Plan"				
	Needs and Wants	Exploring and Evaluating Buying Decision Choices	Understanding Opportunity Cost	Class Reflection	Extended Exploration	Differentiating Between Short- and Long-Term Goals	Developing Ways to Set Goals for Savings	Considering Influential Purchasing Factors	Class Reflection	Extended Exploration	Defining the Term "Budget"	Setting Spending Limits and "Paying Yourself First"	Exploring Budgets (Spending Plans)	Class Reflection	Extended Exploration
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html															
Grades K–12															
Financial Responsibility and Decision Making															
Standard 1: Take responsibility for personal financial decisions.							X		X	X					
Standard 2: Find and evaluate financial information from a variety of sources.								X		X					
Standard 4: Make financial decisions by systematically considering alternatives and consequences.	X	X	X	X	X	X	X		X	X					
Income and Careers															
Standard 2: Identify sources of personal income.													X		
Standard 3: Describe factors affecting take-home pay.														X	
Planning and Money Management															
Standard 1: Develop a plan for spending and saving.											X	X	X	X	X
Standard 4: Apply consumer skills to purchase decisions.									X	X	X				
Standard 5: Consider charitable giving.															
Standard 6: Develop a personal financial plan.									X						
Common Core English Language Arts Standards (adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia) Source: www.corestandards.org															
Grades 3–5															
SRL.3.1, RL.4.1, RL.5.1			X		X										
RL.3.2, RL.4.2, RL.5.2			X		X										
RL.3.3, RL.4.3, RL.5.3			X												
RL.3.10, RL.4.10, RL.5.10			X		X										X
RI.3.1, RI.4.1, RI.5.1							X								
RI.3.7, RI.4.7												X			
RI.3.10, RI.4.10, RI.5.10							X					X			
W.3.2, W.4.2, W.5.2				X					X					X	
W.3.10, W.4.10, W.5.10			X	X					X		X			X	
SL.3.1, SL.4.1, SL.5.1	X	X	X	X	X	X	X	X	X		X	X	X	X	
SL.3.3	X	X	X	X	X	X	X	X	X		X	X	X	X	
SL.3.4, SL.4.4, SL.5.4															

Continued...

EDUCATION STANDARDS (continued)

	Lesson 1 "Money Matters"					Lesson 2 "Get Set for Goals"					Lesson 3 "Make a Plan"				
	Needs and Wants	Exploring and Evaluating Buying Decision Choices	Understanding Opportunity Cost	Class Reflection	Extended Exploration	Differentiating Between Short- and Long-Term Goals	Developing Ways to Set Goals for Savings	Considering Influential Purchasing Factors	Class Reflection	Extended Exploration	Defining the Term "Budget"	Setting Spending Limits and "Paying Yourself First"	Exploring Budgets (Spending Plans)	Class Reflection	Extended Exploration
Common Core Math Standards (adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia) Source: www.corestandards.org															
Grades 3–5															
Operations and Algebraic Thinking															
D.8, 4.OA.A.3 (multistep word prob)		X					X					X			
Number and Operations in Base Ten															
3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.7 (add/sub)		X	X				X				X		X		X
Measurement and Data															
4.MD.A.2 (money word prob)		X	X				X				X	X	X		

Continued...

EDUCATION STANDARDS (continued)

	Lesson 4 “Save Your Money”					Lesson 5 “Which Way to Pay?”					Lesson 6 “Get Invested”				
	Understanding Ways to Save Money	Discovering Where Money is Saved	Understanding Risks and the Importance of Saving for Emergencies	Class Reflection	Extended Exploration	Sharing Prior Knowledge of Payment Options	Understanding Credit and Debit	Exploring Different Payment Scenarios	Class Reflection	Extended Exploration	Exploring Different Payment Scenarios	Exploring Investment Options	Understanding Risk and Return	Class Reflection	Extended Exploration
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html															
Grades K–12															
Financial Responsibility and Decision Making															
Standard 6: Control personal information.							X								
Planning and Money Management															
Standard 3: Describe how to use different payment methods.						X	X	X	X	X					
Credit and Debt															
Standard 1: Identify the costs and benefits of various types of credit.						X	X	X	X	X					
Standard 2: Explain the purpose of a credit record and identify borrowers’ credit report rights.						X									
Risk Management and Insurance															
Standard 1: Identify common types of risks and basic risk management methods.			X												
Saving and Investing															
Standard 1: Discuss how saving contributes to financial well-being.	X	X		X	X										
Standard 2: Explain how investing builds wealth and helps meet financial goals.											X	X	X	X	X
Standard 3: Evaluate investment alternatives.											X	X	X		
Common Core English Language Arts Standards (adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org															
Grades 3–5															
RI.3.1, RI.4.1, RI.5.1	X						X					X	X		
RI.3.10, RI.4.10, RI.5.10	X				X		X		X		X	X			
W.3.2, W.4.2, W.5.2				X					X					X	
W.3.3, W.4.3, W.5.3															X
W.3.7, W.4.7, W.5.7					X										
W.3.8, W.4.8, W.5.8					X										
W.3.10, W.4.10, W.5.10				X					X					X	
SL.3.1, SL.4.1, SL.5.1	X	X	X	X	X	X	X	X	X		X	X	X	X	
SL.3.3	X	X	X	X		X	X	X	X		X	X	X	X	

Continued...

EDUCATION STANDARDS (continued)

	Lesson 4 “Save Your Money”					Lesson 5 “Which Way to Pay?”					Lesson 6 “Get Invested”				
	Understanding Ways to Save Money	Discovering Where Money Is Saved	Understanding Risks and the Importance of Saving for Emergencies	Class Reflection	Extended Exploration	Sharing Prior Knowledge of Payment Options	Understanding Credit and Debit	Exploring Different Payment Scenarios	Class Reflection	Extended Exploration	Exploring Different Payment Scenarios	Exploring Investment Options	Understanding Risk and Return	Class Reflection	Extended Exploration
Common Core Math Standards (adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org															
Grades 3–5															
Operations and Algebraic Thinking															
D.8, 4.OA.A.3 (multistep word prob)							X	X							
Number and Operations in Base Ten															
3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.7 (add/sub)							X	X					X		X
Measurement and Data															
4.MD.A.2 (money word prob)		X					X	X					X		

Continued...

EDUCATION STANDARDS (continued)

	Lesson 7 "It's Great to Donate!"					Lesson 8 "Career Choices"					
	Exploring What Charitable Giving Means	Understanding How to Plan for Giving	Exploring Fundraising Opportunities	Class Reflection	Extended Exploration	Exploring Different Job Sectors	Examining Personal Interests and Skills	Exploring Income and Education Levels	Understanding That Income Is Taxed	Class Reflection	Extended Exploration
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html											
Grades K–12											
Income and Careers											
Standard 1: Explore career options.						X	X	X		X	X
Standard 2: Identify sources of personal income.								X			
Standard 3: Describe factors affecting take-home pay.									X		
Planning and Money Management											
Standard 5: Consider charitable giving.	X	X	X	X	X						
Common Core English Language Arts Standards (adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia) Source: www.corestandards.org											
Grades 3–5											
SRL.3.1, RL.4.1, RL.5.1	X										
RL.3.2, RL.4.2, RL.5.2	X										
RL.3.3, RL.4.3, RL.5.3	X										
RL.3.10, RL.4.10, RL.5.10	X										
RI.3.1, RI.4.1, RI.5.1								X	X		
RI.3.7, RI.4.7								X			
RI.3.10, RI.4.10, RI.5.10								X	X		
W.3.10, W.4.10, W.5.10				X	X					X	X
SL.3.1, SL.4.1, SL.5.1	X	X	X	X	X	X		X	X	X	
SL.3.3	X	X	X	X	X	X		X	X	X	
SL.3.4, SL.4.4, SL.5.4	X										
Common Core Math Standards (adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia) Source: www.corestandards.org											
Grades 3–5											
Operations and Algebraic Thinking											
D.8, 4.OA.A.3 (multistep word prob)		X									
Number and Operations in Base Ten											
3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.7 (add/sub)		X	X		X			X			
Measurement and Data											
4.MD.A.2 (money word prob)		X									

EDUCATION STANDARDS (continued)

National Standards for Financial Literacy

Developed by the Council for Economic Education, the National Standards for Financial Literacy provide benchmarks for what children need to know about personal finance.

	Lesson 1 “Money Matters”					Lesson 2 “Get Set for Goals”					Lesson 3 “Make a Plan”				
	Needs and Wants	Exploring and Evaluating Buying Decision Choices	Understanding Opportunity Cost	Class Reflection	Extended Exploration	Differentiating Between Short- and Long-Term Goals	Developing Ways to Set Goals for Savings	Considering Influential Purchasing Factors	Class Reflection	Extended Exploration	Defining the Term “Budget”	Setting Spending Limits and “Paying Yourself First”	Exploring Budgets (Spending Plans)	Class Reflection	Extended Exploration
Grades 3-5 (Benchmarks for Grade 4)															
Earning Income															
Income can be received from family or friends as money gifts or as an allowance for which no specified work may be required.													x		
Buying Goods and Services															
Economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.	x														
People make choices about what goods and services they buy because they can’t have everything they want. This requires individuals to prioritize their wants.		x													
Whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next-best alternative that is given up when a person makes a choice.			x												
People’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.		x						x							
Planning for spending can help people make informed choices. A budget is a plan for spending, saving, and managing income.											x				
Saving															
People set savings goals as incentives to save. One savings goal might be to buy goods and services in the future.							x								
A savings plan helps people reach their savings goals.										x					

Continued...

EDUCATION STANDARDS (continued)

National Standards for Financial Literacy (continued)

	Lesson 4 “Save Your Money”					Lesson 5 “Which Way to Pay?”					Lesson 6 “Get Invested”				
	Understanding Ways to Save Money	Discovering Where Money Is Saved	Understanding Risks and the Importance of Saving for Emergencies	Class Reflection	Extended Exploration	Sharing Prior Knowledge of Payment Options	Understanding Credit and Debit	Exploring Different Payment Scenarios	Class Reflection	Extended Exploration	Exploring Different Payment Scenarios	Exploring Investment Options	Understanding Risk and Return	Class Reflection	Extended Exploration
Grades 3–5 (Benchmarks for Grade 4)															
Saving															
3. People can choose to save money in many places — for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.		X													
6. When people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.		X													
Using Credit															
1. Interest is the price the borrower pays for using someone else’s money.						X	X								
2. When people use credit, they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.							X								
4. Borrowers who repay loans as promised show that they are worthy of getting credit in the future. A reputation for not repaying a loan as promised can result in higher interest charges on future loans, if loans are available at all.						X									
Financial Investing															
1. After people have saved some of their income, they must decide how to invest their savings so that it can grow over time.											X	X			
2. A financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.											X	X			
Protecting and Insuring															
1. Risk is the chance of loss or harm.			X										X		
2. Risk from accidents and unexpected events is an unavoidable part of daily life.			X												
3. Individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.			X												
4. One method to cope with unexpected losses is to save for emergencies.			X												

Continued...

EDUCATION STANDARDS (continued)

National Standards for Financial Literacy (continued)

	Lesson 7 “It’s Great to Donate!”					Lesson 8 “Career Choices”					
	Exploring What Charitable Giving Means	Understanding How to Plan for Giving	Exploring Fundraising Opportunities	Class Reflection	Extended Exploration	Exploring Different Job Sectors	Examining Personal Interests and Skills	Exploring Income and Education Levels	Understanding That Income Is Taxed	Class Reflection	Extended Exploration
Grades 3–5 (Benchmarks for Grade 4)											
Earning Income											
1. People have many different types of jobs from which to choose. Different jobs require people to have different skills.						x	x	x		x	x
2. People earn an income when they are hired by an employer to work at a job.								x			
6. People who own a business can earn a profit, which is a source of income.								x			
7. Entrepreneurs are people who start new businesses. Starting a business is risky for entrepreneurs because they do not know whether their new businesses will be successful and earn a profit.								x			x
Standard 9: Income earned from working, and most other sources of income, are taxed. The revenue from these taxes is used to pay for government-provided goods and services.										x	
Buying Goods and Services											
5. Informed decision making requires comparing the costs and benefits of spending alternatives. Costs are things that a decision maker gives up; benefits are things that a decision maker gains.	x										

Sources:

<http://www.councilforeconed.org/wp/wp-content/uploads/2013/02/national-standards-for-financial-literacy.pdf>

<http://www.councilforeconed.org/resource/national-standards-for-financial-literacy>

EDUCATION STANDARDS (continued)

Partnership for 21st-Century Skills

21st-century skills are incorporated into the curriculum wherever possible. These important skills prepare students to navigate the complex life and work environments in today's competitive world. An essential piece in this curriculum is Financial, Economic, Business, and Entrepreneurial Literacy.

	Lesson 1 "Money Matters"	Lesson 2 "Get Set for Goals"	Lesson 3 "Make a Plan"
Core Subjects and 21st-Century Themes			
Financial, Economic, Business, and Entrepreneurial Literacy	x	x	x
Learning and Innovation Skills			
Critical Thinking and Problem Solving	x	x	x
Communication and Collaboration	x	x	x
Creativity and Innovation	x	x	x
Information, Media, and Technology Skills			
Information Literacy	x	x	x
Information Literacy		x	
ICT (Information, Communications, Technology) Literacy		x	x
Life and Career Skills			
Initiative and Self-Direction	x	x	x
Flexibility and Adaptability	x	x	x
Social and Cross-Cultural Skills	x	x	x
Social and Cross-Cultural Skills	x	x	x
Leadership and Responsibility	x	x	x

	Lesson 4 "Save Your Money"	Lesson 5 "Which Way to Pay?"	Lesson 6 "Get Invested"
Core Subjects and 21st-Century Themes			
Financial, Economic, Business, and Entrepreneurial Literacy	x	x	x
Learning and Innovation Skills			
Critical Thinking and Problem Solving	x	x	x
Communication and Collaboration	x	x	x
Creativity and Innovation	x	x	x
Information, Media, and Technology Skills			
Information Literacy	x	x	x
Information Literacy			
ICT (Information, Communications, Technology) Literacy	x	x	x
Life and Career Skills			
Initiative and Self-Direction	x	x	x
Flexibility and Adaptability	x	x	x
Social and Cross-Cultural Skills	x	x	x
Social and Cross-Cultural Skills	x	x	x
Leadership and Responsibility	x	x	x

Continued...

EDUCATION STANDARDS (continued)

Partnership for 21st Century Skills (continued)

	Lesson 7 “It’s Great to Donate!”	Lesson 8 “Career Choices”
Core Subjects and 21st-Century Themes		
Financial, Economic, Business, and Entrepreneurial Literacy	x	x
Learning and Innovation Skills		
Critical Thinking and Problem Solving	x	x
Communication and Collaboration	x	x
Creativity and Innovation	x	x
Information, Media, and Technology Skills		
Information Literacy	x	x
Information Literacy		
ICT (Information, Communications, Technology) Literacy		x
Life and Career Skills		
Initiative and Self-Direction	x	x
Flexibility and Adaptability	x	x
Social and Cross-Cultural Skills	x	x
Social and Cross-Cultural Skills	x	x
Leadership and Responsibility	x	x

Sources:

<http://www.p21.org/our-work/p21-framework>