

# Samples From the Hip Hop Healthy Heart Program for Children™

## Module 7: Money Matters! ... *First Steps to Financial Freedom*

### Module 7 – Money Matters! – includes 6 units:

#### Introduction

**Unit 1: What Is Money?**

**Unit 2: Money Comes In!**

**Unit 3: Save First!**

**Unit 4: Spend Wisely!**

**Unit 5: Budget for Today!**

**Unit 6: Invest for Tomorrow!**

### Each Unit Includes:

- **Teacher Background Information**
- **Three lesson plans, worksheets and answer keys designed for**
  - K – 3<sup>rd</sup> grade students or
  - 4<sup>th</sup> – 6<sup>th</sup> grade students
- **Enrichment activities for group or independent study in**
  - K – 3<sup>rd</sup> grade
  - 4<sup>th</sup>-6<sup>th</sup> grade
- **Appendix with additional worksheets and resources**

### In this document:

1. **Module 7 Lesson Plan Summary 4-6<sup>th</sup> Grade** (pages 2-4)
2. **Samples from Lesson Plan for Unit 3, Lesson 1: K-3<sup>rd</sup> Grade** (pages 5-20)
3. **Sample Activity from Unit 1, Lesson 1: K-3<sup>rd</sup> Grade** (pages 28-30)
4. **Enrichment Activity from Unit 2: 4<sup>th</sup> – 6<sup>th</sup> Grade** (pages 31-34)
5. **Sample Activity from Unit 6, Lesson 2: 4<sup>th</sup>-6<sup>th</sup> Grade** (pages 35-36)
6. **Samples from Unit 5 Appendix** (pages 37-44)



## Module 7 Lesson Plan Summary

Unit	Objectives	Activities/Worksheets
<p style="text-align: center;">1 What Is Money? (3 Lessons)</p> 	<ul style="list-style-type: none"> <li>• Experience how bartering worked.</li> <li>• Describe the history of money</li> <li>• Explain how inventions like the wheel and sailboat influenced the evolution of money.</li> <li>• Explain why nations use money systems.</li> <li>• Identify some countries from which the United States buys goods and services.</li> <li>• Explain why money has no value in itself.</li> <li>• Describe money as a tool people use to exchange goods and services.</li> <li>• Describe how one country's choices about money can affect countries around the world.</li> <li>• Describe where and how coins and banknotes are made.</li> <li>• Identify key portraits and symbols on commonly used coins and banknotes.</li> <li>• Create a design for a coin or banknote</li> </ul>	<p><i>The Bother with Barter</i> Hip Hop Rhyme Barter Math Make a Deal Exercise Trade Today History of Money Timeline Who's on the Money? (Coins) Who's on the Money? (Banknotes) Who's on the Money? Quiz World Currencies Design Your Own Coin Design Your Own Banknote Currency Scavenger Hunt Mini-Picture Cards Paper Currency Images Barter Picture Cards What Is Money? Vocabulary Guide Assessment Letter for Parents</p>
<p style="text-align: center;">2 Money Comes In! (3 Lessons)</p> 	<ul style="list-style-type: none"> <li>• Experience making choices related to money.</li> <li>• Appreciate and take respectful care of all forms of income</li> <li>• Identify various sources of income - earned and unearned</li> <li>• Explain how producing income supports one's sense of well-being</li> <li>• Identify ways to earn money</li> <li>• Choose one or more ways in which they can earn money</li> <li>• Explain that people who earn more than a minimum amount of money in a year pay taxes.</li> <li>• Explain the importance of expressing appreciation to those who give money or offer work so students can earn money.</li> <li>• Develop a simple business plan</li> <li>• Design a simple marketing flyer</li> <li>• Describe an entrepreneurial experience.</li> <li>• Find entrepreneurial role models</li> </ul>	<p><i>Money Comes In!</i> Hip Hop Rhyme Gifts of Money All Year 'Round Gifts of Money Tracker Just Say "Thanks!" How Can I Help? Income Tracker It's My Money! Cool Ways to Earn Money! How I Can Earn Money – Essay How I Can Earn Money – Drawing What's the Tax? Interview! Here's My Plan Reach Customers! How Am I Doing? Money Comes In! Vocabulary Guide Assessment Letter for Parents</p>

Unit	Overview	Activities/Worksheets
<p data-bbox="207 212 358 310">3 Save First (3 Lessons)</p> 	<ul data-bbox="399 212 878 982" style="list-style-type: none"> <li>• Explain why saving is a key practice for financial responsibility</li> <li>• Compare ways to store savings</li> <li>• Discuss how saving supports one's sense of well-being</li> <li>• Demonstrate how to allocate savings for both long- and short-term goals</li> <li>• Explain the value of keeping an emergency fund</li> <li>• Calculate simple and compound interest</li> <li>• Compare rates of returns on interest-bearing accounts</li> <li>• Demonstrate how to open a savings account</li> <li>• Compare various services offered through banks</li> <li>• Demonstrate how to fill out a deposit slip</li> <li>• Research saving options offered by local banks</li> </ul>	<p data-bbox="914 212 1325 919"> <i>Please Save Me!</i> Hip Hop Rhyme            Sally Saves! Handout            Jake Saves Worksheet            You Save!            On Deposit            An Interest-ing Challenge            More Interest-ing Challenges            My Income/Savings Record            I Have a Few Questions for You            Rule of 72            Which Account Is Best?            Bank on Research            Will You Take a Check?            Select the Service            Check Samples            Deposit Slip Samples            Credit Card Images            Money Matters! Vocabulary Guide            Assessment            Letter for Parents         </p>
<p data-bbox="207 1020 358 1157">4 Spend Wisely! (3Lessons)</p> 	<ul data-bbox="399 1020 878 1566" style="list-style-type: none"> <li>• Demonstrate how to prioritize needs and wants</li> <li>• Give examples of household spending needs</li> <li>• Identify several spending influencers</li> <li>• Analyze and evaluate advertising claims</li> <li>• Compare brands and vendors</li> <li>• Give examples of how credit affects cost</li> <li>• Describe the role of the Consumer Protection Agency</li> <li>• Be aware of the need to protect personal information</li> <li>• Choose among spending alternatives</li> </ul>	<p data-bbox="914 1020 1360 1688"> <i>Spend! Spend! Spend!</i> Hip Hop Rhyme            Ace's Apple Orchard            Need or Want?            My List...            Hints from a Shopping Bag            Research before You Buy            Research Vendors Too            Sally Spends            A.J.'s Weekly Spending            My Weekly Spending Record            Managing My Money            Watch and Listen            Guess the Cost            Sample Loan Agreement            To Buy or Not to Buy?            Price Tags            Spend Wisely Vocabulary Guide            Assessment            Letter for Parents         </p>

## Module 7 Lesson Plan Summary

Unit	Objectives	Activities/Worksheets
<p style="text-align: center;">5 Budget for Today! (3 Lessons)</p> 	<ul style="list-style-type: none"> <li>● Explain how budgeting supports self-confidence and prosperity</li> <li>● Demonstrate how to set a goal</li> <li>● Set measurable long- and short-term goals</li> <li>● Explain why it is important to write goals down</li> <li>● Explain why it is important to use creative techniques to more fully engage the brain in goal-setting.</li> <li>● Identify the steps in effective decision-making.</li> <li>● Apply effective decision-making to set a goal.</li> <li>● Identify personal interests and skills as linked to long-term goals.</li> <li>● Identify and discuss key components of a budget.</li> <li>● Develop a simple budget</li> <li>● Explain the value of fun money</li> </ul>	<p><i>Gonna Budget!</i> Hip Hop Rhyme Meet the Kids! Dream On! What about You? My Dream On Famous Dreamers Set a Goal My Goal Get the Picture! Break It Down A.J.'s Decision My Decision My List Weekly Budget Sample My Budget Budget Review Problem Solved! Get the Habit, Rabbit! Budget for Today Vocabulary Guide Assessment Letter for Parents</p>
<p style="text-align: center;">6 Invest for Tomorrow! (3 Lessons)</p> 	<ul style="list-style-type: none"> <li>● Examine how costs of goods and services tend to increase from generation to generation</li> <li>● Explain how opportunity cost affects financial decision-making</li> <li>● Examine factors that influence one's ability to and tolerance for risk</li> <li>● Identify several types of investments</li> <li>● Describe the advantages and disadvantage of investing</li> <li>● Explain the value of matching investments to financial goals</li> <li>● Explain how to get information about investments</li> <li>● Research one or more stocks</li> <li>● Determine when it is appropriate to include charitable contributions in a budget.</li> <li>● Explain the role of diversification in effective portfolio building</li> </ul>	<p><i>It Adds Up!</i> Hip Hop Rhyme Way Back When... Opportunity Cost Risk or Not? Worksheet Risk or Not? Your Turn What's the Bond Worth? Word Search Letters, Letters, Letters Read the Report! Researching... Following Stocks Portfolio Builder 1 Portfolio Builder 2 Following Stocks Invest for Tomorrow Vocabulary Guide Assessment Letter for Parents</p>

## Sample Lesson Plan:

### Unit 3: Save First! Overview

#### Objectives: Students will

- Explain why saving is a key practice for financial responsibility
- Compare ways to store savings
- Discuss how saving supports one's sense of well-being
- Demonstrate how to allocate savings for both long- and short-term goals
- Explain the value of keeping an emergency fund
- Calculate simple and compound interest
- Compare rates of returns on interest-bearing accounts
- Demonstrate how to communicate with bank representatives to open a savings account
- Compare various services offered through banks
- Demonstrate how to fill out a deposit slip
- Research saving options offered by local banks

## National Education Standards for Core Lessons

Lesson activities align with and may satisfy standards from one or more of the following:

- National Education Standards and Performance Indicators (Centers for Disease Control & Prevention). Find full text at [www.cdc.gov/healthy/youth/sher/standards](http://www.cdc.gov/healthy/youth/sher/standards).
- Common Core State Standards for English Language Arts and Literacy/Social Studies, Science and Technical Subjects. Find full text at [www.corestandards.org](http://www.corestandards.org).
- National Standards & Grade-Level Outcomes for K-12 Physical Education as developed by Shape America – Society of Health and Physical Educators, formerly the American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD]. Find full text at [www.shapeamerica.org/standards/pe](http://www.shapeamerica.org/standards/pe).

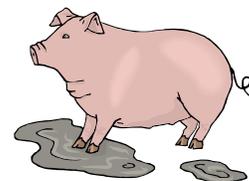
### Behavioral Objectives

- Begin or continue saving for future goals
- Establish an emergency fund
- Determine appropriate amounts to keep on hand at home and appropriate amounts to keep in savings accounts
- Evaluate savings options to determine best rates of return on interest-bearing accounts
- Use the Rule of 72 to determine time required to produce the desired return
- Begin or continue keeping records of income and savings
- Communicate effectively with bank personnel
- Select the local bank(s) that best support student saving needs

## Introduction to Unit 3: *Save First!*

### *Unit 3: Save First!* gives you a variety of teaching options.

- **3 Core Lessons** provide the basics for 20-30 minute classes that provide foundational information about saving money.
  1. **Lesson 1** challenges students to make saving their first financial priority. The lesson invites students to consider the advantages and disadvantages of saving money at home versus opening a savings account at a bank. The lesson highlights the value of keeping records of one's income and savings, and introduces the concepts of simple and compound interest.
  2. **Lesson 2** explains the basics of the U.S. banking system and gives students opportunities to practice opening a savings account, compare features and benefits of various types of savings accounts, and calculate how long it will take to earn returns on savings.
  3. **Lesson 3** focuses on various services offered by banks including checking accounts, debit and credit cards, Automated Teller Machines, and electronic banking, and cautions students about identity theft.
- **Activities** can be integrated with related material throughout the year.
- **Worksheets included with each lesson** provide choices so you can select activities that best serve your students.
- **An Appendix** includes **Quick Assessment Questions** to use when your students complete the unit; a wall sign; a grid on which students can record income and savings; samples of deposit slips, checks, credit and debit cards; a vocabulary-builder take home worksheet; and a sample letter to parents.



### *Unit 3: Features*

**Flexibility.** You can do the entire unit, select stand-alone activities, or integrate portions of the lesson plans with your plans for other subjects. Compile worksheets, research, essays, plans and trackers in a binder that students can continue building as they advance to the next grade.

**Choices:** Most information and many activities and handouts are available to serve students with varied levels of experience with money management. Choose lessons and activities based on your students' ages, levels and interest. Keep in mind, however, that even students in grade 3 may need to learn or review the basics.

**Transferability:** Some activities or lessons can be repeated from year to year. Financial literacy is primarily an experience-based learning process. As students progress through grade levels and start having more personal experiences with money management, they will bring new questions and insights to the activities, and be able to apply their skills at a more complex level.

**Presentation style.** Lessons are designed to be positive, interactive, and fun as well as informative. A key goal is to boost your students, self-confidence and sense of well-being. Instead of getting right answers, kids benefit from analyzing situations, examining alternatives, making and learning from choices.

**Grid Design.** Use grids supplied with the unit to help students understand the importance of regular record-keeping. Once they are comfortable with record-keeping, encourage students to adapt or redesign grids in ways that work best for them.

### **Unit 3: Resources**

**Many local libraries carry books about money and money management for kids. The following are among many available titles.**

Acton, Johnny and David Goldblatt. Eyewitness Economy. London: Dorling Kindersley Limited, 2010, Covers basic economic concepts.

Berry, Joy. Every Kid's Guide to Making and Managing Money. Chicago: Children's Press, 1987. Lots of money-making ideas.

Clifford, Tim: Paying without Money. Vero Beach, Florida: Rourke Publishing, LLC, 2009. Reviews ways to pay without cash.

Heckman, Philip. Saving Money. Minneapolis: Lerner Publications Company. 2006. General information about savings accounts and interest. Includes a list of Websites related to saving.

Harman, Hollis Page. Barron's Money Sense for Kids. New York: Barron's Educational Series Inc., 1999. Includes detailed information about currency, general money sense and investing.

Lindskog, Marge. Dollars and Sense. Grand Rapids, Michigan: Instructional Fair, 1997. Offers worksheets for calculating interest.

Otfinski, Steve. The Kids Guide to Money. New York: Scholastic, Inc. 1996. Provides succinct information about various aspects of money management.

Thomas, Keltie. The Kids guide to Money Cent\$. Tonawanda, new York: Kids Can Press Ltd., 2004.

Wilt, Joy. A Kid's Guide to Managing Money. Chicago: Children's Press, 1982. Simple language information about the history of money. Uses step by step approaches to making and spending money.

#### **Consider visiting some of these Websites:**

[www.citigroup.com/citi/financialeducation/curriculum/kids](http://www.citigroup.com/citi/financialeducation/curriculum/kids)

[www.moneyinstructor.com](http://www.moneyinstructor.com)

[www.moneyskill.org](http://www.moneyskill.org)

[www.myliferoi.com](http://www.myliferoi.com)

[www.orangekids.com/home](http://www.orangekids.com/home)

[www.psbkids.org/itsmylife/money/managing](http://www.psbkids.org/itsmylife/money/managing)

[www.practicalmoneyskills.com/games](http://www.practicalmoneyskills.com/games)

[www.schwabmoneywise.com/kids](http://www.schwabmoneywise.com/kids)

[www.socialstudiesfor kids.com/subjects/economics.basic.com](http://www.socialstudiesfor kids.com/subjects/economics.basic.com)

[www.yahoofinance.com](http://www.yahoofinance.com)

## Lesson 1 Highlights

### Objectives: Students will

- Identify reasons to save money
- Identify places to store savings
- Demonstrate the benefits of saving money.
- Explain how money produces more money in an interest-bearing savings account
- Calculate interest
- Describe how to open a savings account
- Demonstrate how to keep track of savings
- Name some other services banks offer
- 

### Anticipatory Set:

- Copy of *Please Save Me! Hip Hop Rhyme* for each student

### Print from Appendix

*Pay Yourself First! Wall Sign*

*Copy of You Save! Grid* for each student

### Lesson Materials:

#### Copy for each student:

- *Please Save Me! Hip Hop Rhyme*
- *What Color Is Your Umbrella* Coloring Page
- *Things I Want to Save For* Worksheet
- *Sally Saves!* Handout
- *Jake Saves!* Worksheet
- *You Save!* Worksheet
- *On Deposit* Handout
- *An Interesting Challenge!* Worksheet
- *More Interest-ing Challenges* Worksheet
- *Income Tracker* Worksheet
- Pencils or pens
- Markers or crayons

(Note: Lesson 3 expands the content of the *Income Tracker* from Lesson 2 to an *Income/Saving Tracker* to help students practice keeping track of what they earn and save. )

## Unit 3: Save First!

### Lesson 1 –

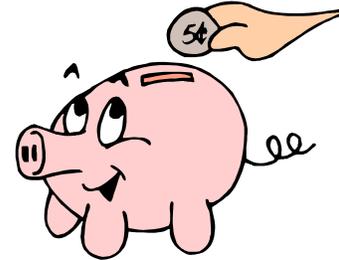
### Start Saving Now!

### K–3<sup>rd</sup> Grades

## Lesson 1: Start Saving Now!

### Anticipatory Set Activity

- Read the *Please Save Me! Hip Hop Rhyme* with students.
- Show the *Pay yourself first! wall sign*. Ask students what they think the sign means.
- Explain that, when kids get money as a gift, an allowance or by earning it, the first thing to do is to save some of it.
- Explain that many people make **saving a habit**. Every time they get money, they set aside part of it to save for the future.
- Define **save**: to set aside to use in the future
- Ask students if they have a piggy bank at home.
- Ask if they know why we call them “piggy banks.”
- Explain that in ancient times, people made pots out of clay in which to store their money. The clay was called **pygg clay**. Because money was relatively safe in the pygg clay containers, they were referred to as pygg banks. That is why we have banks in the shape of pigs today.
- Recall with students that Lesson 2 stated that storing money in a safe place, instead of throwing on a desk or stashing it in a drawer, helps us remember to use our money wisely.



## Lesson 1: Start Saving Now

### 1. Let's talk about saving

- Ask students why they think it is a good idea to save money. Saving can help students:
  - Pay for something they want.
  - Be able to buy something they want now and keep some money for the future
  - Learn how to wait for things.

## Enrichment Activities:

- Experience the practice of tracking both income and savings. Lesson 3 expands the **Income Tracker** used in lesson 2 to include columns for tracking savings from week to week.
- Instruct students in how to keep track of savings. Find information on page 2A-E at right.
- Discuss the advantages of saving. Find information in letters 3A-B on page 6.
- Discuss the advantages of having a savings account. Find information on in letters 4A-CK on page 6.
- Practice filling out a deposit slip. Find information in letters 4D-G on page 6.
- Practice calculating simple interest. Find more information in letters 5A-B on page 7.

## Curriculum Links

- Math
- Social Studies

## Education Skills:

- Calculate
- Compare and contrast
- Discuss and explain
- Identify

## Closure Activity

Using the **My Income/Saving Record**, instruct students in how to start keeping track of their own saving.

## Enrichment Activity

Using the **More Interest-ing Challenges Worksheet**, practice calculating compound interest. Find more information on page 8.

- Learn how make good choices.
- Have lots more money to spend when they are grown.
- Make it easier to get a loan to go to college.
- Feel good about accomplishing something about themselves.
- Have money on hand for a rainy day

**B. Ask students if they ever heard the phrase “saving for a rainy day.”**

**C. Explain that people feel more comfortable if they have money set aside in case there is an emergency.** For example, you bought a bike so you could do your paper route faster. Unfortunately, one of the gears broke and you will have to pay to fix it. Fortunately, you have been “saving for a rainy day,” that is keeping some of your money set aside for to pay for something you did not expect to pay for.

**D. Distribute the *What Color Is Your Umbrella?* Handout.** Allow time for students to color designs on their umbrella.

**E. Ask students to name some things they might want to save for.**

**F. Distribute *Things I Want to Save For* Handout.** Allow time for students to complete the handout



## 2. Track an Account

**A. Recall that, in Lesson 2, Sally and Jake started keeping an Income Record.** Show the Income Record that you worked on in class (Page 12).

**B. Explain that keeping track of your money can help you know how much money you have without having to count it.**

**C. Explain that keeping a record can also help you reach your goals. (Note: Lesson 3 expands the content of the *Income Record* from Lesson 2 to an *Income & Saving Record* to help students practice keeping track of what they earn and save. )**

**D. Distribute the *Sally Saves! Handout*.**

**E. Discuss Sally’s goal and tracker with students.**

**F. Distribute *Jake Saves! Handout*.** Allow time for students to complete his saving tracker individually or with a partner.

**G. Review completed trackers with students.**

H. Distribute **You Save! Handout** and **You Save! Grid** for students to complete on their own.

### 3. Saving at Home

A. Ask students to name some advantages and disadvantages of just saving money at home:

**Advantages:**

- Money is on hand when you need it.
- You can access the money quickly.
- You can count it any time and know exactly how much money you have

**Disadvantages:**

- You might spend it on something impulsively.
- Your money will not earn interest.
- It could be lost, damaged or stolen.

B. Ask students to identify several reasons for saving money. Saving can help students:

- Reach financial goals.
- Keep building funds for long term goals as well as short-term goals.
- Learn how to wait for things.
- Make the best choice among several options.
- Increase their total financial worth.
- Reduce their need to borrow in the future, saving money in interest payments.
- Establish a record of responsibility if they do need to take out a loan in the future.
- Feel better about themselves.

### 4. Saving in an Account

A. Explain that opening a savings account at a bank produces all of the above results plus pays interest.

B. Define **interest**: money the bank pays to you while your money is an account there

C. Explain that savings accounts are considered very safe. There is very little risk when you put your money in a regular savings account. Money grows steadily but slowly.

D. Explain that putting money in a savings account is called making a deposit.

E. Distribute the **On Deposit Handout**.

F. Instruct students in how to complete a deposit slip.

G. Allow time for students to complete a sample.

H. Explain that the bank agrees to pay a percentage of the principal in interest. That percentage is called the **interest rate**.

I. Define **balance**: the total amount of money in your account

J. Explain that the reason a savings account earns interest is that the saver is allowing the bank to use his money to lend to other customers who want to borrow money. Adults may **borrow** money from a bank in order to pay for something that is very expensive, like a house, a car or a college education.

K. Explain that the bank charges a higher interest rate on the money it lends. The difference between the interest rate the bank charges for the loan and the interest rate the bank pays on the savings account produces a profit for the bank.

## 5. Calculating Simple Interest

### A. Use an example from *An Interest-ing Challenge! Worksheet*.

After Sally saved a few more weeks, she had \$50.00 in her bank at home. She had learned about savings accounts in school and asked her parents to help her open one.

The bank said she needed at least \$25.00 to open a savings account. account, which would leave \$25.00 in her bank at home. The bank will pay Sally 5% interest every year. .

Sally calculated that at the end of the year her money would be worth \$26.25.

$$\begin{aligned} \$25.00 \times .05 &= \$1.25 \\ \$25.00 + \$1.25 &= \$26.25 \end{aligned}$$

### B. Distribute *An Interest-ing Challenge! Handout*. Allow time for students to complete the rest of the calculations. Review answers together to be sure students know how to calculate simple interest.

### Student Independent Activity

Choose handouts from the menu below that fits the aptitude and abilities of your students. You can use these as a group exercise or assign as individual homework.

All of the following handouts are attached to the end of this document.	Page
Please Save Me! Hip Hop Rhyme	13
What Color Is Your Umbrella	14
Things I Want to Save For Worksheet	15
Gifts of Money Record (for review)	16
Sally Saves	17
Jake Saves! Worksheet & Key	18-19
You Save! Handout	20
On Deposit & Key	21-22
An Interest-ing Challenge Worksheet & Key	23-24
More Interest-ing Challenges Worksheet & Key	25-26

### Closure Activity:

- A. Explain that the habit of saving begins with making the commitment to save. Having a record helps you keep track of that commitment while you are keeping track of your money.
- B. Distribute the My Income/Saving Record. Assign students to begin keeping track of their income and savings on the grid. Review the grid to be sure students understand how to use it.
- C. Instruct students to add handouts and worksheets from Lesson 1 to their Money Matters! binders.

### Enrichment Activity: Calculating Compound Interest

- A. Explain that a key advantage of starting to save when young is that interest compounds over time. Because savings accounts earn **compound interest**.
- B. Define **compound interest**:
- C. Explain that, as long as they leave the money in the bank, students earn interest not only on the amount they deposit, but also on the growing balance which includes the interest the money earns. Money invested now and left in the bank will yield considerable growth.
- D. For example, a student saves \$10 each month starting on his 10<sup>th</sup> birthday. At five percent interest, on his 18<sup>th</sup> birthday, the student will have deposited \$968, but the balance in his savings account will be approximately \$1148 due to compound interest. If he doesn't start saving until his 16<sup>th</sup> birthday, he will have deposited \$360 and his balance will be approximately \$379.
- E. Demonstrate how compound interest works with an example from the handout *More Interest-ing Challenges!*.

**Sally's bank changed its policy.** Now it will pay semi-annual interest; that is, it will pay interest twice each year. When a bank pays interest more than once a year, it is called **compound interest**. Here's how compound interest works:

Sally starts with an account balance of \$25.00. Simple interest at 5% would total \$1.25 at the end of the year. Because the bank now pays compound interest, it will add approximately half of that amount (\$0.65) to Sally's balance when the year is half over.

**Sally calculated** that at the end of six months, her money would be worth \$25.63

$$\begin{aligned} \$25.00 \times .05 &= \$1.25 \text{ divided by } 2 = \$0.625. \\ \$25.00 + \$0.63 &= \$25.63 \end{aligned}$$

For the next six months, the bank will calculate interest on the new balance of \$25.63. Sally's money will earn \$1.28 in annual interest. For six months, it will earn \$0.64, half of that amount.

$$\begin{aligned} \$25.63 \times .05 &= \$1.28 \text{ divided by } 2 = \$0.64 \\ \$25.63 + \$0.64 &= \$26.27 \end{aligned}$$

With compound interest, Sally's money has earned \$0.02 more than it would have with simple interest:

$$\$26.27 - \$26.25 = \$0.02$$

## Please Save Me!



Oh my name is dollar. Give out a hearty holler!  
Cause I'm coming through your door  
And who knows what's in store  
If you save me (clap clap). Please save me (clap clap clap).

You earned me shoveling snow. Or pulling weeds that grow.  
Or taking care of pets.  
You worked real hard, I bet.  
So save me (clap clap). Please save me (clap clap clap).

Oops! Now we're in a store filled with cool things galore.  
But you decide not to buy.  
I let out a happy sigh.  
You'll save me! (clap clap) You'll save me! (clap clap clap)

So to the bank we go, a deposit slip in tow.  
You'll be glad we did, I know.  
Now with interest I will grow.  
Because you saved me! (clap clap) You saved me! (clap clap clap)

See that guy over there with the cane and silver hair?  
Hopes his business will begin  
With a loan he now might win  
Because you saved me. (clap clap). You saved me. (clap clap clap)

He'll use me to buy machines to print colorful magazines.  
His customers will pay.  
"Thank you much!" he will say.  
Because you saved me. (clap clap). You saved me. (clap clap clap)

And a year from now or so when his business starts to grow  
To the bank, he'll take me back  
With some interest in a sack

I'll be back in your account and you'll see that the amount  
Is bigger than before.  
You deposited more and more!

Enough of us to fill a bus! And we'll never make a fuss.  
Just grow and grow and grow.  
Til off to college we all go.  
Because you saved me! (clap clap). You saved me! (clapping)

# What Color Is Your Umbrella?



**Plan to save for a rainy day!**

# Things I Want to Save For...

Draw a circle around anything you might want to save money for.  
On the back of the paper, draw a picture of something else you want to save money for.



Computer games



Baseball Equipment



Animal collection



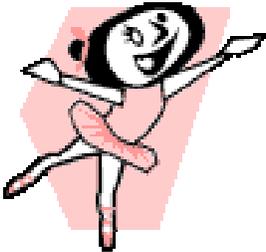
Tennis gear



Summer camp



Camera



Dance lessons



Guitar



Inline skates



Summer clothes



Scooter



Music player



**Gifts of Money Record (if needed for review)**

Month	Sally Received	Total to Date		Jake Received	Total to Date
January – Happy New Year!	\$1.00	\$1.00		\$1.00	\$1.00
February – Happy Valentine’s Day!	\$.50	\$1.50		\$.50	\$1.50
March – Happy Birthday, Sally!	\$5.00	\$6.50		0	\$1.50
April – Egg Hunt	\$.30	\$6.80		\$.30	\$1.80
May – Happy Birthday, Jake	\$0	\$6.80		\$5.00	\$6.80
June – School’s Out!	\$1.00	\$7.80		\$1.00	\$7.80
July – Happy Independence Day!	\$.08	\$7.88		\$.12	\$7.92
August – Surprise!	\$.50	\$8.30		0	\$7.92
September – You are lucky!	0	\$8.30		\$.25	\$8.17
October – You Won!	\$5.00	\$13.30		\$0	\$8.17
November – Here’s Your Allowance!	\$.50 x4 = \$2.00	\$15.30		\$1.00 x 4 = \$4.00	\$12.17
December – Happy Holidays! (Don’t forget to add in four weeks allowance)	\$10.00	\$25.30 + 2.00 allowance = \$27.30		\$10	\$22.17 + \$4.00 allowance = \$26.30

# Sally Saves!

At the end of December, Sally had \$27.30 in her bank at home. She has promised herself that she will always keep at least \$20.00 in her bank for a rainy day.

Because she takes such good care of her money, Sally's parents raised her allowance to \$1.00 each week. Sally has also started to help wash and fold the laundry every week. She earns an extra dollar for that.

One thing Sally loves to do is collect stuffed animals. She saw the cutest bird at the store last weekend. It cost \$19.00 and Sally decided she wanted to buy it. If Sally saves all her allowance and the money she earns, how long will she have to save to buy the bird?



## Sally's Home Income & Savings Record

Date	Allowance	Money Earned	Total Income	Plus Savings on Hand	Minus her Rainy Day Fund	Stuffed Animal Fund
12/31				\$27.30	\$20.00	New goal: Need \$19.00; have \$7.30
1/7	\$1.00	\$1.00	\$2.00	\$29.30	\$20.00	\$9.30
1/14	\$1.00	\$1.00	\$2.00	\$31.30	\$20.00	\$11.30
1/21	\$1.00	\$1.00	\$2.00	\$33.30	\$20.00	\$13.30
1/28	\$1.00	\$1.00	\$2.00	\$35.30	\$20.00	\$15.30
2/4	\$1.00	\$1.00	\$2.00	\$37.30	\$20.00	\$17.30
2/11	\$1.00	\$1.00	\$2.00	\$39.30	\$20.00	\$19.30 Goal Reached! + \$0.30
2/18	\$1.00	\$1.00	\$2.00	\$22.30	\$20.00	\$2.30 Set new Goal!
2/25	\$1.00	\$1.00	\$2.00	\$24.30	\$20.00	\$4.30

# Jake Saves!

**Sally's brother Jake will not be outdone!** He now receives \$2.00 allowance each week and is earning \$2.00 every week for shoveling snow for his neighbor.

Jake wants to buy a new game for his game box. The game will cost about \$35.00. He started the year with \$26.17 in his bank. Jake's dad says he has to keep at least \$20 in his bank for a rainy day.



If he saves all his allowance and earnings, when will Jake reach his goal of buying a game?

Date	Allowance	Money Earned	Total Income	Plus Savings on Hand	Minus his Rainy Day Fund	Game Fund
12/31				\$26.17	\$20.00	\$6.17 Need \$35.00
1/7					\$20.00	
1/14					\$20.00	
1/21					\$20.00	
1/28					\$20.00	
2/4					\$20.00	
2/11					\$20.00	
2/18					\$20.00	
2/25					\$20.00	



# Jake Saves!

## Answer Key

**Sally's brother Jake will not be outdone!** He now receives \$2.00 allowance each week and is earning \$2.00 every week for shoveling snow for his neighbor.

Jake wants to buy a new game for his game box. The game will cost about \$35.00. He started the year with \$26.17 in his bank. Jake's dad says he has to keep at least \$20 in his bank for a rainy day.



If he saves all his allowance and earnings, when will Jake reach his goal of buying a new game?

Date	Allowance	Money Earned	Total Income	Plus Savings on Hand	Rainy Day Fund	Game Fund
12/31				\$26.17	\$20.00	New goal: Need \$35.00
1/7	\$2.00	\$2.00	\$4.00	\$30.17	\$20.00	\$10.17
1/14	\$2.00	\$2.00	\$4.00	\$34.17	\$20.00	\$14.20
1/21	\$2.00	\$2.00	\$4.00	\$38.17	\$20.00	\$18.17
1/28	\$2.00	\$2.00	\$4.00	\$42.17	\$20.00	\$22.17
2/4	\$2.00	\$2.00	\$4.00	\$50.17	\$20.00	\$26.17
2/11	\$2.00	\$2.00	\$4.00	\$54.17	\$20.00	\$34.17
2/18	\$2.00	\$2.00	\$4.00	\$58.17	\$20.00	\$38.17 Goal Reached! + \$3.17
2/25	\$2.00	\$2.00	\$4.00	\$27.17	\$20.00	\$7.17 Set New Goal!



# You Save!

Every kid has a wish list and some of those wishes can come true. How? By:

- ♥ Making setting a clear goal.
- ♥ Planning to save a certain amount of money each week to meet your goal.
- ♥ Tracking your savings to make sure you are also keeping a rainy day fund.

What do you want to save money for? Write it down below. Ask your parents to help you find out how much it will cost.

Goal 1: \_\_\_\_\_ Estimated cost: \_\_\_\_\_

Start keeping an Income & Saving Record. The grid below can help you get started. Your teacher will give you a larger grid to work on at home.

## My Income/Saving Record

Date	Allowance	Money Earned	Total Income from last two columns	Plus Savings on Hand	Rainy Day Fund Will keep in case I need it	My _____ Fund How much do I need? \$ _____

## On Deposit

**Happy Birthday!** You had a great day and received two checks in the mail to boot – one for \$25.00 and one for \$20. You also want to deposit the \$13.75 in singles and coins that you have saved at home. You want to take a five-dollar bill home with you.

Complete the deposit ticket below. Your account number is 0123456789.

<b>DEPOSIT TICKET</b>	Cash: _____
NAME _____ <input type="checkbox"/> Checking <input type="checkbox"/> Savings	Check 1: _____
DATE _____	Check 2: _____
_____	Check 3: _____
Sign here only if cash is received from deposit	Total: _____
<b>Account Number</b> _____	Less cash received: _____
	Net Deposit: _____
<b>0055 0055</b>	

# On Deposit Teacher Key

**Happy Birthday!** You had a great day and received two checks in the mail to boot – one for \$25.00 and one for \$20. You also want to deposit in your savings account the \$13.75 in singles and coins that you have saved at home. You want to take a five-dollar bill home with you.

Complete the deposit ticket below. Your account number is 0123456789.

<b>DEPOSIT TICKET</b>	Cash: _____\$13.75_____
NAME _____ Student Name _____	Check 1: _____\$25.00_____
<input type="checkbox"/> Checking <input checked="" type="checkbox"/> Savings	Check 2: _____\$20.00_____
DATE _____ Today's Date _____	Check 3: _____
_____ Student should sign _____	Total: _____\$58.75_____
Sign here only if cash is received from deposit	
<b>Account Number</b>	Less cash received: _____\$5.00_____
_0123456789_____	Net Deposit: _____\$53.75_____
<b>0055 0055</b>	

**Additional copies of blank deposit slips can be found in the Appendix.**

# An Interest-ing Challenge!

After Sally saved a few more weeks, she had \$50.00 in her bank at home. She had learned about savings accounts in school and asked her parents to help her open one.

The bank said she needed at least \$25.00 to open a savings account. account, which would leave \$25.00 in her bank at home. The bank will pay Sally 5% interest every year. .

Sally calculated that at the end of the year her money would be worth \$26.25.

$$\begin{aligned} \$25.00 \times .05 &= \$1.25 \\ \$25.00 + \$1.25 &= \$26.25 \end{aligned}$$

When interest is paid once a year, it is called **simple interest**. Calculate simple interest by multiplying the account balance by the interest rate. Find the balance in the account by adding the interest you calculated to the account balance.

Calculate the simple interest on the following accounts:

Account Balance	Interest Rate	Interest after One Year	Balance after One Year
\$25	5%	\$1.25	\$26.25
\$200	6%		
\$412	2%		
\$179	3%		
\$324	4%		
\$236	5%		

# An Interesting Challenge!

## Teacher Copy

After Sally saved a few more weeks, she had \$50.00 in her bank at home. She had learned about savings accounts in school and asked her parents to help her open one.

The bank said she needed at least \$25.00 to open a savings account. account, which would leave \$25.00 in her bank at home. The bank will pay Sally 5% interest every year. .

Sally calculated that at the end of the year her money would be worth \$26.25.

$$\$25.00 \times .05 = \$1.25$$

$$\$25.00 + \$1.25 = \$26.25$$

When interest is paid once a year, it is called **simple interest**. Calculate simple interest by multiplying the account balance by the interest rate. Find the balance in the account by adding the interest you calculated to the account balance.

Calculate the simple interest on the following accounts:

## Answer Key

Account Balance	Interest Rate	Interest after One Year	Balance after One Year
\$25	5%	\$1.25	\$26.25
\$200	6%	\$12.00	\$212.00
\$412	2%	\$8.24	\$420.24
\$179	3%	\$5.37	\$184.37
\$324	4%	\$12.96	\$336.96
\$236	5%	\$11.80	\$247.80

# More Interest-ing Challenges!

**Sally's bank changed its policy.** Now it will pay semi-annual interest; that is, it will pay interest twice each year. When a bank pays interest more than once a year, it is called **compound interest**. Here's how compound interest works:

Sally starts with an account balance of \$25.00. Simple interest at 5% would total \$1.25 at the end of the year. Because the bank now pays compound interest, it will add approximately half of that amount (\$0.65) to Sally's balance when the year is half over.

**Sally calculated** that at the end of six months, her money would be worth \$25.63

$$\text{\$25.00} \times .05 = \text{\$1.25} \text{ divided by } 2 = \text{\$0.625.}$$

$$\text{\$25.00} + \text{\$0.63} = \text{\$25.63}$$

For the next six months, the bank will calculate interest on the new balance of \$25.63. Sally's money will earn \$1.28 in annual interest. For six months, it will earn \$0.64, half of that amount.

$$\text{\$25.63} \times .05 = \text{\$1.28} \text{ divided by } 2 = \text{\$0.64}$$

$$\text{\$25.63} + \text{\$0.64} = \text{\$26.27}$$

With compound interest, Sally's money has earned \$0.02 more than it would have with simple interest:

$$\text{\$26.27} - \text{\$26.25} = \text{\$0.02}$$

**Calculate the compound interest on the following accounts:**

Account Balance	Interest Rate	Interest after Six Months	Balance after Six Months	Interest after Six More Months	Balance after One Year
\$25	5%	\$0.63	\$25.63	\$0.64	\$26.27
\$200	6%				
\$450	2%				
\$125	3%				
\$300	4%				
\$275	5%				

# More Interest-ing Challenges!

## Teacher Copy

**Sally's bank changed its policy.** Now it will pay semi-annual interest; that is, it will pay interest twice each year. When a bank pays interest more than once a year, it is called **compound interest**. Here's how compound interest works:

Sally starts with an account balance of \$25.00. Simple interest at 5% would total \$1.25 at the end of the year. Because the bank now pays compound interest, it will add approximately half of that amount (\$0.65) to Sally's balance when the year is half over.

**Sally calculated** that at the end of six months, her money would be worth \$25.63

$$\mathbf{\$25.00 \times .05 = \$1.25 \text{ divided by } 2 = \$0.625.}$$

$$\mathbf{\$25.00 + \$0.63 = \$25.63}$$

For the next six months, the bank will calculate interest on the new balance of \$25.63. Sally's money will earn \$1.28 in annual interest. For six months, it will earn \$0.64, half of that amount.

$$\mathbf{\$25.63 \times .05 = \$1.28 \text{ divided by } 2 = \$0.64}$$

$$\mathbf{\$25.63 + \$0.64 = \$26.27}$$

With compound interest, Sally's money has earned \$0.02 more than it would have with simple interest:

$$\mathbf{\$26.27 - \$26.25 = \$0.02}$$

## Answer Key

**Calculate the compound interest on the following accounts:**

Account Balance	Interest Rate	Interest after Six Months	Balance after Six Months	Interest after Six More Months	Balance after One Year
\$25.00	5%	\$0.63	\$25.63	\$0.64	\$26.27
\$200.00	6%	\$6.00	\$206.00	\$6.18	\$212.18
\$450.00	2%	\$4.50	\$454.50	\$4.55	\$459.05
\$125.00	3%	\$1.88	126.88	\$1.90	\$128.78
\$300.00	4%	\$6.00	\$306.00	\$6.12	\$312.12
\$275.00	5%	\$6.88	\$281.88	\$7.05	\$288.93

### **Enrichment Activity A: Count Money**

- A. Invite students to suggest five or more different amounts of money to count.** Write their suggestions on the board. Use real coins and bills, if possible. If not, use manipulatives. Or print out pictures of coins and bills from Appendix A.
- B. Challenge two students to count out the first amount.** When they have a correct count, ask them to tell the class what coins and bills they used to get the correct amount.
- C. Continue challenging students to work in pairs to count out the amounts listed.**

### **Enrichment Activity B: Negotiate for an allowance**

- A. Explain that kids who are not getting an allowance may want to negotiate to start getting one.** Kids who already getting an allowance may want to negotiate for a larger amount.
- A. Define negotiate: a way of helping people who have different needs make an arrangement that is agreeable to both of them.**
- B. For example: a student wants to receive more allowance.** The parents are reluctant to give more unless the student is willing to take more responsibility. How will they negotiate?
  - 1.** Student decides he wants an allowance of \$2.00 each week.
  - 2.** Parent wants to stay with an allowance of \$1.00 each week.
  - 3.** Student offers to feed the dog and help with the dishes every evening. In return, he would like \$1.00 more each week.
  - 4.** Parent reminds student that on some school nights he will be too busy to help with dishes.
  - 5.** Parent offers to add fifty cents to the allowance in exchange for feeding the dog each evening and helping with the dishes at least two nights each week, for a total of \$1.50 each week.
  - 6.** Student and parent agree that the amount the parent will pay is a fair exchange for the work the student will do.

## SAMPLE ACTIVITY from Unit 1—Grades K-3

### The Bother with Barter!

What will you trade me for this pig?  
Some feathers, some corn, and this thing-a-ma-jig .



What will you barter for this corn?  
This beautiful shell to make into a horn.



So what will you trade me for this shell ?  
This basket of beans will work real well.



I'll have to soak them in a pot.  
This one is pretty. I like it a lot.

My children picked berries, gathered wheat and some eggs,  
put them in a basket, and hung fish from some pegs.



I'll trade the wheat for a full sack of flour .  
For the berries and eggs, it could take a whole hour



To trade for a chicken, a blanket, and some beads.  
That man has a goat, something everyone needs.



To get this all home, I have no idea how.  
I know! I'll trade the fish for a cow!

Bartering is hard. Enough is enough!  
It needs to be easier to exchange all our stuff.



Use bags of shells or stacks of stones.  
Forget all this trading. It wearies the bones!

Some day we might learn to make coins out of metal.  
We can all bring our things and on prices we'll settle.



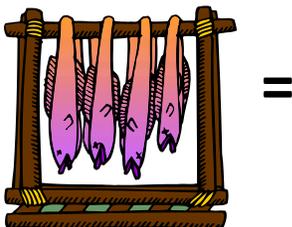
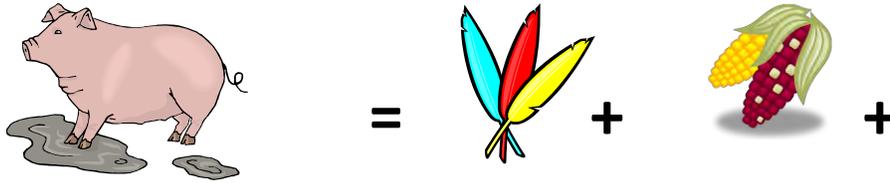
That way we can carry our money and more.  
Buy what we need in a place called a store.

Then instead of a pig or a pot or a goat,  
We'll use money to buy a new coat.

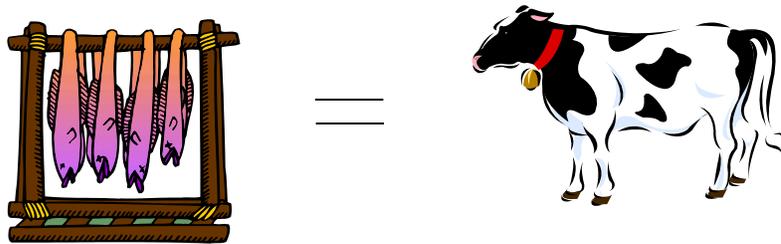
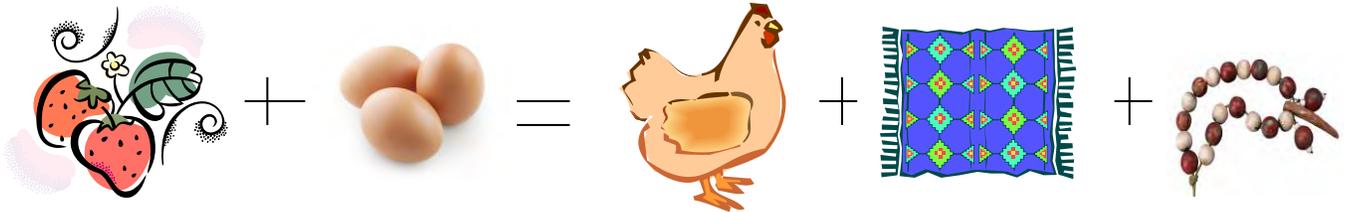
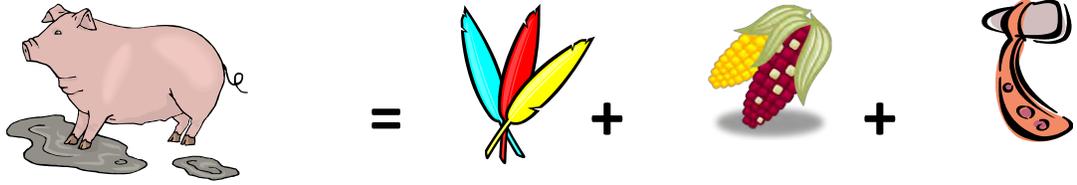


# Barter Math

Draw or use cutouts from Appendix A to add up items traded in the *What Will You Trade Me for This Pig?* Rhyme.



# Barter Math Teacher Key



## **SAMPLE ENRICHMENT ACTIVITY from Unit 2 Grades 4-6**

### **Optional Activity A: Create a business planning display**

- 1. Assign** kids who worked on plans for similar jobs to form a team.
- 2. Instruct** each team to develop a single business plan using the most workable ideas from each individual plan.
- 3. Design** a creative marketing flyer for each business.
- 4. Collect** business plans and flyers in a binder or make display posters highlighting the plan and flyer.
- 5. Determine** a place where students throughout the school can benefit from the research the students have done.
- 6. Seek permission** from the appropriate persons to display the binder or posters.
- 7. Host a “work fair” for parents or other students and teachers during which students can display their personal portfolios and/or present information on various jobs for kids.**

# Here's My Plan!

NAME: \_\_\_\_\_

BUSINESS NAME: \_\_\_\_\_

PRODUCT OR SERVICE: \_\_\_\_\_

\_\_\_\_\_

WHO MIGHT PAY FOR THIS: \_\_\_\_\_

\_\_\_\_\_

MARKETING APPROACH: \_\_\_\_\_

COMPETITION: \_\_\_\_\_

TOOLS NEEDED: \_\_\_\_\_

TRAINING NEEDED: \_\_\_\_\_

TIME NEEDED: \_\_\_\_\_

SUPPLIES NEEDED: \_\_\_\_\_

OTHER EXPENSES (OVERHEAD): \_\_\_\_\_

\_\_\_\_\_

EARNINGS RATE: \_\_\_\_\_/hour OR \_\_\_\_\_/job

PARENTS' COMMENTS:

PARENT APPROVAL: \_\_\_\_\_ YES \_\_\_\_\_ NO

# Reach Customers!

Design a flyer to reach more prospective customers. Examine the flyer and key qualities of a flyer below. Then make a flyer to advertise your own money-earning venture.



## JOE'S LAWN SERVICE

Enjoy the trimmest yard in town!

**Joe will:**

- Mow your lawn
- Trim edges
- Provide spring clean-up
- Rake fall leaves

**JOE:**

- Has two years experience
- Lives in your neighborhood
- Does work of the highest quality
- Is responsible and always on time
- Has great references!

**Contact JOE today!**

Call: 555-1234

- It's all about the customer! Let your prospective customers know how what you do will benefit them.
- Tell what product or service you will provide.
- Tell why you will do a good job.
- Include your rate.
- Include your contact information.
- Use color and graphics to create interest, but keep the focus on the information.

# How am I doing?

Thank you for giving me the opportunity to work for you! Please take a minute to let me know how I am doing? Just circle the answer you choose after each question. Your suggestions for improvement are most welcome!

Am I showing up on time? Yes No

Do I call if I have to change my work time? Yes No

Am I doing the work you expect me to do? Yes No

Is my work of high quality? Yes No

Am I pleasant and respectful on the job? Yes No

Would you recommend me to others? Yes No

How can I improve on any of the above?

Is there any other work I could help you with?

## Sample Activity from Unit 6 Grade 4-6

# Opportunity Cost



If you do one thing with a sum of money, you can't do another. That's why it makes sense to keep your goals in mind before you make a choice. Circle the item you would choose in each pair of opportunities below. Write your reason next to the pair.



### OPPORTUNITIES

### WHY?

Movie Ticket for \$4.50 OR

Savings Account Deposit: \$4.50 x .02 interest in a year

Piggy Bank: keep \$4.50 OR

Savings Account Deposit: \$4.50 x .02 interest in a year

Savings Account Deposit: \$17.50 x .02/year OR

Savings Bond: \$17.50 now for \$25.00 in 7 years

Savings Bonds \$175.00 now for \$250 in 7 years OR

6 month Treasury Bond: \$175.00 at .05 reinvested for 7 years

Corporate Bond: \$500.00 at .05 annual return OR

Corporate Stock: \$500.00 at a possible .09 return

Game System: \$450.00 OR

Mutual Fund: \$450.00 at a possible .06 return

# Opportunity Cost



## Teacher Guide

If you do one thing with a sum of money, you can't do another. That's why it makes sense to keep your goals in mind before you make a choice. Circle the item you would choose in each pair of opportunities below. Write your reason next to the pair.



**There are no right or wrong answers. Discuss reasons for each choice.** Students may opt for the item that supports a short-term or long-term goal. Whatever the reason for their choice, kids need to understand that choosing one thing makes the money they spend on it unavailable for something else. That "something else" can be another item or a return on their money in the form of interest or profit from investments.

### OPPORTUNITIES

### WHY?

**Movie Ticket for \$4.50 OR**

**Savings Account Deposit: \$4.50 x .02 simple interest in a year**

(The deposit will produce nine cents in a year. If savings goals are already met, kids may prefer to enjoy the movie.)

**Piggy Bank: keep \$4.50 OR**

**Savings Account Deposit: \$4.50 x .02 compound interest in a year**

(The deposit will produce a bit more than nine cents in a year. If savings goals are being met, kids may prefer to keep cash available.)

**Savings Account Deposit: \$17.50 x .02/year OR**

**Savings Bond: \$17.50 now for \$25.00 in 7 years**

(The saving account deposit will produce approximately \$23 in seven years. If easy access is not important, the bond will produce more return.)

**Savings Bonds \$175.00 now for \$250 in 7 years OR**

**6 month Treasury: \$175.00 at .05 reinvested for 7 years**

(The 6-month Treasury will produce \$250.00 in approximately four years.)

**Corporate Bond: \$500.00 at .05 annual return OR**

**Corporate Stock: \$500.00 at a possible .09 return**

(The stock provides a higher return but also carries higher risk.)

**Game System: \$450.00 OR**

**Mutual Fund: \$450.00 at a possible .06 return**

(The choice may be between a short-term saving goal and a long-term investment goal.)

## Samples from Unit 5 Appendix

### Questions You Can Use for a Quick Unit 5 Assessment

1. What do we call our plan for earning, saving, and spending money? (A budget)
2. True or false: it is more important to buy the latest electronic game than to save money for the future. (False)
3. Name one thing that can help us reach a goal. (Writing it down)
4. What do we call it when we want to reach a goal soon? (Short-term goal)
5. True or false: it is important to save for long-term goals as well as short-term goals. (True)
6. What do we call it when we put projects or activities in their order of importance? (Setting priorities)
7. What do we call it when we make one choice instead of another? (Making a decision)
8. How often should we review a personal budget? (Once a month)

# Get the budget habit, Rabbit!



**Priorities!**

**Prosperity!**

**Self-confidence!**

## Budget for Today! Vocabulary Words

Dear Parent, This week we are learning about making decisions, setting goals, and working with a budget. Below are some words we learned in class today. Please review them with your child tonight.

Vocabulary Word	Part of Speech	Definition	Draw a sentence about or draw a picture of the word
1.			
2.			
3.			
4.			
5.			
7.			
8.			
9.			

## Lesson 5: Budget for Now! Vocabulary

### Teacher Key

Choose five or more words from the list below and direct your students to write them in the first column of the *Budget for Today! – Vocabulary Words Handout*.

Vocabulary Word	Part of Speech	Definition	Write a sentence about or draw a picture of the word
<b>Ability</b>	noun	Being able to do something	Practicing the piano increases your ability to play well.
<b>Brain</b>	noun	The part of a vertebrate's nervous system that is located in the top half of the head mass of tissue in the head of a vertebrate animal that is part of the body's nervous system.	My brain creates new information pathways every time it learns something.
<b>Budget</b>	noun	Budget: a plan that shows amounts of income and expenses expected to take place in a set period of time	My budget helps me know how much money to spend and save each week.
<b>Cash flow</b>	noun	Cash flow: the pattern of how money comes in and goes out over a given period of time	If the money that comes in is more than goes out, I will have a positive cash flow.
<b>Choose</b>	verb	To take as a choice.	I choose to save one-half of my allowance every week.
<b>Curious</b>	adjective	Eager to learn or know about something	I'm really curious about stars and planets.
<b>Debt</b>	noun	Debt: money owed to someone else	It can take a long time to pay off a debt.

<b>Vocabulary Word</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Write a sentence about or draw a picture of the word</b>
<b>Decide</b>	verb	To make up one's mind about something	I can't decide if I should spend money on a game system or save it for a summer science camp.
<b>Donate</b>	verb	Donate: give money, things or time for the purpose of helping others	Since I don't have a lot of money, I will donate my Saturday to raising money for the homeless.
<b>Dream</b>	noun	A fond hope or aspiration	I dream about becoming a professional ball player.
<b>Economics</b>	noun	The science that deals with the production, distribution and uses of wealth.	Individuals, households and governments all have to pay attention to economics.
<b>Genuine</b>	adjective	Really being what something is said to be	Genuine wealth includes being healthy and happy.
<b>Goal</b>	noun	Something one tries to attain or accomplish	My goal is to make learn all the multiplication tables by the end of the month.
<b>Imagine</b>	verb	To create in the mind	Ella liked to imagine herself being a rock star someday.

<b>Vocabulary Word</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Write a sentence about or draw a picture of the word</b>
<b>Interest</b>	noun	A feeling of curiosity about something.	Bridgid has a lot of interest in dolphins.
<b>Left brain</b>	noun	The part of the brain that leads the processes of speaking, reading, writing, calculating and working out problems in a logical way.	My left brain helps me get my math homework done.
<b>Plan</b>	verb	To make an outline, map or scheme for getting something done.	When I plan how to use my money, I am more likely to use it wisely.
<b>Priority</b>	noun	Something that is more important than other things.	Saving money is my priority right now.
<b>Prosperity</b>	noun	The state of thriving, of having good fortune and well-being	Using my talents and pursuing my interests will lead to prosperity.
<b>Resource</b>	noun	Something that can be used or drawn on to meet a need	Money is a resource a kid can use to learn more about something.
<b>Right brain</b>	noun	The part of the brain that deals with shapes and creative processes like drawing, painting, imagination, designs and ideas.	Using my right brain to imagine myself achieving a goal can help me reach that goal.
<b>Self-confidence</b>	noun	Sure of one's ability to accomplish something	Making decisions builds my self-confidence.

Vocabulary Word	Part of Speech	Definition	Write a sentence about or draw a picture of the word
SMART goal	noun	A goal developed by using the SMART model: specific, measurable, achievable, realistic and time-framed	When I create a SMART goal, my left brain goes to work to help me achieve that goal.
Talents	noun	A natural or special ability	Miguel has a talent for working with wood.
Wealth	noun	A large amount or abundance of something that has value	Some people see wealth as having a lot of money.
Well-being	noun	The state of being well and happy, of feeling prosperous	I want to spend my money on things that support my well-being.
Wise	adjective	Having or showing good judgment	When I spend money, I want to make a wise choice about what to buy.

Dear Parents,

This week, much of what we have learned about managing money in general starts to come together. We'll be talking about setting goals, practicing how to make wise decisions, and developing a simple budget.



We'll be encouraging each other to talk about our dreams for the future as well as practical long-term and short-term goals. We'll introduce the SMART model of goal setting, but encourage kids to enhance that process by using their imaginations to visualize themselves really achieving different goals.

The primary purpose of learning how to budget is to help kids gain the skills they need to continue seeing money as a resource instead of as an end in itself. Learning how to develop and stick to a budget, learning how to recover from financial mistakes, learning how to allocate money to support both short-term and long-term goals will:

- build self-confidence
- greatly reduce the risk of developing stress-related health issues in the future.

Please take a few minutes to review handouts with your son or daughter. Tell them about how you learned to start using a budget. Check the local library for books related to budgeting for kids.

This may also be a great time to start discussing your own household's budget with your kids. Talk about goals – theirs, yours, and goals for the family and household over all. Give them a chance to learn about how much it actually costs to pay for rent or a mortgage, food, insurance, transportation and other things. Ask for their input into an upcoming budget decision.

As always, let us know if you have any questions or suggestions.  
Thank you!