

Overview

Summary

Kids *Manage Money* introduces students to how people now and in the past have used paper money and coins to get what they want and need. Today, we also use checks and credit cards to purchase goods and services. The book identifies ways young people get money today, including by receiving an allowance, by providing services, or by selling goods, and then discusses ways young people also spend money. The importance of saving is introduced as part of managing finances. Students learn that budgets, banks, savings accounts, stocks, and bonds are all important components of saving and managing money.

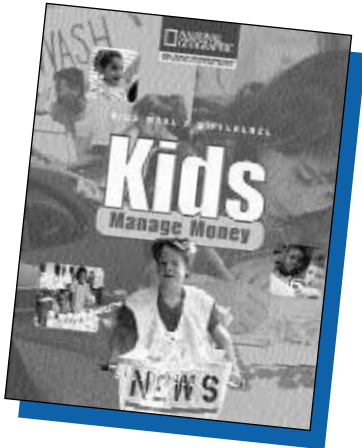
Kids can also make a difference with sound money management techniques. They can apply their knowledge about starting a business to raise money for a worthy cause.

Background Information

Since ancient times, people have used paper money and coins to pay for things. Today, people also use checks and credit cards to purchase goods and services. Students are important consumers of goods and services, and this should also include savings and investments. Banks and credit card companies actively recruit young people as customers, providing a variety of services with and without parental cooperation.

Kids Manage Money

By Ellen Keller



Learning Objectives

Genre/Text Features

- expository/procedural
- chapter titles and subheads
- bulleted lists
- student models
- sidebars
- contents, glossary, and index

Reading Skills

Skill Focus

- make generalizations
- use context clues

Supporting Skills

- compare and contrast
- summarize
- draw conclusions
- use text features to predict content

Writing Skills

Writing Focus

- write a business plan (expository)

Supporting Skills

- prewrite
- use models
- conduct research

Viewing

- create a logo

Social Studies Skills

- describe how people interact with banks and credit card companies
- identify goods and services
- identify participants of the economic system, such as banks, families, and workers
- explain the role money has in everyday life
- describe the relationship of price to supply and demand
- graph information

Focus on Reading

Before Reading

Activate Prior Knowledge

Ask students to think about a typical week's activities. Discuss the kinds of things they spend money on each week. List the general categories on the board, for example, *snacks*, *school supplies*, *movies*, and so on. Have students add to the list of goods and services a family spends money on. How do people earn money? How do people manage money so that they have enough for what they need? Explain that *Kids Manage Money* discusses how young people can earn money, keep track of money they earn, save money for the future, and even raise money for worthy causes.

Preview

Give students time to preview the book, paying attention to chapter titles, photos and captions, and special features.

Ask:

From reading the chapter titles, what do you think this book will be about?

Whom do you think this book is written for? Why do you think as you do?

Set Purpose

Ask students whether this book reminds them of other books they have read. Help students set a purpose for reading. Ask:

What do you want to read to find out?

Model your own purpose for reading, if necessary.



Vocabulary Strategy:

Use context clues

Activity Master, Page 172

Write this sentence on the chalkboard:

We need money to pay for goods such as food and clothes.

Ask:

How do the words around the word goods help you figure out its meaning?

Explain that the meaning of *goods* can be figured out based on the examples of goods that follow.

Students can use the Activity Master to practice using context to find the meanings of words. Students will be using these words:

barter
budget
interest
penalty

portfolios
savings bond
statement
stocks

What I Spend Money On	What My Family Spends Money On
<p>Pencils Snacks Movies</p>	<p>Food Clothing Heat</p>

Correlation to National Standards

Language Arts

- read to acquire new information and to respond to the needs and demands of society and the workplace
- apply a wide range of strategies to comprehend and interpret texts
- use and adjust spoken, written, and visual language to communicate effectively
- use the writing process
- conduct research

Social Studies

- individual development and identity
- individuals, groups, and institutions
- production, distribution, and consumption

Geography

- human systems (11)
- uses of geography (18)

State/Local

See Standards Chart on pages 282–287.

During Reading



Read Strategically:

Make generalizations

Activity Master, Page 173

Assign each chapter of the book as independent reading. As students read, they can use the Activity Master to write and support generalizations about money management. Remind students that a generalization is a kind of conclusion or rule that applies to many examples. Generalizations use words such as *all*, *most*, *many*, *some*, *generally*, and *never*. A valid generalization can be supported by facts. You might complete a portion of Activity Master, page 173, together as a class activity. (See the chart below.)



Meeting

Individual Needs

For specific strategies on meeting individual needs, see pages 264–269.

Generalizations

Today we have many ways to pay for things.

Examples:

- We buy things with paper money and coins.
- We can use a credit card, which is a loan from a credit card company.
- We can write a check as payment if we have a checking account.

Strategy Tip: Use text features

Encourage students to use text features to predict the content of each chapter. Predicting during reading helps students understand how the content is organized and related. This is important when different aspects of a topic are explored. For example, ask:

How do the subheads in Chapter 2 help you understand whom the chapter is directed to and what the content will be?

How do the sidebars and bulleted lists relate to the main ideas of the chapters?

After Reading

Responding

Initiate a class discussion to assess reading comprehension with such questions as:

What is the difference between goods and services? Give some examples from your own life.
(compare and contrast)

In general, how can budgets help people manage money?
(summarize)

What are three ways young people can earn money?
(summarize)

Why is saving money an important part of money management? (draw conclusions)



Writing and Research:

Write a business plan

Activity Master, Page 174

Tell students they are to write a business plan to earn money for a charitable organization. Discuss the model for a business plan on page 30. Then have students write a one-page summary that identifies their goal, outlines their business, and describes the business plan. Students may wish to create visual aids, such as posters and simple diagrams, to help explain their ideas.

Students can use the Activity Master to organize their ideas prior to writing.

Communicating: Viewing

Create a logo

Students can design a logo for the business they've created. Explain to students that a business logo is an attractive, simple, and colorful picture that relates to what a business does.

Logos should

- ✓ clearly communicate the service or product
- ✓ be attractive and colorful
- ✓ be carefully prepared

Focus on Social Studies

Understanding Credit Cards

Students can work in pairs or independently to show five steps in the process of using a credit card. Students can use the description in the student book to complete the diagram. Provide the first step for students to get them started.

Step 1 Your parent uses a credit card to buy school supplies from a store.

After they complete the steps, ask:

What are good things about using a credit card?

What problems can be caused by using credit cards?

What is both good and bad about having a minimum payment?

Remaining steps include the following:

Step 2 The credit card company pays the store for the school supplies.

Step 3 The credit card company sends your parent a bill.

Step 4 Parent pays the bill either in part or entirely.

Step 5 Parent pays interest if the bill is not paid in full.



Gather and Graph Information

Activity Master, Page 175

Students can use the Activity Master to gather and show in a graph information about charities their classmates would donate to. Remind students that a circle graph represents 100 percent and is used to show

differences in parts of a whole. Students may want to use color to key each section. Before students begin working, you may want to create a simple graph with the class to model the process. To get a variety of data, students can poll students in other classes in the school.

Assessment Options

Use the following assessment options.

Questions

Have students answer these questions:

- 1 What can we use to pay for goods and services?
- 2 What are two ways people can save their money?
- 3 What is one example of how credit cards can be useful and one example of how they can lead to problems?
- 4 Would you recommend that people set up and use budgets? Why?
- 5 How could knowing how to manage money help others?

Assessment Activity

Students create a booklet that shows a younger child how to handle money responsibly. The booklet should have three pages and should discuss the following:

Page 1 How to Earn Money

Page 2 How to Save Money

Page 3 How to Create a Budget

Students should also include drawings, diagrams, or pictures from magazines to help communicate their knowledge.

Booklets should

- ✓ present information clearly and appropriately for a young child
- ✓ include important ideas for each topic
- ✓ use correct grammar and mechanics

Multiple-Choice Test

See the multiple-choice test in the Assessment Booklet.

Cross-Curricular Connection

Mathematics

In *Kids Manage Money*, students form stock clubs. You might have the class “purchase” a hundred shares of a stock and follow its movement over a two-week period. Students can use the business section to track the stock’s changes and keep track of how much the stock gains or loses each day. At the end of two weeks, students assess their profit or loss and decide whether they would “sell” the stock or keep it.

Home-School Connection

Students can talk about the goods and services the family purchases over a month’s time. If parents are willing, they might help make a chart of these expenses, adding approximate costs. Students and parents can talk together about the concept of budgets.

Vocabulary: Use Context Clues

The words below are from *Kids Manage Money*. Find each word in the student book and read the sentence that contains the word and the sentences before and after. In the spaces provided below, write the meaning of each word based on how it is used. Then use the glossary to check your answers.

Word	Meaning from Context	Definition from Glossary
barter (page 6)		
budget (page 13)		
interest (page 10)		
penalty (page 20)		
portfolios (page 21)		
savings bond (page 20)		
statement (page 19)		
stocks (page 21)		

Reading: Make and Support Generalizations

In *Kids Manage Money*, you'll read about earning, saving, and managing money. Below you will find four generalizations about managing money. Below each generalization, write two or three examples that support it. Then, at the bottom of the page, write your own generalization about money management and provide three examples to support it.

Remember that a generalization is a kind of conclusion or rule that applies to many examples. Generalizations use words such as *all*, *most*, *many*, *some*, *generally*, and *never*.

Generalizations

Today we have many ways to pay for things.

Examples:

Some young people offer goods and services to make money.

Examples:

There are many different ways to save money.

Examples:

Budgets are usually helpful.

Examples:

Generalization: _____

Examples:

Writing: Prewriting

A Business Plan

You will be writing a business plan. The money the business earns will be donated to the charity of your choice. Use the model from *Kids Manage Money* to help you identify a charity and plan your business. You can use this page to help organize your ideas about the business you choose to write about.

Step 1: Identify a goal.

To which charity would I like to donate money? Why? _____

Step 2: Decide on a business.

Will I offer a product or a service? What will this product or service be?

How will I make or organize what I'm offering?

Step 3: Draw up a business plan.

What jobs will people have in this business? _____

What will I charge for what I offer? _____

How will I advertise? _____

Step 4: Meet on a regular basis.

How often will I evaluate how the business is doing? _____

Final Draft

My final draft will include this information:

- Which charity I have chosen and why
- What my business is called, what it offers, what the product or service costs
- Job titles of people working in my business
- How I will advertise my business
- How often I will evaluate the business

Social Studies: Gather and Graph Information

Select a Charity

Conduct a poll of 30 students to find out how they would choose to donate money. Use the numbers you gather to create a circle graph.

To conduct the poll: Remember that the people you poll can choose only one of the three choices in the question below.

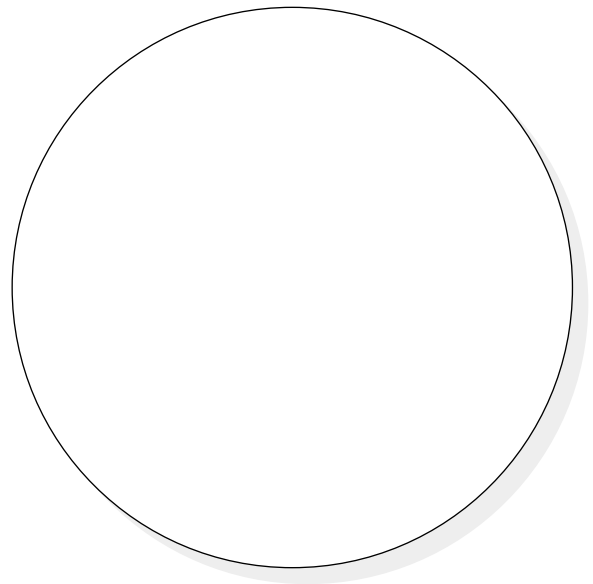
Question for poll: To whom would you donate money?

1. People who are war veterans →
2. People who are homeless →
3. Children with life-threatening diseases →

Tally responses here:

Circle Graph

Remember that the size of each section of the circle graph should match the number for each of the three choices. For example, if 15, or half, of the students polled choose war veterans, then you should show that half the graph is labeled "war veterans."



Graph Title _____

1. What does the whole graph show?

2. What does each part of the graph show?

3. What percentage would you assign to each section of the graph?
