

Just Saving My Money

By Mercer Mayer / ISBN: 978-0-06-083557-6

Lesson Author

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Standards and Benchmarks (see page 19)

Lesson Description

In this lesson, students learn about saving, savings goals, and income. They listen to the book *Just Saving My Money* by Mercer Mayer, a story about how Little Critter saves his money to buy a skateboard. Students use clues in the book's text and pictures to answer questions. After listening to the story, students play a game where they each have a savings goal, earn income, and save money until that savings goal is met. Students write math sentences to determine whether they have saved enough to reach their goals. Students also set their own savings goals and tell how they could earn income to meet them.

Grade Level

Kindergarten

Concepts

Income

Saving

Savings goal

Objectives

Students will

- define income, saving, and savings goal;
- write or draw a savings goal and explain their savings goal to a teacher or peer;
- describe one way they could earn income to meet a savings goal; and
- determine whether they have enough savings to meet a savings goal.

Lesson Essential Question

Why do people save money?

Time Required

45 minutes

Materials

- *Just Saving My Money* by Mercer Mayer (ISBN: 978-0-06-083557-6)
 - A piggy bank, other type of bank for saving money at home, or Visual 1
 - Handouts 1, 2, 6, and 7, one copy of each for each student
 - Handout 3, one copy per small group (of three to four students), copied on green paper and cut into cards
 - Handout 4, one copy per small group, copied on blue paper and cut into cards
 - Handout 5, copied and cut apart to provide 50 play dollars for each small group (or beans or other manipulatives that can be used to represent one dollar)
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Procedures

1. Begin the lesson by asking the following:
 - What would you do with a dollar you earned for helping your neighbors clean up their yard? (*Students might say that they would spend it on different things or that they might save it. Accept all answers.*)
 2. Tell students that the payment people earn for the work they do is called **income**.
 3. Discuss the following:
 - What kinds of jobs could you do to earn income? (*Answers will vary but may include cleaning their room, setting the table, helping with the dishes, or dusting furniture.*)
 4. Hold up a piggy bank, other type of bank, or *Visual 1: Piggy Bank*. Discuss the following:
 - What is this and what do we use it for? (*Answers will vary but may include the following: It is a piggy bank, a place to keep your money.*)
 - Why would we put our money in a piggy (or other) bank? (*Answers will vary but may include to keep it safe, to know where it is, or to keep it for later.*)
 - Where do you keep your money? (*Answers will vary but may include in a piggy bank, in the bank, in a purse or wallet, or that a parent keeps it for them.*)
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5. Tell students that **saving** means keeping some income to buy things in the future.
6. Ask students to name some things for which they could save part of their income. *(Answers will vary but may include toys, clothes, or games.)*
7. Tell students that a **savings goal** is a good or service you want to buy in the future.
8. Tell students that they are going to listen to a story about a little critter who saves his income and who has a savings goal. Read *Just Saving My Money* to students.
9. Discuss the following:
 - Why did Little Critter decide to save his money? *(His skateboard was old and broken and he wanted a new one. He didn't have enough money to buy one, so he had to save his money.)*
 - For what did he save his money? What was his savings goal? *(Little Critter's savings goal was a skateboard.)*
10. Show the students the illustrations on pages 13 to 17. Encourage them to use clues from the illustrations to help them answer the following:
 - For what jobs did Little Critter earn income at the beginning of the story? *(He earned income for cleaning his room and selling lemonade.)*
 - How can you tell that he earned income? *(You can tell he earned income because you can see someone handing him money in the illustrations.)*
 - What jobs did Little Critter find hard to do? *(He found it hard to feed the dog and empty the dishwasher.)*
 - Why didn't Little Critter earn income for these tough jobs? How can you tell? *(He didn't earn money for feeding the dog because he spilled dog food everywhere and his mom had to clean it up. He didn't earn money for emptying the dishwasher because he dropped the dishes and his mom had to clean them up. You don't see anyone giving him money for these jobs.)*
 - Where did Little Critter save his money? *(At first, Little Critter saved his money in his money jar. He then saved his money in a bank account.)*
11. Discuss the following:
 - What is a bank account? *(Answers will vary.)*
 - Explain that a bank account is an agreement with a bank. Money in a bank account is safe from being lost or stolen. People can put money into a bank account when they want to save it. They can take money out of their bank account when they want to spend it.

- Do you have a bank account? *(Answers will vary.)*
12. Show students the illustrations on pages 18 and 19. Encourage them to use clues from the illustrations to help them answer the following:
- Why do you think Little Critter's dad said that he needed a bank account? What clues do the pictures give? *(Answers will vary but may include the following: His dad may have said he needed an account because Little Critter had too much money to fit in the money jar. There is money piled on the floor and even some money in his toy dump truck. His dad likely wanted Little Critter's money to be safe and not get lost.)*
13. Show students the illustrations on pages 28 and 29. Encourage them to use clues from the illustrations to help them answer the following:
- After Little Critter put his money in a bank account, he still didn't have enough savings for his savings goal, a skateboard. What types of chores did he do to earn income so he could buy a skateboard? *(He took care of the garden. He picked up sticks. He took out the trash.)*
 - Why did he do those chores? *(Little Critter did those chores so he could earn income to buy a skateboard. He wanted to meet his savings goal.)*
 - At the beginning of the story Little Critter's savings goal was a skateboard. What did he buy with his money at the end of the story? *(Little Critter bought a robot dinosaur.)*
14. Show students the illustrations on pages 30 and 31. Encourage them to use clues from the illustrations to help them answer the following:
- Why did Little Critter decide not to buy a skateboard? *(Answers will vary but students may say that he wanted the dinosaur more than the skateboard or that he thought the dinosaur would be more fun.)*
 - How did Little Critter feel at the end of the story? Why did he feel that way? *(He was happy. Little Critter was happy because he saved his money and had enough to buy a dinosaur robot.)*
15. Tell students that they are going to play a game in which they will have a savings goal like Little Critter. They will earn and save income from doing jobs, or chores.
16. Divide the class into small groups of three to four students to play the game (or play as a whole-class activity). Complete the following:
- Distribute a copy of *Handout 1: Savings Jar* and a copy of *Handout 2: Savings Recording Sheet* to each student.
 - Distribute a set of cards from *Handout 3: Savings Goal Cards* and a set of cards from *Handout 4: Job Cards* to each small group.

- Designate a banker in each group (or be the banker) and give the banker \$50 from *Handout 5: Play Money* (or use 50 manipulatives per group).
- Show a savings goal card. Explain that it shows a savings goal and the amount that must be earned to reach that goal.
- Show a job card. Explain that it shows a job and the income they will earn for that job.

17. Explain the game as follows:

- The blue savings cards and the green job cards go in two piles face down in the middle of the group. (Instruct the students to do this now.)
- The banker gives each player \$1 dollar as starting savings. Each player puts the dollar in his or her savings jar on the handout. (Instruct the students to do this now.)
- Each player chooses a savings goal card and shares his or her savings goal with the rest of the group by completing the following sentence: "My savings goal is _____. I need to earn \$10 of income to buy my savings goal." (Instruct the students to do this now.)
- Players should place their savings goal card next to their savings jar handout. This is a reminder of what their savings goal is and how much income they need to earn to reach this goal. (Instruct the students to do this now.)
- Do not start playing until you are told to begin. Play will continue as follows.
- The youngest player in the group goes first and draws a job from the green job-cards pile. The player tells the other players what the job is and how much income will be earned for doing that job. The job card is then placed face down at the bottom of the job-cards pile.
- The banker gives the player the amount of money earned for doing that job. To represent saving, the player puts the money earned inside his or her savings jar.
- The player then adds the income earned to the money already in his or her savings jar and writes a math sentence on Handout 2. For example, $1 + 3 = 4$. The player then decides if he or she has enough money to meet his or her savings goal. If the answer is yes, the player circles the happy face. If the answer is no, the player circles the sad face. (Note to teacher: As the students play, ask them questions such as "How much more money do you need before you get to \$10?" to reinforce the savings goal and math concepts.)
- When the first player is done, the person to the player's left draws a job card and continues to play as described.
- When a player reaches his or her savings goal, he or she is finished with the game and stops playing.
- Continue playing until all players have earned \$10.00.

18. Tell students they may begin playing the game.
 19. When the students have completed the game, distribute a copy of *Handout 6: My Savings Goal* to each student. Tell the students they are going to have a chance to choose their own savings goals. Instruct them to do the following:
 - On the first page, draw a picture of a savings goal and/or write a sentence about that savings goal.
 - On the second page, draw a picture and/or write a sentence about a job you can do to earn income to meet your savings goal.
 20. After students have completed Handout 6, have them take turns sharing their pictures with an elbow partner.
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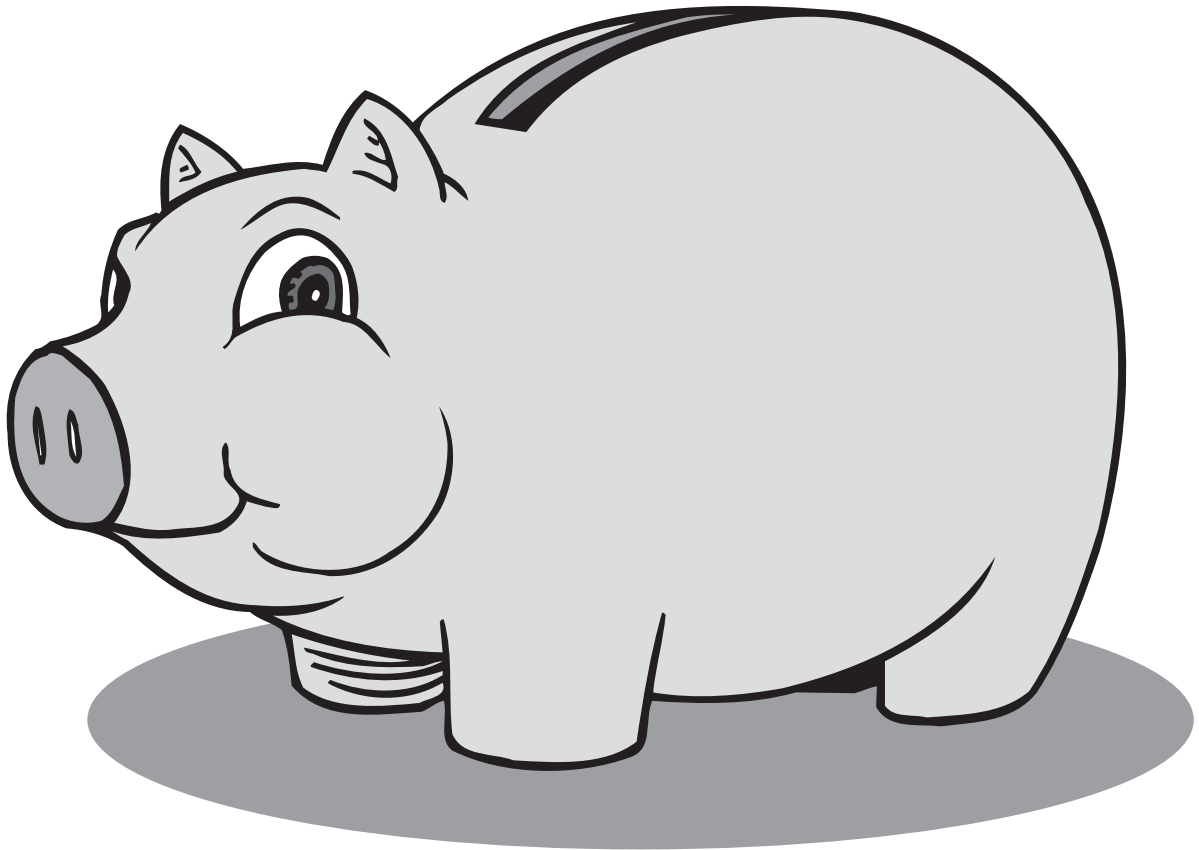
Closure

21. Review important content from the lesson by discussing the following:
 - What is saving? (*Saving is keeping some income to buy things in the future.*)
 - What is income? (*Income is payment people earn for the work they do.*)
 - What kinds of jobs could you do to earn income? (*Answers will vary but may include washing dishes, taking out the trash, brushing the dog, raking leaves, and so on.*)
 - What is a savings goal? (*A savings goal is a good or a service you want to buy in the future.*)
 - What is a savings goal that you have? (*Answers will vary.*)
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Assessment

22. Distribute a copy of *Handout 7: Assessment* to each student. Read the scenario to the students. Instruct the students to complete the following:
 - In the first box, draw a picture of or write a sentence about Pat's savings goal.
 - In the second box, draw a picture of or write a sentence about the job Pat did to earn income.
 - In the rectangle, write a math sentence that shows how much money Pat has in his savings jar.
 - Circle the happy face if Pat has met his savings goal and circle the sad face if Pat has not met his savings goal.



















Visual 1: Piggy Bank



Handout 1: Savings Jar

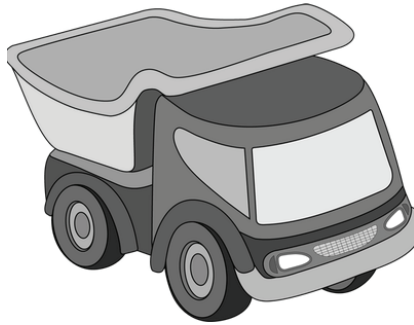


Handout 2: Savings Recording Sheet

<p>How much money is in my savings jar?</p> <p>Write a number sentence.</p>	<p>Did I meet my savings goal?</p> <p>Circle  or </p>
	 
	 
	 
	 
	 
	 
	 
	 

Handout 3: Savings Goal Cards (page 1 of 2)

Dump truck
\$10



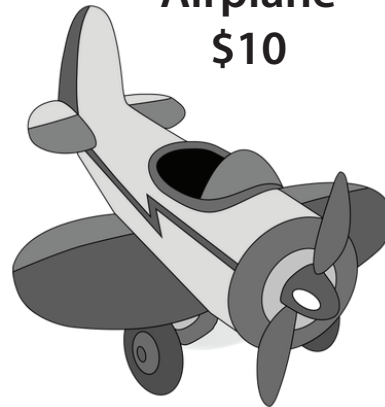
Rocking horse
\$10



Jack-in-the-box
\$10



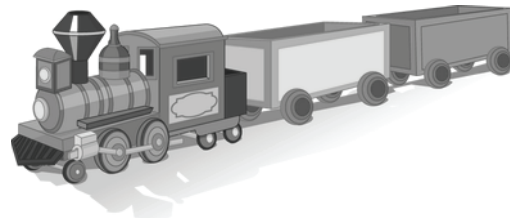
Airplane
\$10



Boat
\$10



Train
\$10



Handout 3: Savings Goal Cards (page 2 of 2)

Tricycle
\$10



Toy horse
\$10



Helicopter
\$10



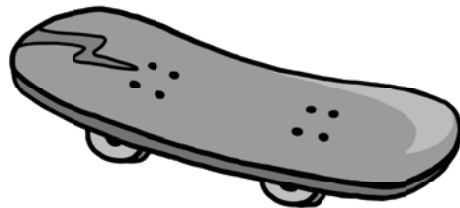
Doll
\$10



Teddy bear
\$10



Skateboard
\$10



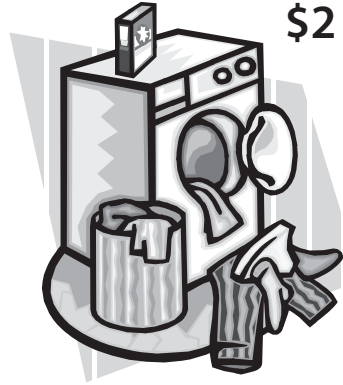
Handout 4: Job Cards (page 1 of 3)

Wash the car**\$3****Make the bed****\$2****Water the garden**
\$2**Plant the garden**
\$2**Pick up trash**
\$3**Feed the cat**
\$1

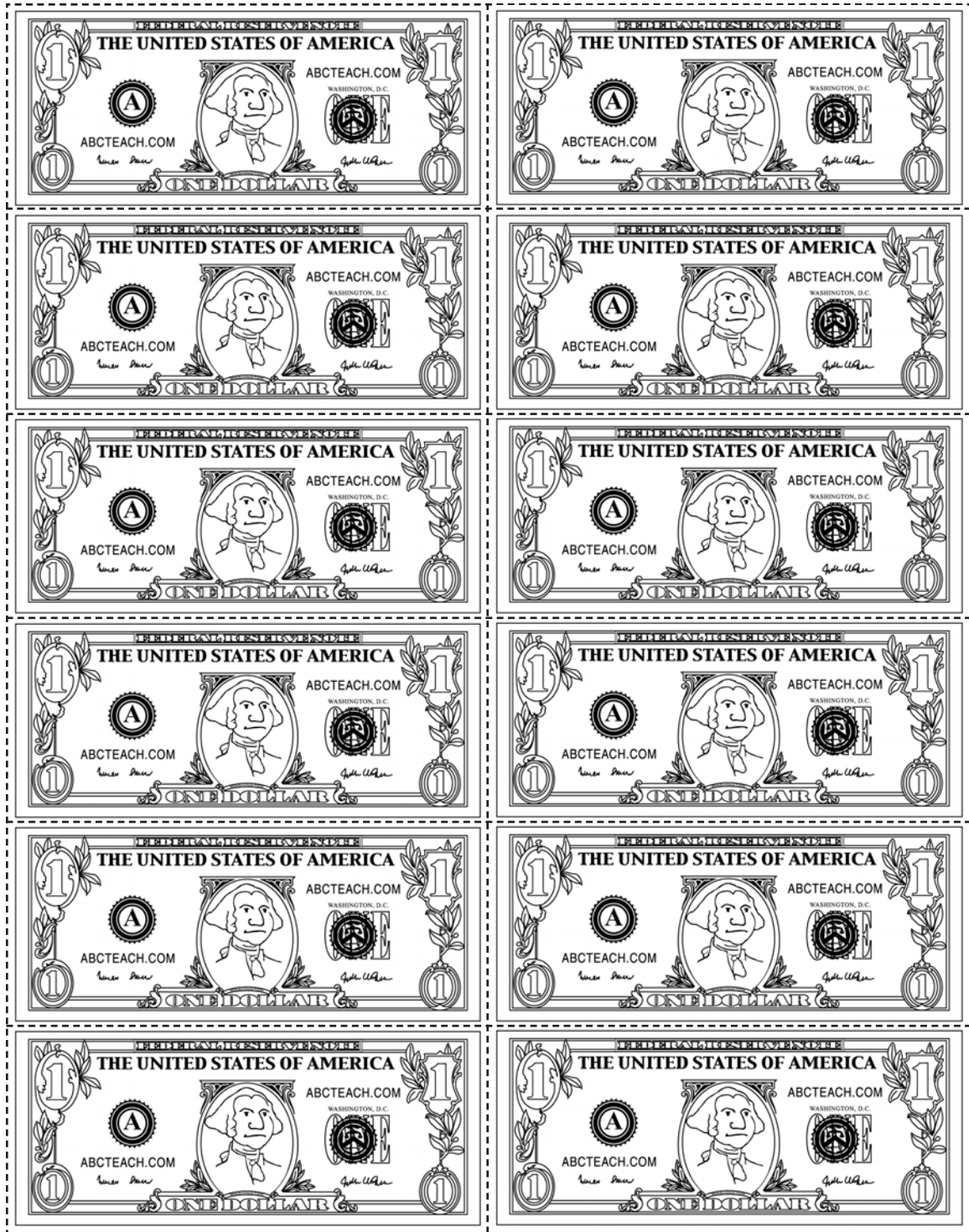
Handout 4: Job Cards (page 2 of 3)

Dust and vacuum**\$3****Feed the fish**
\$1**Wash the dishes****\$2****Rake the leaves****\$3****Walk the dog****\$2****Fold the clothes****\$2**

Handout 4: Job Cards (page 3 of 3)

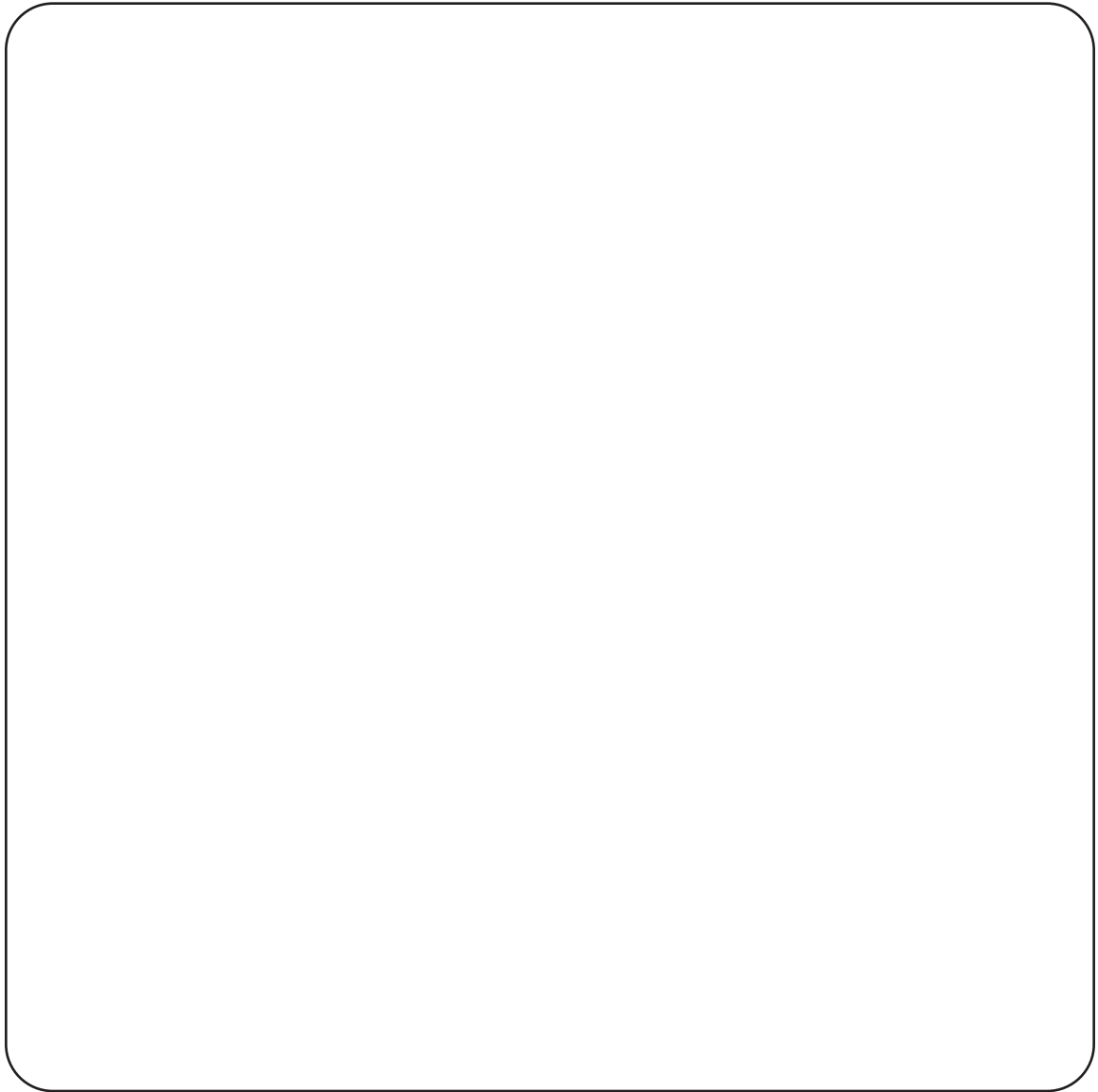
Wash the dishes**\$2****Wash the clothes****\$2****Bathe the dog****\$3****Empty the trash****\$2****Sweep the floor****\$3****Pick up toys****\$1**

Handout 5: Play Money



Handout 6: My Savings Goal (page 1 of 2)

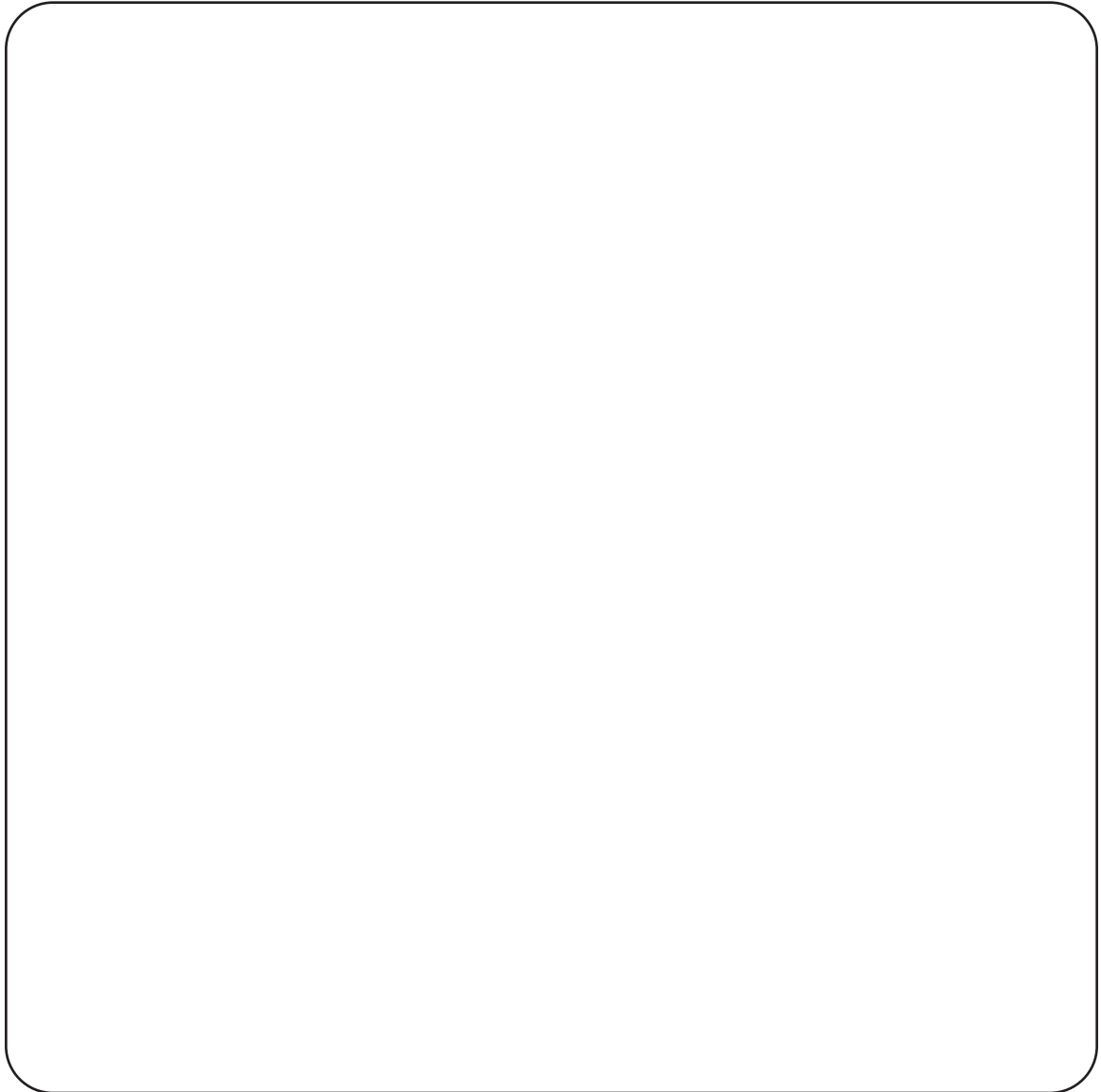
Draw a picture or write a sentence that shows your savings goal.



My **savings goal** is

Handout 6: My Savings Goal (page 2 of 2)

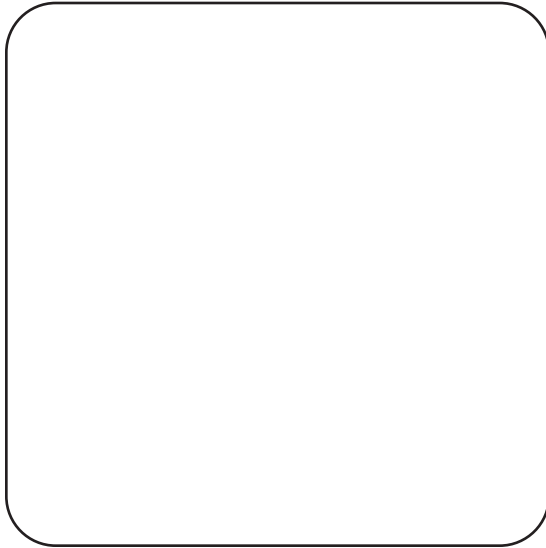
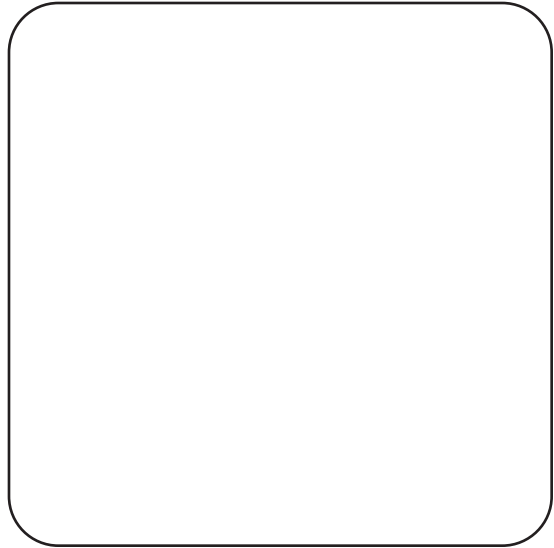
Draw a picture or write a sentence that shows how you will earn income to meet your savings goal.



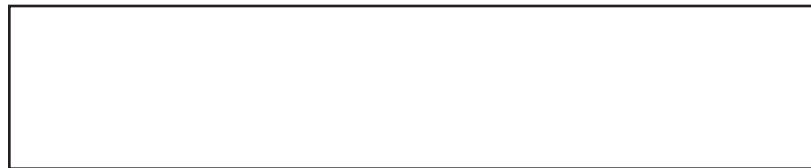
I will earn **income** by

Handout 7: Assessment

Pat wants a new ball. The ball costs \$10. Pat has a savings jar. He has \$3 in his savings jar. Pat does not have enough money to buy the ball. Pat wants to save money so he can buy a new ball. He helps his mom with yard work and she gives him \$7. Pat puts the \$7 in his savings jar.

What is Pat's savings goal?**How did Pat earn income?**

**Write a math sentence that shows
how much money Pat has in his savings jar.**

**Did Pat meet his savings goal?**

Standards and Benchmarks

National Standards for Financial Literacy

Standard 3: Saving is the part of income that people choose to set aside for future uses. People save for different reasons during the course of their lives. People make different choices about how they save and how much they save. Time, interest rates, and inflation affect the value of savings.

- **Benchmark 3, Grade 4:** 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.
- **Benchmark 4, Grade 4:** People set savings goals as incentives to save. One savings goal might be to buy goods and services in the future.

Common Core State Standards: English Language Arts

Reading Literature

- **Key Ideas and Details**
CCSS.ELA-Literacy.RL.K.1: With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- **Integration of Knowledge and Ideas**
CCSS.ELA-Literacy.RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Speaking and Listening

- **Comprehension and Collaboration**
CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Common Core State Standards: Mathematical Practice

Operations and Algebraic Thinking

- **Understand Addition, and Understand Subtraction**
CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.Math.Content.K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.