

# Bunny Money

By Rosemary Wells / ISBN: 978-0-14-056750-2

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## Lesson Author

Michele Wulff, Federal Reserve Bank of Kansas City

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## Standards and Benchmarks (see page 15)

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## Lesson Description

In this lesson, students listen to the story of Ruby and Max, two bunnies that go shopping and make many spending decisions. Students are introduced to short-term and long-term savings goals to help them save for goods they want in the future. After a goal-sorting activity, students choose and illustrate their own savings goals.

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## Grade Level

K-1

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## Concepts

Goods  
Interest  
Long-term savings goals  
Saving  
Savings goal  
Short-term savings goals  
Spending

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## Objectives

Students will be able to

- define goods, spending, saving, and interest;
- name two types of savings goals;
- give examples of short-term and long-term savings goals; and
- explain why a bank is a good place to save money.

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## Time Required

40 minutes

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## Materials

- *Bunny Money* by Rosemary Wells (ISBN: 978-0-14-056750-2)
  - Visual 1
  - Handouts 1, 3, 4, and 5, one copy of each for each student
  - Handout 2, one copy cut apart and made into name tags
  - Handout 1, one copy for the teacher to use as a visual
  - Handout 3, one copy with pictures cut apart
  - Safety pins for attaching signs to students' shirts
  - Two pocket folders or portfolios, labeled "Short-Term Goals" and "Long-Term Goals"
  - Crayons
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## Procedure

1. Ask students if they have ever bought a birthday gift for a friend or family member. Have several volunteers share what was purchased and for whom. (*Answers will vary.*) Explain that the items purchased were **goods**, which are objects that satisfy people's wants. Ask the students for other examples of goods that they have and use. (*Answers will vary but may include books, toys, food, or clothing.*) Note: It is possible but unlikely that students would have bought a service. If a service is mentioned, point out that it is a service, but for this activity we are only listing goods on the board.
2. Ask if anyone bought the gift using his or her own money. Tell the students who did buy gifts that they were **spending** their money, which is exchanging money for items you want now. Explain that they could also save their money. **Saving** is keeping money to spend in the future. Ask who has saved money they've received from allowances or gifts. (*Answers will vary.*)
3. Explain that you will read *Bunny Money*, a story about two bunnies, Ruby and Max, that go shopping for a gift for their grandma's birthday. Ask the students to listen for the spending decisions that the bunnies make during their trip.
4. Distribute a copy of *Handout 1: Ruby and Max's Shopping Trip* to each student. Tell the students to use it to keep track of how much money Ruby and Max spend on the shopping trip. Display Handout 1 as a visual. Explain that each time the bunnies make a spending decision in the story, you will cross out the amount of money spent from

Ruby's wallet, and the students should do the same on their handouts. In addition, they should circle the item purchased.

5. Read the story *Bunny Money*. Stop after each item is purchased and cross out the dollars spent. Give students time to do the same. (*Items purchased: bus fare, \$1; cherry vampire teeth, \$2; soap, \$1; washer, \$1; dryer, \$1; lunch, \$4; bluebird earrings, \$4; glow-in-the-dark vampire teeth, \$1; \$0.25, phone call to grandma.*) Stop after the laundromat trip to ask the students to count how many dollars the bunnies have left. (\$9) Stop again after the purchase of lunch to ask the students to count how many dollars are left. (\$5) Stop a third time after the purchase of the earrings to ask students to count how many dollars are left. (\$1)
6. When the story is finished, ask the following questions:
  - How many dollars had Ruby saved and put in her wallet for the shopping trip? (\$15. *Students may need to count all the dollars crossed out to get this total.*)
  - What did Ruby plan to purchase for her grandmother? (*Ruby planned to purchase a music box with skating ballerinas.*)
  - Why didn't Ruby buy the music box? (*The music box cost \$100; she didn't have enough money.*)
  - How did Max spend some of Ruby's money? (*Max bought cherry and glow-in-the-dark vampire teeth and got cherry syrup on his clothes, so Ruby spent money at the Laundromat to clean his clothes; Max ate a peanut butter and jelly sandwich, two coconut cupcakes, and a banana shake for lunch.*)
  - Why was Ruby upset with Max? (*The mess Max made with the cherry vampire teeth cost her \$3 at the Laundromat, and he spent her last dollar on glow-in-the-dark vampire teeth.*)
  - How did Ruby and Max get home from the shopping trip? (*Ruby used Max's lucky quarter to call Grandma to pick them up.*)
  - Do you think Max made smart spending decisions? Why or why not? (*Answers will vary.*)
7. Remind students that Ruby didn't buy the music box for Grandma because she hadn't saved enough money. Tell them that it is helpful to have a goal in order to save. Explain that a **savings goal** is a good or service that you want to buy in the future. When you work toward a savings goal, it keeps you from spending your money now, so you will have enough saved to purchase your goal item in the future.
8. Ask students if they think Ruby could save enough money to purchase the music box in a short amount of time (soon) or a longer amount of time (later). (*Since the music box costs \$100, it would probably take a longer amount of time to save the money.*) Explain that there are two types of savings goals: **short-term savings goals** (for goods

you want to buy in the next few months) and **long-term savings goals** (for goods you want to buy in a year or longer). Tell them that long-term savings goals can be set for many years later, for when they will be a teenager or even a grown-up.

9. Tell students that you need their help in deciding whether certain savings goals would be short-term or long-term goals. Choose two students to wear the name tags from *Handout 2: Name Tags*, "Susie Short-Term" and "Larry Long-Term." Both students should stand in front of the room facing the class. Hand each one the appropriate pocket folder or portfolio, labeled either "Short-Term Goals" or "Long-Term Goals."
10. Explain that you will hand out pictures of goods that students can "save for" to volunteers. Each volunteer will take turns delivering his or her picture to either "Susie Short-Term" or "Larry Long-Term" to put in the proper short-term or long-term goal folder.
11. Hand out pictures from *Handout 3: Short- or Long-Term Goals?* to volunteers. Ask each volunteer to come to the front of the class and show his or her picture and name or describe the good to the students. Remind the students that goods that are short-term goals could be saved for in the next few months, while goods that are long-term goals may take a year or longer to reach. As each volunteer shares his or her good, ask students to vote for "Susie" or "Larry." Direct the volunteer to deliver the picture to the highest vote-getter. (*Short-term goals: ball, book, board game. Long-term goals: bike, computer, game system.*) Note: If the winner is the wrong choice, stop and explain why to the students and then direct the picture to the correct folder.
12. After this activity is completed, ask the students if any of the short- or long-term goals were goods that they would want. (*Answers will vary.*) Display *Visual 1: What to Save For?* and ask students to brainstorm two lists of savings goal items, short-term and long-term, that they might choose to save for. Record their ideas on Visual 1.
13. Distribute a copy of *Handout 4: Choosing My Savings Goals* to each student. Tell the students to complete the handout by choosing from the list created (Visual 1) one item for their short-term goal and one item for their long-term goal. They should write the names and draw a picture of each goal. Ask the students to share their completed goals with the class.
14. Ask students if they have ever been to a bank or seen a bank. Explain that a bank is a safe place for people to keep their money until they have met their savings goals. Students can start with a piggy bank or jar at home, and later go with a family member to start a savings account at a real bank. These banks not only keep people's money safe, but also pay them **interest**. Interest is the money paid to customers for keeping their money at a bank.

15. Distribute a copy of *Handout 5: Going to the Bank*. Tell students to imagine that they have saved enough money to fill their piggy banks. Ask them to draw a picture of themselves taking their piggy banks to a real bank to start a savings account. At the bottom of the sheet, they should complete the sentence: "When I save money at a bank, the bank pays me \_\_\_\_\_." (*interest*)
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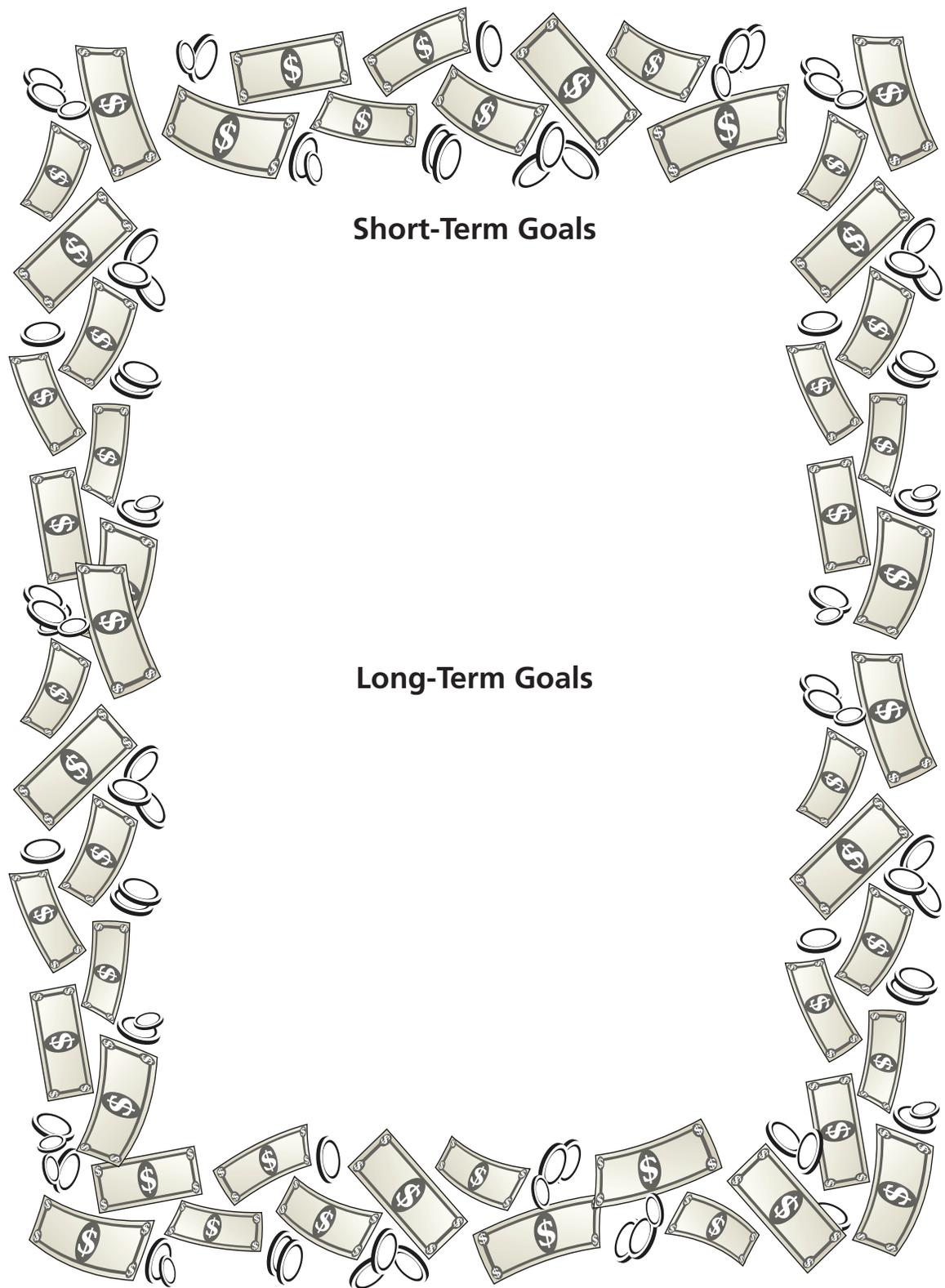
## Closure

16. Review the key concepts of this lesson by asking the following questions:
- What are goods? (*Goods are objects that satisfy people's wants.*)
  - What does it mean to spend money? (*To spend money means to exchange money for items you want now.*)
  - What does it mean to save money? (*To save money means to keep money to spend in the future.*)
  - Name the two types of savings goals. (*Short-term and long-term savings goals*)
  - Give an example of a short-term savings goal. (*Answers will vary but might include a book, toy, or ticket to a movie.*)
  - Give an example of a long-term savings goal. (*Answers will vary but might include a video game, a bicycle, or a ticket to Disney World.*)
  - Why is a bank a good place to save money? (*A bank is a safe place to keep money, and it will pay interest on the money you save.*)
  - What is interest? (*Interest is the money paid to customers for keeping their money at a bank.*)
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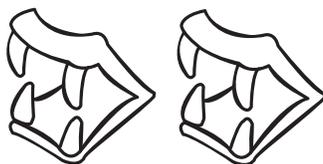
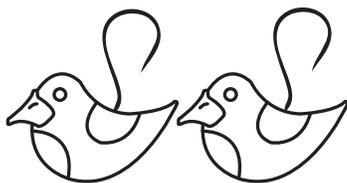
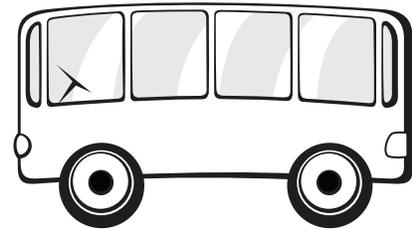
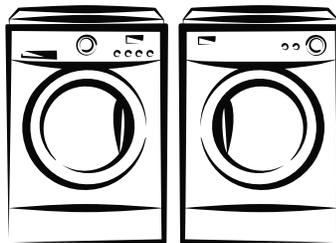
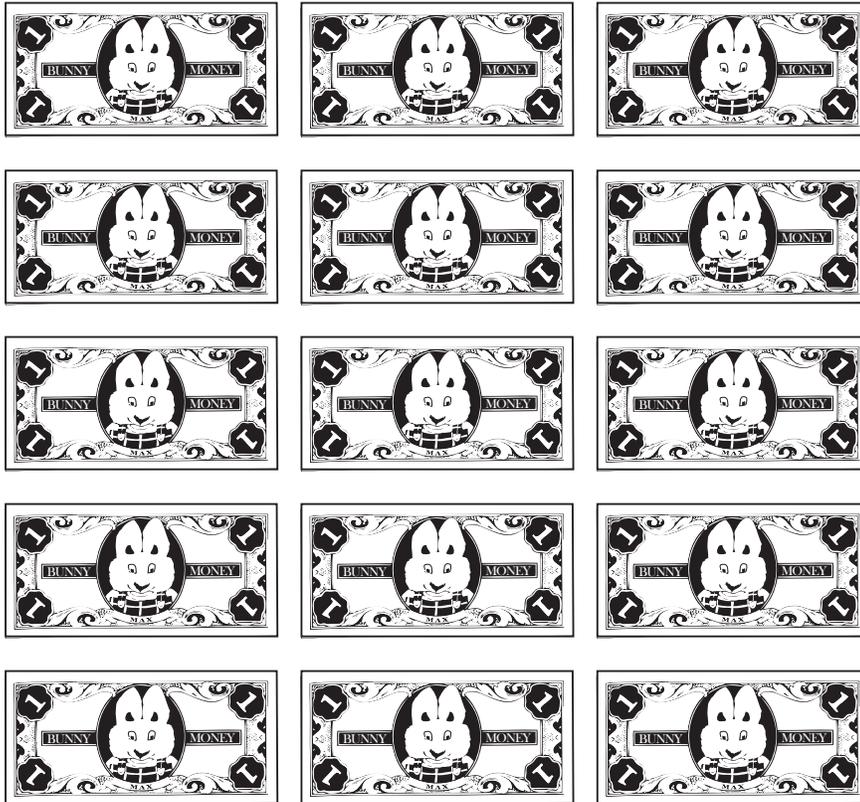
## Assessment

17. Distribute a copy of *Handout 6: Max's Savings Plan/Assessment* to each student. Tell them they will help write another chapter to *Bunny Money*. In this new chapter, Max decides to save his money for a glow-in-the-dark necklace to wear with his vampire teeth. The necklace costs \$5. Ask them to help Max reach his goal by completing the savings plan.

Visual 1: What to Save For?



Handout 1: Ruby and Max's Shopping Trip



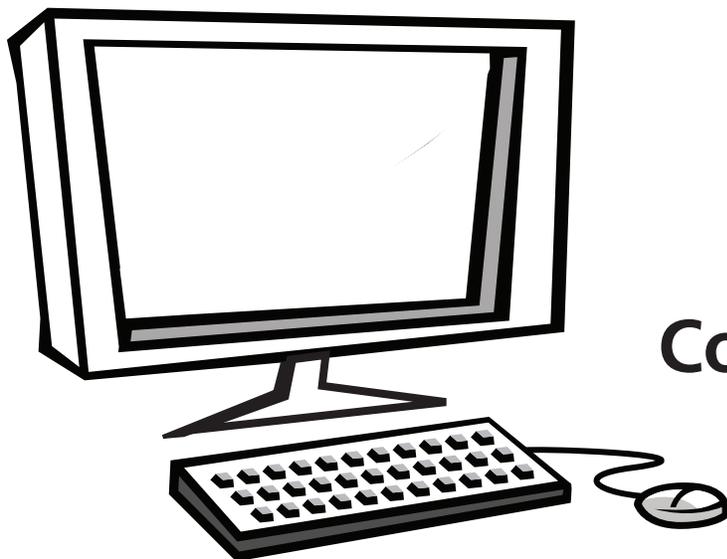
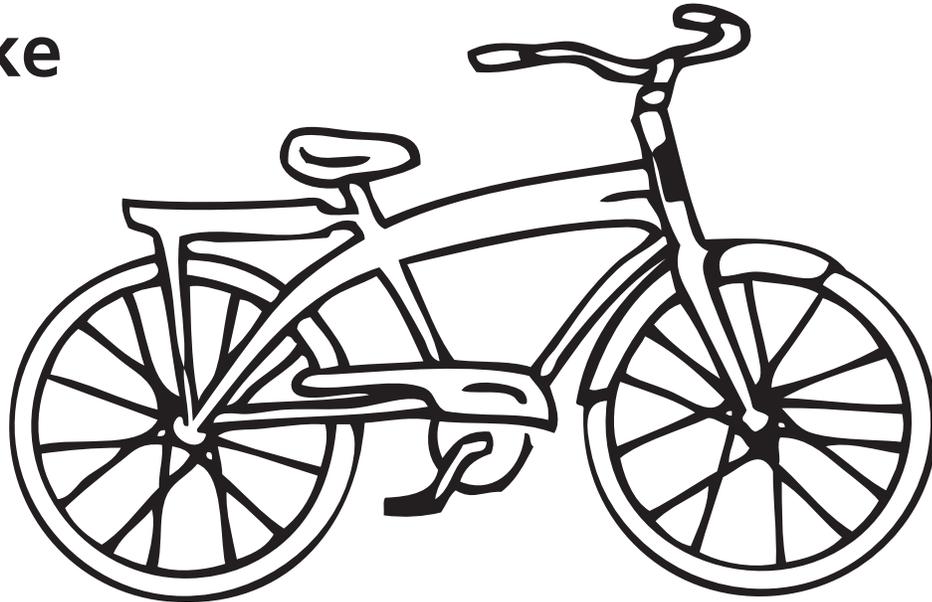
Handout 2: Name Tags

**Susie Short-Term**

**Larry Long-Term**

Handout 3: Short- or Long-Term Goals? (page 1 of 3)

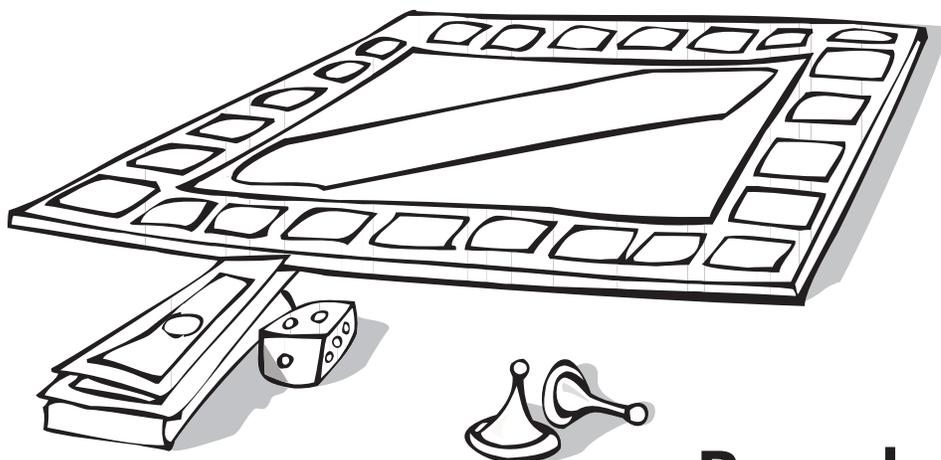
**Bike**



**Computer**

Handout 3: Short- or Long-Term Goals? (page 2 of 3)

# Game system

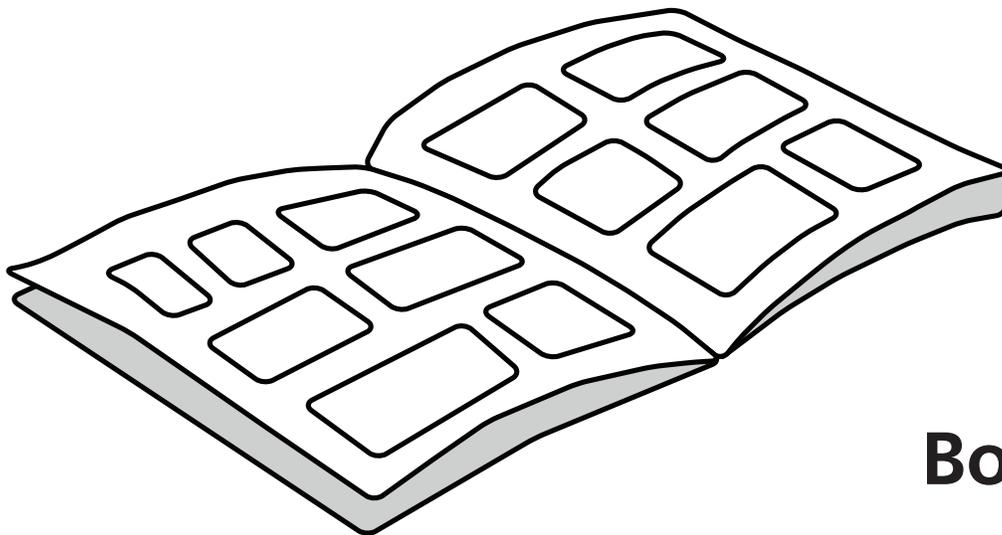


# Board game

Handout 3: Short- or Long-Term Goals? (page 3 of 3)

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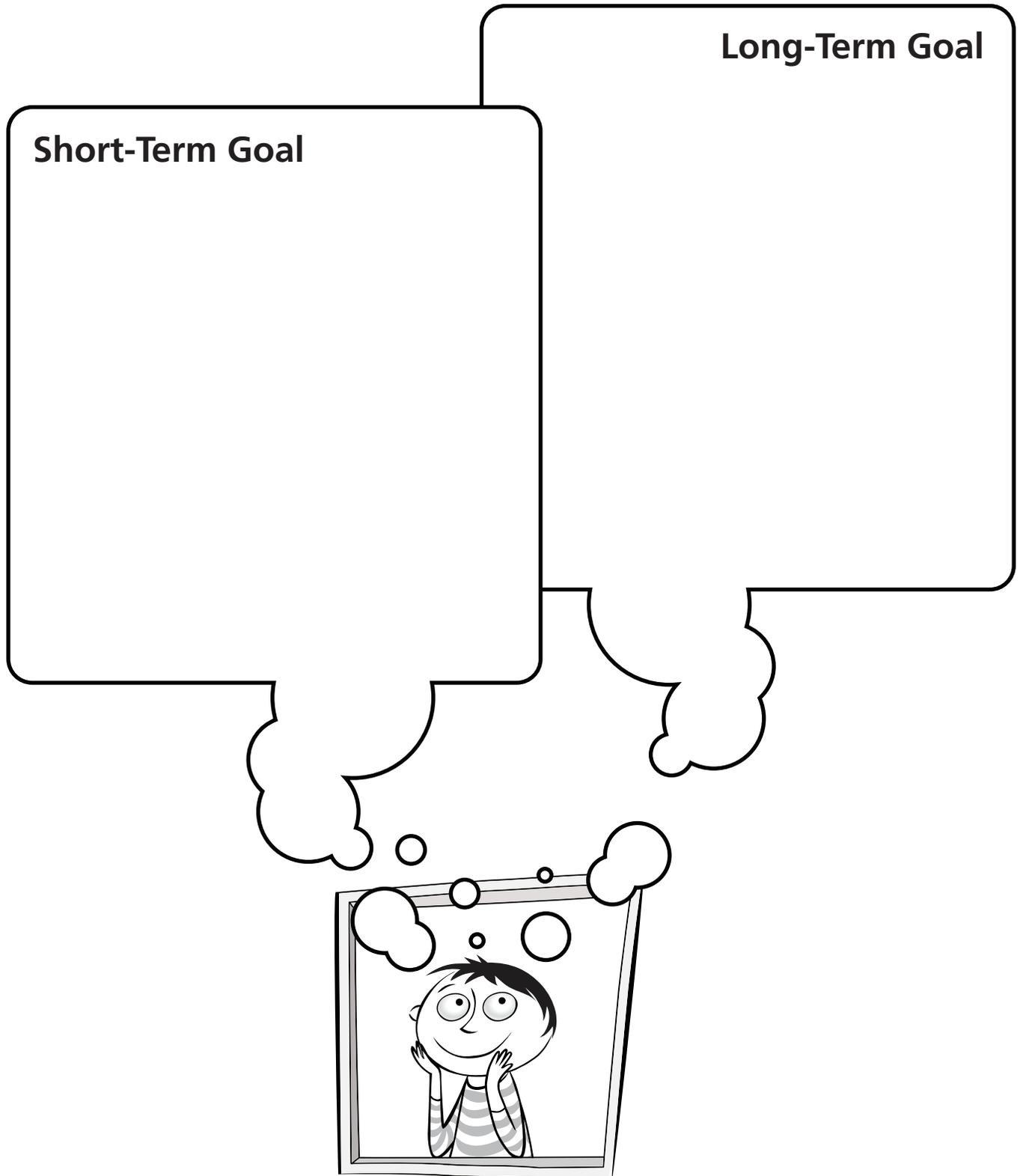
**Ball**



**Book**

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Handout 4: Choosing My Savings Goals



Handout 5: Going to the Bank



When I save money at the bank, the bank pays me \_\_\_\_\_.

**Handout 6: Max's Savings Plan/Assessment**

Max wants to buy a glow-in-the-dark necklace.  
The necklace costs \$5. Help Max reach his goal.

What good is Max saving for? \_\_\_\_\_

\_\_\_\_\_

How much will Max spend on this good? \_\_\_\_\_

Is Max's savings goal a short-term or long-term goal?

\_\_\_\_\_

Max earns \$1 a week helping around the house.

How many weeks will it take to earn \$5? \_\_\_\_\_

*Extra: Draw Max's necklace below.*

## Standards and Benchmarks

### National Content Standards in Economics

**Standard 1:** Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

- **Benchmark 2, Grade 4:** Economic wants are desires that can be satisfied by consuming a good (an object), a service (an action), or a leisure activity.

**Standard 10:** Institutions evolve and are created to help individuals and groups accomplish their goals. Banks, labor unions, markets, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.

- **Benchmark 2, Grade 4:** Saving is the part of income not spent on taxes or consumption.

### National Standards in Personal Finance

**Saving and Investing Overall Competency:** Implement a diversified investment strategy that is compatible with personal goals.

**Standard 1:** Discuss how saving contributes to financial well-being.

- **Benchmark 1, Grade 4:** People save for future financial goals.
- **Benchmark 4, Grade 4:** Piggy banks are places to hold savings. Savings accounts and savings bonds are ways to earn money from income not spent.

## Common Core State Standards, English Language Arts, Grades 1-2

### Reading: Literature

- **Key Ideas and Details**

RL.1.1, RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.1.3, RL.2.3: Describe how characters in a story respond to major events and challenges.

- **Integration of Knowledge and Ideas**

RL.1.7, RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### Speaking and Listening

- **Comprehension and Collaboration**

SL.1.2, SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Common Core State Standards, Mathematics: Operations & Algebraic Thinking, Grades 1-2**

- Add and subtract within 20.  
1.OA.2, 2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- Understand and apply properties of operations and the relationship between addition and subtraction.  
1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.