



COMPOSITION BOOK

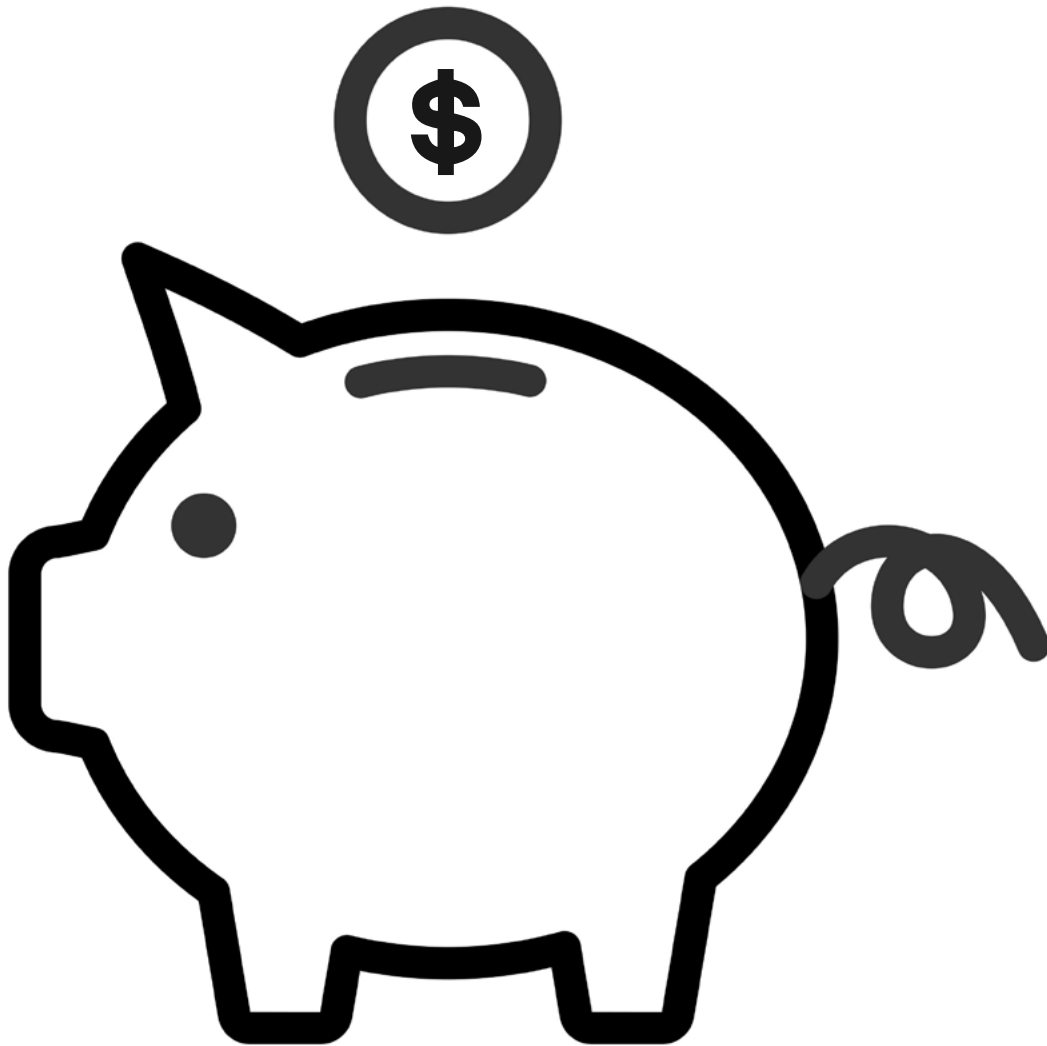
FINANCIAL FUN PACK

GRADES K-2

NAME: _____

My Savings Goal

Think about something you really want. Draw a picture of the item inside the piggy bank.



How much money do you think it will cost to buy this item?

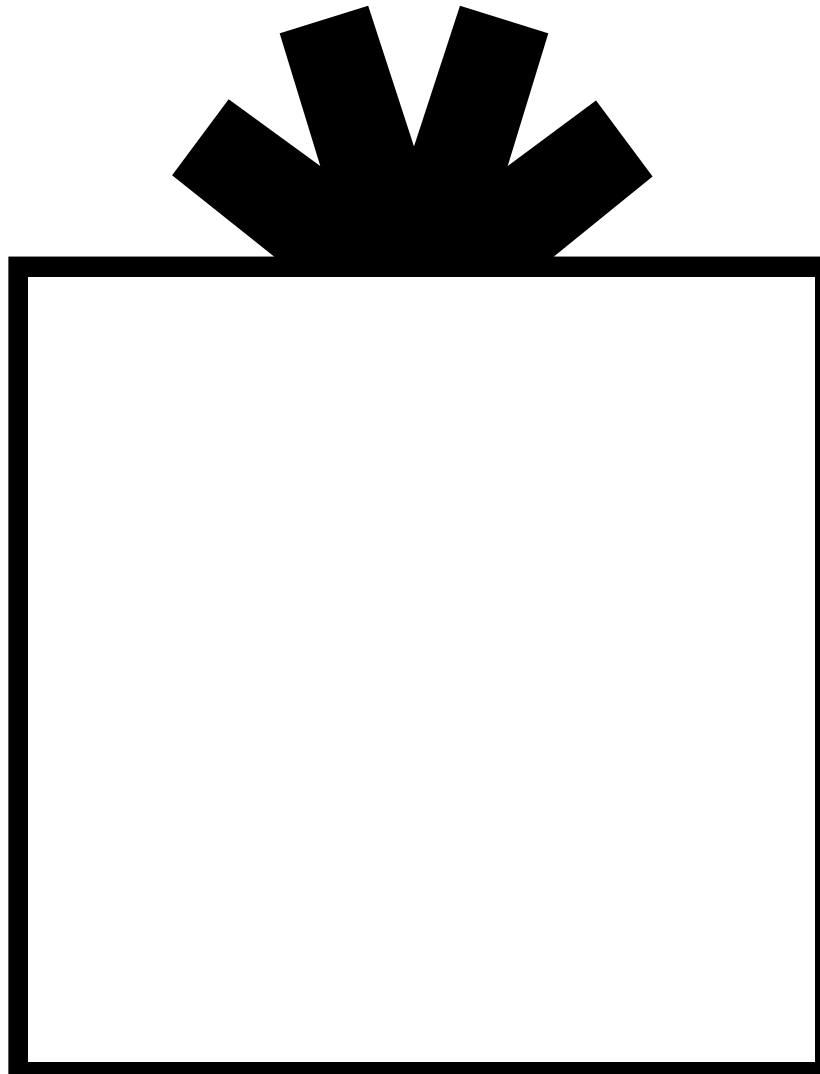
\$ _____

This amount of money is your savings goal.

NAME: _____

My Giving Goal

Think of something you'd like to give someone else such as a family member or friend. Draw it in the gift box below.



How much money do you think it will cost to buy this item?

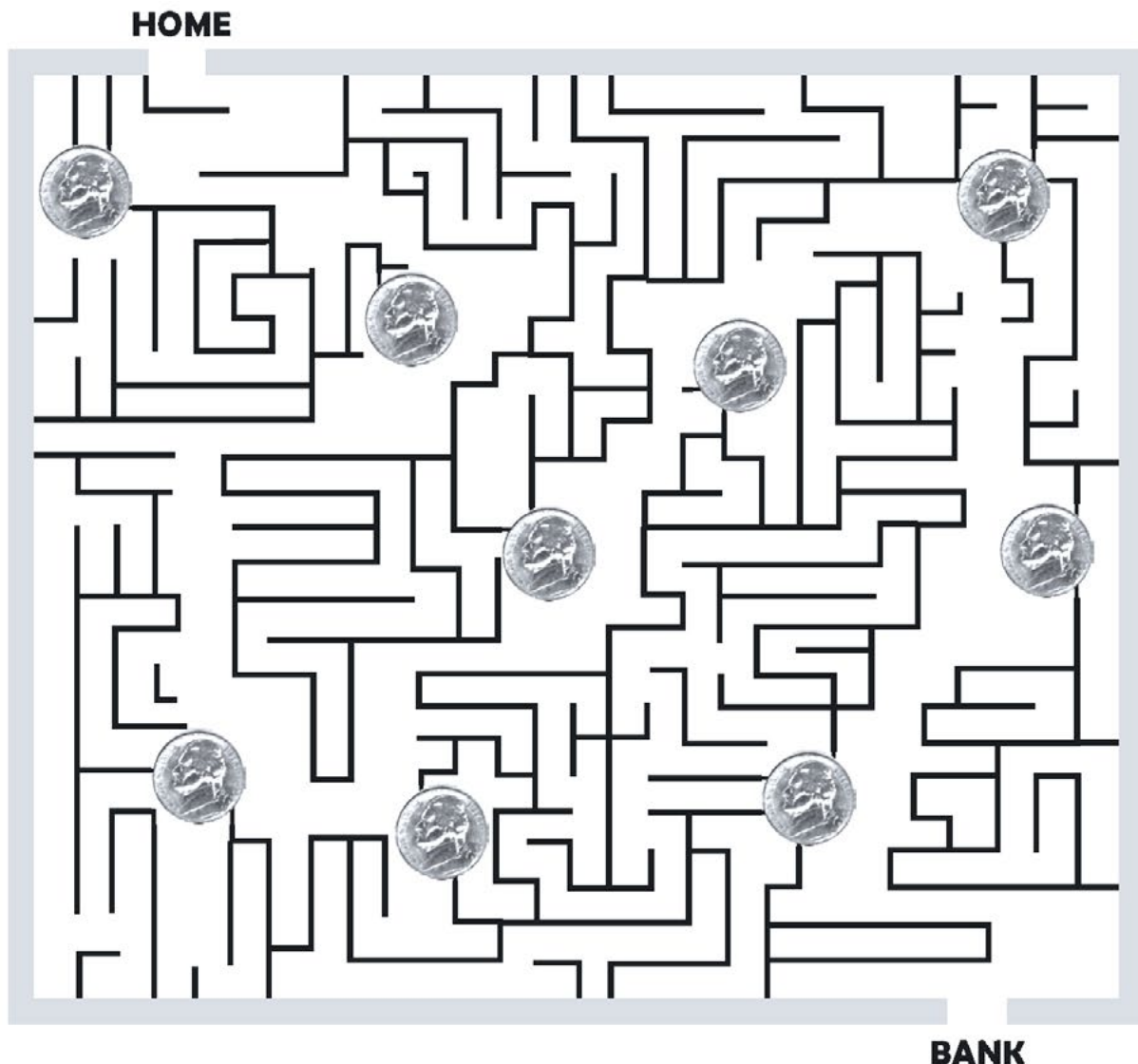
\$ _____

This amount of money is your giving goal.

NAME: _____

Nickel Maze

Collect the nickels pictured in the maze below that have been saved to deposit in the bank. Start at HOME and see how many nickels you can collect without crossing any lines. On your mark, get set, go!



How many nickels did you collect? _____

How much will you put into your savings account? _____

NAME: _____

Let's Count & Save

Add up all the coins. How much has been saved in the piggy bank?

\$ _____



NAME: _____

The ABCs of Saving

Aim

Draw a picture of something you would like to have but cannot afford to buy now. Put the price of your goal inside the price tag.

Bank

I plan to keep my money in

- ☐ a piggy bank or jar at home.
- ☐ a savings account at a bank.
- ☐ other: _____



Coins and Currency

The money I save will come from

- ☐ my allowance.
- ☐ earnings from chores.
- ☐ gifts.
- ☐ other: _____

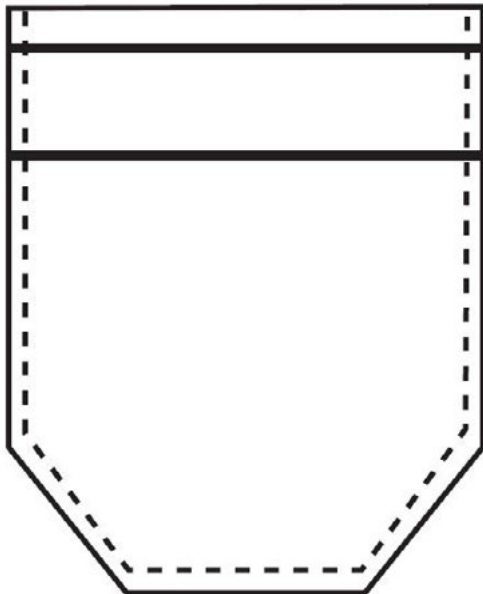
Draw a picture of your opportunity cost.

NAME: _____

I Would Like to Borrow and Buy...

I would like to buy _____.

It costs: _____



I have \$ _____ saved.

I would like to borrow: \$ _____

I will pay \$ _____ back by _____.

NAME: _____

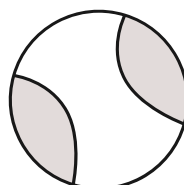
Goods and Services

Once Kevin and his sister bring home their new puppy they are going to need to make sure it stays happy and healthy. In order to do this they will need to purchase goods and services for their pet.

A GOOD is an object that can be touched, like a dog collar or catnip.

A SERVICE is an action performed by a person such as a dog walker.

Look at each photo and identify if it is a good or service.



NAME: _____

Add Up and Match!

Cut the cards and match up the value of the coins.

1 cent



5 cents



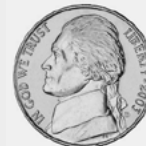
10 cents



25 cents



3 cents



12 cents



8 cents



20 cents



Grab a handful of change and sort the coins using the mat. Once it is all sorted, add up the change in each column.



Dollars

A-9

NAME: _____

It Won't All Fit

You are going to grandma's house for the weekend and you'll need to pack your backpack.

Draw 8 items you want to take with you to grandma's house.



When packing your backpack, you discovered that only 4 of your items would fit inside. Draw a picture of the 4 items you decided to pack.

Why couldn't all 8 items fit inside your backpack?

NAME: _____

Let's Shop

You have \$2.00 to spend. Circle two of the items you will buy when you shop as a consumer. Your choices must add up to \$2.00 or less.



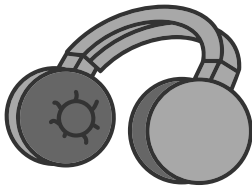
25 cents



50 cents



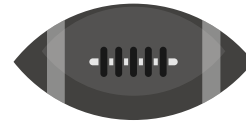
75 cents



\$1.10



\$1.00



50 cents

What did you buy?

1. ITEM: _____ Amount: _____

2. ITEM: _____ Amount: _____

3. How much money did you spend in all? _____

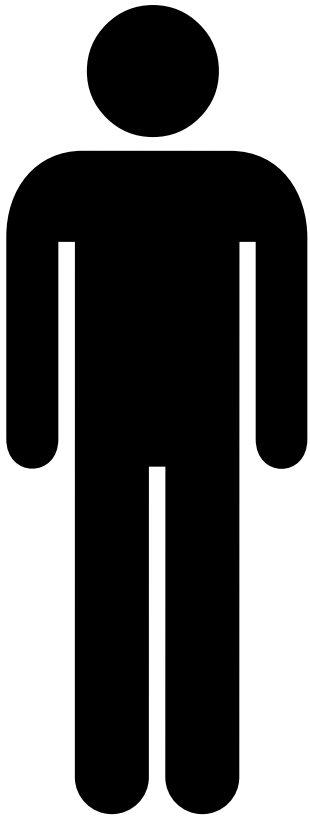
4. How much change will you receive from your \$1.00? _____

5. Write about the items you bought. Use the word consumer in your paragraph.

NAME: _____

What's a Specialist?

Identify someone who works at your school or at a local restaurant or store.
Here's your chance to tell us more about this specialist.



He/She is the _____.

Good or service produced: _____.

He/She depends on _____.

_____ depends on him/her.

NAME: _____

My Savings Goal

What is your short-term savings goal?

DRAW A PICTURE OF WHAT YOU
ARE SAVING FOR IN THIS BOX



What is your long-term savings goal and why?



ACTIVITY: THE MEANING OF MONEY

Materials:

Blank white paper

Colored pencils

Pennies, quarters, dimes, nickels

INSTRUCTIONS TO PARENT

In this activity, your child will learn the basics of money. They carry out a math-based activity of identifying different ways to make 50 cents out of coins. They then do a rubbing of coins to better appreciate the attributes of various coins.

Then read aloud

INSTRUCTIONS TO CHILD

Where does money come from? Money is created, or “minted” by a government’s “Treasury.” The Treasury carefully controls how many dollars and coins are distributed.

What is money used for? Money is used as an “exchange.” Individuals receive money in exchange for work, which is known as income. What other reasons do people sometimes receive money?

People also use money to purchase things, called “spending.” They exchange the money for a good or a service that someone else provides to them?

What are some of the coins that you see here on the table? Can you tell me how much they are worth? What are the different features of these coins that help you tell them apart? Can you put coins together in different ways to make 50 cents? How many different ways can you show me to make 50 cents?

Now take a coin and a pencil and a piece of paper and let’s make a rubbing with a coin or two. Don’t forget to do the back as well as the front. Tell me some of the features you see on your rubbing.

ACTIVITY: UNDERSTANDING NEEDS AND WANTS

Materials:

Markers/highlighters (yellow, green, blue)

Needs and Wants Worksheet

INSTRUCTIONS TO PARENT

This activity will provide an opportunity for your child to determine and discuss needs and wants. Your child will first learn the definitions of need, want, and value. They will then explore their own personal needs and wants and discuss what they chose and why, and what categories their needs and wants fell into.

Then read aloud INSTRUCTIONS TO CHILD

A need is something that we require to live, a want is a desire or thing we enjoy/like – that makes life more enjoyable. Our values are our ideals and beliefs about what is good and bad, or what is desirable or undesirable. They help us judge items as needs or wants. Distinguishing between needs and wants help us to identify our priorities. While there will always be something we want, there are many things we already have and several free things that we strongly value.

What are some examples of a need and a want? You don't have to agree with others, there are no right or wrong answers.

Now write on the Needs and Wants Worksheet your personal needs and wants. Then divide your list into categories using different color markers or highlighters:

- a. Highlight in yellow if you don't have item but would like to buy/get it (e.g. new video game).
- b. Highlight in green if you currently have the item (e.g. book, pet).
- c. Highlight free items in blue (e.g. air, hugs, love).

Why did you choose the needs and wants that you did? Which ones do you not yet have but would like? Which of these would you get first if you could?

Needs

Wants

TALK ABOUT YOUR FIRST JOB



Dear Parents,

Your child has been learning about different types of jobs and income, like salaries, commissions, wages, and tips, as part of a financial education unit at school. Engage in a discussion: Have your child ask you the following questions and record your answers.

1

What was your first job? _____

2

How did you get paid for your job? _____

3

What did you do with the money you made from your job? _____

Now let's talk about jobs I might be able to do now, and what I might want to be when I grow up!

Story 1

A Very Good Day

Nicholas had a good day. When he walked into the kitchen, he saw his mom cooking. Good smells filled the air as she prepared dinner. When she saw him, she smiled and moved to the other side of the room to wipe her hands. Nicholas watched her. He wondered why she was smiling. When Mom turned around to face him, she smiled again and said "Nicholas, I have a surprise for you in my pocket. Would you like to reach in and see what it is?"

Nicholas reached into Mom's apron pocket and pulled out an envelope. As he examined it, he found his name on the front. "What is this for?" he asked.

"It's something for you. Why don't you open it? A special neighbor dropped it off for you. Do you think it could be a birthday card? Remember, your birthday is Thursday."

"Oh, Mom, I hope it's a birthday card! I wonder who it's from?" Nicholas opened the envelope and pulled out a birthday card with a teddy bear and some balloons on the front.



The stories are from Financial Fitness for Life, Student Story Book, K-2. Donna K. Wright, Author, Second Edition; Martha C. Hopkins Co-Author, First Edition. This publication was made possible through funding by the Bank of America Charitable Foundation. Copyright © 2010 by the Council for Economic Education. All rights reserved.



As he opened the card, some money fell out. He leaned over and picked it up; there were two \$5.00 bills. He smiled and looked back at the card in his hand. He looked at all the words inside the card. He could read most of the words, and he saw the place where Ms. Kim had written her name at the bottom, under the words "Happy Birthday."

"Mom," said Nicholas, "the card is from Ms. Kim. And look what she gave me!"

Mom looked at the money and said, "Wow! Ten dollars! That's a nice birthday gift, Nicholas. Ms. Kim probably had to work hard to earn that much money. You know, she works at the flower shop to earn enough money to buy the things she wants. She must like you a lot to give you that much money."

Nicholas was on his way to a wonderful birthday. The first gift he received was money from his favorite neighbor, Ms. Kim. "This is a good day," Nicholas said to his mom.

Down the street Penny was having a good day, too. She stood proudly in front of a mirror. She spun this way and that way, looking at herself. Her new five-pocket jeans looked absolutely great!

"This has been a very good day," she said to her mom, who had been watching. Suddenly the doorbell rang, and Penny ran to the door. When she opened the door, she and her mom were greeted by their neighbor, Mr. Lopez. "Look, Mr. Lopez! Look at my new jeans! They have five pockets. There are two in the back, two in the front, and one very little pocket right here near the belt. Do you like them?" Penny asked excitedly.

Mr. Lopez laughed when he heard the excitement in Penny's voice. "Yes, Penny, I like your new jeans. Now you are Penny-with-the-five-pocket-jeans."

Penny thought for a moment. She said, "I like that name— Penny-with-the-five-pocket-jeans."

Then Penny remembered that yesterday Mr. Lopez could not walk because he had sprained his ankle a week earlier. But today he was standing on her front porch. Penny said, "Mr. Lopez, you're walking!"



"Yes, Penny. The doctor said my ankle is better, and it's all right for me to walk on it. I've come to pay you for walking Mullido during the time I couldn't walk her myself. You helped me out when I needed someone to walk her. Here, Penny, take this money. You earned it by walking Mullido for me."

Penny stood tall and proud with the money in the palm of her hand. She said, "Oh, Mr. Lopez, thanks for the money!" as she tucked the money into her front pockets. Penny thought to herself, "Why do I feel so good about myself right now? I've had money in my pockets before. Mom gave me money to spend at the carnival. Uncle Ralph gave me money when he came to visit last summer, and I got money for a present on my birthday." Then she said, "You know, Mr. Lopez, this money makes me feel special because I earned it myself!"

Mr. Lopez explained, "Penny, the money you earned is called *income*. Many people you know earn income—your teacher, the doctor, and your grandfather. They all earn income when they work, just as you did."

This was a good day. Penny had new five-pocket jeans, and she tucked away some money she earned into her pockets. This was the first time she had ever earned income.

Nicholas had also received money when Ms. Kim gave him \$10.00 as a birthday gift. Now Penny and Nicholas would have many decisions to make about how to use their money.



The stories are from *Financial Fitness for Life, Student Story Book, K-2*. Donna K. Wright, Author, Second Edition; Martha C. Hopkins Co-Author, First Edition. This publication was made possible through funding by the Bank of America Charitable Foundation. Copyright © 2010 by the Council for Economic Education. All rights reserved.

Story 2

Penny's New Business

Penny was sitting on her porch counting the money she had earned for walking Mr. Lopez's dog, Mullido. She was so proud of herself. Then she heard a bark and looked up to see Mr. Lopez and Mullido walking down the sidewalk toward her.

Mr. Lopez called out to Penny. "Do you want to join us? It's such a beautiful day. We've decided to go for a walk."

Penny carefully put her money into the pockets of her new jeans as she walked toward Mr. Lopez. She said, "You know, Mr. Lopez, I was just counting the money I earned. It's the money you called my income because I earned it by working. I really like earning income. I sure wish I could earn some more. Do you need me to walk Mullido for you again?"



The stories are from Financial Fitness for Life, Student Story Book, K-2. Donna K. Wright, Author, Second Edition; Martha C. Hopkins Co-Author, First Edition. This publication was made possible through funding by the Bank of America Charitable Foundation. Copyright © 2010 by the Council for Economic Education. All rights reserved.



Mr. Lopez laughed. "No, Penny," he said. "I want to walk Mullido myself because I need to exercise my sore ankle. But you provided me with a valuable service by walking Mullido after I hurt my ankle. I was glad to pay you for that service."

"What do you mean by a service?" Penny asked.

"Well, Penny, that's when you do things for people—things that they want," said Mr. Lopez.

"Do you think other people in the neighborhood might want me to walk their dogs? That's a service I like to do! Is anyone sick or hurt? I'm a good dog walker," Penny said. "I'd like to do that for lots of people and earn more income."

Mr. Lopez agreed with Penny. "You sure are a good dog walker," he said. Mullido barked in agreement. "Why, Miss Penny, I believe you're thinking just like an entrepreneur!" exclaimed Mr. Lopez.

"ON-TRAY-PRAY-NOOR? What's that?" asked Penny.



Mr. Lopez smiled. He pronounced the word again, slowly, and he explained. "Penny, an entrepreneur is a person who starts a business and sells goods and services to other people. You would be an entrepreneur if you started a dog-walking business."

"WOW! I like that idea! I'll be an entrepreneur," Penny said, "and call my business Penny's Dog-Walking Service. I'm going to be an entrepreneur, and I'll really make lots and lots of money!"

"Now, hold on a minute," said Mr. Lopez. "Being an entrepreneur is hard work."

"I don't care. Working hard would be fun, if it's walking dogs. I like dogs! Especially you, Mullido," Penny said, patting Mullido on the head. "And I like money, too!" she added.

"And Mullido likes you. You do seem to have a way with animals. That would be a good skill to have in the dog-walking business," said Mr. Lopez.

As Penny walked along with Mr. Lopez, thinking about this new idea, she began to get more and more excited. "I could put a sign in the front yard so people would know about my dog-walking service. And I could write little notes to all the neighbors to tell them about my business," she said.

Penny began to talk faster and faster as she thought of more ideas for her new business. "I could buy lots of leashes, so that I could walk several dogs at one time. I might even go to some classes and learn how to bathe dogs and train them. And I might start taking care of cats, too, and...and...and.... Boy! I'll earn lots of money! If the weather is good, I could walk tons of dogs. I might even have so many customers that I'd have to get Nicholas and Brian to work for me, so I can earn more money. I'll have lots of income! I'll be rich!" Penny jumped around in excitement.

Mr. Lopez interrupted her, "Yes, Penny you are going to need all of those productive resources to become an entrepreneur."

"What do you mean by *productive resources*, Mr. Lopez?" Penny asked.

"Productive resources are the natural resources, human resources, and capital resources you will use to provide your dog-walking service," Mr. Lopez explained.

He continued: "Many of the things you named will be your productive resources. Brian and Nicholas would be human resources—providing some of the human effort needed for walking dogs. The leashes would be capital resources—that is, a good you would use as you provide dog-walking services. You would also use natural resources such as grass and fresh air as you walk the dogs. These three kinds of resources are used by entrepreneurs to produce goods and provide services."

"I guess I have a lot to think about before I can become an entrepreneur, but I want to get started real soon and earn lots of money!" Penny exclaimed.

"Wait a minute!" Mr. Lopez interrupted. "You are thinking too fast for me. I guess a young entrepreneur like you gets pretty excited when she thinks about a new business. But maybe you'd better talk this over with your parents before you go too far with the idea."

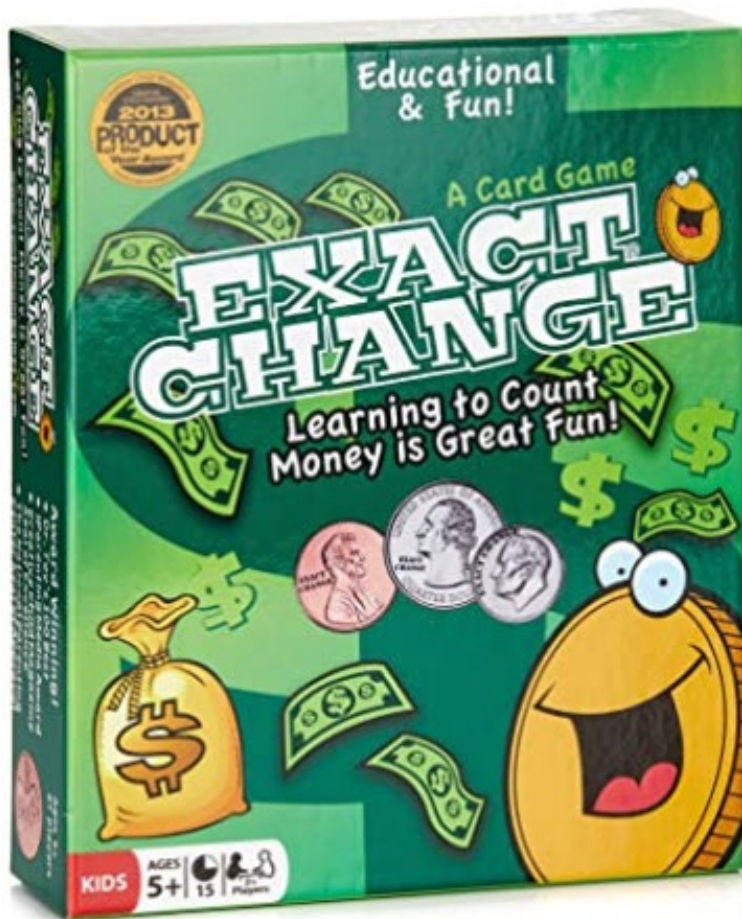
"That's a great idea," Penny said. She waved goodbye to Mr. Lopez and Mullido as she scampered back down the street toward home. Many thoughts about becoming an entrepreneur were swirling around in her head.



The stories are from Financial Fitness for Life, Student Story Book, K-2. Donna K. Wright, Author, Second Edition; Martha C. Hopkins Co-Author, First Edition. This publication was made possible through funding by the Bank of America Charitable Foundation. Copyright © 2010 by the Council for Economic Education. All rights reserved.

Exact Change

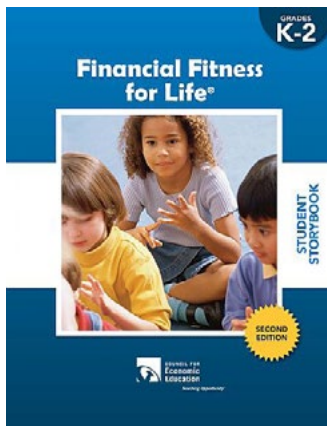
An educational and fun family board game that gets kids learning to count money and working on their math skills.



Scan to play the game:



Student Storybook Financial Fitness For Life: K-2



Read the book:



Alexander, Who Used to Be Rich Last Sunday by Judith Viorst



Read the book:



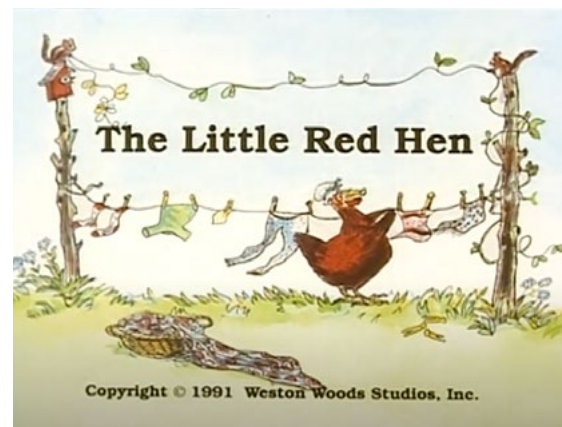
The Giving Tree by Shel Silverstein



Read the book:



The Little Red Hen by Paul Galdone



Read the book:

