



TEACHING UNIT

General Topic: **Spending and Saving Money**
Unit Title: **Early Spending and Saving Decisions**
Grade Level: **Grade 4**
Recommended Curriculum Area: **Mathematics**
Other Relevant Curriculum Area(s): **Language Arts**



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SPENDING AND SAVING MONEY

Early Spending and Saving Decisions

Learning Level 1

GRADE

4

Mathematics Curriculum Expectations

- Demonstrate an understanding of addition of numbers with answer to 10,000 and their corresponding subtractions
- Read and represent money amounts to \$100
- Solve problems that arise from real-life situations
- Add and subtract money amounts by making simulated purchases and providing change for amounts up to \$100
- Add and subtract two-digit numbers, using a variety of mental strategies
- Demonstrate an understanding of simple multiplicative relationships

Relevant Language Curriculum Expectations

Speaking

- 1.8 - express opinions about the ideas and information in texts and cite evidence from the text to support their opinions
- 2.1 - identify a variety of purposes for speaking
- 2.3 - communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Reading

- 1.1 - read a variety of texts from diverse cultures, including literary texts
- 1.2 - generate ideas about a potential topic using a variety of strategies and Resources
- 1.3 - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts

Writing

- 1.4 - sort and classify ideas and information for their writing in a variety of ways
- 1.5 - identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers

Relevant Economic Outcomes

- The difference between needs and wants
- Spending and saving are two choices in how to use money
- Others can try to influence money decisions
- Why saving is important and the possible benefits from saving
- Spending uses money today, saving stores it for the future
- Where money can be saved and the roll of banks
- Why we can't have everything we want

Background Information

Students need to be aware of the difference between economic needs and wants, and that they can't have everything they want. They should be able to organize information, assess its importance, and make decisions. They need to make wise choices about how and what to spend their money on. Students also need to be conscious of how these choices affect others. The benefits of saving money, and using banks to save money, will help students save for future purchases.

Overview of the Unit

Students will be put in groups to make collages to help them understand the difference between needs and wants. Then they will be given a set amount of money to spend. Next the groups will have to collaborate and make choices and decisions on how to spend their money. Using the internet, students will practice spending and saving by playing games at different internet websites. They will also have the opportunity to design and play their own money game.

They will learn about banks in Canada and have a chance to practice opening and using a bank account. The last activity involves writing a paragraph to help them appreciate that people can't have everything they want.

Estimated Time Frame: 7 periods – 40 minutes each

Before the period starts, the teacher will ask the students to bring in old catalogues and magazines for the next class.

Period 1 – 40 minutes NEEDS AND WANTS

- Ask the students what the difference is between a **NEED** and a **WANT**.
- Divide the class into an even number of groups. (4–5 in each group)
A large piece of white paper, folded in half, will be given to each group. They will use catalogues and magazines to cut out and make a collage of items they need on one side of the paper, and items they want on the other side.
- When the groups are finished, the teacher leads a discussion:
 1. What was chosen?
 2. What makes an item a **need**?
 3. What makes an item a **want**?
 4. How did they decide what was a need or a want?
 5. Can wants become needs?

Period 2 – 40 minutes MAKING CHOICES

- Tell the groups to make a list of the items in their collage and decide on a price for each item. Next tell the groups that they can only purchase 6 items. Each group must talk it over and decide what to buy. Tell the groups that they have \$50 to spend. Each group must decide what to buy. The students should reflect on how their money decisions affected others in the group.
- As a lead-in to the next period, the teacher asks the groups:
 1. Do they have any money left?
 2. What would they do with the change? Save it or spend it?
 3. Why would a person want to save it?

Period 3 – 40 minutes SPENDING MONEY

- Students use the computer to play games to practice money concepts. Some website choices are listed.
 1. <http://mrnussbaum.com/cash-out-canada/>
Students are the cashier at this store. They need to give change to the customers buying things. They try to sell as many items as possible before the time runs out.
 2. <http://www.mathplayground.com/mathatthemall1.html>
This is a chance for kids to practice math while shopping at a virtual mall. They must find the exact change, calculate the interest earned at the bank, compare health memberships at the gym, and figure out how much to tip the waiter at The Happy Hamburger. MathPlayground.com
 3. <http://ca.ixl.com/math/grade-4>
There are several money games here: comparing money amounts, rounding money amounts, adding and subtracting money amounts, making change and price lists.
 4. http://pbskids.org/itsmylife/games/mad_money_flash.html
Students are asked to choose a big ticket item purchase. Then they are given 30 days to save enough money to get the item. It requires downloading a macromedia flash player. Sponsored by PBS.

Period 4 – 40 minutes SAVING MONEY AND BANKING

- Ask the class if anyone has a bank account.
What are some names of banks in Canada?
Arrange the class in pairs and give each pair a copy of the handout titled BANKING.
Read the paragraph and answer the questions.
- Direct the class to a related activity at: <http://www.econedlink.org/lessons/index.php?lid=361&type=educator> – **Clickety Clack, Let's Keep Track**
This colourful game shows students the importance of keeping track of their savings. It identifies the reasons for saving money and the methods and places for saving their own money. There are sample passbook pages so students can practice making deposits, withdrawals and earn interest. It is free and sponsored by The Council for Economic Education.
or
www.bankingkids.com
After going to the website, student should be directed to click on the icon of the bank book. Then they will be allowed to open a bank account and practice entering savings. The forms are free and easy to use and the website includes a calculator. There are also some activities involving banking.

Period 5–6 – 40 minutes each BOARD GAMES

- Divide the class into small groups. Give bristol board to each group. Each group will make a board game involving the spending and saving of money – something like an Allowance Game, e.g. if you land on a square, such as, buy some school supplies, spend \$3, and on a square, such as, wash the car, earn \$5 to save.
- On the second day, when the games are finished, the groups will make up the rules, elect a banker, and play the game.

Period 7 – 40 minutes PARAGRAPH WRITING

- Lead a brief discussion after asking the question: Should people get everything they want?
- Assign the task of writing a reflective paragraph about why people can't have everything they want.

Possible Evaluations

1. Observation of how well the groups interact.
2. Mark the Banking questions for reading comprehension and writing skills.
3. Anecdotal checklist of group activities, and participation in discussions.
4. Assess the board games.
5. Assess the reflective paragraphs.

Modifications or Suggestions for Different Learners

1. All students will be able to participate in the collage, board game and computer activities.
2. Different learners can be guided to an activity at their level.
3. The teacher can pair different learners up with a partner, especially when they are asked to use the internet.

Follow-Up Activities

1. This fun website allows children to practise opening a bank account, make savings, and learn about budgeting.
<http://www.handsonbanking.org>
2. Two math worksheets involving calculating saving money are included as a follow-up activity or homework.
3. Books to Read to the Class
Here is a list of storybooks with a brief explanation of the story. They are an excellent way to teach children, through literacy, about saving money and making decisions about spending money.
 - *Alexander Who Used to Be Rich Last Sunday*
Author: Judith Viorst
Alexander tries to save a dollar that he has received from his grandparents to buy a walkie-talkie, but his poor spending decisions result in his not saving anything. This book helps the students evaluate their decisions and monitor their spending.
 - *A Chair for My Mother*
Author: Vera Williams
After losing all of their belongings in a house fire, a young girl and her mother save coins in a jar until they can afford a comfortable chair to share.
This is a great book for teaching kids the importance of saving their money over a period of time when there's something really worth buying.
 - *The Go Around Dollar*
Author: Barbara Johnston Adams
The story describes the journey of a one dollar bill as it changes hands. Special information about our paper money is included on each page.
 - *Round and Round the Money Goes*
Author: Melvin and Gilda Berger
In this book readers discover the origins of money as well as how money is made and used today.
4. Visit a bank and with parental permission, open a student bank account.

Handouts

1. Banking Information handout
2. Problem solving worksheets

BANKING

Name: _____

A safe and easy way to save your money is with a **bank savings account**. A bank savings account allows you to **deposit** money (add money to your account) or withdraw money (remove money from your account) at any time. In return for keeping your money at the bank, the bank pays you money, also known as **interest**.

Interest will be earned on the money you have on deposit at the bank. Since you may deposit or withdraw money each day, the bank will calculate how much money you should receive in interest. You will also receive a statement from the bank listing your deposits, withdrawals, interest, and account balances. Each bank may pay a different amount of interest, so it makes sense to look at several banks to decide which one to use.

For example, if you have \$100 and save it in a bank savings account, and the bank pays 5% **interest**, then in one year you will have an extra \$5.00 in interest, or \$105 in total. Therefore, the bank paid you \$5.00 for saving your money with them.

1. What is a bank deposit?

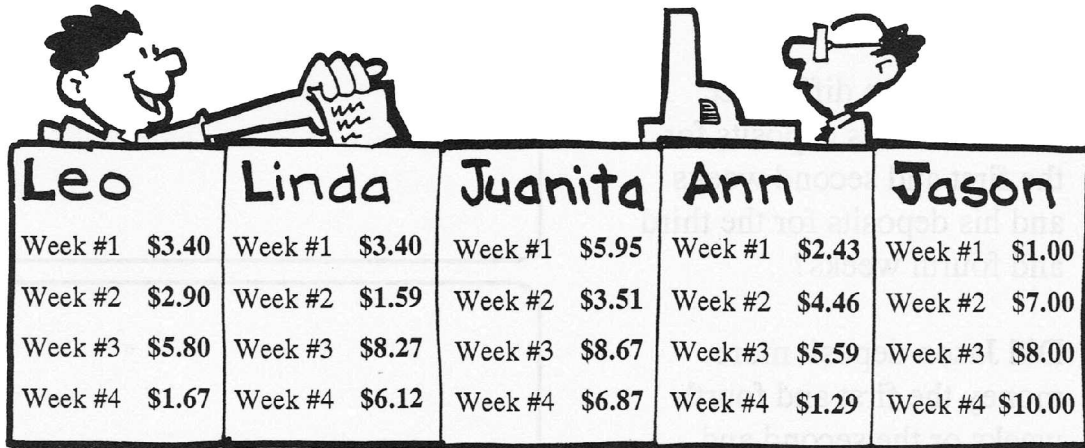
2. What is it called when you take money out of the bank?

3. What is interest?

4. Why is it important to look at several banks before opening an account?

Name _____

Bank Accounts



Leo		Linda		Juanita		Ann		Jason	
Week #1	\$3.40	Week #1	\$3.40	Week #1	\$5.95	Week #1	\$2.43	Week #1	\$1.00
Week #2	\$2.90	Week #2	\$1.59	Week #2	\$3.51	Week #2	\$4.46	Week #2	\$7.00
Week #3	\$5.80	Week #3	\$8.27	Week #3	\$8.67	Week #3	\$5.59	Week #3	\$8.00
Week #4	\$1.67	Week #4	\$6.12	Week #4	\$6.87	Week #4	\$1.29	Week #4	\$10.00

1. What was the difference between Jason's deposits for the first and fourth weeks?

2. What was the difference between Ann's deposits for the third and fourth weeks?

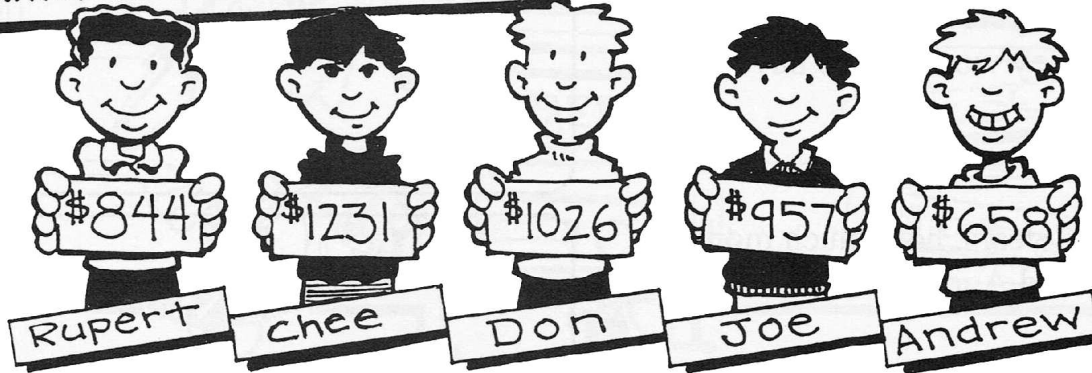
3. What was the difference between Juanita's deposits for the third and fourth weeks?

4. What was the difference between Ann's total deposits and Jason's deposit for the fourth week?

Name _____

Barkley Bank

Amount Saved Each Year



1. In 7 years, how much money would Rupert have?

2. In 7 years, how much money would Chee have?

3. In 7 years, how much money would Don have?

4. In 10 years, how much money would Joe have?