



BUILDING FUTURES IN MANITOBA

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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CFEE extends our appreciation to IG Wealth Management for their generous support.

Possible Curriculum Integration Points

Grade 4 Mathematics Recommended

Outcomes

- Solve problems involving single-variable (expressed as symbols or letters), one-step equations with whole-number coefficients, and whole-number solutions.
- Demonstrate an understanding of addition of numbers with answer to 10,000 and their corresponding subtractions.
- Determine the pattern rule to make predictions about subsequent elements.

Other Relevant Curriculum Area(s)

Grade 4 Language Arts

Outcomes

- **Express Ideas** – Describe and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.
- **Set Goals** – Set personal goals to enhance language learning and use.
- **Use Personal Knowledge** – Categorize personal knowledge of a topic to determine information needs.
- **Organize Information** – Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model...].
- **Evaluate Information** – Examine collected information to identify categories or aspects of a topic that need more information.
- **Make Sense of Information** – Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.
- **Independent Reading** – Answer questions on a specific topic.
- **Textual Cues** – Use textual cues [such as key ideas, sequence of major events, table of contents, glossaries...] to construct and confirm meaning.
- **Create Original Texts** – Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems...] to communicate and demonstrate understanding of forms and techniques.
- **Work in Groups** – Take roles and share responsibilities as a group member.

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 one should 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 practise 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

Suggested Implementation Strategy

Period 1 **40 minutes – NEEDS AND WANTS**

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

- Begin the class by asking the students: What is the difference 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:
 - What was chosen?
 - What makes an item a **need**?
 - What makes an item a **want**?
 - How did they decide what was a need or a want?
 - 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.
 - Tell the class 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 and what to give up. The students should reflect on how their money decisions affected others in the group.
- As a lead-in to the next period, the teacher should also ask:
 - Do they have any money left?
 - What would they do with the change? Save it or spend it?
 - Why would a person want to save it?

Period 3 **40 minutes – SPENDING MONEY**

- Students use the computer to play a game about wants and needs. Several website choices to play a game are listed next:
 1. <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. It was created by MathPlayground.com.
 2. <http://www.practicalmoneyskills.com/games/>

This website contains a fun game called Ed's Bank. You have to help Ed collect enough money to shop for his favorite things. It teaches young children about saving and different money values.
 3. <http://mrnussbaum.com/cash-out-canada/>

Students are the cashiers 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.

Period 4 40 minutes – BANKING

- Ask the class if anyone has a bank account.
 - o What are some names of banks in Canada?
 - o Arrange the class in pairs and give each pair a copy of the handout titled BANKING.
 - o Tell the pairs to read the paragraph and answer the questions.

- When they are finished, they go to a related activity at:
www.econedlink.org/lessons/index.php?lid=361&type=educator
 - o 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. Tell the students to scroll down to Activity 3 and open the game: Clickety Clack, Let's Keep Track

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 the 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 each – 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. The paragraph writing activity could be marked.

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 up different learners, especially when they are asked to use the internet.

Follow-up Activities

1. This fun website allows children to practice opening a bank account, make savings, and learn about budgeting. 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.

- o **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 them evaluate their decisions and monitor their spending.

- o **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.

- o **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.

- o **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.
5. Practice making money spending decisions by playing the Lemonade Stand game at:
<http://www.hoodamath.com/mobile/games/lemonadestand.html>

Handouts Included

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 periodic 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?