

Dollars and Sense by Lynn Peppas, editor. (Crabtree Publishing Company) 2011. ISBN-978-0-7787-4810-6

Literature Annotation

This trade book focuses on developing good money habits, including setting goals, making a financial plan, choosing where to save your money and how to make smart purchases.

Grade Level: Grades 3-5

Duration: 60 minute lesson

Financial Literacy Concepts: making financial decisions, money management

Maryland State Curriculum

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

4.A.1.a Explain that people must make choices because resources are limited relative to unlimited wants for goods and services.

Personal Financial Literacy Standards

Standard 1: Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.

1.5.C.2 Describe different ways in which consumers plan their purchasing decisions.

Standard 6: Students will develop financial planning skills to minimize financial setbacks.

6.5.C.3 Identify the characteristics of an informed consumer.

Objectives: Students will...

- identify and understand steps to developing stronger money management skills.
- identify and explain strategies for being a “wise buyer.”

Vocabulary

bargain: something offered for sale or bought at a low price

deposit: describes putting money in a bank or other safe place

interest: payment for the use of money

Teacher Materials

- Book, ***Dollars and Sense***
- Resources 1-9 ready for display
- Resources 10 and 11: one copy of each cut apart for distribution to each group

Student Materials

- Resource12: *Be a Wise Buyer*

Motivation

Show book cover. Discuss title, pointing out the play on words: sense/cents. Have students make predictions about what information may be included in the book. Display Resource Sheets 1-9 randomly on the board and tell the students that these are the steps to having good money sense that will be discussed in the book. Have students work as a class to sequence the steps. Tell students that they will be able to adjust the sequence as they listen to you read the book.

Development

1. Read the book beginning with page 11 and ending with just the title of page 26. Tell the students that you are stopping there so they can take a closer look at how to be a “wise buyer.”
2. As you read the book, allow students to adjust the sequence of steps sequenced during the Motivation.
3. Put students into groups of 3 or 4 students. Give each group one section of Resource Sheets 10 and 11. Tell the class that each group will be responsible for creating and presenting a skit which illustrates one of the strategies for being a “wise buyer.” These strips come directly from pages 26 and 27 of the book.
4. Allow students time to work with their groups to develop a skit illustrating one of the steps involved in being a “wise buyer.”
5. Have each group share their skits with the class.

Conclusion

Refer back to the steps displayed on the board during the Motivation. Discuss the sequence as a class. Then focus on the last step, “Be a Wise Buyer,” and review the 8 strategies shared during the skits.

Assessment

Distribute and have students complete Resource Sheet 12 *Be a Wise Buyer*.

Understand cash flow

Keep a journal

Make a wish list

Choose to spend now or later

Put your goals in order

Make a plan

Decide where to save

Open a savings account

Be a wise buyer

Before going shopping, make a list of exactly what you want to buy. If you don't, you may forget something or buy something that isn't part of your plan.

Do your shopping homework. A shopping list is only the starting point. Check out newspapers and flyers for sales on items on your list. Compare the advertised prices to see which store offers the best deal.

Be a bargain hunter. If there is something you want, see if it is on sale somewhere. Look for other kinds of bargains, too. For example, if you go to a movie in the afternoon when tickets are half-price, you'll be able to go twice as often for the same cost.

Learn about the things you are going to buy. For example, are the skates you want well-built? Are there other skates that are just as good but cost less? Are you paying more just to own a brand with a cool name?

<p>Ask questions at the store. Be polite. Kids should get as much help as any adult customer.</p>	<p>When you buy something, state the amount of money you're handing to the cashier. For example, "Here's \$10.00". That way, there won't be any argument about how much you gave the cashier.</p>
<p>Always count the change that the cashier gives you.</p>	<p>Save the receipts for what you buy. You will need the receipt if you decide to return or exchange the item you bought. Receipts are also good for keeping a record of what you spend.</p>

