



for Grades Pre-K-2



Educator Guide

Caution:

Coins are a leading cause of choking-related injury and death for young children, particularly for those aged 3 and under.

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WELCOME TO MONEY SMART

Welcome to **Money Smart**, an exciting interactive exploration of the concepts of money. This standards-aligned, cross-curricular program is designed to promote financial understanding in children ages 4 through 8. You can use **Money Smart** to add engaging and enriching activities to Math, English Language Arts, and Social Studies lessons while also helping your students build the foundation to become financially responsible adults.

In **Money Smart** you will find:

- **Six Lessons** with hands-on, cross-curricular activities that engage preschool through second-grade students in discussing and exploring key financial concepts
- **Teacher Presentation Slides**, which provide helpful visuals, as well as fill-in charts to support the activities in each lesson
- **Student Handouts** that let students explore the topics covered in each lesson and apply their new knowledge
- **A Parent/Caregiver Guide** with information about topics and terms being covered in class, conversation starters, online and literary resources, along with activities to try at home and around town

Developing positive financial habits equips students with 21st-century skills and tools that last a lifetime. We hope you and your students enjoy learning about money and its many uses.

We are eager to hear from you about how you use this curriculum. We would like to know what works well and what could be improved to make **Money Smart** even better. If you have any questions, we would like to help. Please contact us with your comments and questions via e-mail at communityaffairs@fdic.gov.

GETTING STARTED

Money Smart provides a comprehensive, developmentally appropriate program for young students to build an understanding of key financial concepts.

There are many features that help make the **Money Smart** curriculum engaging, motivating, and easy to use. Each lesson includes learning objectives, essential questions, supplies needed, and preparation required, as well as the following features and components to support easy integration of **Money Smart** activities into your instructional day.

STANDARDS

Each lesson promotes real-world connections through student-centered learning experiences and aligns to the following education standards and learning outcomes, including Common Core State Standards in mathematics and English Language Arts. The **Education Standards Chart** on pages 63-68 identifies which standards are met in each lesson.

- Financial Literacy Jump\$tart Standards
- English Language Arts Common Core Standards
- Mathematics Common Core Standards
- National Early Childhood Learning Outcomes (NAEYC, NAECS/SDE, USDOE)
- Partnership for 21st-Century Skills

GRADE LEVEL MODIFICATIONS

Please note the grade level modifications identified throughout lessons to differentiate learning experiences for Pre-K–K and first- through second-grade students. Modifications provide developmentally appropriate activity recommendations and extension opportunities.

PRESENTATION TIME

Each lesson plan includes an estimated time required to teach the lesson. Actual time required will vary from classroom to classroom. The estimation includes instructional time spent on the **Warm Up**, **Guided Exploration**, and **Wrap Up**. Activities may also be taught as several short lessons over a period of days or weeks. **Extended Exploration** activities are included to extend financial literacy learning opportunities throughout the year and provide easy ways to integrate the topics into various content areas.

ASSESSMENTS

A variety of assessments are integrated throughout each of the six lessons. Assessments are designed to build value, meaning, and context around a topic, while providing teachers with opportunities to evaluate prior student knowledge, and collect evidence of new understandings of lesson concepts and skills. Pre- (formative) and post- (summative) assessments are noted on the first page of each lesson. Assessments include discussions, reflections, questions and answers, reading, writing, and problem-solving exercises. Student handouts are an especially useful form of written assessment.

LESSON STRUCTURE

Each lesson is designed to include the following:

- **Warm Up** introduces students to the topic and sparks inquiry.
- **Guided Exploration** integrates cross-curricular and developmentally appropriate learning activities and assessments while focusing on the key financial literacy learning objectives of the lesson.
- **Wrap Up** provides a reflection question or activity to review lesson concepts and allow students to demonstrate their understanding.
- **Money Smart Tips** are provided throughout lessons to offer additional guidance, interesting and relevant financial facts, and additional ideas to help make **Money Smart** a success in your classroom.
- **Extended Exploration** activities provide teachers with additional opportunities to extend financial literacy concepts throughout the school year within core and creative content areas including English Language Arts, Math, Social Studies, Technology, and Art. All activities support dynamic classroom groupings throughout the day and can be completed independently, in groups, during “center time,” or in station rotations. Useful resources (such as books, web links, games, or videos) are also included to promote even more student engagement. The books and online resources suggested in this guide are just a few of the many available resources that explore these topics, and are not endorsed by FDIC.
- **Student Handouts** and **Teacher Presentation Slides** provide dynamic instructional support. Student handouts create an opportunity for students to apply their knowledge and for teachers to assess their understanding. Teacher presentation slides offer visuals and interactive activities corresponding with each lesson, and can be projected for whole-group activities, or copied for small-group use.
- The **Answer Key**, **Glossary**, and the **Standards Chart** house all of the information needed to check for understanding, define key terms, and check which activities meet specific national education standards. Vocabulary words are **bolded** in each lesson as they are introduced. The vocabulary words can be used to create flash cards or a classroom Word Bank list. Students can also make their own Word Banks and refer to the lists as needed.

MONEY SMART AT HOME

The **Money Smart** curriculum includes a helpful **Parent/Caregiver Guide** that corresponds to the classroom resources. Families of young children may also use it independently of the curriculum. It contains resources, activities, games, and conversation starters on financial literacy topics covered in each lesson. Use the following ideas to encourage parents to use the guide at home:

- Introduce parents to the **Money Smart** program and share the **Parent/Caregiver Guide** at the start of the school year.
- Discuss the **Money Smart** program during parent/teacher conferences, or in monthly parent newsletters home, and emphasize the importance of building healthy financial habits from an early age.

- Hold a **Money Smart** family night. Play games and have students present short skits about financial concepts they have learned.
- Send student handouts from each lesson home in each child's homework folder for parents to review and sign.

SMART BUCKS

Additional incentives can be used to promote positive financial behaviors and study habits throughout the **Money Smart** curriculum and school year. Introduce **Smart Bucks** to recognize students' positive financial and classroom behaviors.

Smart Bucks can be earned for the following behaviors:

- Accomplishment of a goal(s)
- Completion of homework
- Exceptional classroom conduct
- Classroom monitoring and keeping the classroom clean and neat
- Participating in discussions or responding to questions
- Excellent group collaboration or individual work
- Completing daily work
- Respectful behavior

As students accumulate **Smart Bucks**, they may "cash" them in, or "spend" them on prizes, toys, or special activities (extra computer time, free reading time, or game board time, for example) at the end of the week, month, or whenever you normally provide rewards.

Smart Bucks may be tracked using a chart (displaying desired behaviors and goals), stored in a classroom "treasury" box, or in a cash register (if a class "store" is set up), and handed out to students using play money. Provide price tags or stickers on items or activities to be "sold". The presentation for cashing in **Smart Bucks** can be as simple or elaborate as you choose.

Aside from being a fun way to reward positive behaviors, **Smart Bucks** can help foster an application of the financial literacy concepts covered in **Money Smart** lessons.

With **Smart Bucks**, students can learn:

- How to identify bills (particularly how much money a given bill is worth)
- Various ways to make certain dollar amounts (for example, two 5s equal a 10-dollar bill, and so on)
- How to practice their counting skills in order to total up a combination of bills earned (you may suggest that students must be able to count their own money to cash in for a prize as an additional incentive)
- The concept of making change
- The value of saving as they choose to save instead of spend, or set a goal to save for a more desired choice

Use **Smart Bucks** during **Money Smart** lessons or continue throughout the year.

FINANCIAL LITERACY ALL YEAR LONG

Highlight financial literacy at your school all year long, especially in April, during National Financial Literacy and School Library Month.

- Create bulletin boards or posters with students about financial literacy themes learned in ***Money Smart***.
- Play games that focus on numeracy skills and financial concepts (such as Monopoly).
- Send home newsletters each week to parents about money skills and financial concepts covered in class.
- Feature children's literature selections that cover financial literacy concepts in the library or during classroom reading time.

The more students are exposed to financial literacy, and the more opportunity they have to practice applying their new knowledge and understanding of concepts, at school and at home, the more prepared they will be to live ***Money Smart*** lives.

LESSONS AT-A-GLANCE

Lesson Title	Topic	Learning Objectives	Time Required
4 Ready. Set. Goal.	Setting Goals	<ul style="list-style-type: none">• Describe goal setting and how it relates to financial decisions• Name personal goals with support	55 min



LESSON 4: READY. SET. GOAL.

GRADES
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LESSON OVERVIEW

Explore the meaning of **goals** through interactive games that get the whole class thinking about accomplishing new things. Then delve further into goal setting by reflecting on **needs** and **wants** to name class and individual student goals through engaging discussions and art projects.

TOPIC: Setting Goals

TIME REQUIRED: 55 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to -

- Describe goal setting and how it relates to financial decisions
- Name personal goals with support

SUPPLIES:

- Chart paper, markers, pencils, crayons, blank paper
- Projector (for teacher presentation slides)
- Access to the Internet (**optional**)
- Suggested books (**optional**):
 - *Arthur's TV Trouble* by Marc Brown
 - *Amelia Makes a Movie* by David Milgrim

PREPARATION:

- Make copies of handouts
- Set up projector with presentation slides

STUDENT HANDOUTS:

- *My Goals*
- *Savings Goal*

TEACHER PRESENTATION SLIDES:

- *Classroom Goals*
- *Chart: Student Goals*
- *Savings Goal Example*
- *Story Problems: Ready. Set. Goal.*

ESSENTIAL QUESTIONS:

- *What is a goal?*
- *How can I set goals for myself?*

ASSESSMENT ACTIVITIES:

PRE-ASSESSMENT:

- **What is a Goal?** activity

POST-ASSESSMENT:

- *My Goals* handout
- *Savings Goal* handout
- *Story Problems: Ready. Set. Goal.* slide
- **Class Reflection** activity

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INSTRUCTION STEPS

WARM UP

WHAT IS A GOAL? [15 MINUTES]

Introduce the concept of **goals** by playing a simple whole-class game, such as “Red Light, Green Light.” This game can be played by having students line up on one side of the room, or on the playground, with the teacher standing across from them. Students may move when the words “green light” are said and must stop when they hear “red light.” Students are sent back to the starting line if they are moving when “red light” is called. The first student(s) to reach the teacher wins. As students are playing the game, ask them what strategies they use to win.

After everyone has had the chance to complete the game, regroup for a class discussion around accomplishing goals. Ask students: *What was the goal of the game? How many of you wanted get to that goal?* Share that, when we have something we want to be able to do, we can set a goal for ourselves. To set a goal is also a demonstration of a commitment to achieve something that we **need** or **want**.

Brainstorm, as a class or individually, what goals students may have this year (for example: positive classroom behavior, academic outcomes such as reading the first 100 sight words, or personal milestones such as tying shoes or riding a bike). Next, decide on a time frame as a class (for example: in one week, within one month, or by the end of the school year). Then have each student choose a measurable outcome he or she wants to reach by the end of that time frame. Assist students in setting realistic goals and identifying the steps they need to reach their goals.

MONEY SMART TIP!

Discussing goals provides students with the chance to begin thinking about setting personalized academic goals and taking ownership in the learning process.

GUIDED EXPLORATION

EXPLORING AND SETTING GOALS [15 MINUTES]

Ask students to think back to their discussion from Lesson 3, about the class’s needs and wants. Facilitate a discussion around the class’s needs and wants with an aim of using these to set a goal for the class. Ask students: *What does the class need? What does the class want?*

Share the **Classroom Goals** slide and discuss possible goals for the class. Ask: *What goal(s) could we set for ourselves to work toward what we need and want?*

Teacher Tips:

- ✓ Look for grade level modifications throughout this lesson for ways to adapt activities for your students.
- ✓ Spend extra time on the concept of setting goals. Set joint and individual short-term and long-term goals. Revisit them frequently with students and map their progress throughout the week, month, and school year.
- ✓ Connect goal setting to financial concepts by using classroom rewards such as **Smart Bucks** (see the **Getting Started** section on page 7 for more ideas).



MONEY SMART TIP!

When facilitating the discussion of the class's needs and wants, try focusing on behavioral or academic needs. For example: *What do we need and want in order for our classroom to be a nice place for students to work and learn?*

As a class, review and complete the **My Goals** handout. Students can color in possible goals depicted. They may also draw their own additional goals in an empty square.

SETTING PERSONAL MONEY GOALS [20 MINUTES]

Ask students to think back to the class goals. What goals or outcomes might they have for themselves? Share the **Chart: Student Goals** slide. As a class, brainstorm some possible goals to add to the chart. Next, ask students to raise their hands for the listed goals they would like to accomplish. Fill in responses on the chart in order to create a class bar graph of goals. Ask students whether they have other goals not listed that they would like to share.

Next, ask students to think about something they would like to buy. This could be a money goal. Have students create a drawing to illustrate their personal money goals. These projects may be collected to create a class book or posted in the classroom to share goals with one another. Share the **Savings Goal Example** slide.

Grade Level Modifications:

Pre-K–K: Students may draw a picture of something they want to accomplish using crayons or markers. They may dictate what their goal is in order to have it written along with their illustration.

Grades 1–2: Students may fill in the lines on the **Savings Goal** handout describing their money goal. They can then add an illustration in the space provided.

WRAP UP

CLASS REFLECTION [5 MINUTES]

Ask students: *What goals do you have for yourself this week? What goals do you have for yourself this school year?* Invite them to share their responses. Check for understanding and possibly introduce extended exploration centers for exploring the topic further.



EXTENDED EXPLORATION

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class, in small groups, or during center time. Duration of activities will vary.

LITERACY CENTER

- **Possible Book Club or Classroom Library Selections:**

Note: Read books with your class that focus on the lesson's financial literacy topic. Below are suggestions, but you may find other selections in your library that can be used to generate a similar discussion. For pre-literate students, read books aloud.

- *Arthur's TV Trouble* by Marc Brown: Arthur sees a TV commercial for a doggy treat timer and sets his mind to having a dog of his own. He sets a goal to raise enough money to buy his very own furry friend.
 - Discussion Questions: *What is a goal? Have you ever seen something that you really wanted? What was it? How did you go about getting that thing? Did you save or earn money?*
- *Amelia Makes a Movie* by David Milgrim: Amelia is determined to make a movie, but it won't be easy. As she finds out, it sometimes takes a lot of hard work and compromise to reach a goal or achieve a dream.
 - Discussion Questions: *What was Amelia's goal? What kind of obstacles did she need to overcome (what problems got in her way)? How did she finally reach her goal?*
- *The Art of Miss Chew* by Patricia Polacco: After spending the summer with her talented grandmother, Trish decides she wants to become an artist, too. With a little work and help from her grandmother, Trish faces off with the school art teacher, because nothing is going to get in between her and her dream.
 - Discussion Questions: *Trisha wanted to be an artist; what do you want to be when you grow up? Who knows what you have to do to become a _____? Would you work really hard to reach a goal even if someone told you it was impossible?*

- **Speaking, Listening, and Writing Prompts:**

Explore the following prompts through a themed show-and-tell, circle time discussions, partner pair-share discussions, or writing.

Grade Level Modifications:

Pre-K–K: Provide students with a visual or real-world object to support exploration of the prompt. Pre-literate students may discuss pictures and objects while having their stories recorded through modeled or guided writing as a small group or with the class.

- *What is something you would like to learn how to do?*

Grades 1–2: Students may explore the following writing prompts by journaling or as independent writing assignments.

- *What goals do you have for yourself?*
- *How are you working to reach your goals?*



MATH CENTER

- **Math Station:** Using the materials below, students can explore the following math station activities independently or as part of a small group. These could be used during classroom centers or as a choice for students who finish assignments early.

Grade Level Modifications:

Pre-K–K: Materials: Various age-appropriate puzzles. **Instructions:** Provide students with a selection of puzzles to choose from. Students can work on spatial reasoning while working toward the goal of completing the puzzle.

Grades 1–2: Materials: Game board, two die for each pair or small group, game markers. **Instructions:** Have students practice counting or adding single-digit numbers while they play a game that helps their game pieces reach the finish line. Children will place their game pieces on the game board; they will then take turns rolling the dice and adding them together. When children correctly add the two single-digit numbers together, they will get to move their piece that many spaces ahead. If they add incorrectly, they pass the dice to the next player without moving forward.

- **Story Problems:** Display the **Story Problems: Ready. Set. Goal.** slide. Problems can be printed or projected, then explored and solved as a whole class, a small collaborative group, or individually. The first problem listed, Challenge 1, is more appropriate for young students. Challenge 2 will provide more difficulty.

Grade Level Modifications:

Pre-K–K: Solve step-by-step problems developing students' critical thinking and deductive reasoning during circle time or as a small group. Each challenge involves using or creating a visual with students and discussing small steps to solve a problem.

Grades 1–2: Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve.

TECHNOLOGY CENTER

- **Games and Online Activities:**
 - **Money to Build a Robot:** The goal is to build a robot. Children will count the number of each coin in the coin purse to buy parts to build a robot. http://www.harcourtschool.com/activity/money_build_robot/
 - **The Great Piggy Bank Adventure:** Exploring a world of choices and adventure, children are given the chance to save, spend, share, and invest money while also working toward a special goal for their chosen character. <http://piggybank.disney.go.com/>

SOCIAL STUDIES CENTER






- At the start of the school year, goals for the term and the year can be discussed and explored, connecting to behavioral goals and classroom expectations.
- At the New Year, goals can be revisited from the start of the school year, or new ones can be set for the year ahead.



MY GOALS

Name: _____

What goals do you have? Color in goals you would like to reach.
Then draw your own goals.

 <p>Read every night.</p>	 <p>Help with chores</p>	 <p>Tie my own shoes.</p>
 <p>Ride a bicycle.</p>	 <p>Count to 100.</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>

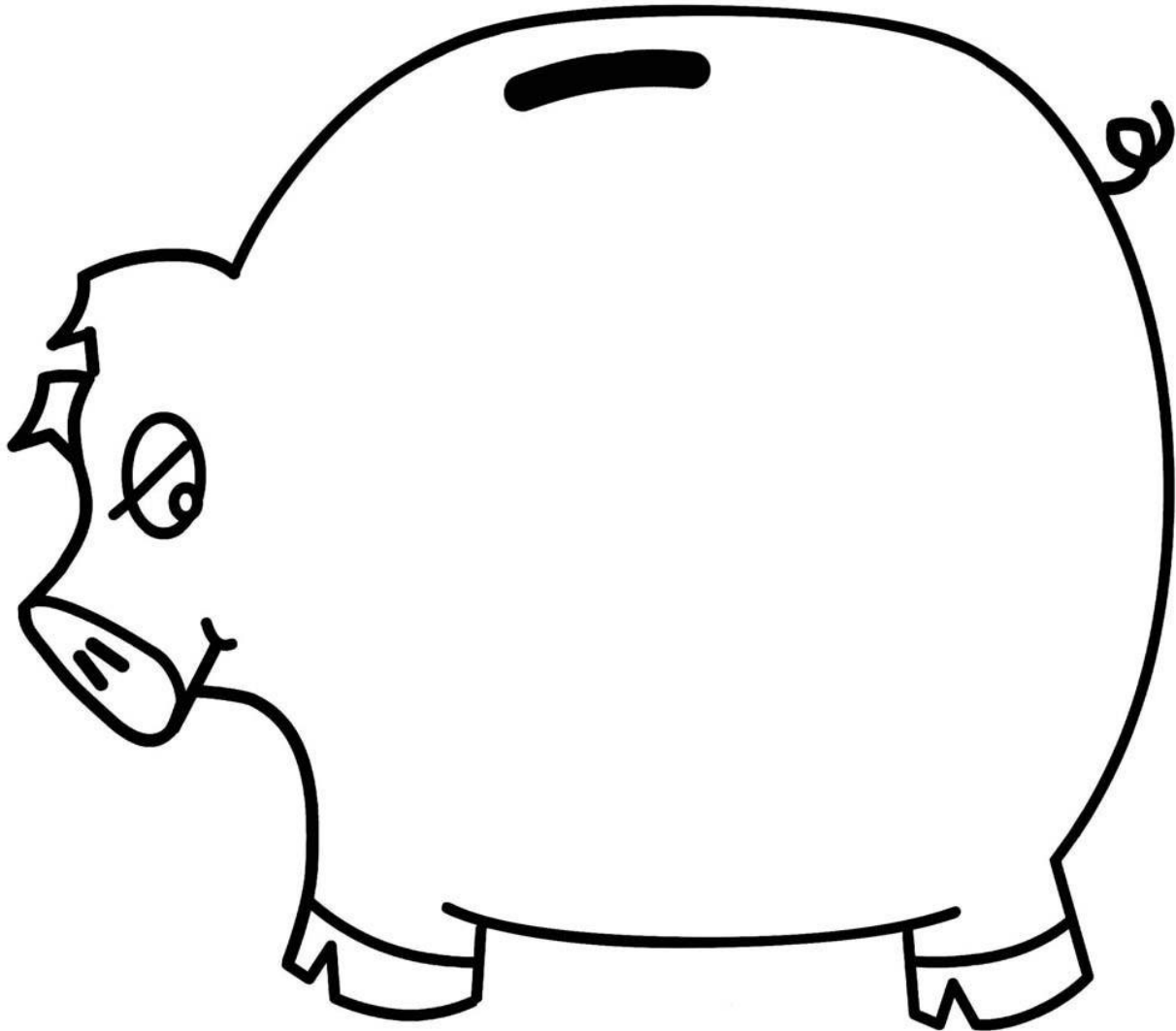


SAVINGS GOAL

Name: _____

There are many reasons to pay yourself first. What are some of the things you might want to save money for?

Write down or draw your savings goal inside the piggy bank of something you want to buy with the money you have saved.



GLOSSARY

Bank: A financial institution and business that accepts deposits and makes loans.

Borrow: To receive something on loan with the understanding that you will return it.

Currency: A form of money that is generally accepted to measure value (banknotes, bills, coins, and so on).

Earn: To receive money in exchange for goods or services

Federal Deposit Insurance Corporation (FDIC): Preserves and promotes public confidence in the U.S. financial system by insuring deposits in banks and thrift institutions for at least \$250,000. An independent agency of the federal government, the FDIC was created in 1933.

Goal: Something, such as an outcome, you wish to achieve or accomplish in a specific amount of time.

Income: Money that you receive from jobs, gifts, allowances, interest, dividends, and other sources.

Job: A specific duty, task, or activity someone completes using his or her time, skills, and energy to earn money.

Lend: The act of giving something to someone with the understanding that they will give it back to you.

Money: Money is an object you can use to purchase goods and services. Money looks different in different places around the world.

Need: Something you must have to survive, such as clothes, shelter, or food.

Save: Setting something, like money, aside to use in the future.

Spend: The act of using money to buy goods or services.

Want: Something that you would like to have but that you could live without.