

Spending

MODULE 3



PACIFIC NW
FEDERAL CREDIT UNION

Questions?
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Lesson 3: Spending

Grade: K-5

Objective: Students will understand the different types of spending and saving and the value of their money.

Procedure:

1. As students come into class (or log on for distance learning) have the theme song for the Price is Right playing in the background and the first PowerPoint slide on the screen. The theme song is embedded on the first slide of the PowerPoint or can be found at https://youtu.be/G8iOmVd1W_g
2. Hand each student The Price is Right handout.

Extra hints to make this lesson fun and successful –

- It's fun if the teacher acts like a game show host while leading the first portion of this lesson!
 - Show the students some of the price is right contestants of the past – funky t-shirts, wigs, costumes are all a possibility for the contestants. After showing a few examples, either give students time and supplies in class to make something or if online tell the students to run and find something that will be their identifier as a contestant. If possible, offer a reward for the most creative contestant.
3. After you finish the PowerPoint give students time to answer the discussion questions. You may either pass out the handout or have students answer the questions in a notebook from the PowerPoint.
 4. Give students time to complete.

PART 2: Keeping track of spending

5. Ask students to use mental math only to solve the problem you are about to read to them. They are not allowed to write any of the information down. At a moderate pace (don't slow down to make sure they get it all) read the following problem to the group:

“You have \$16. Your friend pays back the \$3 she borrowed last week. Then you find \$5 on the sidewalk. You spend half your money at the movies and a smoothie for \$6 when leaving the mall. You see a book you want, it costs \$4. Do you have enough for the book? If yes, how much will you have left?”

6. Have students offer their answers without confirming if they are correct or incorrect.
7. Tell your students that you are going to read the problem again. This time they are allowed to use paper and pencil as you read the problem. Read the problem again.
8. Ask the students for their answers. Do the problem together step-by-step to confirm that the answer is \$2.
9. Ask the students if there was an advantage to writing down the information from the problem compared with just doing mental math. Then ask them why keeping accurate records of spending, saving, and giving is important. Help students understand that keeping accurate records of spending is helpful and important.
10. Hand out the “Spending Wisely” worksheet. Read the directions and allow students time to decide how they will spend their hard-earned money.

11. Next have them work on the spending categories worksheet. Explain what each category is for and give students time to work through the worksheet.

Optional Extension:

12. Give students the *Ask _____ worksheet*. On this worksheet each student will lead their own advice column. Have them read the question and answer the question in the space provided.

Name _____ Date _____

The Price is Right

Game 1: Pick the Price

Directions: Check the box of the item you believe is the correct price. When the prices are revealed write the actual price in the space provided.

Venus Razor Actual Price _____	<input type="checkbox"/>	\$7.99	<input type="checkbox"/>	Dove Body Cream Actual Price _____
EOS Lip Balm Actual Price _____	<input type="checkbox"/>	\$1.79	<input type="checkbox"/>	Dove Soap Actual Price _____
Capri Sun Actual Price _____	<input type="checkbox"/>	\$2.39	<input type="checkbox"/>	Lunchables Actual Price _____
Uno Actual Price _____	<input type="checkbox"/>	\$5.49	<input type="checkbox"/>	Puzzle Actual Price _____
Cat Food Actual Price _____	<input type="checkbox"/>	\$4.99	<input type="checkbox"/>	Greek Yogurt Actual Price _____
Bread Actual Price _____	<input type="checkbox"/>	\$4.29	<input type="checkbox"/>	Toothbrushes Actual Price _____
Makeup Actual Price _____	<input type="checkbox"/>	\$5.47	<input type="checkbox"/>	Body Spray Actual Price _____
Headphones Actual Price _____	<input type="checkbox"/>	\$169	<input type="checkbox"/>	Switch Actual Price _____

The Price is Right

Game 2: Higher or Lower

Directions: Next to each product write the word "higher" if you think the price will be higher and "lower" if you think the price will be lower. Then guess what the actual price of the item will be in the space provided.



Higher or Lower? _____ Guess \$ _____ Actual \$ _____



Higher or Lower? _____ Guess \$ _____ Actual \$ _____



Higher or Lower? _____ Guess \$ _____ Actual \$ _____



Higher or Lower? _____ Guess \$ _____ Actual \$ _____



Higher or Lower? _____ Guess \$ _____ Actual \$ _____



Higher or Lower? _____ Guess \$ _____ Actual \$ _____

Discussion Questions

1. Look through your worksheet. How many did you guess correctly?
2. Was it harder or easier for you to guess the correct price than you thought it would be?
3. When you look through the prices of all the items, what do you notice?

Why do you think stores price their items this way?

4. Did any of the prices of the items surprise you?
5. As a consumer, why is it important to know the prices of the good you purchase?
6. What has looking at the prices of possible purchases taught you?
7. Why does having a budget and keeping records of your spending and saving habits help you make better financial choices?

Spending Wisely

Nice work, you earned \$50 for doing jobs for your family, and neighbors! There are many ways to use the money – choose how you spend it wisely! You do not have enough for all the items you would like to spend your money on, so remember your total amount of money is \$50, no more, no less. Use the spending worksheet to figure out your total.

Your List –

A. You recently adopted an animal from the local shelter. The animal shelter reached out to tell you it needs your help funding the new animals they just rescued. Will you donate money to the animal shelter?

YES (How much? \$_____)

NO

B. A video game that you have always wanted is on sale. It will only cost \$25. Should you buy it?

YES

NO

C. You always like to have the newest, coolest shoes! A pair your friends would be super jealous of just came out! Your best friend works at the local shoe store and can get them before anyone else! He can also get you his employee price. Only \$30!

YES

NO

D. You recently lost your backpack! Bummer! A new, brand-name backpack costs \$25 or an off-brand backpack costs \$15.

YES (How much? \$_____)

YES

E. Your family is going on vacation this summer and you want spending money. Your adults said they would give you a dollar for every dollar you save. Should you save some of your money?

YES (How much? \$_____)

NO

Spending Worksheet	
A.	\$
B.	\$
C.	\$
D.	\$
E.	\$
Total	\$50

Spending Categories

You earned \$100 last summer by doing odd jobs in your neighborhood. You made an agreement with your adults that you would use the money you earned wisely. You must decide how you will use your \$100. You must put some money into **SAVINGS**, some money into **SPENDING**, and some money into **GIVING**.

SAVINGS: How much? _____

What will you be saving for?

SPENDING: How much? _____

What will you buy?

GIVING: How much? _____

Where will you donate your money, and who will it help?

Why is it important to include "Giving" as a category when you are considering your budget?
