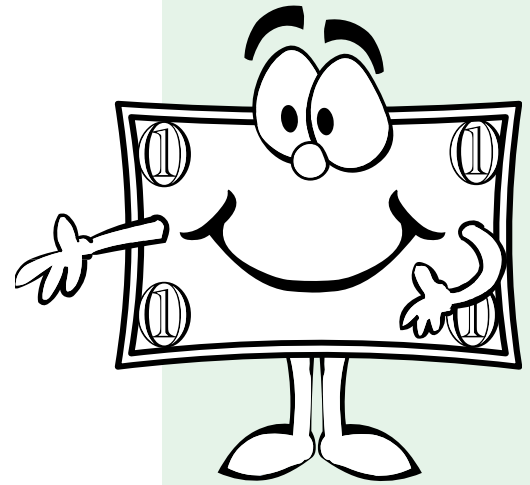


Grade Two

Managing My Money



Overview

Students share the book *The Berenstain Bears' Dollars and Sense*, by Stan and Jan Berenstain, to learn about money management and checking accounts.

Prerequisite Skills

Write number words from one to ten.

Lesson Objectives

Students will be able to:

- Understand that people work hard to make money and that it should be managed carefully
- Write, compare, and contrast money amounts using both a cent sign (e.g., 79¢) and a dollar sign with a decimal point (e.g., \$0.79) in whole-dollars or amounts less than one dollar
- Define *banks* as places where you can save and manage your money
- Describe how a checking account works and identify the parts of a check

Materials List

1. Book: *The Berenstain Bears' Dollars and Sense (A First Time Book)*, by Stan and Jan Berenstain (Random House, 2001)
2. Chart paper or chalkboard
3. Play money: pennies, nickels, dimes, quarters, one- and five-dollar bills
4. Blank checks (one for each student in small groups)
5. Optional: checkbook
6. Writing (or notebook) paper
7. Crayons

Content Standards

The activities in this lesson correlate to national standards in economics, math, and language arts. See the end of this lesson for content standards information.

Vocabulary

allowance
balancing (checking account)
cent sign (¢)
check register
check stub
checking account
checks
dollar sign (\$)
idioms
manage

8. Handouts:
 - **Rainy Day** worksheet
 - **Find the Difference** worksheet

Large-Group Activity

Materials

- Book: *The Berenstain Bears' Dollars and Sense*
- Chart paper or chalkboard
- Crayons
- Handout: **Rainy Day** worksheet

1. Gather students to share the book *The Berenstain Bears' Dollars and Sense*.

- Say:

How many of you receive a weekly allowance? Are you allowed to spend your allowance on anything you want, at any time you want? What happens when you run out of money before your next allowance is due? Allow students to share their experiences.

Today we're going to be reading a story about a brother and sister who learn an important lesson about spending their money wisely. It's called *The Berenstain Bears' Dollars and Sense*, and it was written and illustrated by Stan and Jan Berenstain. There are over 250 Berenstain books—have you read or heard of any others? Allow students to share some book titles with the class.

In this book, Brother and Sister Bear have a problem with money. Let's find out what their problem is, and how Mama and Papa Bear help them solve it.

- Read the book aloud to the class. Be sure to allow the entire class time to see each picture.

2. Briefly discuss the book with the class.

- **What was the problem Brother and Sister had with money?**

They didn't know how to manage it, or how to spend it wisely.

- **At the beginning of the book, how did they get money for the toys and things they wanted?**

They asked their parents for money.

- **What new thing did Mama and Papa Bear use to get their cubs to spend their money wisely?**

They started giving them an allowance.

- **Did getting the allowance work? Why or why not?**

Getting an allowance didn't work because Brother and Sister spent their allowances as soon as they got them, and then they complained that they didn't get enough money.

- Do you think it would have helped Brother and Sister to learn to take care of their money if their allowance was bigger?

Allow open discussion. Students should come to the conclusion that more money wouldn't make the cubs smarter about money. They needed to learn how to take care of it.

3. Discuss today's economic concepts: using and managing money wisely.

- **Managing Money**

At the beginning of the book, the cubs asked Papa Bear for money every time they thought of something they wanted. What did Mama say they needed to learn? The cubs needed to learn how to manage their money. Write the word "manage" on the chart paper or chalkboard.

To **manage** money means to pay close attention to it, always knowing how much you have, how much you spend, and how much you will need for the future. The cubs didn't manage their money; they thought they could get more money any time they wanted it, just by asking.

When Mama and Papa Bear started giving the cubs an **allowance**, they were trying to get the cubs to manage, or pay attention to, their money. How does an allowance work? Allow students to describe their experiences. Write "allowance" on the board.

An allowance is a specific amount of money that you get every week or every month—it is the amount of money you're **allowed** to use for yourself. Underline the word part "allow_."

The idea of an allowance is that you know that's all the money you're going to get that week, so you need to think before you spend it. If you get one dollar that week, for example, you can spend it all the first day, like the cubs did. But then what happens the next day, and the next? You have no more money to spend.

Can you think of a way you could manage a weekly allowance better than the cubs did? Encourage open discussion.

- **Types of Money Management Plans**

Mama and Papa tried using checks as a money management plan for the cubs. We'll talk about using checks to keep track of your money during small-group time, but right now let's look at another way to manage, or keep track of, your money. Draw a chart like the following on the chart paper or chalkboard (but don't abbreviate the days of the week):

Week	Allowance	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1								
2								
3								

This is a simple chart that you could easily draw in a notebook or on any sheet of paper. There are a couple of ways to use a chart like this. First, you could write in how much you spend each day of the week. There are several lines on the chart (you can make it as long as you want), and each line is used to manage your money for one week. You can put the dates of the week in this column instead of a number, if you like.

The second box on the line is where you write down how much money you have to manage. I called it “allowance,” but you can call it simply “money” if you don’t get an allowance, or if you want to manage extra amounts of money you receive for chores or as presents. Write the following amounts in the correct boxes on the chart as you describe them.

Let’s pretend you have 50 cents to spend during the first week—you will write that amount in the first box next to the number “1.” Let’s say you bought gum from a gumball machine on Monday. It cost a nickel, so you’d write “5¢” in the Monday box. Continue naming things students might buy and write the amounts in the correct boxes. Be careful not to exceed 50 cents.

When you get to the end of the week, you have a record of where your money went that week. Do you think keeping a record of how much you spent each day would help you manage your money? What kind of record would the cubs have kept on a chart like this? The cubs would have spent all their allowance on Monday, with nothing left to spend the rest of the week, so the chart would be blank from Tuesday through Sunday.

Some people, like the Bear cubs, need to manage their money *before* they spend it. They can still use a chart like this one, but in a different way. Erase the amounts you wrote in Week 1.

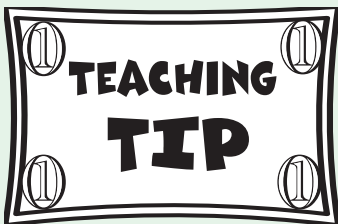
This time we’ll pretend you receive a dollar for your allowance. Think of something that you’d like to buy on the weekend that costs less than a dollar. Allow students to make suggestions, and then select one to use as your example.

All right, we’ll pretend it’s Monday, you’ve received your dollar allowance (Write \$1 in the “Allowance” box.), and you know you’re going to need ___¢ on Saturday. Write this amount in the “Saturday” box.

Since we’re managing our money, we have to think about how much of the dollar allowance is available for us to spend the rest of the week. Can you tell me what one dollar minus ___¢ equals? Allow a volunteer to provide you with the difference.

If I really want the _____ on Saturday, I can only spend _____¢ for the rest of the week. Now, if I want to, I can plan what I’ll buy with the rest of the money, or I can just buy whatever I want until the money is gone. The important thing is that I’ve set money aside for the thing I really want to get on Saturday.

In other words, I have **managed** my money.



Don’t use the decimal point with the dollar sign at this point. It will be discussed in the small-group one activity.

4. Introduce the large-group independent activity—writing proverbs about money management.

- **On the first page of the book, the bears knew some things about money because they’d heard Papa say them over and over. They were:**

List the following idioms on the board as you name them:

- **Papa isn’t made of money.**
- **Money doesn’t grow on trees.**
- **Save your money for a rainy day.**

These three sentences are sometimes called “idioms.” An idiom is a saying that has been used so often that people usually know what you mean when you use it. Idioms sound funny when you think about what they’re actually saying. What do the first two sayings really mean: “Papa isn’t made of money,” and “Money doesn’t grow on trees”? They mean that money isn’t easy to get. Show students the pictures on the second page of the book that illustrate what Brother thinks his father is saying with those idioms.

Both idioms mean that money isn’t easy to get, so people should be careful not to waste it. The last one, “Save your money for a rainy day,” also means to be careful about wasting money. Does it really mean you’ll need more money when it rains? No, it means that you should have some money saved or put away for an emergency. Ask students to name some emergencies that might require you to spend a little extra money.

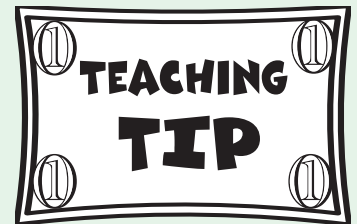
- Pass out the **Rainy Day** worksheets.

On this worksheet you will find more idioms, or sayings. Each of the sayings has something to do with managing money. For example, when might somebody use the saying “Save your money for a rainy day”? Allow students to be creative in their suggestions. Guide them to describe a scenario in story form. If necessary, produce your own story idea, such as the following.

Jon received a dollar in a birthday card from his grandfather. He wanted to run and spend the money on candy right away, but his mother said, “You know your bicycle is getting old. What if it breaks down next month and you need to have it repaired? You should *save your money for a rainy day.*”

Read each idiom from the worksheet aloud and discuss its meaning with the class.

Pick one of the sayings from the box and think about when it might be used. On the lines below the box write a short story about a time when someone used that saying. Then on the back of the paper I want you to draw and color a funny picture that shows what the saying really says. Look at the picture at the top of the paper that shows a funny picture for “Save your money for a rainy day.”



Students might suggest unexpected repairs to cars, storm damage to houses, or someone getting sick or needing emergency dental care.

Have students work on their stories and drawings while you work with individual groups in the following small-group activities.

Small-Group Activity One: Writing Money

Concepts Taught

Number Words and Using Money Symbols and Decimal Points

Materials

- Book: *The Berenstain Bears' Dollars and Sense*
- Chart paper or chalkboard
- Play money: pennies, nickels, dimes, quarters, one- and five-dollar bills
- Writing (or notebook) paper
- **Find the Difference** worksheet

1. Discuss ways to write money.

○ Say:

Mama Bear showed the cubs how to write checks. One of the things you need to know before you can write checks is that there are different ways to write money. Lay out five pennies on the table.

How much money is this? Write this amount on your paper. Allow students to write the amount five cents in any way they choose on their paper.

Let's see what everyone wrote. Compare the different answers on students' papers. If they all wrote the amount the same way, continue with the discussion. If some students wrote it differently (using words, cent sign, or dollar sign) point out the differences.

There are several ways to write money amounts. The way most of us know is to use the cent sign, and put it after the number. So for five cents, we can write like this. Write "5¢" on the chart paper or chalkboard. Point to the cent sign again to stress that it comes *after* the number.

Another way to write the amount is to use words. Write "five cents" under the first example. Point to each word and read them aloud: "five—cents."

But there's another way to write five cents that you may not know. You can use the dollar sign to write money even if you don't have any dollars. This is how it works. Write "\$0.05" on the chart paper or chalkboard.

The dollar sign is always written at the front of money amounts. Where does the cent sign go? The cent sign is written at the end.

This first zero is in the place where you write the number of dollars. How many dollars do I have on the table? There are zero dollars.

What do you think this little "dot" is here for? Allow students to guess, then explain . . .



Although students may know how to write number words higher than "ten," don't assume it for this activity.

The dot is something called a decimal point. All you need to know about it right now is that it separates the dollars from the cents. Any numbers on the left side of the decimal point stand for the number of dollars. Any numbers on the right side stand for the number of cents. What numbers are on the right side of the decimal point? There are a zero and a five on the right side of the decimal point. Explain that “05” is the same as “5,” meaning this is five cents.

Let’s practice reading money with dollar signs and decimal points again. Write “\$1.00” on the chart paper or chalkboard.

The number on the left side of the decimal point tells how many dollars. How many dollars are written here? One.

How many cents? Zero.

When there are two zeros after the decimal point there are no cents. This is how I would write “one dollar.” Lay a one-dollar bill on the table.

2. Practice writing money.

Now we’ll let you try writing money with dollar signs and decimal points. Using play money, lay out the following amounts on the table and have students practice writing them on their papers. Stop to check their answers each time, and repeat the rules “dollars on the left, cents on the right” often. Begin with the following and add more practice if needed.

- Thirty-five cents—\$0.35
- Five dollars—\$5.00
- Seventy-two cents—\$0.72

3. Introduce the **Find the Difference** worksheet.

Pass out the worksheets and go over the instructions with the students. Allow them to work on the activity independently, providing help when needed.

Small-Group Activity Two: Checking Accounts

Concepts Taught

Banks, Checking Accounts, and Writing Checks

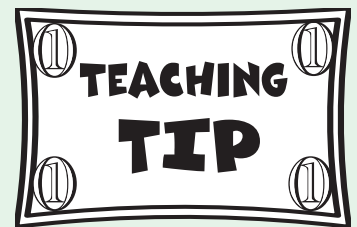
Materials

- Book: *The Berenstain Bears’ Dollars and Sense*
- Blank checks (ideally, checks with stubs instead of separate check registers)
- Optional: a checkbook (ideally one with a check register instead of stubs)

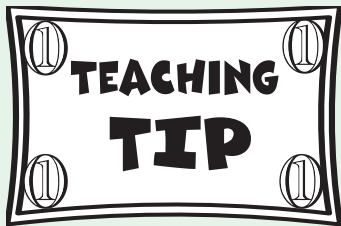
1. Discuss checking accounts.

- Say:

In the story, Mama Bear used some old checkbooks to teach the cubs about managing money. If possible, show students your own checkbook, or any checkbook that still has checks and a register or check stubs in it.



Avoid mixed money amounts with this age group, such as \$2.27. Use only whole-dollars or cents under a dollar.



Stress often the fact that checks aren't any good without money in the bank!

A checkbook has a pad of special slips of paper called **checks**. These checks are used by people to manage money they have put in a **bank**. Show students the name of a bank on a check.

When you pay for something with a check, money is taken from this bank, out of the money you have given the bank to hold for you. If you haven't given the bank any money, then this check isn't any good.

Checks are used to take the place of real money. Why do you think people sometimes use checks instead of just paying with real money? Allow students to speculate. They may guess that it's safer to carry checks than cash, or that people don't want to send real money through the mail. Explain about other advantages to using checks.

Checks are very handy things to use instead of money. They can help you manage your money, too. When you write a check to pay for something, you are making a record of that payment, just like the chart we talked about in the large group.

2. Discuss the parts of a check.

- Give each student a blank check. **This is one kind of check. Remember, a check is a slip of paper that tells a bank to pay someone money.** Point out the parts of the check as you explain what each part means:
 - DATE line: **This tells when the check was written.**
 - PAY TO THE ORDER OF line: **This is where you write the name of the person you are paying the money to.**
 - \$_____ line: **Write the amount of the check with a decimal point here. You can see that the dollar sign is already written.**
 - _____DOLLARS line: **Write the amount of the check in words here. You don't have to write the word "dollars," because it's already written.**
 - MEMO line: **This is an important place for managing money. You can write a note to yourself about what the check is paying for here. So if you bought a comic book with the check, you would write "comic book" on the line.**
 - Signature line: **Sign your name here. Your signature tells the bank that it is OK to take your money and trade it for the check.**

If someone gives you a check to buy something you have to sell, you can take his or her check to a bank and the bank will give you money for it.

3. Discuss record keeping on checks.

- **There are several ways to keep records of the checks you've written, and how much money you have left in the bank after your checks have been cashed. In our story, the Bear cubs learned to use a **check stub** for record keeping.** Return to the second-to-the-last page of the book to show students how the Bear cubs filled out their check stubs, and explain how they work.

Another way to keep track of your checking account is to use a separate little book called a **check register**. If possible, show students a checkbook with a check register. Explain how checks are recorded on the register, where deposits are entered, and so on.

Do you remember from the book when Mama said she didn't want to disturb Papa because he was "balancing the checkbook"? Does anyone know what that means? Allow students to guess. You might want to guide students to describe what it means to "balance" things on a scale — where you have equal weights on both sides. **NOTE: Ask the classroom teacher if she has balance scales for math or science classes, and demonstrate how they work.**

Every month your bank will send you a report on your checking account. It will tell you how many checks were turned in and paid, and how much money is left in your account.

When that report comes in, people compare the total amount of money the bank says you have with the total amount you think you should have. If your total is the same as the total the bank says you have, we say that you have **balanced your checkbook**. Just like on balance scales, both sides (the bank's statement and your check register) must be equal—if not, that means there is a mistake in your math somewhere. Papa Bear didn't like balancing his checkbook. Can you guess why? Allow students to speculate.

4. Practice writing checks.

- Allow students to fill out their blank checks by following your model. Make up the name of a store, an amount (either a whole-dollar amount or an amount less than one dollar), and an item to buy, then model the check-writing procedure on the chalkboard or chart paper.

Have students sign their own names on the signature line, and then fill out the check stub for the check.

Assessment

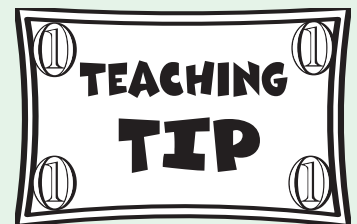
Check students' understanding by listening carefully to the responses they give during group discussions and on the **Find the Difference** worksheet. Have students share their money proverbs and funny drawings with the class, and ask each student to explain the money lesson from each idiom.

Suggested Online Activity

NOTE: Teachers should preview all sites to ensure they are age-appropriate for their students. At the time of publication, all URLs listed here were valid. In addition, some Web sites provide lessons via pop-up screens, so you may have to disable your computer's pop-up blocker software to access them.

More Money Idioms

This site, maintained by an ESL (English as a Second Language) instructor, contains a list of many more money idioms. Have your students select an idiom from the list and draw two pictures, one showing the literal translation and one demonstrating its idiomatic meaning. Found at: www.heathermeloche.com/List%20%20-%20Money%20Idioms.htm.



Depending on school district policy and student ability levels, students may not have learned to write their names in cursive.

National Standards Correlations

Economics

The activities in this lesson correlate to the following Voluntary National Content Standards in Economics, as determined by the National Council on Economic Education, found at: www.ncee.net/ea/standards.

Standard 10: Role of Economic Institutions

Students will understand that: Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, [and] clearly defined and enforced property rights, [are] essential to a market economy.

K–4 Benchmarks:

- Banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.

Standard 11: Role of Money

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

K–4 Benchmarks:

- Money is anything widely accepted as final payment for goods and services.
- Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.

Mathematics

In addition to economics, the activities in this lesson also correlate to the following *Principles and Standards for School Mathematics*, from the National Council of Teachers of Mathematics, found at: standards.nctm.org/document/index.htm.

Numbers and Operations Standards

Understand numbers, ways of representing numbers, relationships among numbers, and number systems

PreK-2 Benchmarks:

- Count with understanding and recognize “how many” in sets of objects

Algebra Standards

Represent and analyze mathematical situations and structures using algebraic symbols

- Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations
- Use mathematical models to represent and understand quantitative relationships

Language Arts

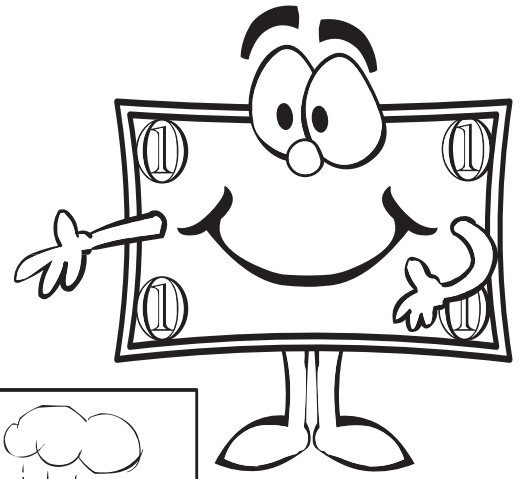
This lesson, based on the children’s book *The Berenstain Bears’ Dollars and Sense*, by Stan and Jan Berenstain, also correlates to the following *Standards for the English*

Language Arts, from the National Council of Teachers of English, found at: www.ncte.org/print.asp?id=110846&node=204.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Rainy Day

Name _____



This is the day Johnny found out what Mom meant by "save your money for a rainy day".

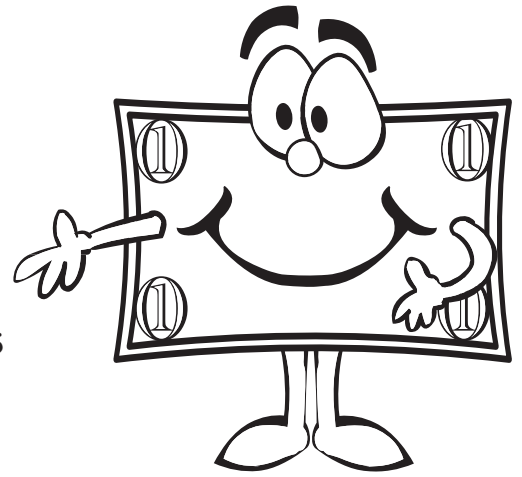
Choose an idiom from the list and write a story about a time when someone had to use that saying. Then draw a funny picture on the back of this page that shows what the idiom is really saying!

- He is a real penny pincher.
- We need to tighten our belts.
- She doesn't have money to burn.
- That toy costs an arm and a leg!

Find the Difference

Name _____

Look at the amount of money in each box.
Find the amount that doesn't match the others
in that row and put an X over it.



1.

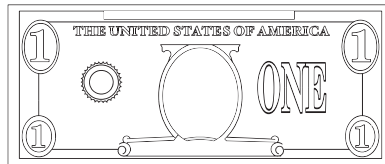


47¢

\$0.47

2.

one
dollar



\$0.10

3.



\$0.67

\$0.70

4.

80¢

\$0.80

