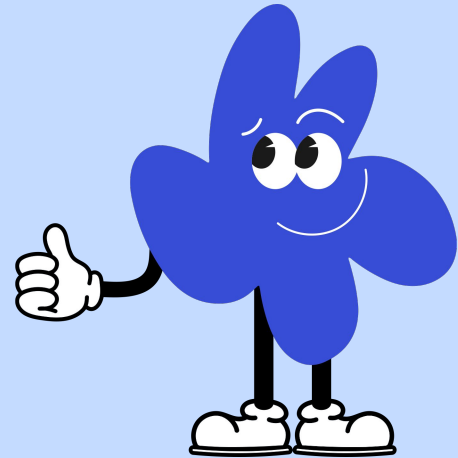


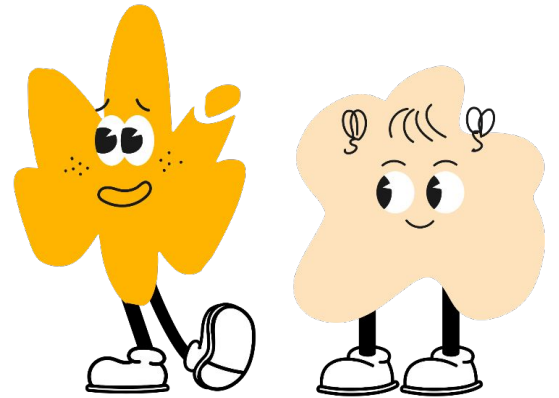
First Grade

# Financial Literacy

***Lesson 7***  
***Savings Goals***



**Learning Target:** I can explain how saving money over time can help me pay for big purchases.



# Essential Question

**How can I buy something I really want all by myself?**

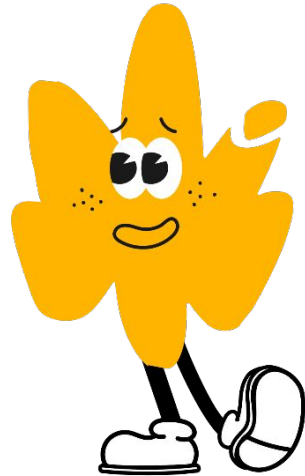
# Key Vocabulary

earn

save

spend

plan

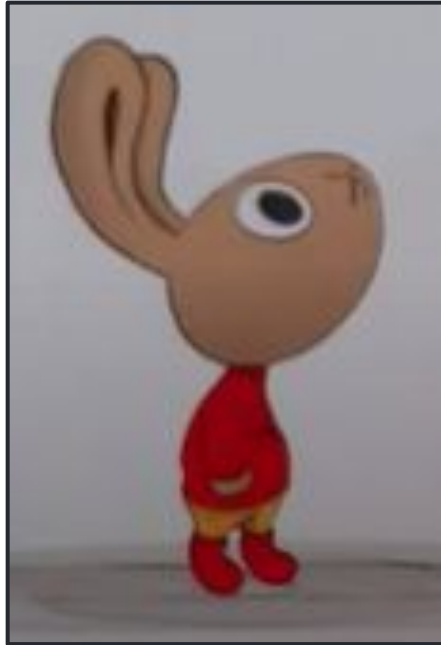


## Focus Question:


How does  
Honey get  
her  
playhouse?



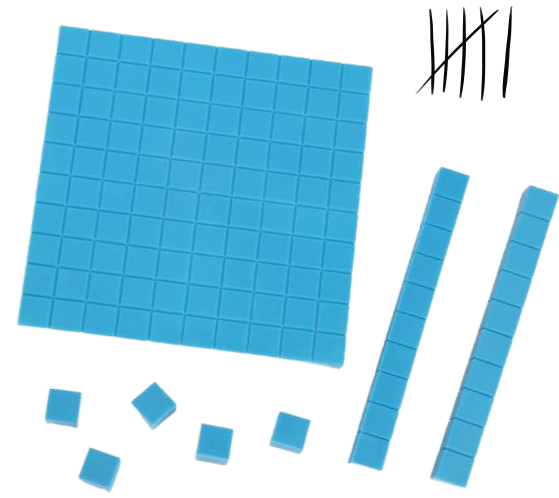
# Describe Honey's plan to get her own playhouse.



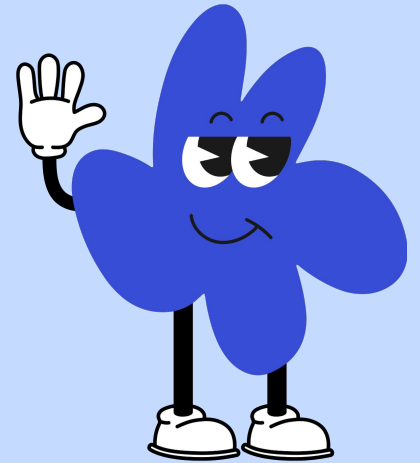
	earn	spend	save	
week 1	🥕 🥕	🥕	🥕	<p>Saving 1 carrot a week means I can buy my playhouse in 10 weeks!</p>
week 2	🥕 🥕	🥕	🥕	
week 3	🥕 🥕	🥕	🥕	
week 4	🥕 🥕	🥕	🥕	
week 5	🥕 🥕	🥕	🥕	
week 6	🥕 🥕	🥕	🥕	
week 7	🥕 🥕	🥕	🥕	
week 8	🥕 🥕	🥕	🥕	
week 9	🥕 🥕	🥕	🥕	
week 10	🥕 🥕	🥕	🥕	



# LET'S PLAY

thanks.





# APPENDIX: Resources and Activity Worksheets

## Slide 5: Video-Focused Activity

Introduce the video: Today we are going to talk about making a plan to save for what we really want. We are learning about how people save money and will play a game to help us learn one way to make a plan to save our money. Let's watch a video to help us think about how we can be successful in our learning goal today. As you watch as a class, have the students think about the following:

- How does Honey get her playhouse?
- You can also ask additional questions to check for understanding and comprehension of the story.

# APPENDIX: Resources and Activity Worksheets

## Slide 6: Post-Video Discussion

Have a discussion with the class about what they just watched using the questions below . Students can either split into groups or partners, or you can discuss all together.

- Can we buy things with carrots? What do we use to buy things we want or need?
- How did Honey earn carrots? How do people earn money?
- Was Honey able to buy the playhouse right away? Why not?
- What did she decide to do? Why did she make a plan to save and spend at the same time?
- Was she happy when she had her own playhouse? How do you know?
- Have you ever saved for something and felt happy when you could buy it yourself?

# APPENDIX: Resources and Activity Worksheets

## Slide 7: Let's Play

- The instructions and worksheets for this game are attached in this PDF document.

# How To Play the The Savings Game

## The Big Idea

Saving money from an early age is a great habit to get into, as it can teach kids the value of money and how to be responsible with their finances. Having some money saved can also help kids to feel more secure and independent, and it can give them a sense of accomplishment. Saving money can also help kids to plan for their future, whether it be for a car, college tuition, or a vacation. It can give them a sense of pride and ownership to know that they have worked hard to save for something they really want.

## Goal of The Savings Game

Determine how many weeks it will take to save for an object by tallying. We want students to understand that it can take time to save for what you really want. Please assist students with making this connection in whatever way makes the most sense in your classroom.

## Teacher Prep

Print off and cut apart the cards that are attached in the lesson plan. There are blank cards if you would like to create your own and/or have students create cards with things they would like to save for. Each game requires one card. You may choose to make multiple sets.

## Other Materials Needed

- Dice (one or two per group, teacher choice)
- Base 10 Blocks (pictures are included if you do not have enough for students to use)
- Record Sheet (two versions, one with 10 frame and one without, teacher choice)
- Pencil to tally

*NOTE:* You could copy and laminate record sheets for multiple uses OR copy them on cardstock and put them in a page protector. If you choose to do this, you will need dry erase markers instead of pencils.

## Instructions

1. Group students in pairs. Each pair will need a stack of picture cards, one dice, base 10 blocks, and a record sheet (one for each student).
2. Each pair will draw one picture card. They will write the name of the item and the cost at the top of their record sheet.
3. This game can be played as an addition game or a subtraction game. Instructions for both are included below.

## **Addition**

- Students will take turns rolling the dice. Every time a student rolls the dice, s/he will make one tally mark at the bottom of the record sheet. Each roll represents one week.
- Students will use base 10 blocks to represent the number they roll, regrouping as necessary (exchanging 10 one units for a 10 unit).
- Taking turns, students will continue to tally, roll, add, and regroup until someone earns enough to buy the item. That person wins the game.

## **Subtraction**

- Students will take turns rolling the dice. Every time a student rolls the dice, they will make one tally mark at the bottom of the record sheet. Each roll represents one week.
- Students will use base 10 blocks to represent the total cost of the item. (Ex. \$42 would be four 10 units and two one units.)
- Students will roll the dice. Each time a student rolls, the student will remove that number of base 10 blocks from their record sheet, regrouping as necessary (exchanging one 10 unit for 10 one units).
- Taking turns, students will continue to tally, roll, regroup, and subtract until someone has earned enough to buy the item. That person wins the game.

## **Respond and Assess**

There are many opportunities to respond and assess many different things in this lesson. There are also opportunities to differentiate based upon student need and ability. Remember the goal (below) as you are walking around the room facilitating learning and providing feedback.

**Goal:** Determine how many weeks it will take to save for an object by tallying. We want students to understand that it can take time to save for what you really want. Please assist students with making this connection in whatever way makes the most sense in your classroom.

**Item:**

**Cost: \$**

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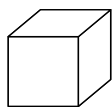
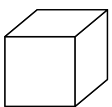
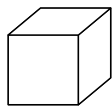
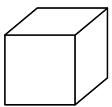
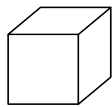
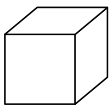
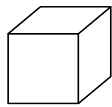
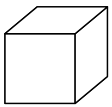
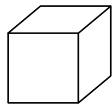
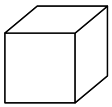
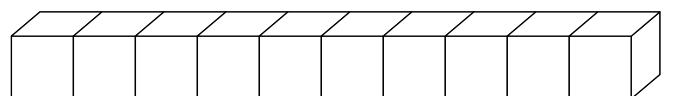
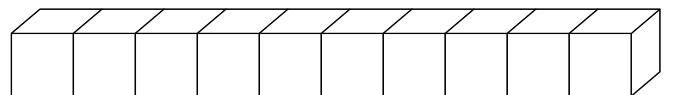
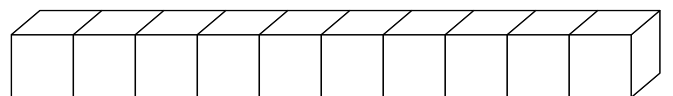
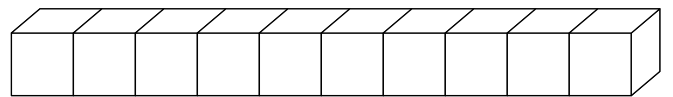
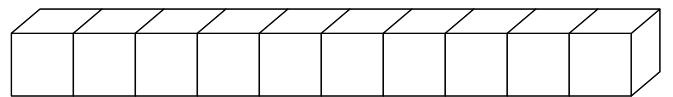
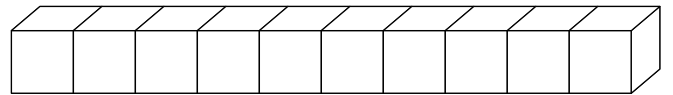
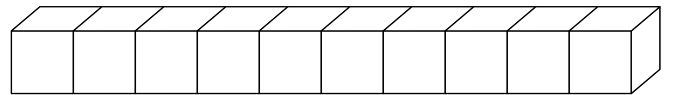
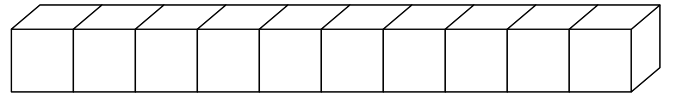
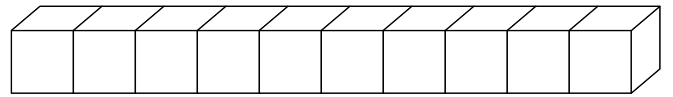
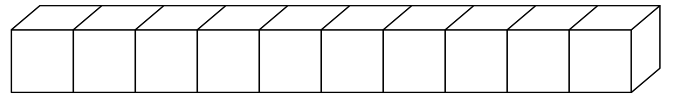
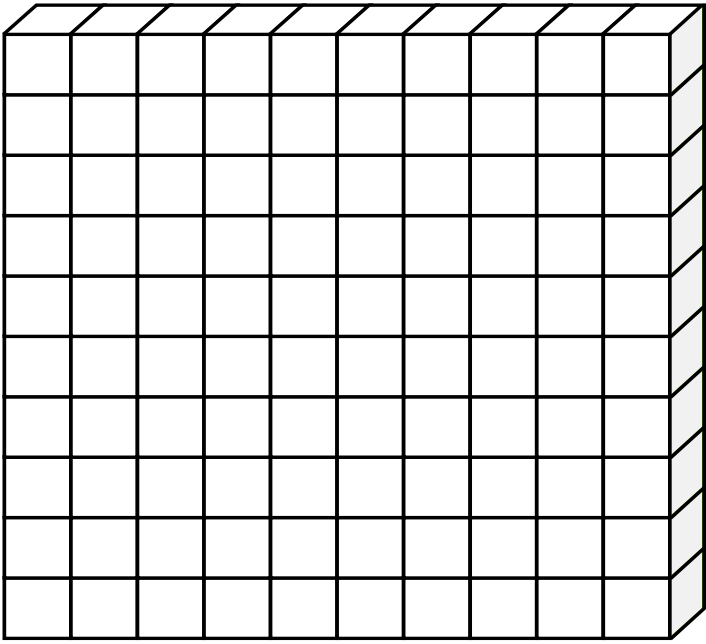

**How many weeks:** \_\_\_\_\_

**Item:**

**Cost: \$**

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**How many weeks:** \_\_\_\_\_





**bicycle**



**\$59**

**scooter**



**\$45**

**skateboard**



**\$63**

**tablet**



**\$100**

# art supplies



**\$28**

# trampoline



**\$97**

# spiderman



**\$14**

# television



**\$88**

**soccer ball**



**\$16**

**toy cars**



**\$5**

**new shoes**



**\$34**

**swimming pool**



**\$13**



**remote control  
car**



**\$24**

**video game**



**\$42**

**lego**



**\$21**

**barbie**



**\$17**

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