



Grades 6-8

Lesson 5

SAVING FOR SPECIAL PURPOSES, Part 2

Key concepts: Income, needs vs. wants, budgets, savings accounts, paying yourself first.

Summary: This lesson follows the previous lesson on budgeting with an emphasis on constructing a monthly budget that includes saving for a special purpose. Students identify that special purpose (future purchase) after scanning newspapers and magazines.

NJ Core Curriculum Content Standards for Personal Financial Literacy:

Standard 9: 21st Century Life and Careers

9.2.A. Income and Careers: 9.2.8.A.5

9.2 B. Money Management: 9.2.8.B.2, 9.2.8.B.6

9.2 D. Planning, Saving, and Investing: 9.2.8.D.1

9.2 E. Becoming a Critical Consumer: 9.2.8.E.1

National Standards in K – 12 Personal Finance Education (from Jump\$tart Coalition):

Financial Responsibility and Decision Making:

Standard 4, "Make financial decisions by systematically considering alternatives and consequences."

Income and Careers:

Standard 2, "Identify sources of personal income."

Planning and Money Management:

Standard 1, "Develop a plan for spending and saving."

Saving and Investing:

Standard 1, "Discuss how saving contributes to financial well-being."

National Content Standards in Economics (from Council for Economic Education):

Standard 1, Choice, scarcity, and opportunity cost

Rationale: This lesson is intended for middle school students in sixth through eighth grades during a forty minute time period. The lesson teaches students the concept of saving money for special purposes using a budget. The activities rely on a variety of interactive and visual formats designed to be interesting and fun.

Lesson Objectives: Students will be able to:

- Budget for special purposes.
- Identify monthly income.
- Identify monthly expenses.
- Calculate simple interest.
- Plan a monthly budget.

Materials:

- Transparency of Budget Worksheet (Resource Section)
- Newspapers (1 per every 3-4 students)
**Materials not attached to this file may be found in a separate resource file.*

Setting the Stage:

Background Builder #1: Review with students the key points of the previous lesson on Saving for Special Purposes.

State the Objective: tell the students what they will be able to do upon conclusion of the lesson.

“At the end of this lesson, you will understand how to create a budget to achieve your goal of buying and maintaining your own cell phone.”

The Lesson Procedure:

Budgeting is the process of making your needs and wants fit with the money you have. It can be difficult at times, but it is the key to making sure you have your money under control.

Remind students that some times their parents cannot afford or provide all of their desires. Tell students that at their age they can be responsible for some of their financial needs by providing a service (babysitting, dog watching, lawn cutting, etc.) that will enable them to make purchases they desire. Today they will determine what monthly income they need to earn to purchase and maintain a cell phone. The features of the plan they choose will affect the amount they need to earn.

Distribute the newspapers and have students locate cell phone advertisements in groups of 3-4. Next have groups report their findings, writing notes on a chalk/white board or easel tablet. Finally have students select the plan that will suit their needs.

Now that the students know how much a cell phone will cost, they should be motivated to make some money! At this time, it's time to return to the conversation about possible services they can provide. The conversation can also include ideas for how to promote their services.

Have students create Budget Worksheets, follow the example in the Resource Section. First, ask students to list monthly income. Second, ask students to list monthly expenses. Finally, have students calculate the monthly total (income – expenses = total).

Students should determine how much money they can earn and save each month to maintain the cell phone. Remind students that by depositing the money in an interest bearing savings account their money will grow.

TD Bank, like other banks, allows you to store your savings with us. A bank is the safest place to keep your money, and because we want you to let us protect your money, we give you a thank you gift that we call interest. Interest is money that you earn just by having money in a savings account. It is a percent of the total amount of money that you keep with us. The interest rate and the length of time determine the amount of interest that you leave your money in the bank.

(PLEASE WRITE THIS OUT VERY CLEARLY ON THE CHALKBOARD. KEEP ALL PERCENTS AS DECIMAL AMOUNTS SINCE STUDENTS WILL CALCULATE INTEREST USING THE DECIMAL CONVERSION.) For example, if you save \$100 for one year in an account with a 5% interest rate (write 0.05 on the board) you would have earned \$5.00 for free as a thank you from the bank. Model how you arrived at this answer via the chalkboard and by using the calculator for computation.

At this time students should determine how much they will need to earn monthly to maintain the cell phone. Have students share their budgets and savings plans in groups of 3-4. Groups should then be given a chance to share with the class.

Closing the Lesson:

Ask students to describe how a budget can help them meet their goals of saving for a special purpose. Additionally, elicit from students that saving money in the bank is not only safe but also profitable because they will earn interest. See the suggestion page for “Ways to End and Review Lessons”, for additional ideas.

National Council of Teachers of Mathematics Principles and Standards for School Mathematics, 2000.

Number and Operations – (Students will) Understand meanings of operations and how they relate to one another.

Number and Operations – (Students will) Compute fluently and make reasonable estimates.

Algebra – (Students will) Understand patterns, relations, and functions.

Problem Solving – (Students will) Build new mathematical knowledge through problem solving.

Communication – (Students will) Use the language of mathematics to express mathematical ideas precisely.

Connections – (Students will) Recognize and use connections among mathematical ideas.

Representation – (Students will) Create and use representations to organize, record, and communicate mathematical ideas.

Ways to End and Review Lessons

Beach Ball Toss: Write end of lesson review questions on a beach ball. When it's tossed the individual who catches it must read and answer the question written under their right thumb.

Sample Questions:

- What are some expenses you may have currently?
- What types of earnings do you gather?
- Define interest.

Interview: In pairs of two, students interview one another with regard to lesson content. When both pupils have had ample time to interview, they must summarize the partner's feedback in either written report or oral format

Sample Questions:

- What item would you be willing to save money for in order to make the purchase?
- Where do you expect to get the money you'll save?
- How much spending money will be available?
- Are there items you'll need to forego in order to save enough money?
- How long will it take you to save enough money for the item you desire?

Quiz the Teacher: Students have the opportunity to flip roles and ask the teacher the questions typically asked of them. Questions need to be generated by each student.

Storyboard/Stretch to Sketch: Have students write and illustrate a storyboard. A piece of paper is folded into six or eight squares, which are filled with a picture and caption for each square. The story should be an example of how to earn money to afford a cell phone.

Creative Writing: Develop any of the following items that demonstrate knowledge of lesson content: Advertisement/Brochure/Riddles. Focus on any new piece of information learned. This will differ from one student to another.