



National Teach Children to Save Day

Managing Money

► Overview

Students share the book *Bunny Money*, by Rosemary Wells, to learn what money is and how to describe it; the difference between goods and services; and how spending occurs. Spending occurs in everyday life, students need to know what kind of products they are receiving for their money (a good or a service). Also, in order to spend money students need to be able to identify it and say what it is used for.

► Lesson Objectives:

Students will be able to:

- Explain why people need money.
- Identify money in the form of paper and coin currency.
- Define and classify *goods* and *services*.
- Describe how to spend and manage money.

► Definitions:

- A **good** is something you use up or is tangible. (Music box, vampire teeth, sandwich, cupcakes, shake, earrings)
- A **service** is something somebody does for you, intangible items. (Riding the bus, using the laundromat)

► Materials:

- Book: *Bunny Money*, by Rosemary Wells (Puffin Books, 1997)
- Chalkboard or chart paper
- Art supplies: Markers, construction paper, scissors, tape/staples/glue
- Handouts: "Bunny Money" copies from the book
- Actual money: Paper bills and coins

► Group Activity:

1. Gather the students to share the book *Bunny Money*.
 - Show students the actual paper bills and coins and ask, "What is this?" Students should answer, "Money."
 - Say to the students, "If I had just arrived from another planet and they never heard of money, how would you explain it to me?"
 - List each response on the chalkboard or chart paper.
 - Now ask, "What would you tell this alien that money is used for?"
 - List responses on the chart.

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2. Now bring the book out and say, "I have a story about some characters that you may have met before: Max and his sister Ruby. They are on a spending adventure and since they are bunnies their currency is 'Bunny Money,' the name of this story. As you listen to the story, I'd like you to listen to the things Ruby and Max used the money for. Think about whether it is *goods*: something they use up and tangible, or *services*: something somebody does for them and intangible?"
 - Read the story.
 - Make a chart with the headings *goods* and *services* after the story is done.
 - Have students give suggestions of things the characters paid for in the story and have the class decide whether it was a good or service.
3. Hand out the art supplies and "Bunny Money" copies, and tell the students they will be making their own wallets to hold their "Bunny Money."
 - To make the wallets, fold the construction paper in half, then tape or staple both ends. Fold the paper again to complete the wallet. Wallets may be personalized by students using additional art supplies (glue, glitter, markers, crayons, etc.)
 - Have the students cut out their "Bunny Money" and place the same amount the bunnies started with (\$15) in their wallets. Help the students count the money so they all know how much they have. If time permits, allow the students to color their "Bunny Money."
4. Reread the story and have the students be Max and Ruby.
 - Each time Max or Ruby spend money, have the students "spend" money the way the bunnies do.
 - Using the chalkboard or chart paper, write the subtraction problems so the students can see a visual picture, as well as using the play money.
 - Once the money has been spent, ask the students how they would have spent their money differently if they were Max and Ruby.
 - The students will then draw a picture and write a sentence about what they would spend their money on if they had a wallet full of cash.

► Comprehension Questions:

- **Explain how Max and Ruby could get a birthday present for grandma.**
They could save their money.
- **List all the ways Max and Ruby spent their money.**
Bus fare, oozing cheery vampire teeth, soap, washer, dryer, peanut butter and jelly sandwich, coconut cupcakes, banana shake, bluebird earrings, glow-in-the-dark vampire teeth, phone call.
- **Give examples of goods and services.**
Goods – music box, vampire teeth, sandwich, cupcakes, shake, earrings
Services – riding the bus, using the laundromat.
- **Explain Ruby's comment, "Money is running through our fingers, Max."**
They were spending all their money too quickly.
- **Explain why they could not buy the music box.**
The music box cost \$100; they only had \$5 left.
- **Explain how Max and Ruby could have had more money to spend on the gift.**
They could have saved their money instead of spending it on all the other goods.
- **Identify all the different units of money they saved and spent.** One-dollar bill, five-dollar bill, quarter.

