



National Teach Children to Save Day

By requesting this kit from the Wisconsin Bankers Association, you've become one of the hundreds of Wisconsin bankers who provide financial education to children and adults in their communities each year with help from the WBA Bankers Promoting Financial Literacy program.

The annual National Teach Children to Save Day is Friday, April 28, 2017. The American Bankers Association Education Foundation established the day to raise the public's awareness of the need for financial education and to increase bankers' participation in financial education across the nation. Wisconsin bankers are known for their high participation levels - in April 2016, over 40 WBA member banks reported their employees gave 532 presentations and reached nearly 14,000 students in honor of National Teach Children to Save Day.

To encourage participation in Teach Children to Save Day, the Wisconsin Bankers Association created the Reading Raises Interest kit in 2003. It's designed for bankers new to financial education and for those looking for an alternative to their traditional presentations. Although previous years' kits are no longer available, the lesson plans for each of the books can be found at www.wisbank.com/ReadingRaisesInterestKits, along with many other resources for volunteer bankers. Here are some tips to help you get started:

1. Contact teachers.

- ▶ Make the most of your bank staff's connections with your local school districts and identify potential school administrators, principals, teachers and other community members (scouts, 4-H or youth group leaders, for example) that might be interested in letting you speak with their class or group.
- ▶ Customize the letter included in this kit to mail to your list of contacts. If possible, include an outline of your presentation, a sample of a handout you plan to use, or a copy of the list of recommended books and the lesson plan included in this kit.
- ▶ If you have not worked with this school or group in the past, offer to set up a time to present your program in more detail.
- ▶ Be flexible with your presentation dates and times. While the event is on April 28, Teach Children to Save Day presentations may be scheduled whenever is most convenient for the banker and the school or group.

2. Plan your presentation.

- ▶ Read the book and lesson plan included in this kit, or if it does not fit with your potential age group, choose another book from the list of recommended books included in this kit. Create your own list of questions or an activity to go with the book you choose.
- ▶ Practice reading the story aloud and asking the questions to get an idea of how long your presentation will take.

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National Teach Children to Save Day

2. Plan your presentation. (continued)

- ▶ Or, design your own presentation. The ABA Education Foundation has updated its easy-to-use National Teach Children to Save Day Resource Kit. The kit contains 20 lesson plans and teaching tools for ages 5-18 (\$155 each for ABA members, \$300 for non-members). Each kit contains teacher-approved lesson plans and worksheets you can reproduce and use year-round in your presentations. They also include color posters, resources for parents, teacher evaluation forms and much more. To order, visit <http://www.aba.com/Engagement/Pages/TeachChildrenToSave.aspx>.

Take this program a step further. Here are some ideas:

- ▶ Work with your community and/or school librarian to cross-promote the program.
- ▶ Offer to donate books to your local library to create a “knowledge bank” for children to continue to read and learn. Or, give a copy of a particular book to each student in one classroom or grade.
- ▶ Encourage your library or bookstore to set up displays of financial education books for children, teens and their parents.
- ▶ Host a story time session at a local library or bookstore. Invite your city’s mayor or another elected official, a TV news personality, or another well-known person to talk about the program and read a book to children. WBA can help by contacting a legislator from your area if you’re interested in doing a presentation with an elected official.
- ▶ Make copies of the recommended financial education books list included in this kit to distribute to and parents at your bank, libraries and bookstores.
- ▶ Give books to members of your children’s savings club.
- ▶ Create a special promotion for children during April. Give students a coupon for a freebie (such as a book or a backpack) when they open a new account at your bank.
- ▶ Create a display in your bank lobby to let customers know about Teach Children to Save Day. Draw a simple “template” on a sheet of paper with your bank’s name, the words “I’m a Saver,” a space for the child’s first name and a boarder for their dollar designs. Hand out the sheets to children who visit the bank and provide a spot for them to draw and color, or have the kids bring them back to the bank. Designate an area to post the children’s creative ideas.
- ▶ Make copies of the recommended books list and other lesson plans to give out to parents at the bank.

(continued)



National Teach Children to Save Day

3. Promote your involvement.

- ▶ Let other bank employees know what you're doing and why. Make a presentation to your bank's staff or Board of Directors. Include information about National Teach Children to Save Day in your staff newsletter.
- ▶ Share your program with your customers. Make a simple poster, display or flyer for your bank. Write a story and take photos for your customer newsletter.
- ▶ Before your presentation, send a news release to your local newspaper, radio and TV stations. Customize the sample included in this kit, print it on your letterhead and mail or fax it. An email or phone call, followed up with a mailed news release, is often most effective. Some other tips: Don't fax/email/mail the news release too early; it may get lost among the hundreds of releases that media outlets receive each day. One to two weeks before your presentation is sufficient. Make sure the person listed as a contact can be easily reached and is comfortable talking with the press. Finally, try to address the release to a specific editor or reporter. Call ahead and ask for the name of the appropriate person.
- ▶ Bring along a staff member to take photos of your presentation. Use the photos in your staff and customer newsletters, on your bank's website and in a bank lobby display. If your local newspaper editor didn't print an article in response to your news release, he or she may run a photo. Be sure to write a caption that includes who, what, when, where and why.
- ▶ Let WBA know what you did. After your presentation, please fill out and return the enclosed Presentation Summary Form, or complete the online form at www.wisbank.com/FinancialLitForms. This information helps the Foundation assess the effectiveness of the Reading Raises Interest program and helps determine the winners of the WBA Financial Literacy Awards. Don't forget to fill out the included Follow-Up Survey, which impacts the focus of next year's kit.

Have questions? Contact WBA's **Amber Seitz** at 608/441-1237 or aseitz@wisbank.com.



National Teach Children to Save Day

Sample Letter
to Schools or
Community
Groups

*This sample letter may be retyped on your bank's letterhead with the necessary information filled in.
Feel free to customize the letter to meet your individual needs.*

DATE _____

NAME
BANK NAME
BANK ADDRESS
CITY, ST XXXXX

Dear **CONTACT NAME**:

Students today face tough financial decisions about college loans, credit cards and other challenges, so it's more important than ever for young people to learn personal finance skills that will benefit them throughout life.

Together, educators and bankers can help students build good financial habits from an early age.

That's why **BANK** is participating in the annual National Teach Children to Save Day campaign on April 28.

We've made learning about money fun with Reading Raises Interest, a program designed to teach kids about personal finance through reading.

BANK volunteers are available to read an age-appropriate book – or conduct a presentation – about saving that includes relevant discussion questions, activities and time to answer students' questions. I've enclosed a copy of the lesson plan and a list of recommended financial education books for your information.

These presentations are typically 30 to 45 minutes long and can be tailored to meet your curriculum requirements. Our volunteers are available **DATES, TIMES**.

National Teach Children to Save Day, sponsored by the Wisconsin Bankers Foundation and the American Bankers Association Education Foundation, aims to strengthen financial literacy in grades K-12. Last year, Wisconsin banker-volunteers reached out to their community to make Teach Children to Save Day presentations. Together, these bankers made 520 presentations and reached over 13,000 students statewide.

To schedule a presentation, you may reach me at **PHONE NUMBER** or email **EMAIL@ADDRESS.COM**.

I look forward to working with you.

Sincerely,

NAME
TITLE





National Teach Children to Save Day

FOR IMMEDIATE RELEASE

DATE

For more information,
Contact **NAME**
PHONE NUMBER

BANK NAME Brings Financial Literacy to Kids Through Reading

Bankers teach children valuable money skills by reading together

CITY, Wis. – With Americans spending more and saving less, young people often don't learn valuable personal finance skills that will benefit them throughout life.

Together, educators, bankers and parents can help children build good financial habits from an early age. That's why **BANK** is participating in the annual National Teach Children to Save Day campaign on April 28.

Volunteers from **BANK** have found a way to teach kids about saving that provides instant gratification – and can be continued at home. Using a Wisconsin Bankers Foundation program called Reading Raises Interest, bank staff will read age-appropriate books with a message about money or saving to students at area schools.

This year's featured book is *The Berenstain Bears' Trouble With Money* by Stan and Jan Berenstain. In the story, Brother and Sister Bear find ways to work for money in order to earn coins for the things they want. Their adventures journey to find the middle ground between earning and spending makes for a funny, realistic story. The book can be a good starting point for conversations about money between children and their parents.

"Although parents may initially feel uncomfortable talking with their children about money, it's a topic that can't be overlooked," said **BANK** President **NAME**. "The discussion can begin with something as simple as wants vs. needs," **HE/SHE** said.

In addition to reading books to their children about money, parents can involve kids in spending decisions, encourage them to save part of an allowance, and explain the family's finances in general terms.

(OPTIONAL) To encourage students and parents to read more, **BANK** will donate copies of **BOOK TITLE** by **BOOK AUTHOR** to **LIBRARY** or **CLASS**. Throughout the month of April, **BANK**, **ADDRESS**, will also provide a free list of recommended children's books to parents and bookmarks to children.

National Teach Children to Save Day is an initiative sponsored by the Wisconsin Bankers Foundation and the American Bankers Association Education Foundation. Last year, bankers from over 40 institutions reached out to their community to make Teach Children to Save Day presentations. Together, these bankers reported 523 presentations to nearly 14,000 students.



National Teach Children to Save Day

The list below is just a sampling of the many books that introduce children to the basic concepts of money, saving, budgeting, earning, borrowing, investing and more. Prices listed are for the least expensive edition of each book, often paperback editions at Amazon (www.amazon.com), Barnes & Noble (www.bn.com) or Books-A-Million.com (www.bamm.com), and are subject to change. Age guidelines are established by the publishers.

Ages 4 to 8

Alexander, Who Used to Be Rich Last Sunday by Judith Viorst (Aladdin, \$6.99). Alexander's grandparents give him a dollar, but by the end of the day all he has left in his pockets are bus tokens in this introduction to money and finance.

Arthur's Funny Money by Lillian Hoban (HarperTrophy, \$3.99). When Violet the Monkey has a numbers problem and Arthur is penniless, they go into business and solve both problems.

Bank Tellers (Community Workers) by Robert B. Noyed and Cynthia Fitterer Klingel (Compass Point Books, \$14.46). Young readers learn what happens at a bank and the work that bank employees do.

The Berenstain Bears' Dollars and Sense by Stan and Jan Berenstain (Random House, \$3.99). When Brother and Sister Bear don't know how to manage their allowances, Mama comes up with a terrific idea to help them learn the value of money and how to save it – a checkbook. A set of tear-out checks is included in the book.

The Berenstain Bears Get the Gimmies by Stan and Jan Berenstain (Random House, \$3.25). Brother and Sister Bear want everything in sight, and they throw tantrums when they don't get what they want. Wisely Mama and Papa deal with this childhood malady by teaching the cubs about the family budget and the importance of appreciating all that they have already.

The Berenstain Bears' Trouble With Money by Stan and Jan Berenstain (Random House, \$3.25). To earn coins for the Astro Bear video game, Brother and Sister Bear find ways to work for money. How they find the middle ground between being spendthrifts and little misers makes for a funny, realistic story.

Bunny Money by Rosemary Wells and Rachel Axler (Puffin Books \$5.99). Ruby and Max want to buy Grandma birthday presents but unexpected events leave the pair with less and less money, giving readers a lesson in early math.

Coin County: A Bank in a Book by Jim Talbot (Innovative Kids, \$9.99). Rhyming verse leads children down the savings path through the Penny Candy Shop, the Five-and-Ten-Cents-Store, and Quarter Quarry. The journey ends at Dollar Roundup, where they discover the many ways coins add up to dollars.

A Dollar for Penny by Julie Glass (Random House Books for Young Readers, \$3.99). Penny starts the day selling lemonade for one cent, but soon is charging a nickel, a dime, a quarter, then fifty cents. She uses her profits – one dollar – to buy Mom a birthday card.



National Teach Children to Save Day

Ages 4 to 8 (continued)

Follow the Money! by Loreen Leedy (Holiday House, \$6.95). A new quarter named George narrates this book about his journey from the mint to the Federal Reserve to the local bank, grocery store, vending machine, piggy bank, storm drain, pockets and cash registers. Along the way, children learn math lessons and facts about money.

The Go-Around Dollar by Barbara Johnston Adams (Simon & Schuster, \$11.53). Matt finds a dollar on his way home and buys shoelaces from Eric, who buys bubblegum. Jennifer gets the dollar in change at the store ... and the dollar travels from person to person, teaching kids facts about currency along the way.

If You Made a Million by David M. Schwartz (HarperTrophy, \$6.99). Marvelosissimo the Mathematical Magician and his team feed fish, paint pots, transplant trees and baby -sit ogres to earn money. At the same time, they learn about currency, saving, paying off loans and more.

Just a Piggy Bank by Gina and Mercer Mayer (Golden Books Publishing Co., \$3.29). Little Critter learns the importance of saving money in this Mercer Mayer classic.

Less Than Zero by Stuart J. Murphy (HarperTrophy, \$4.99). While trying to save enough money to buy a new ice scooter, Perry the Penguin learns about managing his money and about negative numbers.

Lucky the Golden Goose by John D. Wrenn (Red Truck Publishing, Inc., \$9.95).

A goose that gets tired of having Farmer Fred pluck his down feathers to sell comes up with a plan to make some money of his own. His plan teaches kids about saving, investing and compound interest.

Money (DK Eyewitness Books) by Joe Cribb, Laura Buller (DK Children, \$10.87). Full of pictures, this book covers the history of money, how coins and currency are made, forgeries and fakes, money and trade, checks, coin collections, foreign currency, a timeline of banking and more.

Money Mama & the Three Little Pigs by Lori Mackey (P4K Publishing, \$13.57). This simple, colorful book introduces children to the concepts of saving, giving and investing.

Money Planner for Kids by Larry Burkett (Faith Kidz, \$9.99). Kids learn about contentment by thinking about future purchases, comparison shopping, making a list, budgeting and more.

Money Troubles by Bill Cosby (Cartwheel Books, \$3.99). Little Bill wants to discover a comet, but first he needs to buy a \$100 telescope. His three funny money-raising schemes teach him the value of money and charity.

The Monster Money Book by Loreen Leedy (Holiday House, \$6.95). A monsters' club introduces children to concepts such as dues, allowance, earning money, profit, borrowing, investing, giving money away, spending for fun, saving, banks and checks.



National Teach Children to Save Day

Ages 4 to 8 (continued)

My Rows and Piles of Coins by Tololwa M. Mollel (Clarion Books, \$10.20.). A Tanzanian boy saves coins to buy a bicycle so he can help his parents carry goods to market. But in spite of all he has saved, he does not have enough money. What he decides to do with his savings teaches children about the power of giving.

Pigs Will Be Pigs: Fun With Math and Money by Amy Axelrod (Aladdin, \$6.99). The Pig family's refrigerator is bare, so they decide to eat out. What do they do for cash? Instead of stopping by the ATM, they start looking through drawers, under beds and in pockets, finding a grand total of \$34.67 – enough for dinner for a family of four.

Rock, Brock and the Savings Shock by Sheila Bair (Albert Whitman & Company, \$12.44). Twin brothers are very different, especially in the way they deal with money: Rock is a spender and Brock is a saver. Their grandfather hires them to do chores and then encourages them to save by matching the total amount of money that they have accumulated from their pay each week. Brock manages to amass \$512 in 10 weeks, while Rock spends his money as soon as he earns it. Ultimately, Brock uses his proceeds to buy a fancy telescope and some gifts for family members, generously putting his remaining \$50 dollars into a joint savings account that he shares with his brother. Evidently Rock learned his lesson as the tale ends with the twins in their old age as millionaires.

Round and Round the Money Goes: What Money Is and How We Use It by Melvin & Gilda Berger (Ideals Publications, \$3.95). Children learn the development of money from its origins in the barter system to its modern usage as cash, checks and credit cards.

The Story of Money by Betsy C. Maestro (HarperTrophy, \$7.99). Kids learn why a small piece of yellow metal is worth more than a big loaf of bread, and a little piece of green paper is worth more than either.

Uncle Jed's Barbershop by Margaree King Mitchell (Aladdin, \$6.99). Despite segregation and the Great Depression, Sarah Jean's Uncle Jed, the only black barber in the county, finally saves enough money to open his own business.

Ages 8 to 12 (continued)

The Amazing Days of Abby Hayes: Have Wheels, Will Travel by Anne Mazer (Apple, \$4.99). Abby is sick of using her sister's old inline skates and wants to buy a new pair with purple wheels. But when she ends up spending the money she earns from odd jobs on other things, she has to rethink her plan.

Double Fudge by Judy Blume (Puffin, \$5.99). Fans of Superfudge and Fudge-a-Mania will welcome the return of seventh-grader Peter Hatcher and his brother, Fudge. This time they visit Washington, D.C., where money-obsessed Peter and his family tour the Bureau of Engraving and Printing.



National Teach Children to Save Day

Ages 8 to 12 (continued)

Eyewitness: Money by Joe Cribb (DK CHILDREN, \$15.99). Beautiful photographs help provide an overview of money, from the earliest times to present day.

Lunch Money by Andrew Clements (Simon & Schuster Children's Publishing, \$10.85). Greg Kenton has always had a natural talent for making money – despite the rivalry of his neighbor Maura Shaw. Then, just before sixth grade, Greg discovers that almost every kid at school has an extra quarter or two to spend every day. Multiply a few quarters by a few hundred kids and school suddenly looks like a piggy bank.

Mom, Can You Buy Me This? By Kathryn Durham (Pen and Paper, \$11.95). Ryan encounters Mr. Tax, Ms. Interest, Mr. Inflation, Ms. Brokerage and more after asking, "Mom, can you buy me this?"

Money Hungry by Sharon G. Flake (Jump at the Sun, \$5.99). Raspberry Hill has lived on the streets, sleeping in an abandoned car. At 13, she vows never to live like that again and becomes obsessed with earning and saving money. But when a \$200 loan to a friend causes problems at home, she learns how to forgive and set limits.

Money Sense for Kids! by Hollis Page Hartman (Barron's Educational Series, Inc., \$8.76). Amusing "case studies" and lively, engaging activities teach kids how to be smart consumers and wise investors.

The Money Tree by Sarah Stewart (Farrar, Straus and Giroux, \$6.95). Miss McGillicuddy is surprised to see a tree in her yard sprouting dollar bills and happy to let strangers pick the dollars off the branches. But when the tree is no longer there, she's just as happy as before.

Not for a Billion Gazillion Dollars by Paula Danzinger (Putnam Juvenile, \$4.99). Matthew spends the summer before seventh grade trying to earn enough money to buy a coveted computer program.

Opening a Bank Account by Stuart Schwartz (Capstone Press, \$21.26).

Opening checking and savings accounts, and what their purposes are, are described to help children understand the banking process.

The Toothpaste Millionaire by Jean Merrill (Houghton Mifflin Co., \$5.86). Sixth-grader Rufus Mayflower thinks he can make a gallon of toothpaste for the same price he'd pay for a tube. With a plan and help from his friends, he does that and more, making a million by eighth grade.

The Totally Awesome Money Book for Kids (second edition) by Adriane C. Berg and Arthur Berg Bochner (Newmarket Press, \$10.36). Written by a child and his mother, this book uses cartoons, drawings, quizzes, games, riddles, stories and short chapters to teach the basics of saving, investing, borrowing, working and taxes.

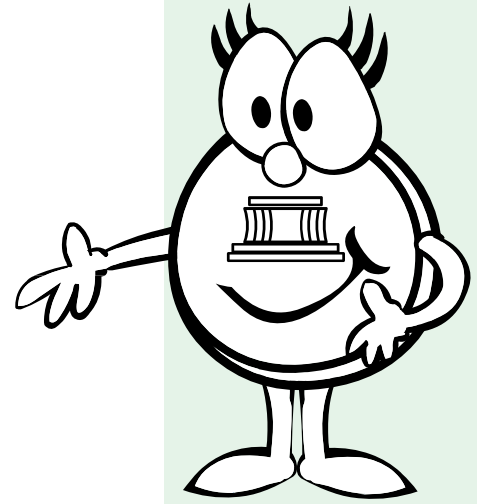


**READING
RAISES
INTEREST**

Lesson plan provided courtesy of
2017 Wisconsin Bankers Foundation
Reading Raises Interest kit.

Grade One

Savings Accounts and Interest



Overview

Students share the book *Berenstain Bears' Trouble with Money*, by Stan and Jan Berenstain, to learn about saving money, banks, and interest.

Prerequisite Skills

Add one-digit numbers with renaming; count pennies, nickels, dimes, and quarters up to a dollar.

Lesson Objective

Students will be able to:

- Understand that money must be managed carefully
- Understand the role of banks in helping people save money
- Define *savings account*
- Understand that interest is extra money earned by saving money at a bank

Materials List

1. Book: *The Berenstain Bears' Trouble with Money (A First Time Book)*, by Stan and Jan Berenstain (Random House, 1983)
2. Chart paper or chalkboard
3. Play money: pennies, nickels, dimes, quarters
4. Drawing paper
5. Crayons
6. Handout: **Nest Eggs and Tables** worksheet

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

bank
interest
miser
nest egg
responsible
savings account
spendthrift

Large-Group Activity

Materials

- Book: *The Berenstain Bears' Trouble with Money*
- Chart paper or chalkboard
- Drawing paper
- Crayons

1. Gather students to share the book *The Berenstain Bears' Trouble with Money*.

- Say:

How many of you have piggy banks? Do you leave the money in the bank, or do you take it out and spend it? Allow students to share their experiences.

I'm going to read a book to you about a brother and sister who learn an important lesson about saving money. The book is called *The Berenstain Bears' Trouble with Money*, and it was written and illustrated by Stan and Jan Berenstain. There are over 250 Berenstain Bears 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, stopping to allow all students to see the pictures.

2. Briefly discuss the book with the class.

- **What was Brother and Sister Bear's problem with money at the beginning of the story?**

They spent money too quickly—they wasted it.

- **What was their problem later in the book?**

They worried too much about money—all they wanted to do was make more and more and save it in piggy banks and sugar bowls.

- **What did Mama Bear want to do about the cubs' problem with money?**

She wanted to give them an allowance to help them learn to take better care of their money.

- **Which problem do you think is worse: wasting money or holding onto it too much?**

Accept any answers. Encourage students to discuss this question freely.

3. Discuss today's economic concepts: responsible attitudes toward money and savings accounts and interest.

- ***Responsible Money Sense***

When Brother and Sister Bear were wasting money at the beginning of the story, Papa called them **spendthrifts**. Write the word “spendthrift” on the chalkboard or chart paper.

You can probably guess that a spendthrift is someone who wastes money. A spendthrift can’t save money for anything—he spends it as soon as he gets it. Can you guess why being a spendthrift can cause problems? Allow students to speculate.

Because a spendthrift is someone who throws away his money, he doesn’t save money to pay for things he needs. He doesn’t plan how he will spend his money so that he always has enough to pay his bills.

How many of you know the story of Jack and the Beanstalk? Even though he didn’t have money at the beginning of the story, Jack was still a spendthrift. Can you tell me how? Help students understand that Jack traded his cow for a handful of beans when he was supposed to sell it for things he and his mother needed.

When the cubs saw how upset Papa got over their spendthrift ways, they decided to stop wasting money. Unfortunately, they still weren’t very smart with money. What did they do instead of wasting it? They worked too many jobs and put all their money into piggy banks and jars.

This time, Papa called them **misers**. Write the word “miser” on the board.

A miser is just the opposite of a spendthrift—he *never* wants to spend money. All he cares about is making more and more money, and keeping it all to himself. Why do you think acting like a miser can cause problems? Allow students to speculate.

Can you think of a famous character from a book or a movie or a cartoon that was a miser? Help students brainstorm ideas. They may remember Ebenezer Scrooge from Charles Dickens’s book *A Christmas Carol* (or any of the movie and cartoon versions of the story), or they might think of the Disney character Scrooge McDuck.

When Brother and Sister decided not to be spendthrifts anymore, they went overboard, and kept working and working to make money. They stopped wasting money; in fact, they stopped spending money at all. All they did was stuff their money in piggy banks and sugar bowls.

Mama and Papa Bear didn’t want their cubs to be spendthrifts or misers. They wanted them to learn to be **responsible** with money. Write the word “responsible” on the board.

When you are responsible with money, you don’t waste it or hide it away. You have the money you need to pay your bills, plus you have some left to have fun. Let’s talk about the ways Mama Bear showed the cubs to handle their money responsibly.

○ *Banks, Savings Accounts, and Interest*

When Mama and Papa Bear suggested the cubs put most of the money they earned into a **bank**, did they mean a piggy bank?

No, the bank they were talking about is a building full of people whose job is to look after money. You can do many things with money in a bank, but today we're going to talk about using a bank to help you save your money. When you put money into a bank, it goes into something called a **savings account**. Write the words "savings account" on the board.

A savings account in a bank is a better place to save money than putting it into a piggy bank or sugar bowl. Can you guess why? Allow students to speculate. They may suggest that it's harder to get money out of a bank.

If your money is in a piggy bank or jar or bowl in your room, it's very easy to take some out whenever you think of something you want. Pretty soon, the money is gone. Remember, Sister Bear used to take her money out of the piggy bank before it had a chance to cool off! You might want to return to the seventh page of the book to reread this passage.

Not only is it too easy to grab money from a piggy bank or jar, but while the money is in there it's not doing anything. Money in a savings account at a bank, however, doesn't just sit there—it grows. Let's talk about how your money grows in a savings account.

Papa called the money the cubs were putting into the bank a **nest egg**. Write the words "nest egg" on the board.

Do you remember how Mama explained the meaning of this term? She explained that the "nest egg" is the egg a farmer leaves in the chicken's nest. The rest of the eggs are sold for people to eat, but the nest egg is left to hatch into a chick.

Just like a nest egg hatches into a chick that the farmer will use later, a nest egg in the bank will "hatch" something called **interest**. Write the word "interest" on the board.

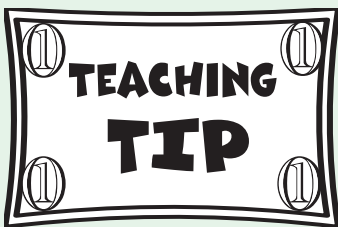
When we're talking about money, the word "interest" is very important. In a savings account, interest is extra money the bank pays you for letting them keep your money for a while.

Have you ever rented a movie at a video store? How does it work? You pay the video store to let you use the video for a while. Then you bring the video back later.

Just like you pay a video store to use their VHS tapes and DVDs, the bank uses your money for a while. You might say the bank is "renting" your money, so they have to pay you for it.

If you put ten dollars in a savings account at a bank and leave it there for a while, when you go to get it out you get back more than ten dollars. And the longer you leave the money in the bank, the more it will grow. **NOTE: The discussion of how interest works is covered in the small-group activity, so don't attempt to explain it at this time.**

Would you rather keep your money in a piggy bank in your room or put it in a savings account? Accept any answers, encouraging open discussion of the pros and cons of piggy banks and savings accounts.



You may need to explain that this is a figure of speech. First graders may believe the money actually hatches.

4. Introduce the Large-Group Activity: Spendthrifts and Misers.
- Pass out drawing paper to the students and have them fold the paper in half. Help them write the word “Spendthrift” at the top of one half of the paper and the word “Miser” on the other half. Say:

On the “spendthrift” side of your paper draw and color someone wasting money. On the “miser” side draw someone who never spends his or her money. If you have time, draw someone being responsible with money on the back of the page.

You might want to allow students to complete these drawings while you work with small groups in the following activity.

Small-Group Activity: The Interest in Savings

Concepts Taught

Using a Table to Understand Interest Earned in a Savings Account

Materials

- Play money: pennies, nickels, dimes, quarters
 - Handout: **Nest Eggs and Tables** worksheet
1. Discuss the concept of interest earned on savings.

- Say:

We know that putting our money in a savings account at a bank allows the money to “grow.” Let’s take a closer look at how interest works, and why your money grows bigger the longer you leave it in the bank.

On the chalkboard or chart paper draw a simple table like the following:

Savings	Interest			
	1 day	2 days	3 days	4 days
___¢	1¢	2¢	3¢	4¢

This is a table. A table is a way to organize information. Point to the word “Interest” on the table. **This word is “interest.”**

Under the word “interest” you can see the numbers 1, 2, 3, and 4. On this table, these numbers stand for days. Under each of the numbers is an amount. What amount do you see under the number one? The amount under number one is “1¢.” Ask volunteers to name the amounts under the other numbers.

Point to the word “Savings.” **This word is “savings.” In this box we will write an amount of money someone put into a savings account.** Write in the amount “4¢” in the box under “Savings.”

If I put four cents into the savings account, how much interest would I earn in one day? The interest for one day is one cent. **What would be my total savings after one day?** Use pennies on the table to illustrate the



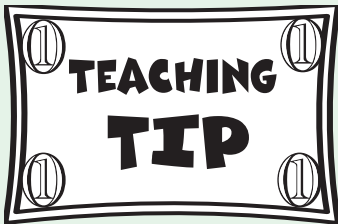
This lesson has been simplified to match first graders’ ability levels.

calculation as you say it aloud: “ $4\text{¢} + 1\text{¢} = 5\text{¢}$.” **After one day my nest egg has grown from four cents to five cents. How much would it grow after three days? After three days the money grows from four cents to seven cents.**

Let’s try another one. Erase “ 4¢ ” from the “Savings” box of the table and write in “ 2¢ .” **NOTE: Don’t attempt to explain changing interest rates due to changing amounts in savings to students at this level. This round is designed only to make sure students know how to read the table.**

If I put two cents in the savings account, can you tell me what my total savings would be after four days? Remember, you will add my savings to the interest earned in four days. Write the simple addition problem on the board as you say it aloud: “ $2\text{¢} + 4\text{¢} = 6\text{¢}$,” and use pennies to demonstrate it concretely.

After one day my nest egg has grown from two cents to six cents. How can I get the most interest on my savings? Savings grow bigger the longer the money stays in the account.



First graders haven’t learned to write money using dollar signs and decimal points. Always use amounts less than a dollar.

2. Practice using the table to calculate interest.
 - Erase the amounts of interest for the four days and replace them with other small amounts. Allow individual students to find the interest earned for various amounts of savings, keeping the numbers small so that the calculations are for basic addition facts only.
3. Introduce the group activity: **Nest Eggs and Tables** worksheet.
 - Pass out the worksheets and explain that it shows two different savings accounts, one for Penny and one for Buck. This time the interest is given in months, not in days.

Go through the first three questions as a group, using play money to help students count. Then allow students to complete the last question—Buck’s savings—on their own. Watch students’ work carefully and provide help if needed.

Assessment

Check students’ understanding by listening carefully to the responses they give during group discussions and on the **Nest Eggs and Tables** worksheet. Watch carefully to see if any students struggle with the tasks in the small-group activity. Allow students to share their **Spendthrifts and Misers** drawings, explaining what each character is doing and why that isn’t a responsible way use money.

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.

Room 108 Money Drills

Owned and operated by a primary teacher, Room 108 is an educational activity center for kids. The Piggy Bank game, located in the math section, allows students to virtually count coins into a piggy bank to equal a given amount, by dragging the

coins with the mouse cursor. Found at:
www.scugog-net.com/room108/money/money.htm.

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 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.

Analyze change in various contexts

- Describe quantitative change, such as a student's growing two inches in one year.

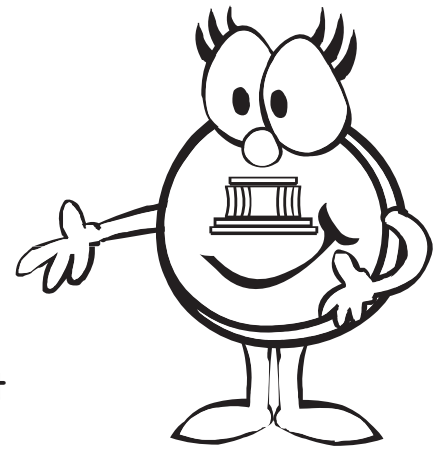
Language Arts

This lesson, based on the children's book *The Berenstain Bears' Trouble with Money (A First Time Book)*, 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.

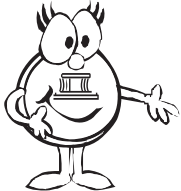
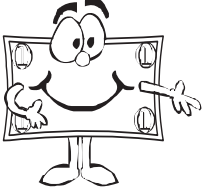
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these 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).

Nest Eggs and Tables

Name _____



Penny and Buck put their money in a savings account at the First Bank of Savings. Look at the table. Use the table to answer the questions about Penny's and Buck's nest eggs.

Savings	Interest			
	1 Month	2 Months	3 Months	4 Months
 25¢	5¢	10¢	15¢	20¢
 10¢	3¢	6¢	9¢	12¢

1. How much money did Penny put in the bank?
2. How much interest would she make in three months?
3. How much money would be her total after three months?
4. What would Buck's total be if he saved for four months?





Lesson plan provided courtesy of
2017 Wisconsin Bankers Foundation
Reading Raises Interest kit.

The Berenstain Bears' Trouble with Money

By Stan and Jan Berenstain / ISBN: 0-394-85917-0

Lesson Author

Erin A. Yetter, Federal Reserve Bank of St. Louis—Louisville Branch

Standards and Benchmarks (see page 11)

Lesson Description

In this lesson, students hear a story about two little bears whose parents use several figures of speech relating to money. Students draw a picture of a bank and write a caption explaining their illustration. Students follow along with the story by listening for additional figures of speech and how they relate to the concepts of banks and interest. The students also construct a story map of an event in the story relating to why people choose to keep their money in banks.

Grade Level

1-3

Economic Concepts

Bank
Interest

Language Arts Concepts

Caption
Figure of speech

Objectives

Students should be able to

- define bank, interest, caption, and figure of speech; and
- explain why people would choose to keep their money in banks.

Time Required

Approximately 60 minutes

Materials

- *The Berenstain Bears' Trouble with Money* (ISBN: 0-394-85917-0) by Stan and Jan Berenstain
 - Visual 1
 - Handouts 1, 2, and 3, one copy of each for each student
 - Pen, pencil, markers or crayons for each student
 - Scrap paper for each student
-

Procedure

1. To introduce the lesson, display *Visual 1: Pictures*. Ask the students if they know what the explanatory words under the pictures are called. (*Captions*) Explain that a **caption** is a written explanation that accompanies a picture to explain what is shown in the picture. Ask students the following question:
 - What other places have you seen captions? (*Answers will vary, but some students might say in cartoons, in textbooks or newspapers, on bulletin boards, or on billboards.*)
2. Turn to page 12 in the book and show the students the pictures of the cubs imagining Papa Bear being made of money and money growing on trees. Ask students the following question:
 - What points are these pictures trying to make? (*Answers will vary.*)
3. Instruct students to work with a partner to create a caption for each picture. Reiterate that captions are written explanations that help readers understand what is shown in a picture. Give students a few minutes to come up with ideas and then call on a few student pairs to share their captions.
4. Distribute a copy of *Handout 1: Create a Caption* to each student. Tell the students to draw a picture of a bank and then write a few sentences explaining their picture. If they have trouble describing their illustration, prompt them with questions such as the following:
 - Why do people go to banks?
 - Have you ever been to a bank? What did you see there?
 - What does a bank do?

Keep these drawings for discussion later in the lesson.

5. Tell students that the pictures in the book each illustrate a **figure of speech**. Explain that a figure of speech is a word or words used to mean something other than the literal meaning or usual meaning. Show the pictures from page 12 again and explain that the picture on the left illustrates the figure of speech “made of money” and the one on the right illustrates the figure of speech “money growing on trees.” Ask students the following questions:
 - Have you ever heard someone use these figures of speech? (*Answers will vary.*)
 - What are some other figures of speech you have heard? (*Answers will vary but some common ones include falling in love, dead tired, it's raining cats and dogs, light as a feather, or burning a hole in my pocket.*)
6. Distribute a scrap of paper to each student. Tell the students they are going to hear a story about two little bears whose parents used several figures of speech relating to money. Instruct them to listen for more figures of speech as you read the story and to jot them down on a piece of scrap paper. There will be two more (*Saving for a rainy day [page 13] and nest egg [page 25]*).
7. Begin reading the story. At the end of page 26, ask students the following questions:
 - Where did Papa say the cubs should put their money? (*Bear County Bank*)
 - Why did Mama say they should put their money in a bank? (*Banks pay interest.*)
 - What is **interest**? (*Students should answer based on the definition in the story: Interest is money paid to you by the bank for leaving your money there.*)
 - What other figures of speech did you hear in the story? (*Saving for a rainy day and nest egg*)
8. Finish reading the story and tell the students that a **bank** is a business that accepts people's deposits of money and makes loans to people who want to borrow money. Ask students the following questions:
 - What was the name of the bank where the Bears deposited their money? (*Bear County Bank*)
 - What is a bank? (*Answers will vary, but some students may say that a bank is a business in a community that accepts deposits from its customers and makes loans.*)
 - What are the names of some of the banks in our area? (*Answers will vary depending on your location.*)
9. Explain that interest is the price for using someone else's money. When people deposit money in banks, the banks pay the depositors money called interest. In exchange for the interest paid, banks are allowed to use the depositors' money to make loans. When people borrow money from banks, banks charge the borrowers interest. Borrowers pay interest in exchange for using someone else's money.

10. Explain that people often borrow money from banks to buy houses and cars, to remodel their houses, or to start businesses. In the book, Papa and Mama could have perhaps borrowed money from the Bear County Bank to add a room to the tree house or start a business.
11. Explain that people keep their money in a bank because banks are a safe place to keep money, it is easy to pay bills if you have a bank account, and banks pay interest on deposits. Ask students the following questions:
 - Why do you think Papa suggested the cubs put their money in the bank? (*Answers will vary but should be based on the story, such as it was a large amount, he wanted the cubs to start saving, or they would get paid interest for leaving their money in the bank.*)
 - Do you have any money in a bank? (*Answers will vary.*)
 - Why did you put your money in a bank? (*Answers will vary, but the students should say because banks are safe; banks pay interest; and if their money is in a bank, they can't spend it right away.*)
12. Refer the students back to the pictures they drew and the captions they wrote. Call on a few students to share their pictures and captions. Tell them that when they were writing sentences about their pictures of a bank, they were creating captions. Invite students to change their captions now based on what they have learned about banks. Ask a few students to share their changes. (*Some students may want to change their captions to say things such as banks pay interest, banks are a safe place to keep money, banks are businesses, or banks make loans.*)

Closure

13. Distribute a copy of *Handout 2: Describing an Event* to each student. Instruct students to work with their partners to answer the questions about when, who, how, where, why, and the significance of the event. Once complete, call on students to discuss their answers.

Handout 2: Describing an Event—Answer Key

When? At the end of the story

Who? Brother Bear and Sister Bear

How? Mama and Papa took them to the bank.

Where? The bank

Why? Banks are a safe place to keep money; it is easy to pay bills if you have a bank account; or banks pay interest.

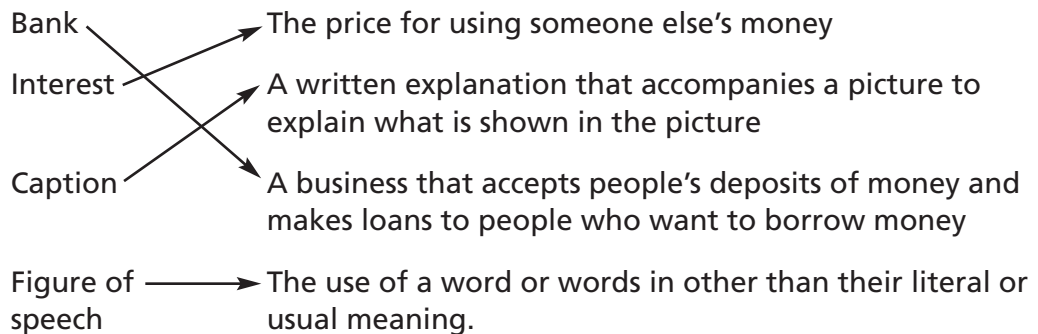
Significance? Brother and Sister Bear's money is safe in a bank and they will receive interest—money.

Assessment

14. Distribute copies of **Handout 3: Assessment** to each student. Allow a few minutes for students to complete and then review their answers using the answer key below.

Handout 3: Assessment—Answer Key

1. *Answers will vary.*
2. However students choose to illustrate the picture is fine.
3. *Answers will vary but could include the following: Banks are a safe place to keep money. The money will be safer in a bank than her closet. It is easy to pay bills if you have a bank account. Banks pay interest—she could earn more money.*
- 4.



Visual 1: Pictures



Loretta reads a book about savings to her little sister, Sasha.



Loretta must get her chores done before she can go play with her friends.



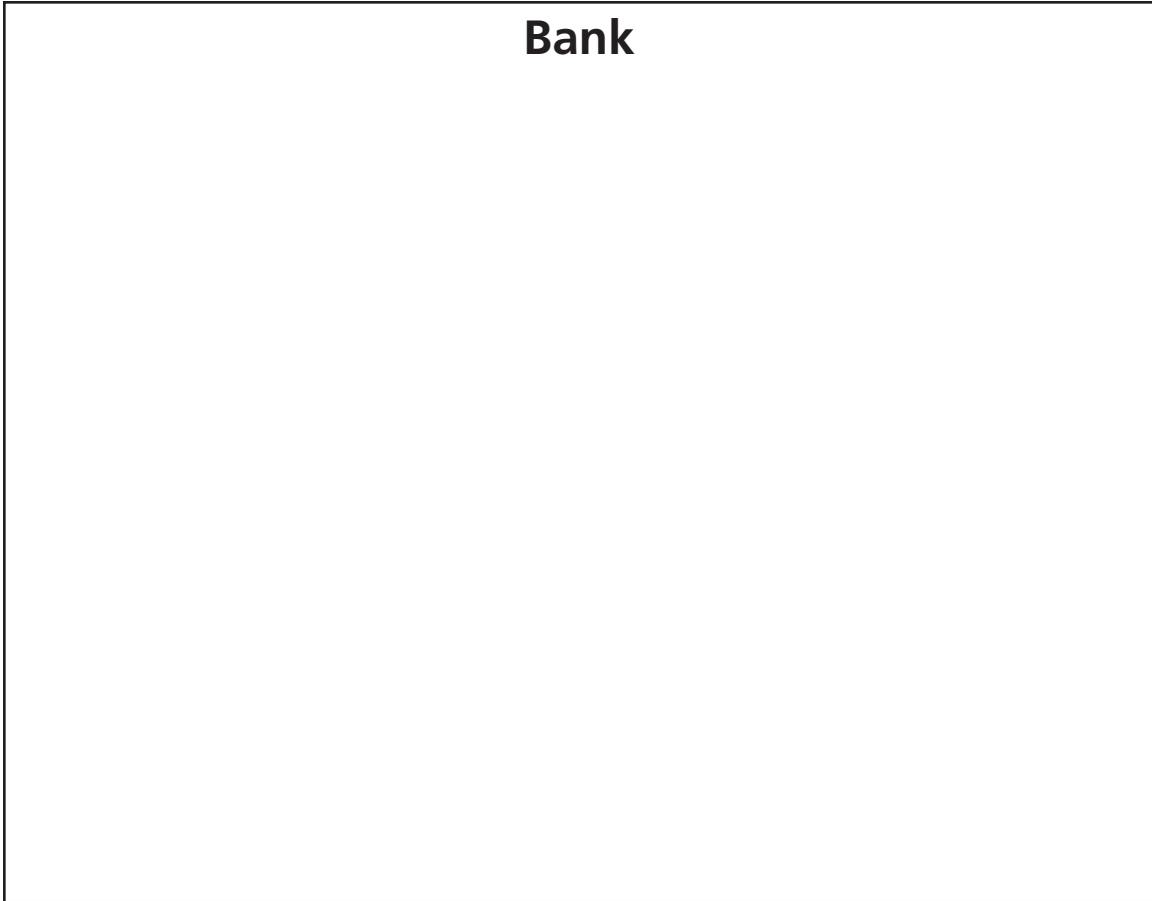
Juan donates some money for the new panda exhibit at the zoo.

Handout 1: Create a Caption

Name _____

Directions: In the box below, draw a picture of a bank and then write a sentence or two to explain your picture.

Bank



Caption

Handout 2: Describing an Event

Event

Brother Bear and Sister Bear put their money in the bank.

When?

Who?

How?

Where?

Why?

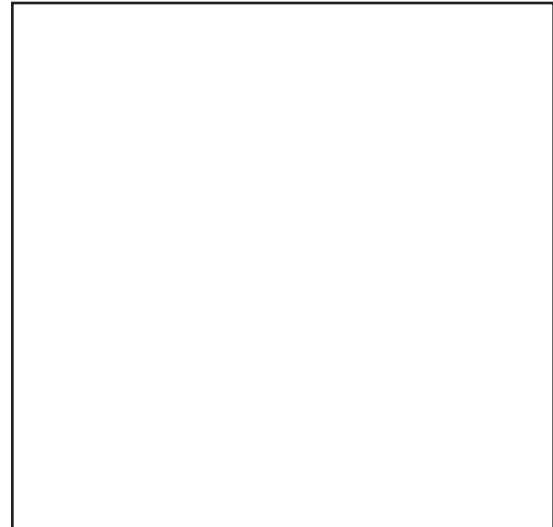
Significance?

Handout 3: Assessment (page 1 of 2)

1. Write a caption to explain the picture below.



2. Draw a picture to illustrate the figure of speech shown.



Saving for a rainy day.

3. Your neighborhood friend has been saving money by putting spare change in an empty milk jug. It is almost full and very heavy. She wants to keep the jug in her closet when it is full. You tell her she should take the money to the bank instead of keeping it in her closet, but she doesn't understand why. Provide two reasons why she should put her money in a bank.

Reason 1:

Reason 2:

Handout 3: Assessment (page 2 of 2)

4. Draw lines to match each vocabulary word to the correct definition.

Bank

The price for using someone else's money

Interest

A written explanation that accompanies a picture to explain what is shown in the picture

Caption

A business that accepts people's deposits of money and makes loans to people who want to borrow money

Figure of speech

The use of a word or words in other than their literal or usual meaning

Standards and Benchmarks

National Standards in Economics

Standard 10: Institutions evolve and are created to help individuals and groups accomplish their goals. Banks, labor unions, markets, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.

- **Benchmark 1, Grade 4:** Banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.

National Standards for Financial Literacy

Standard 1: Income for most people is determined by the market value of their labor, paid as wages and salaries. People can increase their income and job opportunities by choosing to acquire more education, work experience, and job skills. The decision to undertake an activity that increases income or job opportunities is affected by the expected benefits and costs of such an activity. Income also is obtained from other sources such as interest, rents, capital gains, dividends, and profits.

- **Benchmark 4, Grade 4:** People can earn interest income from letting other people borrow their money.

Standard 3: Saving is the part of income that people choose to set aside for future uses. People save for different reasons during the course of their lives. People make different choices about how they save and how much they save. Time, interest rates, and inflation affect the value of savings.

- **Benchmark 3, Grade 4:** People can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.

Common Core State Standards: English Language Arts

Reading: Literature

- **Key Ideas and Details**

CCSS.ELA.Literacy.RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA.Literacy.RL.2.3: Describe how characters in a story respond to major events and challenges.

- **Craft and Structure**

CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

- **Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Speaking & Listening

- **Comprehension and Collaboration**

CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Language

- **Vocabulary Acquisition and Use**

CCSS.ELA-Literacy.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Wisconsin Bankers
FOUNDATION

**2016-2017 BANKERS PROMOTING FINANCIAL LITERACY
PRESENTATION SUMMARY**

Please complete this form for each financial education presentation
conducted June 1, 2016 through May 31, 2017.
Forms may be submitted at any time during the year.

Banker Volunteer(s): _____

(Please use full name as it should appear on award certificates)

Bank Name *(No abbreviations, please):* _____

Bank Branch City: _____

School or Group Name: _____

Presentation Date: _____ **Number of Participants:** _____

Audience/Grade Level:

Setting:

Presentation Type:

If this presentation was part of a program unique to your bank, please describe it here:

Form instructions:

Please fill in every field of the form prior to submitting. If more than three bankers volunteered during a presentation, list the primary presenters only. The remaining volunteers can be listed on the Bank Award application form to receive recognition.

Submit the completed form to WBA's **Amber Seitz** at aseitz@wisbank.com.

**Forms must be submitted to the Wisconsin Bankers Foundation
no later than May 31, 2017.**

You can also submit online by visiting www.wisbank.com.



National Teach Children to Save Day

Thank you for using the **WBA Reading Raises Interest Kit**. Please take a moment to answer the questions below. Your responses will help us to gauge the usefulness of this program and to help determine the topic and age-group focus of future kits.

Did you use the 2017 Reading Raises Interest kit? Yes No

If yes, how many times did you use the kit? _____

Have you ever downloaded the kit materials from the WBA website? Yes No

Please circle the grade level of your preference for next year's kit:

K – 2nd Grade 2nd – 4th Grade 4th – 6th Grade 6th – 8th Grade High School

Please circle the topic of your preference for next year's kit:

Wants vs. needs Counting Money How banks work Interest Credit

Please rate the following materials in the kit on a scale of 1 to 5:

- ▶ Book (*The Berenstain Bears' Trouble With Money* by Stan and Jan Berenstain)

1	2	3	4	5
<i>Not useful</i>				<i>Very useful</i>

- ▶ Lesson plan

1	2	3	4	5
<i>Not useful</i>				<i>Very useful</i>

- ▶ How to participate guide

1	2	3	4	5
<i>Not useful</i>				<i>Very useful</i>

- ▶ List of recommended financial education books

1	2	3	4	5
<i>Not useful</i>				<i>Very useful</i>

- ▶ Sample letter to educators

1	2	3	4	5
<i>Not useful</i>				<i>Very useful</i>

- ▶ Sample news release

1	2	3	4	5
<i>Not useful</i>				<i>Very useful</i>

Other comments: _____
