

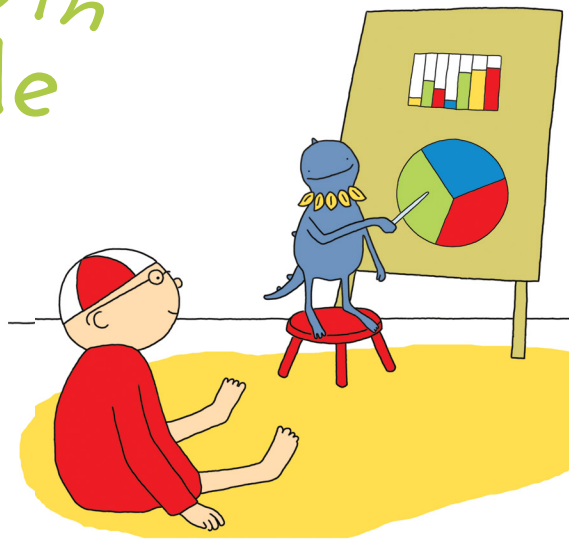


Moonjar®

BUILDING DREAMS BY LEARNING TO SPEND, SAVE AND SHARE

A Math Based Curriculum That teaches Money Basics®

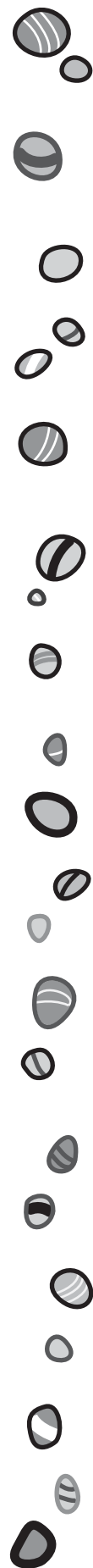
4th - 5th
grade



THREE 45 MINUTE LESSONS

SAVE
SPEND
SHARE

4th - 5th
grade
SAVE



FOURTH AND FIFTH Grade- SAVING

Objective: To teach students about three SAVING options including MOONJAR and SAVINGS ACCOUNTS.

Vocabulary:

Savings Account

Saving

Moonjar

Math Concepts:

Multiplication

Decimals

Percentages

Supplies:

Flyer about bank (Attachment A) - **Illustration**

Worksheet #1

Assessment:

1. Students will give one example of when a savings account would work for a purchasing goal.
2. Students will solve an equation demonstrating how money “grows” in a savings account, using Worksheet #1.

LESSON:

1. Discuss with students things that they would like to have. List on board.
2. Put a star by three that are realistic and obtainable, but sell for a high price.
3. Discuss with students ways they could obtain the items. Focus on the concept of saving.
4. Discuss with students ways to save money. (Saving by not spending, a MOONJAR and savings account) If a student brings up ways to EARN money, ask them what they would do with the money after they got it, so as not to spend it right away.
5. Ask students if they are familiar with savings accounts. Explain that a savings account is an account at a bank in which you could put your money. As an incentive, the bank gives interest.
6. Explain that interest is a percentage of the money that is put in the bank.
7. Explain how money “grows” in savings accounts. For example, with a deposit of \$100.00 at a 2% interest rate annually, after a year you would earn \$2.00. The total would then be \$102.00.
8. Using a calculator, show students how interest works annually with other numbers. (Amount of money in savings account x percentage. E.G. \$4.00 x 1.2%) Explain that the answer is the return.
9. Practice calculating percentages by putting problems on the board. Students solve at desk. For example, \$5.00 at a 2.1% interest. \$20 at a 1.2% interest.
10. Hand out attachment A. Show students how to read the “flyer”.
11. Discuss the percentage options and the benefits vs. restrictions on each. For example, a benefit is a good interest but a restriction is that the money is not easily accessible (hours, location) and a minimum is needed.

12. Using list of items on board, discuss which saving option would be best.
Saving by not spending, keeping a Moonjar at home, or a savings account.
13. In pairs, students complete worksheet #1.

In Class Supplemental Activities:

1. Students bring in advertising from several banks in the area. As a class, determine which bank offers the best interest for which purpose.
2. Student illustrates the concept of interest and money growth in a drawing (ideas include garden, plants, trees, etc)
3. Student writes a paragraph describing a want (purchasing goal) and a strategy for obtaining it.

At Home Supplemental Activities:

1. As a family, decide on a purchase. Try the three ways of saving for it. See which way works best and discuss why.
2. Discuss with your family which purchases you together would put under each category and explain why.

RELATE TO OTHER SUBJECTS:

Language Arts - Pretend there is a contest in town. The owner of the bank wants to reward someone \$100 if they can explain ways to save money. Write a letter to the owner explaining what you know.

Social Studies – Benjamin Franklin said, “A penny saved is a penny earned.”

Research Franklin and describe him as a person. Why did he say this quote?

Science – Plant two seeds. Give one water and sunlight and ignore the other. As one prospers, and the other dies, write a comparison between the plants and how money can grow.

MONEY BANK

Interest Rate:
7%

Close to
your School!

Minimum
Deposit:
\$2000.

Minimum Length 6 Years

Kid Bank of Seattle

All You Need Is \$100
To Open An Account!

5%

Interest
Rate

Must deposit for one year

Friend Bank

No Minimum
Deposit

5% Interest Rate

2 Year Minimum Deposit

©2010 Moonjar LLC

Washington Bank

2%

Interest
Rate

\$50

Minimum
Deposit

No Minimum Time for Deposit!
Withdraw Anytime

Worksheet for Saving 4/5

Bank Name		
Interest Rate		
Minimum Deposit		
Required Length Of Time Money Is In Account		

Questions:

If you wanted to deposit money for college, expecting to withdraw it in 10 years, what bank would you pick?

How much interest would you get?

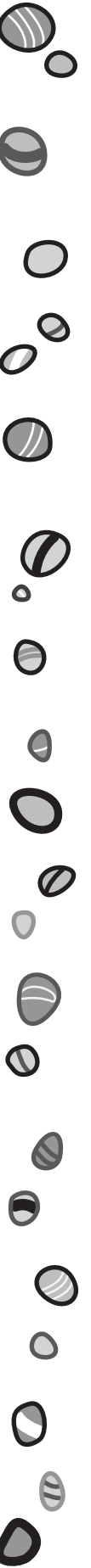
If you wanted to have money saved for next summer, which account would you use?

If you deposited \$100.00 how much would you have in 12 months? What would you have if you deposited \$80.00?

If you had \$20.00 to deposit, which bank would you use?

How much would you make in a year?

4th - 5th
grade
SPEND



Fourth and Fifth Grade - SPENDING

Objective: *To illustrate to students that when you pay sales tax, your item price goes up and to teach students how to determine both the tax and the increase in price.*

Vocabulary:

Spending

Sales tax

Math Concepts:

Percentage

Addition

Rounding.

Decimals

Supplies:

Worksheet #1

Assessment:

Students will be able to solve a problem that includes calculating the tax of an item, then determining the final cost of an item, with tax.

LESSON:

1. Write \$100 on the board.
2. Discuss that in some states you pay sales tax. Explain that tax is money that goes to the government for different reasons.

3. Write 10% on the board. Explain that this is just an example of a tax amount. Explain that sales tax amounts differ in different cities.
4. Explain to students that they can estimate the sales tax on any item by using 10. Ask why one would want to know the estimated sales tax. (To know the final cost of the item)
5. Show the students the \$100. Place underneath it the fraction sheet of 100. (attachment A) Show students on the fraction sheet what 10% of 100 would equal. (10 out of 100)
6. Explain that they can discover 10% of any number by moving the decimal to the left one space. Explain if there is no decimal, you start from the last number.
7. Put the examples on the board, 10% of \$55 is \$5.5, 10% of \$12 is \$1.20.
8. Ask students how they would calculate the final cost. Write item price + tax = Total Amount
9. Using the previous examples, ask students to calculate final amount of an item. ($\$55 + \$5.5 = \$60.50$)
10. Discuss why one would estimate the tax instead of calculate the value with the actual tax, for example, \$5 at 8.2% tax. Explain this is an easy way to estimate the cost of the item.
11. Hand out circulars to students. Tell them that they have \$20.00 to spend.

Using worksheet #1,

In Class Supplemental Activities

1. Each student writes a story problem that would incorporate tax calculation
2. Students, in pairs, create a poster with their proposed sales tax, what the tax should go toward, and how it would affect the price of a toy.

At Home Supplemental Activities

1. Play a game in the grocery store. While shopping, try to guess how much the cost will be of the items. Add the estimated tax. See if you can get closer and closer to the actual price with practice. (remember to adjust the total by keeping the real tax number in mind)

2. Discuss taxes with your parents. Ask if they think your state is fair with the taxes they have, and find out why or why not.

RELATE TO OTHER SUBJECTS

Social Studies

1. Each student researches one state and writes a paragraph about the state's sales tax and where the money goes, or if the state has no sales tax, the reason why.
2. Each student discovers where their state's sales tax goes and then writes a letter to the governor explaining if they believe it to be good use of tax dollars or not.

Language Arts – Write an imaginary story about a place with no taxes. How do they live? What do they do for money within the community? This is imaginary, so have fun!

Creative Exploration – Find as many ways as you can to demonstrate 10%. One person claps, nine stomp their feet, one crayon is on the desk, 9 markers are on the floor, have students make up their own demonstration of 10%.

Moonjar Spending 4/5 Worksheet

Using Circular, Find 2 items that would equal under \$20.00 including tax.

	Name	Cost
Item 1		
Item 2		
Total		
Tax		
TOTAL		

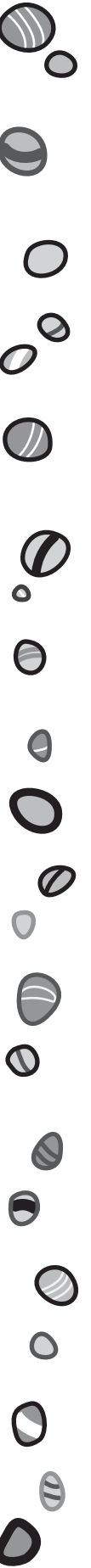
Using circular, find three items that would equal under \$20.00 including tax.

	Name	Cost
Item 1		
Item 2		
Item 3		
Total		
Tax		
TOTAL		

If you had \$50.00, what four items could you buy, including tax?

	Name	Cost
Item 1		
Item 2		
Item 3		
Item 4		
Total		
tax		
TOTAL		

4th - 5th
grade
SHARE



4th and 5th Grade- SHARING

Objective: *To simulate the planning of a fundraiser, with costs of supplies as part of the analysis, with the intent of SHARING the PROFITS with an organization in NEED.*

Vocabulary:

Sharing

Need

Profit

Math Concepts:

Estimating

Adding

Subtracting

Supplies:

Worksheet #1

Assessment:

Students will be able to explain why a fundraiser would or would not work considering expenses and profit.

LESSON:

1. Discuss with students the meaning of the word fundraiser. (An event to raise money for something, an opportunity to share)
2. Ask students why organizations have fund raisers (Because they have something they want or need)

3. Ask students to give examples of organizations and their needs (Homeless shelter – food, library – new books, fieldtrip – bus tickets, etc) Write ideas on board.
4. Using list of issues, have students categorize the listed organizations. Ask students to share an issue for which they feel passionate.
5. Take a quick vote on which organization you would like to support.
6. Ask students to list ways to raise money (car wash, bake sale, raffle, etc) List ideas on board.
7. Explain that there are many ways to raise money. Today, we are going to work on the idea of a food sale as a fundraiser. Our goal will be \$50.00.
8. Demonstrate how to analyze the cost of the fundraiser and the projected income.

For example, if we were going to sell popcorn, what would we need?

Bags, popcorn, (decide as a class)

If bags were 10 for \$1.00, how much would it cost per bag? *(10 cents)*

Put in column on board.

Estimate how much it would cost to fill a bag with popcorn *(10 cents)*

Put in column, add $10 + 10$.

Say, so, the popcorn would be 20 cents to buy.

How much would we sell it for? (Remind students the price needs to be within reason). Say \$1.00 a bag.

If we subtract \$.20 from the \$1.00, how much will we make per bag? (\$.80)

How many bags do we need to sell to make \$50.00? At least 70 bags. (Show the students how $7 \times 8 = 56$ then would equate to $70 \times .80 = \$56.00$)

9. Explain to students that in groups they will organize a fundraiser. Using the flyer, they will decide on the item they want to sell, the total cost, and how many they would need to sell to make the \$50.00. Tell students that they must charge one price at their sale. (For example, they could have ice cream sandwiches and popcorn, but they must charge the same price. They can only sell two choices)
10. Have students complete worksheet using the flyer as a reference. Discuss the ideas, and the probabilities of them working.

In Class Supplemental Activities

Have a fundraiser. Using the model above, decide an organization then critically analyze what would be the best fundraiser for it. Have each student (or pair) research organizations and costs for fundraiser needs so information is accurate.

At Home Supplemental Activities

1. Look in circulars or ads for prices of items needed for a certain fundraiser. Using this information, students estimate the cost of a fundraiser.
2. Discuss organizations in need with parents. Make a list of some ideas.

Relate to Other Subjects:

Language Arts:

Using the issues sheet, write a paper about why you would want to support a certain group, and what you would like to donate to them.

Social Studies: Research someone who created an organization to help others (Red Cross, Cancer research, etc) Write a report about the person.

Art: Using the values sheet, find three values you find important. Write and illustrate a comic in which the hero does acts that demonstrate these qualities.

Supplies For Sale



Popcorn bags - 10 for \$1.00



Pop Corn - \$3.00 (enough to fill 10 bags)



Premade cookies - \$5.00 for 12



Doughnuts - \$4.00 for 12



Napkins - \$5.00 for 100



Juice - \$5.00 (enough for 12 cups)



Soda (cans) - \$6.00 for 12



Soda (2 liter bottles) - 2.00 (enough for 8)



Cups - \$2.40 (24 cups)



Brownies - \$5.00 for 10



Ice cream bars - \$5 for a package of 10

What are you selling?

supplies needed for fundraiser	cost of item
(Add for total)	

Price you are charging	
Cost of supplies	—
(subtract for total)	

How much do you need to sell to reach the goal of \$50.00?

Issues

Animals

Community Gardens

Economic Justice

Healthcare &
Medical Research

Anti-Racism

Corporate
Responsibility

Education

Homelessness &
Housing

Arts & Art Institutions

Disability Rights

Electoral Reform

Human Rights

Children

Disaster Relief

Employment Training
& Job Creation

International
Development

Civil Rights

Domestic Violence

Environment &
Environmental Justice

Legal Aid

Civil Engagement

Drug & Alcohol Abuse

Faith-Based
Community Service

Libraries

Issues

Media

Prison Reform

Seniors

Sustainable
Development

Parks & Land
Preservation

Public Policy &
Advocacy

Spiritual Development

Women's Rights

Peace & Conflict
Resolution

Religious Causes

Sports

Youth Development

Philanthropy &
Volunteerism

Reproductive Rights

Poverty