**Lesson Title/Topic:** Money Management

**Target Concept:** Effective Money Management - Budgeting

**Standards/Rationale:** TEKS 111.6, (b) 10 (D)

Personal financial literacy: Describe how to allocate a weekly allowance among spending; saving including for college; and sharing.

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| **Lesson Objectives:** | **Assessment:** |
| The student will create a personal budget for college funding with 80% accuracy. | Completed Budget |

**Materials:** Budget Worksheet, Play Money, Sticky Notes

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| **Lesson Cycle:** Direct Instruction |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:**   1. Ask students if anyone gets allowance and request input about what they like to spend their allowance on. 2. Involve all of the students by incorporating School House Rock budgeting video (song).   <https://youtu.be/HyB2XREfM0Y> | 1. Respond to questions about what they like to spend money on or their favorite toy they would like to buy. 2. Watch School House Rock video. |
| **Teacher Input:**   1. Let’s talk about money! Ask students why we even need money and why it is important to have a plan (budget). Today is payday! 2. Use whiteboard to familiarize students with basic verbiage that is used when talking about income (allowance) and expenses (needs/wants). Key definitions will be hung on whiteboard. 3. Ask students to think about how they help around the house and how much they think they should get paid for their contributions.    1. Provide examples as needed (sweeping, feed animals, do dishes, etc).    2. Assist students with coming up with a fair rate of pay for each task. 4. Play video which shows details about budgeting. [https://youtu.be/aKoLvbd5Fvk](https://urldefense.proofpoint.com/v2/url?u=https-3A__youtu.be_aKoLvbd5Fvk&d=DwMFAg&c=SFszdw3oxIkTvaP4xmzq_apLU3uL-3SxdAPNkldf__Q&r=CtwlDwrkZ0WiYPeyQiuaWbwvdCm4Bqgu_3rh7l6fDhU&m=HcTuckjeqhbggDt_53iZ3ufGShIJsUGBE--p3VniVhk&s=Tedr4IuDGCIM3KMbgYTsvESC6RHc0vJ67ciz4u1dcBU&e=) 5. Explain to students what happens when the expenses exceed the income. 6. Demonstrate how to document a simple budget using whiteboard – use sample allowance amount and sample expenses that are provided by the students.    1. Show one example where budget displays a surplus of funds after expenses are paid.    2. Show one example where budget displays a shortage of funds after expenses are paid. 7. Explain extra money (surplus) and not enough money (deficit) concepts of funds based on income, spending, and savings. 8. Review the importance of saving some of earned money (income) and reasons why saving is essential.    1. New Phone?    2. Car?    3. College? | 1. Verbally provide reasons why people need/use money 2. Observe topics that are displayed on whiteboard and ask questions accordingly. 3. Talk about some of the chores they are responsible for around the house, and provide amounts for how much they think they should get paid. 4. Discuss what might happen if the money they earned from chores was not enough to pay for required expenses. 5. Provide sample allowance amounts and expenses to the teacher, for use in example on whiteboard. 6. Tell what they might do if they had extra money remaining after paying expenses. What might they do if they didn’t have enough to pay expenses. |
| **Guided Practice:**   1. Break students up into groups by assigning each student to the “Lions” or “Tigers” team. 2. Give students 2 minutes to write down as many examples of expenses and ways to make money (income). One team will write examples of expenses and the other team will write examples of ways to make money. 3. Provide each group with sticky notes. 4. Explain the rules of the game and that the goal is to think of as many examples as possible and jot down (1 per sticky note) as many as you can during allotted time frame. 5. Explain that the goal is to “cover the table” with the examples that are written on the sticky notes. 6. When game is over, have students go back to their seats. 7. Ask students to turn to his/her neighbor and explain the difference between money earned (income) and needs/wants (expenses). | 1. Separate into 2 groups – the “Lions” and the “Tigers" (Separate into 4 groups with a larger class). 2. Write down and announce as many examples of expenses and ways to make money (depending on what team they are on) that they can think of.    1. After 2 minutes are up, arrange sticky notes next to each other on table (no overlapping).    2. Teams will switch tables and view examples that the other team was able to come up with.    3. The team with the most surface covered on the table wins – students will shake hands and congratulate each other. 3. Explain in his/her own words, the difference between money earned (income) and needs/wants (expenses). |
| **Independent Practice:**   1. Provide each student with a copy of the “Expense Record” and “Personal Budget” worksheets.      1. Set 2 buckets on central table – 1 bucket will have paper slips with example incomes written on them, and the other bucket will have example expenses written on them. 2. Instruct students to complete the “Expense Record” worksheet with the values provided (on the worksheet), and to use the values on the slips of paper that they pulled for the “Personal Budget” worksheet. 3. Teacher will provide immediate feedback to the students upon completion of the worksheets. | 1. Review copies of “Expense Record” and Personal Budget” worksheets. 2. Pull 2 slips of paper out of bucket marked “income” and 5 slips of paper out of bucket marked “expenses”. 3. Work independently to complete the “Expense Record” and “Personal Budgets” worksheets. 4. Receive feedback from teacher. |
| **Closure:**   1. Request feedback from students regarding what they learned from completing a budget. | 1. Assemble in groups of 4-5 and explain what they have learned about the importance of planning and saving. |

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| **Options:** |  |
| ***Enrichment:*** Rates of return – introductory discussion/worksheet about how saving money builds wealth (money makes more money through interest). Advise students to research 3 savings account options, and to determine savings account option which will provide the greatest return after one year within an initial savings of $100. | ***Reteach:*** Watch 5th Grade Math Personal Literacy Financial Literacy – Budget video on YouTube.  https://youtu.be/eTNdRt8Vq-8 |

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| **Accommodations/Modifications:** |  |
| ***504 Accommodations:*** Intended for use with students who have difficulties reading at grade level and with self confidence when working in front of peers. In lieu of writing examples, allow students to identify images on sticky notes, of income examples and expense examples for participation in guided practice. Graphical images of income and expense examples should be used for independent practice, as well. Provide encouragement and reassurance vs. correction and criticism at a rate of 10:1 to improve confidence in self. Completed budget for assessment can be done using images (stickers), instead of numerical values, as needed. | ***Special Education Modifications:*** Intended for use with students who require special education modifications. In lieu of completed budget for assessment purposes, student will be provided a list (verbally) of ten examples of how money is earned/spent. Student tells teacher which category (money earned/money spent) each example represents. |

**References:**

Budgets - 5th Grade – Education Galaxy. (2015, October 9). Retrieved May 30, 2019, from [Https://YouTube.be/aKoLvbd5Fvk](file:///C:\Users\Kasey%20Murphree\OneDrive\Documents\aKoLvbd5Fvk)

Daffern, A. (n.d.). 5th Grade Math Personal Financial Literacy – Budget. Retrieved May 30, 2019, from [Https://YouTu.be/eTNdRt8Vq-8](file:///C:\Users\Kasey%20Murphree\OneDrive\Documents\eTNdRt8Vq-8)

Grade 5 Saving and Creating a Personal Budget. (n.d.). Retrieved May 30, 2019, from <https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-five-saving-and-creating-a-personal-budget.pdf>

School House Rock Family Budget. (2014, March 27). Retrieved May 30, 2019, from <https://www.youtube.com/watch?v=gcBmPLKdra4>