**Expert Pack: Money: Saving and Spending**

Lexile Range: 640-910

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| **Topic/Subject**What do we need to know about saving and spending? |
| **Texts/Resources**Book1. *The Study of Money: Money Through the Ages* by Tim Clifford

Articles* 1. "Fresno boy starts baking business to buy mom a house and make people happy"
	2. “Money”
	3. “Watch Your Money Grow”

Videos 1. “Cashville Kidz Episode 23:SMART Budgeting”  2. “The Truth about Savings and Consumption” |
| **Rationale and Suggested Sequence for Reading**The first resource, *The Study of Money: Money Through the Ages* by Tim Clifford, is a reference book with background information about money in terms of the history: how money was exchanged in the past, what it looked like, the premise of money being used for bartering. This text will provide facts about money, and can be navigated easily by going to certain chapters in isolation. The article, “Money” is the second resource that teaches students about what money is, its uses and that money can be more than bills in some places of the world. The third resource in the series is a video from “Cashville Kidz, Episode #23*,”* that teaches children how to create a budget, building on the foundational knowledge they acquired through the previous texts. “The Truth about Savings and Consumption” builds knowledge of why it’s important to save more than you spend to help the economy. Students will then read “Watch Your Money Grow” and read reasons to save and how you can make money by putting it in the bank and making interest. Students will learn different ways of helping others and saving their money to do so. Finally, the text set ends with the article, “Fresno Boy Starts Baking Business to Buy Mom a House and Make People Happy” which brings the text set full circle by sharing a story about a boy that saved his money and what he was able to do with that money.  |
| **The Common Core Shifts for ELA/Literacy**1. Regular practice with *complex* text and its academic language
2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational
3. Building *knowledge* through content-rich nonfiction.
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| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** 1. *Read closely to determine what the text says explicitly and to make logical inferences from it*; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. *Determine central ideas or themes of a text* and analyze their development; summarize the key supporting details and ideas.
3. *Read and comprehend complex literary and informational texts independently and proficiently.*
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| **Annotated Bibliography****700L *The Study of Money: Money Through the Ages***Author: Tim CliffordGenre: InformationalLength: 32 pagesSynopsis: Students will learn about what money is, early forms of money and other topics that support building background about money.Citation: Clifford, T. (2009). The Study of Money: Money Through the Ages. Vero Beach, FL: Rourke Publishing, LLC.Recommended Student Activities: Quiz Maker **830L “Money”** Author: UnknownGenre: InformationalLength: 411 wordsSynopsis: Students will learn where money has been and where it might go.Citation: Money. *World Book Online.* Retrieved January 23, 2017, from <http://www.worldbookonline.com/kids/home#article/ar831556> Recommended Student Activities: Question Set from Article **[N/A] CashVille Kidz Episode 23: Smart Budgeting**Author: CashVille Kidz: A Money Tree ProductionGenre: Informational Text, NonfictionLength: 7:21 min.Synopsis: Students will learn how to create a budget.Citation: CashVille Kidz Episode 23: SMART Budgeting [video file]. (2013) Retrieved from <https://www.youtube.com/watch?v=58EuubFG9-c> Recommended Student Activities: A Picture of Knowledge**640L   The Truth about Savings and Consumption**  Other Author:  FEE.ORG Inspire, Innovate, ConnectGenre:  Informational Length:  3:26 minutesSynopsis:  Students learn about the savings and production that grow the economyCitation:  <https://www.youtube.com/watch?v=vj7XExwChwI>; published April 23, 2013Recommended Student Activities: A Picture of Knowledge**810L** **“Watch Your Money Grow”** Author: Barbara Hagen  Genre:  Informational ArticleLength:  392 wordsSynopsis:  This article tells students how students can invest their money and why they should save it. Citation:  Hagen, Barbara. "Watch your money grow." *Appleseeds,* Mar. 2005, p. 12+. Kids InfoBits.910L  “Fresno Boy Starts Baking Business to Buy Mom a House and Make People Happy” Author:  Carmen George – The Fresno BeeGenre:  Informational Length:  1,431 WordsSynopsis:  This article shares the story of a child who worked hard to save money to start his own business as well as what he spent the money on. Citation:  Retrieved December 23, 2016 from <http://www.fresnobee.com/living/liv-columns-blogs/carmen-george/article97234932.html>Recommended Student Activities: Wonderings |

**Supports for Struggling Students**

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
	+ Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
	+ Use mentor texts about which students can pattern their writing.
	+ Allow them to write collaboratively.
	+ Show students visual resources as prompts, etc.
	+ Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

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**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**
* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
* Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Title** | **Write, Draw, or List** |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. *The Study of Money: Money Through the Ages*
 | Regardless of the form of currency you are using, saving and spending still applies. |  |
| 1. “Money”
 | Each country has their own form of money but is used as an exchange of products and services. | Dollars and cents in the U.S. can be different than in other countries but has similar use. |
| 1. “CashVille Kidz Episode 23: Smart Budgeting”
 | How to create a budget  | Creating a budget allows children to think about their wants and needs and saving and spending.  |
| 1. “The Truth about Savings and Consumption”
 | Saving and spending is all around us and is more than just money. | How saving helps things grow. |
| 1. “Watch Your Money Grow”
 | Reasons to save money and how to invest it so it can grow without doing anything to it.  | Gives examples of what investment is and explores another way to make money and save it. |
| 1. “Fresno Boy Starts Baking Business to Buy Mom a House and Make People Happy”
 | Children around the world can save money and do great things with it. For example, providing a home for their family or building a business. | Managing our money can help us do good things for others and our society.  |

1. **Rolling Vocabulary: “Sensational Six”**
* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

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| **Title** | **Six Vocabulary Words & Sentences** |
| *The Study of Money: Money Through the Ages* | Words: debt, bartering, convenient, alloy, currency, transfer1. The amount of money one owes to anyone is considered debt**.**
2. In early civilizations and today, bartering is used to trade goods and services
3. Early forms of money were not convenient to carry for trade.
4. An alloy of metals is now used to make coins instead of real gold or silver.
5. The United States uses a different form of currency than Europe.
6. It is easy to transfermoney now from one account to another or one place to another.
 |
| “ Money” | Words: metals, medium of exchange, barter, European Union, euro, units1. Coins are made of different metals, like copper.
2. Using the dollar is the medium of money we pay for goods and services.
3. Many years ago people used to barter sometimes trading vegetables for meat.
4. The European Union decided to create a currency that they could use across different countries.
5. The countries in the European Union use the euro just like the United States uses the dollar.
6. One dollar can become a smaller units, like in quarters and dimes.
 |
| “Cashville Kidz Episode 23: Smart Budgeting” | Words: savings account, manage, spending, allowance, attainable, realistic1. Having a savings accounthelps you to put your money in a safe place.
2. Learning how to manageyour money is an important life tool.

3. Spending wisely is a part of learning how to budget.4. Earning an allowanceis a quick way to save money each week.5. Setting goals that are attainableis the first step to smart budgeting6. Is it realisticto save your allowance to buy a skateboard or an airplane? |
| “The Truth About Savings and Consumption” | Words: economy, consumption, credit card, production, sustain, efficiently1. Economyis the production, distribution or trade, and consumption of limited goods and services in a given location.2. Consumption and spending help grow the economy by exchanging funds between people and business.3. A credit card is a payment card issued to users as a system of payment.4. Production is a process of combining various materials, plans and know-how in order to make something for consumption.5. Jobs help to sustain the economy.6. When you use your money efficiently you don’t waste it on materials you don’t need. |
| “Watch Your Money Grow”  | Words: save, grow, bank, interest, borrow, account1. To savemoney is important so that you can buy the things you want.
2. My money grows every month so I have more every month.
3. A good place to save your money is in a bank.
4. A bank makes money by charging interest, people can also make money that way.
5. Sue borrowed money from Annie, she will pay her back next week.
6. There are different types of accounts to keep your money in.
 |
|  “Fresno Boy Starts Baking Business to Buy Mom a House and Make People Happy” | Words: collect, make a living, money management, wants, count, backtrack1. During the holidays, people collect canned foods to give to the homeless.
2. It is important to make a living in order to pay for your house.
3. If you are not good with money management you may lose all of your money.
4. People have a lot of wants but it is important to remember your needs.
5. Little children counttheir money when they have coins.
6. When you lose something, it is good to backtrack and check the places you were in earlier.
 |
| **Sensational Six** | Words: economy, save, spending, manage, savings account, wantsMoney circulates through our **economy** based on peoples’ **wants** and needs. The way in which we **manage** the way we **save** what we’re **spending** on determines the amount of money we have. As we study how to spend our money, we can have a better understanding of how to make smart choices about our wants and needs and open a **savings account**.  |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text.
* Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

|  |  |
| --- | --- |
| **Title** | **Write, Draw, or List** |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
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**2. Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your word
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

**Sample Response**

|  |  |
| --- | --- |
| **Title:** | **Six Vocabulary Words & Sentences** |
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| **Sensational Six** | **Words:**  |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge**  (Recommended for “Cashville Kidz Episode 23: Smart Budgeting”; “The Truth about Savings and Consumption”)
* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.
1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

* Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.
1. **Pop Quiz**  (Recommended for “Watch Your Money Grow”)

Answer the following questions. *An example is given for you.*

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| **Question** | **Possible Answer** |
| 1. Where would be a good place to save your money?
 | In either your piggy bank or a regular bank. |
|  |  |
|  |  |

**3. Quiz Maker** (Recommended for “Money”)

* Make a list of # questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3.  |  |

1. **Wonderings** (Recommended for “Fresno Boy Starts Baking Business to Buy Mom a House and Make People Happy”)

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
| On the left, track things you don’t understand from the video and the article. **I am confused about or do not understand….** | On the right side, list some things you still wonder (or wonder now) about this topic.**I wonder or would like to learn more about….** |

**Expert Pack: Money: Saving and Spending**

Expert Pack Glossary

***The Study of Money; Money through the Ages***

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| debt | An amount of money that you owe |
| bartering | To trade by exchanging food or other goods or services |
| convenient | Fitting in well with a person’s needs, activities and plans |
| alloy | A mixture of two or more metals |
| currency | The form of money used in a country |
| transfer | To move money from one account to another |
| anvil | A heavy steel or iron block with a flat top, concave sides, and typically a pointed end, on which metal can be hammered and shaped |

**“Money”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| barter | To trade one thing for another without the use of money |
| European Union | A union of 28 countries in Europe |
| Euro | The currency of most of the countries in the European Union |
| medium of exchange | A way to trade goods and services before there was currency |

**“CashVille Kidz Episode 23: Smart Budgeting”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| microeconomics | The part of economy that focuses on individual decisions |
| financial | The system that is part of money, the providing of banks and credit, and the making of investments |
| plan | Making decisions to try to accomplish something  |

**“The Truth about Savings and Consumption”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| consumption | The process of resources being used |
| production | The process of making resources |
| wealthier | Increasing your amount of money |
| capital | Having wealth in either money or other assets |
| entrepreneurs  | A person who organizes/creates and operates a business |
| loans | Lending something to someone and expecting to get it back |
| expansion | To increase in size |

**“Watch Your Money Grow”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| bank | A place of business that lends, exchanges, takes care of, or issues money |
| regularly | Something done constantly, by habit |
| expensive | Having a high price |
| lend | To give to another for temporary use with the understanding that it or a like thing will be returned |
| interest | A charge for borrowed money |
| privilege  | A right given to some and not others |

**“Fresno Boy Starts Baking Business to Buy Mom a House and Make People Happy”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| KitchenAid | A machine that blends food |
| recently | A little while ago |
| mulls | Thinks carefully about something |
| commercial | Used or needed for business |
| philanthropic | Something that helps other people |
| drive | A project to get something done |
| virtues | The good things about someone, like being honest or hardworking |
| entrepreneurship | Starting a business and doing all the work to make sure it works out |
| satisfy | To please somebody, make sure something is good enough |
| optimistic | Thinking everything will turn out well, being hopeful |

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