

WEEKLY ELEMENTARY LESSON

#KEEPLARNING



Week Three: Money on the Move!

Overview: This lesson introduces some of the services provided by financial institutions and assists students in discovering the connection between spending and having money in the bank.

Preparation: Review the activity and session materials. Make sure your students have all the needed materials to complete the lesson.

Recommended Time: 30-45 minutes

Materials:

Computer/Tablet with Internet
Writing Utensil
Paper

1) Presentation: Start the lesson by asking your students if they have heard the expression “money makes the world go ‘round”? Well it pretty much describes the way money moves in society - sort of in a circle. Explain how money goes back and forth among people, businesses, and banks or credit unions. This is called the Circular Flow Model. Tell your students that banks and credit unions work mostly the same way. Their main job is to keep people’s money safe. Money may be in the form of physical objects, such as the bills and coins a person uses to buy something at a carnival or garage sale. But more often, money is moved electronically.

Introduce the word deposit to students by explaining that an employee/worker either owns or works for a business and earns wages or a paycheck. Explain that people who earn money need to put their money somewhere. Ask your students, “where can they put their money?” (Possible answers: bank, wallet, piggy bank.)

Deposit means to put money in a bank account for safekeeping. With the money in the bank, the person or business owner does not have to worry about it being lost or stolen. Explain that there are different kinds of accounts at banks. One is a checking account. A *checking account* is a bank account used to pay bills and access your money using checks and debit cards. This account is typically used for money that is needed now. Another account is a savings account. A *savings account* is an account that usually earns interest and is often used to hold money that is not needed right away. Tell you students they should make saving a habit and they should save as much as they can whenever they can. This way they will be able to buy the things they need and want in the future (a special toy, bike, car, etc.).

Ask students if they have ever heard the term interest. Explain that this kind of interest is a way to “grow” money, which is different from when you have an interest in something. *Interest* is money paid for the use of someone else’s money. Tell students that money remains in your accounts until you need it. But someone else might need it before you do. So the bank borrows your money to lend to another person and pays you interest for using it. That’s one reason to put money in a savings account rather than a piggy bank.

Explain that anyone who has money in a financial institution can take the money out of the account by making a withdrawal. Withdrawal means to take money out of a bank account.

Tell your students they are going to now watch a video about some options for what to do with the money once it is earned.

2) Watch: Have your students watch the video [When you get Money!](#)

3) Discussion: After you watch the video, ask the following questions. You can ask them verbally or have students write out their answers.

- Cha-Ching wins a band competition and receives prize money. What do they plan to do with it?
- How do their money choices help keep their city alive and active?

4) Presentation: Explain that because money is important to people it’s important to keep track of it. Even though a bank keeps track of a person’s money, it’s important for the person to keep an eye on it, too. Many people use a register to manage their money, which is like a “spending diary” or a “money tracker.”

5) Watch: Have your students watch the video [How to Fill in Your Transaction Register.](#)

6) Discussion: Download the [My Money Tracker](#) and either print or have students refer to the fillable tracker/register. Have students look at the example on the register and tell them they will start with \$250.00 in their accounts and that this is called a balance. Remind them that a balance can mean how much money people have in their bank accounts or the act of figuring how much they have in an account. Using the register, point out where a deposit (or earnings) is entered and added to the balance and where a withdrawal (money spent) will be subtracted from the balance.

Discuss the practice example. I have \$250.00 in my account. I earned \$5.00 for my allowance. To add \$5.00, I put it in the Deposit column. What is my new balance? Answer: \$255.00 There is now \$255.00 in my account.

If I were to spend \$20.00, where do I mark the \$20.00? Answer: Withdrawal column. What would be my remaining balance? Answer: \$235.00

7) Activity: Earn, Save, Spend Bingo - Tell students they will play a game in which they will practice recording bank deposits and withdrawals in their [My Money Trackers](#). They will need to rip up paper or use coins as markers for bingo. Print, separate and pass out the [Earn, Save, Spend Bingo cards](#) or, if you just have one student, use the [single bingo card](#). Tell students that the game will be played like traditional bingo. You will [call the spaces](#), and students will mark the spaces on their Earn, Save, Spend Bingo cards with their ripped paper or coins as a marker. Once they have marked their cards, they will need to put the entry in their My Money Tracker. The first player to mark the spaces on the card in any direction (vertical, horizontal, or diagonal) and have the correct transactions recorded is a winner. Multiple winners are possible.

For example, I will say, "Deposit \$5.00 for pulling weeds. Find the 'Deposit \$5.00 pull weeds' on your card and place a piece of paper or a coin on it. Then you write \$5.00 in the deposit column on the My Money Tracker."

Click on the Bingo Card Actions below and read aloud the following "withdraw" and "deposit" actions in any order, and have students mark their bingo cards and enter the amount in their My Money Trackers.

Allow the students a few minutes to play until someone calls "Bingo." Continue to play and acknowledge winners. After 10 minutes of play, instruct students to balance their My Money Trackers.

Students can use different cards and play multiple games if they want.

Discussion: The circular flow model demonstrates how money moves through society. Money flows from producers to workers as wages and flows back to producers as payment for products. In short, an economy is an endless circular flow of money.

Remind your students that keeping track of their money is very important and they should start now.

The Money JAR - Allowances are complicated for parents. What is the appropriate amount to give your child? Should allowance be tied to anything, like chores or grades? Todd and Evan tackle allowances with special guest Will Carmichael, and talk about when and how much parents are actually giving their children, activities that net the most allowance money for kids, and how kids typically spend their allowance. [Click here](#) to listen to this week's episode - **Linking Chores and Allowances in the Digital Age**.