



IT
JUST
+ ADD \$
UP



TEACHER'S GUIDE

Week 1

SHOP 'TIL YOU DROP

If money makes the world go 'round, your students need to understand this driving force in their lives. Three out of four believe that they, not their parents, control their money, and that money is the key to success. A newspaper presents much information for successfully navigating the economic challenges of everyday life. The activities in this section look at learning opportunities concerning housing, transportation, shopping and entertainment. They are designed to introduce students to real-life money and consumer situations found in any day's newspaper.

1. Money Sense

Learning Standard: understanding number systems

Have students select five items for sale in today's newspaper that show the prices. They should write on a piece of paper, the exact bills and coins they would use to purchase each item in cash. Then they can add up the total they spent and the bills and coins they would need to pay that total. If each student had \$1,000, would they get any change? How much?

2. Questioning

Consumers

Learning Standard: generating questions

What do you need? How much money can you spend? It is always a good idea to think about the products that you buy. Have the students find an advertisement of a product that they would like to use. They should read the ad very carefully and think of some questions that they would want to ask either the store manager that sells the product or the product manufacturer. They can write letters to request the necessary information and do some research to find the proper address of the company. The class can take a walk to the post office to mail

* Includes activity sheet for students

the letters.

3. Home Sweet Home*

Learning Standard: understanding percent

Housing is expensive. Whether one buys a house or rents an apartment, the typical family spends 30% of its income, the largest percentage, on housing. What do your students think is the most important aspect of a home? Is it location? Size? Have them talk about what they would look for in a home. Students can check out the advertisements for apartments or homes in the classified ads. Have them find the best deal on a home and an apartment. They can write a description and an explanation of each choice. They can also compute how much money they would need to earn to pay for each of their choices. (They can estimate spending 30% of their income for housing.)

4. Entertainment

Learning Standard: estimating

One way in which students spend money is on entertainment. Movies, shows, music, sporting events and the other free-time activities all cost money. How much money do your students spend in an average month on entertainment? Have them list their estimates and then keep track for a week to see if they were correct. (They can multiply the week's expense by 4.3 to get a month's average expense.) Have students skim the newspaper to find as many free activities as they can. What can they do to entertain themselves that is free?

5. Buying a Car*

Learning Standard: comparing

Knowing how to be a smart car shopper can save you time and money. Have the students find the ads for used cars in today's newspaper. They can choose two different two-year old cars and analyze the differences in options and cost. Have them fill in the chart and decide which car is the better buy. Then they can figure how much money they'll pay in interest.

6. Supermarket Shopping

Learning Standard: computing numbers

It's time to go food shopping. The class can search the newspaper Food section for some items they will need to buy at the supermarket. They can write down all the items for their shopping lists. Classify the items into each of these food groups — grains, dairy, fruit and vegetables, meat, fish and poultry. What do they estimate they will spend?



Home Sweet Home

Housing is expensive. Whether one buys a house or rents an apartment, the typical family spends 30% of its income, the largest percentage, on housing. What do you think is the most important aspect of a home? Is it location? Size? Talk about what you would look for in a home. Check out the advertisements for apartments or homes in the classified ads. Find the best deal on a home and an apartment. Write a description and an explanation of each choice. Then compute how much money you would need to earn to pay for each of your choices. (You can estimate spending 30% of their income for housing.)

RENTAL 1:

RENTAL 2:

EXPLANATION OF MY RENTAL CHOICE:

BUYING A CAR

Knowing how to be a smart car shopper can save you time and money. Find the ads for used cars in today's newspaper. Choose two different two-year old cars and analyze the differences in options and cost. Fill in the chart below and decide which car is the better buy.

CAR 1	CAR 2
	
COST	
MILEAGE	
OPTIONS:	

Suppose that you need a loan to get the money to buy this car. You can figure out how much money you'll pay in interest by multiplying the amount you borrow by the interest rate, then multiplying that number by the number of years you'll take to pay back the money. If you'll borrow \$10,000 and the interest rate is 12% for a five-year loan, you multiply \$10,000 by 0.12 by 5 and you'll find that you'll pay \$6,000 in interest. That means that although you borrow \$10,000, you pay back \$16,000. Do the math in the space below and find out how much you'd pay on the car you found.

I WOULD PAY _____

Week 2

YOUR MONEY OR YOUR LIFE

Money that comes to individuals or households is called income. Income can be payment for work or money received through the sale of goods or services. It can be a gift or earned as interest on other money that has been invested. The key to managing money is to understand that the amount of money coming in should be considered when making any purchases or investments

1. Can You Find the Possibilities?*

Learning Standard: evaluating career opportunities

A good way to explore career resources is in the newspaper. The students can go on a scavenger hunt through the ads and the stories to see if they can find these jobs that fit the criteria on the chart. The students can write a short summary of each one on the lines. Then they can find 10 jobs in the help wanted ads and in the stories and rate them from 1-10 (with 1 the highest rating) on their personal job preference scale.

2. Education is Worth It

Learning Standard: evaluating data

The average earnings of a college graduate with an advanced degree can be almost \$50,000 more than that of someone without a high school diploma. Each member of the class can find four jobs in the Classified ads — one that does not require a high school degree, one for a high school graduate, one for a college graduate, and one for a college grad with an advanced degree. They should graph the salaries to compare the differences. Is education worth it?

3. Working in the Comics

Learning Standard: compiling information

Comic strips are often about the jobs of the characters. Have the class turn to the comic section of the

newspaper and see if they can find characters and the jobs that they perform. They can make a list to show the information and draw their own job-related comic strip.

4. Incoming Money*

Learning Standard: writing descriptions

Have students skim the newspaper to find the following items related to income: An ad that describes an investment vehicle, an ad placed by someone seeking to sell something, an ad placed by someone seeking employment, a news story describing personal or business income. Then they can write a sentence telling whether they think each is a good source of income. On another piece of paper, the students can describe how they usually get their income.



5. Waging a Losing Battle

Learning Standard: understanding fractions

The war between the sexes goes on. Even the nation's highest-paid female executives earn about one-third less than male executives. Have the students select five jobs from the classified ads and list their salaries. How much would a woman earn if she made one-third less than the salary advertised?

6. Cost of Living

Learning Standard: organizing data

Direct the students to the House for Sale ads to find 10 houses that sound good. They can list the houses in order of least to most expensive and compare the most and least expensive homes. What does the most expensive have that the least expensive does not have. If they put 20% down on the most expensive house, how much money will they need to borrow to pay for the rest. If their mortgage payment is \$800 per month, how many months will it take to pay for the house?

* Includes activity sheet for students

Can You Find the Possibilities?

A good way to explore career resources is in the newspaper. Go on a scavenger hunt through the ads and the stories to see if you can find jobs that fit the criteria. Write a short summary of each one on the lines below. Find 10 jobs in the help wanted ads and in the stories and rate them from 1-10 (with 1 the highest rating) on your personal job preference scale.

A job in a growing field:

A high-paying job:

A restaurant worker:

A volunteer:

A computer scientist:

A government worker:

A business owner:

Someone who works well with others:

An unusual occupation:



Find 10 jobs in the help wanted ads and in the stories and rate them from 1-10 (with 10 the highest rating) on a job satisfaction scale.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

INCOMING MONEY

Skim the newspaper to find the following items related to income. List the section and page number where you found each one. Then write a sentence telling whether you think each is a good source of income. On another piece of paper, describe how you usually get your income.

1. An investment opportunity.

SECTION: _____ **PAGE#** _____

SENTENCE:

2. An ad placed by someone seeking to sell something.

SECTION: _____ **PAGE#** _____

SENTENCE:

3. An ad placed by someone seeking employment.

SECTION: _____ **PAGE#** _____

SENTENCE:

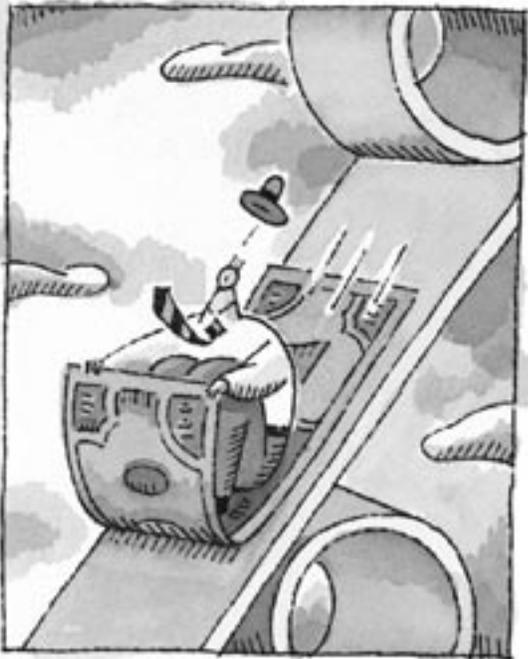
4. A news story describing personal or business income.

SECTION: _____ **PAGE#** _____

SENTENCE:

Week 3

INVESTING



all the necessary details and be specific.

3. Active Stocks*

Learning standard: graphing

There is often a connection between current news and the fluctuations of the stock market. Students can check out today's stock listings to see if they can determine any connections. Have them skim the listings to find the 10 most active stocks, that is those that changed the most, either up or down. First, they should create a graph showing the most active stocks. Then, they should skim the news looking to see if there is any way to connect those stocks with current news stories. They should write a report of their conclusions.

4. Business Scavenger Hunt

Learning Standard: locating information

Instruct the students to find the following items in the newspaper that are in the business news: the Chief Executive Officer of a corporation, two companies that are competitors, a company that made a profit this quarter, the Dow Jones industrial average, the title of a graph in the Business section, the name of a local company, and the dateline for the lead story.

5. Buy A Home

Learning Standard: writing descriptions

Sales for homes in the United States are increasing. Successful people are buying their dream homes so their smaller homes are available for first-time buyers. Check the house for sale ads and pick out the features you would want in your home. Then write a description of the home you would like to buy.

6. Shopping for Mortgages

Learning Standard: exploring contemporary uses of math

Most people who want to buy a house borrow money from a bank or a mortgage company in order to pay for their home. They shop around to find a low rate so interest cost will be less. Have your class look through the Business section of the newspaper for information about interest rates for borrowing money. Mortgage companies and banks often advertise their rates. They can make a list of the rates and put them in order from lowest to highest.

Investing is using money to make a profit. Putting your money in the bank, or stocks and bonds, buying a business or a property are ways to invest. Remember to consider the risks as there are no guarantees.

1. Stash Your Cash

Learning Standard: designing an investment strategy

Have the students look through the Business section and find what types of investments they might be interested in. Are they looking for a sure thing or willing to take a chance? They can write a brief statement that explains their investment philosophy.

2. Mind Your Own Business

Learning Standard: writing business letters

Have you ever dreamed of starting your own business? The class should look through the Business section of their newspaper to find an article about a business or company that is having success. The students can look for one in an area that interests them. They can write a letter to the head of the company, the Chief Executive Officer, and explain their new idea for a business that is somehow related to the one they read about. They should include

* Includes activity sheet for students

Week 4

UNDERSTANDING THE ECONOMY

You control what happens to the money in your life. Where it comes from and where it goes depend on you. Learning how to control it can make a big difference in how you live. Understanding economics, or how to manage your material wealth, is one of the most important lessons you can learn.

*1. Necessities vs. Luxuries**

Learning Standard: using economic reasoning

A necessity is something you must have in order to survive. A luxury is something that makes your life more comfortable. Can your students find pictures of three necessities, things they need in today's newspaper. Then they should find pictures of three luxuries. Which do they think are easier to find in the newspaper? Why do they think this is so?

2. Be a Millionaire

Learning standard: understanding contemporary economics

Explain to students that learning how to control money can make a big difference in how they live. Ask students, "What would you do if you had \$1 million?" List the answers on the board. Then have students skim the newspaper for ways to spend \$1 million. They should clip out stories or ads for each purchase they would make and write a reason for each selection. Have them rank the purchases from most important to least.

3. Finances in Paperback

Learning Standard: designing an earning strategy

There are many books about how to manage your finances. But the newspaper is also a good source for financial advice. Have the students find five bits of information that could help to improve their financial situation.

4. Money Matters

Learning Standard: understanding government decisions

How our country spends its money often tells much about who makes the decisions and what we value as important. Have the class look through the newspaper for stories that discuss how our government spends its money. After reading through the articles the students should write a general statement about what is considered important and who has the power to decide. They should be sure that the information in the articles supports their statements.

5. Oh No! Tax Time!

Learning Standard: understanding percent

By April 15 of every year, Americans are responsible to pay their taxes to the government. If their forms aren't on the way to the Internal Revenue Service, they are late. The formula can be complicated but taxpayers pay about 30% of their income to the government. Have the students check the want ads and find the salaries for five jobs. They can figure out what 30% of their salaries would actually be. Can they also make a list of things that are supported by our tax dollars?

6. It's the Economy

Learning Standard: evaluating economic factors

Use the newspaper to identify the economic indicators that show how the economy is doing and have students write an explanation for each. They should examine the newspaper, especially the Business section, and find businesses that are making profits, expanding, or hiring more workers. Then they can design an advertisement that would encourage people to invest their money in the company.

* Includes activity sheet for students

You Be the Judge

Necessities vs. Luxuries

A necessity is something you must have in order to survive. A luxury is something that makes your life more comfortable. Can you find pictures of three necessities, things you need in today's newspaper and paste them in the column below. Then find pictures of three luxuries and paste them below. Which are easier to find in the newspaper? Why do you think this is so?

NECESSITIES



LUXURIES

EXTENSIONS



Here are some suggestions for extending the “Dollars, Sense and Economic” lessons.

- ★ Have each student make a personal list of his or her money goals. What do they want, how will they get it and how much will it cost? How will they avoid wasting money and make good buying decisions.
- ★ Have the class prepare a weekly budget. They can research what they would need to spend on housing, food, clothing, insurance, health care, transportation, education, and entertainment.
- ★ The students can imagine that they just received their first paycheck. What do they want to spend it on?
- ★ Students should understand how to read ads carefully. Talk with students about the importance of checking the fine print. Read together some of the ads in the newspaper and talk about the details in each.
- ★ Have the class brainstorm a list of online shopping rules for safe and smart buying.
- ★ Compare at least five similar items. Should the price always be the determining factor in making a purchase? List other considerations that should be made.