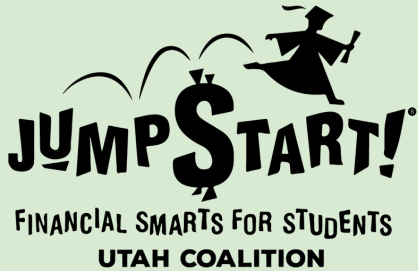


Utah Jump\$tart Coalition

# K-6 FINANCIAL & ECONOMIC LITERACY TOOLKIT



[utahjumpstart.org](http://utahjumpstart.org)



# Utah Jump\$tart Coalition

## K-6 FINANCIAL & ECONOMIC LITERACY TOOLKIT

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This guide identifies lesson plans and activities that meet Utah's General Financial Literacy Strands and Standards.

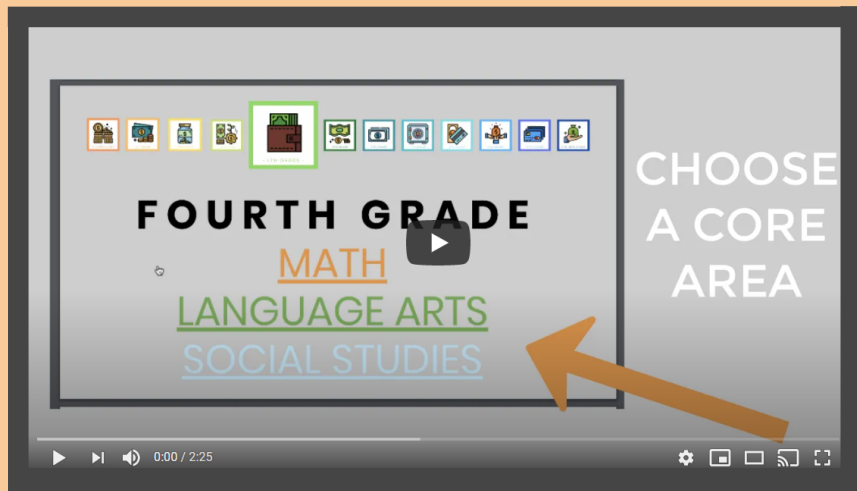
The Utah Jump\$tart Coalition gratefully acknowledges the following organizations that have created the resources identified in this toolkit:

- [Finance in the Classroom](#)
- [Utah Education Network](#)
- [Econedlink](#)
- [US Mint](#)
- [Practical Money Skills](#)
- [Take Charge America](#)
- [Federal Reserve Bank of St. Louis](#)
- [University of Missouri - St. Louis](#)
- [Scholastic](#)
- [Tinker Federal Credit Union](#)
- [TeacherVision](#)
- [Better Lesson](#)

# Utah Jump\$tart Coalition

## K-6 FINANCIAL & ECONOMIC LITERACY TOOLKIT

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### How to Use the K-6 Toolkit

The brief introductory video introduces the K-6 Financial & Economic Literacy Toolkit and how to identify lesson plans and activities that meet a Utah math, language arts or social studies requirement while introducing a financial concept.

The full toolkit can be [downloaded here](#).

# FINANCIAL & ECONOMIC LITERACY

Updated  
August  
2020

# CONCEPT MATRIX



Help using this tool (VIDEO).	K	1	2	3	4	5	6	7	8	9	10	11-12
<b>Values, Culture &amp; Economic Forces</b>												
Scarcity and Choices	☑	☑			☑	☑						☑
Coin Recognition & Counting*	☑	☑	☑									☑
Monetary and Fiscal Policy									☑			☑
Opportunity Cost & Tradeoffs		☑		☑								☑
Economic Reasoning			☑				☑					☑
Supply & Demand			☑			☑		☑				☑
Values, Priorities & Goals*				☑		☑				☑		☑
Free Markets & Prices	☑				☑		☑					☑
<b>Career Preparation, Sources of Income and Earning Power</b>												
Career Management & Income	☑	☑			☑	☑			☑	☑		☑
Entrepreneurship					☑				☑			☑
Business Plan Creation					☑					☑		☑
Taxes				☑					☑			☑
Productivity		☑										☑
<b>Saving Methods and Investment Strategies</b>												
Saving & Financial Investments	☑		☑						☑			☑
Insurance							☑	☑			☑	☑
Banking & Financial Services			☑								☑	☑
Retirement Planning											☑	☑
<b>Money Management</b>												
Budgeting				☑			☑			☑		☑
Charitable Giving				☑				☑				☑
Online Commerce						☑				☑		☑
Renting & Buying a Home										☑		☑
Loans & Borrowing Money			☑								☑	☑
Consequences of Gambling								☑			☑	☑
Identity Fraud & Theft							☑		☑		☑	☑
Bankruptcy									☑	☑	☑	☑



# FIRST GRADE

MATH

LANGUAGE ARTS

SOCIAL STUDIES

# FIRST GRADE – MATH

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Adding Nickels Pennies Dimes</u>	<p>Students will add pennies, nickels, and dimes and will organize the coins to display a variety of price values.</p> <p>Students will discuss the importance of money in daily life.</p>
CATEGORY	Coin Recognition and Counting	
STANDARD	1.MD.5	
OTHER		



# FIRST GRADE – MATH

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Beat the Bank</u>	<p>Students will compare numbers between 1 and 100 using manipulatives.</p> <p>Students will recognize and express the value using cent notation of penny, nickel, dime, and quarter.</p> <p>Students will add coin amounts together.</p>
CATEGORY	Coin Recognition and Counting	
STANDARD	1.MD.5	
OTHER		



# FIRST GRADE – MATH

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>What Can I Buy With \$5</u>	<p>Materials: Ads Time: 20 Minutes</p> <p>Have the students brainstorm ways that they can earn money. Ask students what they usually do with money after they earn it. Have they saved it or have they spent it? Tell the students to pretend that you have just paid them \$5 for the work they have done. Pass out the different ads and allow the students to decide what they can to buy with their \$5, are they spending it all on one item or have they been able to get more than one item? How do they know that they did not go over their \$5? Did they have any money left over? Ask them why they chose to buy what they did? Is it a need or want? Would this be something that would help their family or is it just for them? Have a class discussion about how to make the decisions they need to as a family to make sure that the needs of everyone are met?</p>
CATEGORY	Opportunity Cost & Tradeoffs	
STANDARD	1.MD.4 1.NBT.4	
OTHER		





# FIRST GRADE – MATH

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Making Spending Decisions</u>	<p>Practice guided, money-related, decision-making with different activities.</p> <p>Guiding young children in simple choices now will give them the experience and confidence to make their own decisions as they grow. Making decisions teaches children responsibility and enhances their ability to function successfully in their teen and adult years. Confidence in decision-making enhances children's control over their lives and gives them power.</p>
CATEGORY	Opportunity Cost & Tradeoffs	
STANDARD	1.MD.4 1.NBT.4	
OTHER	<u>Activities PDF</u>	



# FIRST GRADE - LANGUAGE ARTS

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Monster Musical Chairs</u>	<p>Students listen to the book <u>Monster Musical Chairs</u> and identify the scarcity problem the monsters had—not enough chairs for every monster to have one.</p> <p>Students wear a picture of a want they have drawn and play a version of musical chairs where the chairs are labeled goods. Students learn that a good can satisfy a want. They also learn that because of scarcity not everyone's wants are satisfied.</p>
CATEGORY	Scarcity & Choices	
STANDARD	1.RL.1 1.SL.2	
OTHER	<u>Read Aloud</u>	



# FIRST GRADE - LANGUAGE ARTS

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Choose</u>	Help students understand priorities, or the things that are most important to them. Prioritizing needs and wants helps an individual determine what is obtainable.
CATEGORY	Opportunity Cost and Trade-offs	
STANDARD	1.W.2 1.W.8	
OTHER	<u>Worksheet</u>	



# FIRST GRADE - LANGUAGE ARTS

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Communities: What They Provide For Us</u>	Using the video, the power point slides, or just a discussion, talk with the class about the different kind of goods and services needed in a community. Have groups use the Activity House cut-out to build their own communities and label their business and homes. Students can complete the interactive activity to sort goods and services before the complete the quiz.
CATEGORY	Productivity	
STANDARD	1.W.1 1.W.2	
OTHER	<u>Video</u> <u>Power Point</u> <u>Activity</u> <u>Interactive Activity</u>	



# FIRST GRADE - LANGUAGE ARTS

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Dog Gone Job</u>	<p>Explain to students that they will be talking about types of jobs within a business that that they will watch a video clip taken in a kennel. Ask students to list “jobs” that they observed in the kennel and what that worker does at the kennel.</p> <p>After creating a list of jobs, explain to students that workers are sometimes “specialized” and that they have special skills. This allows a worker time to get very good at one skill instead of learning all of the skills needed to operate a kennel. Ask the students what they think might happen if all of the workers had to know how to do all of the jobs in a kennel? What would happen if all of the employees had to learn how to care for sick animals?</p> <p>Have the students complete this comparing two workers’ jobs. They will need to have an understanding of Venn Diagrams before they can complete the activity.</p>
CATEGORY	Career Management	
STANDARD	1.SL.1 1.SL.4	
OTHER	<u>Virtual Tour</u>	



# FIRST GRADE – SOCIAL STUDIES

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Something Good</u>	Distribute a worksheet to each student, have them identify each item as a want or a need. Review the sheets together and discuss the difference between needs and wants. The students should realize that in some situations more than one item may be necessary, i.e., to take a bath you need both soap and water. In other cases, what is necessary for one person may not be necessary for someone else, i.e., the flat tire on a bicycle may require a new tire in some situations.
CATEGORY	Opportunity Costs and Tradeoffs	
STANDARD	1.SS.4.1D 1.SS.4.2	
OTHER	<u>Worksheet</u>	



# FIRST GRADE – SOCIAL STUDIES

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Jobs</u>	<p>Students envision a career &amp; practice making paycheck spending choices.</p> <p>Students share the book <u>Bear About Town</u> by Stella Blackstone, to learn about productive resources and jobs in the community. They complete worksheets on spending paychecks and draw pictures of a job they would like to have.</p>
CATEGORY	Career Management	
STANDARD	1.SS.4.1 1.SS.4.2	
OTHER	<u>Read Aloud</u>	



# FIRST GRADE – SOCIAL STUDIES

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>"Bad Kitty" Gets Good</u>	<p>With a copy of <u>Bad Kitty</u>, ask students what the word 'bad' means and what the opposite of bad is. Then ask them what 'good' means. Read or watch <u>Bad Kitty</u>.</p> <p>Discuss with the class the good or bad services or outcomes that came about because of something Bad Kitty did. Explain what goods and services are and discuss some of the goods and services available in your community and who provides those.</p>
CATEGORY	Productivity	
STANDARD	1.SS.1.2 1.SS.4.1	
OTHER	<u>Video</u>	





# FIRST GRADE – SOCIAL STUDIES

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>How People Make Things</u>	Watch video <i>“How People Make Things.”</i>  Discuss the steps of production of item and list them on chart paper or board. What is used to create the item? How are people involved?
CATEGORY	Productivity	
STANDARD	1.SS.4.1 1.SS.4.2	
OTHER	<u>Video</u>	



# FIRST GRADE – SOCIAL STUDIES

## FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Producing and Consuming</u>	<p>Experience being a producer and consumer in a mini-production line.</p> <p>Students will produce their own booklets that will later be used or consumed at the end of the lesson. Teach the students how to form a production line where each student or group of students has a different job to fulfill in the production of the paper books. Once the books are made, have the students draw and write definitions of what it means to be a producer or consumer.</p>
CATEGORY	Productivity	
STANDARD	1.SS.4.1 1.SS.4.2	
OTHER	<u>Instructions</u>	



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Generously supported by



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2020

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