

Utah Jump\$tart Coalition

**K-6
FINANCIAL &
ECONOMIC
LITERACY
TOOLKIT**



utahjumpstart.org



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

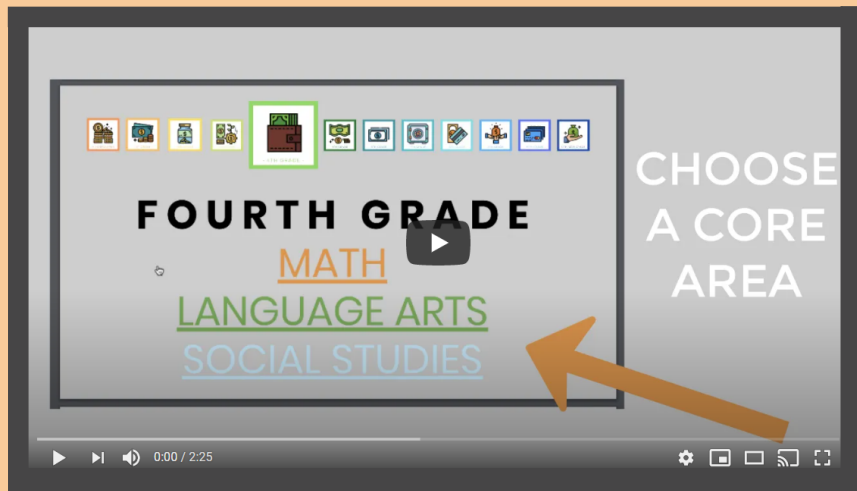
The Utah Jump\$Start Coalition gratefully acknowledges the following organizations that have created the resources identified in this toolkit:

- [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](#)

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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](#).

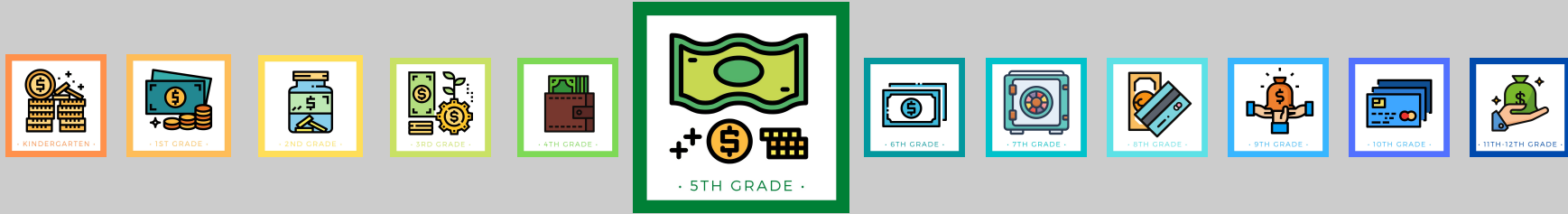
FINANCIAL & ECONOMIC LITERACY

Updated
August
2020

CONCEPT MATRIX



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



FIFTH GRADE

MATH

LANGUAGE ARTS

SOCIAL STUDIES

FIFTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Taste Test</u>	<p>Compare quality and cost of food products.</p> <p>Time: 45 Minutes Materials: two jars of peanut butter or other food (Oreos, fruit snacks, etc. Make sure you have one expensive brand and one economy brand), one box of crackers, a knife, two colors of construction paper cut in two inch squares (two squares per student), one voting box, math journal, and writing materials.</p> <p>Becoming informed about products and services helps an individual to determine the highest quality. This activity will help students be able to compare food products by taste and determine that cost is not the only consideration when choosing a product.</p> <p>Teachers provide a taste test to see if students can identify which of the items tasted was the cheapest or most expensive.</p>
CATEGORY	Scarcity and Choices	
STANDARD	5.NBT.7	
OTHER		

FIFTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>The Battle of Sullivan's Island</u>	<p>Use coordinate graphing to create a map of the Battle of Sullivan's Island.</p> <p>The students will describe the role of William Jasper as a participant in the Battle of Sullivan's Island. The students will create a map of the Battle of Sullivan's Island using coordinate graphing.</p>
CATEGORY	Coin Recognition	
STANDARD	5.G.1	
OTHER	<u>Worksheet</u>	

FIFTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Money Doesn't Grow on Trees</u>	<p>Students will examine earned and unearned income.</p> <p>Once students have some money, they can use it to get more money. Students can save or invest by letting someone else borrow your money. Banks, credit unions, businesses, and even the government will pay them to let them use your money. When people work for money, they are getting earned income. When money earns money, the money paid is called unearned income. This is because no one did a job to get it. The money did the work!</p>
CATEGORY	Career Management & Income	
STANDARD	5.OA.2	
OTHER	<u>Worksheet</u>	

FIFTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Hello Working World</u>	<p>Students will learn about the options of the working world.</p> <p>Materials: Hello Working World Worksheet, pencils Time: 45 Minutes</p> <p>Students will learn about the options of the working world. They will consider choices for careers, see how income is connected to education and profession, and be able to create a budget with various expenses. Students will record their data in a graphic organizer and create appropriate constructive responses.</p>
CATEGORY	Career Management & Income	
STANDARD	5.NBT.7	
OTHER	<u>Worksheet</u>	

FIFTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>All About Prices</u>	Determine how prices are set by comparing supply and demand. Students will be able to: <ul style="list-style-type: none"> - Explain the basic principles of demand and supply. - Determine how prices are set by comparing supply and demand.
CATEGORY	Supply & Demand	
STANDARD	5.NBT.7	
OTHER	<u>Worksheet</u>	

FIFTH GRADE – LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Competition Pizza</u>	<p>Students assume role of business owner as they create competitive prices, etc.</p> <p>Distribute the Business Competitors in Your Community worksheet to students. Challenge them to identify four markets in their community and competitors in each of the markets. Examples could include: fast food, discount stores, banks, gas stations, grocery stores. Ask the class the following question, “What is competition in the marketplace?” The effort of two or more individuals or organizations to get the business of others by offering the best deal. Consumers compete with other consumers for goods and services. Producers compete with other producers for sales to consumers. Explain to students that competition among buyers can happen when there is more than one business selling the same or similar item. They are competing for customers. Competition can also happen when there is one business, but many customers competing to get limited goods.</p> <p>Tell students that today’s lesson is about competition among businesses. These businesses have to convince customers to buy their items. Consumers get to make a choice about where to spend their money.</p>
CATEGORY	Online Commerce	
STANDARD	5.W.1	
OTHER	<u>Worksheet PowerPoint</u> <u>PowerPoint 2</u> <u>Interactive Game</u>	

FIFTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Bartering Game</u>	<p>Students list occupation skills and trade/barter their skills for others' services.</p> <p>Give each student a card with an occupation written on it. The occupations should be typical of what you would find in your community. Next, have students create a set of "barter cards" for their occupation. They should list their professional and personal skills, hobbies, resources, etc., that can be traded, one per card. Ask students to create a set of "need" and "want" cards, listing desired one good or service on each card.</p> <p>After setting time limits, allow the class to trade cards among themselves, bartering their skills for goods and services. Remind students to consider the value of the trades both in money and time.</p> <p>At the conclusion of the activity, lead a class discussion summarizing the experience. Encourage students to draw conclusions about the relative value of skills and the bartering process and what careers are involved.</p>
CATEGORY	Careers	
STANDARD	5.SL.1	
OTHER		



FIFTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Castaway</u>	<p>Create want and need list stemmed from the introduction of <u>Robinson Crusoe</u>. Read the beginning part of <u>Robinson Crusoe</u> or <u>Swiss Family Robinson</u> in which the family's circumstances are described. Have the students make a list of all the things they would want if they found themselves in similar circumstances. Working from this list make two additional lists, one for absolute needs and one for items that would make life nicer.</p> <p>Relate this to the students' lives by making lists of their needs and wants. Keep in mind that not all students will have exactly the same needs and wants.</p>
CATEGORY	Scarcity and Choices	
STANDARD	5.W.9 5.W.10	
OTHER	<u>Read Aloud</u>	





FIFTH GRADE – LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Then, Now, and for the Future</u>	<p>Students interview an adult about their occupation and write a short story. Have students interview an adult who has worked in the same type of job for at least 10 years using the following questions:</p> <p>What is your job? What skills did you need to get your job? What education did you need? How did you get your education and skills? Have you had to do additional training to keep current in your job? Do people being hired now have to have different skills and training? Where and how are they getting their training? How have job responsibilities changed since you first worked in the field? Why do you think your responsibilities have changed? Are there more people being hired in your field from diverse backgrounds? How do you see your job changing in 10 years? 20? Why do you think your job will change? What education and skills will be needed then?</p> <p>With their information, have students write a short story about the person they interviewed (can be fiction or non-fiction). This can be first or third person, but should reflect how society has changed over the span of the person's life experience. Include cultural trends, societal changes, and differing family expectations.</p>
CATEGORY	Careers	
STANDARD	5.SL.1 5.SL.4	
OTHER		



FIFTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Ad Notebook</u>	<p>Students create ads to entice employees towards certain positions.</p> <p>Describe the following situation to the students : You are an advertising executive who has been hired by an employment agency. You must create ads for four careers, using the propaganda techniques that follow. Ads must be creative, neat, and appealing. You must include the background skills needed, and positive aspects of this career.</p>
CATEGORY	Careers	
STANDARD	5.W.1 5.W.4	
OTHER	<u>Worksheet</u>	

FIFTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Technology and Labor Reform: The Role of Lowell in the Industrial Revolution</u>	<p>Using the 2019 America the Beautiful Quarter about Lowell National Historical Park in Massachusetts, students will learn about the history of the Lowell textile mills and explore their significance to the Industrial Revolution.</p> <p>Students will design their own coin.</p>
CATEGORY	Values, Priorities & Goals	
STANDARD	5.SS.4	
OTHER	<u>Worksheet</u> <u>Rubric</u>	

FIFTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>First Stop: The American Dream</u>	<p>Students will research different jobs associated with Ellis Island.</p> <p>Students will examine various occupations of people who worked on Ellis Island. Students will demonstrate an understanding of the importance of the occupations to Ellis Island. Students will create a product that demonstrates knowledge about these occupations.</p>
CATEGORY	Career Management & Income	
STANDARD	5.SS.4	
OTHER		

FIFTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

RESOURCE INFORMATION		DESCRIPTION
TITLE	<u>Specialists Light Up Our Lives!</u>	<p>Learn about specialists in the community and the value that each provides.</p> <p>Peppe and his family moved to America to pursue the American dream. His mother has passed away, his father is ill, and all the children need to find work to help provide for basic essentials. Peppe is excited to find a job, only to be told by his dad that it is not a job he should be proud of.</p> <p>This lesson will challenge students to consider specialists in the community and the valuable goods and services they produce. They will also learn how specialists depend on each other to satisfy their wants.</p>
CATEGORY	Career Management & Income	
STANDARD	5.SS.5	
OTHER		

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Generously supported by



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2020

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