

## **Consumer Economics and Saving**

prep time = 15 minutes + gathering materials  
activity time = 25 minutes  
Colorado Math Standard 5.1

### **CASAS Competencies:**

- 1.1.4 – Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight
- 1.1.6 – Count, convert, and use coins and currency, and recognize symbols such as (\$) and (¢)

### **Skills for Children:**

Fine motor skills (cutting and coloring)

Oral language development

Written language if able/interested in writing a paragraph about what they are saving for

### **Supplies Needed:**

1. cans with removable lids (coffee, Kool-Aid, peanuts, Crystal Light, etc), at least one can per family – more is better
2. markers, crayons, or colored pencils
3. scissors
4. construction paper, wallpaper scraps, fabric scraps, yarn, other decorating materials
5. glue, paste, or hot glue gun (use caution)
6. multiple copies of coin patterns

### **Vocabulary:**

piggy bank	decorate	savings	save	caution
construction paper	can	removable	lid	

### **General Directions:**

1. Cuts slits in the removable lids large enough for a quarter to fit.
2. Replace the lids on each appropriate can. **Note: a variety of cans makes the measuring more interesting**
3. Provide a sample of a decorated can with coins, paper, or whatever for families to see.
4. Encourage adults to let the children cut and paste as much as possible.
5. As the family creates their “piggy bank” can, encourage a discussion of the goals of their saving (video game rental, out to dinner, buying books, etc.)
6. Provide lined paper for families to write their savings goals.

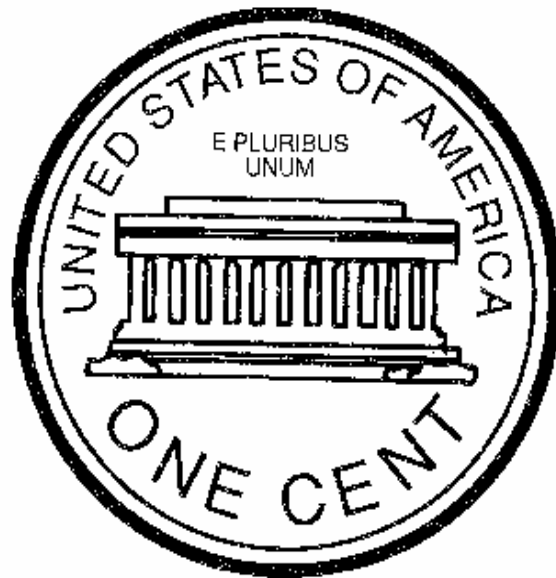
### **Extensions:**

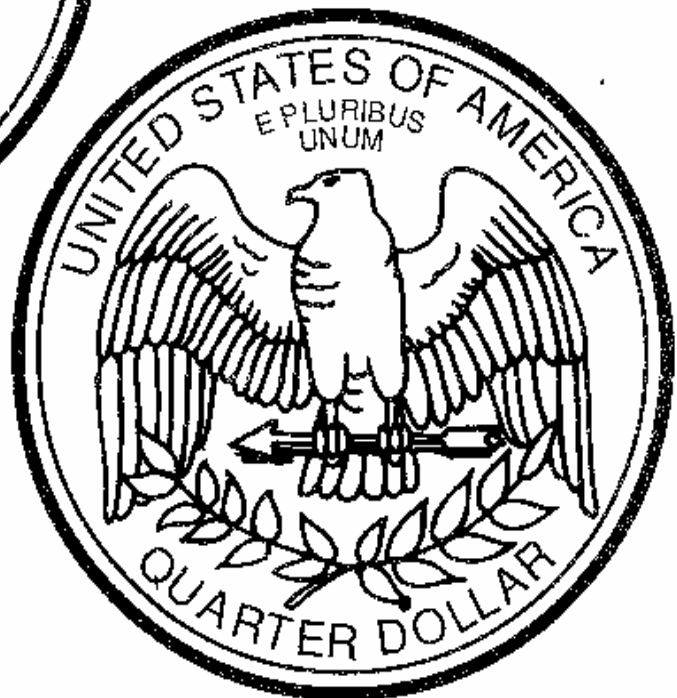
Family can graph their savings by nickels, dimes, quarters, etc.

Adults can compute the volume of their can.

Families can predict how much money their can will hold.

This leads well into a parenting discussion about allowances.





# Consumer Economics and Coupons

prep time = 10 minutes  
activity time = 20 minutes  
Colorado Reading/Writing Standard 2.1

## CASAS Competencies:

1.3.5 – Use coupons to purchase goods and services

## Skills for Children:

Fine motor skills (coloring, cutting, writing)

Vocabulary development

Oral language skills

## Supplies Needed:

1. multiple copies of blank coupons
2. crayons, markers, or colored pencils
3. scissors
4. stamp pads and stamps (optional)
5. sample completed coupon book

## Vocabulary:

coupon	free	exchange	gift
helper	time	skills	task
value			

## General Directions:

Help families brainstorm some simple tasks that they or their children could do.

Each family member can make their own coupon book to give as a gift.

Sample ideas for a child's gift to a parent could include coupons for:

- Taking out the trash without being reminded
- Washing the dishes one night
- Folding the laundry
- A hug

Sample ideas for a parent's gift to a child could include coupons for:

- Reading a favorite book
- Spending ½ hour with them and no interruptions
- A hug
- Sit down and watch their favorite TV show with them

**Coupon**

Good for \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

**Coupon**

Good for \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

Coupon

Good for \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

**Coupon**

Good for \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

Coupon  
**Coupon**

Good for \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

## **Consumer Economics and Creative Writing**

prep time = 5 minutes (copying)

activity time = 15 minutes

Colorado Reading/Writing Standard 2.2

### **CASAS Competencies:**

7.2.6 – Generate ideas using divergent and convergent approaches, and also through creative imagination

### **Skills for Children:**

Fine motor skills (cutting, drawing, and coloring)

Oral language development

Written language if able/interested

### **Supplies Needed:**

1. multiple copies of blank flip book pages
2. dictionaries
3. scissors
4. staplers
5. sample book or ideas list

### **Vocabulary:**

flip	creative	nonsense
describe	imagine	

### **General Directions:**

Families may need direct instruction on how the book works.

Encourage creative sentences with plenty of adjectives.

Younger children can use the multiple part format to create silly creatures.

Older children may want to make their own book with a different focus.

Staple here. \_\_\_\_\_

Staple here. \_\_\_\_\_

Staple here. \_\_\_\_\_

C

B

A

**Name and Description**

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**Action**

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---

---

**Setting**

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Staple here. \_\_\_\_\_

Staple here. \_\_\_\_\_

Staple here. \_\_\_\_\_

A

My best friend, Tom,  
and I

B

Found a \$100 bill  
on the ground near  
the dumpster

C

So we went out  
to eat ice cream.

Staple here. \_\_\_\_\_

Staple here. \_\_\_\_\_

Staple here. \_\_\_\_\_

A

My entire family  
who is visiting from  
Los Angeles

B

Played "Bingo" last  
Friday night.

C

but we had spent  
it all in two hours.

## Writing Ideas for Flip Book



Students use the writing format described on page 34 for the following activities:

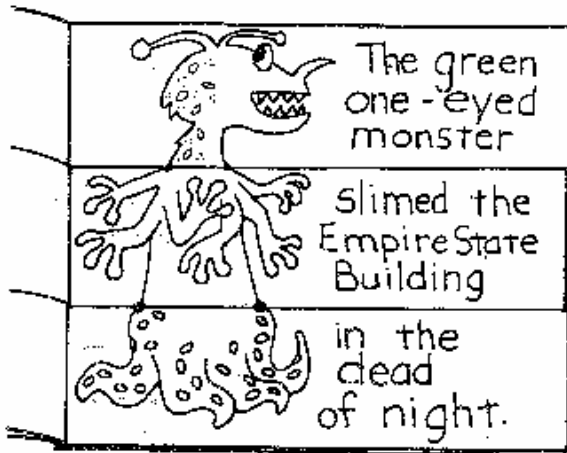
### Colorful Clowns

Students make a Flip Book of clowns with different eyes, mouths, noses, feet, and so on.



### Flipping Out Over Monsters

*Where the Wild Things Are* by Maurice Sendak is the story of a boy who dreams of a faraway land inhabited by wild monsters. Students make a Flip Book of monsters.

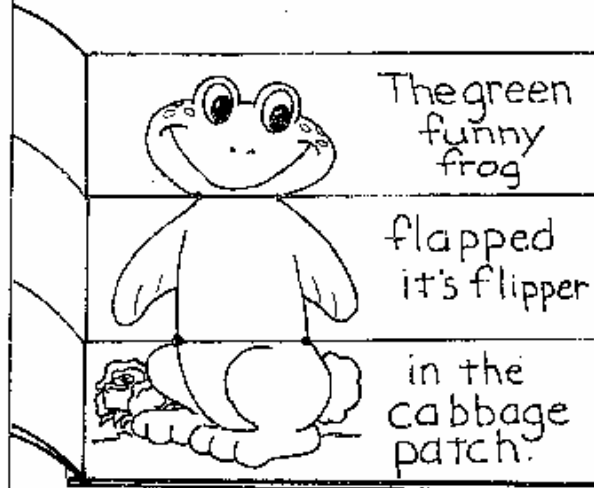


### Fairy Tale Flips

Students make a Flip Book of fairy tale characters. *The Random House Book of Fairy Tales*, adapted by Amy Ehrlich, offers a good selection of stories.

### Animal Antics

Students make a Flip Book of animals.

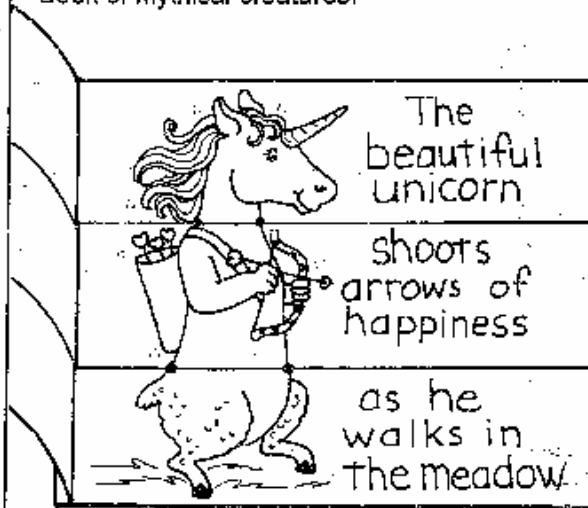


### Which Witch?

Share some of the poems in *Best Witches: Poems for Halloween* by Jane Yolen or *Witch Poems*, edited by Daisy Wallace. Students make a Flip Book of witches.

### Mythical Madness

After reading *d'Aulaires' Book of Greek Myths* by Ingri and Edgar d'Aulaire or *Theseus and the Minotaur* by Leonard Fisher, students make a Flip Book of mythical creatures.



# Consumer Economics and Recipes

prep time = 10 minutes (shopping)  
activity time = 20 minutes  
Colorado Math Standard 1.1

## CASAS Competencies:

1.1.1 – Interpret recipes

## Skills for Children:

Fine motor skills (manipulating dough)

Vocabulary development (verbs, time)

## Supplies Needed:

1. multiple copies of play dough recipe
2. 1 cup measuring cups
3. ¼ teaspoon measuring spoon
4. flour, salt, vegetable oil, access to warm water
5. Quart sized Ziploc freezer bags
6. food coloring or unsweetened Kool-Aid packets
7. popsicle sticks for cutting
8. (optional) mixing bowls and spoons
9. sample clock or large sized wall clock

## Vocabulary:

flour	salt	vegetable oil	knead
warm	popsicle stick	telling time	seal
clock	vocabulary for telling time		

## General Directions:

If funding and space permits, allow each family group to make their own recipe.

The dough can be mixed in freezer quality Ziploc bags or mixing bowls (clean-up needed).

If using food coloring or Kool-Aid, dissolve the coloring in the warm water before adding to the dry ingredients. A more uniform color is produced.

The play dough stays fresh for approximately three days if kept in a sealed bag.

Older children and adults can mold their dough into a clock face, make the five minute increments, and score-in the hour and minute hands, and quiz each other on what time it is.

Drawing clocks and time can be tedious, the play dough makes the process more responsive and the hour and minute hands can be erased easily with a finger.

Families can exchange different colors for marking 15 or 30 minute intervals.

Younger children can be encouraged to just manipulate the dough, make shapes, common foods, or the letters of their names.

## **No-Cook Play Dough Recipe**

Ingredients: 1 cup flour  
                   $\frac{1}{2}$  cup salt  
                   $\frac{1}{2}$  cup warm water  
                   $\frac{1}{4}$  teaspoon vegetable oil  
                  5 drops of food coloring or  $\frac{1}{2}$  packet of unsweetened Kool-Aid

Procedure: 1. Pour the flour and salt into a quart-sized freezer bag.  
              2. Pour or drop the food coloring or Kool-Aid into the water.  
              3. Add the water and oil to the bag with flour and salt.  
              4. Seal the bag and knead it gently with hands.  
              5. When the mixture is evenly colored, remove from bag and mix again with hands.  
              6. The play dough will stay fresh for up to three days.

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              5. When the mixture is evenly colored, remove from bag and mix again with hands.  
              6. The play dough will stay fresh for up to three days.

# Consumer Economics and Clothing

prep time = 10 minutes (copying)

activity time = 15 minutes

## CASAS Competencies:

1.3.9 – Identify common articles of clothing

## Skills for Children:

Fine motor skills (cutting and coloring)

Vocabulary development (types of clothing)

Oral language development

Written language if able/interested in writing a paragraph about their “person”

## Supplies Needed:

1. multiple copies of boy and girl paper dolls and clothing
2. markers, crayons, or colored pencils
3. scissors
4. larger pieces of paper to create backgrounds
5. lined paper for writing a paragraph or story about their “person”

## Vocabulary:

paper doll	shorts	shirt
pants	skirt	dress
hat/cap	coat	sweatshirt
swimsuit	underclothes	overalls
pajamas	background	scenery
paragraph		

## General Directions:

Encourage creative play and dialogue.

Older children may not be interested in this activity. They may be willing to create scenery for a simple theatre, write dialogues between the dolls, or write a brief description of their doll.

Avoid the use of the word “doll” around older children. They may prefer “person” or activity rather than doll which has a younger child connotation.

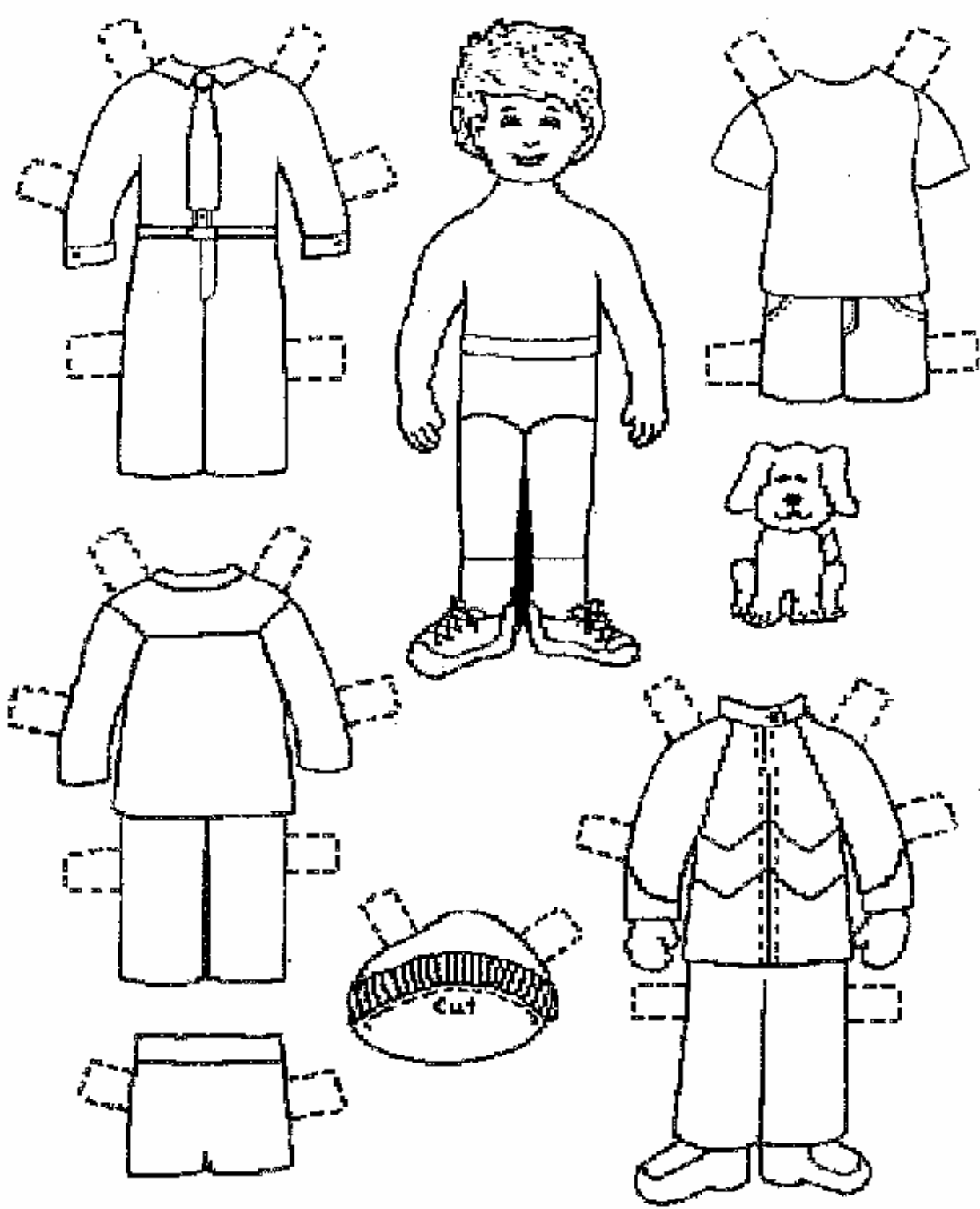
Berenstain Bear Paper Dolls along with many changes of clothing can be found at

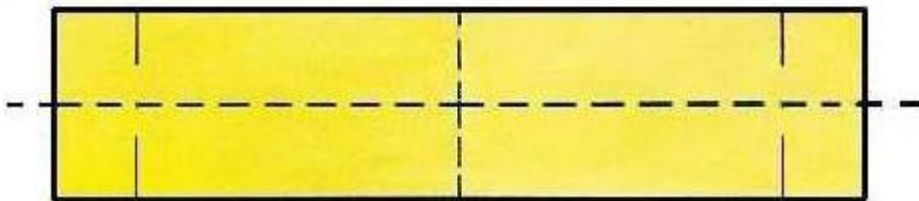
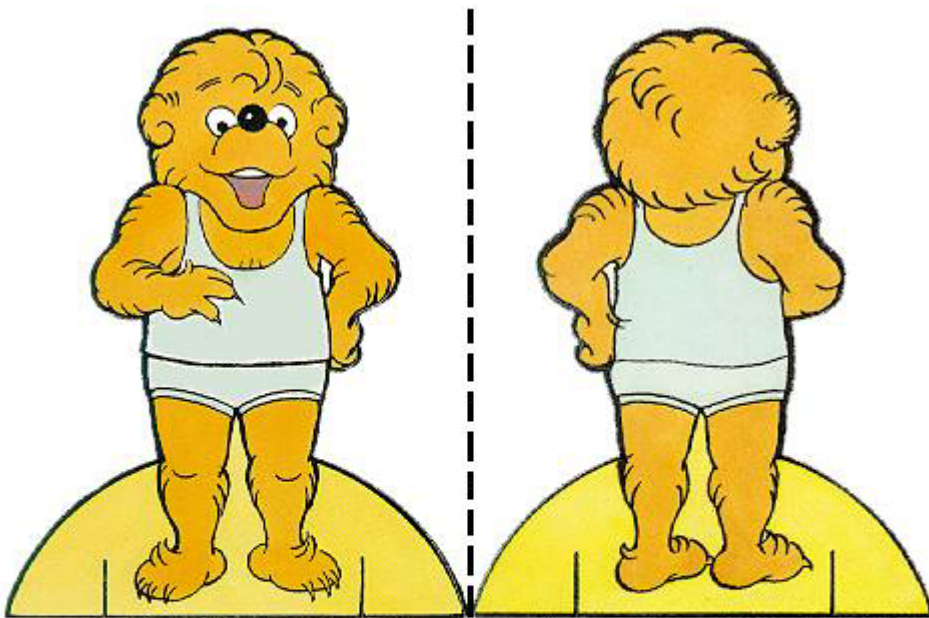
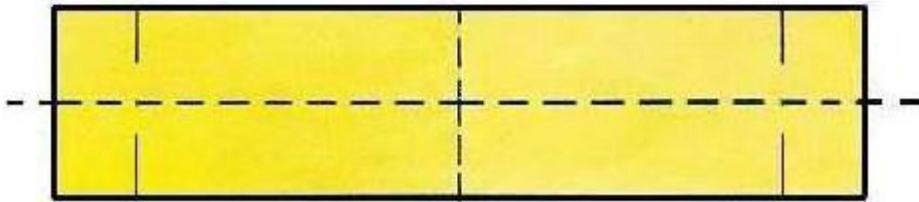
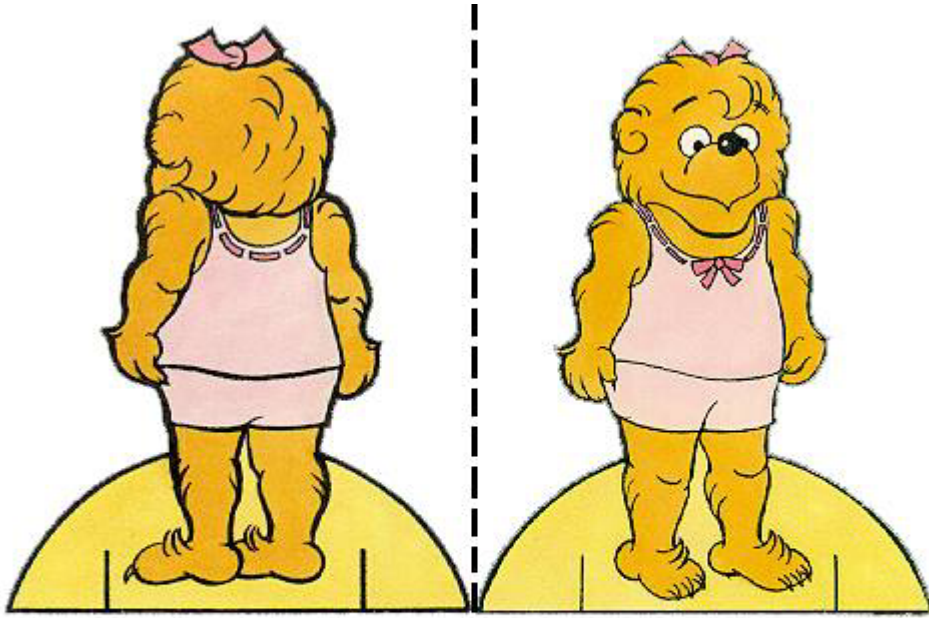
<http://www.berenstainbears.com>

# Emily



# Jonathan







## Consumer Economics and Balancing a Checkbook

prep time = 10 minutes (copying)

activity time = 20 minutes

Colorado Math Standard 6.5

### CASAS Competencies:

1.8.2 – Interpret the procedures and forms associated with banking services, including writing checks

6.1.1 – Add whole numbers

6.1.2 – Subtract whole numbers

6.2.2 – Subtracting decimal fractions

### Skills for Children: (Not recommended for children in grades less than second)

Addition and subtraction skills

Reading a calendar

Taking turns

Writing skills (if checks are used and written)

### Supplies Needed:

1. game board
2. copy of check register for each player or family group
3. beans or other place markers
4. spinner or number cube for movement
5. blank, sample checks if desired
6. calculator (if desired)
7. pencils

### Vocabulary:

check

register

add

subtract

prescription

laundry

taking turns

### General Directions:

Decide in advance if players need to write checks to spend their money.

If playing with younger children, play money could be used to practice counting and giving change.

A sample check register may be written and included to demonstrate how the register works.

Players roll a number cube or spin to move their marker on the calendar.

If players land on every square, their checkbook total will be negative.

The player who finishes the month with the most money in their account is the winner.

ABE Connection: Have students make a pie chart of how the money was spent for the month. Students can write questions and exchange charts with others for extra practice.



My Name	00	__	__
My Address	Date	_____	
Pay to the			
Order Of	_____	\$	_____
_____			Dollars
The Bank			
3456 Line Street			
Any Town, CO 80987			
Memo	_____	_____	_____
LI 000 8000 876 7**609 1142			

My Name	00	__	__
My Address	Date	_____	
Pay to the			
Order Of	_____	\$	_____
_____			Dollars
The Bank			
3456 Line Street			
Any Town, CO 80987			
Memo	_____	_____	_____
LI 000 8000 876 7**609 1142			

My Name	00	__	__
My Address	Date	_____	
Pay to the			
Order Of	_____	\$	_____
_____			Dollars
The Bank			
3456 Line Street			
Any Town, CO 80987			
Memo	_____	_____	_____
LI 000 8000 876 7**609 1142			

## April Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Start with \$1,000.00	2 Shopping with kids. Spend \$154.12	3 Lemonade stand \$1.75	4 Doctor visit \$25.00	5 Need a prescription \$23.74	6 Pay for school lunches \$13.50
7 Stayed home didn't spend money	8 Paid utilities \$143.29	9 Purchased school pictures \$19.50	10 Rent due \$475.00	11 Found \$20 in jeans pocket	12 Movie night \$26.89	13 Lunch with family \$28.93
14 Order more checks \$13.75	15 Baby shower gift \$5.25	16 Grocery shopping \$74.12	17 Need a doughnut and coffee \$2.36	18 Books for school \$4.25	19 Rent videos \$11.90	20 Out with friends \$38.00
21 Farmer's market \$17.45	22 Flowers for mom \$6.36	23 Bonus at work for meeting deadline \$25.00	24 Grocery shopping \$32.36	25 Order lunch at work \$7.65	26 Find a big yard sale \$10.27	27 Gift from sister \$28.00
28 Stayed home and spent no money	29 Grocery shopping \$41.97	30 Phone bill due \$34.89	You made it! How much money do you have left?			