



Earn it!



NOT-SO- COMMON CENT\$



Invest it!



Save it!



Stuff your parents WISH
they knew at your age!



Super-Duper Important
Facts About **MONEY**
You Can't Afford to Miss



SARAH WASSNER FLYNN
WITH A FOREWORD
BY FINANCIAL EDUCATOR ALVIN HALL

EDUCATOR'S GUIDE



NOT-SO- COMMON CENTS\$

EDUCATOR'S GUIDE

DISCUSSION QUESTIONS

Common Core Standards English Language Arts Standards Grades 3-7:

Reading: Informational Text » Key Ideas and Details and Craft and Structure

Common Core Standards English Language Arts Standards Grades 3-7:

Speaking & Listening » Comprehension and Collaboration and Presentation of Knowledge and Ideas

1. **History Lesson:** How did people acquire goods and services before currency and money existed? Discuss bartering and the use of commodities. (Pages 10-17)
2. **Creating Cash:** How is money made? Explain how both coins and paper bills are produced. (Pages 30-31, 42-43)
3. **Counterfeit Money:** Describe how to spot counterfeit cash. Explain why using fake money is a crime. (Pages 50-53)
4. **Charge It:** How do credit cards work? For example, let's say you use a credit card to purchase a hundred dollars of new clothing. You don't have the money to pay off the credit card bill, so the credit card company charges you 20 percent interest the first month. How much do you now owe? If you don't pay back any of it, how much would you owe in six months and in a year? Hint: Continue to add on each month's interest as you calculate the new totals. (Pages 60-61)
5. **Strong Economies:** What factors make a country wealthy and enable it to have a strong economy? How do histories of colonization, natural resources, and climate affect developing countries? (Pages 70-73)
6. **Changing Prices:** What does inflation mean? Share some real-life examples from the book or conduct research on the change in prices of items over the years. (Pages 90-91)
7. **Future Tech:** How do you think we will pay for things in the future and why? (Pages 94-99)
8. **Work Time:** How much does a person get paid for their job and why? Consider how work experience, education requirements, and type of pay affect salaries. Share what job you would like to do and why. (Pages 104-109)



COMMON CORE STANDARDS FOR DISCUSSION QUESTIONS

Common Core Standards English Language Arts Standards: Reading:
Informational Text » Key Ideas and Details and Craft and Structure

Key Ideas and Details: CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Craft and Structure: CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure: CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure: CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure: CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure: CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Common Core English Language Arts Standards: Speaking & Listening »
Comprehension and Collaboration and Presentation of Knowledge and Ideas

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



CURRICULUM ACTIVITIES

1. HOW TO SAVE:

Why save your money in a bank? Read pages 54–59 in “Chapter Four: Spend It, Save It, Earn It!” to understand how bank accounts work. Read pages 62–65 and pages 122–123 to learn how to grow your money through investment and banking accounts. Divide into small groups and have each group present a summary on a different way to save money such as checking accounts, savings accounts, money markets, CDs, government bonds, mutual funds, or investment stocks. Make sure each group includes the rewards and risks of using each respective type. Additional research can be conducted. Following the presentations, share which type of investment you would choose to put your money in and why.

Extension: Have the class vote on what type of investment or bank account students would like to invest their fictitious class money in. Students can conduct further research to pick a fund or bank account they would like to invest in and check on interest rates and annual yields. Based on their research, if they started with a thousand dollars, how much money do they think they would have in six months, one year, and five years?

COMMON CORE STANDARDS:

English Language Arts Standards » Reading: Informational Text » Grades 3–7 » Key Ideas and Details and Integration of Knowledge and Ideas

English Language Arts Standards » Speaking & Listening » Grades 3–7 » Comprehension and Collaboration and Presentation of Knowledge and Ideas

COMMON CORE STANDARDS:

Key Ideas and Details: CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Key Ideas and Details: CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages), and explain how the information contributes to an understanding of the text in which it appears.



Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others'; ideas and expressing their own clearly.



Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

2. FINANCIAL PLANNING:

Read pages 124–129 in “Chapter 8: Start Thinking Money-Wise!” Develop your own monthly budget. Include your spending and earning expectations. Next, calculate how much money you think you can save each month. Decide what you want to save for and make a plan for how to reach your savings goal!

Extension: Make an example of a household budget. Detail your monthly expenses and research how much you think you would have to pay for housing, food, utilities, etc. Determine what your household's average monthly earnings would need to be to still save money. See page 9 for an example.

COMMON CORE STANDARDS:

English Language Arts Standards » Reading: Informational Text » Grades 3–7 » Key Ideas and Details and Integration of Knowledge and Ideas

COMMON CORE STANDARDS:

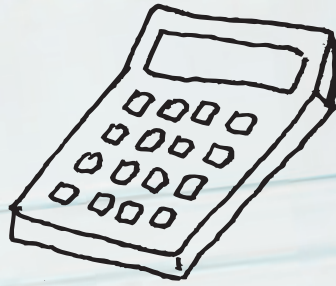
Key Ideas and Details: CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Key Ideas and Details: CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages), and explain how the information contributes to an understanding of the text in which it appears.

My Budget



MONTH:

What I'm Saving For: Write down your goal item: a video game, a new toy, etc.
What I'll Spend On: Write down any potential things you'll spend money on this month: a birthday gift for mom, ice cream with your friends, etc.



Earning Expectations

(Write down everything you think you'll earn this month.)

Allowance: \$30

Gifts: \$10

Odd jobs around the house: \$20

Total: \$60



Spending Expectations

(Write down everything you think you'll spend money on this month.)

Food and fun: \$15

Toys: \$5

Gifts: \$20

Total: \$40



Savings Expectations

(Subtract your spending from your earnings.)

\$20



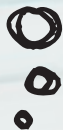
Make a Plan!

Decide how you will divide up that savings.

Example:

\$10 to a new bicycle

\$10 into my piggy bank for long-term savings



Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

3. MARKET YOURSELF:

Read pages 126–127 and 132–133. The more you earn, the more you can save! With a partner, brainstorm ways you could start making money right now! Ideas can range from asking your parents for an allowance to pet sitting. Now make a business plan! Think about how to market yourself and where to advertise. Also remember to make a savings goal for yourself which will help motivate you to stick to your plan. How much money would you like to save and why?

COMMON CORE STANDARDS:

English Language Arts Standards » Reading: Informational Text » Grades 3–7 » Key Ideas and Details and Integration of Knowledge and Ideas

COMMON CORE STANDARDS:

Key Ideas and Details: CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Key Ideas and Details: CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages), and explain how the information contributes to an understanding of the text in which it appears.



Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text, and explain how they are supported by key details; summarize the text.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Key Ideas and Details: CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text, and analyze their development over the course of the text; provide an objective summary of the text.



Q&A

1. What is the difference between a checking account and a savings account?

"A savings account lets you put money aside to use later. A checking account is more for day-to-day expenses and allows you to buy things and pay bills using a debit card, an online or mobile payment, or a paper check." (Page 57)

2. What is the difference between a debit card and a credit card?

"If you use a debit card (which is linked directly to your own checking account), the amount you're charged is instantly taken out of your account. So it's like paying with cash, only it's more convenient since you don't have to carry around cash all the time—and, unlike cash, you can use debit cards online. With a credit card, it's like you're taking out a personal loan with each purchase. Credit card companies (which are typically big banks) keep tabs on every purchase made on the card, and they expect their clients to pay a portion of the money back each month." (Page 60)

3. What is a stock?

"A stock is a certificate—either in paper or electronic form—that represents a small percentage of ownership of one company." (Page 64)

4. What is bankruptcy?

"Companies and individuals are at risk of going bankrupt if they spend or borrow too much and can't pay off their debts. In the United States and other countries around the world, there are bankruptcy laws to protect people drowning in debt. Once you declare bankruptcy (which involves filing paperwork and showing the details of your finances to the government), you are either forgiven your debt or you agree to a repayment plan. Either way, there is a price to pay: You might not be able to get a credit card, take out a loan, or make major purchases again for a long time—not until you can prove that you have enough money coming in to avoid going broke again." (Page 66)

5. What is the exchange rate?

"The exchange rate reflects how one country's currency compares to another nation's." (Page 74)



6. What is the minimum wage?

“How much will you make when you start to work? It depends on the job, of course, but by law, you should make at least the minimum wage—or the lowest hourly amount an employer may pay an employee.” (Page 106)

7. What is philanthropy?

“Not everyone who’s rolling in dough just sits back and watches their money pile up. Many people opt to give some (or a lot) of their money away. And the really rich sometimes offer up thousands and millions—or even billions—to places like universities, charities, nonprofit associations, or other good causes. This is called philanthropy, a practice that is rooted in helping other people, especially those who are less fortunate.” (Page 144)



This guide was created by Karen Clement.
Many more guides can be found on Disney • Hyperion website at www.Disneybook.com.



NOT-SO-COMMON CENTS

Paperback: 978-1-4263-7328-2 • \$14.99

Reinforced Library Edition: 978-1-4263-7376-3 • \$24.90

 **NATIONAL
GEOGRAPHIC
Kids**

natgeokids.com