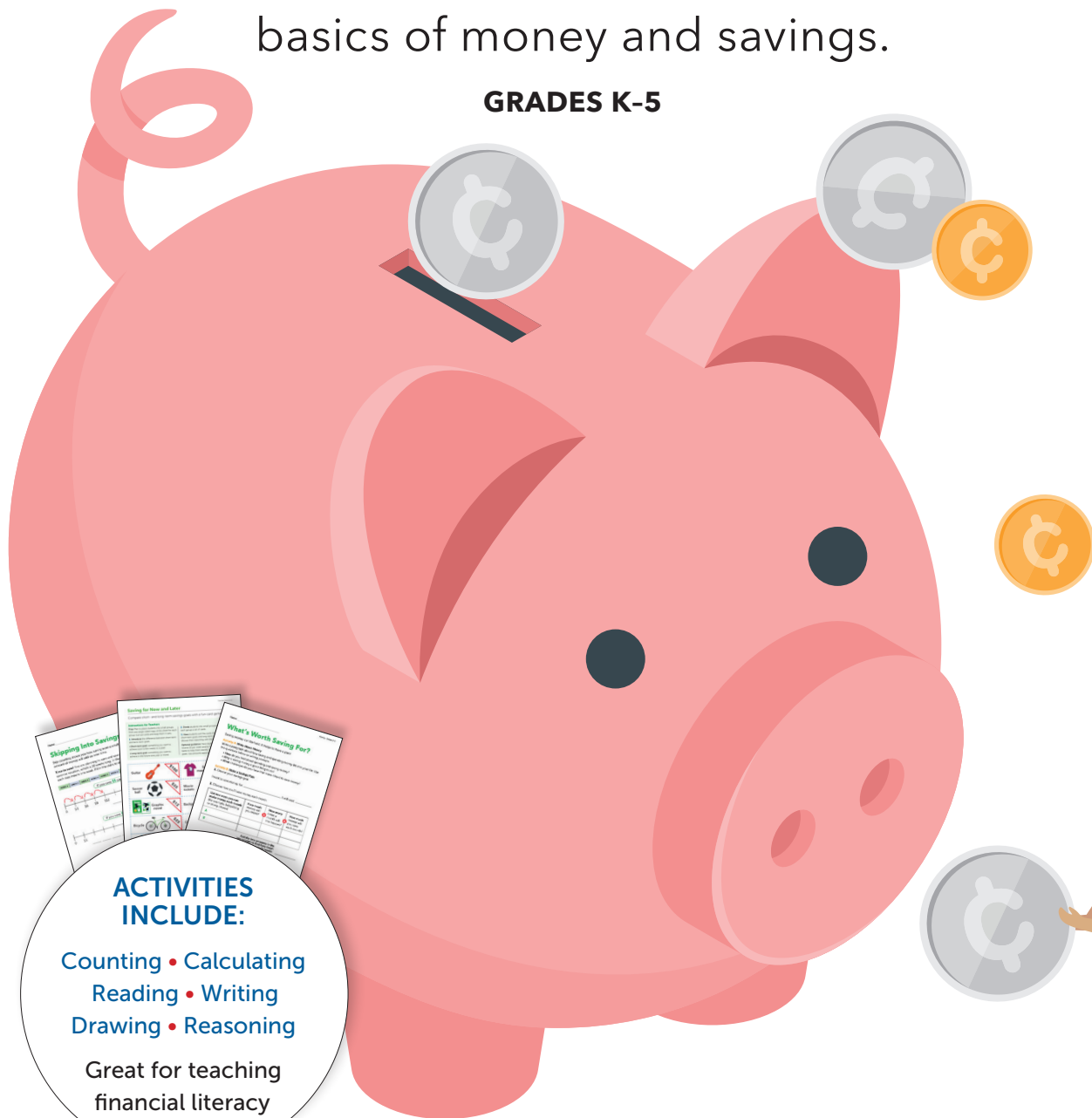




Start Small and Save Up!

ELA and math lessons to teach the basics of money and savings.

GRADES K-5



**ACTIVITIES
INCLUDE:**

- Counting • Calculating
- Reading • Writing
- Drawing • Reasoning

Great for teaching financial literacy

Start Small, Save Up

Help K–5 students explore the basics of how and why to save money.

To get started, spark a quick discussion about key money-related vocabulary. Go deeper by choosing from the activities below.

Discussion

- **Grades K–2, start here:** Explain that people use **money** for things they need, such as food and clothes. People also use money for services (actions that help others), like getting a haircut or advice from a doctor.
- **All grades, including K–2:** Explain that when people regularly set aside small amounts of

money, they are **saving** money. Point out that the opposite of saving is **spending** (using money to **buy** things).

- If you have a **savings goal** (something you'd like to save money for, like a book or a skateboard), it can help you save birthday or allowance money.

>>> For a hands-on, science-inspired activity, go to [scholastic.com/saveup](https://www.scholastic.com/saveup) to download a bonus lesson plan.



Activity Sheet Guide

My Savings Goal (Grades K–2)

Introduce the concept of saving money with an engaging discussion and art activity.

- Ask students for examples of things a family saves for (vacation, car, college) and things a kid might want to save up for (game, book).
- Have students use the activity sheet to **draw** their savings goal and **write** a caption.

Coloring Your Savings (Grades K–2)

Teach students that things you buy cost different amounts of money with a fun math activity.

- For younger students, explain that dollar bills come in different amounts. Common bills are \$1, \$5, \$10, and \$20.
- Have them practice **adding** by coloring in the bills on the activity sheet.
- Discuss which items might cost more money and take longer to save for (**compare** and **reason**).

Skipping Into Savings (Grades 2–3)

Have students **visualize** the concept of starting small and saving up through **skip counting**.

- Review how to skip count.
- Have students **solve** the problems on the activity sheet to see how small amounts of money add up over time.

What's Worth Saving For? (Grades 3–5)

Guide students in **examining** their feelings about money and using the activity sheet to map out a savings plan.

- **Reflective Writing (Activity A):** Students respond to questions about money habits.
- **Level It Up With Math (Activity B):** Older students **calculate** simple equations on the graphic organizer to create a savings plan.

Saving for Now and Later (Grades 3–5): Explore the difference between short- and long-term savings goals with a card game.

- Have groups **sort** savings cards into two piles—short-term and long-term savings goals—and **explain their reasoning**.
- See the activity sheet for teacher instructions and **vocabulary** support.



Name _____

My Savings Goal

Draw a picture of what you want to save money for. This can help you remember to save!



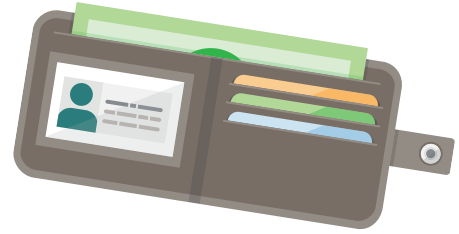
A large, empty rectangular area with rounded corners, outlined in green, intended for drawing a picture of a savings goal.

Write your goal: _____



Name _____

Skipping Into Savings

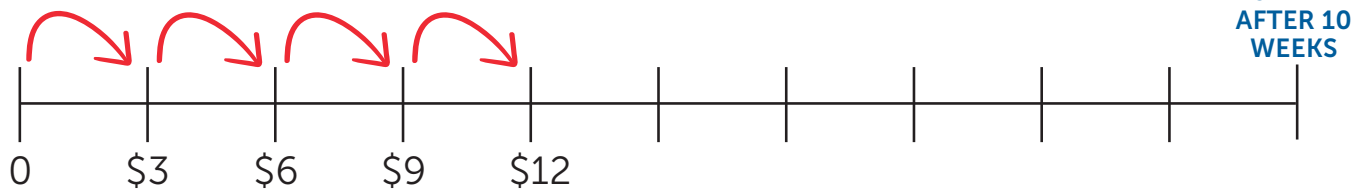


Skip counting shows how savings add up over time.

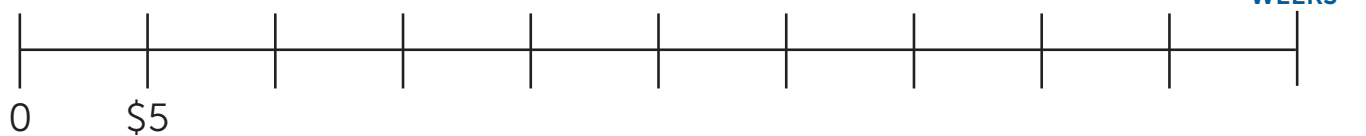
Time to save! Imagine you're planning to earn and save money each week of summer break, which is 10 weeks long. In the drawing below, each space represents one week. **Skip count** and fill in the blanks to find out how much money you'll have at the end of the summer, depending on how much you save each week.

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
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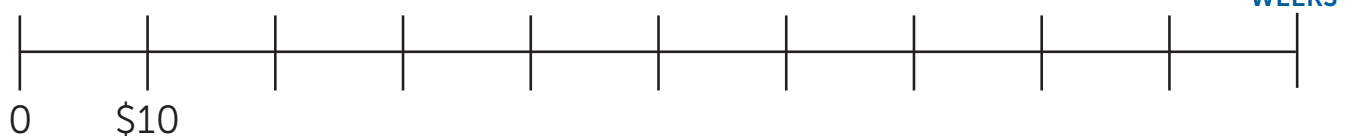
If you save **\$3** each week



If you save **\$5** each week



If you save **\$10** each week




Name _____

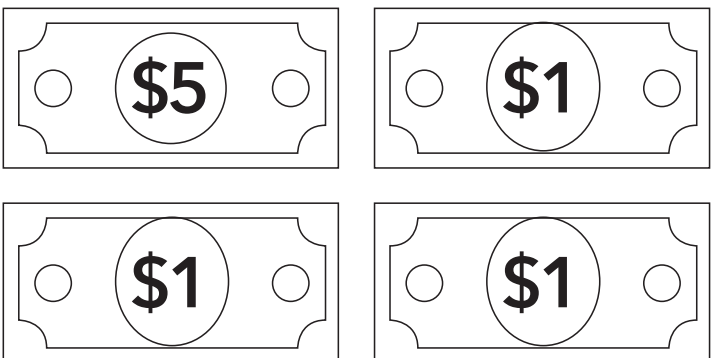
Coloring Your Savings

Color in the amount of money you would need to save for each item.

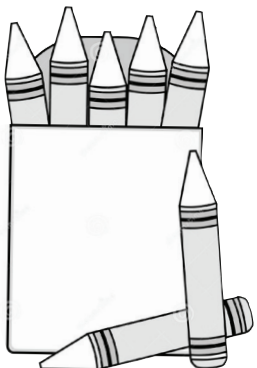
\$6



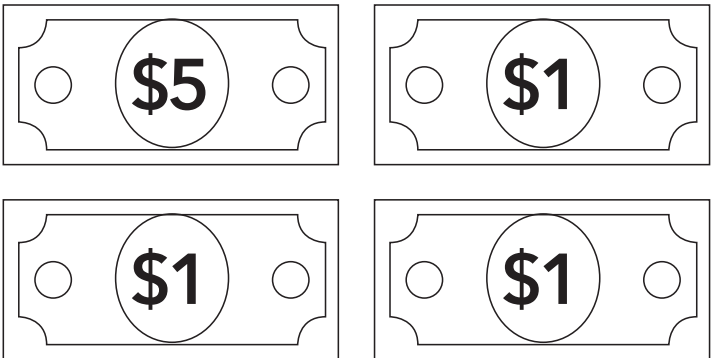
Teddy Bear



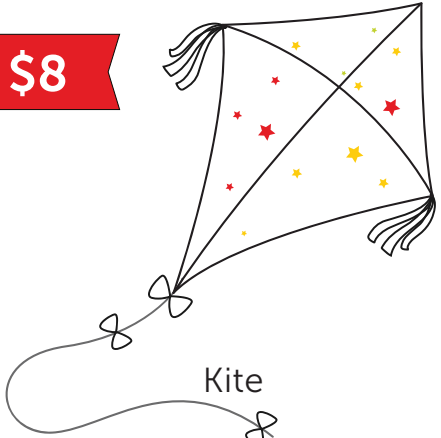
\$3



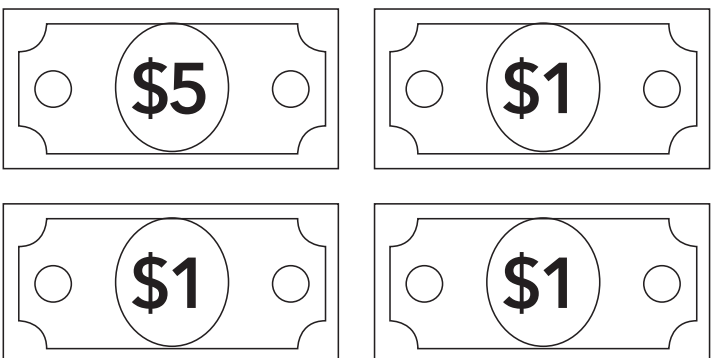
Crayons



\$8



Kite



Name _____

What's Worth Saving For?

Saving money can be hard. It helps to have a plan!

Activity A: Write About Money

Write a paragraph about how saving and spending money fits into your life. Use the questions below as writing prompts.

- **How** do you feel about spending and saving money?
- **Why** is saving money a good thing to do?
- **What** challenges do you have that make it hard to save money?

Activity B: Make a Savings Plan

1. Choose your savings goal.

I want to save money for: _____ I'll need to save: _____

2. Choose how you'll earn money each month.

List two ways you can earn money each month (for example, babysitting or doing chores)	How much money will you earn each time?	How many times a month will you do this?	How much money will you earn each month?
A			
B			

Total monthly savings: Add the two amounts in the last column to find how much you will earn each month: _____

3. If you save all the money you earn, calculate how long you'll need to save to reach your goal.

$$\frac{\text{Total cost of your goal}}{\text{Total monthly savings}} = \text{Number of months to reach your savings goal}$$

Saving for Now and Later

Compare short- and long-term savings goals with a fun card game.

Instructions for Teachers

Prep: Plan to place students into small groups. Print one single-sided copy of this sheet for each group. Cut out cards and keep them in sets.

1. Introduce the difference between short-term and long-term goals.

- **Short-term goal:** something you want to achieve soon (a few weeks to a year)
- **Long-term goal:** something you want to achieve in the future (one year or more)

2. Divide students into small groups and give each group a set of cards.

3. Have students sort the cards into two piles—short-term goals and long-term goals—and discuss their reasoning with their group.

Optional guidance: Have students imagine they receive \$5 per week (and/or have \$20 in the bank) to help them identify short- and long-term goals. Use amounts appropriate for your class.

Guitar



\$100



School mascot T-shirt

\$14

Soccer ball



\$25

Movie tickets



\$15



Graphic novel

\$12

Backpack



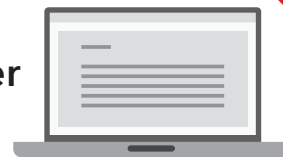
\$30

Bicycle



\$25

Computer



\$300



Amusement park tickets

\$80



Video game system

\$250

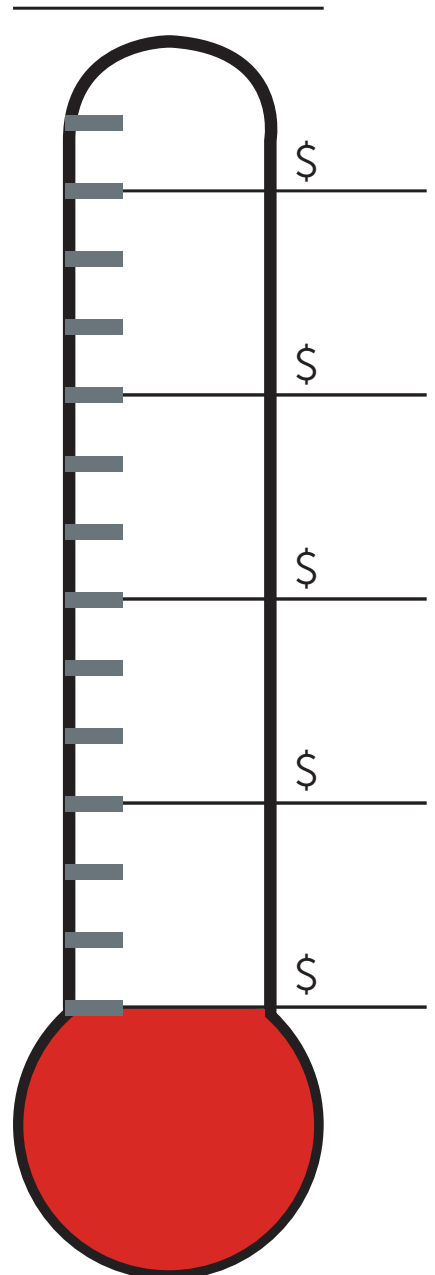
Set a Family Savings Goal!

In school, through a program developed by the Consumer Financial Protection Bureau (CFPB) and Scholastic, your child has been exploring the importance of saving money. Extend the learning at home with a fun savings activity you can do together!

Help your child identify something they want to save money for—or come up with a goal as a family. Make sure the goal is realistic and can be achieved in a few weeks.

Use the thermometer to track your savings progress (hang this sheet on the fridge so your child can see it!).

Point out to your child that even small amounts add up over time.



Great Resources for Parents and Caregivers

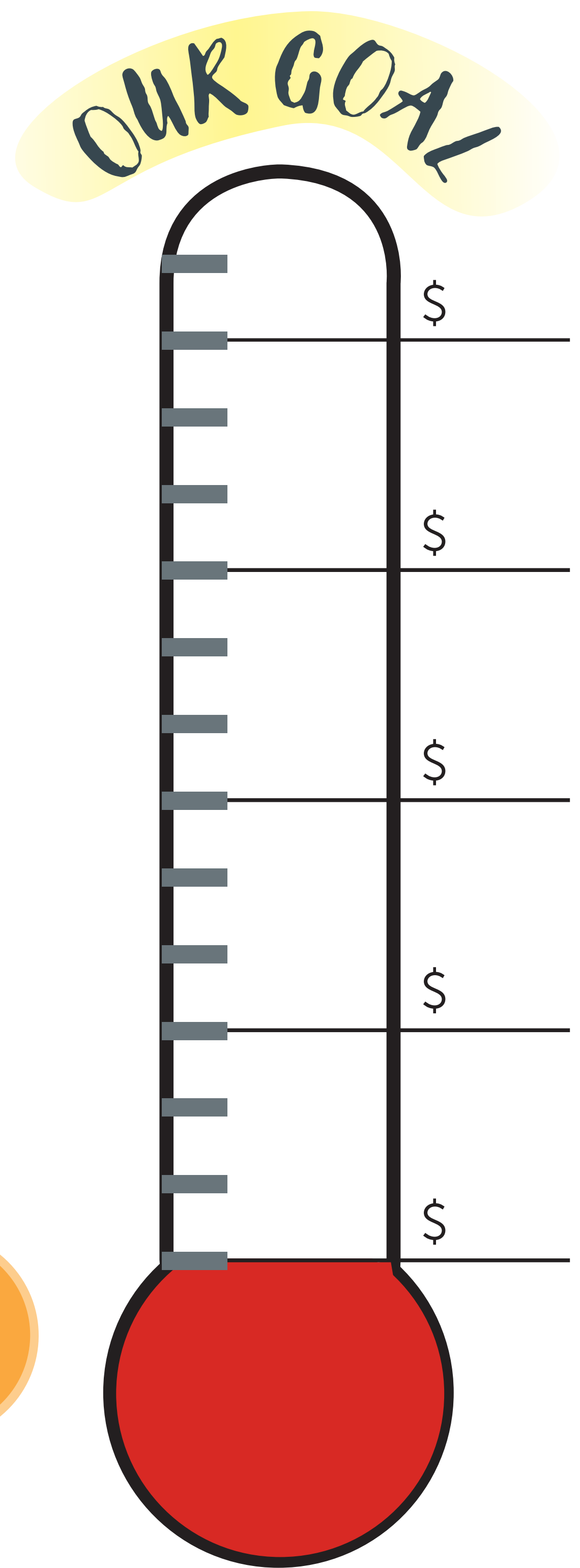
Find more age-appropriate financial activities, tips, and family conversation starters at consumerfinance.gov/moneyasyougrow.

Get recommendations for storybooks about money that you and your child can read together—plus free reading guides and activities! Visit consumerfinance.gov/moneyasyougrow/bookshelf.

Start Small and Save Up!

See what happens if you put just a few coins into your piggy bank every single week.

Your money really adds up!



If you feed your piggy bank **50¢** a week, you will have:

- \$2** at the end of **4 weeks**
- \$4** at the end of **8 weeks**
- \$12** at the end of **6 months**
- \$26** at the end of a **year!**

The Crow and the Pitcher

Read this short fable and consider how small, repeated actions can have a significant effect over time.



In a spell of dry weather, when the birds could find very little to drink, a thirsty crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the crow could not reach the water.

The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one.

With each pebble the water rose a little higher until at last it was near enough so he could drink.

Experimenting With Saving

Students conduct a simple science experiment (inspired by a classic fable) to examine how a small action can make a big difference over time.

Instructions for Teachers

Part A

1. Tell students that they'll hear or read a fable about how a small action can make a big difference if you do it many times. Explain that a *fable* is a short story that teaches a lesson.
2. For grades K-3, read the fable "The Crow and the Pitcher" to students. For grades 4-5, distribute copies of the fable for students to read individually or with the whole class.
3. Ask students how adding one pebble at a time, again and again, helped the crow.



Part B

Prep You need a clear container filled halfway with water and some small rocks.

1. Challenge students to guess how they can get the water to flow over the top without tipping the container or adding more water.
2. When a student answers that they could add something to the container, place a rock in the container. Ask: *What happened?* Confirm that students see that the water level rose.
3. Have volunteers continue to add rocks to the container until the water reaches the top.
4. Have students describe what happened. Explain that this process is called displacement. Displacement occurs when an object pushes water out of the way.
5. Wrap up by asking students to explain how small actions, such as putting one rock at a time into the water, can have a big impact.
6. Lead a discussion about how this lesson relates to saving money. Say: *Taking little steps—like saving small amounts of money—can help you reach big goals over time.*

