



**2008-2009**

# Teacher Study Guide

**IMAGINE IT! THE CHILDREN'S MUSEUM OF ATLANTA, INC.**

**A special feature of our school field trip program, **Payday Playday** is a fun way of helping to provide students a foundation for financial literacy by presenting activities that encourage learning in support of state educational objectives around money.**

**Through Payday Playday students learn:**

**It's never too early to learn how to be responsible with money**

**Responsible spending now leads to better decisions later**

**Bring your K, 1<sup>st</sup> or 2<sup>nd</sup> grade school group and join us for Payday Playday, Fridays from October through May at 10:00 a.m.**

Reserve your school field trip now by calling 404-527-3693 or visit [www.imagineit-cma.org](http://www.imagineit-cma.org) for more information



Payday Playday is funded by the generous support of



**IMAGINE IT! THE CHILDREN'S MUSEUM OF ATLANTA  
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ATLANTA, GA 30313  
404-659-5437 (KIDS) WWW.IMAGINEIT-CMA.ORG**



**Providing a foundation for financial literacy through activities built around the concepts of “Earning,” “Spending,” and “Saving”**

### **Overview**

Welcome to Imagine It’s exciting new program “Payday Playday.” For this field trip, the museum’s activities will operate as scheduled, however special field trip programming around the foundations of financial literacy and money will be offered to participating classes.

### **Georgia Performance Standards**

There are several GPS that this unit can support, given its direct understanding and application of currency, exchange, and addition and subtraction as applied to a real situation. The field trip and study guide may be applied to Kindergarten and Pre-K standards in these areas, however, the field trip plus the study guide activities most directly and strongly supports:

#### First Grade

**M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100**

e. Exchange equivalent quantities of coins by making fair trade values involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar.

**M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction**

e. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.

#### Second Grade

**M2N1. Students will use multiple representation of numbers to connect symbols to quantities**

c. Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency.

### **Program Concepts**

The program will build on three major concepts:

1. Earning
2. Spending
3. Saving

## Pre-Visit Activities and Discussion

- Prior to coming to the museum, discuss the three words above. What do they mean to your students? We offer the following, simplified definitions for your reference:

Money-**Coins or cash representing value** and used for exchange  
Earning- ***To gain or get in return for work or service***  
Spending-***To pay out for goods, services, or needs***  
Saving-***To set aside and reserve for later use***

- Use real coins to ask: How much is a “penny” worth? How much is a “nickel” worth? “How much is a “dime” worth?” How much is a “quarter” worth? As a class, have students “build” up to a dollar by grouping five pennies into nickels, two nickels into a dime, two dimes and a nickel into a quarter, and four quarters into a dollar.
- Start with a total of one dollar in a combination of coins. Using some inexpensive items (pencils, gum, etc.) have the whole class choose items and then help deduct that amount from the total dollar.
- Have the class create a word chart or a collage to illustrate what people can do to “earn” money. Why do people want to “earn” money? What can people do with money?
- Discuss the concept of spending. Even if it’s a penny, who in your class has “spent” money before? Have students helped with transactions before? Set up an imaginary store where students can shop for items they would like to spend money purchasing. What else costs money to buy?
- Why would someone “save” some money? Get your students’ thoughts on the purpose of saving anything... especially money. What can we do with money that we save? Have students write a brief paragraph about what they would do if they had money saved aside.

## Preparations for the Field Trip

Along with this study guide, you have received “Playchecks” for your students. We strongly encourage you to have students perform a simple activity or task to “earn” their “Playcheck”. They may choose to clean up the classroom after a project, finish their homework, etc. “Playchecks” should be issued in the classroom right before departing for the museum, or at a time and location that assures each student will arrive with their “Playcheck” in-hand.

## **The Museum Experience**

### Earning:

Students will bring their “playchecks” to the museum where it will be cashed in for a total of \$5.00 in “Imagination Money.” The payment will be issued to each student as 5 \$1 “Imagine It” dollars.

Spending: Immediately upon cashing their checks, students will be required to pay \$4 for their transportation that morning, their lunches, the roof over their heads (museum) and \$1 for saving. This will represent spending on life’s necessities as the first step in sound money management. After this point, students will be invited to explore the museum as they regularly would. The rest of the experience will involve students having the option of how to spend their imaginary money on a number of playthings throughout their field trip, but none of the activities in the museum will REQUIRE the expenditure. The students will receive change back in the form of “Imagine it!” quarters, when they have made their first purchase. The students can spend their entire \$1 because they have already saved in the beginning.

Saving: Near the end of the field trip, the Imaginators will ask the group to hold up the money they have not spent. The children will deposit their leftover coins in baskets and everyone will receive a Savings Certificate as a reward for saving earlier, and as an incentive to do real saving after their Museum visit.

### **Post-Visit Activities**

- Re-visit “earning,” “spending,” and “saving” with your class. How do they perceive it differently after the field trip?
- When your class left the museum, you were given a stack of coloring books about financial literacy. Distribute them to your class and invite them to explore the activities and the information inside.
- Explore with the school’s administration whether or not students can “earn” revenue through a book sale, cards, candy sales, etc. If they are able to do so, re-visit the concepts of this program by having them “earn” an amount of money as a class, “spend” it on something the class wants or needs, and “saving” some of it until later in the school year. If it’s possible to do multiple activities in the course of the school year, compound the savings to a larger sum that can be spent on something the class would really like to do.

## Additional Resources to Explore!

ING Direct: Planet Orange  
<http://www.orangekids.com/>

Kids and Money: 5 keys to Teaching Kids Money Management Skills  
[www.sixwise.com/newsletters/05/02/15/kids\\_and\\_money\\_5\\_keys\\_to\\_teaching\\_kids\\_money\\_management\\_skills.htm](http://www.sixwise.com/newsletters/05/02/15/kids_and_money_5_keys_to_teaching_kids_money_management_skills.htm)

Young Investors  
[www.younginvestors.com](http://www.younginvestors.com)

Counting Money-Worksheets and Lessons  
<http://www.moneyinstructor.com/money.asp>

