

*The Berenstain Bears*<sup>®</sup>  
Financial Literacy Program

# LESSON PLAN

Trouble with Money

© CREDIT UNION NETWORK FOR FINANCIAL LITERACY

**TROUBLE  
WITH  
MONEY**



Credit Union Network  
for Financial Literacy

# Welcome!



This lesson plan is based on *The Berenstain Bears' Trouble With Money*, credit union edition. It teaches children the importance of managing their money through the Save, Share, Spend, Earn concept.

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Lesson created by: Credit Union Network for Financial Literacy

Grade: K - 3

Time: 45 minutes

## VOCABULARY

**Credit union:** a member-owned financial cooperative, democratically controlled by its members, and operated for the purpose of promoting saving, providing credit at competitive rates, and providing other financial services to members

**Interest:** earnings an investor is paid for money he has saved in a credit union account

**Miser:** a person who lives in substandard circumstances in order to save and hoard money

**Nest egg:** saving money to use at a later time for something special or an emergency

**Responsible:** answerable or accountable for something within one's care, control, or power

**Savings Account:** an interest earning account being held by a financial institution

**Spendthrift:** a person who spends money in an extravagant, irresponsible way

## OVERVIEW

The instructor will read and discuss with students *The Berenstain Bears Trouble with Money*. In doing so, the students will learn about saving money, credit unions, and other common terms related to financial institutions. The primary focus should be the reasons for and importance of saving money.

## STANDARDS

See page 8 for a complete listing of National Standards.

## LESSON OBJECTIVES

Students will:

- Understand that money must be managed carefully
- Understand the role of credit unions in helping people save money
- Define/explain a savings account
- Understand that interest is money earned by saving money at a credit union

## MATERIALS

- Book: *The Berenstain Bears' Trouble with Money, Credit Union Edition* (one for each student)
- Save, Share, Spend, Earn Tree
- Grade K-1 Activity – Save, Share, Spend, Earn cards
- Grade 2-3 Activity – Laminated tree and scenario cards



## ENGAGE

1. Discussion questions:
  - a. By a show of hands, who has a piggy bank?
  - b. Do you leave your money in your piggy bank or take it out to spend it?
  - c. Why would/wouldn't you leave it in your piggy bank?
  - d. Is it better to save or spend money you receive?

## INTRODUCTION

1. Introduce the concept of saving money at a financial institution by asking these questions:
  - a. Who has a savings account at a bank or credit union?
  - b. Do you know when that account was opened?
  - c. How often do you add, or deposit, money to that account?
2. Show the students the book *The Berenstain Bears' Trouble with Money* and ask them to make predictions about the book by just looking at the cover. Suggested questions:
  - a. Do Mama and Papa Bear look happy?
  - b. What do you think Brother and Sister Bear are going to do?
3. Explain that you will read a story about an important lesson Brother and Sister Bear learn about saving, sharing, spending and earning money.
4. Distribute a book to each student, telling them it is a gift from the credit union. (Optional or leave with teacher for distribution)

## EXPLORE

Choose pause points during the reading to discuss these or similar questions:

1. Beginning, after Mama and Papa discuss their concerns, ask:
    - What problem do Brother and Sister Bear have with money?
    - What do Brother and Sister Bear like to buy with their money?
    - Where do Brother and Sister Bear keep their money?
- 
2. Middle, after Mama explains figures of speech and Papa shows his feelings, ask:
    - What do you think it means to be a spendthrift?
    - Papa said, "No!" to which of Mama Bear's suggestions? (Allowance)
    - Do you get an allowance?
    - What does Papa Bear mean by, "You must think I'm made of money"?
    - What does Papa Bear mean by, "You must think money grows on trees"?
    - Have you heard your parents say these things?
    - What did the cubs do to earn money? How do you earn money?
    - What did Papa Bear think about the cubs and the money they were earning?
    - What did Papa mean when he called them "Misers"?
    - How did Papa react when the cubs gave him all the money they earned?
    - What did Mama and Papa Bear suggest doing with the money? Hint: Papa Bear said "No!" to this before. (Allowance)
  3. End, after reading the story, ask and discuss the following:
    - What did Mama and Papa Bear do with the money the cubs earned?
    - Did they spend, save, or share their money?
    - Have you ever visited a credit union?
    - What is interest?
    - Remind students of the figure of speech from the story. (Nest egg)
    - Was Papa Bear happy at the end of the story? Why?
    - Remind students how Papa acted prior to the cubs giving him their earnings.

### Teacher Tidbits

#### Read-a-long Activity

Post the Save, Share, Spend, Earn Tree poster. As you read, indicate which applies, Save, Share, Spend, or Earn. Use the tree as a physical representation.

## LESSON ACTIVITY

This activity enhances students' knowledge of spending, saving, earning, and sharing. Included are activities for two different grade ranges, but can easily modify to meet the needs of your students.

1. Print and cut out the Save, Share, Spend, Earn clouds and scenario clouds.
2. Post the Save, Share, Spend, Earn clouds in separate areas of the classroom.

### Grades K-1

3. Hold up each scenario cloud and as a group discuss what each image represents.
4. After the group agrees on what the image represents, ask students to identify which concept cloud (Save, share, spend, earn) matches the scenario cloud card.
5. Ask for a volunteer to walk over and post the scenario cloud on the matching concept cloud. (e.g. the piggy bank cloud would move to the save cloud; the pet sitting cloud would move to the earn cloud; etc.)
6. Continue this activity until all scenarios have been matched to either the Save, Share, Spend, Earn concept cloud.

### Grades 2-3

3. Give each student one scenario cloud. Have students match their scenario cloud to either the Save, Share, Spend, Earn cloud. (e.g. a student with the piggy bank cloud would move to the save cloud; a student with the pet sitting cloud would move to the earn cloud; etc.)
4. Have students explain why they moved to the Save, Share, Spend, Earn cloud they chose.

TIP: To save time or to accommodate larger groups have students work in pairs or small groups.

## CLOSURE

Distribute a copy of Handout on page 28. Working alone or in pairs ask students to select one concept from the Save, Share, Spend, Earn clouds, illustrate an example of the concept and write at least two sentences defining the concept.

### Practice



Concept Clouds

Scenario Clouds

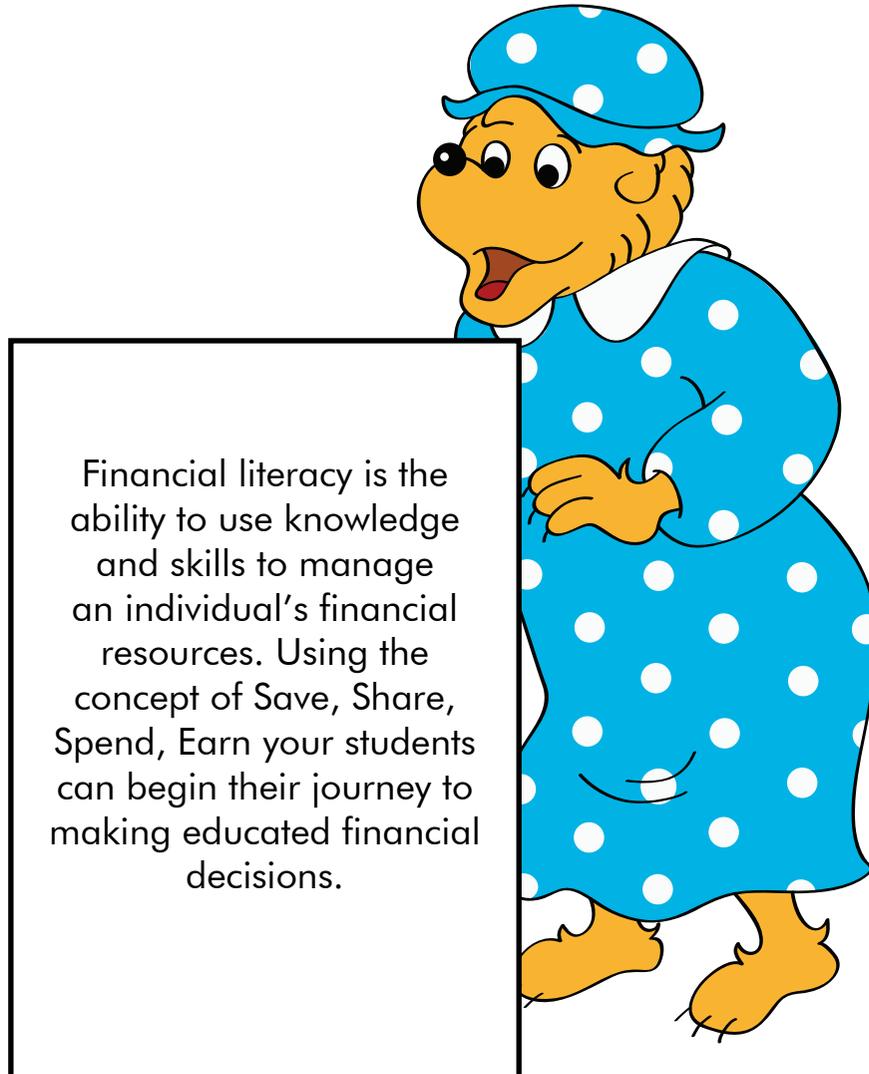
## ASSESSMENT

1. Grades K – 1: Give each student a copy of Let's Get Ready to Save worksheet on page 28 to complete and return. Ask students to select one thing that they are saving for, how much they need to SAVE, and what they can do to EARN this amount.

2. Grades 2- 3: Give each student a copy of the word search on page 25 to complete and return.

Answer one of the following questions on the lines provided

- What is a nest egg?
- Why it is important to save money?
- Brainstorm about ways to earn.



## **STANDARDS**

### **National Standards**

Standard 1: Earning Income, Benchmark 4.1, 4.2

Standard 2: Buying Goods and Services, Benchmark 4.2, 4.3

Standard 3: Saving, Benchmark 4.1, 4.2, 4.3, 4.4

### **COMMON CORE STATE STANDARDS**

English Language Arts

Reading: Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Speaking and Listening

- Comprehension and Collaboration

Language

- Vocabulary Acquisition and Use

Mathematics

Measurement and Data

- Work with Time and Money

### **FAMILY AND CONSUMER SCIENCES**

Standard 2.1: Demonstrate Management of Individual and Family Resources

Standard 2.5: Analyze Relationships between the Economic System and Consumer Actions

Standard 2.6: Demonstrate Management of Financial Resources

### **NATIONAL STANDARDS IN ECONOMICS**

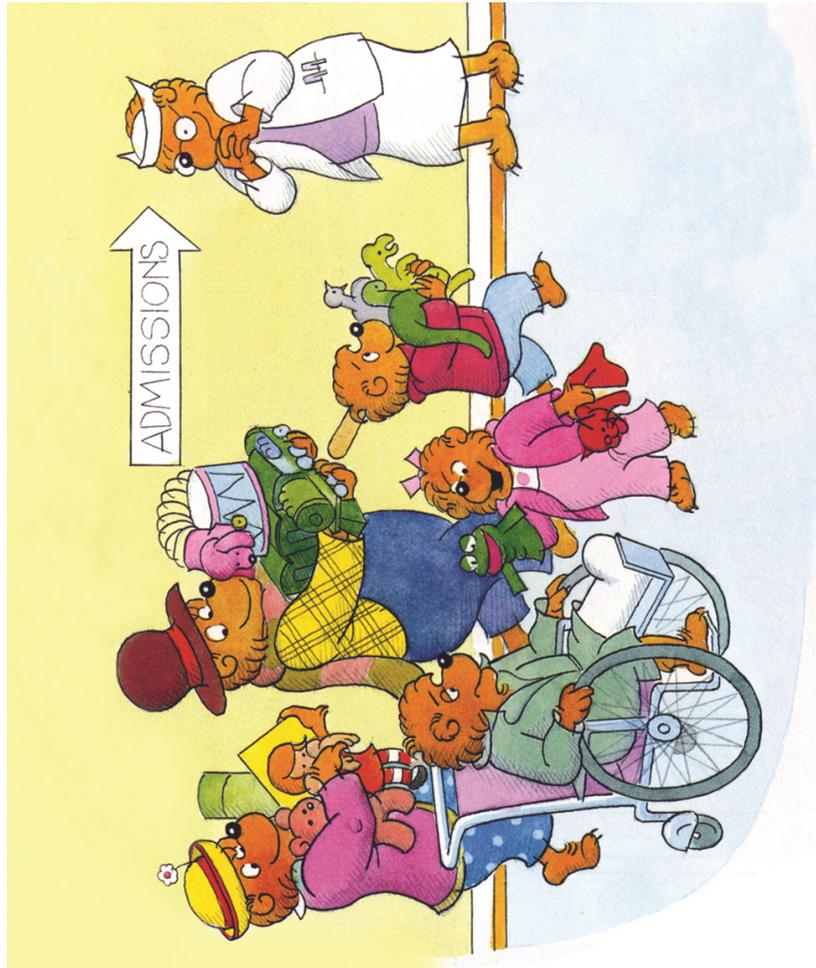
Standard 10: Financial institutions are where people save money and earn interest, Benchmark 1

### **NATIONAL STANDARDS FOR BUSINESS EDUCATION**

Standard II: Earning a Living

Standard IV: Saving and Investing

# Share



# Share



# Share



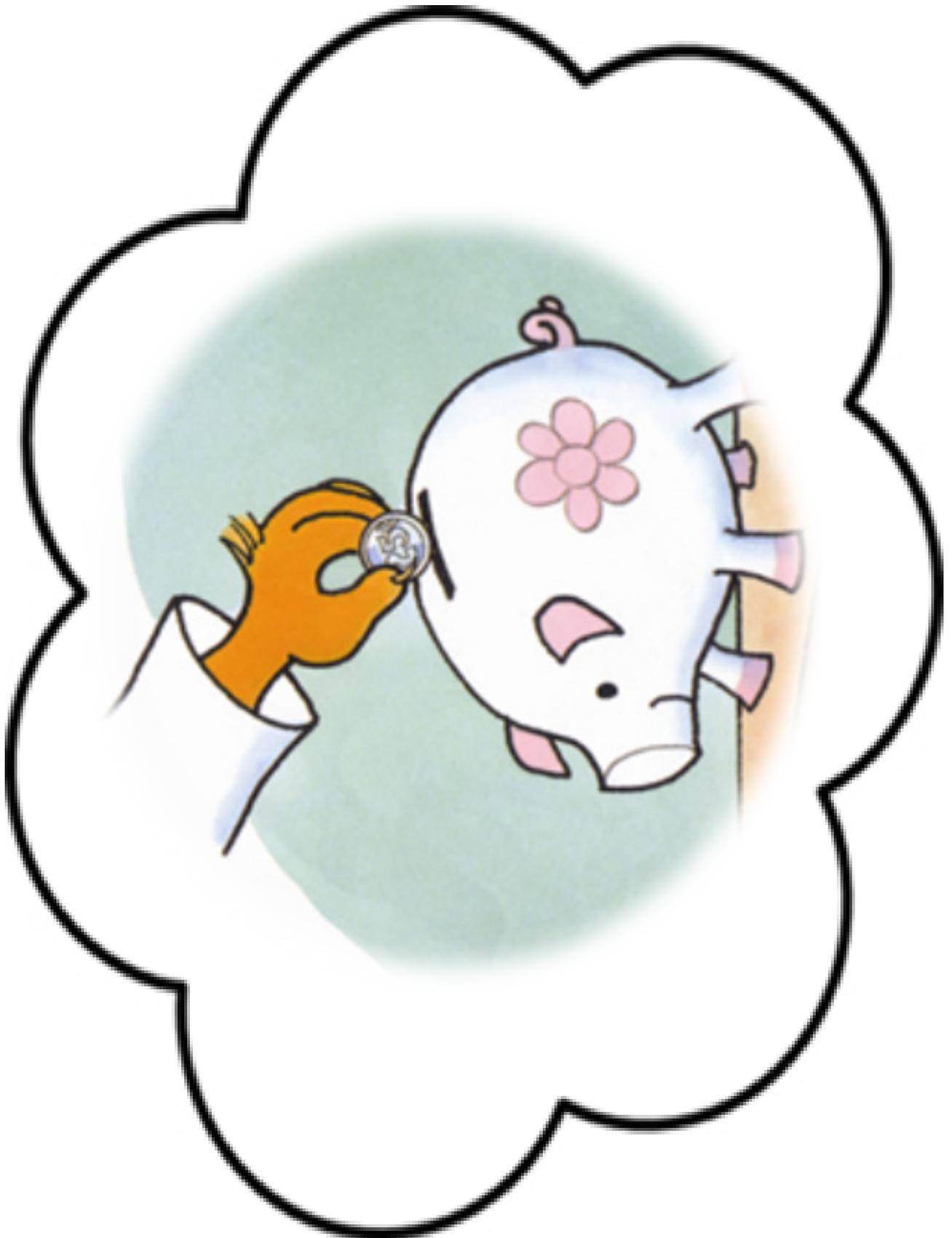
# Save



# Save



# Save



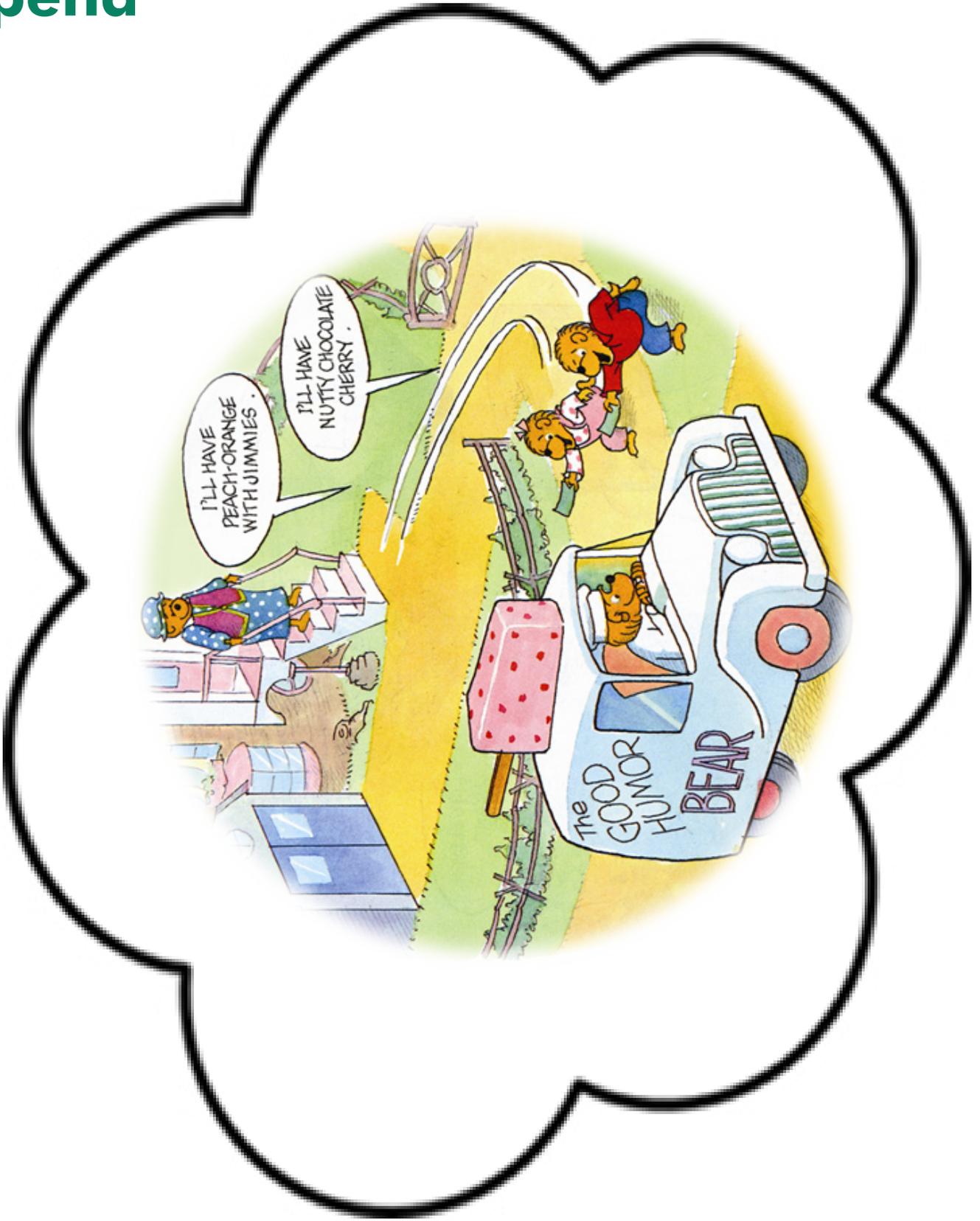
# Spend



# Spend



# Spend



# Earn



# Earn



# Earn











NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Help the cubs learn more about money by finding these words.

Search up, down, forward, backward, and on the diagonal to find the hidden words.

### WORD SEARCH

N K A T B W T B A L Z I T D J  
 C Z W L T P Z F L V W O E I O  
 L Y I G N I G K P B M H D U W  
 Z E T S E R E T N I S B U S A  
 C N C K Z Q A E T I R B C Y L  
 D O F P C E F E F W C S M A L  
 N M I O U P M L I F H J M W O  
 E O U Z U L E Z R T I F A M W  
 P S O N T S Y P H U M R O O A  
 S H A I I C X L T G J D Z U N  
 N A I C D O I Q D U E C W A C  
 B R U B E I N R N J K N I K E  
 Q E R T R M I S E R S Y I T Y  
 R N L B C A F A P J G A J M V  
 S A V E D G Y A S U N K Z I Q

ALLOWANCE  
 INTEREST  
 SAVE  
 SPEND

CREDIT  
 MISER  
 SELFISH  
 SPENDTHRIFT

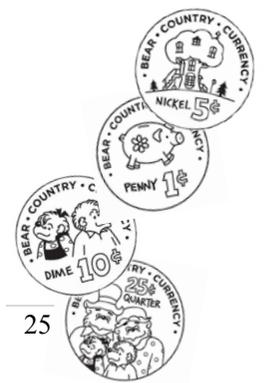
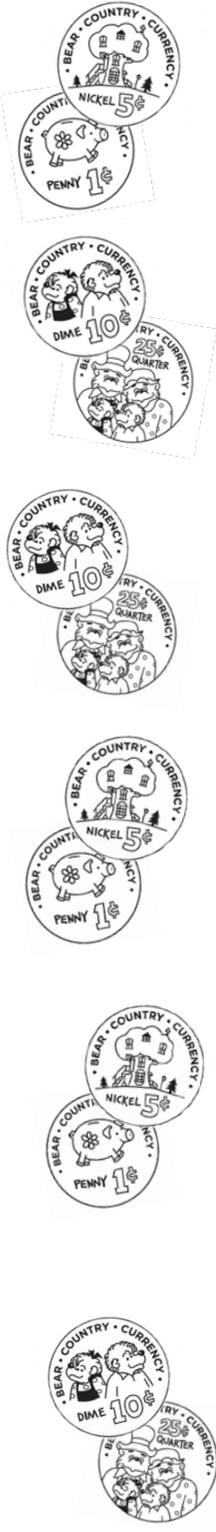
EARN  
 MONEY  
 SHARE  
 UNION

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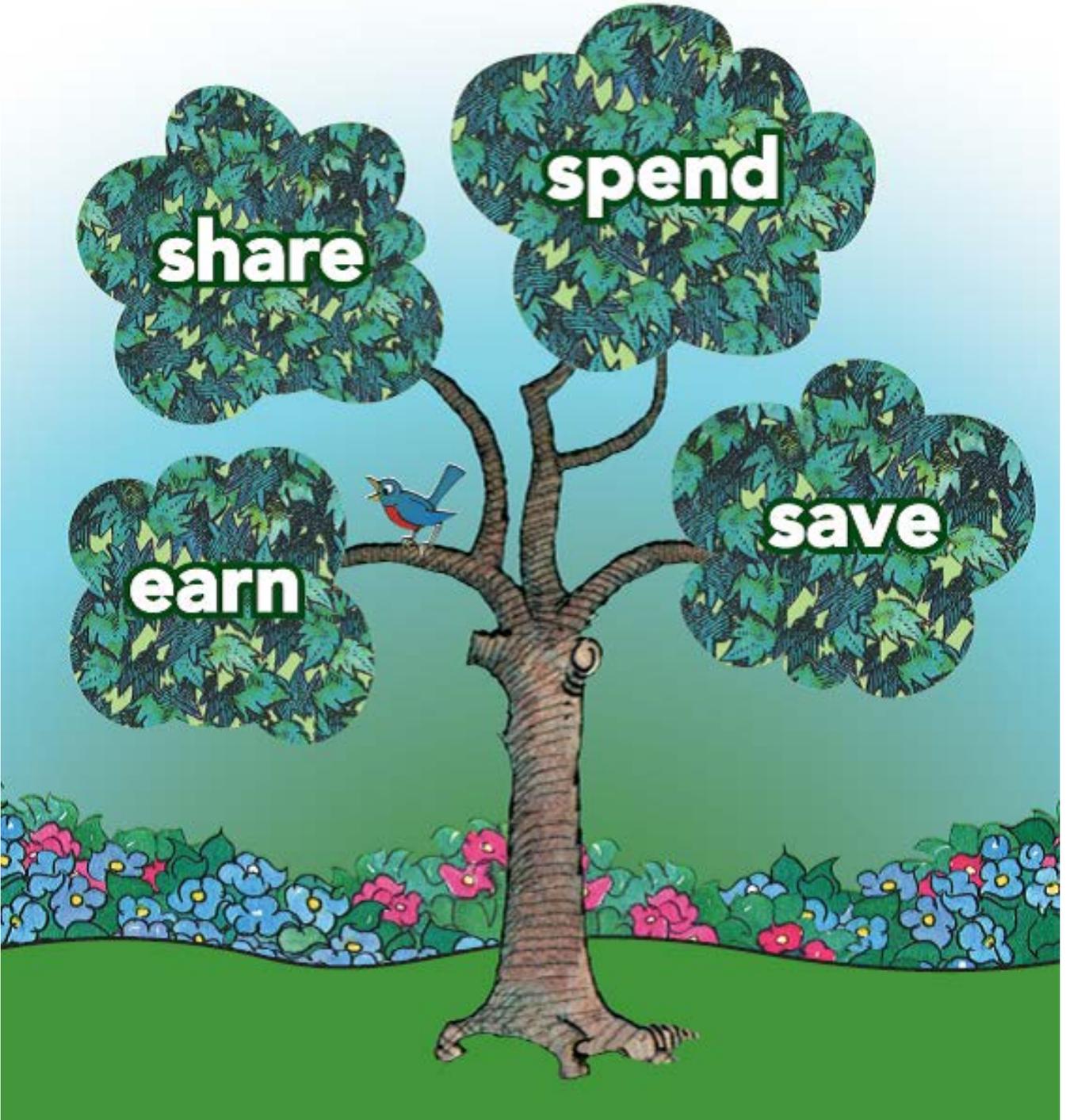
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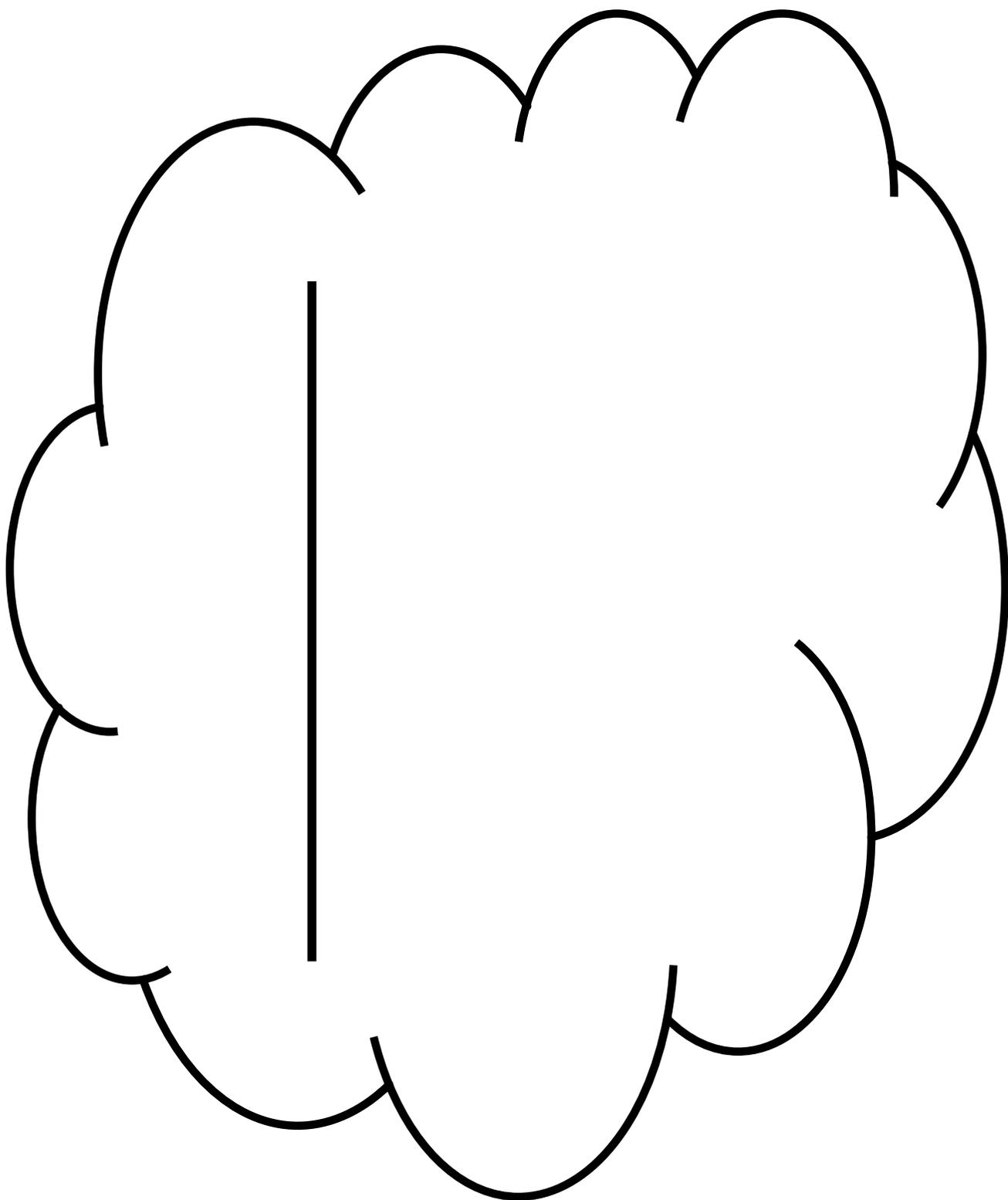


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*Save, Share, Spend, Earn Tree Poster*

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_



**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

# LET'S GET READY TO SAVE!



I AM SAVING FOR:

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HOW MUCH DO I NEED TO SAVE?

HOW I PLAN TO SAVE: \_\_\_\_\_

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**NOTES:**