



# Financial Literacy

## Family and Community Learning Facilitator Guide

### About Family and Community Learning

Nine PBS Family and Community Learning is a series of workshops that engage families in hands-on collaborative and playful learning. Designed for families with children aged 5–9 (and younger/older siblings), the series uses both digital and tangible tools to support the development of financial literacy.

### Facilitator Role

As the facilitator, you play a key role in helping parents and children engage in the workshops. Your role has two main goals:

1. Create and support comfortably safe social learning environments where people participate freely.
2. Use your facilitation skills to deliver information in a straightforward way to meet the workshop objectives.

### Nine PBS and Partners Roles

1. Build capacity for Nine PBS and partners to support educators, families, and kids within their communities.
2. Strengthen the relationships between Nine PBS and partners and the communities they serve.

Financial literacy content is supported by

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### Hi, Educators!

I am Dr. Arionna Ralleigh, an educator with over 15 years of experience. Currently, I am the Curriculum Design Manager at Nine PBS. My passion for classroom equality is seen in everything that I do.

We welcome everyone interested in connecting with Nine PBS in a meaningful way. Let's explore how the kids of our region can learn and grow together.

Please feel free to email me at [aralleigh@ninepbs.org](mailto:aralleigh@ninepbs.org)



Take the time to explore all the media content before each session begins! This helps familiarize the content.

## Week 1: Financial Literacy

**Objective: Families will explore different types of money.**

Standards:

**Literacy: K.RF.2.A**—Distinguishing orally presented rhyming pairs of words from non-rhyming pairs.

**Math: K.GM.B.5**—Geometry and Measurement: Identify a penny, nickel, dime, and quarter.

**Math: 1.GM.C.9**—Geometry and Measurement: Know the value of a penny, nickel, dime, and quarter.

**Eat**

Families will share food and have time to get to know one another.

**Explore**

Grown-ups and kids build knowledge about a topic.

**Play**

Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands-on and digital activities together.

**Share**

Families will share discoveries and connections to their everyday lives.

Activity	Materials	Preparation
Welcome	<ul style="list-style-type: none"> <li>Name Tags</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Have a name tag and show the families what you would like theirs to look like</li> <li>Have a name tag for each person</li> <li>Have name tags nearby for distribution</li> </ul>
Read a Poem	<ul style="list-style-type: none"> <li><a href="#">Money Poems and Songs</a></li> </ul>	<ul style="list-style-type: none"> <li>Have a handout of the song so families can sing along.</li> </ul>
STEM Project	<ul style="list-style-type: none"> <li>Coins (pennies, dimes, nickels, and quarters)</li> <li>Water</li> <li>Eye Droppers</li> <li>Paper Towels</li> <li><a href="#">Drops on a Coin Record</a></li> <li>Chart</li> </ul>	<ul style="list-style-type: none"> <li>Have supplies ready in a bag for each family.</li> <li>Keep extra paper towels handy.</li> </ul>
Teaching in Room 9	<ul style="list-style-type: none"> <li><a href="#">Video Clip</a></li> </ul>	<ul style="list-style-type: none"> <li>Show a clip of the teacher practicing skip counting.</li> </ul>

### Welcome

The first session is critical as you kick off this Power Hour. Work to establish your community. During this session, everyone will get to know one another, the flow of the sessions, and how to think about the topic. Focus on building a positive tone and building an environment to engage in scientific and financial literacy content through play.

- Use a welcome table for introductions, sign-ins, and name tags.
- Greet and sign-in families.
- Pass out name tags, allowing families time to fill in and decorate them while waiting for all to arrive.
- Let families get their food and begin the meal.



Create a friendly environment by playing music and having facilitators greet participants as they arrive. Encourage families to grab food as they come in.

**Eat:** 15 minutes

**Introduction:** 4 minutes

Starting with you, go around the room and have everyone briefly introduce themselves. Describe the structure of each workshop and its four parts:

- **Eat:** Families will share food and have time to get to know one another.
- **Explore:** Grown-ups and kids will build knowledge about a topic.
- **Play:** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands-on and digital activities.
- **Share:** Families will share discoveries and connections to their everyday lives.

**Explore:** 15 minutes

The Explore portion is a time to engage grown-ups and kids in hands-on activities and discussions designed to tie into the goals of Power Hour.

- “Families, today we are going to learn about different types of money.”
- Read a poem: Money Poems and Money Songs
- Optional: Have the families pick their favorite section and create new words for the poem, or they can sign and make motions with the terms.

**Play:** 15 minutes

“Families, now it is time to play! Today we are going to experiment with Drops on a Coin: Surface Tension.”

**Student Activity:** “All of the coins are different. Can you predict which currency can hold the most water?”

1. With parents’ support, the student creates a prediction and fills it into the worksheet. The family will then generate a hypothesis.
2. Lay coins out onto the paper towel.
3. Next, use an eyedropper and begin counting the number of drops that fit on the coin before the surface tension breaks and the water spills over.
4. Write down how many drops fit on each coin using the [trackers](#).
5. Then, graph your answers.
6. Using the graph, compare the results to the family’s hypothesis.

Penny, penny  
Easily spent.  
Copper brown  
And worth one cent!



Nickel, nickel  
Thick and fat.  
You’re worth 5 cents,  
I know that!



Dime, dime  
Little and thin.  
I remember,  
You’re worth 10!



Quarter, quarter  
Big and bold!  
You’re worth 25  
I’ve been told!



How many drops of water can fit

**Share:** 8 minutes

Each session concludes with the Share portion: A chance for families to share their ideas and work with one another. Encourage participants to be present and supportive of one another. This is a fantastic time to celebrate your family’s engagement and hard work.

- Invite families to share one observation or thing they learned during the session.
- As families share, encourage them to think and talk about the different ways they learned about money.

**View:** 2 minutes

- Watching [Teaching in Room 9](#) reinforces skip counting and gives families an idea of how they can practice the skill at home.



**Online Learning Tip:**  
Review guidelines for muting and unmuting before the share portion.

## Week 2: Financial Literacy

**Objective: Families will explore needs and wants through the lens of money.**

**Literacy: 1.R.2.A**—Read, infer, analyze, and draw conclusions to describe characters, settings, problems, solutions, and events in logical sequences.

**Math: K.GM.B.5**—Geometry and Measurement: Identify a penny, nickel, dime, and quarter.

**Social Studies: K.E.4.A.c**—Knowledge of economic concepts and principles: Describe examples of needs and wants with your family and school.

**Science: 1.ETS1.A.1**—Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**Eat**

Families will share food and have time to get to know one another.

**Explore**

Grown-ups and kids build knowledge about a topic.

**Play**

Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands-on and digital activities together.

**Share**

Families will share discoveries and connections to their everyday lives.

Activity	Materials	Preparation
Welcome	<ul style="list-style-type: none"> <li>Name Tags</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Have a name tag and show the families what you would like theirs to look like</li> <li>Have a name tag for each person</li> </ul>
Read a Poem	<ul style="list-style-type: none"> <li><a href="#">Money Poems and Money Songs</a></li> </ul>	<ul style="list-style-type: none"> <li>Have a handout of the song so families can sing along.</li> </ul>
Read a Book	<ul style="list-style-type: none"> <li><i>Spend It!</i> by Cinder McLeod</li> </ul>	<ul style="list-style-type: none"> <li>Model thinking while reading books. (See the example in the Read Aloud note page sections)</li> <li>Is the group small enough? Can everyone see the pictures? If not, project the book.</li> </ul>
Introduction to the Good Neighbor Bucks	<ul style="list-style-type: none"> <li>Payout Anchor Chart</li> <li>Student Money Envelope</li> </ul>	<ul style="list-style-type: none"> <li>Have the Anchor chart and worksheet for the payout chart.</li> <li>Give each child an envelope.</li> <li>Organize money so that it is ready to be handed out throughout the lesson.</li> <li>Prepare materials to decorate their envelope while the STEM project is set up.</li> </ul>
Family Budget Form	<ul style="list-style-type: none"> <li><a href="#">Graphic Organizer</a></li> </ul>	
Coin Bridge	<ul style="list-style-type: none"> <li>Pennies (100)</li> <li>Graphic Notes Pages</li> </ul>	<ul style="list-style-type: none"> <li>Each family needs to have at least 100 pennies.</li> <li>Graphic organizer per family.</li> </ul>
Teaching in Room 9	<ul style="list-style-type: none"> <li><a href="#">Video Clip</a></li> </ul>	<ul style="list-style-type: none"> <li>Teaching in Room 9's Ms. Knarr goes through a coins graphic organizer, reviews each coin's name, and works on tally marks and bundling numbers.</li> </ul>



Use one strategy, such as “Hands in the air, eyes on me,” throughout the sessions when you need to regain the family’s attention. Being consistent will reinforce the routine.

**Eat:** 15 minutes

### Welcome

Welcome everyone back to the session. Celebrate them for joining the community again. Focus on building a positive tone and building an environment to engage in scientific and financial literacy content through play.

- Use a welcome table for introductions and sign-ins, and name tags.
- Greet and sign-in families.
- Pass out name tags, allowing families time to fill in and decorate them while waiting for all to arrive.
- Let families get their food and begin the meal.

**Introduction:** 4 minutes

Starting with you, go around the room and share their favorite place to shop.

Quickly review the structure of each workshop and its four parts:

- **Eat:** Families will share food and have time to get to know one another.
- **Explore:** Grown-ups and kids will build knowledge about a topic.
- **Play:** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands on and digital activities together as a family.
- **Share:** Families will share discoveries and connections to their everyday lives.
- Review all the different types of money and how to earn it.
- Read a poem
- Optional: You can ask to see if any of the families want to read or act out the poem for the group.

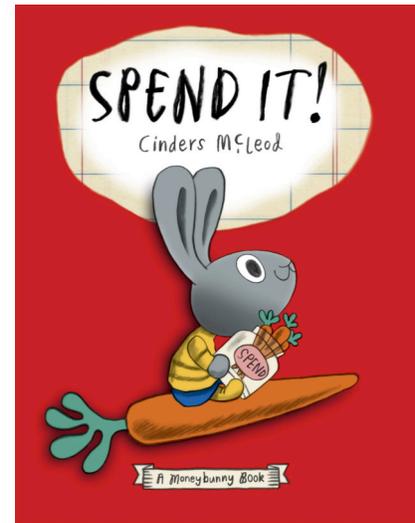
**Explore:** 15 minutes

The Explore portion is a time to engage grown-ups and kids in hands-on activities and discussions designed to tie into the goals of Power Hour.

### Before reading the book:

Show the cover illustration to children.

- Have them turn and talk to their families. What do they notice? Have them talk about what they see.
- Read the title, author, and illustrator.



### While reading the book:

Ask questions like the following:



- Have you ever been in a store and wanted everything?
- Predict what Sonny decided to buy.
- Did you agree with Sonny's choice?



### Before the Play Workshop:

Have the money already separated for each family and give everyone the maximum amount for last week.

### After reading the book:

- Introduce the Good Neighbor Bucks. Show students how to earn money. Show the group the anchor chart.
- As a family, plan on how to earn money, using a [graphic organizer](#); work with the families to develop their project.
- Pass out the money already made and decorate their money envelope.

Name _____		STEM Challenge	
Ask		Imagine	
<input type="checkbox"/> Plan		Create	
<input type="checkbox"/>			
Improve			



### Play: 15 minutes

“Families, now it is time to play! Today we are going to experiment with a STEM project called Coin Bridge. Families, you will be building a bridge using only pennies. Constraints: You may only use pennies (2 rolls of pennies: 100 in total). Your bridge must stand on its own.

Success Criteria: Your bridge must be at least 1.5 centimeters tall and 2 centimeters wide. It should stand for at least 10 seconds.

### Share: 8 minutes

Each session concludes with the Share portion, a chance for families to share their ideas and work with one another. Encourage participants to be present and supportive of one another. This is a fantastic time to celebrate your family’s engagement and hard work.

- Invite families to share one observation or thing they learned during the session.
- As families share, please encourage them to think and talk about the different ways they learned about money.

### View: 2 minutes

- Watching [Teaching in Room 9](#) reinforces money values.

## Week 3: Financial Literacy

**Objective: Students and families will learn about needs and wants.**

**Literacy: 1.R.2.A**—Read, infer, analyze, and draw conclusions to describe characters, setting, problems, solutions, and events in logical sequences.

**Social Studies: K.E.4.A.c**—Knowledge of economic concepts and principles: Describe examples of needs and wants with your family and school.

**Science: 3-5-ETS1-1**—Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**Eat**

Families will share food and have time to get to know one another.

**Explore**

Grown-ups and kids build knowledge about a topic.

**Play**

Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands-on and digital activities together.

**Share**

Families will share discoveries and connections to their everyday lives.

Activity	Materials	Preparation
Welcome	<ul style="list-style-type: none"> <li>Name Tags</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Have a name tag and show the families what you would like theirs to look like.</li> <li>Have a name tag for each person.</li> <li>Have name tags nearby for distribution.</li> </ul>
Read a Book	<ul style="list-style-type: none"> <li><i>Money Plan</i> by Monica Eaton</li> </ul>	<ul style="list-style-type: none"> <li>Model thinking while reading books. (See the example in the Read Aloud note page sections)</li> <li>Is the group is small enough? Can everyone see the pictures? If not, project the book.</li> </ul>
Family Activity	<ul style="list-style-type: none"> <li><a href="#">Vocabulary Game</a></li> </ul>	<ul style="list-style-type: none"> <li>Cut the cards with scissors so the family can play quickly.</li> </ul>
Family Brainstorming		<ul style="list-style-type: none"> <li><a href="#">Graphic Organizers</a> (there are two)</li> </ul>
STEM Project	<p>In the Supply Bag:</p> <ul style="list-style-type: none"> <li>Popsicle Sticks</li> <li>Toothpicks</li> <li>Glue</li> <li>Rope</li> <li>Construction Paper</li> <li>Plain Tape</li> </ul> <p>Want Options:</p> <ul style="list-style-type: none"> <li>Glitter Pipe Cleaners</li> <li>Fun Tape</li> <li>Fabric</li> <li>Egg Carton</li> <li>Paper Rolls</li> <li>Yarn</li> <li>Toilet Paper Rolls</li> <li>Brass Tacks</li> <li>Bamboo Sticks</li> <li>Plastic Silverware</li> </ul>	<ul style="list-style-type: none"> <li>Have the supply bag packed and ready for the students to try and put up the tent.</li> <li>Have a “Want” table. This is a table that has supplies that the child might want to make their structure stronger or look differently.</li> </ul>
Teaching in Room 9	<ul style="list-style-type: none"> <li><a href="#">Video Clip</a></li> </ul>	<ul style="list-style-type: none"> <li>Teaching in Room 9’s Ms. Knarr goes through a coins graphic organizer, reviews each coin’s name, and works on tally marks and bundling numbers.</li> </ul>

**Eat:** 15 minutes

### Welcome

Welcome everyone back to the session. Celebrate them for joining the community again. Focus on building a positive tone and building an environment to engage in scientific and financial literacy content through play.

Use a welcome table for introductions, sign-ins, and name tags.

- Greet and sign-in families.
- Pass out name tags, allowing families time to fill in and decorate them while waiting for all to arrive.
- Let families get their food and begin the meal.

### Introduction: 4 minutes

Starting with you, go around the room to see what everyone wants. Quickly review the structure of each workshop and its four parts:

- **Eat:** Families will share food and have time to get to know one another.
- **Explore:** Grown-ups and kids will build knowledge about a topic.
- **Play:** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands on and digital activities together as a family.
- **Share:** Families will share discoveries and connections to their everyday lives.
- Review all the different types of money and how to earn it.
- Review the poem from last week.
- Review the concept of needs and wants and “pay” the family for their attendance today.

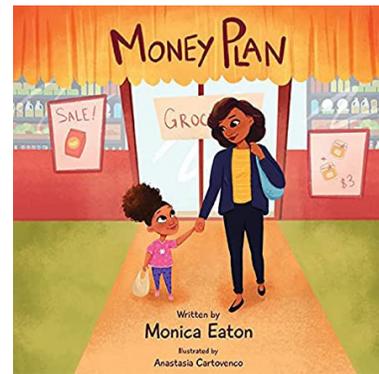
**Explore:** 15 minutes

The Explore portion is a time to engage grown-ups and kids in hands-on activities and discussions designed to tie into the goals of Power Hour.

### Before reading the book:

Show the cover illustration to children.

- Have them turn and talk to their families. What do they notice? Have them talk about what they see.
- Read the title, author, and illustrator.
- Read a book: *Money Plan* by Monica Eaton



Go over the book’s vocabulary words. Hand out the vocabulary word cards and let the families cut them out. Have families play a [memory game](#) to match the terms with the meaning.

- **Budget:** A plan for how to spend and save money.
- **Coupon:** A ticket used to pay less money for things.
- **Money:** A way to purchase items we want and need.
- **Needs:** Things we must have to live.
- **Save:** Keeping money to use later.
- **Spend:** Using money to get wants and needs.
- **Wants:** Things we would like to have.



Have money organized and ready to go so when you spot teamwork or anything else on the chart, you can “pay” the family easily.

Name \_\_\_\_\_

What are some reasons why we might choose to save money?

Name \_\_\_\_\_

What are some reasons you might choose to spend money?

**Play:** 15 minutes

“Families, now it is time for play! Today we are going to experiment. It is called Is it a Need or a Want?”

This STEM Project is named *build a tent with supplies given, then create a list of things you wish to improve your tent*. Have the families fill in the [Graphic Organizer](#) explaining why they wanted the extra items and how it improved their tent. Then let the students go to the wants table and pick three things. Let them make their tent a second time with the new ideas.

Name \_\_\_\_\_  
Date \_\_\_\_\_

Title: Tents

Wish List Item 1	→	New Design
Wish List Item 2		
Wish List Item 3		

How did the items make the tent better?

**Online Learning:** Create “wants” bags sent home with the families. Please make sure that there are at least eight items in the bag since the families can only pick three of them.

**Share:** 8 minutes

Each session concludes with the Share portion, a chance for families to share their ideas and work with one another. Encourage participants to be present and supportive of one another. This is a fantastic time to celebrate your family’s engagement and hard work.



Create “want” bags to send home with the families. Please make sure that there are at least eight items in the bag since the families can only pick three of them.

## Week 4: Financial Literacy

**Objective: Students and families will learn about needs and wants.**

**Literacy: 1.R.2.A**—Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences.

**Social Studies: K.E.4.A.c**—Knowledge of economic concepts and principles: Describe examples of needs and wants with your family and school.

**Science: 3-5-ETS1-1**—Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved by developing a new or improved object or tool.

**Eat**

Families will share food and have time to get to know one another.

**Explore**

Grown-ups and kids build knowledge about a topic.

**Play**

Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands-on and digital activities together.

**Share**

Families will share discoveries and connections to their everyday lives.

Activity	Materials	Preparation				
Welcome	<ul style="list-style-type: none"> <li>Name Tags</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Have a name tag and show the families what you would like theirs to look like</li> <li>Have a name tag for each person</li> <li>Have name tags nearby for distribution</li> </ul>				
Read a Book	<ul style="list-style-type: none"> <li><i>A Chair for My Mother</i> by Vera B. Williams</li> </ul>	<ul style="list-style-type: none"> <li>Model thinking while reading books. (See the example in the Read Aloud note page sections)</li> <li>Is the group is small enough? Can everyone see the pictures? If not, project the book.</li> </ul>				
Play	<table border="0"> <tr> <td><b>Needs:</b></td> <td><b>Wants:</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Popsicle Sticks</li> <li>Toothpicks</li> <li>Clay</li> <li>Glue</li> <li>Rope</li> <li>Construction Paper</li> <li>Plain Tape</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Glitter Pipe Cleaners</li> <li>Fun Tape</li> <li>Fabric</li> <li>Egg Carton</li> <li>Paper Rolls</li> <li>Yarn</li> <li>Toilet Paper Rolls</li> <li>Plastic Silverware</li> <li>Brass Tacks</li> <li>Bamboo Sticks</li> </ul> </td> </tr> </table>	<b>Needs:</b>	<b>Wants:</b>	<ul style="list-style-type: none"> <li>Popsicle Sticks</li> <li>Toothpicks</li> <li>Clay</li> <li>Glue</li> <li>Rope</li> <li>Construction Paper</li> <li>Plain Tape</li> </ul>	<ul style="list-style-type: none"> <li>Glitter Pipe Cleaners</li> <li>Fun Tape</li> <li>Fabric</li> <li>Egg Carton</li> <li>Paper Rolls</li> <li>Yarn</li> <li>Toilet Paper Rolls</li> <li>Plastic Silverware</li> <li>Brass Tacks</li> <li>Bamboo Sticks</li> </ul>	<ul style="list-style-type: none"> <li>Have two tables set up: one labeled “Needs” and the other one labeled “Wants”</li> </ul>
<b>Needs:</b>	<b>Wants:</b>					
<ul style="list-style-type: none"> <li>Popsicle Sticks</li> <li>Toothpicks</li> <li>Clay</li> <li>Glue</li> <li>Rope</li> <li>Construction Paper</li> <li>Plain Tape</li> </ul>	<ul style="list-style-type: none"> <li>Glitter Pipe Cleaners</li> <li>Fun Tape</li> <li>Fabric</li> <li>Egg Carton</li> <li>Paper Rolls</li> <li>Yarn</li> <li>Toilet Paper Rolls</li> <li>Plastic Silverware</li> <li>Brass Tacks</li> <li>Bamboo Sticks</li> </ul>					
Teaching in Room 9	<ul style="list-style-type: none"> <li><a href="#">Video Clip</a></li> </ul>	<ul style="list-style-type: none"> <li>Teaching in Room 9’s Mrs. Brewer teaches the students what is a good vs what is a service.</li> </ul>				

### Welcome

Welcome everyone back to the session. Celebrate them for joining the community again. Focus on building a positive tone and building an environment to engage in scientific and financial literacy content through play. Use a welcome table for introductions, sign-ins, and name tags.

- Greet and sign-in families.
- Pass out name tags, allowing families time to fill in and decorate them while waiting for all to arrive.
- Let families get their food and begin the meal.



Create a friendly environment by playing music and having facilitators greet participants as they arrive.

**Eat:** 15 minutes

**Introduction:** 4 minutes

Starting with you, go around the room, and ask what is their current need for success today? Today's lesson will further the conversation on needs and wants. Review the structure quickly of each workshop and its four parts:

- **Eat:** Families will share food and have time to get to know one another.
- **Explore:** Grown-ups and kids will build knowledge about a topic.
- **Play:** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands on and digital activities together as a family.
- **Share:** Families will share discoveries and connections to their everyday lives.
- Please review all the different types of money and how to earn it.
- Review the poem from last week.
- Review the concept of needs and wants and “pay” the family for their attendance today.

**Explore:** 15 minutes

The Explore portion is a time to engage grown-ups and kids in hands-on activities and discussions designed to tie into the goals of Power Hour.

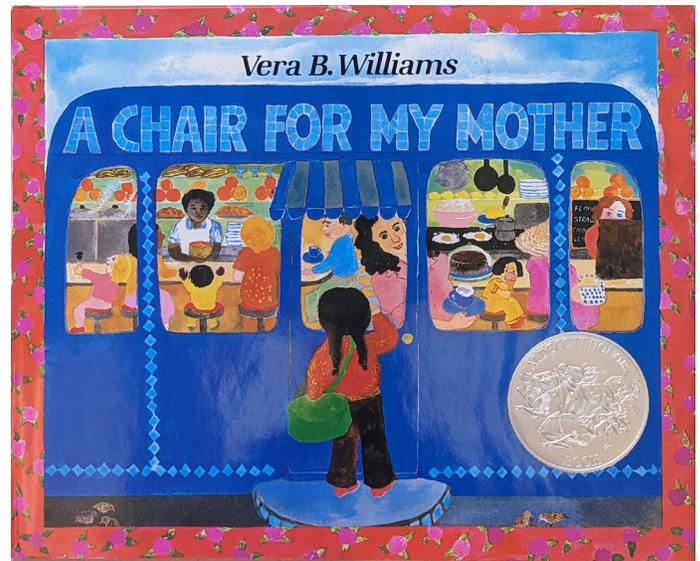
**Before reading the book:**

Show the cover illustration to children.

- Have them turn and talk to their families. What do they notice? Have them talk about what they see.
- Read the title, author, and illustrator.
- Read a book: *A Chair for My Mother* by Vera B. Williams.

**After reading the book:**

- Ask the families why they started saving their coins. (Answer: a fire)
- Why couldn't the family just buy another chair? Give families time to talk about this question.
- What do you want as a family that you would have to work together and save for?



**Play:** 15 minutes

“Families, now it is time to play! Today we are going to experiment with Can My Chair Stand!”

Give the students the task of building a chair that must stand independently. The chair must be at least 3 inches tall and 2 inches wide. Let each family view the supply table and create a plan of what items they want to choose. They can only pick four needs and two wants, then write down and justify why. Then, after 7 minutes, the family can go back up and decide what to want. Use this graphic organizer to work through your project.

**Share:** 8 minutes

Each session concludes with the Share portion, a chance for families to share their ideas and work with one another. Encourage participants to be present and supportive of one another. This is a fantastic time to celebrate your family's engagement and hard work.

- Invite families to share one observation or thing they learned during the session.
- As families shares, please encourage them to think and talk about the different ways they learned about money.

**View:** 2 minutes

- [Teaching in Room 9](#) 's Mrs. Brewer teaches the students what is a good vs what is a service.

## Week 5: Financial Literacy

**Objective: Families will develop a plan to create a chore list.**

**Literacy: 1.R.2.A**—Read, infer, analyze, and draw conclusions to describe characters, setting, problems, solutions, and events in logical sequences.

**Social Studies: 2.E.4.A.c**—Knowledge of economic concepts and principles: Demonstrate how people barter to exchange goods and services.

**Science: 3-5-ETS1-1**—Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or

**Eat** Families will share food and have time to get to know one another.

**Explore** Grown-ups and kids build knowledge about a topic.

**Play** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands-on and digital activities together.

**Share** Families will share discoveries and connections to their everyday lives.

Activity	Materials	Preparation
Welcome	<ul style="list-style-type: none"> <li>Name Tags</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Have a name tag and show the families what you would like theirs to look like.</li> <li>Have a name tag for each person.</li> <li>Have name tags nearby for distribution.</li> </ul>
Read a Book	<ul style="list-style-type: none"> <li><i>Bunny Money</i> by Rosemary Wells</li> <li>Graphic organizer (K-2 students need the BME form, 3-5 students should use a story map)</li> </ul>	<ul style="list-style-type: none"> <li>Model thinking while reading books. (See the example in the Read Aloud note page sections)</li> <li>Is the group is small enough? Can everyone see the pictures? If not, project the book.</li> <li>Graphic organizer (K-2 students need the BME form, 3-5 students should use a story map).</li> </ul>
Video	<ul style="list-style-type: none"> <li>Show the Sesame Street Video “Sesame Street Workshop’s Financial Education Initiative” until 1:42</li> </ul>	<ul style="list-style-type: none"> <li>A way to watch the video.</li> </ul>
Play	<ul style="list-style-type: none"> <li>Plain Paper</li> <li>Pen or Pencils</li> </ul>	
Teaching in Room 9	<ul style="list-style-type: none"> <li><a href="#">Video Clip</a></li> </ul>	<ul style="list-style-type: none"> <li>STeaching in Room 9’s Mrs. Brewer teaches the students what is a good vs what is a service.</li> </ul>

### Welcome

Welcome everyone back to the session. Celebrate them for joining the community again. Focus on building a positive tone and building an environment to engage in scientific and financial literacy content through play. Use a welcome table for introductions, sign-ins, and name tags.

- Greet and sign-in families.
- Pass out name tags, allowing families time to fill in and decorate them while waiting for all to arrive.
- Let families get their food and begin the meal.



Use one strategy, such as “Hands in the air, eyes on me,” throughout the sessions when you need to regain the family’s attention. Being consistent will reinforce the routine.

- Greet and sign-in families
- Pass out name tags, allowing families time to fill in and decorate them while waiting for all to arrive.
- Let families get their food and begin the meal.

**Eat:** 15 minutes

**Introduction:** 4 minutes

Starting with you, go around the room, and ask what is their current need for success today? Today's lesson will further the conversation on needs and wants.

Review the structure quickly of each workshop and its four parts:

- **Eat:** Families will share food and have time to get to know one another.
- **Explore:** Grown-ups and kids will build knowledge about a topic.
- **Play:** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands on and digital activities together as a family.
- **Share:** Families will share discoveries and connections to their everyday lives.
- Please review all the different types of money and how to earn it.
- Review the poem from last week.
- Review the concept of needs and wants and "pay" the family for their attendance today.

**Explore:** 15 minutes

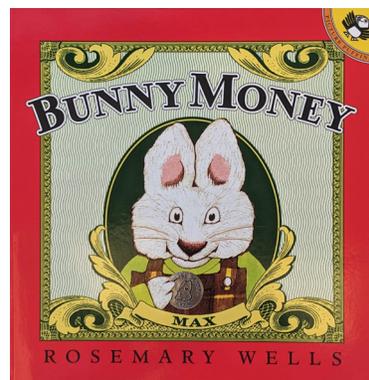
The Explore portion is a time to engage grown-ups and kids in hands-on activities and discussions designed to tie into the goals of Power Hour.

**Before reading the book:**

- Show the cover illustration to children.
- Have them turn and talk to their families. What do they notice? Have them talk about what they see
- Read the title, author, and illustrator.
- Read a book: *Bunny Money* by Rosemary Wells.

**After reading the book:**

- Where did all of Bunny's money go?
- Did he make good choices on how he spent his money?
- What would you have done differently?



**Video:** 5 minutes

Show the Sesame Street video "[Sesame Street Workshop's Financial Education Initiative](#)" until 1:42.

**Play:** 15 minutes

"Families, now it is time to play! Today we are going to experiment. Kids, you would like to buy something that costs \$55.00. Create a chore list with your family that could help you reach your goal of \$55.00."

- Pass out pencils and the Job Chore Brainstorm Chart to each family.
- Ask children to list five jobs that they would like to do when they get older, five positions they would not want to do, five chores that they can do at their age now. Have caregivers help write down their answers.

**Make:** 10 minutes

Family Chore Chart

Using some of the things written down on their Job Chore Brainstorm Chart, families will:

- Create a chore chart including all family members present or use the Chore Chart Printable.
- Decide on the format of the chart, the chores, how often they will do the tasks, and the amount (if any) given for completing the charts. Suggest to families that a reward doesn't have to be monetary if there are financial restraints. A bonus can be something such as "pick dessert for dinner" or "play for five extra minutes."

**View:** 2 minutes

- [Teaching in Room 9's](#) Mrs. Brewer teaches the students what is a good vs what is a service.

## Week 6: Financial Literacy

**Objective: Families will develop a plan to create a chore list.**

**Literacy: 1.R.2.A**—Read, infer, analyze, and draw conclusions to describe characters, setting, problems, solutions, and events in logical sequences.

**Social Studies: 2.E.4.A.c**—Knowledge of economic concepts and principles: Demonstrate how people barter to exchange goods and services.

**Science: 3-5-ETS1-1**—Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**Eat** Families will share food and have time to get to know one another.

**Explore** Grown-ups and kids build knowledge about a topic.

**Play** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands-on and digital activities together.

**Share** Families will share discoveries and connections to their everyday lives.

Activity	Materials	Preparation
Welcome	<ul style="list-style-type: none"> <li>Name Tags</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Have a name tag and show the families what you would like theirs to look like.</li> <li>Have a name tag for each person.</li> <li>Have name tags nearby for distribution.</li> </ul>
Read a Book	<ul style="list-style-type: none"> <li><i>Ella Earns Her Own Money</i> by Lisa Bullard.</li> </ul>	<ul style="list-style-type: none"> <li>Model thinking while reading books. (See the example in the Read Aloud note page sections)</li> <li>Is the group is small enough? Can everyone see the pictures? If not, project the book.</li> </ul>
Vocabulary Activity	<ul style="list-style-type: none"> <li><a href="#">Vocabulary Book</a></li> </ul>	<ul style="list-style-type: none"> <li>Cut the cards with scissors so the family can play quickly.</li> </ul>
Celebration and PowerPoint Slide	<ul style="list-style-type: none"> <li>Awards</li> <li>Tote bag</li> <li>Playtime pad</li> <li>Items for the store</li> </ul>	<ul style="list-style-type: none"> <li>Have the store and bags put together.</li> </ul>

### Welcome

Welcome everyone back to the session. Celebrate them for joining the last session. Focus on building a positive tone and building an environment to engage in scientific and financial literacy content through play. This session should feel like a party.

- Use a welcome table for introductions, sign-ins, and name tags.
- Greet and sign-in families.
- Pass out name tags, allowing families time to fill in and decorate them while waiting for all to arrive.
- Let families get their food and begin the meal.

**Eat:** 15 minutes

**Introduction:** 4 minutes

Starting with you, go around the room and see their favorite things they learned. Today's lesson will further the conversation on needs and wants. Review the structure quickly of each workshop and its four parts:

- **Eat:** Families will share food and have time to get to know one another.
- **Explore:** Grown-ups and kids will build knowledge about a topic.
- **Play:** Families will notice, connect, and wonder as they visit a series of play-based centers and engage in hands on and digital activities together as a family.
- **Share:** Families will share discoveries and connections to their everyday lives.
- Please review all the different types of money and how to earn it.
- Review the poem from last week.
- Review the concept of needs and wants and "pay" the family for their attendance today.

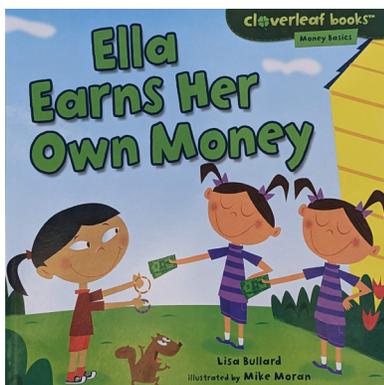
**Explore:** 15 minutes

The Explore portion is a time to engage grown-ups and kids in hands-on activities and discussions designed to tie into the goals of Power Hour.

**Before reading the book:**

Show the cover illustration to children.

- Have them turn and talk to their families. What do they notice? Have them talk about what they see.
- Read the title, author, and illustrator.
- Read a book: *Ella Earns Her Own Money* by Lisa Bullard.



**After reading the book:**

Families will create a [vocabulary book](#). The family defines the words, uses the word in a sentence, and draws a picture.

- Allowance: Money paid to a person, often a child, regularly
- Bank: A place to save money or to do other money business
- Chores: The everyday jobs that a family needs to do
- Donate: To give money away, often to help people or animals
- Hire: To pay someone to work for you

**Play:** 15 minutes

Families, now it is time to play! You have been earning money throughout this whole program! Now it is time to plan what you want to spend your money on.

- Each family will get a turn looking at the items at the store.
- The family will then return to their seats, count their money, and decide what they would like to buy.
- Once they have decided, they may return to the store and purchase the items.
- The family will then discuss why they bought what they did.

**Share:** 8 minutes

Time to celebrate! Call each family up and give them their certificate and goodie bag. Finally, share other upcoming events and connect with the station differently.

**View:** 2 minutes

- Watching [Teaching in Room 9](#) reinforces money values.