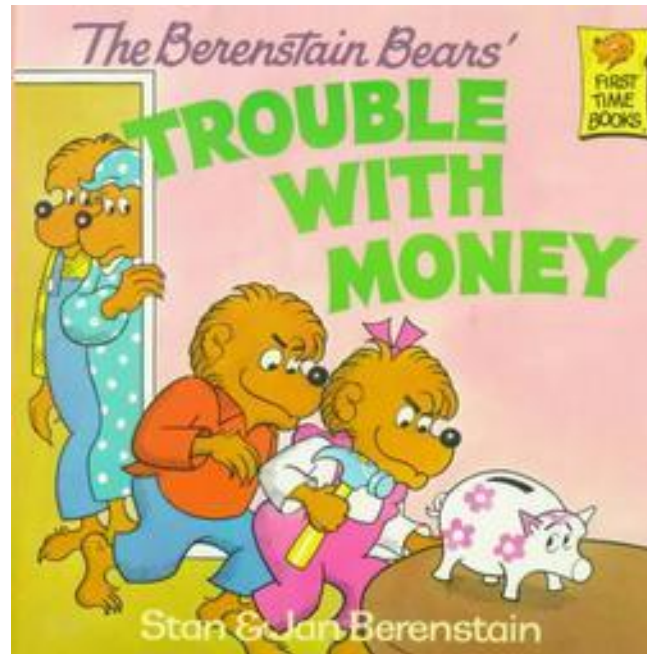


The Berenstain Bears' Trouble With Money



Menu of Economic Lessons for the Classroom

“The Berenstain Bears’ Trouble With Money” Econ Reading Menu

Ready Lessons for the Classroom

Designed By:

The Kentucky Council on Economic Education

www.econ.org – 1-800-I DO ECON – 502.267.3570



The Kentucky Council on Economic Education and its business partner, Citizens Union Bank, is focused on increasing economic and personal financial literacy in Kentucky. Our efforts to help teachers teach basic economic concepts with literature and mathematics are ongoing. Students need to know how to make economic choices to understand the everyday business of life. Both KCEE and CUB are committed to making economics instruction a part of the classroom day, the family conversation time and a community’s goal.

The book, **BERENSTAIN BEARS’ TROUBLE WITH MONEY**, is an excellent resource for teaching students about money—earning, spending and saving. The activities in this unit go along with the book and should be used after reading and discussing the book.. Contact KCEE at our website – www.econ.org - and let us know how your students enjoyed the activities! We would appreciate your comments and feedback. You may also purchase the book at your local bookstore or online @ www.amazon.com .

*Betty Sue Johnson, Program Consultant
Kentucky Council on Economic Education*

Reading Menu - Teacher's Information Guide

"The Berenstain Bears' Trouble With Money" Econ Activities

"The Berenstain Bears' Trouble with Money" Econ Reading Menu provides students with a list of activities in a tic-tac-toe format to extend the regular reading unit. The menu is a great resource for those students who are always asking: *"I'm finished. What do I do now?"*

The menu provides teachers with flexible types of activities to match the differing abilities of students. Special attention has been given to Bloom's Taxonomy to help students develop their cognitive abilities.

1. **Explore** the Kentucky Council on Economic Education website—www.econ.org/students
Handout: Kentucky Council on Economic Education website
2. **Brainstorm** a list of figures of speech about money. Choose one figure of speech to illustrate and explain what it means to you.
Handout: Berenstain Bears' Figures of Speech
3. **Compare/Contrast** - Write a letter to one of the characters in the story. Tell him/her how similar and different your spending habits are to his/hers.
Handout: Pen Pal Letter Template
4. **Compose** a poem about money and saving.
Handout: Sample poem about money
5. **Read** books from the suggested book list. **Identify**/give examples of economic concepts in the stories using the "Going on a Bear Hunt" handout.
Participate in KCEE's Everyone Reads and Everyone Learns Economics Drawing Contest.
Handouts: Berenstain Bears' Econ Vocabulary
Suggested Econ Literature
"Going on a Bear Hunt" Economics Scavenger Hunt
KCEE's Favorite Books Drawing Contest
6. **Design/Create** a critter bank from a one-gallon milk jug or oatmeal box.
Handout: Directions for making a Critter Bank
7. **Think** of an "economic want" that you would like to have but don't have enough money to purchase it.
Construct a savings plan to help you achieve your economic want.
Handout: The "Bear Necessities" Savings Plan
8. **Perform** the song—"I've Got Money".
Handout: Copy of song
9. **Culminating Activity** - Open Response
Handout: Open Response

Resources: Financial Fitness for Life: Grade K-2, 3-5, National Council on Economic Education
Teaching Gifted in the Regular Classroom by Susan Winebrenner

“Berenstain Bears’ Trouble with Money” Tic – Tac – Toe

<p>1. Explore the Kentucky Council on Economic Education website— www.econ.org/students Click on students. Go to fun activities. Tell us what you learned.</p>	<p>2. Brainstorm a list of figures of speech about money. Choose one figure of speech to illustrate and explain what it means to you.</p>	<p>3. Compare/Contrast Write a pen pal letter to one of the characters in the story. Tell him/her how similar and different your spending habits are to his/hers.</p>
<p>4. Compose a poem about money.</p>	<p>5. Read books from the suggested book list. Identify/give examples of economic concepts in the stories. Participate in KCEE's Everyone Reads and Everyone Learns Economics Drawing Contest.</p>	<p>6. Design/Create a critter bank from a one-gallon milk jug or oatmeal box.</p>
<p>7. Think of an “economic want” that you would really like to have but don’t have enough money to purchase it. Construct a savings plan to help you achieve your economic want.</p>	<p>8. Perform the song— <i>I’ve Got Money</i> Tune: Are You Sleeping Brother John</p>	<p>9. Culminating Assessment Open Response</p>

Kentucky Council on Economic Education
www.econ.org/students

Fun Activities

1. What fun activity did you play?

2. What did you like most about this activity?

3. Would you recommend this site to a friend?

Berenstain Bears'

Figures of Speech

Papa Bear used several figures of speech:

I'm made of money!

You must think money grows on trees!

Saving for a rainy day!



Can you think of another figure of speech about money?
Illustrate your figure of speech in the box below.

Explain below what your figure of speech means to you.

Pen Pal Letter

Write a pen pal letter to one of the characters in the story describing your spending habits.



Dear Pen Pal _____

Brainstorming Ideas

- I am a spendthrift.
 - I only buy brand names and designer labels.
 - I look for sales and good deals.
 - I am a penny pincher.
 - I spend every penny I have.
 - I earn some of my spending money.
 - I enjoy putting my money into a bank account.
 - I expect my parents to buy me everything I want.
 - I like to save my money until I can buy something I really want.
- \$

Money Poem

The Berenstain Bears'

TROUBLE WITH MONEY

*When little bears spend
Every nickel and penny,
The trouble with money is—
They never have any!*

Write your own money poem.

Taken from: *The Berenstain Bears' TROUBLE WITH MONEY* by Stan and Jan Berenstain

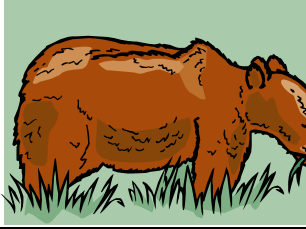
The Berenstain Bears'

Econ Vocabulary

<p style="text-align: center;">Economic Wants</p> <ul style="list-style-type: none"> • desires that can be satisfied by consuming a good, service, or leisure activity • ex. honeycomb on a stick 	<p style="text-align: center;">Scarcity</p> <ul style="list-style-type: none"> • the condition of not being able to have all of the goods and services that you want • ex. scarcity of money
<p style="text-align: center;">Good</p> <ul style="list-style-type: none"> • an object people want that they can touch or hold • ex. flower bouquets 	<p style="text-align: center;">Service</p> <ul style="list-style-type: none"> • an action that a person does for someone else • ex. pet-minding service
<p style="text-align: center;">Consumers</p> <ul style="list-style-type: none"> • people who buy goods and services • ex. Cubs bought honeycombs on a stick, a balsawood glider, and a tiny little mouth organ. 	<p style="text-align: center;">Producers</p> <ul style="list-style-type: none"> • people who make goods or provide services • ex. Cubs made flower bouquets.
<p style="text-align: center;">Human Resources</p> <ul style="list-style-type: none"> • the people who work to produce goods and services • ex. The Cubs produced both goods (flower bouquets) and services (pet-minding business). 	<p style="text-align: center;">Natural Resources</p> <ul style="list-style-type: none"> • gifts of nature that are used in the production of goods and services • ex. The flowers for the bouquets the Cubs made and sold.
<p style="text-align: center;">Income</p> <ul style="list-style-type: none"> • money earned for doing work or money received as a gift • ex. The Cubs earned money for doing chores, as a gift from Grizzly Gramps and Papa Bear, and for selling goods and services. 	<p style="text-align: center;">Opportunity Cost</p> <ul style="list-style-type: none"> • when you make a decision, the most valuable alternative you give up is your OPPORTUNITY COST • ex. When the Cubs spent their money, their opportunity cost was saving their money,
<p style="text-align: center;">Savings</p> <ul style="list-style-type: none"> • the part of a person's income that is not spent for goods and services • ex. money put in bank 	<p style="text-align: center;">Trade and Money</p> <ul style="list-style-type: none"> • people TRADE (exchange) with each other to get the goods and services they want. To make trade easier, people use MONEY. • ex. Cubs used money to buy goods.

Suggested ECON Literature

<p style="text-align: center;">Economic Wants</p> <p><i>The Awful Aardvarks Shop for School</i> by Reeve Lindburgh <i>How Much is That Doggie in the Window?</i> by Bob Merrill <i>If You Give a Pig A Pancake</i> by Laura Numeroff</p>	<p style="text-align: center;">Scarcity</p> <p><i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema <i>The Doorbell Rang</i> by Pat Hutchins <i>One Grain of Rice</i> by Demi</p>
<p style="text-align: center;">Good</p> <p><i>How Pizza Came to Queens</i> by Dayal Daur Khals <i>Jennie's Hat</i> by Erza Jack Keats <i>Pigs Go To Market</i> by Amy Axelrod</p>	<p style="text-align: center;">Service</p> <p><i>Chester the Out-of-Work Dog</i> by Marilyn Singer <i>Doctor DeSoto</i> by William Steig <i>Lyle at the Office</i> by Bernard Waber</p>
<p style="text-align: center;">Consumers</p> <p><i>Benny's Pennies</i> by Pat Brisson <i>Bunny Money</i> by Rosemary Wells <i>The Ox-Cart Man</i> by Donald Hall</p>	<p style="text-align: center;">Producers</p> <p><i>The Elves and the Shoemaker</i> by Paul Galdone <i>The Little Red Hen Makes a Pizza</i> by Philemon Sturges <i>The Popcorn Book</i> by Tomie DaPaola</p>
<p style="text-align: center;">Human Resources</p> <p><i>Abuela's Weave</i> by Omar Castenada <i>Charlie Needs a Cloak</i> by Tomie dePaola <i>Working Cotton</i> by S. A. Williams</p>	<p style="text-align: center;">Natural Resources</p> <p><i>Agatha's Feather Bed</i> by C. A. Deedy <i>Blackberry Booties</i> by Tricia Gardella <i>The Giving Tree</i> by Shel Silverstein</p>
<p style="text-align: center;">Income</p> <p><i>Annie's Pet</i> by Barbara Brenner <i>Doggone Lemonade Stand</i> by Judy Bradbury <i>The Case of the Shrunken Allowance</i> by Joanne Rocklin</p>	<p style="text-align: center;">Opportunity Cost</p> <p><i>Just Shopping with Mom</i> by Mercer Mayer <i>Mailing May</i> by Michael O'Tunnell <i>The Floating House</i> by Scott Russell Sanders</p>
<p style="text-align: center;">Savings</p> <p><i>Beatrice's Goat</i> by Page McBrier <i>Pigs Will Be Pigs</i> by Amy Axelrod <i>The Super Red Racer</i> by Dave Ramsey</p>	<p style="text-align: center;">Trade and Money</p> <p><i>A New Coat for Anna</i> by Harriet Ziefert <i>Once Upon a Dime</i> by Nancy Kelly Allen <i>Round and Round the Money Goes</i> by Melvin & Gilda Berger</p>



“Going on a Bear Hunt”

Economics Scavenger Hunt

Choose books from the suggested econ literature list.
Can you find an example for each econ concept/vocabulary below?

BOOK	AUTHOR	CONCEPT	EXAMPLE
		economic wants	
		scarcity	
		good	
		service	
		consumers	
		producers	
		human resources	
		natural resources	
		income	
		opportunity cost	
		savings	
		trade and money	

Everyone Reads and Everyone Learns Economics Drawing Contest

KCEE's purpose:

- ❖ Highlight economics in high quality children's books
- ❖ Encourage purposeful reading together as a family
- ❖ Demonstrate an understanding of basic economic concepts

How to participate:

1. Select a favorite book.
2. Choose one (1) of the following economics concepts that was important in the book:
 - economic wants** – desires that can be satisfied by consuming a good, service, or leisure activity
 - scarcity** – the condition of not being able to have all the goods and services that you want
 - good** – an object people want that they can touch or hold
 - service** – an action that a person does for someone else
 - consumers** – people who buy goods and services
 - producers** – people who make goods or provide services
 - human resources** – the people who work to produce goods and services
 - natural resources** – gifts of nature that are used in the production of goods and services
 - income** – money earned for doing work or money received as a gift
 - opportunity cost** – when you make a decision, the most valuable alternative you give up is your opportunity cost
 - savings** – the part of a person's income that is not spent for goods and services
 - trade and money** - people TRADE (exchange) with each other to get the goods and services they want. To make trade easier, people use MONEY.
3. Draw a picture about the economic concept with a scene, character or action from the book.
4. Label the picture with the printed economic concept word.
5. Mail the picture to: The Kentucky Council on Economic Education, 11601 Bluegrass Parkway, Louisville, KY 40299

A Few Easy Rules:

Student-created, hand drawn, in color (crayon, paint, markers or pencils) horizontally on 8 1/2 by 11 paper.

Print the economics concept, spelled correctly, in large letters at the top of the picture.

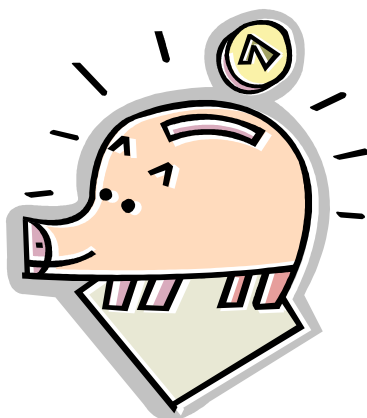
Tape an index card to the back of the picture with the name of the book, the artist's name, address, phone, school and grade level.

Do not fold the picture and postmark by December 1, 2011.

What do you win?

The Kentucky Council on Economic Education's business partner, Citizens Union Bank, will award 10 students a \$50 U.S. Savings Bond. Pictures will be judged in primary, intermediate, and middle school categories on creativity and accuracy of economic concept. All entries become the property of the Kentucky Council on Economic Education and may be used with names of the young people and their school for KCEE promotional purposes.

Design a Critter Bank



Materials Needed:

1. a one-gallon milk jug for each student or other container from which students can create "critter banks," such as cardboard cans with lids and oatmeal boxes (Prior to the lesson, ask parents to collect and send well-rinsed milk jugs or other containers to school.)
2. markers for each student
3. paste, pipe cleaners, plastic eyes, ribbon, yarn, construction paper, tissue paper, and other art supplies

Directions:

1. Explain that students are going to create a "critter bank." This is a bank that they can use at home. Maybe, after they've filled their critter bank, their parents will allow them to have a savings account at a bank.
2. Place art supplies on a table in the room. Distribute a milk jug to each student. Explain that students can use the milk jug to create a creature. It can be an animal like Sister's piggy bank or it can be an imaginary creature. Explain that students may use their markers and any of the art supplies on the table to create their critters.
3. Point out that there must be a slot in the critter bank through which students can drop coins. With the milk jug, they can remove the cap to drop in coins, or they may choose a spot on their critter for a coin slot. As they finish making their critter banks, check to see which students want a coin slot cut into the bank. Use a pointed pair of scissors to cut the slots for the children.

The “Bear Necessities” Savings Plan

In the story, the Astro Bear Video Game was an economic want desired by the cubs. The cubs created a savings plan using their new allowance to achieve their economic want.

The Cubs want to save for
Astro Bear Video Game
The price is \$15.00.
They have 5 (days, *weeks*, months, years) to save.

$$\$15.00 = 5 \text{ (weeks)} \times \$3.00 \text{ (amount saved per week)}$$

Think of an “economic want” that you would really like to have but don't have enough money to purchase it. Construct a savings plan to help you achieve your economic want.

I want to save for

The price is \$____.

I have ____ (days, weeks, months, years) to save.

$$\$ \underline{\quad} = \underline{\quad} (\quad) \times \$ \underline{\quad} \text{ (amount to save per week)}$$

Adapted from: Financial Fitness for Life: Grades 3-5 - National Council on Economic Education

Sing Along

I've Got Money

(Tune: Are You Sleeping, Brother John)

I've got money. I've got money.
What should I do? What should I do?
I must make a choice. I must make a choice.
Spend or save, Spend or save.

I've got money. I've got money.
I could spend. I could spend.
Getting something now, Getting something now,
Something small, Something small.

I've got money. I've got money.
I could save. I could save.
Getting something later, Getting something later,
Something big, Something big.

I've got money. I've got money.
What should I do? What should I do?
Spend a little now, Spend a little now,
Save some, too! Save some, too!

(By Martha Hopkins & Donna Wright) Used with permission. From *Financial Fitness for Life: Pocket Power, K-2*

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Open Response

Papa Bear wanted the cubs to invest in their future by developing better money habits. The cubs decided to open businesses in order to earn money.

- A. Describe three businesses that the cubs created as entrepreneurs.

- B. Complete the chart below to explain whether the cubs' businesses provided a good, a service, or both a good and a services to their consumers.

Business	Good	Service
1.		
2.		
3.		