



TIME FOR KIDS YOUR \$

FINANCIAL LITERACY FOR KIDS

VOL. 2, NO. 1
SEPTEMBER 2015

From the Editor: Thanks to the PwC Charitable Foundation, TIME For Kids is pleased to offer teachers, students, and their families a monthly financial-literacy magazine. —*Nellie Gonzalez Cutler, Editor, TIME For Kids*

WHAT'S INSIDE

- Find out how three kids spent their summers building work skills.
- Pay stubs can be tricky. We break down a paycheck's parts for you on page 4.
- Financial expert Jean Chatzky explains how banks make money.
- Ever wondered why we pay taxes? Read "Meet Uncle Sam" on page 4.



a note from Jean

Dear Teachers,

Welcome back to Your \$. We launch our second school year with our take on fun, profitable, and, we hope, discussion-provoking ways some interesting kids spent their summers. As we go forward, we would value your feedback. Please e-mail me personally at Jean@JeanChatzky.com to tell me what you'd like to see in Your \$. What's working? What's not? What could we be doing to help you more?

Thank you,
Jean

COURTESY JEAN CHATZKY

Teaching the cover story HOW I SPENT MY SUMMER

SUMMARY

An 11-year-old ice-cream entrepreneur and two enterprising teens share tips on finding the perfect job and making the most of any work experience.

Summer Vacation," on page 3. Tell them to choose one piece of advice from the list and write a paragraph explaining how they might use the advice. Allow time for students to share their ideas with the class.

TEACHING TIPS

Before Reading

Make Real-World Connections

- Ask: Would you like to spend the summer working? How might you benefit from having a summer job? What would you have to give up?

Build Vocabulary

Define Words in Context

- Draw students' attention to the power word *lucrative*. Read the definition aloud. Then read the paragraph in which the word appears. Ask: Which job is described as lucrative? What makes it lucrative? Should we base career choices on salary alone? Why or why not?

Build Comprehension

Critical Thinking

- Have students read the cover story independently. Tell them to take notes addressing the following questions: What does each kid's experience teach readers about starting a business or choosing a career? Which kid's story did you find the most instructive and why? Discuss findings with the entire class. Encourage students to use evidence from the text to support their views.

Extend Learning

Write a Persuasive Letter

- Have students make a list of jobs they could do over the summer. Have each student choose which job they would most like to do. Then have them write a letter to a potential employer explaining why they would be perfect for the job. Remind students to describe their skills, past experiences, and any other details that make them uniquely qualified.

Make Inferences

- Have students read the sidebar, "What I Learned During My

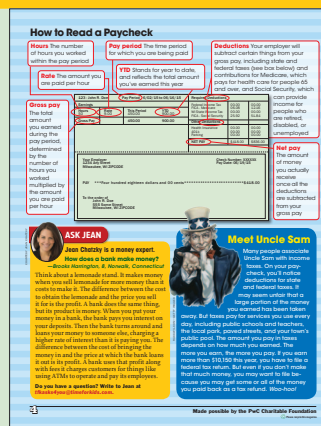
FINANCIAL-LITERACY STANDARDS ADDRESSED

Grades K–12 I. Earning Income, III. Savings

COMMON CORE STATE STANDARDS ADDRESSED

Grade 5 RI.5.1, RI.5.4, SL.5.1, W.5.1, W.5.4
Grade 6 RI.6.1, RI.6.4, SL.6.1, W.6.1, W.6.4

Teaching the story HOW TO READ A PAYCHECK



TEACHING TIPS

Use these tips to support close reading of the infographic "How to Read a Paycheck," on page 4.

After Reading Apply Knowledge

- Have students complete the worksheet "Check Out a Paycheck" on page 4 of this guide to reinforce learning about the different parts of a pay stub.

Start a Discussion

Critical Thinking

- Ask: Why is it important to look closely at your paycheck and understand its different parts?

Extend Learning Complete a Research Project

- Tell students that they are going to determine whether or not John R. Doe could afford to

live in their town on his paycheck. First, they should calculate how much John R. Doe earns per month. Then they should research apartment or house rentals in town. Challenge students to answer the following questions based on their research: Can John R. Doe afford to rent a home in town? How much money will he have left after he pays the rent? Do you think that's enough to live on? Have students make a list of things he will need to pay for. How many more hours would John R. Doe have to work in order to live comfortably? Is that practical?

School / Home CONNECTION



Share these tips with your students' families.

- Have students and a family member brainstorm two volunteer opportunities and two work opportunities for young people in their community. They should discuss the following: Which opportunities will make the most of students' skills? Which will help build skills they'll need in the future?
- Encourage students to ask a family member to walk them through a recent pay stub and explain the different deductions.
- Tell students to interview a family member about the summer jobs he or she worked as a young person. Students might ask the following: Which was your favorite summer job? What did you like about it? How did the experience help you later in life? What advice do you have for young people about how to choose a summer job that's right for them?

ADDITIONAL RESOURCES

councilforeconed.org/standards

Visit for free teaching resources and to download the K-12 national standards for financial literacy.

Better than a Lemonade Stand: Small Business Ideas for Kids

by Daryl Bernstein (Aladdin, 2012) This guide is packed with ideas for small businesses that kids can start on their own.

ANSWER KEY FOR WORKSHEETS

Get a Job!

1.-4. Answers will vary.

Check Out a Paycheck

What's the Word? 1. d 2. a 3. b 4. c

By the Numbers: 1. two weeks 2. 50 hours

3. \$9 per hour 4. \$32 5. \$10,800

Think It Through: 1.-2. Answers will vary.

Your Name _____

Date _____

Get a Job!

Which summer job is right for you? Complete the activity below to help you decide.

1. Which summer job would you most enjoy? Check one.

Walk dogs

Do yard work

Tutor

Wash cars

Babysit

Other _____

2. What skills would you need for this job? Explain your choices. _____

3. Which character traits would you need to do this job well?

Check all that apply.

adventurous

charming

dependable

decisive

careful

caring

efficient

friendly

polite

responsible

studious

trustworthy

Circle the character trait that you think is most important for this job. Why

did you choose that trait? _____

4. Why do you think you would be good at this job? Explain. _____

FINANCIAL-LITERACY STANDARDS ADDRESSED

Grades K-12 I. Earning Income

COMMON CORE STATE STANDARDS ADDRESSED

Grade 5 RI.5.1, RI.5.4, RI.5.10, W.5.2

Grade 6 RI.6.1, RI.6.4, RI.6.10, W.6.2

Made possible by the



Made possible by the



Check Out a Paycheck

When you're older, you'll receive a paycheck like the one on page 4 of the magazine. Take a close look at it. Use the information from "How to Read a Paycheck" and "Meet Uncle Sam" to complete the activities below.

What's the WORD?

Match each word with its definition by writing the correct letters in the spaces.

- | | |
|--------------------|--|
| 1. _____ deduction | a. amount an employee is paid per hour |
| 2. _____ rate | b. amount earned after deductions are subtracted from pay |
| 3. _____ net pay | c. total amount earned in a pay period |
| 4. _____ gross pay | d. money, such as taxes, subtracted from gross pay |

By the NUMBERS

Write the correct numbers in the spaces, using the sample paycheck on page 4 of the magazine.

- _____ The number of weeks the pay period covered
- _____ The number of hours John R. Doe worked this pay period
- _____ The amount John R. Doe is paid per hour
- _____ The total amount of deductions for this pay period
- _____ John R. Doe's yearly gross salary if his rate and hours remain the same

THINK It Through

- Your friend says it's unfair that the state and federal government take a portion of our paychecks. Do you agree? Why or why not? _____

- Your friend argues that his tax dollars shouldn't be used to pay for public pools because he can't swim. Do you agree? Why or why not? _____

Bonus If you still have questions about paychecks and deductions, write them on the back of this page. Talk them over with a family member.