



# YOUR \$

FINANCIAL LITERACY FOR KIDS

VOL. 4, NO. 8  
APRIL 2018

**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. —**Andrea Delbanco, Editorial Director, TIME Education**

Teaching the cover story

## REDUCE, REUSE, SAVE!

### WHAT'S INSIDE

- Buying used products can help the environment and save you money. Find out how on pages 2 and 3 of the student magazine.
- Not into the buy-used movement? There are other changes you can make. Turn to page 4.
- Money expert Jean Chatzky explains investments.



*a note from Jean*

Dear Teachers,

*Over the past year, I've started shopping at a consignment store near my home in New York. Some of the deals I've gotten outshine even the best clearance sales at retail stores. But I also feel that by not buying new—and by selling some of the clothing that just sits in my closet—I'm doing a bit to help the Earth. This is one small example of what we're talking about in this month's cover story on how buying used helps the planet and our bottom line.*

*We'd love to hear how your classes marked Earth Day. Perhaps your stories will give us fodder for next year.*

*Have a great month!*

Jean

### SUMMARY

Discover why buying used is better for your budget—and the Earth.

### TEACHING TIPS

#### Before Reading

##### Make Real-World Connections

- Ask: Have you or has a family member ever bought something used? What did you buy? Why did you choose used?

##### Make Predictions

- Brainstorm with your class a list of reasons why buying used products might be better for the environment than buying new. Record student responses on the board. Also ask: How can buying used products benefit you?

#### Build Comprehension

##### Recall Key Details

- Have students jot down answers to these questions as they read: What are two ways in which making a new pair of jeans impacts the environment? How does buying used jeans help the environment? How are some companies supporting the buy-used movement?

##### Identify Main Idea

- As students read “Reduce, Reuse, Save!,” on pages 2 and 3, have them underline details that support the idea that buying used is more affordable and better for the environment. Then have them write a

one-sentence summary of each of the three sections of the story: “Get Started,” “Make a Choice,” and “The Winner Is.”

Ask: How does each section support the main idea of the article?

#### Analyze Text Structure

##### Identify Nonfiction Features

- Ask: How do the text structure and layout resemble a game board? How do the section titles add to this impression? Why do you think the author chose to structure the text in this way? Have students write their own article on how to save money and the planet, using the cover story's structure as inspiration. Brainstorm a list of conservation topics, such as how to save electricity or water, or how to find new uses for old items.

#### Extend Learning

##### Repurpose It

- Challenge students to invent new uses for old items, such as T-shirts, clean yogurt cups, paper or plastic bags, and glass jars. Separate students into groups, and assign each group an old item. Tell them to come up with as many ways as possible to reuse the item. Have students share their ideas with the class. After each group presents, ask: Which ideas do you think are the most practical, and why? How might reusing the item benefit you and your family?

#### FINANCIAL-LITERACY STANDARDS ADDRESSED

##### Grades K-12

- II. Buying Goods and Services
- III. Saving

#### COMMON CORE STATE STANDARDS ADDRESSED

**Grade 5** RI.5.1, RI.5.2, RI.5.5, W.5.2, SL.5.1

**Grade 6** RI.6.1, RI.6.2, RI.6.5, W.6.2, SL.6.1

Your name \_\_\_\_\_

Date \_\_\_\_\_

## Teaching the story TRY THESE TIPS

### TEACHING TIPS

Here are some ways to support students' reading of "Try These Tips," on page 4 of the student magazine.

#### Before Reading Make Connections

- How do you and your family make choices that benefit the environment? Do you think your family could do more? Why or why not?

#### Build Comprehension Read for Details

- As students read the article, have them take notes on how each tip helps the environment and saves money.

#### Identify Problem-Solution

- Challenge students to create an illustrated problem-solution chart for each tip. Their drawing should show a problem (e.g., high energy bills) and one solution (e.g., replace old lightbulbs with energy-efficient bulbs.) Students should also include a box illustrating the environmental and money-saving effects of each tip.

**FINANCIAL-LITERACY STANDARDS ADDRESSED**  
**Grades K–12** II. Buying Goods and Services III. Saving  
**COMMON CORE STATE STANDARDS ADDRESSED**  
**Grade 5** RI.5.1, RI.5.2, RI.5.5, RI.5.8, W.5.1, SL.5.1, SL.5.4  
**Grade 6** RI.6.1, RI.6.2, RI.6.5, RI.6.8, W.6.1, SL.6.1, SL.6.4

Made possible by the



## School / Home CONNECTION



Share these tips with your students' families.

- Challenge students to work with a parent or guardian to figure out their family's carbon footprint. Use the online calculator at [epa.gov/carbon-footprint-calculator](http://epa.gov/carbon-footprint-calculator). Then have them choose at least two Earth-friendly (and money-saving) tips from this month's magazine to put into action right away. How will the plan reduce their carbon footprint and save money?
- Have students enlist each family member to choose up to five items (an article of clothing, a book, a toy) that they no longer use. Then they should come together to brainstorm what to do with the items. Encourage students to review with their family the tips from the cover story (e.g., organize a swap session with neighbors, trade old items for discounts on new ones, hold a tag sale, or donate their castoffs). What are the benefits and drawbacks for each plan of action?

### ADDITIONAL RESOURCES

[councilforeconed.org/standards](http://councilforeconed.org/standards)

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

[earthday.org](http://earthday.org)

The Earth Day Network site, founded by the organizers of the first Earth Day, in 1970, promotes environmental action all year long.

### ANSWER KEY FOR WORKSHEETS

#### Let's Go Green Shopping!, p. 3:

1. \$6.60 2. jeans 3. The bike won't need repairs right away. It may last longer. You will be the bike's first owner. / Reduce waste. Help reduce the environmental impact of manufacturing bikes. Save money. / Answers will vary. 4.–5. Answers will vary.

#### Strive to Be Waste-Free, p. 4:

1.–4. Answers will vary.

## LET'S GO GREEN SHOPPING!

The chart compares the prices of brand new items with the prices of comparable used items. Use the chart to answer the questions.

Product	Price, New	Price, Used
<i>Diary of a Wimpy Kid, Book 1</i>	\$9.59	\$2.99
jeans	\$98	\$49
smartphone	\$276.95	\$164.99
video game console	\$299	\$264.98
acoustic guitar	\$119.99	\$33
mountain bike	\$390	\$145

Sources: Amazon and Ebay

- What is the difference in price between a used Wimpy Kid book and a new one? \_\_\_\_\_
- Which product's used price is half that of its new price? \_\_\_\_\_  
 \_\_\_\_\_  
 What would be the benefit of buying the bike used? \_\_\_\_\_  
 \_\_\_\_\_  
 Which would you choose? Explain. \_\_\_\_\_  
 \_\_\_\_\_
- Let's say you have saved \$400 because you want to buy a special mountain bike. What would be the benefit of buying the bike new? \_\_\_\_\_  
 \_\_\_\_\_  
 What would be the benefit of buying the bike used? \_\_\_\_\_  
 \_\_\_\_\_  
 Which would you choose? Explain. \_\_\_\_\_  
 \_\_\_\_\_
- Choose another product from the chart. Would you buy it used? Why or why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Do you think buying used is a good way to reduce waste and save money? Why or why not? Use evidence from the cover story and the chart to support your answer.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Common Core State Standards: RI.5.7; RI.6.7

Made possible by the



\_\_\_\_\_  
Your name

\_\_\_\_\_  
Date



## STRIVE TO BE WASTE-FREE

Read the cover story, "Reduce, Reuse, Save!" Then make a plan to reduce the amount of trash you create. Complete the organizer below to get started.

1. What kinds of items do you most like to buy? Put a check next to the one you buy the most, or write another item in the space provided.

\_\_\_\_\_ clothing    \_\_\_\_\_ tech    \_\_\_\_\_ books    \_\_\_\_\_ video games  
\_\_\_\_\_ other \_\_\_\_\_

2. Think about the type of item you buy most. How could you get it in an environmentally friendly way? Use information from the cover story in your response. \_\_\_\_\_

\_\_\_\_\_

How is this way better for the environment? Explain. \_\_\_\_\_

\_\_\_\_\_

3. Think about one item you own that you no longer have a use for. What is another way you could use it? \_\_\_\_\_

\_\_\_\_\_

Would you consider swapping the item for something you could use? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

4. You've come up with some ways to reduce waste. These actions will also save you money. Are they worth the effort? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Try It!** Share this page with a family member. Together, brainstorm a list of ways your family can reduce waste. Commit to trying at least one of the ideas right away.

**Common Core State Standards:** RI.5.1, RI.5.7; RI.6.1, RI.6.7