



## TEACHING THE COVER STORY HOW FUNDRAISERS WORK

Learn about different kinds of fundraisers and how to make them profitable.

**FINANCIAL LITERACY STANDARDS**  
Buying Goods and Services

**COMMON CORE STANDARDS**  
RI.5.1, RI.5.6, SL.5.1; RI.6.1, RI.6.6,  
SL.6.1

**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**

### AUTHOR'S POINT OF VIEW LESSON

#### Engage the Reader

- Begin the lesson by having students make a list of different ways they can raise money for their school or community. Then have them circle the fundraisers that require purchasing products (e.g., lemons for a lemonade stand or ingredients for brownies or cookies). Ask: What are the advantages and disadvantages of product fundraisers?
- Before students read the article, have them preview the issue and take note of the photographs and art used in the spread. Ask: What do you notice? How does the art help the reader connect to the topic of this month's issue about school fundraisers?

#### Read the Text

- Tell students they are going to read about how fundraisers work. Explain how a writer can write from a specific angle. This is often referred to as the author's point of view. While reading, students will determine the author's point of view.
- Model the process for students using the following text: "You should play soccer this fall. Soccer is a team sport that teaches you how to work well with a group. Soccer players are the most dedicated players of any sport. To try out for a team, all you need is to get a parent's permission and sign up online." (A downloadable resource with the sample text can be accessed at [timeforkids.com](http://timeforkids.com) under Teacher Resources. Type "Soccer Tryouts" into the search bar.)
- After reading, model how you would respond to the question "What is the author's point of view on soccer?" Mark the text for students by underlining evidence to support your claim.
- Have students practice identifying the author's point of view in the first paragraph of the article. Read the first paragraph aloud. Then ask: What is the problem described in the first paragraph? How is the problem solved? Once students have identified what the first paragraph is about, ask: What is the author's point of view about fundraising?

(Based on the first paragraph, the author believes fundraising is worthwhile, since it helps schools and classrooms purchase items that they otherwise would not be able to afford.)

- As students read the rest of the article, have them annotate the text for that reveals the author's point of view.

#### Respond to the Text

- Have students work with a partner to discuss the author's point of view. Encourage them to refer to textual evidence.
- Bring the class together and have partners share their findings. Then open the discussion up to the class. Close out the lesson with a nod to Jean Chatzky's comment about awareness of the lemons for lemonade (see A Note from Jean, on page 2 of this guide).
- For independent practice, use the resource "Fall Fundraiser," on page 3 of this guide. Students will have a chance to analyze a student's read-a-thon log and answer questions.

#### Extension Idea

- Have students refer back to the sidebar, which concerns safety when selling products for a fundraiser. Then ask them to develop a set of safety rules for their next school fundraiser. If your school does not have one planned, create a hypothetical fundraiser for students to discuss.

### WITHIN THIS GUIDE

- Money expert Jean Chatzky on why school fundraisers are important
- An archived *TIME for Kids* article in which TFK Kid Reporters debate bake sales
- **NEW!** A letter to parents providing tips on how they can talk with their kids about fundraising



## A NOTE FROM JEAN

Dear Teachers,

Happy September—and welcome back to Your \$. You've probably had some experience with school fundraisers. We decided to dig into this topic to teach students how powerful a group of people selling small amounts of wrapping paper (or candles, cookies, etc.) can be, and also about the economics of these transactions. Our hope is that the next time they ask a parent if they can have a lemonade stand, they'll be conscious of the cost of the lemons, not just the dollars and cents they take in.

This year, you'll notice a new feature in the Teacher's Guide. The final page is targeted to parents. We hope you'll copy and send it home so we can encourage conversations among families, in addition to the great ones happening in your classrooms. Thanks for being our partners in the effort to teach the next generation financial literacy.

All the best,

Jean

### 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.

### Lemonade in Winter

By Emily Jenkins

(Schwartz & Wade, 2012)

Two children decide to put up a lemonade stand. The trouble is, it's winter.

### ANSWER KEY

#### Student Magazine

Add It Up, p.4

- A. 50¢
- B. \$1.00
- C. \$2.00

- A. \$100
- B. \$30,000
- C. \$1,080
- D. \$28,920

#### Teacher's Guide

Fall Fundraiser, p. 3

- 1. From top: \$94, \$25, \$47, \$15, \$181
- 2. \$94
- 3. \$22
- 4. \$181
- 5. \$362

### EXPLANATORY WRITING (W.5.2; W.6.2)

ARTICLE: ADD IT UP (P.4)

After reading this month's issue, ask: "What are the two different kinds of fundraisers described in the article?" (*donation and product fundraisers*).

Have students go back to "Add It Up" on page 4 of the magazine. Tell them to identify the kind of fundraiser each question is discussing. (*Q1 is a product fundraiser and Q2 is a donation fundraiser.*) Then, have them discuss their response with a partner, including textual evidence.

Tell students they will now have an opportunity to create their own math problem focusing on fundraising. First, they will identify the type of fundraiser they would like to write about. Then, students will write a math problem answering the following questions: 1) What type of fundraiser are you discussing? 2) How will the school or classroom make money? 3) What is the cost for the consumer or school? Once students complete the planning, they can start crafting the math problem and answer the question: What questions are you going to ask to help the reader solve the math problem?

If time permits, encourage students to swap work with a partner and try to solve each other's math problems.

### PAIRED TEXT

DISCUSS A SIMILAR TOPIC WITH TFK

- After students have read the cover story, "How Fundraisers Work," send them to [timeforkids.com](http://timeforkids.com) to read "Should School Bake Sales Be Banned?" (3/7/17). This is a debate about whether schools should ban bake sales.
- Engage students in a discussion about the question posed in the debate: Should school bake sales be banned? Have them use text evidence from both articles in the discussion.

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

Date \_\_\_\_\_



# FALL FUNDRAISER

Bell Elementary School hosted its annual Fall Read-A-Thon last October. The money raised went toward field trips, classroom supplies, and much more. Use the chart to answer the questions below.

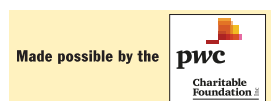
## DYLAN'S READ-A-THON LOG



SPONSOR'S NAME	PLEDGE AMOUNT (PER MINUTE)	PLEDGE AMOUNT (FLAT RATE)	TOTAL AMOUNT DUE
Mom and Dad	\$2		\$ _____
Grandma Betty		\$25	\$ _____
Alberto	\$1		\$ _____
Mrs. Porter		\$15	\$ _____
		<b>TOTAL MINUTES READ</b> 47	<b>TOTAL MONEY COLLECTED</b> \$ _____

1. Complete the *Total Amount Due* column using the information within the chart.
2. How much money was owed by Mom and Dad? \_\_\_\_\_
3. How much more money did Alberto owe than Grandma Betty? \_\_\_\_\_
4. What was the total amount collected by this student? \_\_\_\_\_
5. Grandma Betty offered to match, or double, the total amount collected. What is the new amount this student collected? \_\_\_\_\_

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






**To connect families with the financial topics being discussed in the classroom, we are launching this monthly newsletter featuring family resources. Teachers, please take a moment to photocopy this page and send it home with your students.**

## DEAR FAMILY,

This month, your kids are learning about the economics of school fundraisers. Most students are familiar with the process of selling items or collecting money for a read-a-thon, but we wanted to share a bit more about where the money they raise goes and why schools are opting to contract out to fundraising companies. A little more than 25% of schools in America collect more than \$75,000 per year in fundraising. That's a lot of money! It is often used to help schools pay for the extras for your child's classroom, such as technology, or for extra-curricular activities, like field trips and school bands. We also discuss the importance of safety when selling products for fundraisers. In the end, we know every penny counts, and we want to ensure your children have a full understanding of how to make fundraisers profitable.



## FUN FACTS

-  In 2015, Huff Post named the chocolate chip America's most favorite cookie.
-  Restaurants including Chuck E. Cheese, Chipotle, Boston Market, Jamba Juice, and many more host fundraising events for schools. You could donate to your child's school while enjoying your favorite burrito or smoothie.
-  Jump-a-thons are a common school fundraiser. The record for the most jump-rope skips in a 30-second period is 162. This was achieved by Megumi Suzuki, of Japan, in 2010.

## AT-HOME ACTIVITY

A popular type of donation fundraiser at schools has *a-thon* as a suffix. There are read-a-thons, jump-a-thons, and even swim-a-thons. Typically, these events do not take much effort or money to pull together, and are profitable for the school as well as fun for the students. Talk with your child about the activities and classes in which he or she excels. Maybe it is math, science, origami, or spoon-balancing. Have him or her come up with an *a-thon* and think through a realistic goal per minute (e.g., creating five paper cranes in under a minute). Then challenge your child to beat that goal. If possible, join the fun and make it a competition. Keep this idea in mind the next time your kid's class needs to raise money.