



## TEACHING THE COVER STORY

# SWAP AND SAVE

Save money (and have fun) by following our six tips on swapping costly items for comparable cheaper ones.

**FINANCIAL-LITERACY STANDARDS**  
III. Saving

**COMMON CORE STANDARDS**  
RI.1, RI.9, W.2

**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**

### INTEGRATING INFORMATION

#### Engage the Reader

- Ask: How might a family save money when shopping for groceries, clothes, books, entertainment products like video games and movies, or any other items? (*Students might have seen family members comparison shopping, using coupons, or bargain hunting at thrift stores. They might also refer to their own experience taking books out of a library instead of buying them, or sharing music, games, or other items with friends.*) Do you think the savings are worth the extra effort? Why or why not?

#### Read the Text

- Tell students they are going to read some money-saving strategies that involve swapping a costly item or activity for a cheaper one. Have them read the story independently, placing a check mark beside tips their family has already put into practice, question marks beside tips they might consider trying, and stars beside tips they will definitely try.
- Invite students to share their ideas about swapping with the class. Ask: Which strategies does your family already use? What are the benefits? What is one money-saving strategy featured in the story that you put a question mark beside? What makes you unsure about trying this strategy? What would convince you to try it? What's your plan for tackling the strategy that you starred?

#### Respond to the Text

- Have students work independently to complete the resource "Swap Your Way to Savings," on page 3 of this guide. It challenges students to identify a favorite product as well as a favorite family activity to swap for a cheaper option. The exercise then encourages them to reflect on the benefits and drawbacks of this method of saving money.

- Ask students to partner up and review the six savings swaps in the cover story and to decide if the strategies could be classified as green, or Earth-friendly. Have students answer these questions for each swap: Does it support green living? How so? How might the strategy be rewritten to make it more Earth-friendly? (*Some of the swaps, like walking instead of driving, are obviously green. Others, like making presents, may require some prompting before students see that they require fewer resources. Students might suggest that making presents could be an even greener activity if people used recycled paper or reused items they would normally have thrown away.*)

#### Extend Learning

- Separate students into groups and have them choose a swap to promote. They might choose to write a blog post, shoot a video, or record a podcast. The goal of their project should be to show readers, viewers, or listeners how they can accomplish the savings swap. Each group's final product must do the following. 1) Describe the swap. 2) Describe how the swap could be accomplished. (Groups that choose making presents might provide step-by-step directions for how to make soap, a bracelet, or a card.) 3) Provide an infographic that shows the cost of the original item or activity and how much money a person who tried it could save.

### WITHIN THIS GUIDE

- Read money expert Jean Chatzky's letter asking for your students to share their ideas with us.
- Challenge students to try their hand at swapping.
- Send a letter home to help families discuss this month's topic.



## A NOTE FROM JEAN

Dear Teachers,

Often, when I'm giving a talk to a group, I'll make the point that saving money isn't particularly fun. In fact, it's difficult for our human brains—which are hardwired to prefer immediate gratification to delayed gratification. But as this month's cover story and the homegrown examples from our TFK Kid Reporters show, I'm not 100% right about this. Saving money can be fun, especially if you make it into a challenge, a game, an activity that you pursue with your family or friends. The examples we touched on in the story are some of the biggies, but I expect that if you challenge your students to come up with others, the ideas will fly. And if you do challenge them, please share their ideas with us at [teachersguides@timeforkids.com](mailto:teachersguides@timeforkids.com) or tag us on social media. We're always looking for real students to feature in upcoming issues.

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.

**Alexander, Who Used to Be Rich Last Sunday**

By Judith Viorst

(Atheneum Books for Young Readers, 1978)

Read about a child who is not very good at budgeting his money.

### ANSWER KEY FOR WORKSHEET

**Swap Your Way to Savings, p. 3:**

1–4 Answers will vary.

**YOUR \$**

### A WALK IN THE PARK

Vacations can be a lot of fun. They can also be expensive. Amusement park tickets, for example, average about \$300 per person, per day.

**THE SWAP** At state and national parks, you can explore nature and go camping. The cost of admission to a national park is usually about \$30 per family, no matter how many days you stay. This means four people could take a seven-day trip to a national park for just \$30 in entrance fees. (The same trip to an theme park would cost \$2,800 in tickets alone.) Or try a seasonal! For nearby getaways, check your local paper or community website for free concerts, and other events.


**Family Challenge**

**ONE IF A TRY** With your family, try one of the six savings swaps. Research, talk about how it went. Try to figure out how much money you saved. How often do it again? Why or why not?



**SAVINGS SUCCESS STORIES**


From homegrown examples to working habits, check out how these TFK Kid Reporters are finding creative ways to save.




I vacationed with my family in Seattle, Washington, when I was 9 years old. My grandfather taught us about Leonardo da Vinci and one of his greatest inventions—a type of catapult. We were fascinated. We wanted to purchase a renaissance model catapult. My grandfather suggested we make one instead. We used wooden planks to assemble the catapult and string to hold the flipping mechanism. —Shawn Bhattacharya, San Francisco, California



I grow out of my jeans fast. Replacing them can cost a lot. One of my favorite ways to save money is to try my old jeans or use them to make something else. For example, when they get a hole in the knee, I patch them with fabric from the craft store, another pair of jeans, or an old shirt. I also use old jeans to make headbands, skirts, shorts, pillows, animal blankets, and denim tote bags. —Tara Smith, New Canaan, Delaware



Last month was my brother's birthday. We always buy him a lemon-flavored birthday cake, his favorite. This year, we decided it would be fun to make him a cake as a family, and it was! We played our favorite songs and danced around as we worked in the kitchen. And we saved money, too! —William Theodor, Rockville, Maryland



I save money by packing my own lunch for school. I also make holidays and thank-you cards. Buying cards at the store is expensive! As a family, we dedicate a portion of the weekend to doing part work and cleaning the house rather than buying someone else to do those chores. And we take advantage of public places, such as parks, for free fun. —William Theodor, Rockville, Maryland

Made possible by the PwC Charitable Foundation

### OPINION WRITING

ARTICLE: “SAVINGS SUCCESS STORIES” (P. 4)

Have students read “Savings Success Stories,” on page 4 of the magazine. Then ask: Why do you think the editors chose to include these stories? (*To provide examples of how kids have saved money*) Invite students to describe how they save money and how their family does so. List the various ways on the board.

Then explain to students that saving money doesn't benefit only families. We can also find ways for schools and classrooms to save money. Review the notes on the board and ask: Could any of these help us save money as a school or classroom? If so, how? As a class, come up with a set of ideas for how the school or classroom can save money. Then divide the students into six groups and ask them to follow the style of the article “Swap and Save” in writing a section for a magazine piece about saving money in the classroom. Encourage them to get creative and make it fun. One tip might be to place pencil grips on the desks and get in the habit of placing pencils in the grip. This will reduce the number of lost pencils. Once each group has written its section, have them put together a magazine—including a cover and back page of personal narratives about saving money at school. The magazine can be copied and shared with other classes.

### PAIRED TEXT

DISCUSS A SIMILAR TOPIC WITH TFK

- Once students have read the cover story, “Swap and Save,” have them go to [timeforkids.com](http://timeforkids.com) to read “The Business of Sharing” (11/21/14). This story discusses companies that are in the business of toy sharing.
- After students have read the two articles, engage the class in a discussion of how the two connect and whether sharing is a good way to save money.

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

\_\_\_\_\_  
Date



# SWAP YOUR WAY TO SAVINGS

Read “Swap and Save” (March 2019) for tips on how to save money by swapping costly items for cheaper ones. Then try your hand at swapping. Complete the organizer and answer the questions below.

## 1. Fill out the organizer.

|  |  |  |
|--|--|--|
| Favorite item: _____<br>_____<br>_____<br><br>Cost: \$ _____ | <b>SWAP IT!</b><br> | Cheaper Option: _____<br>_____<br>_____<br><br>Estimated Savings: \$ _____ |
|--|--|--|

|   |  |  |
|---|--|--|
| Favorite family activity: _____<br>_____<br>_____<br><br>Cost: \$ _____ | <b>SWAP IT!</b><br> | Cheaper Option: _____<br>_____<br>_____<br><br>Estimated Savings: \$ _____ |
|---|--|--|

2. What are the benefits of swapping items? Write two. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are the drawbacks of swapping items? Write one. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do you think the savings are worth the sacrifice? Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Try It!** Share this activity with an adult family member. Does he or she agree with your choices? Why or why not?

**Common Core State Standards:** RI.4.3

**To connect families with the financial topics being discussed in the classroom, we are including 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's *Your \$* discusses the art of being frugal. One way is to swap products or activities to stay within a budget or save a little cash. There are countless ways a family can cut back on spending, but our goal is to present ideas that won't sacrifice your family's ability to make shared memories. When kids give a homemade gift instead of a store-bought one, they become engaged in the process, and the recipient appreciates the thought and care that went into it. In a fast-paced world where plastic cards have replaced money, it is important to teach our kids the value of a dollar and creative ways to stay within a budget.



## FAST FACTS



In 1961, the average movie-ticket price was 77¢, and the top-grossing movie was *101 Dalmations*.



In 2017, the Number 1 fast-food restaurant in the U.S. was McDonald's, with sales totaling \$37.6 billion. Panera Bread was the leader for casual-dining restaurants, with sales totaling \$5.5 billion.



Little Free Libraries is the largest book-sharing movement in the world. There are more than 80,000 Little Free Libraries in 91 countries around the world.

## AT-HOME ACTIVITY

Have a family movie night! As a group, decide on a movie you have been eager to see or a classic that is a family favorite.

To gear up for the fun, provide the kids with paper lunch sacks and ask them to decorate one for each member of the family, using nontoxic markers or colored pencils. Then fill each bag with two tablespoons of popcorn kernels and fold the top of the bag to close it. With the folded side down, place the bag in the microwave and pop your popcorn. Timing will vary, but a great tip is to listen to the popcorn. You'll know it's done when there are more than three seconds between pops. Create a seasoning station and let everyone dress his or her popcorn before starting the movie. Then sit back and enjoy the show!