

Financial Fables Lesson Plan



PERCY PEACOCK AND THE CREDIT CRISIS

TEACHER INTRODUCTION:

This lesson combines reading, economics and personal finance as students read a financial fable e-book. A variety of activities accompany the fable to extend the learning of concepts in these subject areas. The Common Core State Standards for reading, as well as national economic and personal finance standards, have been correlated to the objectives, lessons and activities.

LESSON DESCRIPTION:

Students read the financial fable “Percy Peacock and the Credit Crisis” online and answer questions on story content. They explain the “money moral” at the end of the fable and discuss how it could apply to their own lives. Students learn new personal finance and economics vocabulary and create picture dictionaries to better understand the words introduced in the fable. Additional enrichment activities are given for students to extend lesson concepts.

GRADE LEVEL: P-5

CONTENT STANDARDS:

National Voluntary Economic Standard #2: Decision-Making

Students will understand that effective decision-making requires comparing the additional costs with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions. Students will be able to use this knowledge to make effective decisions as consumers, producers, savers, investors, and citizens.

National Personal Finance Standard #2: Buying Goods and Services

People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

National Personal Finance Standard #5: Using Credit

Credit allows people to purchase goods and services that they can use today and pay for those goods and services in the future with interest.

COMMON CORE STATE STANDARDS FOR READING: Literature K-5

(Applicable to Colorado, Kansas, Missouri, Oklahoma, New Mexico, and Wyoming)

K-5: Key Ideas and Details

K-2: Integration of Knowledge and Ideas

NEBRASKA STAR STANDARDS FOR READING

K-4: Identify the main idea and supporting detail

K-4: Identify and apply knowledge of the structure and elements to analyze fiction

ECONOMIC AND FINANCIAL CONCEPTS:

Bank, consumer, credit, donate, goods, lend, payment, price, save, services

READING CONCEPTS: Fable, moral, vocabulary

OBJECTIVES FOR P-2: Students will be able to:

1. Define the economic and financial concepts in the fable through creating a picture dictionary.
 2. Describe the components of a fable.
 3. Identify the characters and story events of the financial fable.
 4. Explain the “money moral” and how the lesson might help them.
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OBJECTIVES FOR 3-5:

1. Define the economic and financial concepts in the fable through creating a picture dictionary.
 2. Describe the components of a fable.
 3. Identify the characters and the story events of the financial fable.
 4. Discuss the problem and solution within the fable.
 5. Explain the “money moral” and apply it to their everyday life.
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TIME REQUIRED: 45-60 minutes

MATERIALS:

- A COPY OF VISUAL 1: The Ant and the Grasshopper (optional)
- A COPY OF VISUAL 2, Words for the Birds
- A COPY OF VISUAL 3, Super Star Vocabulary
- A COPY OF VISUAL 4, Vocabulary Word Cards, with cards cut out
- A COPY OF VISUAL 5, Vocabulary Meaning Cards, with cards cut out
- COPIES OF HANDOUT 1, Super Star Power

PROCEDURE:

TEACHER NOTE: If students are unfamiliar with fables, use “Penny Pigeon and the Missing Nest Egg” lesson plan procedure steps 1-4 to introduce this literature form, along with Visual 1: “The Ant and the Grasshopper (A Fable by Aesop).”

1. Review the components of a fable from the “Penny Pigeon and the Missing Nest Egg” lesson plan: (<http://www.kansascityfed.org/education/fables/assets/pdfs/financial-fables-lesson-plan-1.2.pdf>) (*A fable is a fiction story with animal characters who talk and act like people. The story events lead up to a moral or lesson to be learned.*)
 2. Tell students they will now read a fable e-book titled “Percy Peacock and the Credit Crisis.” (*Teacher Note: Use the “Read-to-me” function on the website with younger students.*) This fable will have birds as characters and end with a moral or lesson related to money.
 3. Explain that students will learn some new economic and financial vocabulary words while reading the fable. Introduce each new word they will hear or read in the story using Visual 2, Words for the Birds.
 4. Ask students to think about the following as they read or listen to the fable:
 - Who were the characters and what events happened in the fable?
 - What was the problem and how was it solved?
 - What was the money moral or financial lesson to be learned from the fable?
 5. Direct students to read the fable on their own (*or use the “Read-to-me” function.*) When finished, review the key ideas and details in the story by discussing the following questions:
 - Who were the characters in the fable? (*Percy Peacock and Charlie Chickadee*)
 - What was Percy’s problem? (*When Percy tried to purchase clothing, the bank didn’t approve lending him the money through credit to buy it, since he had not paid what he owed on his credit bill.*)
 - What were the main story events? (*Percy chose clothing to buy from Charlie Chickadee’s store. When he tried to use his credit card, the bank did not approve the purchase. Charlie asked Percy if he had made his credit payments, and Percy said he had lost track of his payments over the months. Charlie advised Percy to pay what he owed on his credit bill before buying more. He suggested Percy could start making small purchases once his credit bill was paid off. Percy agreed to pay off his bill before buying more clothes. He decided to save for future purchases and donate some money to his mom’s senior center.*)
 - What was the solution to the problem? (*Percy decided to stop buying clothes until he paid what he owed on his credit bill. He planned to make smaller purchases and pay on time in the future.*)
 - What was the money moral of the fable? (*Use credit wisely and make payments on time to be a responsible consumer.*)
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- How would you put the moral in your own words? *(Answers will vary. Students may say you need to be smart about using credit and make sure you pay your bills on time; or to be a responsible shopper, you should use credit only when you really need to and pay with cash the rest of the time.)*
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6. Ask students how this money moral could apply to their own lives. *(Answers will vary. Students may say that their parents use credit when shopping for family members. They may talk about parents paying their monthly credit card bills.)*

7. Review the new economic and financial vocabulary words that appeared in the fable, using Visual 2. Explain to students that the best way to remember vocabulary words is to understand their meanings well and use them in sentences. Tell them that they will be creating a picture dictionary of these words so they have a stronger understanding of the vocabulary in the fable.

8. Display Visual 3, Super Star Vocabulary. Tell students that this is an example of a visual way to define a new word so it is better understood. Discuss how each section of the star adds to the overall meaning of the word.

9. Distribute Handout 1, Super Star Power. Tell students that they will create super star dictionaries for the new fable words using these blank stars. *(Teacher note: Assign number of words based on the students' ages and abilities. Fourth and fifth graders could work with partners to create stars for the ten words, doing five each; second and third graders could work in teams of five to create two each; K-1 students could do several together with the teacher's help.)* Assign words to classroom groups accordingly, and distribute the number of blank stars necessary for completion.

CLOSURE:

10. Review the key vocabulary by asking students to share one of their stars with the class, reading the meaning, example, non-example, sentence using the new word, and sharing the picture.

11. Ask the following questions:

- What are the components of a fable? *(It is a fiction story that has animal characters that talk and act like people. The story events lead up to a moral or lesson.)*
 - Why are morals important for us to understand? *(Morals are lessons to be learned that we can use in our everyday lives.)*
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ASSESSMENT:

12. Ask students to write a creative story with the title "Percy Peacock's New Adventure. They should include 5-8 economic and personal finance words from Visual 2 in their story. Check stories to see that students used the vocabulary correctly. Share stories in oral presentations or on a bulletin board.

ENRICHMENT ACTIVITIES:

READING:

- **GR. K-2:** Play “Popcorn Partners” to review economic and financial word meanings. Prepare by cutting out each fable vocabulary word card from Visual 4. Pair students up and hand out a card to each pair. Read the definition for a word, and ask the pair who has the matching word to “pop” up out of their chairs, holding the card. Score points for the class if they are correct, or points for the teacher if they are incorrect.
 - **GR. 3-5:** Play “Match Me” to review economic and financial word meanings. Prepare by cutting out each fable vocabulary word card from Visual 4 and each word meaning card from Visual 5. Mix up the words and meanings and pass one card out to each student. Challenge students to quickly and quietly find their word or meaning match and stand by their vocabulary partner. Read words and meanings aloud to check. Repeat periodically, encouraging students to beat their matching time from the previous round.
 - **GR. K-5:** Use the Percy Peacock fable as a script and ask students to act out the roles of Percy, Charlie, and the narrator, changing actors several times so more students get a turn. Use props, movement and good expression to make the fable believable. Present to another class and discuss the meaning of the moral with them.
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PERSONAL FINANCE:

- **GR. K-5:** Remind students that Percy decided to save for other needs and donate to his mom’s senior center at the end of the fable. Review the word “donate,” and ask students to name places or organizations that their parents or family members donate money to. Make a list of these ideas on the board and brainstorm additional suggestions. Ask students to vote for the organization they’d like to choose for a class donation. Younger students could bring pennies to fill a jar for the winner; older students could sponsor a class fundraiser, such as a craft or book sale, to raise money for their favorite organization. If your school does service projects for outside organizations, another option could be to donate to that cause.

VISUAL 1: THE ANT AND THE GRASSHOPPER (A FABLE BY AESOP)



THE ANT AND THE GRASSHOPPER (A FABLE BY AESOP)

One summer's day, a merry Grasshopper was dancing, singing and playing his violin with all his heart. He saw an Ant passing by, bearing along with great toil a kernel of corn to store for the winter.

"Come and sing with me, instead of working so hard," said the Grasshopper. "Let's have fun together."

"I must store food for the winter," said the Ant, "and I advise you to do the same."

"Don't worry about winter, it's still very far away," said the Grasshopper, laughing at him. But the Ant wouldn't listen and continued his toil.

When the winter came, the starving Grasshopper went to the Ant's house and humbly begged for something to eat.

"If you had listened to my advice in the summer you would not now be in need," said the Ant. "I'm afraid you'll have to go supperless to bed," and he closed the door.

Then the Grasshopper knew: It is best to prepare for the days of necessity.

VISUAL 2: WORDS FOR THE BIRDS

BANK:.....a business that provides money services, such as cashing checks, making loans, and paying interest on accounts

CONSUMER:.....someone who buys or uses goods and services to satisfy wants

CREDIT:.....the promise of payment later in return for goods and services now

DONATE:.....to give or contribute

GOODS:.....things that can satisfy people's wants

LEND:.....to give on the condition it is returned

PAYMENT:.....something that is paid

PRICE:.....the amount that people pay to buy a good or service

SAVE:.....to keep money to spend later

SERVICES:.....activities that satisfy people's wants



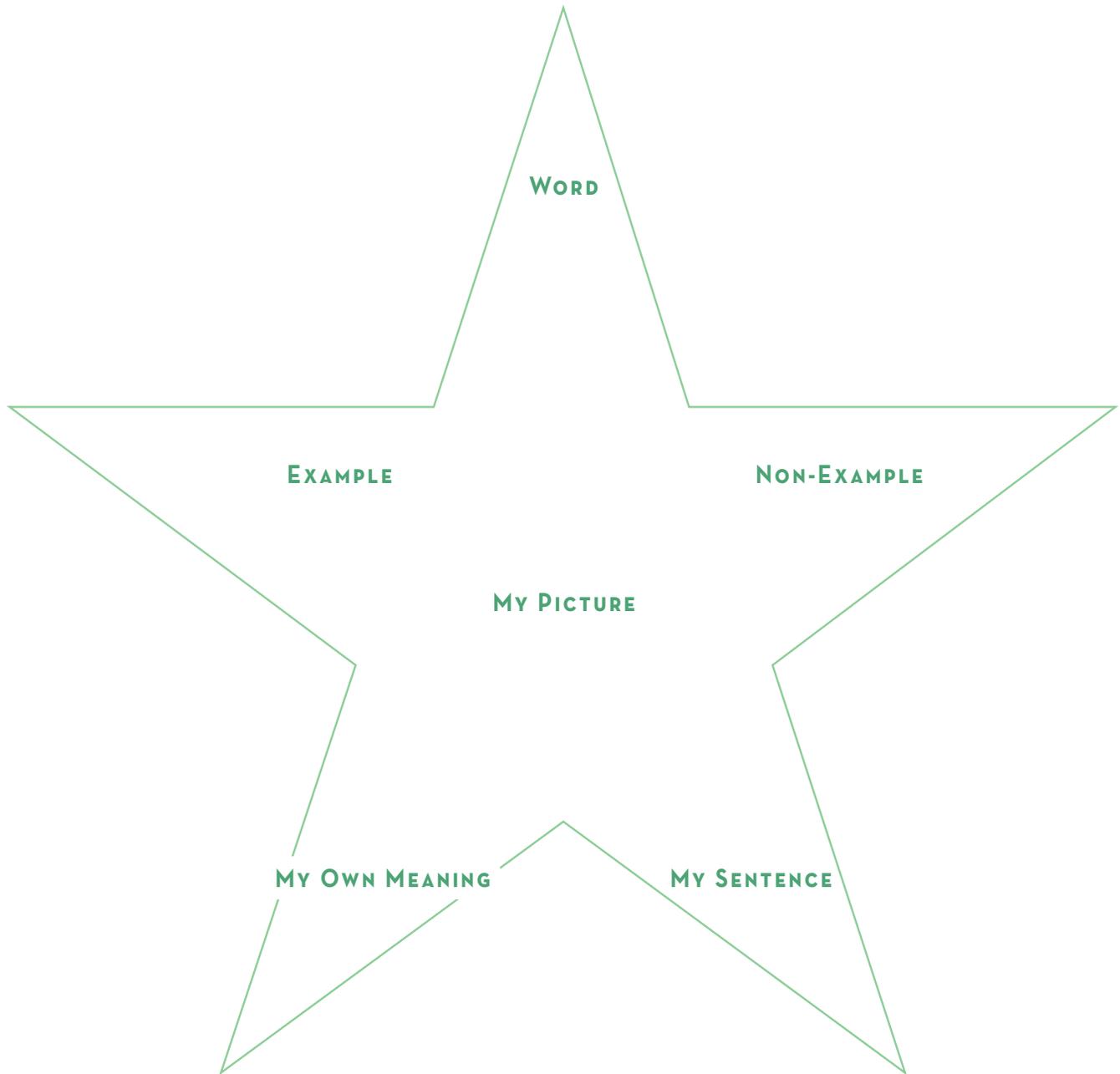
VISUAL 3: SUPER STAR VOCABULARY

Create your super star dictionary by completing each section of the star for the new vocabulary word.



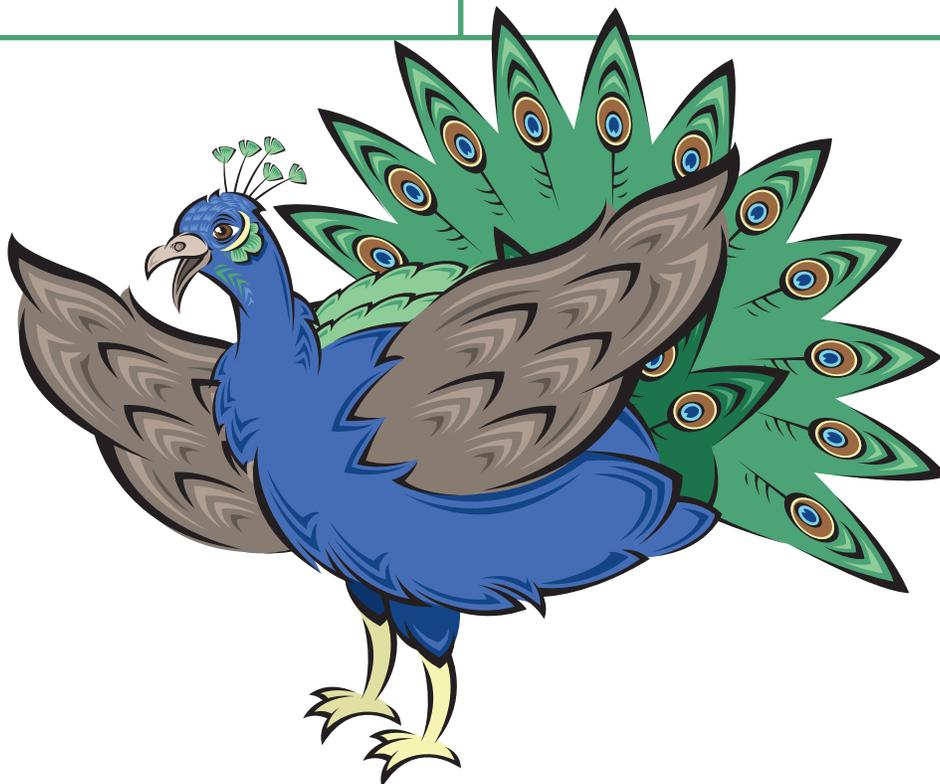
HAND OUT 1: SUPER STAR POWER

Create your super star dictionary by completing each section of the star for the new vocabulary word.



VISUAL 4: VOCABULARY WORD CARDS

BANK	CONSUMER
CREDIT	DONATE
GOODS	LEND
PAYMENT	PRICES
SAVE	SERVICES



VISUAL 4: VOCABULARY MEANING CARDS

<p>A business that provides money services, such as cashing checks, making loans, and paying interest on accounts.</p>	<p>Someone who buys or uses goods and services to satisfy wants.</p>
<p>The promise of payment later in return for goods and services now.</p>	<p>To give or contribute.</p>
<p>Things that can satisfy people's wants.</p>	<p>To give on the condition it is returned.</p>
<p>Something that is paid.</p>	<p>The amount that people pay to buy a good or service.</p>
<p>To keep money to spend later.</p>	<p>Activities that can satisfy people's wants.</p>

