

June Numeracy: Budgeting

Practice rounding money amounts. Learn the different parts of a budget: income and expenses. Learn how to track money and categorize it, and how to calculate to see if a budget works. Answer questions relating to different budget scenarios.

Materials include:

1. General explanation of unit
2. Terms for curriculum for all levels
3. Goals for each level
4. Suggested schedule for numeracy*
5. Content for teacher's "mini-lesson" per level
6. Worksheets per level
7. Instructions for class activity per level

General Explanation:

This month's numeracy lessons provide practice learning how to budget. Students will have practice categorizing money both in terms of income/fixed expenses/flexible expenses, and also learning how to categorize regular expenses into those specific parts of a budget. Rounding/Estimating is a helpful tool when budgeting, and while no worksheets will focus on budgeting, the 10 minute review will offer that practice (Idea sheet included). Extension activities can easily be added by asking students to round each part of the budget in a worksheet.

Again, there may be a wide spectrum of ability in your classroom. Offer the appropriate levels (mini-lesson and worksheets) to your students. Choose and target your mini-lessons to the level of the majority of the class OR feel free to divide the class into two sections (or more) and offer two mini-lessons if there is a need to do so.

****Calculators and play money are needed this month.**

June: Budgeting

Terms for Curriculum for All Levels

Basic Numeracy Schedule: The schedule is designed as a four week unit. The teacher is responsible for configuring the schedule to the current month and year. Reviews, computer slots, and worksheet days are merely a suggestion. Adjust accordingly to meet the needs of your class.

mini-lesson: (ml) : Provided lesson plans for a short introduction to the material.

worksheet: (ws): Provided material for students; 3 per month.

Operation box: (ob): VSS worksheets in addition, subtraction, multiplication, and division**

10 minute review: Teacher picks a regular time every class for ten minutes of numeracy review. It is meant to be a quick practice of numeracy, primarily focused on receptive and expressive language.

The beginning of class or the end of class can be effective times. The teacher can have students turn to a clean notebook page, use their “math” notebook, or can have pre-cut papers ready to hand out.

Teacher reads: T reads and the class transcribes numbers

Student reads: S reads and the class transcribes (gives students practice speaking)

Checking Review Work: Students check their work. This can be a simple or creative process depending on time availability. Written answers are necessary in checking since the focus of the review is receptive/expressive language. This is also a time for practice with pronunciation or memorization of numbers/concept.

** Operation Boxes: (Continuation of October’s numeracy focus) I recommend that as a program you create four file boxes that contain practice worksheets for each of the functions (addition, subtraction, multiplication, division). It is best to offer a wide range of choices starting at very beginning levels and ending with more advanced worksheets. Students can then self-pace and work their way through the boxes during the year. Worksheets can come from websites offering free printables or workbooks.

Level 1

June: Budgeting

L1 Goals: Practice rounding money amounts. Learn the different parts of a budget: income and expenses. Learn how to track money and categorize it. Answer questions relating to different budget scenarios.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Rounding Practice (**Idea sheet included)	Computer	10 min review: operations box worksheet	ml 1; ws1	Rounding Practice
Week 2	Rounding Practice	Computer	10 min review: operations box worksheet	ml 2; ws 2	Rounding Practice
Week 3	Rounding Practice	Computer	10 min review: operations box worksheet	ml 3; ws 3	Rounding Practice
Week 4	Rounding Practice	Computer	10 min review: operations box worksheet	ml 4: Budget scenarios	Rounding Practice

* Teachers are responsible for coming up with their own 10 minute reviews for rounding. The included rounding idea sheet will help you plan the 10 minute reviews and help organize a progression of rounding challenges for all math levels.

10 Minute Review Rounding Ideas

June: Budgeting

Rule: 5 or more, round up
4 or less, round down

You can vary the 10 minute review, by asking oral questions, writing them on the board as a question or a word problem, or playing a game.

1. Introduction: Physical demonstration of which number you are “closer to” with class and/or volunteer.
2. Rounding 1-10: Number line on board; Give number and have them round
3. 1-100, round to the nearest 10
4. Have students write range of rounding: _____ 46 _____ (40 and 50); circle the rounded number that is closer to the given number
5. Round to the nearest ten: ex: 133
6. Round to the nearest hundred: ex: 133
7. Round to the nearest hundred: ex 1,378
8. Rounding with money (to the nearest dollar) ex: \$1.16
9. Rounding with money (to the nearest 10 with whole dollars): ex: \$14
10. Rounding with decimals (to the nearest tenth): ex: 7.18

June: Budgeting

Plan:

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Scissors

Glue or tape

Play Money

Mini-lesson Content:

1. Introduce the concept of a budget
 - Use the play money to pay someone (pretend it's work pay).
 - Brainstorm with the class what they spend money on and write it on the board.
 - Act out things they spend money on and pay out the money to different people in the room: The first time, spend too much so that you don't have enough money for things you still need. The second time, spend less and have money left over. Ask students what you should do with the money?
 - A budget helps you keep track of where you spend money and where you want to spend money
2. Learn about budget categories
 - Write the same categories on the board that are on the worksheet.
 - Tell students to they will practice budgets by looking where the money is going.
 - Write an example for each of the categories in the board (but NOT in the chart).
 - Ask students which category each belongs to and write it there.

Name _____

Budget



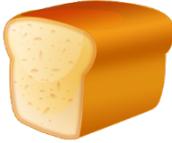
Glue pictures in the chart.

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>

Budget, Page 2



Cut the pictures out. Glue them in the chart.

Rainbow Foods \$50 	Rent \$600 	Doctor's Visit \$25 	Electric Bill \$108 
Health Insurance \$200 	Water Bill \$50 	St. Paul Grocery \$45 	Emergency Room Bill \$250 
Cell Phone Bill \$55 	Sun Foods \$60 		

Plan:

June: Budgeting

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Mini-lesson Content: *Part of worksheet is done together

1. Review the concept of a budget (*Repeat the whole process if necessary; shorten if they understand)
 - Use the play money to pay someone (pretend it's work pay).
 - Brainstorm with the class what they spend money on and write it on the board.
 - Act out things they spend money on and pay out the money to different people in the room: The first time, spend too much so that you don't have enough money for things you still need. The second time, spend less and have money left over. Ask students what you should do with the money?
 - A budget helps you keep track of where you spend money and where you want to spend money
2. Categorize together
 - Read the different bills and amounts of money at the bottom of the page
 - Together, figure out which category each one goes into; Do not write the description—only amount in chart.
3. Add each column
 - Tell students to add each column using the calculator
 - Remind students where “+” and “=” are on the calculator
 - Check together when finished.

Name _____

Budget 2

Write the money in the chart. Add.

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>
<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>
\$ _____	\$ _____	\$ _____	\$ _____

Doctor's visit: \$20

Food Mart: \$60

Electric Bill: \$100

Rent: \$700

St. Paul Grocery: \$55

Health Insurance: \$150

Cable Bill: \$45

June: Budgeting

Level 1: Mini lesson 3

Plan:

15 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculator

Mini-lesson Content: *Do Worksheet Together

1. Explain the concept of “Income” and “Expenses”
 - Income= money that you get (Brainstorm possible ways you “get” money)
 - Expenses = money that you spend (Brainstorm different kinds of expenses)
 - Budget says “Where am I spending my money” “Do I have enough money to pay bills?” “Do I have extra money.”
2. Do Worksheet Together
 - Read through budget and discuss as needed
 - Look at math problem—see if they can find the amount of “Income” from chart and fill in together
 - With calculators, add the expenses and fill in math problem.
 - Subtract to see if there is “extra money.”

Name _____

Budget 3

Income	\$1,400
Rent	\$700
Bills	\$250
Grocery	\$150
Medical	\$200

1. _____ - _____ = \$ _____
Income Expenses Extra Money

2. Do you have extra money? YES NO

Level 1: Culminating Group Activity

June: Budgeting

Plan:

15 minutes for warm up and directions (teacher led instruction)

10-15 minutes for pair

5-10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Activity Goal: Students will be required to show their calculating and budgeting skills to find out if the budget has any “extra” money. They have to know the two main parts of a budget: income and expenses. They have to add the expenses together. Then, they have to subtract that total from the income to see if they have “extra money.”

Activity Description: Students work in pairs to complete the worksheet. As an additional activity, you could brainstorm ideas about how to spend (or not spend) the \$50.

- Review income and expenses
- Review adding up all the expenses for the total
- Review subtracting expenses from income to see if there is any “extra money”

Name _____

Do You Have Enough Money?

Income	\$1,700
Rent	\$750
Bills	\$350
Grocery	\$250
Medical	\$300

1. _____ - _____ = \$ _____
Income Expenses Extra Money

2. Do you have extra money? YES NO

June: Budgeting

L2 Goals: Practice rounding money amounts. Learn the different parts of a budget: income and expenses. Learn how to track money and categorize it, and how to calculate to see if a budget works. Answer questions relating to different budget scenarios.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Rounding Practice (**Idea Sheet Included)	10 min review: operations box worksheet	computer	ml 1, ws 1	Rounding Practice
Week 2	Rounding Practice	10 min review: operations box worksheet	computer	ml 2; ws 2	Rounding Practice
Week 3	Rounding Practice	10 min review: operations box worksheet	computer	ml 3; ws 3	Rounding Practice
Week 4	Rounding Practice	10 min review: operations box worksheet	computer	ml 4: Budget scenarios	Rounding Practice

* Teachers are responsible for coming up with their own 10 minute reviews for rounding. The included rounding idea sheet will help you plan the 10 minute reviews and help organize a progression of rounding challenges for all math levels.

10 Minute Review Rounding Ideas

Rule: 5 or more, round up
4 or less, round down

You can vary the 10 minute review, by asking oral questions, writing them on the board as a question or a word problem, or playing a game.

1. Introduction: Physical demonstration of which number you are “closer to” with class and/or volunteer.
2. Rounding 1-10: Number line on board; Give number and have them round
3. 1-100, round to the nearest 10
4. Have students write range of rounding: _____ 46 _____ (40 and 50); circle the rounded number that is closer to the given number
5. Round to the nearest ten: ex: 133
6. Round to the nearest hundred: ex: 133
7. Round to the nearest hundred: ex 1,378
8. Rounding with money (to the nearest dollar) ex: \$1.16
9. Rounding with money (to the nearest 10 with whole dollars): ex: \$14
10. Rounding with decimals (to the nearest tenth): ex: 7.18

June: Budgeting

Plan:

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Scissors

Glue or tape

Play Money

Mini-lesson Content:

1. Introduce the concept of a budget
 - Use the play money to pay someone (pretend it's work pay).
 - Brainstorm with the class what they spend money on and write it on the board.
 - Act out things they spend money on and pay out the money to different people in the room: The first time, spend too much so that you don't have enough money for things you still need. The second time, spend less and have money left over. Ask students what you should do with the money?
 - **A budget helps you keep track of where you spend money and where you want to spend money**
2. Learn about budget categories
 - Write the same categories on the board that are on the worksheet.
 - Tell students to they will practice budgets by looking where the money is going.
 - Write an example for each of the categories in the board (but NOT in the chart).
 - Ask students which category each belongs to and write it there.
3. Add each column
 - Have students use a calculator (or pencil) to add up each column

Name _____

Budget 1



Glue pictures in the chart. Add each column.

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>
<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>
\$ _____	\$ _____	\$ _____	\$ _____

Budget, Page 2



Cut the pictures out. Glue them in the chart.

Rainbow Foods \$50 	Rent \$600 	Doctor's Visit \$25 	Electric Bill \$108 
Health Insurance \$200 	Water Bill \$50 	St. Paul Grocery \$45 	Emergency Room Bill \$250 
Cell Phone Bill \$55 	Sun Foods \$60 		

June: Budgeting

Level 2: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Mini-lesson Content: *Part of worksheet is done together

1. Review the concept of a budget (*Repeat the whole process if necessary; shorten if they understand)
2. Explain the concept of “Income” and “Expenses”
 - Income= money that you get (Brainstorm possible ways you “get” money)
 - Expenses = money that you spend (Brainstorm different kinds of expenses)
 - Budget says “Where am I spending my money” “Do I have enough money to pay bills?” “Do I have extra money?”
3. Categorize (write a small budget example on the board based on worksheet)
 - Categorize as a class—write in descriptions and amounts
4. Add each column (from example)
 - Tell students to add each column using the calculator
 - Remind students where “+” and “=” are on the calculator
5. Add expenses all together and write in the space at the bottom of the page
6. Subtract expenses from income to find out if you have enough money to pay your bills (or if you have extra money)
 - Remind students where “-“ is on the calculator
 - Set up problem like worksheet so students know how to fill it in.

Name _____

Budget 2

Write the expenses in the chart.

Income: \$1,300.00

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>
<u>Total:</u> \$ _____	<u>Total:</u> \$ _____	<u>Total:</u> \$ _____	<u>Total:</u> \$ _____

Doctor's visit: \$20

Electric Bill: \$100

St. Paul Grocery: \$55

Cable Bill: \$45

Food Mart: \$60

Rent: \$700

Health Insurance: \$150

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \$ \underline{\hspace{2cm}}$$

Income

Total Expenses

Extra Money?

Level 2: Mini lesson 3

June: Budgeting

Plan:

15 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculator

Mini-lesson Content: *Do Worksheet Together

1. Review the concept of “Income” and “Expenses”
 - Income= money that you get (Brainstorm possible ways you “get” money)
 - Expenses = money that you spend (Brainstorm different kinds of expenses)
 - Budget says “Where am I spending my money” “Do I have enough money to pay bills?” “Do I have extra money?”
2. Give example of not enough money to pay bill in budget
 - Income: \$1,200
 - Expenses: \$1,300
 - $\text{Income} - \text{Expenses} = (\text{What does calculator say?}) -100$
 - If the calculator says “-“ before the amount—it means you do not have enough money by that much...you are missing \$100.
3. Give example of “just right budget”
 - $\text{Income } \$1000, \text{ Expenses } \$1000 = 0$ (just enough, but not extra)
4. Give example of “extra money”

Income \$1,100, Expenses \$900 = (\$200 extra money...what could they use that/ save that for?)

Name _____

Budget 3

Income	\$1,400
Rent	\$700
Bills	\$250
Grocery	\$150
Medical	\$200

1. _____ - _____ = \$ _____
 Income Total Expenses Money

2. Do you have extra money? YES NO

3. Do you need more money? YES NO

Income	\$1,600
Rent	\$900
Bills	\$275
Grocery	\$280
Medical	\$300

4. _____ - _____ = \$ _____
 Income Total Expenses Money

5. Do you have extra money? YES NO

6. Do you need more money? YES NO

Level 2: Culminating Group Activity

June: Budgeting

Plan:

15 minutes for warm up and directions (teacher led instruction)

10-15 minutes for pair or small group

5-10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Activity Goal: Students will be required to show their calculating and budgeting skills to find out if the budget has extra money, is just right, or needs money. They have to know the two main parts of a budget: income and expenses. They have to add the expenses together. Then, they have to subtract that total from the income to see if the budget “works” or not. They have to use that information to answer a different question about the budget (per team).

Activity Description: Students work in pairs or small groups to complete the worksheet. When pairs/teams finish the budget, pass out the paper with their “scenario” on it. They must use the budget to answer the question. Check by asking each group to read the question and explain their answer according to the budget.

- Review income and expenses
- Review adding up all the expenses for the total
- Review subtracting expenses from income to see if there is “extra money” or not enough money

Name _____

Do You Have Enough Money?

Income	\$1,900
Rent	
Bills	
Grocery	
Medical	

- | | |
|------------------------|-------------------------|
| Doctor's visit: \$20 | Food Mart: \$80 |
| Electric Bill: \$100 | Rent: \$900 |
| St. Paul Grocery: \$55 | Health Insurance: \$250 |
| Rainbow Foods \$150 | Cell Phone Bill: \$75 |
| Cable Bill: \$45 | Medicine: \$45 |

$$\begin{array}{rcc}
 \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} = \$ \underline{\hspace{2cm}} \\
 \text{Income} & & \text{Expenses} & & \text{Money}
 \end{array}$$

Do You Have Enough Money?

Pair/Partner Questions

Cut and pass out to pairs/partners.

1. You lost your job at the end of the month. Do you have enough money for rent next month?

2. You want to buy a few clothes for your children. Do you have enough money to buy them?

3. You want to make an extra payment of \$50 toward your medical bill. Do you have enough money to do that?

4. You want to buy a bicycle to go to work. It costs \$350. Do you have enough money to buy the bicycle?

5. You want to buy a new car. The car costs \$9,000. Do you have enough money to buy the car?

June: Budgeting

Level 3

L3 Goals: Practice rounding money amounts. Learn the different parts of a budget: income and expenses. Learn how to track money and categorize it, and how to calculate to see if a budget works. Answer questions relating to different budget scenarios.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	computer	Rounding Practice (**Idea sheet included)	10 min review: operations box worksheet	ml 1, ws1	Rounding Practice
Week 2	computer	Rounding Practice	10 min review: operations box worksheet	ml 2; ws 2	Rounding Practice
Week 3	computer	Rounding Practice	10 min review: operations box worksheet	ml 3; ws 3	Rounding Practice
Week 4	computer	Rounding Practice	10 min review: operations box worksheet	ml 4: Budget scenarios	Rounding Practice

* Teachers are responsible for coming up with their own 10 minute reviews for rounding. The included rounding idea sheet will help you plan the 10 minute reviews and help organize a progression of rounding challenges for all math levels.

10 Minute Review Rounding Ideas

Rule: 5 or more, round up

4 or less, round down

You can vary the 10 minute review, by asking oral questions, writing them on the board as a question or a word problem, or playing a game.

1. Introduction: Physical demonstration of which number you are “closer to” with class and/or volunteer.
2. Rounding 1-10: Number line on board; Give number and have them round
3. 1-100, round to the nearest 10
4. Have students write range of rounding: _____ 46 _____ (40 and 50); circle the rounded number that is closer to the given number
5. Round to the nearest ten: ex: 133
6. Round to the nearest hundred: ex: 133
7. Round to the nearest hundred: ex 1,378
8. Rounding with money (to the nearest dollar) ex: \$1.16
9. Rounding with money (to the nearest 10 with whole dollars): ex: \$14
10. Rounding with decimals (to the nearest tenth): ex: 7.18

June: Budgeting

Level 3: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Play Money

Mini-lesson Content:

1. Introduce the concept of a budget
 - Use the play money to pay someone (pretend it's work pay).
 - Brainstorm with the class what they spend money on and write it on the board.
 - Act out things they spend money on and pay out the money to different people in the room: The first time, spend too much so that you don't have enough money for things you still need. The second time, spend less and have money left over. Ask students what you should do with the money?
 - **A budget helps you keep track of where you spend money and where you want to spend money**
2. Learn about budget categories
 - Write the same categories on the board that are on the worksheet.
 - Tell students to they will practice budgets by looking where the money is going.
3. Add each column
 - Have students use a calculator (or pencil) to add up each column

June: Budgeting

Level 3, WS 1

Name _____

Budget 1

Budget:

Write the expenses in each column. Add each column.

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>	<u>Other Expenses</u>
<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Doctor's visit: \$20	Food Mart: \$60
Electric bill: \$100	Rent: \$750
St. Paul Grocery: \$105	Health Insurance: \$150
Renter's insurance: \$30	Phone bill: \$65
Library fine: \$5	Gas bill: \$120
Clothing shopping: \$50	Movie: \$10
Prescription: \$35	

June: Budgeting

Level 3: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Mini-lesson Content:

1. Review the concept of a budget (*Repeat the whole process if necessary; shorten if they understand)
2. Explain the concept of “Income” and “Expenses” (and write definitions together on worksheet).
 - Income= money that you get (Brainstorm possible ways you “get” money)
 - Expenses = money that you spend (Brainstorm different kinds of expenses)
 - Budget says “Where am I spending my money?” “Do I have enough money to pay bills?” “Do I have extra money?”
3. Review Budget Categories (Using worksheet so they see vocabulary and have the context)
4. Review adding each column
5. Add the income amounts for a total income and write in the space at the bottom of the page
6. Add expenses all together and write in the space at the bottom of the page
7. Subtract expenses from income to find out if you have enough money to pay your bills (or if you have extra money)

June: Budgeting

Level 3, WS 2

Name _____

Budget 2

Income: _____

Expenses: _____

Write the income and expenses in the chart. Add each column to get the total.

Income:

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>	<u>Other Expenses</u>
<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

- Doctor's visit: \$25
- Electric Bill: \$120
- Work pay check: \$1900
- St. Paul Grocery: \$75
- Cable Bill: \$50
- Renter's Insurance: \$55
- Food Mart: \$90
- Sold clothing I made: \$100
- Rent: \$900
- Health Insurance: \$250
- New couch: \$400
- Cup of coffee: \$2

_____ - _____ = \$ _____

Total Income Total Expenses Extra Money?

June: Budgeting

Level 3: Mini lesson 3

Plan:

15 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculator

Mini-lesson Content:

1. Review the concept of “Income” and “Expenses”
 - Income= money that you get (Brainstorm possible ways you “get” money)
 - Expenses = money that you spend (Brainstorm different kinds of expenses)
 - Budget says “Where am I spending my money” “Do I have enough money to pay bills?” “Do I have extra money?”
2. Give example of not enough money to pay bill in budget
 - Income: \$1,200
 - Expenses: \$1,300
 - $\text{Income} - \text{Expenses} = (\text{What does calculator say?}) -100$
 - If the calculator says “-“ before the amount—it means you do not have enough money by that much...you are missing \$100.
3. Give example of “balanced budget”
 - $\text{Income } \$1000, \text{ Expenses } \$1000 = 0$ (just enough, but not extra)
4. Give example of “extra money”

Income \$1,100, Expenses \$900 = (\$200 extra money...what could they use that/ save that for?)

June: Budgeting

Level 3, WS 3

Name _____

Budget 3

Income	\$1,600
Rent	\$760
Bills	\$250
Grocery	\$150
Medical	\$230
Extra expenses	\$150

1. _____ - _____ = \$ _____
Income Total Expenses Money

2. Do you have extra money? YES NO
3. Do you need more money? YES NO

Income	\$1,775
Rent	\$950
Bills	\$375
Grocery	\$290
Medical	\$340

4. _____ - _____ = \$ _____
Income Total Expenses Money

5. Do you have extra money? YES NO
6. Do you need more money? YES NO

June: Budgeting

Level 3: Culminating Group Activity

Plan:

15 minutes for warm up and directions (teacher led instruction)

10-15 minutes for pair or small group

5-10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Activity Goal: Students will be required to show their calculating and budgeting skills to find out if the budget has extra money, is balanced, or needs money. They have to know the two main parts of a budget: income and expenses. They have to add the expenses together. They have to add incomes together. Then, they have to subtract expenses from the income to see if the budget “works” or not. They have to use that information to answer a different question about the budget (per team).

Activity Description: Students work in pairs or small groups to complete the worksheet. When pairs/teams finish the budget, pass out the paper with their “scenario” on it. They must use the budget to answer the question. Check by asking each group to read the question and explain their answer according to the budget.

- Review income and expenses
- Review adding up all the income/expenses for the total
- Review subtracting expenses from income to see if there is “extra money” or not enough money

Name _____

Do You Have Enough Money?

Total Income	
Rent	
Bills	
Grocery	
Medical	
Other expenses	

Doctor's visit: \$20

Food Mart: \$80

Electric Bill: \$100

Rent: \$650

New Jacket: \$40

Pay check: \$1700

St. Paul Grocery: \$55

Health Insurance: \$250

Rainbow Foods: \$150

Cell Phone Bill: \$75

Earned babysitting money: \$50

Cable Bill: \$45

Medicine: \$45

Renter's Insurance: \$44

Movie: \$10

Birthday present for son: \$20

Sold handmade scarves: \$100

$$\begin{array}{r}
 \underline{\hspace{2cm}} \quad - \quad \underline{\hspace{2cm}} \quad = \quad \$ \quad \underline{\hspace{2cm}} \\
 \text{Income} \qquad \qquad \qquad \text{Expenses} \qquad \qquad \qquad \text{Money}
 \end{array}$$

Do You Have Enough Money?

Pair/Partner Questions

Cut and pass out to pairs/partners.

-
1. You lost your job at the end of the month. Do you have enough money to pay rent next month?
-
2. You want to buy a few new clothes for your children. Do you have enough money to buy them?
-
3. You want to make an extra payment of \$50 toward a medical bill. Do you have enough money to do that?
-
4. You want to buy a bicycle to go to work. It costs \$350. Do you have enough money to buy the bicycle?
-
5. You want to buy a new car. The car costs \$9,000. Do you have enough money to buy the car?
-

June: Budgeting

Level 4

Level 4 Goals: Practice rounding money amounts. Learn the different parts of a budget: income and expenses. Learn how to track money and categorize it, and how to calculate to see if a budget works. Answer questions relating to different budget scenarios.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Rounding Practice (**Idea Sheet Included)	ml 1, ws 1	10 min review: operations box worksheet	computer	Rounding Practice
Week 2	Rounding Practice	ml 2; ws 2	10 min review: operations box worksheet	Computer	Rounding Practice
Week 3	Rounding Practice	ml 3; ws 3	10 min review: operations box worksheet	Computer	Rounding Practice
Week 4	Rounding Practice	ml 4: Budget scenarios	10 min review: operations box worksheet	Computer	Rounding Practice

* Teachers are responsible for coming up with their own 10 minute reviews for rounding. The included rounding idea sheet will help you plan the 10 minute reviews and help organize a progression of rounding challenges for all math levels.

10 Minute Review Rounding Ideas

Rule: 5 or more, round up

4 or less, round down

You can vary the 10 minute review, by asking oral questions, writing them on the board as a question or a word problem, or playing a game.

1. Introduction: Physical demonstration of which number you are “closer to” with class and/or volunteer.
2. Rounding 1-10: Number line on board; Give number and have them round
3. 1-100, round to the nearest 10
4. Have students write range of rounding: _____ 46 _____ (40 and 50); circle the rounded number that is closer to the given number
5. Round to the nearest ten: ex: 133
6. Round to the nearest hundred: ex: 133
7. Round to the nearest hundred: ex 1,378
8. Rounding with money (to the nearest dollar) ex: \$1.16
9. Rounding with money (to the nearest 10 with whole dollars): ex: \$14
10. Rounding with decimals (to the nearest tenth): ex: 7.18

June: Budgeting

Level 4: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Play Money

Mini-lesson Content:

1. Introduce the concept of a budget
 - Use the play money to pay someone (pretend it's work pay).
 - Brainstorm with the class what they spend money on and write it on the board.
 - Act out things they spend money on and pay out the money to different people in the room: The first time, spend too much so that you don't have enough money for things you still need. The second time, spend less and have money left over. Ask students what you should do with the money?
 - **A budget helps you keep track of where you spend money and where you want to spend money**
2. Learn about budget categories
 - Write the same categories on the board that are on the worksheet.
 - Tell students to they will practice budgets by looking where the money is going.
3. Add each column
 - Have students use a calculator (or pencil) to add up each column

June: Budgeting

Level 4, WS 1

Name _____

Budget 1

Budget:

Write the expenses in each column. Add each column.

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>	<u>Other Expenses</u>
<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Doctor's visit: \$25	Food Mart: \$90
Electric bill: \$120	Rent: \$950
St. Paul Grocery: \$105	Health Insurance: \$250
Renter's insurance: \$44	Phone bill: \$65
Library fine: \$9	Gas bill: \$112
Clothing shopping: \$62	Movie: \$10
Prescription: \$38	

1. What is the most expensive category in the budget? _____
2. What is the least expensive category in the budget? _____

June: Budgeting

Level 4: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Mini-lesson Content:

1. Review the concept of a budget (*Repeat the whole process if necessary; shorten if they understand)
2. Explain the concept of “Income” and “Expenses” (see if they can write definitions by themselves on worksheet; compare and revise if needed).
 - Income= money that you get (Brainstorm possible ways you “get” money)
 - Expenses = money that you spend (Brainstorm different kinds of expenses)
 - Review definition of budget
 - Budget asks “Where am I spending my money” “Do I have enough money to pay bills?” “Do I have extra money?”
3. Review Budget Categories (Using worksheet so they see vocabulary and have the context)
4. Review adding each column
5. Add the income amounts for a total income and write in the space at the bottom of the page
6. Add expenses all together and write in the space at the bottom of the page
7. Subtract expenses from income to find out if you have enough money to pay your bills (or if you have extra money)

June: Budgeting

Level 4, WS 2

Name _____

Budget 2

Income: _____

Expenses: _____

Write the income and expenses in the chart. Add each column to get the total.

Income:

<u>Rent</u>	<u>Bills</u>	<u>Groceries</u>	<u>Medical</u>	<u>Other Expenses</u>
<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>	<u>Total:</u>
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Doctor's visit: \$25

Electric Bill: \$110

Work pay check: \$1920

St. Paul Grocery: \$73

Cable Bill: \$49

Renter's Insurance: \$65

Food Mart: \$120

Sold clothing I made: \$100

Rent: \$850

Health Insurance: \$350

New TV: \$400

Magazine: \$2

$$\begin{array}{r}
 \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \$ \underline{\hspace{2cm}} \\
 \text{Total Income} \qquad \qquad \text{Total Expenses} \qquad \qquad \text{Extra Money?}
 \end{array}$$

June: Budgeting

Level 4: Mini lesson 3

Plan:

15 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Calculator

Mini-lesson Content:

1. Review the concept of “Income” and “Expenses”
 - Income= money that you get (Brainstorm possible ways you “get” money)
 - Expenses = money that you spend (Brainstorm different kinds of expenses)
 - Budget says “Where am I spending my money” “Do I have enough money to pay bills?” “Do I have extra money?”
2. Give example of not enough money to pay bill in budget
 - Income: \$1,200
 - Expenses: \$1,300
 - $\text{Income} - \text{Expenses} = (\text{What does calculator say?}) -100$
 - If the calculator says “-“ before the amount—it means you do not have enough money by that much...you are missing \$100.
3. Give example of “balanced budget”
 - $\text{Income } \$1000, \text{ Expenses } \$1000 = 0$ (just enough, but not extra)
4. Give example of “extra money”

Income \$1,100, Expenses \$900 = (\$200 extra money...what could they use that/ save that for?)

June: Budgeting

Level 4, WS 3

Name _____

Budget 3

Income	\$1,725
Rent	\$840
Bills	\$239
Grocery	\$188
Medical	\$222
Extra expenses	\$150

1. _____ - _____ = \$ _____
Income Total Expenses Money

2. Do you have extra money? YES NO

3. Do you need more money? YES NO

Income	\$1,875
Rent	\$1,090
Bills	\$379
Grocery	\$299
Medical	\$360

4. _____ - _____ = \$ _____
Income Total Expenses Money

5. Do you have extra money? YES NO

6. Do you need more money? YES NO

June: Budgeting

Level 4: Culminating Group Activity

Plan:

15 minutes for warm up and directions (teacher led instruction)

10-15 minutes for pair or small group

5-10 minutes for review (class, groups, pairs)

Materials Needed:

Calculators

Activity Goal: Students will be required to show their calculating and budgeting skills to find out if the budget has extra money, is balanced, or needs money. They have to know the two main parts of a budget: income and expenses. They have to add the expenses together. They have to add incomes together. Then, they have to subtract expenses from the income to see if the budget “works” or not. They have to use that information to answer a different question about the budget (per team).

Activity Description: Students work in pairs or small groups to complete the worksheet. When pairs/teams finish the budget, pass out the “scenario” papers. They must use the budget to answer the whole page of questions. Check by asking each group to read a question and explain their answer according to the budget.

- Review income and expenses
- Review adding up all the income/expenses for the total
- Review subtracting expenses from income to see if there is “extra money” or not enough money

Name _____

Do You Have Enough Money?

Total Income	
Rent	
Bills	
Grocery	
Medical	
Other expenses	

Doctor's visit: \$25

Food Mart: \$90

Electric Bill: \$100

Rent: \$950

New shoes: \$39

Pay check: \$2060

St. Paul Grocery: \$55

Health Insurance: \$256

Rainbow Foods: \$204

Cell Phone Bill: \$39

Earned babysitting money: \$70

Cable Bill: \$69

Medicine: \$60

Renter's Insurance: \$44

Movie: \$10

Birthday present for son: \$30

Sold handmade scarves: \$88

$$\begin{array}{rcc}
 \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} = \$ \underline{\hspace{2cm}} \\
 \text{Income} & & \text{Expenses} & & \text{Money}
 \end{array}$$

Name _____

Do You Have Enough Money?

Pair/Partner Questions

Use the budget to answer each question. Be ready to explain your answers to the class.

1. You lost your job at the end of the month. Do you have enough money to pay rent next month?

2. You want to buy a few new clothes for your children. Do you have enough money to buy them?

3. You want to make an extra payment of \$50 toward a medical bill. Do you have enough money to do that?

4. You want to buy a bicycle to go to work. It costs \$350. Do you have enough money to buy the bicycle?

5. You want to buy a new car. The car costs \$9,000. Do you have enough money to start saving \$200 towards the car?
