



## “Curious George Saves His Pennies” by Monica Perez

This book tells the story of George as he works to save money and diligently tucks it in his piggy bank for a special purchase. It introduces basic money management skills and how to identify goals for saving. This exercise provides the opportunity to:

1. Help students understand the value of setting a goal and saving earned dollars;
2. Practice evaluating the value of a chore or job;
3. Assess how different levels of income impact savings goals.



**Time Limit:** 40 minutes

### Supplies Needed:

- *Curious George Saves His Pennies* by Monica Perez
- Crayons or colored pencils
- Worksheet copies for all students

Resources for this activity were taken from the National Council on Economic Education. More resources are available at: [www.econedlink.org](http://www.econedlink.org).

## It Takes Hard Work to Save

*Before starting this lesson, prepare a small, quick task that a student can do for you to earn a quarter.*

**(1) (8 minutes)** Where does money come from? Where do your parents get their money? **Allow responses.** People get money by earning it--either selling things or by doing work that other people pay them to do.

Have you ever been paid for doing work? **Allow responses.** Let's see how this works!

**Call one student forward to do your small job while everyone watches. Pay the student. We'll call the student "John."**

What could "John" buy with 25 cents? **Discuss.** How could "John" earn more money? **Discuss.**

What else could "John" do with his money besides buying something? **Discuss.** He could save his quarter. Saving means to put money aside to use in the future. Raise your hand if you have a piggybank or other kind of bank at home. **Discuss. Point out some students may have their money in a savings account. Emphasize that by saving some of our money we can have money for future purchases.**

**(2) (5-8 minutes) Read the story.** I'm going to read you a story about a monkey who wanted to earn money to reach a goal. In this story, *Curious George Saves His Pennies* by Monica Perez, George does chores to raise money for a special toy train. We're going to keep track of the ways George made money. As I'm reading, please keep track of the different chores George did to save money.



**(3) (10 minutes) Discussion. Go to pages 7-8 of the book.**

**Turn to Page 7.** Why did the man in the yellow hat encourage George to save money?  
**Take Responses.**

Answer: The man in the yellow hat knew George had identified a savings goal (to own the toy train). A savings goal is a good or service that people want in the future. Goals are what motivate us to save money.

**(4) Turn to Pages 13 and 14.** The man in the yellow hat and George identified their goal. Then George had to put together a plan to earn and save money.

**(5)** How did George earn money? **Take Responses.**

Answer: Raking leaves, washing windows, delivering flowers, distributing flyers, and washing dishes.

**(6)** How do people in your life earn money? **Take Responses.**

**(7)** People work hard to earn money. That's why it's so important to save. Saving money means we make a choice not to spend all of the money we earn or receive. We decide in advance that we are going to put money away to spend on things later. Just like George was motivated to save money for a toy train, we can earn money and save it for things that are important to each of us.

**(6) Turn to Pages 23.** Goals can change over time. Originally George had the goal to buy the red train for \$5.00. After Hana found the piggybank, George decided to share the \$5.00 with his friend so she could also have a train. Saving money gave George the flexibility to make decisions about how he used his money. You can do the same thing if you set a goal and develop a plan to save!

**For Younger Students (K-3rd grades)** *As a class, discuss the Chore Tracker worksheet and what chores students undertake at home. Have students write in their answers. Let students work on the coloring worksheet to highlight a chore they enjoy doing. If none of the options on the worksheet spark an interest, have them draw a picture of a favorite chore.*

**For Older Students (4th-6th grades)** *For older student groups, use the Planning a Strategy to Save worksheet to help them consider how long it would take to save for a product. Once they have completed the worksheet and identified their ideal weekly savings goal, have them fill out the Chore Tracker worksheet to describe their strategy to work toward earning money for their goal.*