



## “Follow the Money!” by Loreen Leedy

*Follow the Money!* is written and illustrated by Loreen Leedy. Copyright 2002. Published by Holiday House, Inc.

### Book Jacket Description:

George, a newly minted quarter on his way to the bank, is in for quite a day. He’s about to be traded, spent, lost, found, donated, dropped into a vending machine, washed in a washing machine, and generally passed all around town. By the time George finally ends up back at the bank, he’s given readers a real run for their money. By George, what a way to practice math, learn about basic economics, and have a few laughs, too!

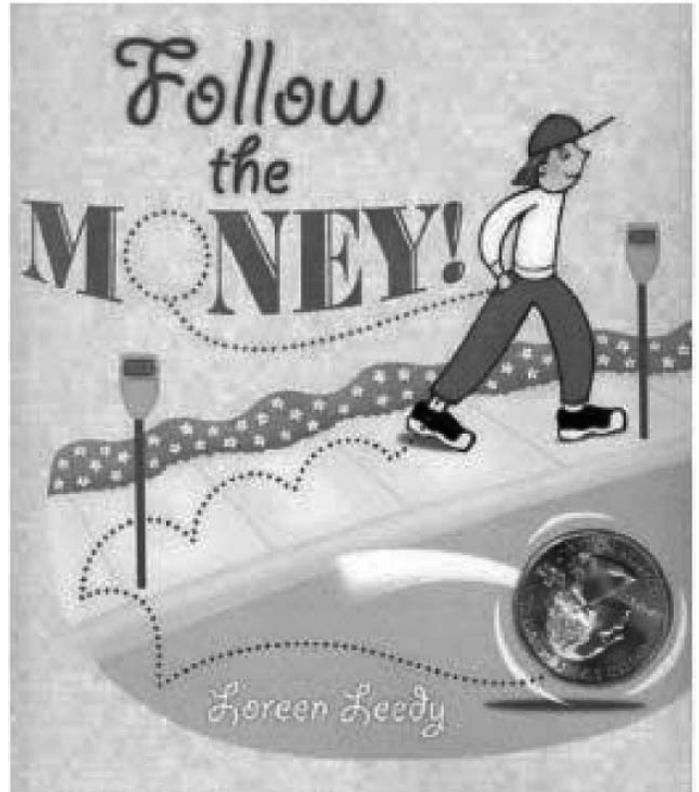
### About Author Loreen Leedy

Biographical information from Loreen Leedy’s web site at [www.loreenleedy.com](http://www.loreenleedy.com).

Loreen Leedy was born in Wilmington, Delaware in 1959. She majored in art in college, but wasn’t sure what kind of artist to be. She began making polymer clay jewelry and chess sets and selling them at craft shows. The pins, earrings, and chess pieces were whimsical pigs, cats, dragons, and other animals. At the age of 25-years-old she began turning her jewelry into book characters.

She published her first book in 1985 titled, *A Number of Dragons*, a counting book written in verse. She has written and illustrated more than 30 picture books. Leedy has been drawing and writing since she was a little girl. She enjoys creating picture books because they tell the story through a combination of words and pictures.

Leedy works in a home studio in central Florida. “I feel very lucky to be an author illustrator, because I get to be creative, learn new things, meet nice people, be my own boss, and keep my own schedule. Becoming a good author and artist is just like playing sports or musical instruments. The only way to get good at it is to practice.”





# LESSON PLAN - 1st & 2nd Grades

## “Follow the Money!” by Loreen Leedy

**Lesson Plan: Spending Decisions & Planning Ahead**

**Grade Level:** 1st-2nd grades

**Content Area:** Personal Finance

**Recommended Length/Duration:** 90 minutes

**Essential Understanding:** Spending choices reflect the wants and needs within your life. Setting goals for your money and using a spending plan will make it more likely that you will achieve your goals.

**Learning Goals:** The students will read about how money is transferred from person to person through spending decisions. The students will discuss how our “wants” and “needs” drive our spending decisions and will learn that setting a goal and using a spending plan helps you achieve your money management goals.

**VTDOE Standards:** Mathematics, M1:3, M1:5, M2:1, M2:5 and History & Social Sciences, H&SS1-2:18, 1-2:19, 1-2:20

**Description/Sequence:**

### Spending Decisions & Planning Ahead

(1) Teacher distributes Spending Choices worksheet to students. Directs students to record what is bought each time George is “spent.” Students may either write down what the money is spent on or draw a small picture to symbolize the exchange.

(2) Teacher reads to students *Follow the Money!* by Loreen Leedy. Teacher may want to pause slightly each time George is “spent” so students may record that on their worksheets.

(3) Before we review all of the items that George the quarter was spent on, I want to call your attention to two headings on your worksheet. These headings are “Wants” and “Needs”. These words describe how each item relates to the person spending the quarter. Let me give you an example. Let’s pretend that I only have \$2 to spend. With that money I could buy a cool new pen I have been wanting. Oh, I have other pens I can write with, but this one is a really neat color (*if teacher has an unusual pen, bring it in and demonstrate to the students*). On the other hand, I need to eat lunch today. I am supposed to buy the school lunch. I am VERY hungry. I didn’t eat breakfast this morning. Hmmmm. I WANT to buy the pen, but I NEED to eat lunch. What should I choose? (Answer: Let the students offer answers. Discuss the difference between a want and a need.)



(4) Now we're ready to look at our worksheet. I'll call on each of you and you share with the class one thing George the quarter was spent on. As a class, we'll then vote on whether it was a WANT or a NEED. Ready?

*Project worksheet as overhead and write on the overhead or write the items on a blackboard.*

Teacher goes through the list of items fairly quickly and places a check in either the "want" or the "need" column for each answer. If students are not understanding the concept of want vs. need, go through the list more slowly and engage the students in more discussion. (Answer: **Groceries-need; Balloon-want; Soda-want; Pay for allowance-need; Toy Airplane-want; Pay parking meter-need; Give to charity-want/need; Pet Food-want/need; Parakeet for business to sell-need; Garage sale items of mirror, necklace, & teapot-want; Tree-want; Pay someone their wage-need; Paying back a loan-need.**)

(5) It can be very easy to spend your money without thinking about it and then all of your money is gone. If I had just bought the cool pen we talked about earlier without thinking about it, I would have been very hungry at lunch time. And I can't eat my pen!

But there are some things you can think about before you spend your money. Thinking ahead will help you make choices that will allow you to meet both your "needs" and your "wants."

*Project master slides 1-6 as overheads or download the PowerPoint slides from the 1st & 2nd grade lesson plan page located on the Treasurer's Office web see. See materials section of plan.*

**SLIDE ONE:** First—think about what you need and what you want.

**SLIDE TWO:** Second—do something that reminds you of the most important things you want to do with your money. For example, you might put up a picture in your room that looks like the thing you want to get. Let me show you some pictures and you guess what it is I hope to do with my money.

*Show picture of a bike.* (Answer: I want to buy a new bike.)

*Show picture of a pizza delivery truck.* (Answer: I'd like to buy my favorite pizza!)

*Show picture of a Christmas present.* (Answer: I'd like to buy my family and friends presents at Christmas.)

*Show picture of someone graduating from college.* (Answer: I'd like to go to college.)

**SLIDE THREE:** Third—think about where you might get money from. How do we get money? (Answer: allowances, gifts, do chores to earn money, sell things.) For example, you might decide to save half of the money you receive for your birthday. Over time, you could save up the money required to get the thing you are planning for.



(6) What we're talking about is called **setting a goal**. It is deciding on something that is important to you and then figuring out the steps you need to take to reach that important thing. When it comes to money, when people make a goal for what they want to spend their money on and write down the steps they need to follow, that is called a **budget**. We're going to practice making a budget right now.

**SLIDE FOUR:** I'd like you to meet Mary and John. They like to camp. They decided they would like to go camping for one week at a camp site near their home. They have all of the camping gear they need—a tent, sleeping bags, things to cook with, lanterns—but they know they'll need money to pay for four things. They need money to pay the camp site fee. They need money to pay for gas for the car. They need money for firewood and they need money to buy food. They have \$75. Do you think Mary and John have enough money to go camping? (Answer: Allow student responses. ) Let's help them figure out if they can go camping!

*The teacher should use a blackboard or a blank overhead slide to write out the math problems for the students to see.*

The charge for staying at the camp site each day is \$2. They want to go for one week. How many days is that? (Answer: 7) Let's see how much money they will need.

$2 + 2 + 2 + 2 + 2 + 2 + 2 = ??$  Another way we can add this up is to group some of the 2s.  
 $\begin{array}{ccccccc} \backslash & / & \backslash & / & \backslash & / & \backslash & / \\ 4 & + & 4 & + & 4 & + & 2 & = & 14 \end{array}$  They need \$14 for camp fees.

How much money does that leave them? (Answer:  $\$75 - \$14 = \$61$ )

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They also need money for gas. Gas costs \$3 a gallon. They need 4 gallons of gas. How much money will they need?

$3 + 3 + 3 + 3 = ??$  Another way we can add this up is to groups the 3s.  
 $\begin{array}{cc} \backslash & / \\ 6 & + & 6 & = & 12 \end{array}$  They need \$12 for gas.

Remember, their camp fees were \$14. That leaves them with \$61. How much money do they have left after they pay for gas? (Answer:  $\$61 - \$12 = \$49$ )

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They still need money for food and firewood (for campfires!).

If they didn't spend any money on firewood and just bought food, they would have \$7 a day.  
 $7 + 7 + 7 + 7 + 7 + 7 + 7 = 49$  What do you think, will that be enough money for food?

*Teacher receives responses from students. Emphasize that because Mary and John are thinking ahead about what they want and need, they can decide before they spend their money what they should do.*



Is buying food for camping a want or a need? (Answer: need, they have to eat no matter where they are.)

Is buying wood for a campfire a want or a need? (Answer: a want, they could still go camping without the firewood.)

Let's see what Mary and John decided to do.

**SLIDE FIVE:** Go camping! But, they decided to collect wood from the forest near their campground instead of buying firewood. They also decided to eat simple meals that don't cost as much and to only go camping for five days, instead of seven. That will mean they won't spend as much money on camp fees and can use the money they save for food.

**SLIDE SIX:** Here's what their final money plan or budget looks like.

Money Needed:	\$75
Time Period for Plan:	For five days
Camp Fees:	\$10 (2+2+2+2+2=10)
Gasoline Costs:	\$12 (3+3+3+3=12)
Firewood:	0 (not buying)
Food:	\$53 (\$10.60 a day)
TOTAL Cost:	\$75

**(7)** We spend money on our WANTS and our NEEDS. Just like Mary and John, we can make money plans before we spend our money. Planning ahead and setting a goal will help us know what we want to spend our money on. Making a money plan, or budget, will show us if we (1) have enough money to meet our goal; (2) give us time to save more money if we don't have enough; or (3) enjoy using our money knowing we have everything covered!

**Materials Needed:**

1. *Follow the Money!* by Loreen Leedy
2. Spending Choices worksheet, copied from enclosed master
3. Overhead slides made of masters OR save PowerPoint slides from the web. Go to [www.MoneyEd.Vermont.gov](http://www.MoneyEd.Vermont.gov). Click on "Reading is an Investment" in the right-side menu. Select "1st & 2nd Grade Lesson."
4. Pictures of a bike, restaurant, Christmas present, college graduate

**Supplemental Activities:**

The U.S. Mint has two online resources that the teacher may choose to use to supplement this lesson plan. First, students may view a short cartoon describing how new coins are made.

<http://www.usmint.gov/kids/cartoons/birthOfACoin/>

Second, students may design their own coin and print it by going to this web page.

<http://www.usmint.gov/kids/games/makingChange/>

# Spending Worksheet

In the book *Follow the Money!* George the quarter travels around his town as people use him to pay for things. As you listen to the story, write down what people spend George on.



## What George was spent on.

WANT

NEED

1.

2.

3.

4.

5.

6.

**What George was spent on.**

**WANT**

**NEED**

**7.**

**8.**

**9.**

**10.**

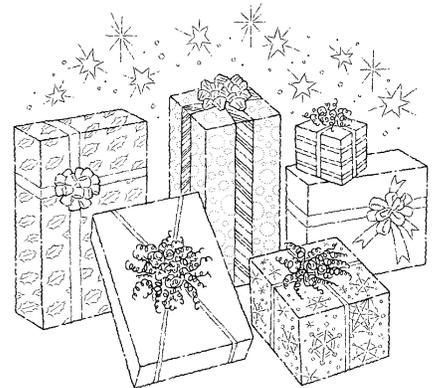
**11.**

**12.**

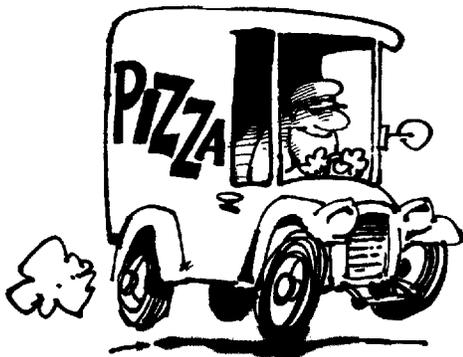
**13.**



**What do I need?**  
**What do I want?**



**WE  
DELIVER**





# **Where do we get money?**

**Allowance**

**Gifts**

**Do Chores**

**Sell Things**



# \$75

**Need money for:**

- **Camp Fees**
- **Gas for the Car**
- **Firewood for a Campfire**
- **Food**



**Let's go  
camping!**

- **Collect free firewood,  
don't buy any.**
- **Eat simple meals.**
- **Camp for 5 days  
instead of 7.**

# Mary's & John's Camping Money Plan

**MONEY NEEDED** **\$75**  
Time period for plan 5 days

**CAMP FEES** **\$10**  
 $2 + 2 + 2 + 2 + 2 = 10$

**GAS COSTS** **\$12**  
 $3 + 3 + 3 + 3 = 12$

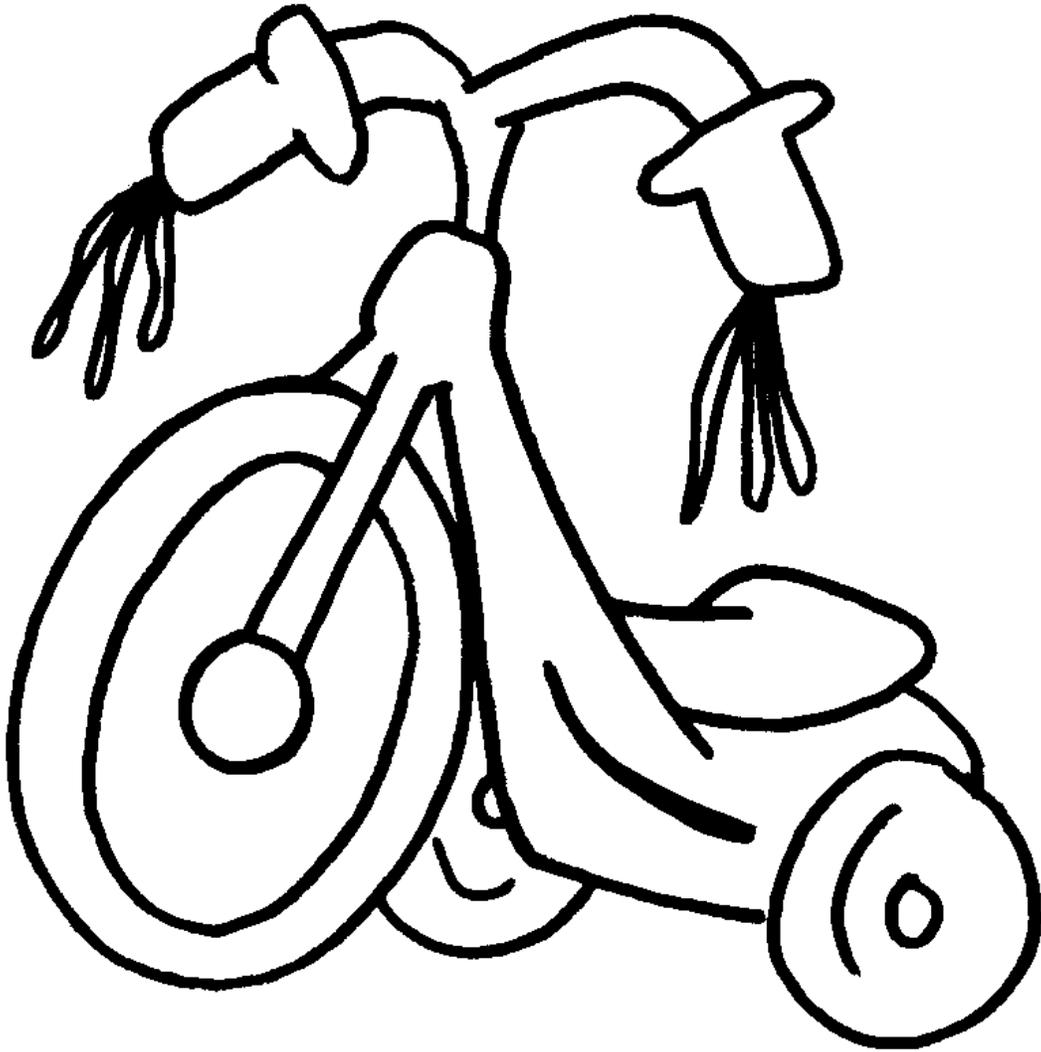
**FIREWOOD** **0**

**FOOD** **\$53**  
(\$10.60 A DAY)

**TOTAL Cost** **\$75**

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**WE  
DELIVER**

