



“Librarian on the Roof!” by M.G. King

Don't miss the author's information on page 52 of this guide!

A budget can be a powerful tool to organize our spending choices to reach some big goals. In this true story, a librarian in Texas embarks on an ambitious fund raising campaign to raise money to create a children's section in the public library. This exercise provides the opportunity to:

1. Link the action in the book *Librarian on the Roof* to today's students;
2. Teach what a budget is; and
3. Illustrate how a budget can be used to guide our spending and saving and help us reach our goals.

Time Limit: 40 minutes

Supplies Needed:

- *Librarian on the Roof!* by M.G. King
- Play money
- SMART board or computer and projector
- Activity PowerPoint located on program web page
- Budgeting handout for each student



A Budget Directs Spending and Saving Decisions

Before you start, pull up the PowerPoint presentation Librarian on the Roof! located on the Reading is an Investment web page at www.MoneyEd.Vermont.gov. You will be using the presentation to show a YouTube video (www.youtube.com/watch?v=o7rh9fVM_f0). This segment is on RoseAleta Laurell's efforts to raise money for a children's section at her public library. Only show the first segment which details the campaign and not the results. You don't want to give away the end of the story! You'll keep the PowerPoint presentation up to use the budget slides after you finish reading the story.

(1) Time to put on your acting hat to illustrate how a plan or budget can help a person keep track of their money and reach their goals. Hold up a stack of play money. If needed, see money masters on pages 15-16.

I have here quite a bit of money that has come from a number of places -- my salary, gifts, and some money from under the seat cushions of my couch! I'm not sure how much is here, but it sure looks like a lot. I plan to buy a new computer for our library here. A new computer will cost around \$500. So... this is my computer fund--right here in my hand. But, you know, before I buy the computer, I need some money for my lunch for the next week so I'll take some it out of here. **Remove some money.** And, I also wanted to have some money to go to the movies this weekend, so I'll just take some here. **Remove more money.** Okay. Let's count and see what we have to buy our computer. **Count the remaining money and look very surprised that there's not enough.** I don't have enough money. What am I going to do? Can anyone think of something that might help me keep better track of my money? **Take responses.**

A budget is a written plan for how you want to use your money. A budget can help us make choices to earn, save and spend our money in a smart way. If I wanted to make a budget to buy a computer for the library, I could write a budget this way. **Write the steps on a white board or easel paper in front of the class.**

- **Set a goal** - To save and earn \$500 to buy a computer.



- **Income** - I would count the money I have now and see what more I need. If I had done this step, I would have seen I was short on money and I might have chosen to save my money and not spend it on a movie.
- **Spending** - I will make my spending choices based on my plan. I have to eat lunch, so I will put in my money plan or budget an amount I will use for food each week. The rest of the money I will save for the computer.
- **Tracking** - I would keep track of how much money I am earning and saving for the computer purchase. Doing that will help me stick to my money goal.

(2) Today, I am going to read to you a true story about a librarian in Texas who wanted to raise money to create a children’s section in her local library. We’re going to watch a report posted on You Tube before I read the story.

SLIDE 2 - *Play video- first segment only (2:52 minutes).*

(3) Now, let’s see how the story ends! *Read the book. Stop reading on the pages marked below and ask the students the corresponding question.*

Page 13: What is RoseAleta’s goal? (To raise \$20,000 for a new children’s section.) *Write this down.* What income does she have to build this section? (None)

Page 25: \$10,000 is great, but is that her goal? (No, it is \$20,000.) Do you think she could still build the children’s section if she didn’t raise the rest of the money? (Not like she planned to.) Should she stop? Let’s see what she does.

Page 28: How much money did she raise? (\$39,000) How much extra money did she raise? (\$19,000)

Page 32: How important was it to the success of her fundraising efforts that she knew how much money she needed to raise? (Guide discussion to - because she had a money plan or budget in place before she started, she could really focus on the income needed for the project.)

(4) Let’s look at what RoseAleta’s money plan or budget might have looked like. *Progress through the remaining PowerPoint slides.*

SLIDE 3: RoseAleta’s Budget Goal - Her goal is to raise \$20,000 to create a children’s section.

SLIDE 4: RoseAleta’s Income - I have to raise all of the money. Right now I have ZERO dollars.

SLIDE 5: RoseAleta’s Spending Areas - Quickly show how RosaAleta had a plan in place for the \$20,000. She didn’t just randomly select this amount.

SLIDE 6: RoseAleta’s Tracking - As you track what you are spending and what your income is, you must cut or reduce something in your spending plan.



SLIDE 7: \$40,000 - Having a spending plan or budget in place also allows you to look at other things you can do with your money if you have more income coming in than that had originally budgeted for. RoseAleta now has twice the money needed. I wonder how she used it for the project?

SLIDE 8: Try out your own money plan or budget! **Distribute budgeting handout.**

Just an IDEA!

The copy of "Librarian on the Roof!" that you have received gives you access to an online read-along format. During library time, give students the chance to read the book again online. See page 2 on your book for details.