



ELEMENTARY SCHOOL | GRADES 3–5

Financial Sense Classroom Series | Saving

Title

Superhero Savings

LEARNING OBJECTIVE(S)

Students will:

- **Language Arts:** Narrative writing, including character and plot development
- **Math:** Data collection, including creating a bar chart
- **Personal Finance:** Saving money, including reasons people save, saving money in bank accounts verses at home, setting savings goals, and the personal nature of savings decisions

CONTENT CONNECTIONS

Students will:

- **Explain** reasons people decide to save money.
- **Contrast** saving money in a bank account with keeping it at home.
- **Describe** reasons people vary in their decisions to spend or save money.
- **Develop** a superhero with powers related to saving money.

Overview

What would it take to encourage you to save money? In this lesson, students explore the concepts of spending and saving money through interactive activities, a video on saving, and a creative superhero-themed project. The lesson begins with the class constructing a graph to represent their answers to a question about what they would do if given \$50. Following this, they watch a short, animated video that delves into the choices people make when deciding to save money, including where to keep it and why they might save in the first place. The lesson continues with students considering familiar superheroes and their powers. Students then turn to developing their own savings-themed superheroes with unique powers and attributes, connecting their imaginative creations to what they learned about saving.

Common Core ELA Standards

- CCSS.ELA-LITERACY.W.3-5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.3.3.A: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-LITERACY.W.4-5.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Common Core Math Standards

- CCSS.MATH.CONTENT.3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Pathway to Financial Success

In Schools

National Standards for Personal Financial Literacy

- III. Saving 4-1 When people save money, they are choosing not to spend money today to be able to buy something in the future.
- III. Saving 4-3 People differ in their values and attitudes about saving.
- III. Saving 4-4 Safety and ease of access are factors to consider when deciding where to keep savings.
- III. Saving 4-5 Financial institutions often pay interest on deposit accounts to attract customers to deposit money in their institution.

Materials

- **Sticky notes**—one per student
- **My Savings Superhero Graphic Organizer**—one copy per student
- [Financial Sense: Saving Video](#)

Engage

- Inform students that you will be creating a class graph of their answers to a question you want them to consider for a moment.
- Draw a large graph on the board with the following labels on the horizontal axis: Spend It All, Spend Some/Save Some, Save It All.
- Ask students if they can guess the question you will be asking them.
- Provide each student with a sticky note.
- Share the question you want them to consider; "If I were to give you \$50, what would you be most likely to do: spend it all, spend some of it and save some of it, or save all of it to use in the future?"
- Direct students to write their names on their sticky notes along with their answers. When they are done, invite them to add their sticky note above the corresponding label on the large graph. Consider the following options:
 - Invite students to add their responses in small groups, such as by table or row, to avoid a large crowd of students.
 - If sticky notes are not available, students can write their names in the appropriate column beginning with the bottom and working up.
 - Demonstrate how to add names so the graph will appear as intended in a vertical bar.
- Facilitate a class discussion, encouraging active listening and respectful responses. Point out any trends you notice in the data and encourage students to share their reasons.
- If desired, recreate the bar chart in written form or using a technology such as a spreadsheet. Point out the minimum and maximum values and discuss appropriate ways to label the vertical axis.
- Challenge students to consider if they would have given the same response if you had simply called on them one at a time instead of answering first on the sticky note. Ask if any students might have given a different answer as a result. For example, if the first five students said they would save all of the money, would the sixth student be less likely to say they would spend it all?

FACILITATOR TIPS

When using outside of the classroom:

- Use flip chart paper when a board is not available.
- If space permits, consider making a human bar graph instead.

Pathway to Financial Success

In Schools

Teach

- Ask students about instances when saving money can be beneficial. Follow up with questions such as "Why do people save money?" and "How does saving money help individuals and families?" Encourage them to share their thoughts and observations of other people making saving decisions.
- Introduce and then play this short, animated video about saving: [Financial Sense: Saving](#) (1:43), asking students to actively listen for key messages, such as where people can save money or why they might choose to save in the first place.
- Initiate a discussion based on points made in the video.
 - Having money allows you to choose how to use it: Ask students to share examples of choices they might make with their money.
 - Option to save money in a bank account or keep it at home: Encourage students to consider the pros and cons of each.
 - How banks pay interest for letting them hold your savings: Discuss the benefits of earning interest and the security of a bank compared to keeping cash at home.
 - Reasons people save: Invite students to share their own savings goals.
- Emphasize the idea that the choice to spend or save money is a personal one. People often have different preferences, as demonstrated in the bar graph the class created earlier.
- To introduce the superhero-themed project, tell students that you will set a timer for two minutes. In that time, they should write down as many superheroes and their powers as they can.
- Have all students stand up. Tell them that you are going to call on students one at a time. When they are called on, they should share one of their responses—both the name and power of a specific superhero. If an answer is given that is on a student's list, they should cross it off. Only unique answers that have not been shared already should be provided. If all of the responses a student has on their list have already been given, they should sit down.
- Continue calling on students to share their responses until only one student remains standing. Congratulate the class for coming up with such a great list of superheroes and their powers.
- Explain that you want them to be creative and think of a superhero with powers that relate to saving money. Share that they will need to do the following:
 - Name their superhero
 - Explain what powers the superhero has
 - Describe their appearance
 - Share who is helped by the superhero and how
 - Develop a backstory that explains how they came to have or realize their powers
- Distribute a copy of the **My Savings Superhero Graphic Organizer** to each student. If needed, provide additional scaffolding by using a well-known superhero—such as Spider-Man—as an example and discussing what would go in each area of the graphic organizer.
- As students work on their superhero ideas, circulate and engage in conversations about their thought processes, tying them back to the video's messages.

FACILITATOR TIPS

When using outside of the classroom:

- If the technology is not available to watch the video as a group, explain the main concepts to students before leading them in the discussion.

Pathway to Financial Success

In Schools

- Depending on the amount of time you have, students can further develop their superhero with one or more of the following:
 - Write a short narrative that explains the superhero’s backstory and what they do. Students can present their narrative in chronological order beginning with the backstory, or they can write about something their superhero did using the backstory to provide additional context.
 - Draw a picture of what their superhero would look like.
 - Create a comic strip featuring their superhero in action.
 - Develop a script for a video or play in which the superhero is a main character.

FACILITATOR TIPS

When using outside of the classroom:

- If your group is not able to view the video, provide students with one or more scenarios based on the concepts in the video and ask them to respond with the role their superheroes would play in each.

Conclude

- Invite students to share their superhero creations in small groups or with the entire class. As students share, point out connections between the concepts in the video and their creative superhero designs.
- If time allows, replay the video.
- Direct students to submit an exit ticket answering the question: Could your superhero have played a role in this video? If so, how? If not, why?

Extend

- **Opinion Writing:** Challenge students to write opinion pieces related to saving money. Allow students to redetermine the topic or provide prompts such as “Should people always save a portion of the money they receive?” or “Should people always be saving with a specific goal in mind?”
- **Journal:** Invite students to maintain a money journal for a week, recording various spending and saving decisions they observe. Discuss their findings in class.
- **Mathematics:** Challenge students to poll their friends and family members using the question from the beginning of the lesson. Students can create their own bar charts with their individually collected data and/or combine all responses to create a graph representing the information the entire class collected.
- **Family:** Encourage students to discuss saving money with their families. What savings goals did they have when they were younger? Did they ever wish they had chosen to save money rather than spend it? Or vice versa?

My Savings Superhero Graphic Organizer

Directions: Complete the graphic organizer with information about your superhero.

Special Powers	Appearance
Who is Helped and How	Backstory
Superhero Name	