



## WHAT'S INSIDE

- Celebrities and sports stars share their earliest memories about earning and saving money. Look inside.
- Is it ever okay to regift? Two kids share their views. Go to page 4.
- Make a fresh financial start in the New Year. Try our three money tips on page 4.



a note  
from *Jean*

Dear Teachers,

When I was 11, my parents planned our first trip to Disney World—and told me and my brothers we would have to pay for our own souvenirs. That was a key money moment for me. It inspired me to look for extra work around the neighborhood (I wanted mouse ears!) and taught me I had the ability to save. Sometimes, it's these small, personal stories that resonate most with readers. So I hope that in teaching this lesson, you'll feel inspired to share some of your own personal financial journey—and memories—as well.

Happy Holidays!  
Jean

COURTESY JEAN CHATZKY



*From the Editor:* Thanks to the PwC Charitable Foundation, *TIME For Kids* is pleased to offer teachers, students, and their families a monthly financial-literacy magazine. —*Nellie Gonzalez Cutler, Editor, TIME For Kids*

## Teaching the cover story STARTING YOUNG

### SUMMARY

Celebrities and sports stars share their earliest money memories.

### TEACHING TIPS Before Reading

#### Make Real-World Connections

- Ask: What are your experiences with money? (Students might talk about going to the store, getting an allowance, saving up for something, putting money in a bank.) What kinds of lessons can young people learn about money from these experiences?
- Next, have students write a paragraph about a time when they or someone in their family had to make a choice about spending money. Was it a difficult choice to make? Why? What did they learn about money from the experience? Allow students to share their paragraphs. Ask: Do you think that experience has taught you any lessons about money? Will you make different choices in the future?

### Build Comprehension Read for Information

- As students read the cover story, have them underline the answers to these questions about each person

highlighted: What money experience did he or she have as a young person? Does the person describe advice he or she got from family members? What was the advice?

#### Identify Problem and Solution

- Ask: What money problem did Mike Adams have as a child? How did his grandmother help him solve it? Do you think the lesson affected his views of money? Explain.

### Extend Learning

#### Write an Opinion Piece

- Have students choose one of the following ideas about money from the cover story. 1) If kids work for their money, they'll appreciate it more. 2) Material things are not everything. 3) Making money gives you freedom (but not necessarily happiness). 4) Be smart about how you spend money, but don't be too tight with it, because you should also have fun. Then have students write an opinion piece proving the statement to be true. Tell students that they can use personal experience or the experience of family and friends as evidence to support their ideas. For step-by-step instructions, go to [timeforkids.com/persuasive](http://timeforkids.com/persuasive).

### FINANCIAL-LITERACY STANDARDS ADDRESSED

Grades K–12 I. Earning Income  
II. Buying Goods and Services III. Saving

### COMMON CORE STATE STANDARDS ADDRESSED

Grade 4 RI.4.1, RI.4.3, SL.4.4, W.4.1, W.4.2

## Teaching the story KIDS WEIGH IN



### TEACHING TIPS

**Use these tips to support close reading of the debate: Is it ever okay to regift?**

#### Before Reading

##### Build Background

- Ask: What does *regifting* mean? Why might someone regift an item?

##### Make Inferences

- Have students make a T-chart listing the pros and cons of regifting. Ask them to consider the following questions as they complete the chart: Why might someone disapprove of regifting? Why might someone consider regifting a good idea?

#### Extend Learning

##### Role-Play

- Provide pairs of students with regifting scenarios like this one: Elsa receives for her birthday a shirt that she knows her best friend will love. Elsa doesn't like the shirt

much, so she gives it to her best friend for Christmas. Elsa's best friend finds out the shirt was regifted and won't talk to Elsa. Challenge students to role-play the scenarios for the class. Encourage the class audience to ask questions of the actors: Why didn't you take the time to find a special present for your best friend? Is there anything that Elsa can do or say to make this up to you? Remind the actors to stay in character as they answer the questions.

##### Write Persuasively

- Challenge students to write a persuasive article about regifting. Tell them to choose one of the following topics: "5 Reasons Never to Regift Presents" or "5 Reasons to Regift Presents You Don't Want."

**FINANCIAL-LITERACY STANDARDS ADDRESSED**  
Grades K-12 II. Buying Goods and Services  
III. Saving

**COMMON CORE STATE STANDARDS ADDRESSED**  
Grade 4 RI.4.1, RI.4.2, RI.4.6, RI.4.9, SL.4.1, W.4.2

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## School / Home CONNECTION



**Share these tips with your students' families.**

- Have students talk with an adult family member about money advice he or she received as a youngster. Provide students with the following conversation prompts: What advice did adults give you about money when you were a kid? Do you use the advice in your life today? How so? Is there something you know now about money that you wish you had known when you were younger? Have students write a paragraph describing what they learned about money from the conversation and how they might use what they learned in the future.
- Ask students to get an adult family member's views on regifting items. What experience (if any) does the family member have with regifting? Is the family member for or against the practice? Why? Do the family member's views on regifting differ from the students' views? How so?
- Encourage students to share with a family member the article "New Year, New Goals," on page 4 of the magazine. Together they should make a plan for saving, earning, and giving in the new year.

### ADDITIONAL RESOURCES

[councilforeconed.org/standards](http://councilforeconed.org/standards)

Visit for free teaching resources and to download the K-12 national standards for financial literacy.

***The Everything Kids' Money Book: Earn It, Save It, and Watch It Grow!***

by Brette McWhorter Sember  
(Barron's Educational Series, 2008)  
This book teaches young readers the basics of saving and spending money wisely.

### ANSWER KEY FOR WORKSHEETS

**Money Talks** Answers will vary.

**Money Resolutions** Answers will vary.

Your Name \_\_\_\_\_

Date \_\_\_\_\_

## Money Talks

In the cover story, "Starting Young," celebrities and athletes share advice about money. Choose one of their quotes below. Use the quote to complete the activity.

Which quote do you most strongly agree with? Put a check next to it.



- \_\_\_\_\_ "I want kids to work for [their money] and appreciate it."  
—Mike Adams, safety for the Indianapolis Colts
- \_\_\_\_\_ "If you get in the habit of always working hard, it will carry over into your adult life."  
—Brec Bassinger, star of *Bella* and the Bulldogs
- \_\_\_\_\_ "As you get older, you especially learn that material things are not everything!"  
—Heather O'Reilly, pro soccer player
- \_\_\_\_\_ "Making money isn't necessarily happiness, but it is freedom. It gives you the ability to make choices."  
—Jillian Michaels, health expert

### SAY IT AGAIN

Rewrite the quote in your own words. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### THUMBS UP!

Why do you agree with the quote? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### WISE ADVICE

Meet Emily. She loves shopping for electronics and clothes. She expects her parents to pay for everything she wants. She argues that a kid's job is to go to school and have fun. They shouldn't have to work or do chores, she says. Think about the person whose quote you chose. Based on the quote, what advice might you give to Emily? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Bonus** Ask a family member which quote he or she agrees with, and why. Do your ideas about money differ? Explain on the back of this page.

\_\_\_\_\_  
Your Name

\_\_\_\_\_  
Date

# Money Resolutions

The new year is a time to make a fresh start. Begin by making smarter money choices. Write your ideas in the organizer below.

One way I will earn money is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
I chose this way because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One way I will help my community is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
It's important to help out in your community because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## My Money in the New Year



ILLUSTRATIONS BY MARY MANNING (2)

One way I will save more in the new year. Check one:

\_\_\_\_ I will spend money only on things I need.

\_\_\_\_ I will make a plan for big purchases.

\_\_\_\_ I will save 10% of all the money I earn.

\_\_\_\_ other \_\_\_\_\_ Explain why you made this choice.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BONUS** Share your money plans for the new year with a family member. Does your family member think you made smart money choices? Why or why not? Does he or she have any advice for you?