



[Washington's K-5 Financial Education Standards](#)

[Financial Education Digital Games & Activities for Students: K-5](#)

Games referenced in the webinar:

- [Peter Pig's Money Counter](#)
- [Learn to Count Money](#)
- [Dolphin Dash - Counting Money](#)
- [Cash Out](#)
- [Cash Codebreakers - An Algebra Adventure](#)

Scarcity & Allocation

- Resources (natural, human, human-made) are limited, meaning we cannot have everything we want. The economic concept of finite resources is **scarcity**.
- There are many strategies for **allocating**, or passing out, resources. Different strategies will be appropriate for different resources, situations, and communities.

[G1-2 - Who Should Get What?](#)

Students are reminded that an item is scarce when there isn't enough to meet their "unlimited wants," brainstorm strategies for allocating scarce resources, and think about whether allocation strategies are fair, easy, and safe.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 1st Grade

Materials: [G1-2-1 - Handout - Allocation Chart](#)



[G1-3 - How Can We Decide? \(Pros & Cons\)](#)

Students read [Tia Isa Wants a Car](#) and use a pro/con decision-making graphic organizer to consider think about the pros and cons of choices and alternatives for both the character and themselves.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 1st Grade

Materials: [G1-3-1 Google Slide Deck - How Can We Decide](#)

[G1-3-2 - Handout - Pros and Cons](#)

[Using a budget to shop for a party](#)

Students learn about budgets and then use a budget to decide what food to buy for an imaginary party.

Source: [CFPB](#)

Grade(s): 4-5

Materials: [Using a Budget to Shop for a Party Worksheet](#)

[Using a Budget to Shop for a Party Lesson Guide](#)

[G4-3 - How Big is the Schoolyard?](#)

Students will be able to multiply numbers by 10, 100 and 1000 to find areas of figures that can be divided into rectangular shapes. Students will apply the concept of scarcity to an in-class activity.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 4th Grade

Materials: [G4-3-1 - Activity - Schoolyard Scarcity](#)

[G4-3-2 - Activity - Schoolyard Scarcity Fields](#)

[G4-3-3 - Activity - Schoolyard Scarcity Hockey Rinks](#)

[G4-3-4 - Activity - Schoolyard Scarcity Playground Areas](#)

[G4-3-5 - Activity - Schoolyard Scarcity Courts](#)



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Choices & Opportunity Cost

- We always have choices. The option not taken, or the thing given up, is the opportunity cost of that choice.
- Decision-making strategies help us make the best choices for scarce resources.

[Spending money on a trip](#)

Students make choices about how they would spend money on a trip to a park.

Source: [CFPB](#)

Grade(s): K – 1

Materials: [Teacher Guide](#)

[Student Worksheet](#)

[G2-1 - Choices Choices Choices](#)

This lesson illustrates the trade-offs in making decisions and the opportunity cost of a choice. Bar graphs are used to show numerical differences.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 2nd Grade

Materials: [G2-1-1 - Handout - Choices Bar Graph](#)



[G3-1 - Danny Chooses a Pet](#)

This lesson introduces the costs and benefits of different choices and a decision-making grid to solve a problem. Students will use addition and subtraction to solve problems.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 3rd Grade

Materials: [G3-1-1 - Visual - Danny's Birthday](#), [G3-1-2 - Visual - Decision Making Grid Key](#)
[G3-1-3 - Handout - Decision Making Grid](#)

[G2-2 - Welcome Party Wants](#)

This lesson introduces the basic concepts of decision making and the use of numbers as an aid in making choices.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 2nd Grade

Materials: [G2-1-1 - Handout - Choices Bar Graph](#)

[G3-3 - How Much Time?](#)

Students review how to tell time, learn about elapsed time, examine alternatives to choose how to use their time, and how to identify opportunity cost. They convert a classroom schedule into a pie chart, or circle graph.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 3rd Grade

Materials: [G3-3-1 - Visual - What Are These](#), [G3-3-2 - Visual - Units of Time](#)
[G3-3-3 - Handout - What Do You Choose](#), [G3-3-4 - Answer Key - What Do You Choose](#),
[G3-3-5 - Handout - Mr Sanchez Class Schedule](#), [G3-3-6 - Answer Key - Mr Sanchez Class Schedule](#), [G3-3-7 - Handout - Graphing Mr Sanchez Class Schedule](#)



Personal Finance Problem-based Learning: Budgets & Decision-Making

- Making spending decisions based on pre-determined criteria, or budgeting, gives students practice at tackling a real-world, open-ended problem.
- Lessons allow for student-centered discussion based on personal values, priorities, definitions of wealth, etc.

[Making Spending Choices](#)

Students listen to a story about getting a pet and then discuss spending choices.

Source: [CFPB](#)

Grade(s): K-3

Materials: [Money Monsters Learn What Things Really Cost](#)

[Lesson Guide](#)

[Lesson Worksheet](#)

[G1-6 - Birthday Party Budget](#)

Students will use counting and comparison skills to create a birthday bar graph. Students will work together on a birthday party budget to plan a gigantic classroom party!

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 1st Grade (can be modified for K-5)

Materials: [G1-6-1 - Handout - Birthday Months Bar Graph](#)

[G1-6-2 - Handout - Birthday Party Budget Choices](#)



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[G3-2 - Service Group Choices](#)

This lesson illustrates the number of possible choices in decision making, and how the scarcity of time impacts their decisions. Students will analyze data to create a frequency table.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 3rd Grade

Materials: [G3-2-1 - Handout - 3 Project Cards](#)

[Using a Buying Plan](#)

Students read a scenario and then practice creating a buying plan and comparison shopping for a computer.

Source: [CFPB](#)

Grade(s): 4-5

Materials: [Using a Buying Plan Lesson Worksheet](#)

[Using a Buying Plan Lesson Guide](#)

[G4-2 - A Day at the Amusement Park](#)

This lesson takes students through the five Steps of the PACED process with respect to deciding what to do at an amusement park (Part one looks at Steps 1 and 2, Part Two looks at Steps 3 and 4, and Part Three looks at Step 5). Students create their own PACED decision-making grid using addition and multiplication to make a choice.

Source: [MCEE "Mathematics & Economics" Curriculum](#)

Grade(s): 4th Grade

Materials: [G4-2-1 - Activity - A Day At The Amusement Park](#)

[G4-2-2 - Handout - PACED Decision-Making Grid](#)

Small Group Strategy – Estimation Station

...the price of items

Encourage students to estimate (to the whole dollar, tenth, etc.) the price of everyday goods and services. It can be interesting to ask, “How much would you pay for this?” before revealing the actual value and discussing.

...the height of the wall in inches/feet/meters

Give students groups of yard sticks to examine for a few minutes. Take away the yard sticks and challenge students to measure or mark one yard as closely as possible.

...the total of a receipt pre- or post-tax

Show a receipt with personal information and total blacked out with pen. Ask students to estimate the total bill using rounding and mental math. Great for gas (estimate price or gallon amount)!

...the sticker price of big-ticket items such as cars, houses, etc.

Help students conceptualize large numbers by showing pictures of high-priced items and asking students to estimate the price. Discuss factors/characteristics that lead to higher prices.

...your portion/monthly payments

Estimate the unit cost/price of a dinner bill or other receipt when the total is divided between a specific number of people (or 12 equal monthly payments for an item, such as a cell phone).

...the true cost of “adulting”

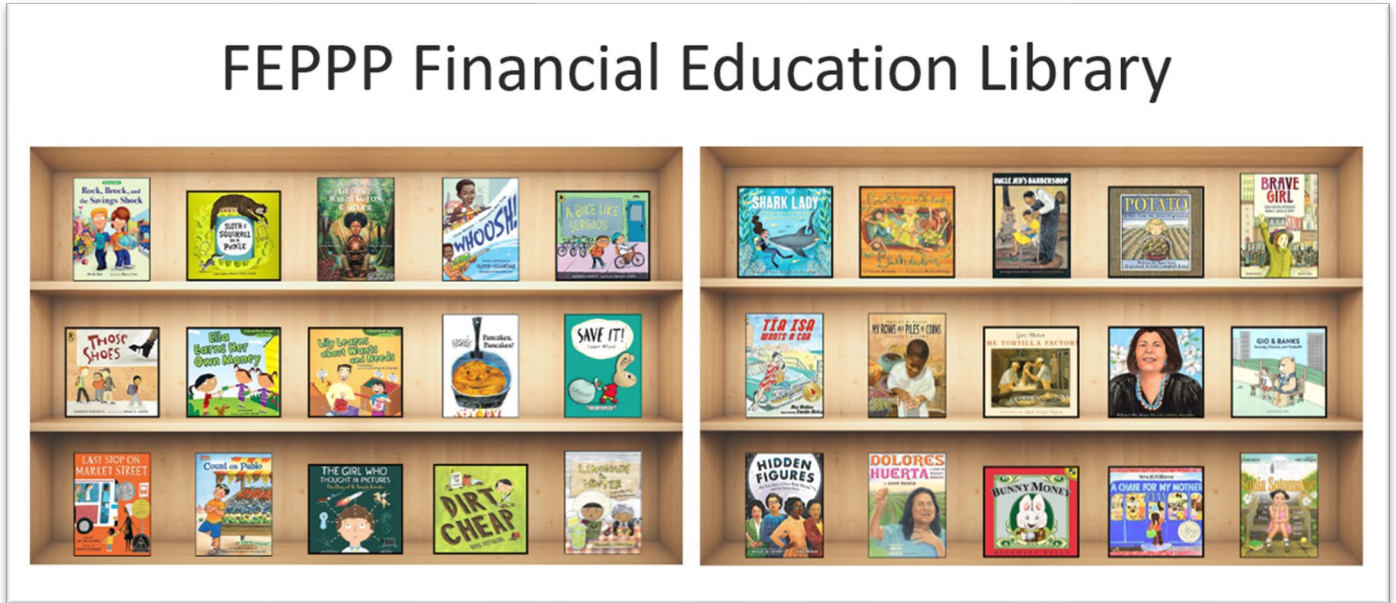
Share the unexpected expenses that “bust” budgets, i.e., car repair or registration, dental or veterinary care, or supplies for an event or celebration. Demonstrate SED and give a glimpse of real-world troubleshooting.

Small Group Strategy – Classroom Café

A whole or small group opportunity for students to practice math skills and financial concepts in a small group. Create a poster “menu board” for a café, restaurant, food truck, boba stand, or anything else that will spark student interest. Students can place or take orders, calculate totals, make change, or calculate discounts or tax! This exercise pairs great with money manipulatives and can be used to reinforce:

- Whole number addition and subtraction
- Skip counting
- Decimal addition and subtraction
- All operations with decimals to the hundredths place value
- Introduction to percentages (tax, discount)

FEPPP Financial Education Library *(Click image below to launch digital resource)*



Titles with an emphasis on math concepts:

- [Lemonade in Winter](#) (counting change)
- [Rock, Brock, and the Savings Shock](#) (compound interest)
- [Count on Pablo](#) (skip counting)
- [Save It!](#) (addition)

Financial Education, Math, and Social Emotional Learning

K – 2 Personal Finance Activity Books

- [CEE Personal Finance Printables](#)
- [Money Monsters Activity Book](#)

FEPPP’s Financial Education & SEL (K-5) Resource Package