PLANNING, PRODUCING AND PUBLISHING:
CREATING AN ECONOMICS CHILDREN’S BOOK

FEDERAL RESERVE BANK OF KANSAS CITY—MICHELE WULFF

Lesson Description:
Students will listen to a personal finance story written and illustrated by an economics magnet school student that has now been published as a book. After an explanation of their own class book project on the topic of personal finance tips has been given, they will discuss sample tips and their meanings. Students will then create an original tip and illustration as a page for the class book to be self-published.

Grade Level: 4-6

Objectives: Students will be able to:
1. Discuss the meanings and importance of personal finance tips.
2. Create a personal finance tip and illustration for a book page.

Time Required: 60 minutes

Materials:
• Copy of Mukluks for Moose by Eva Kammerer (order through: www.lulu.com, ID #8959965)
• Copies of Visual 1 “Financial Words of Wisdom” for each student
• Flipchart or chalkboard space
• Copies of Activity 1 “My Personal Finance Page” for each student
• 8 1/2” by 11” white drawing paper, one per student
• Assorted color markers

Preparation:
2. Secure a funding source to pay self-publishing costs. Suggestions include PTA funds; writing a grant; business partnership; small business loan from a bank.
3. Read Mukluks for Moose and look over economic terms before beginning lesson.
PROCEDURE:

1. Ask students the following questions:
   a. Have you ever wanted to become an author and write your own book? (Students should raise hands if they agree.)
   b. What kind of book would you like to write? (Answers will vary, but could include books about animals, cars, hobbies, jokes or make-believe characters.)

2. Explain that a girl named Eva Kammerer wrote and illustrated her own book, Mukluks for Moose, while she was a student at an economics magnet school. It is a picture book that helps teach economic and personal finance words. Eva is now a sophomore in high school and had her book published in 2010.

3. Hold up Eva’s book and read it to the class. When you come to the page of economic terms at the end of the story, tell students that you will quiz them on the meanings of the economic words and how they were used in the story. Begin with the word “Good” and ask a student to tell the meaning of the word and to name a “good” in the story. Continue through the list, asking for the meaning and use of each word in the story. (Meanings should be similar to the book’s definitions, but may not be identical. If the meaning given is incorrect, read the correct meaning from the book and continue.)

4. Tell students that the special project they will be working on will be to create a children’s book about personal finance tips, or tips on how to use money wisely. They will think of an important idea about how to handle money successfully and write a tip, giving advice to others on their idea. They will also be able to draw a picture illustrating the tip in action. These tips and pictures will be put in the book, which will be self-published by the class. Everyone will receive a copy of the finished book. (If your school plans to promote the book as a fundraiser, discuss that information also.)

5. Hand out copies of Visual 1 “Financial Words of Wisdom” to students. Discuss that the tip they write should be one or two sentences that teach their idea in an interesting way, like the sample tips on the hand-out. Discuss each tip and what it means with students.
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**Procedure: (continued)**

6. Using a flipchart or chalkboard, ask the class to brainstorm financial topics for their tips as you write their ideas down. (Sample topics could include buying needs before wants; earning, spending or saving money successfully; starting a bank account, depositing money, and earning interest; budgeting money; loans; investing money in stocks, bonds, CDs; how to make a profit or avoid a loss in a student-run business. Add some of these ideas to the list if students don’t suggest them.)

7. Hand out copies of Activity 1 “Creating My Personal Finance Page” to each student. Ask students to choose a topic for their tip from the brainstormed list or think of an original idea. They should print their tip in a complete sentence (or sentences) at the bottom of the hand-out. They can draw the picture illustrating their tip above it. They should get their tip and picture checked for spelling, grammar and appropriateness before completing their final copy.

8. As students complete Activity 1, check their work and approve it for their final copy. Hand out a sheet of 8.5” by 11” white drawing paper to create their final page. Remind them that the tip should be printed neatly across the bottom of the page. The picture should be drawn in pencil first, then colored in with markers. Their name should be written in pencil on the back of the page. If students are not finished with the activity before the hour is up, the teacher should give them additional time in the future to complete their final tip.

9. If the teacher wants to include only a select number of tips, she should arrange for the tips to be judged by outside school partners or volunteers. Judges can use Visual 2: “Personal Finance Tip Judging Sheet” to evaluate and choose tips. (Teacher should number tips to simplify use of the judging sheet.)

10. Once tips are ready for publishing, a cover and back could be designed by students (using their tip characters or topic.) Brainstorm ideas for the book title and vote to decide on the winner.
Here are some examples of personal finance tips to think about. Read each tip and discuss what it means and why it is good advice.

1) Money is something you earn. Don’t expect to get it easily.

2) Pay yourself first.

3) Spend, but be wise on what you buy.

4) Money doesn’t grow on trees but it can through investments.

5) Money does not spoil. You can always find a use for it in the future.
**ACTIVITY 1- CREATING MY PERSONAL FINANCE PAGE**

Draw your personal finance picture here:

Write your personal finance tip here:

Written by: ______________________________

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### VISUAL 2-PERSONAL FINANCE TIP JUDGING SHEET

Scoring Criteria Guidelines: 3 points = excellent; 2 points = good; 1 point = fair

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<th>Scoring Criteria</th>
<th>Helpful Tip</th>
<th>Correct Grammar and Spelling</th>
<th>Drawing Illustrates Tip Well</th>
<th>Eye-Catching Artwork</th>
<th>Total Points</th>
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