



Lesson: The Great Investo and the Money Tree

Materials:

Teacher will supply:

- overhead projector and transparency pen OR document camera
- pencils, one per student
- tape or magnet to display word card

Banker will supply:

- Handout 1 – *Interdependence*, one copy per student
- Handout 2 – script for the play How Banks Affect the Community, one copy per student
- Handout 3, name cards cut apart

A transparency of Handout 1 and the word card, *Interdependence*, will be in your packet. If the classroom has a document camera, you will only need a paper copy of each handout.

Preparation:

Review the lesson ahead of time.

Watch the training video at http://debankers.com/teach_children_to_save_day.html

Before beginning the lesson, place Handout 1 on the projector/under the document camera.

Tips for Bankers:

1. Write the story questions on post-it notes, then place the sticky notes on pages where the reading stops.
2. As you read, show the pictures to the students. You can show them using the document camera if one is available.
3. As you are having students record answers on Handout 1, you should do the same on your projected copy.
4. Distribute gifts from your bank at the **end** of the session.

Procedure:

1. **Introduce** yourself and your bank.
2. Begin the lesson by **asking** the following questions.
 - a. What does it mean to save money? (*Not spending your money right now, keeping it for later*)
 - b. Why is saving money important? (*Saving helps with making expensive purchases and with life's emergencies.*)
 - c. How many of you save your money? (*Answers will vary.*)
 - d. What are some things you are saving for? (*Answers will vary.*)

3. **Distribute** Handout 1, one per student, and ask students to have pencils on their desks.
4. **Show** the cover of the book. **Read** the title and author. Tell students that Investo, the Money Magician, is up to his old tricks of thinking he can conjure up money without having to work for it.
5. Begin to **read** the story, stopping after page 6. **Ask:** Can anyone explain what *interest* is? (*Interest is the amount of money the bank adds to a savings account based on a percentage of the money saved.*) **Ask:** How could money saved in a bank help someone else other than the person saving? (*Answers will vary.*)
6. On Handout 1, as you demonstrate (using the overhead projector or document camera), have the students find the picture of the bank and write the word “Start” under it.
7. Continue reading, stopping after page 16. **Ask:** What does the bank do with money that has been saved by its customers? (*loans it to other people*) **Ask for predictions:** Why do people borrow money? (*Answers will vary.*) Have students draw a line from “Start” to the picture labeled “Loans”.
8. Continue reading, stopping after page 17. **Ask:** What are some reasons people get loans? (*businesses, homes, cars, education*) Have students draw a line to the picture showing home/car/education. (*Refer to the answer key.*)
9. Continue reading, stopping after page 21. **Ask:** Who got a loan for a business? (*Lily for a flower shop*) Draw a line to the flower shop.
10. Continue reading, stopping after page 26. **Ask:** How did Lily use some of the borrowed money? (*to hire a builder to expand her shop*) Draw a line to the builder.
11. Read page 27. **Ask:** What did the builder do? (*hired more construction workers*) Draw a line to the construction workers. **Ask:** What did Lily, the florist, do? (*hired a new clerk*)
12. Continue reading, stopping after page 29. **Ask:** Why are businesses growing? (*More people have jobs, so they have more money to spend.*) Draw a line to the businesses—food store, ice cream shop, and toy store.
13. Continue reading, stopping after page 35. **Ask:** What does the bank do? (*gives out more loans*) Draw a line to the business owner getting a loan. **Ask:** What is the result of businesses that are growing? (*More people have jobs, so they have more money to spend.*) Draw a line to the woman being hired.
14. Continue reading, stopping after page 37. **Ask:** In addition to spending, what else will people do with some of their income? (*Save it in a bank.*) Draw a line to the bank.
15. Finish reading the book. Have students look at Handout 1. **Ask:** What do your lines look like? (*a web*) What does the web show? (*how everything is connected*) Explain that businesses and people, such as savers, borrowers, consumers, and workers, are connected to each other and depend on each other. This is called *interdependence*. Display the INTERDEPENDENCE word card.

16. **Ask:** What happens to the community because of the loan made to Lily? (*Builders and a new clerk get jobs; those people earn an income so they spend money at other stores; they save some money in the bank to earn interest; the bank then has money to loan to other people.*)
17. **Ask:** What happens to a community when a business closes? (*People lose jobs and no longer have incomes, so they do not have money to save or spend.*)
18. Distribute Handout 2 to each student. Ask the teacher to assign roles and hand out corresponding name cards from Handout 3 to those students. The narrator will come to the front of the room and begin reading the play script. As each new character is introduced into the play, the person with that name card will come to the front of the classroom to join the growing number of characters. When the skit is finished, have a student summarize what has happened. (*Because Mr. Bates deposited his bonus check in the bank, many members of the community benefited.*) **Ask:** How are the play and the book similar? (*Both had individuals who deposited money. The savers earned interest. The banks made loans that resulted in growth of businesses and creation of jobs.*)

IF YOU DO NOT HAVE TIME TO DO THE PLAY, please leave the scripts and name cards with the classroom teacher.

19. **Wrap-up** –Ask the following questions:
- Who benefits from money saved in a bank? (*Everyone benefits: the saver earns interest and the bank can make loans that will enhance business in the community.*)
 - What is the word we use that means people and businesses rely on one another and are connected? (*interdependence*)