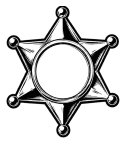
Price Detective

Name _____ Date _____

Case #21: four cereal boxes. Which one is the REAL deal? Detectives don't trust big signs. They find the price per ounce: price ÷ ounces.



A	B	C	D
Honey Stars	**Oat Rings**	BIG VALUE! **MEGA Flakes**	**Store Brand Corn Flakes**
12 oz	18 oz	24 oz	16 oz
$3.60	**$4.50**	**$7.20**	**$3.20**

Box	Price	Ounces	Price per ounce
A	$3.60	12	
B	$4.50	18	
C	$7.20	24	
D	$3.20	16	



1. Which box is the real deal?

2. Is the MEGA Flakes "BIG VALUE!" sign true?

MY MONEY CHOICE

Would you pay more for the brand you like? Why?

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Price Detective

The quick lesson (read aloud, about 1 minute)

> Big boxes and BIG VALUE signs don't always mean a better deal. Smart shoppers find the **unit price**: the price for one ounce (or one item). Divide the price by the number of ounces. Many U.S. stores print the unit price on the shelf tag, in small print.

Two teaching points

1. Unit price = price ÷ amount.
2. Signs sell; math tells.

Answer key

Price per ounce: A 30¢ · B 25¢ · C 30¢ · D 20¢.
1. **D, the store brand**, is the real deal at 20¢ an ounce. 2. **No.** MEGA Flakes costs 30¢ an ounce, the same as the small Honey Stars box. The sign is selling, not saving.

10-minute run

1. Do box A together: $3.60 ÷ 12.
2. Solve B, C and D (5 min).
3. Crack the case: which is the real deal?

Ask

"Why would a store put a BIG VALUE sign on a box that isn't the best deal?"

Goal

The best deal is the lowest price per ounce, not the biggest box or the loudest sign.

Take it further

Bring real shelf tags or a store flyer. Find the unit price for two sizes of the same product.

Standard: National Standards for Personal Financial Education (Council for Economic Education and Jump$tart), area: **Spending**. Print double-sided: the activity on the front, this teaching side on the back.

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Money Code Breaker

Name _____ Date _____

Agents, we found a secret money tip! Use the code key: each number stands for a letter. Write the letter in the box under each number.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	**O**	**P**	**Q**	**R**	**S**	**T**	**U**	**V**	**W**	**X**	**Y**	**Z**
14	15	16	17	18	19	20	21	22	23	24	25	26





SECRET MESSAGE 1

16	1	25		25	15	21	18	19	5	12	6

6	9	18	19	20



SECRET MESSAGE 2 · BONUS

19	13	1	12	12		3	15	9	14	19		1	4	4		21	16

Message 1 means _____

MY MONEY CHOICE

Write your own money tip in code for a friend. Put the numbers on top. Your friend writes the letters.

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Money Code Breaker

The quick lesson (read aloud, about 1 minute)

> **Pay yourself first** means: when you get money, put some into savings *before* you spend any. If you wait to save whatever is left, there is usually nothing left. Message 2 is the other half of the secret: small coins add up.

Two teaching points

1. Save first, spend second.
2. Small amounts add up: $1 a week is $52 in a year. $2 a week is $104.

Answer key

Message 1: **PAY YOURSELF FIRST** (put money into savings before you spend). Message 2: **SMALL COINS ADD UP**.

10-minute run

1. Decode message 1 (4 min).
2. Partners explain it in their own words on the line.
3. Write a coded tip and swap with a friend.

Ask

"Why might saving first work better than saving what's left?"

Goal

Decode and explain "pay yourself first": save before you spend.

Take it further

Math check: if you saved $3 every week, how much would you have in a year? ($156)

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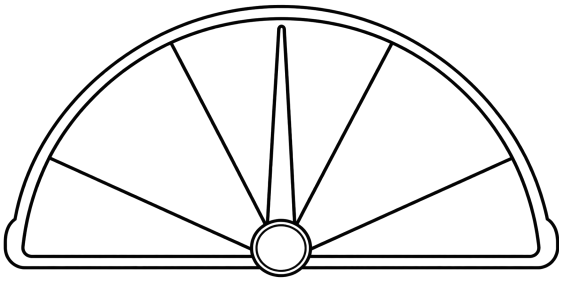
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The Want-o-Meter

Name _____ Date _____

You get $10 a week. How many weeks would you wait for each want? (Round up!) Then rate it: is it worth that wait?

#		Want	Price	Weeks of $10	Worth it? 1–5
1		Skateboard	$60		
2		Pizza slice	$3		
3		Movie popcorn	$5		
4		Teddy bear	$15		
5		Soccer ball	$20		
6		Building blocks	$40		
7		Phone case	$12		
8		Roller skates	$50		



Not worth it **SO worth it!**

Write each want's **#** in the part of the meter where it belongs.

1. Buying the skates uses $50. Name two other wants that $50 could buy instead.

_____

MY MONEY CHOICE

Which want is worth waiting for? Why?

_____

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The Want-o-Meter

The quick lesson (read aloud, about 1 minute)

> When you buy one thing, you give up everything else that money could have bought. That's called **opportunity cost**. Counting the weeks it takes to save helps you feel the real price of a want. Some wants are worth the wait. Others lose their shine.

Two teaching points

1. Opportunity cost: every yes is a no to something else.
2. Weeks to save = price ÷ weekly money (round up).

Answer key

Weeks of $10 (rounded up): Skateboard 6 · Pizza slice 1 · Movie popcorn 1 · Teddy bear 2 · Soccer ball 2 · Building blocks 4 · Phone case 2 · Roller skates 5.
Ratings and meter spots are personal. Question 1: many pairs work, for example the teddy bear + soccer ball ($35), or the building blocks + popcorn ($45).

10-minute run

1. Find the weeks for each want (5 min).
2. Rate each want and place it on the meter.
3. Answer question 1 together.

Ask

"Did any want feel less exciting once you counted the weeks?"

Goal

Every choice costs the other things you could have bought. That's called opportunity cost.

Take it further

Ask: if your allowance doubled to $20, which wants would move on your meter?

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Earn It! Board Game

Name _____ **Date** _____

2–4 players · 1 die · a button or coin for each player. Everyone starts with $5. Roll and move. Land on a chore: earn that money. Land on **?**: take the top surprise card and do what it says. Keep track with tally marks or play coins. When everyone reaches FINISH, the player with the most money wins.

1 **START** Go!	2	3  +$2	4	5 ? Surprise card	6  +$3	7
14 ? Surprise card	13	12  +$2	11	10 ? Surprise card	9  +$1	8
15	16  +$2	17	18 ? Surprise card	19  +$1	20	21
28 **FINISH** First one: +$3	27 ? Surprise card	26	25  +$3	24	23 ? Surprise card	22  +$1

SURPRISE CARDS

Cut on the dashed lines. Shuffle. Stack face down.

SURPRISE! Your bike tire is flat. **Pay $4**	**SURPRISE!** You lost a library book. **Pay $5**	**SURPRISE!** A birthday card from Grandma! **Get $3**	**SURPRISE!** Field trip fee is due. **Pay $3**	**SURPRISE!** You found a coin on the sidewalk. **Get $1**	**SURPRISE!** Your game needs new batteries. **Pay $2**

MY MONEY CHOICE

You drew a $5 surprise and only have $6. Would you pay it from savings or skip your next treat? Why?

_____

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Earn It! Board Game

The quick lesson (read aloud, about 1 minute)

> **Earning** means getting money for work, like chores. But life also brings **surprise costs**: a flat tire, a lost book. People who keep some savings can pay for surprises without losing the things they care about. That cushion is often called an **emergency fund**.

Two teaching points

1. Earnings go up step by step; surprises can take a big bite all at once.
2. Keeping some money saved turns a surprise into a small problem.

Answer key

There is no single right answer. The game has 8 chore squares worth $15 in all, and the surprise deck adds $4 and takes away $14. A player who lands on many surprises can lose money even while working. That is the lesson: savings are a cushion.

10-minute run

1. Read the rules together.
2. Play one round (6 min).
3. Count up: who had to pay the most surprises?

Ask

"Which surprise would hurt most if you had $0 saved?"

Goal

We earn money by working, and surprise costs happen. Savings protect you when they do.

Take it further

Play again with a new rule: before each turn you may put $1 in a "safe" pile that surprises can't touch. Did it help?

Standard: National Standards for Personal Financial Education (Council for Economic Education and Jump$tart), area: **Earning Income**. Print double-sided: the activity on the front, this teaching side on the back.

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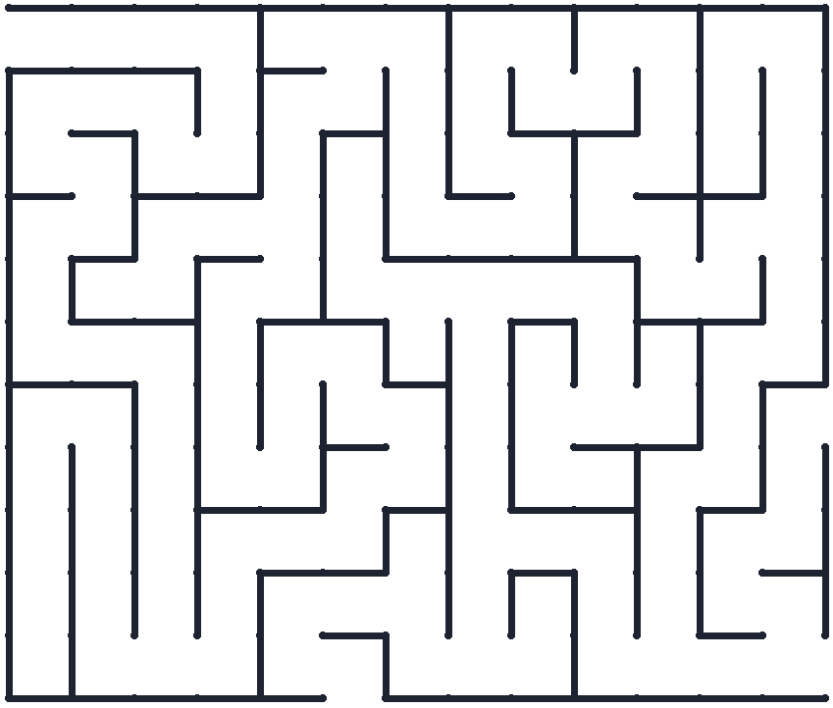
The Free Trial Trap

Name _____ Date _____

A new game app says FREE for 7 days! But if you forget to cancel, it charges you every month. Find the path to CANCEL. Wrong turns lead to traps!



START
"FREE for 7 days!"





TRAP: $9.99 every month



You CANCELED on day 6! ✓



TRAP: locked into a plan

Know this: when a free trial ends, many apps start charging **automatically**, every month, until you cancel. That's called **auto-renew**.

MY MONEY CHOICE

Would you start the free trial? What would you do on day 6?

_____

_____

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The Free Trial Trap

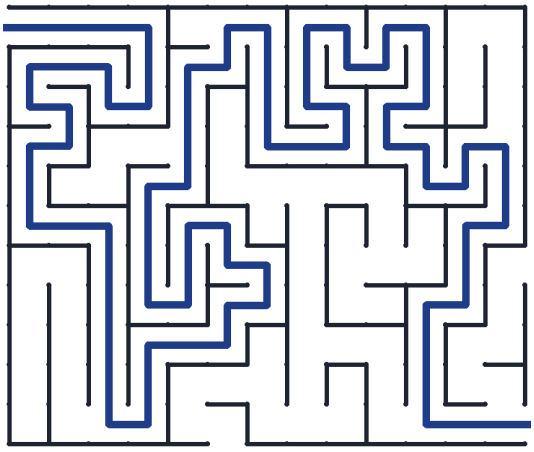
The quick lesson (read aloud, about 1 minute)

> A **free trial** lets you try an app for free for a short time. Many trials ask for a card first. When the trial ends, they start charging **automatically**, every month, until someone cancels. This is called **auto-renew**, or a **subscription**.

Two teaching points

1. Free trial + a card on file = a plan to pay later.
2. Set a reminder for the day before the trial ends, and decide then.

Answer key



10-minute run

1. Solve the maze (4 min).
2. Talk: what happens at the two trap exits?
3. Write a day-6 plan.

Ask

"How could you remember to cancel? (Calendar reminder, ask a grown-up.)"

Goal

Free trials can turn into paid subscriptions (auto-renew). Plan how to cancel.

Take it further

Math check: $9.99 a month for a whole year is how much? ($119.88). What else could you buy with that?

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Gems, Coins & Real Dollars

Name _____ Date _____

Game money costs real money! Find out what each item REALLY costs.



THE GEM SHOP

1 pack = 500 gems = $5. So 100 gems = $1.
You can only buy gems in **whole packs** of 500.



	Item	Gem price	Real cost (100 gems = $1)	Packs you must buy	What you REALLY pay
	Glow Sword	1,500	*$15*	*3*	*$15*
	Hero Outfit	1,200			
	Speed Sneakers	800			
	Mystery Chest (you don't know what's inside!)	300			

The first row is done for you.

Which item makes you pay for gems you don't use?

_____

MY MONEY CHOICE

Pick one item. Is it worth it in REAL dollars? Write yes or no, and why.

_____

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Gems, Coins & Real Dollars

The quick lesson (read aloud, about 1 minute)

> Games often sell their own money: gems, coins or crystals. It feels like play money, but it is bought with **real money**. And gems usually come in **packs**, so you often buy more than you need. The extra gems pull you back to spend again.

Two teaching points

1. Change game money back to real dollars before you buy (here, 100 gems = $1).
2. Pack sizes can make you pay more than the item's price.

Answer key

Glow Sword 1,500 gems = $15 · 3 packs · pay $15 (example).
Hero Outfit 1,200 = $12 · 3 packs · pay **$15** (300 gems left over).
Speed Sneakers 800 = $8 · 2 packs · pay **$10** (200 left over).
Mystery Chest 300 = $3 · 1 pack · pay **$5** (200 left over).
Line answer: the Mystery Chest wastes the most (you pay $5 for a $3 item), then the outfit and sneakers ($2–$3 each).

10-minute run

1. Do the sword row together.
2. Fill in the table (5 min).
3. Compare “real cost” with “what you really pay.”

Ask

“Why do games sell gems in packs instead of exact amounts?”

Goal

Game money is bought with real money, and pack sizes can make you spend more than the price.

Take it further

Ask: “The Mystery Chest costs $3 but you don't know what's inside. Is that more like buying or more like gambling?”

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Kid Business Launch

Name _____ Date _____

Open your own business! Write your shop's name on the sign, draw your logo in the window, and put your menu on the chalkboard.



MY PRICE LIST

Item	Cost to make	Price	Profit
Lemonade (1 cup)	*$0.20*	*$0.50*	*$0.30*

Profit = price − cost to make. The first row is done for you.

1. You sell 20 cups of lemonade. What is your profit?

$ _____

2. What price would give you 50¢ profit per cup?

$ _____

MY MONEY CHOICE

What will you do with your first $10 of profit?

_____

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Kid Business Launch

The quick lesson (read aloud, about 1 minute)

> A business sells something people want. The money it brings in is **revenue**. What it spends to make the product is the **cost**. What's left is **profit**: revenue minus cost. Good business owners set a price that covers costs and still feels fair to customers.

Two teaching points

1. Profit = price − cost to make.
2. Profit can be saved, spent, shared or put back into the business.

Answer key

1. 20 × $0.30 = **$6.00**. 2. $0.20 + $0.50 = **$0.70** per cup. For the student's own rows, check that profit = price − cost to make.

10-minute run

1. Design the shop (5 min).
2. Fill in the price list.
3. Solve questions 1 and 2.

Ask

"What happens to profit if lemons cost more?"

Goal

A business earns profit when the price is more than the cost to make it.

Take it further

Ask: if you used half your profit to buy more lemons, how could your business grow?

Standard: National Standards for Personal Financial Education (Council for Economic Education and Jump$tart), area: **Earning Income**. Print double-sided: the activity on the front, this teaching side on the back.

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Who Saved for What?

Name _____ Date _____

Four friends are each saving for one goal. Use the clues to find each person's goal and its cost. Mark ✗ for "no" and ● for "yes."

	art kit	skateboard	video game	concert ticket	$20	$35	$50	$80
Jada								
Leo								
Priya								
Sam								
$20								
$35								
$50								
$80								

CLUES

1. The skateboard costs more than the video game but less than the concert ticket.
2. Priya is saving for the most expensive goal.
3. Jada is not saving for the skateboard or the video game.
4. Leo needs $30 more than Jada.

Friend	Goal	Cost	Weeks at $5/wk
Jada			
Leo			
Priya			
Sam			

MY MONEY CHOICE

What's YOUR goal? How many weeks would it take if you saved $5 a week?

My goal: _____ Weeks: _____

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Who Saved for What?

The quick lesson (read aloud, about 1 minute)

> A real **savings goal** has three parts: what you want, what it costs, and a plan. The plan is simple math: cost ÷ amount saved each week = weeks to reach it. Bigger goals take longer, so some people save more each week or pick a smaller goal first.

Two teaching points

1. Name it, price it, plan it.
2. Weeks to goal = cost ÷ weekly savings.

Answer key

Jada: art kit, $20, 4 weeks · **Leo**: skateboard, $50, 10 weeks · **Priya**: concert ticket, $80, 16 weeks · **Sam**: video game, $35, 7 weeks.
Path: clue 2 gives Priya $80. Clue 4 means Leo − Jada = $30; from $20, $35 and $50 only Jada $20 and Leo $50 work, so Sam has $35. Clue 1 orders video game < skateboard < concert ticket, so the concert ticket is the $80 goal (Priya). Clue 3 rules out the skateboard and video game for Jada, so Jada has the art kit. That leaves the video game at $35 (Sam) and the skateboard at $50 (Leo).

10-minute run

1. Model clue 2 together on the grid.
2. Solve in pairs (6 min).
3. Fill in the weeks column.

Ask

"Which friend has the hardest goal? How could they get there faster?"

Goal

A savings goal has a name, a price and a plan: price ÷ amount saved each week = weeks to wait.

Take it further

If Priya saved $10 a week instead of $5, how many weeks would the concert ticket take? (8)

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Where Does a Paycheck Go?

Name _____ Date _____

Follow the money! This worker's paycheck is split four ways. Find each part for a $100 paycheck, then a $250 paycheck. (Example split for practice.)

PAYCHECK

Taxes	Bills	Savings	Fun
20%	**50%**	**10%**	**20%**
pays for schools, roads and parks	home, food, phone	for later and emergencies	movies, treats, games
of $100: *$20*	of $100: $	of $100: $	of $100: $
of $250: $	of $250: $	of $250: $	of $250: $

Hint: 10% of $100 is $10. The Taxes box is done for you.

1. Check: add your four $250 parts. What should they add up to?

$ _____

2. Which part of a paycheck can you NOT choose? Why?

_____

_____

MY MONEY CHOICE

Make your own split of $100. Your four parts must add up to $100.

Taxes	Bills	Savings	Fun
$ _____	$ _____	$ _____	$ _____

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Where Does a Paycheck Go?

The quick lesson (read aloud, about 1 minute)

> When grown-ups get paid, the money splits up. **Taxes** come out first, and they pay for things we share, like schools and roads. Then come **bills**: home, food, phone. Smart earners also set aside **savings** before spending on **fun**. A percent is a part out of 100: 20% of $100 is $20.

Two teaching points

1. Taxes come out before you get your pay.
2. Percent = parts out of 100. To find 10%, divide by 10.

Answer key

$100: Taxes $20 · Bills $50 · Savings $10 · Fun $20. $250: Taxes $50 · Bills $125 · Savings $25 · Fun $50. 1. $250. 2. Taxes. They're required and come out of the paycheck automatically. Own split: any four amounts that add to $100.

10-minute run

1. Do the Taxes box together.
2. Fill in all eight amounts (5 min).
3. Make your own $100 split.

Ask

"Why do taxes come out before you even see the money?"

Goal

Income gets split: taxes come out first, then bills, savings and fun.

Take it further

Ask: if Bills went up to 60%, which other part would have to shrink?

Standard: National Standards for Personal Financial Education (Council for Economic Education and Jump$tart), area: **Earning Income**. Print double-sided: the activity on the front, this teaching side on the back.

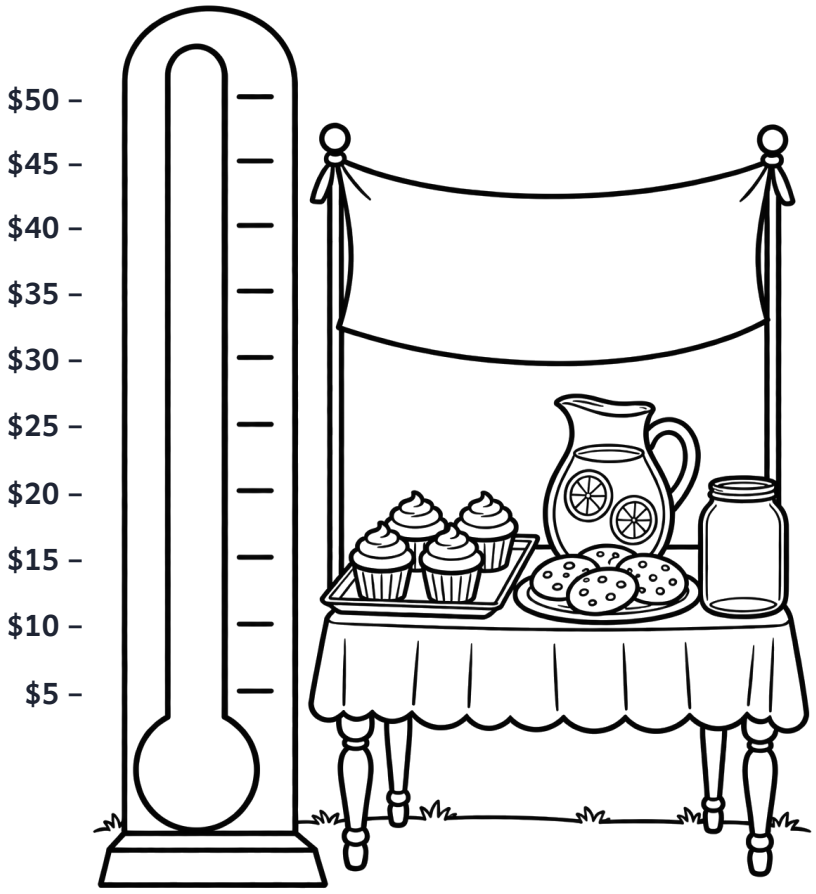
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Fundraiser Thermometer

Name _____ Date _____

Your class is raising $50 for a good cause with a bake sale. Plan how many of each item to sell. Then color the thermometer up to your total!



Item	Price	How many?	Money
Cupcakes	$1.00		
Cookies	$0.50		
Lemonade	$0.75		
My idea:	$		
		TOTAL	

Did you reach $50? How much more?

_____

MY MONEY CHOICE

Who would you raise money for? Why?

_____

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Fundraiser Thermometer

The quick lesson (read aloud, about 1 minute)

> Money can be used to spend, save, invest, or **give**. A fundraiser is giving with a plan: set a goal, decide how to earn it, and track progress. The thermometer shows how close you are, which keeps everyone going.

Two teaching points

1. A goal you can see is easier to reach.
2. Money raised = price × how many sold, added up.

Answer key

Many plans work. One that hits $50 exactly: 20 cupcakes ($20) + 30 cookies ($15) + 20 lemonades ($15) = $50. Check that each row's money = price × how many, and that the thermometer is colored to the total.

10-minute run

1. Agree on the cause together.
2. Plan the sales to reach $50 (5 min).
3. Color the thermometer and compare plans.

Ask

"Which item helps you reach the goal fastest? Why?"

Goal

Giving is a money choice too. A goal, a plan and a way to track progress make it work.

Take it further

Ask: "If cupcakes cost $0.40 each to make, how much of the $1 price is really for the cause?" ($0.60)

Standard: National Standards for Personal Financial Education (Council for Economic Education and Jump$tart), area: **Saving (goal setting) and giving**. Print double-sided: the activity on the front, this teaching side on the back.

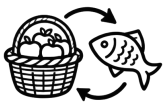
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How Will We Pay in 3026?

Name _____ Date _____

Money keeps changing. Invent the money people will use 1,000 years from now, then test it *against* the Money Rules.



Trading
long, long ago

→



Coins
about 2,600 years ago

→



Paper money
about 1,000 years ago

→



Cards
about 75 years ago

→

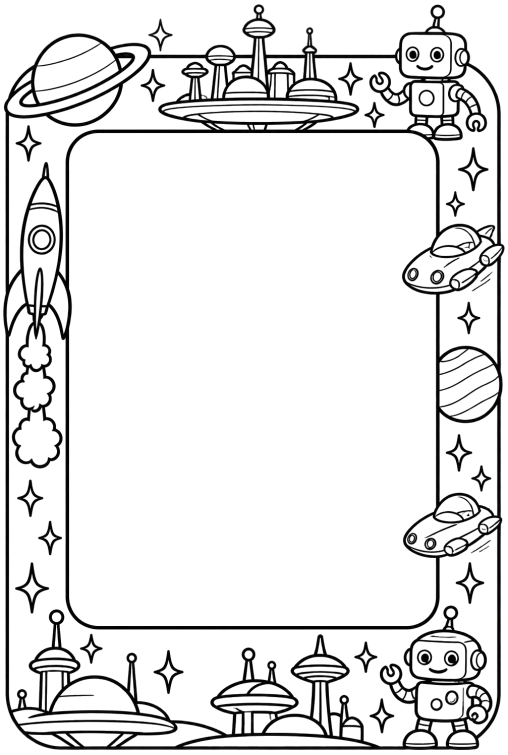


Phones
in the last 15 years

→



3026
YOUR idea!



My money is called

_____

How it works:

_____

_____

MONEY RULES CHECK

Will everyone *agree* to take it?	YES	NO
Is it hard to fake or steal?	YES	NO
Will it still be worth the same next year?	YES	NO

MY MONEY CHOICE

Would you trust your invention with your own savings? Why or why not?

_____

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How Will We Pay in 3026?

The quick lesson (read aloud, about 1 minute)

> Money has changed shape many times: trades, coins, paper, cards, phones. Every new kind of money has to pass the same tests. People must **accept** it. It must be **hard to fake or steal**. And it must **keep its value**, so what buys a sandwich today still buys about a sandwich next year. Technology changes the form. Trust is what makes it money.

Two teaching points

1. Money's form changes; its three rules don't.
2. New technology brings new ways to pay and new risks.

Answer key

No single right answer. Strong inventions pass all three rules. If one fails, ask how to fix it: who decides it's real? What stops copying? What keeps it from losing value? Those are the same questions people ask about every new kind of money today.

10-minute run

1. Walk the timeline (2 min).
2. Invent and draw the 3026 money.
3. Run the Money Rules Check with a partner.

Ask

"Which rule would be hardest for your invention to pass?"

Goal

Every kind of money must be accepted, hard to fake, and hold its value. The form changes; the rules don't.

Take it further

Ask: which of today's ways to pay passes all three rules best? Which has the most risk?

Standard: National Standards for Personal Financial Education (Council for Economic Education and Jump$tart), area: **Spending**. Print double-sided: the activity on the front, this teaching side on the back.

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Snack Shack at the Water Park

Name _____ Date _____

Color the water park! Copy this menu onto the empty sign: Hot dog $3 · Lemonade $2 · Ice pop $1. Then solve the problems.



1. You buy a hot dog with a $5 bill. How much change?

$ _____

2. Your friend buys a lemonade and an ice pop with $5. How much change?

$ _____

MY MONEY CHOICE

You have $5 for the whole day. What would you buy? Does it add up?

_____

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Snack Shack at the Water Park

The quick lesson (read aloud, about 1 minute)

> When you pay with more money than the price, you get **change** back. To find it, subtract: money you paid − price = change. Always count your change, because everyone makes mistakes sometimes, even cashiers.

Two teaching points

1. Change = money paid − price.
2. Plan your money for the whole day, not just the first stop.

Answer key

1. $5 − $3 = **$2**. 2. $2 + $1 = $3, so $5 − $3 = **$2**. Choice: any plan of $5 or less works (for example hot dog + lemonade = $5, or lemonade + 3 ice pops = $5).

10-minute run

1. Copy the menu onto the sign.
2. Solve problems 1 and 2.
3. Plan a $5 day and check the math.

Ask

"Why should you count your change before you walk away?"

Goal

Change is the money you get back when you pay more than the price.

Take it further

Make it harder: the hot dog costs $3.50. How much change from $5? ($1.50)

Standard: National Standards for Personal Financial Education (Council for Economic Education and Jump$tart), area: **Spending**. Print double-sided: the activity on the front, this teaching side on the back.

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