



# Book It! Personal Finance Through Literacy

Jump\$tart Conference  
5/10/2019

# CUT TO THE CHASE

# TEACH PERSONAL FINANCE



**NOT ENOUGH TIME  
IN THE DAY**



# Why Literacy in Personal Finance?

What we are doing in literacy is not working.

NAEP reading scores have been flat since 1998, with just a third or so of students performing at a level that NAEP defines as “proficient”. Performance gaps between lower-income students and their more affluent peers, among other demographic discrepancies, have remained stubbornly wide.

# Why Literacy in Personal Finance?

If readers can't supply the missing information, they have a hard time making sense of the text regardless of their reading level. If students arrive in your classroom without knowing about money and needs/wants, they will have a hard time understanding a book about saving or banks.

Worse yet, what if they don't know about the montillation of traxoline?

# Why Literacy in Personal Finance?

“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge.”

# Why Literacy in Personal Finance?

Directions: Answer the following questions in complete sentences. Be sure to use your best handwriting.

1. What is traxoline?
2. Where is traxoline montilled?
3. How is traxoline quaselled?
4. Why is it important to know about traxoline?

From the insight of Judith Lanier - University Michigan



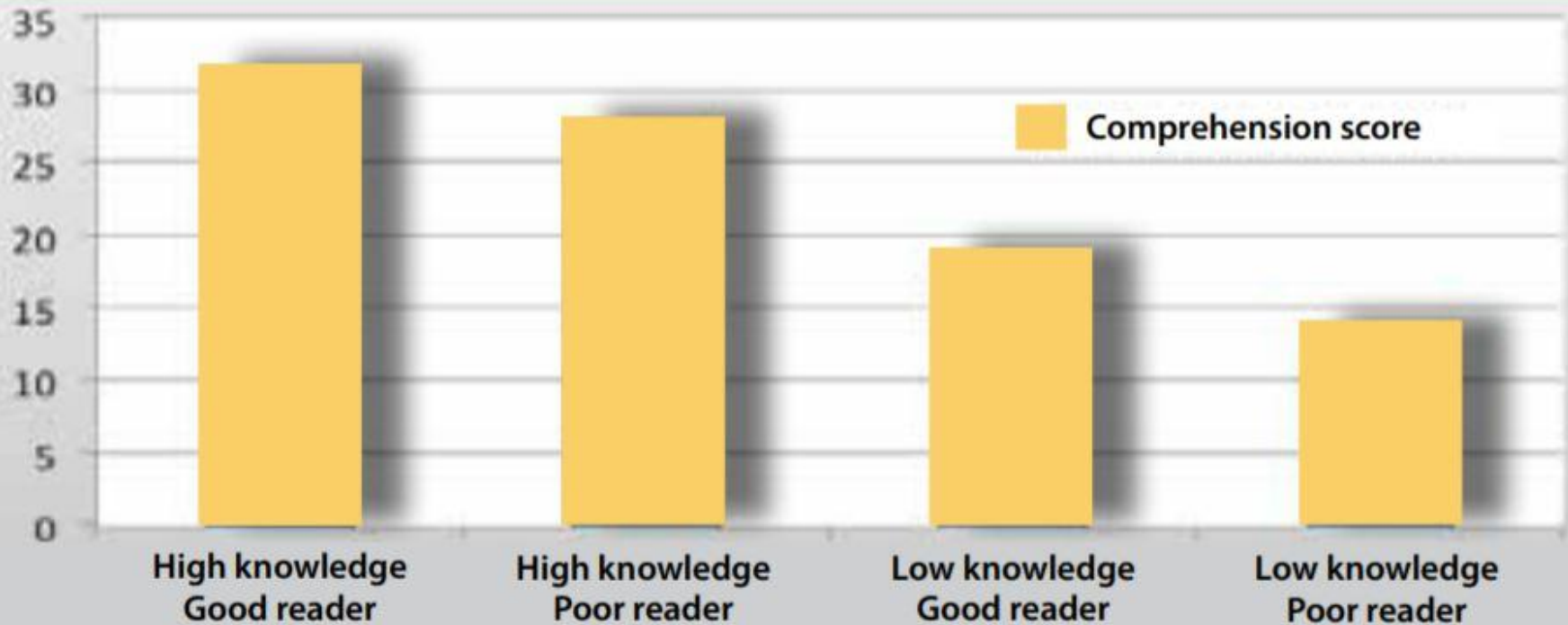
# Why Literacy in Personal Finance?

“The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one four after another with an occasional six. Not once did a ball look like it would hit their stumps or be caught.” Tierney and Pearson (1981)



# Why Literacy in Personal Finance?

For Comprehension, Knowledge Matters More Than Reading Ability



Study from Lecht and Leslie (1988)

# CONTENT

# MATTERS

# Content Area Literacy

**Content area literacy** asks - “What is the same across all or most of the disciplines and how do we support it?”

- Strategies
  - KWL, summarization, Cornell Notes, clarification, questioning
  - Preview chapters, table of contents, bold words, headings
  - Before, During, After Reading Strategies
- Vocabulary
  - Graphic organizers, categorizing/mapping words

In short, it “*prescribes* study techniques” for students to use.

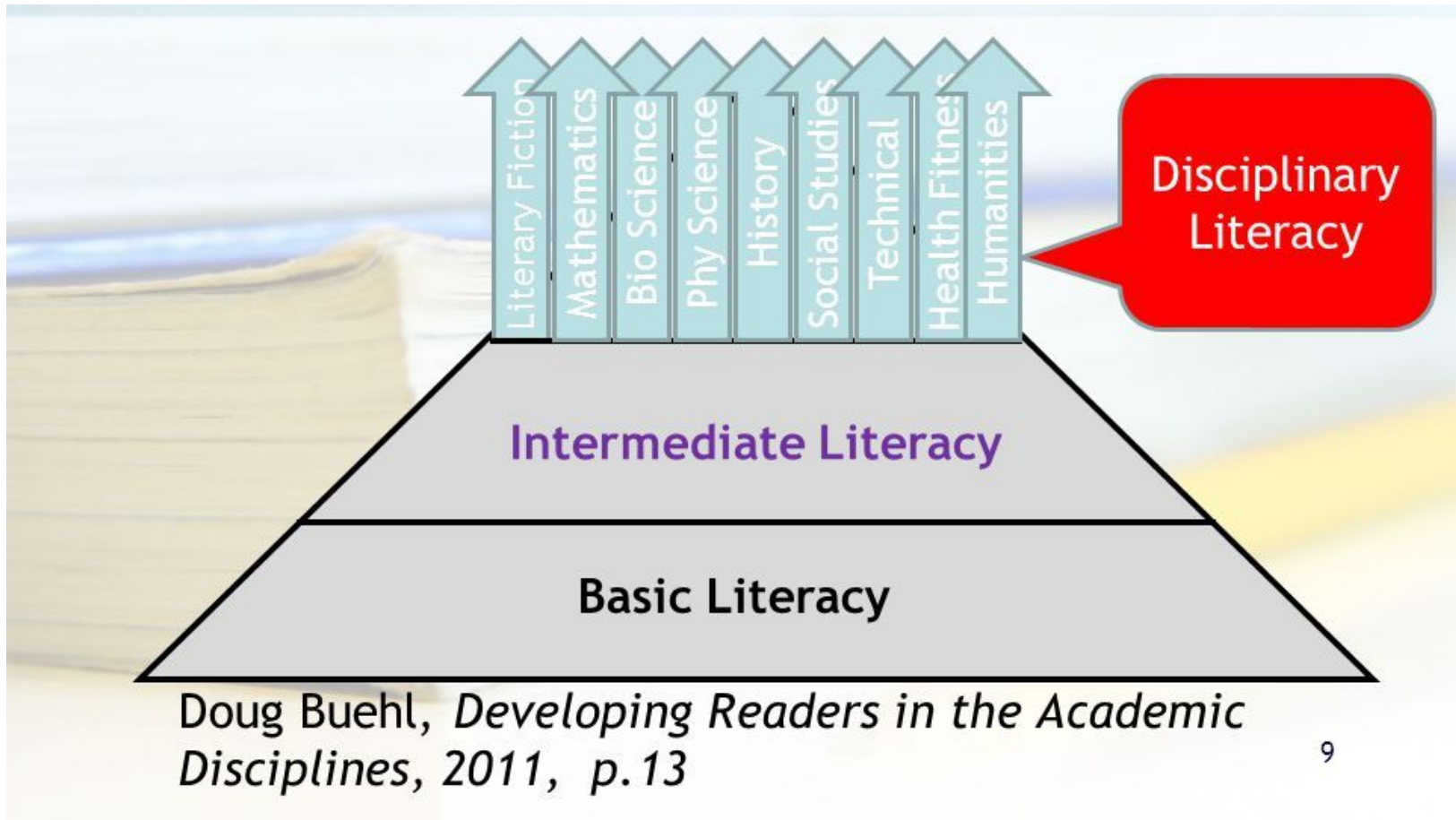
International Literacy Association 2017

# Content Area vs. Disciplinary Literacy





# How Do We Make Meaning?





# How Do We Make Meaning?



modified from Doug Buehl, *Developing Readers in the Academic Disciplines*



PICK  
A  
BOOK

# Lesson Plan - Breakdown

What do they have students doing:

- BEFORE they begin reading?
- WHEN they are are reading?
- AFTER they are finished reading?

What prior knowledge do students need to comprehend the book?

What personal finance concepts/ideas will the students be learning about?

How will this learning be assessed?

Share  
Your  
Thoughts



# Lesson Plan - Breakdown

What did we see in common for:

- BEFORE they begin reading?
- WHEN they are are reading?
- AFTER they are finished reading?

Any common:

Prior knowledge?

Key concepts/ideas?

Assessments?

**WHAT DO  
THESE  
THINGS  
HAVE IN  
COMMON?**

# Teaching Personal Finance

Basics are based on good teaching!

- More than just knowledge and information
  - Ability to use info/resources
- Make sound decisions
  - Find answers
  - Evaluate factors
- Spiraling curriculum of learning
  - Repeated exposure
  - Increasing complexity



# Teaching Personal Finance

A bit deeper in the specific content:

- Executive Function (starts as early as age 3)
  - Planning
  - Problem Solving
- Positive Financial Habits (starts as early as age 6)
  - Healthy money habits
  - Standards/Routines
  - Rules of Thumb
- Financial Knowledge/Decision Making (age 13)
  - Planning & Researching
  - Analysis and Decision Making

# Teaching Personal Finance

More specifics based on grade levels:

- Teaching Elementary Schools Students
- Teaching Middle School Students
- Teaching High School Students

Each guide break down the three areas from previous slide and includes:

- What to “watch for”
- “How to” guide skill development

# Books/Lessons Featured Today

Saving Strawberry Farm (Spending & Saving)

Less Than Zero (Credit & Debt)

Uncle Jed's Barbershop (Employment & Income)

Brainstorm! The Stories of Twenty American Kid Inventors (Employment & Income)

Tarantula Shoes (Financial Decision Making)

The Go-Around Dollar (Financial Decision Making)

The Have A Good Day Cafe (Financial Decision Making)

# Thoughts & Feedback?



## SESSION FEEDBACK SURVEY

# Questions? And Thank You!

Joe Schmidt- Social Studies Specialist

Maine DoE Sign up for my listserv

joe.schmidt@maine.gov - 207-624-6828

