



Consumer Mathematics

Teacher's Guide

Table of Contents

<i>To the Teacher</i>	<i>vi</i>
<i>Classroom Management</i>	<i>viii</i>
<i>Application Activity Rubric</i>	<i>ix</i>
<i>Use Chart</i>	<i>x</i>

Unit 1: Dollars and Sense

Unit Overview	1
Suggested Activities	3

Unit 2: Spending Wisely

Unit Overview	4
Suggested Activities	7

Unit 3: Borrowing Wisely

Unit Overview	9
Suggested Activities	12

Unit 4: Banking, Insurance, and Taxes

Unit Overview	13
Suggested Activities	17

<i>Answer Key</i>	18
<i>Graphic Organizers</i>	28
<i>Student Book Glossary</i>	33

Unit 2: Spending Wisely

Unit 2 teaches students how to get the best value for their money and how to create and balance a personal budget. In Lesson 5, students learn to compare products and services. They learn about comparison shopping, reading labels, making complaints, and shopping around. In Lesson 6, students practice figuring discounts and comparing sale prices. Lesson 7 teaches students how to compare the unit prices of products. Students learn about unit pricing with fluid measures, measures of length, and measures of weight. Lesson 8 covers fixed expenses and day-to-day expenses. They learn to add up their income and expenses and create a balanced budget.

Lesson 5—How to Comparison Shop

Goal: To learn to compare products and services to make sure you get the best value for your money

WORDS TO KNOW

Better Business Bureau (BBB)	a private, non-profit organization that will take your complaint about a company and can also give you information about a company
consumer	a person who buys something
estimate	a written statement from a person or a company that tells how much work will cost
guarantee	a formal promise that states a product or service will be satisfactory to the buyer
manufacturer	the maker of a product
recall	to have unsafe or unfixable items returned to the manufacturer
receipt	a piece of paper that tells how much was paid for something
refund	when one returns a product where it was bought and gets his or her money back

Lesson 6—Discounts

Goal: To learn to figure discounts and compare sale prices

WORDS TO KNOW

discount price	price an item is offered at that is lower than the regular price
discount stores	special stores that offer lower prices for items every day
regular price	the price that an item sells for every day

Lesson 7—Unit Pricing

Goal: To learn to compare unit prices of products

WORDS TO KNOW

centimeter	common measurement of length equal to one hundredth of a meter
fluid ounce	common measurement of volume equal to $\frac{1}{128}$ of a gallon
foot	common measurement of length equal to 12 inches
gallon	common measurement of volume equal to 4 quarts
gram	common measurement of weight equal to $\frac{1}{1000}$ of a kilogram
inch	common measurement of length equal to $\frac{1}{12}$ of a foot
kilogram	common measurement of weight equal to 1000 grams
meter	common measurement of length
ounce	common measurement of weight equal to $\frac{1}{16}$ of a pound
pound	common measurement of weight equal to 16 ounces
quart	a common measurement of volume equal to $\frac{1}{4}$ gallon
unit	a single quantity of something
unit price	how much 1 unit of a product costs
yard	common measurement of length equal to 3 feet

Lesson 8—Budgeting

Goal: To learn to add up income and expenses and create a balanced budget

WORDS TO KNOW

balanced budget	a plan for spending money in which expenses are equal to income
budget	a plan for spending money
day-to-day expenses	money that is paid for things like food, clothing, and entertainment
deductions	the different amounts that are taken out of a person's paycheck
expenses	things a person must pay for
FICA	abbreviation for the Federal Insurance Contributions Act, the federal law that taxes both employers and employees to fund Social Security and Medicare
fixed expense	money that must be paid for something such as rent, a utility such as electricity, or insurance
gross pay	a person's pay before taxes and other deductions are taken out
net pay	amount of pay a person takes home after taxes and other amounts have been taken out; also called take-home pay
total expenses	the sum of the expenses a person must pay regularly plus other expenses that the person chooses to pay

Notes on Application Activities in Student Text

Activity	Skills Applied	Product
Time to Paint	critical thinking, reasoning (optional activity: problem-solving, decision-making)	job plan
Explain to your students that it is important to think every job through from start to finish. It may seem like a lot of work, and it can be very tempting to just jump in and get started. But planning carefully will save time and money in the long run. You may want students to work on this activity independently, with partners, or in small groups. Give students a brief lesson in finding area—just enough so that they will know how to deal with the second part of the activity.		

Activity	Skills Applied	Product
Budgeting	evaluating information, decision-making, computing, problem-solving (optional activity: collecting data, analyzing information, reasoning)	record of spending habits for one week
Review the opening paragraph and directions. Be sure learners know to choose a variety of items, and that they must buy enough for five complete lunches. It's okay to have extras if an item is prepackaged (e.g., variety chips). You may want to go over the items in the "store" so packaging and pricing are not confusing. You may also want to fill in the first line as an example of how to enter information for each column. Do not discuss Part 2 with learners at this time, as it may influence their choices. For a follow-up discussion, ask students to share how they decided to adjust the items they selected in order to stay in budget. How did this affect their lunches? You might also ask students how they felt about planning in advance for so many days. Some may have found it difficult; others, no problem. Try to get some specific examples of what they found to be easy and difficult about the activity. Discuss how this type of planning would be a good idea for them in their daily lives. Also, ask if they can think of any other areas to which they could apply such planning.		

Additional Activity Suggestions

- Have students discuss ways to help stay within their grocery budget (coupons, sales, using shelf labels for price comparison, shopping with a list to avoid buying a lot of things you really don't need, trying to shop when you aren't hungry, and so forth).
- Use newspaper inserts or in-store circulars from two different grocery stores to comparison "shop." Have students list items that are advertised by both stores. Add up the prices to see how one store compares with another.
- Have students use the phone book or go on-line to locate: 1) the Better Business Bureau, 2) consumer organizations, and 3) local, state, and federal government consumer protection agencies.
- Have students go to the library or use the Internet to find specific consumer information for their "dream car." They should give the base price for the make and model they choose; a list of options and their prices; performance ratings from at least two different consumer sources; and what they have determined to be a fair price for their "dream car."

- Have a “contest” to see who can find the lowest price of a specific item such as a current CD, video game, or DVD using catalogs, sale advertisements, and on-line resources. Students must bring in “proof” of their low prices.
- One source of material for discussion of consumer topics is the “Consumer Information Catalog” from the U.S. General Services Administration. This catalog has an excellent selection of free or inexpensive publications on a wide variety of consumer topics. The catalog can be found on-line at www.pueblo.gsa.gov/catalog.pdf. The catalog may also be available at your local library in sufficient quantity to distribute to your students. Alternatively, you may want students to send for their own catalogs and/or booklets. This would be another excellent consumer activity. For information on obtaining catalogs, visit the Federal Citizen Information Center on-line at www.pueblo.gsa.gov or call 1-888-878-3256.



Differentiation

- To give students a hands-on lesson in balancing a budget, try bringing some play money to class. Put the money in a box, and have students draw 10 to 15 bills each, depending on the size of the class. Students can count up their money and use what they have to figure out a budget. The budget should include fixed expenses, such as housing, and day-to-day expenses, such as food and entertainment. Depending on your group, you may need to give students an idea of what a realistic percentage of their “income” would be for rent, food, and so forth.

Table
