

Learning about *TRADEOFFS* using a

# Home/Community Activity

Your student should complete this activity with adult involvement at home or in your community.

- On three separate family shopping trips, help your child analyze the change given by the cashier. Together identify the coins and their values. Determine whether the change will be used for saving or spending.

Parent/guardian signature verifies that your student has satisfied the entire grade level requirement for the 1st grade passport. Please return the completed passport to the teacher.

Parent/Guardian Signature

Teacher Signature

Date Completed

## Utah Financial and Economic Education Passport

This program introduces students to financial and economic concepts throughout their K-12 education through integration with the math, language arts, and social studies core areas, and encourages at-home and community involvement.

Steps for completing this Passport:

1. Complete the classroom activities as directed by the teacher
2. Complete the Home/Community Activity
3. Return the signed passport tri-fold to the teacher/school administrator



UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction

In cooperation with:



[www.utjumpstart.org](http://www.utjumpstart.org)

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[www.councilforeconed.net](http://www.councilforeconed.net)



[www.uesp.org](http://www.uesp.org)



[www.utahsaves.org](http://www.utahsaves.org)



[www.uen.org](http://www.uen.org)

- 1<sup>ST</sup> GRADE -

# Financial & Economic Education

# PASSPORT

STUDENT'S NAME \_\_\_\_\_

Financial topics to be covered

- Supply and demand
- Opportunity costs and tradeoffs



# 1st Grade Financial and Economic Education

*(These are sample activities to be completed in class.)*

Learning about **OPPORTUNITY COSTS AND TRADEOFFS** using

## Mathematics

- Draw a picture of coins showing three different ways you could make a dollar. On the back of the paper, draw three things you could buy with a dollar. Circle the one you like best.

**Math 1, Standard 3, Objective 2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date Completed

Learning about **SUPPLY AND DEMAND** using

## Social Studies

- Make a bar graph showing the numbers of three classroom supplies, such as scissors, glue, and pencils. Compare each to the number of students in the classroom. Discuss how everything can be shared cooperatively.

**Social Studies 2, Standard 2, Objective 1: Identify and list rights and responsibilities in school and the neighborhood.**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date Completed

Learning about **SUPPLY AND DEMAND** using

## Language Arts

- Take a poll of your classmates' favorite lunch: pizza, chicken nuggets, or hamburger. On the next order, which lunch should the lunch worker order more of? Which should she order the least of?

**Language Arts 1, Standard: 1, Objective 1: Develop language through listening and speaking.**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date Completed