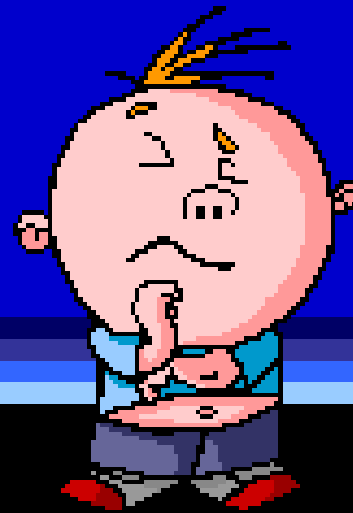


# Primary Meaningful Math Management

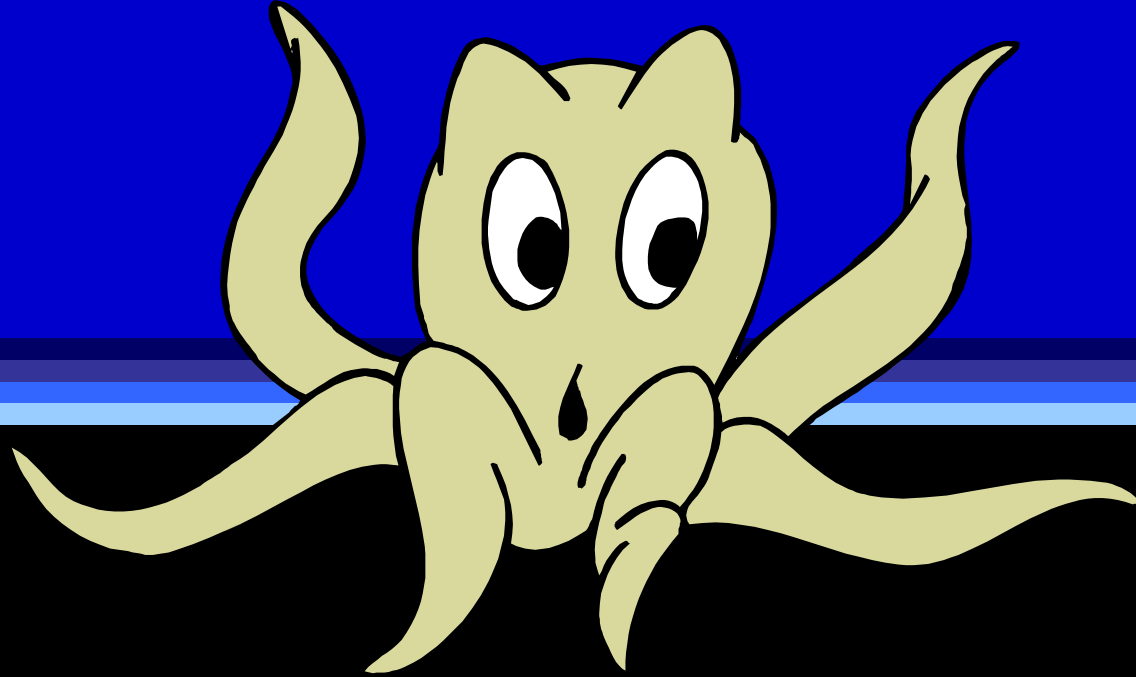


Cultivating Math Skills,  
Life Skills, and Personal Accountability  
in the Primary-Level Classroom

# Think-Write-Pair-Share



- Think about each of the following quotes with your group.
- Have each person write or draw phrases or words from a quote that stand out to them.
- Think about what these quotes have to do with the meaningful math management.
- Share your thoughts with another person.
- Be prepared to share what your partner thoughts with the whole group.



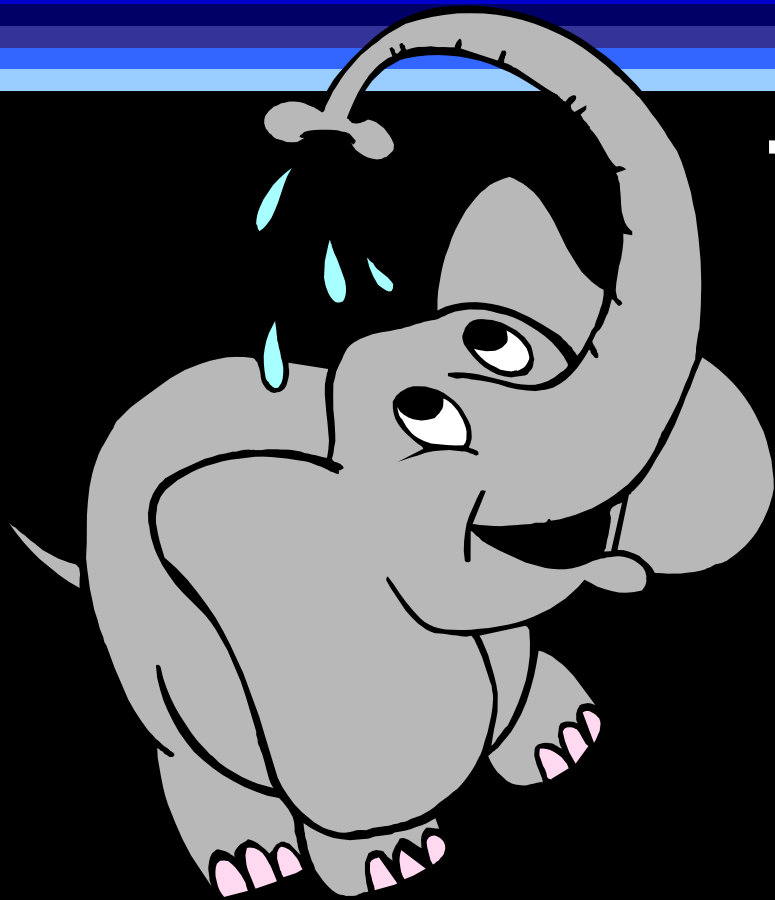
**"Talent without discipline is like an octopus on roller skates. There's plenty of movement, but you never know if it's going to be forward, backwards, or sideways."**

**— H. Jackson Brown, Jr.**



**“Opportunity is missed by most people because it’s dressed up in overalls and looks like work.”**

-Thomas Edison



**The only reason a great many American families don't own an elephant is that they have never been offered an elephant for a dollar down and easy weekly payments. ~*Mad Magazine***



**"We are what we repeatedly do,  
excellence then is not an act, but a  
habit."**

**— Aristotle**



**A bank is a place that will  
lend you money if you  
can prove that you don't  
need it. ~Bob Hope**



**“The conventional definition of management is getting work done through people, but real management is developing people through work.”**

**-Agha Hasan Abedi**

Where did this idea of  
Meaningful Math  
Management come  
from?

I was teacher seeking a way to make the connection from real life to all the mathematical concepts my students were required to master.

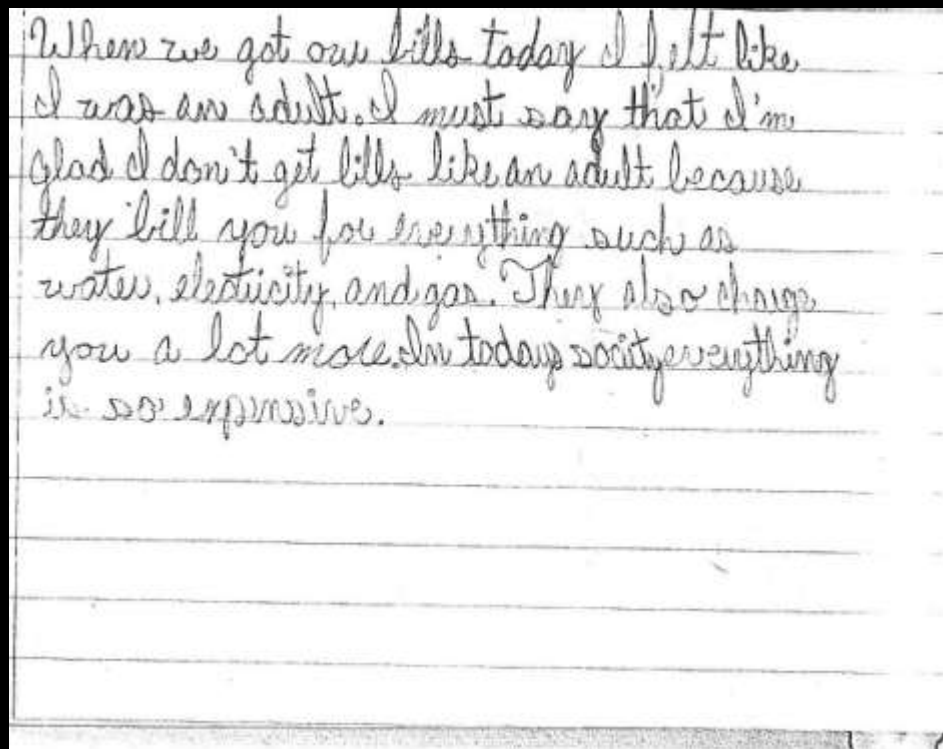


I also thought that the ability to accumulate electronic funds would inspire & motivate them to manage themselves.



Why a checking  
account?

Simple...when you open a checking account & you keep it balanced...

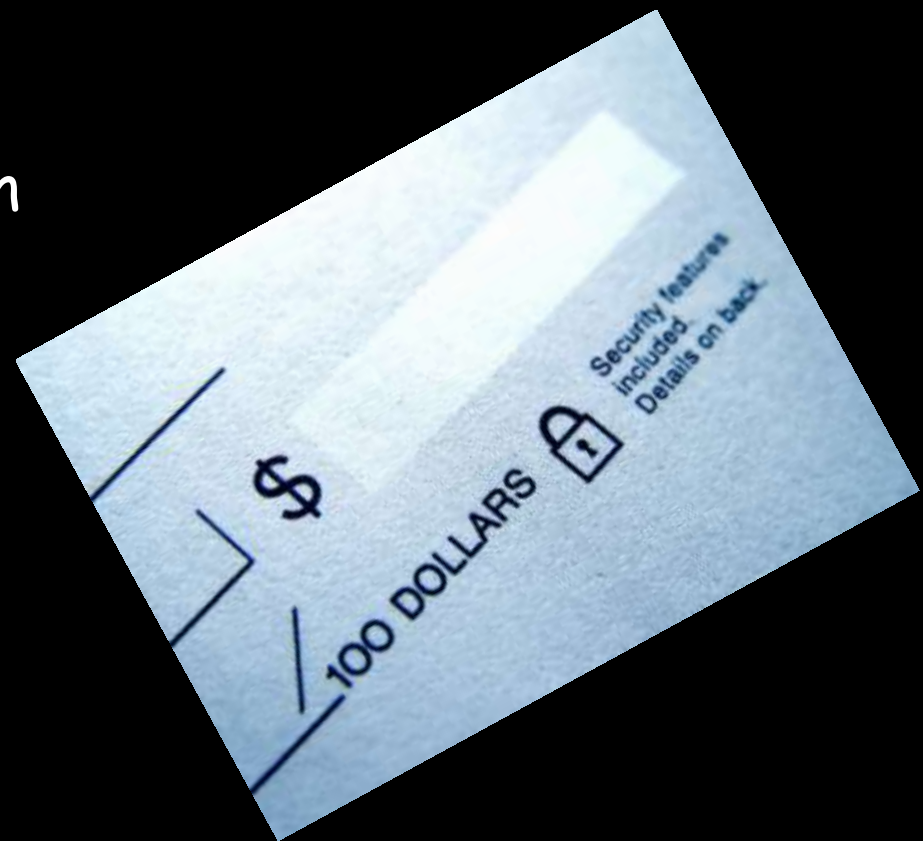
A photograph of a handwritten note on lined paper. The text is written in cursive and discusses the cost of bills in today's society.

When we got our bills today I felt like I was an adult. I must say that I'm glad I don't get bills like an adult because they bill you for everything such as water, electricity, and gas. They also charge you a lot more. In today's society everything is so expensive.

...the skills you use are real-world & meaningful!

# Just to make it interesting I decided that my students would:

- Earn income & pay debits
- Work off commission for extra income
- Pay rent for their books, desks, and materials
- Shop at the Tabor General Store each quarter
- Pay inflated prices
- And, pay taxes in April





My students  
proved that  
Meaningful Math  
Management  
worked

# Sample Paycheck

## Francis T. Evans Student's Earnings Statement

Fourth Grade Student Mrs. Tabor's Class Francis T. Evans Elementary
---

Pay Date	1/14/94
Pay Period	Dec. - Jan.

Total Earnings	\$300.00
----------------	----------

Please record the above amount in your checking account book.

When we got our bills today I felt very independent because I could pay my own bills without any help. It really helps a persons self-esteem to know that he or she can pull they're own weight.

# Sample Rent Payment

Francis T. Evans Elementary School  
Student Billing Department

Name Jake Berry

Account # 4015

Jake Berry 6700 Road Six Table Five		1/31 19 94	004
Pay to the order of <u>Francis T. Evans</u>		\$ <u>100.00</u>	95-32/1070
<u>One hundred and No</u>			<del>Dollars</del>
Tabor-Evans BANK	Montgomery Office of Albuquerque, N.A. (505) 765-2211 • P.O. Box 25600 Albuquerque, NM 87125-5500		
For <u>Rent and Materials</u>		<u>Jake Berry</u>	
⑆ 107000327101 5677718 7# 1507			

When we got our bills today I felt sad. I had to depart with my money. My money was nice to me, I dropped a check and the bottom of my bill into a cold dark box.

Now I only have \$460.<sup>00</sup>/<sub>xx</sub> (pieces of dough) now. I could have sworn my check was crying. It broke my heart, Boy! I sure can exaggerate!

# Why Primary Meaningful Math Management?

I figured if it worked with my older students, it would work with younger students  
...and it does!!!



# BOGGLE



- Think about all the math, life, and personal accountability skills & used when you have a checking account.
- Write as many words or phrases as you can in the given amount of time.
- Partner up with someone. Give yourself one point for every idea they don't have.
- Compare this method to giving an allowance. Which one teaches more responsibility?
- Be prepared to share the top ideas with the whole group.



So, you've got my  
attention.  
How do I begin?

- Credit:
- 1 Feed K.C \$1.00
  - 2 Clean room \$3.00
  - 3 Make bed \$00.50
  - 4 Help clean after dinner \$2.00
  - 5 Helping brother and sister \$10.00
  - 6 Having nails \$00.90
  - 7 Go to bed when time to \$00:20
  - 8 Give K.C water \$00.50
  - 9 Clean bathroom \$5.00
  - 10 No numbers for nine weeks \$15.00

- Debit:
- 1 Shower more than 15 minutes \$10.00
  - 2 Rolling eyes \$15.00
  - 3 Stomping \$20.00
  - 4 Talk back \$50.00
  - 5 Go past bed time \$10.00
  - 6 Stay on DS or any other screen for more than 2 hours \$15.00
  - 7 Watch parents on weekend \$20.00
  - 8 Any Disrespect \$100.00
  - 9 Yelling \$10.00
  - 10 Slipping \$00.50

1. Help your students develop the class credit & debit list. Be sure to put the emphasis on credit—or making good choices.

Here's the kind of list my students generated.

## Tabor-Evans Checking Account Information

### CREDIT:

•Student of the week/month	\$35.00
•No numbers for a month	\$30.00
•Team winner of the week	\$20.00/each
•Help another student, without being asked, to complete a major project	\$10.00
•Go "beyond" your classroom job	\$10.00
•Do "extra" homework	\$ 5.00
•No numbers in a week	\$ 5.00
•Complete all of daily work	\$ 5.00
•Team stays at whisper level all day	\$ 5.00/each
•Give Mrs. Tabor "extra" help	\$ 5.00

\*Please record no more than 3 items per day for credit on your earned income sheet. This sheet will be turned in on Friday. Deposits into your account will be made on Mondays.

\*All of the above items are subject to change if the Tabor-Evans C.E.O. desires.


### DEBIT:

•Take something that is not yours	\$50.00
•Fighting	\$50.00
•Unnecessary bragging about checking account	\$50.00
•3 numbers in a day	\$50.00
•Overdrawn check	\$25.00
•Lost checkbook	\$25.00
•2 numbers in a day	\$25.00
•Poor behavior outside the classroom	\$10.00
•Not participating in cooperative learning	\$10.00
•Not being on task	\$ 1.00/per minute

\*Checks will be written to Mrs. Tabor immediately when debit items occur.



For the younger child, make the record keeping simple.

Day and/or Date	What I did	Stickers I earned	Total
Monday	Brushed my teeth		2

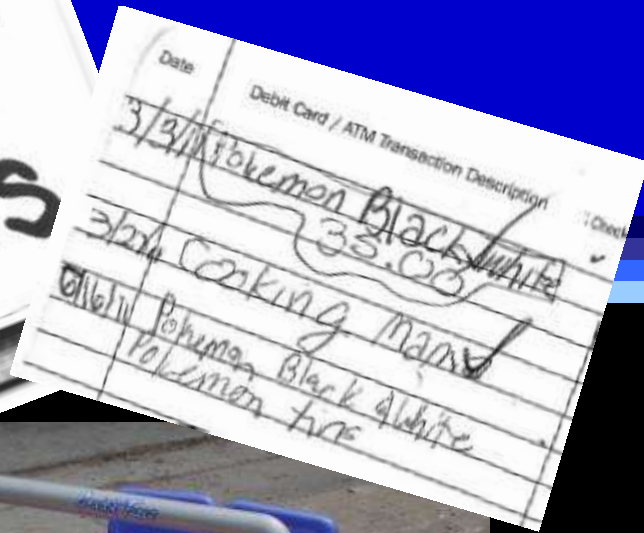


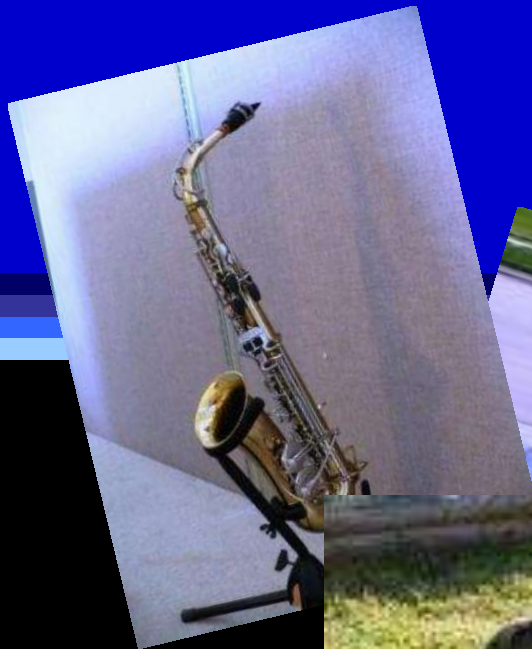
**3. Obtain any  
free items from  
your local bank.**



**4. Meet with each of your students to open an account with \$100 initial funding from you. Ask them to prove how they will be responsible with the money.**

5. Dream with your students. Help them determine something they are going to work toward in the classroom. Find pictures and post them.

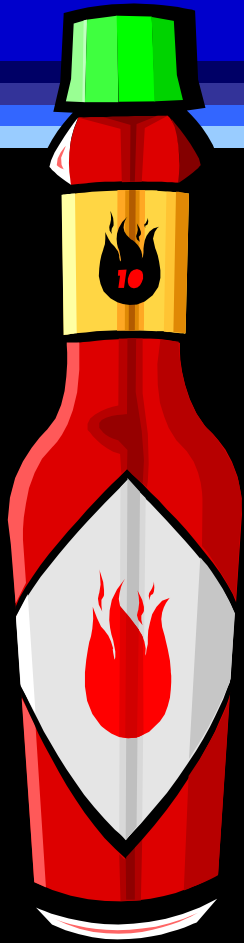




6. Meet with your students at the beginning of every day to discuss their goals.

7. Record credits at the end of each day.





What if I really  
want to  
**KICK IT UP A  
NOTCH?**

8. Open a class "store" each quarter, or each month, where the students may spend their money.



# TABOR GENERAL STORES

Grand Opening Advertisement

## Tabor General Store's Grand Opening

Tabor-Evans Bank has provided funding for the Tabor General Stores. The store will be open on Tuesday, December 21st. Patrons of the store will be the students from Mrs. Tabor's Fourth Grade Class.

The store's general manager promises that other shopping days will follow throughout the coming year.

Designer  
Stamp Sets  
only  
\$40.00

All you need to bring is your Tabor-Evans Checking Account Book. This will provide proof of funds to purchase items. Happy Shopping!!!

Fashionable  
Holiday Pins  
just  
\$30.00

PRICES SLASHED ON ALL  
TRACERS FOR THE  
HOLIDAY SEASON  
(selection may vary)

Please, only 4 items per customer.

JEWELRY DEPARTMENT  
OFFERS LARGE ARRAY  
OF EARRINGS AND  
FRIENDSHIP BRACELETS

Buy a holiday card for someone you love. A large selection is now available. Only \$5.00 for each card.  
(selection may vary)

See our TOY DEPARTMENT for:  
\*\*Super Straws\*\* \*\*Balloon Racers\*\*  
\*\*Giant Erasers\*\*  
\*\*Fancy Magnets\*\*  
And MUCH, MUCH MORE!!!

9. Inflate the prices at your store to help your students become aware of the economy.

10. Follow the stock market and help your students “invest” some of their funds, and earn profits.

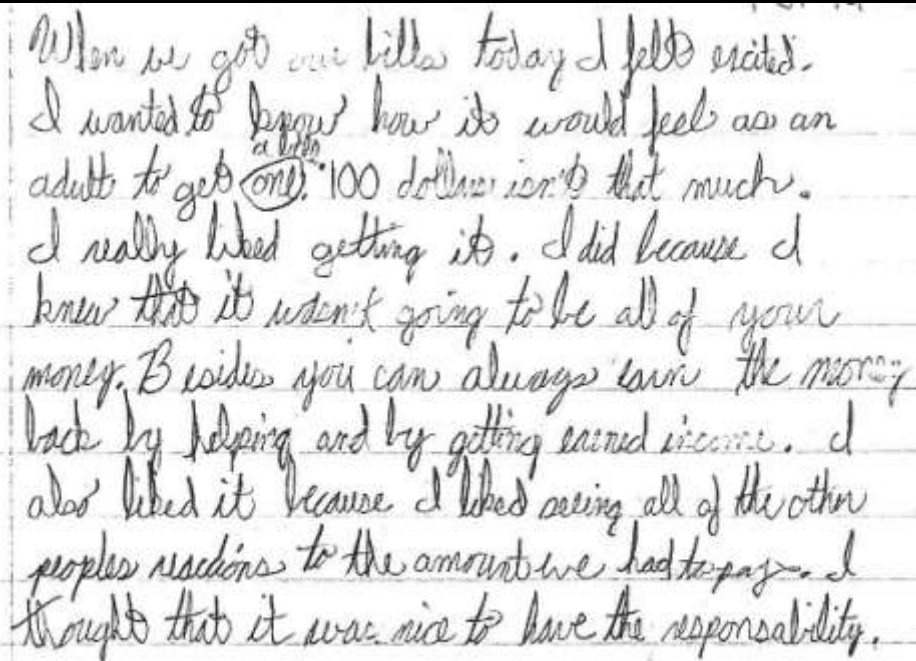


When we got our bills today I felt  
overwhelmed with these bills especially since  
we had to make out a check last week to  
Mrs. Tabor. But it's nice having pretend  
responsibilities. Just like our parents it's really  
great! I wish now that we could just  
have a house but I guess I could say  
that because we're going to build a space  
shuttle and room! I think Mrs. Tabor is  
great.

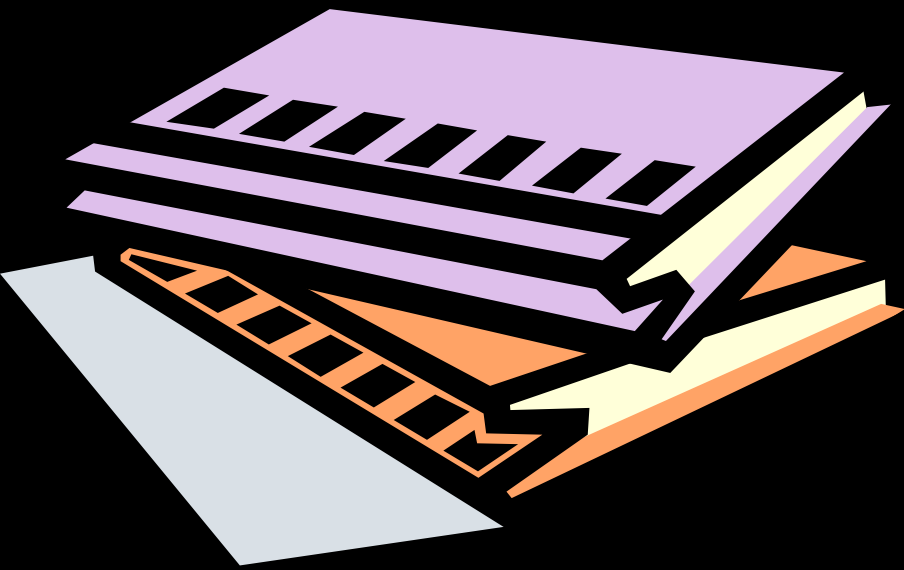
Winkley, Moore table 2 pod 6	Jan 31 1998
Pay to the order of F.T. Evans Element School	\$100.00
One Hundred	Dollars
for	

11. Have your  
students pay  
taxes by April  
15.

12. Help your students pretend to use their money at a real store, determine tax on items, discounts, use coupons, total the amount spent & determine amount saved.



When we got our bills today I felt excited. I wanted to know how it would feel as an adult to get <sup>a little</sup> 100 dollars isn't that much. I really liked getting it. I did because I knew that it wasn't going to be all of your money. Besides you can always earn the money back by helping and by getting earned income. I also liked it because I liked seeing all of the other peoples reactions to the amount we had to pay. I thought that it was nice to have the responsibility.



13. Have your students keep a journal, write a book, and take pictures about their experiences.



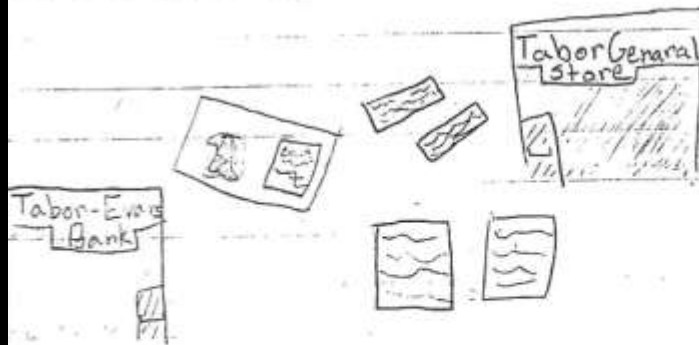
What are some other things you could do to make this system even more effective?



## Time for Reflection

Teachers, think about yourself as a learner. Describe how you would have benefited from this type of meaningful math management system. Share a few of your thoughts with your students and with your grade level team.

When we got our bills today I felt hurt. But, I guess it's not as bad as adults. They have to take 600 to 1,000 dollars out. It was very fun. I don't know how Mrs. Tabor thought of it but, I'm sure glad she did.



Is it worth the time & the effort to do something like this with your class?

Yes!!!

It helps me save money, because if I get money  
I just want to spend it right away!! It also  
helps me with math. I will help me do  
better things with my money when I grow  
up and become a zoologist.

This is going to help me, because when I get  
older I will be prepared. Also when I'm  
~~16~~ 16 I will have a house. When I'm  
21 I will have a car. I won't a lot of  
~~money~~ money. The last time I had  
I got was a Mustang. I had  
to make ~~3~~ more money. That's  
a lot of work.



## Implementation

Make a list of everything you need to do to begin "Primary Meaningful Math Management" in your classroom. Put a date next to each item to remind you when to do it. Share this information with another teacher or a friend who will help encourage you.



**Visit [glennatabor.com](http://glennatabor.com) for more great information, free resources, and continued support.**

**“Like” Glenna Tabor Consulting on Facebook to learn more mathematical ideas to support your students’ mathematical journey.**