



**BIZ KID\$**  
**Episode 202: "Money Math - Who Needs It?"**

**Day One**  
**Introduction**

Welcome students/youth to "Biz Kid\$" and introduce yourself, giving your name and job title.

Explain that "Biz Kid\$" is a program to help people become financially educated, learn work-readiness skills, and to even become entrepreneurs...Biz Kids!!! They can view the program "Biz Kid\$" with their families on Public Television stations all over the country, and also participate by using the "Biz Kids" web site. Today, they get to see an episode with you.

To begin today's session, read aloud to the class or group Shel Silverstein's poem "**SMART**" from his book Where the Sidewalk Ends. (A copy of the poem is included with this material.)

Are your parents "too proud of you to speak?"  
Stay tuned...

**Today's pre-viewing question:**

When you pay for a purchase using cash, how do you know if you receive the correct amount of change?

(Students may respond that they count their money using addition or subtraction.)

What math skills do you think you need to handle basic financial transactions?





(Allow students to respond, and record their responses on a blank OHP transparency or paper chart for future reference.)

Do you think that math skills needed to operate a business are different from the ones we've just listed?

(Add to the list if students suggest additional skills are needed.)

As we watch today's episode of Biz Kid\$, "Money Math – Who Needs It?" think about the math skills you have already acquired, and see if you spot other math skills that would be helpful to learn.

### **Show Episode 202: "Money Math – Who Needs It?"**

#### **Activity to follow viewing the program together:**

Encourage students to stand and stretch a minute, and then ask them to please be seated.

Let's review the list of math skills we created prior to viewing the program. (Display the list using the OHP or paper chart.)

Did you notice other math skills used by the young entrepreneurs in this episode? (If so, record student responses and add to the list.)

Now I'd like you to get your math text books and locate the Table of Contents. (Allow students a few minutes to retrieve their math text books.) Is the word "Money" used in any of the titles or subtitles in your text? If so, turn to those pages and see what kinds of problems are included.





If you don't spot the word "Money" in the Table of Contents, try checking the Index at the back of your book.

Raise your hand when you are ready to share information with us.  
(Allow students time to share and discuss their findings.)

Next, ask students if they saw anyone in the program using the particular skills they are learning. How will it help them to have this knowledge? (Again, if time permits, allow them to share their "discovery" that the math skills they are learning now will work for them the rest of their lives!)

Thank students for their attention and participation in today's session.

### **SMART**

By Shel Silverstein

My dad gave me one dollar bill  
'Cause I'm his smartest son,  
And I swapped it for two shiny quarters  
'Cause two is more than one!

And then I took the quarters  
And traded them to Lou  
For three dimes---I guess he don't know  
That three is more than two!

Just then, along came old blind Bates  
And just 'cause he can't see  
He gave me four nickels for my three dimes,  
And four is more than three!





And I took the nickels to Hiram Coombs  
Down at the seed-feed store,  
And the fool gave me five pennies for them,  
And five is more than four!

And then I went and showed my dad,  
And he got red in the cheeks  
And closed his eyes and shook his head---  
Too proud of me to speak!

