

Save for Later

Students identify saving choices and connect saved amounts to future purchases.

SS.1.E.1.5 "Recognize the importance of saving money for future purchases."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE A PLAN

a	SAVE	SPEND	SHARE
b	SPEND	SAVE	SHARE
c	SHARE	SPEND	SAVE

2 SAVED AMOUNTS

BOOK	•	•	4
BALL	•	•	3
KITE	•	•	2

HOW TO RUN THIS PAGE

Read each situation aloud and give students time to mark their answers. The skill looks like choosing to keep money now so it can be used to buy something later.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CHOOSE A PLAN

SAY “Listen to each short story. In every row, I will read the three words. Circle the word that shows how the child can keep money for something wanted later.”

ROW	SAY	STUDENTS CIRCLE
a	Noah wants a puzzle next week. He has 2 dollars today. I see SAVE, SPEND, and SHARE. Which word shows what Noah can do with his money for the puzzle next week?	SAVE
b	Mia wants skates next month. She has 4 dollars today. I see SPEND, SAVE, and SHARE. Which word shows what Mia can do with her money for the skates next month?	SAVE
c	Omar wants a book later. He has 3 dollars today. I see SHARE, SPEND, and SAVE. Which word shows what Omar can do with his money for the book later?	SAVE

PART 2 • SAVED AMOUNTS

SAY “A child saved money for each item on the left. For the book, which number shows 2 dollars saved? For the ball, which number shows 4 dollars saved, and for the kite, which number shows 3 dollars saved? Draw a line from each item to its saved amount.”

- **BOOK** matches **2**
- **BALL** matches **4**
- **KITE** matches **3**

WHAT TO ACCEPT

Circle SAVE in all three rows. Match BOOK to 2, BALL to 4, and KITE to 3.