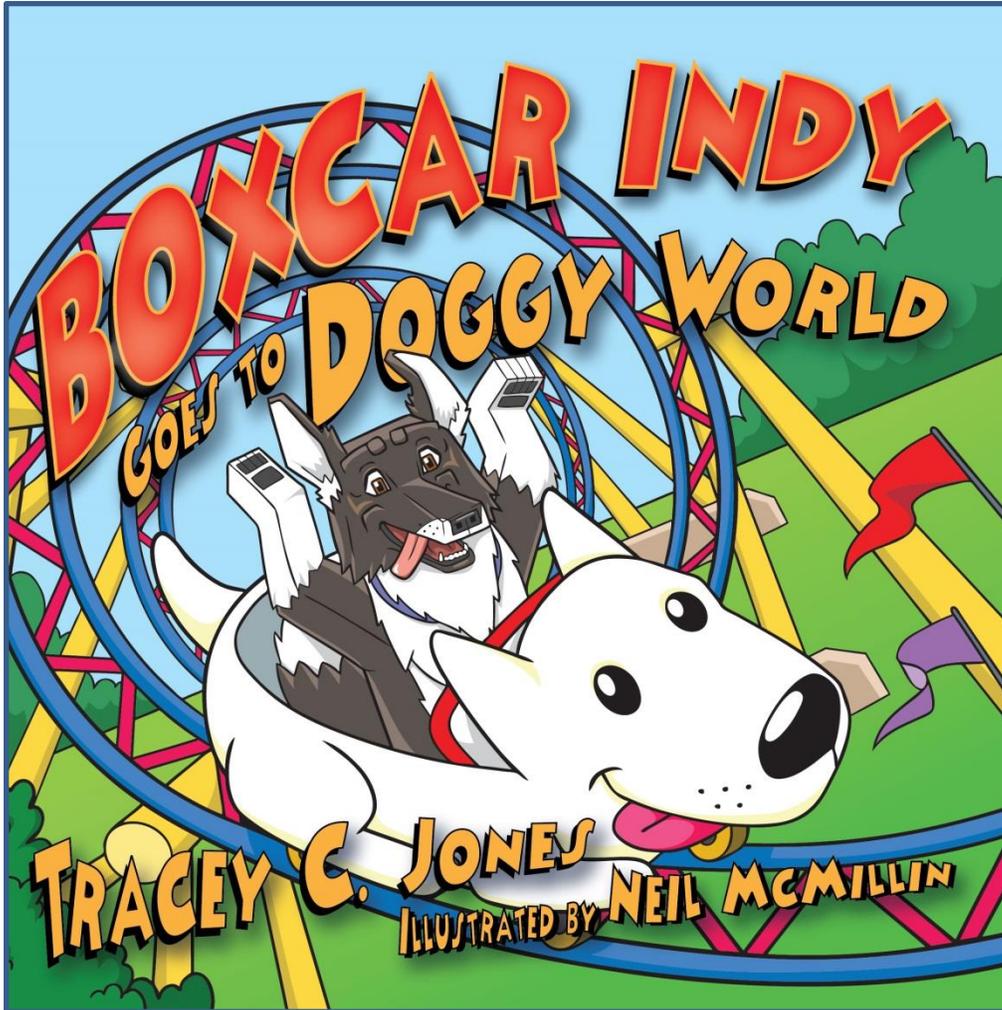


Teacher's Guide

for



Boxcar Indy Goes to Doggy World

Tracey C. Jones

Illustrated by Neil McMillin

Teacher's Guide by Joelle Liller, M.Ed.

Objective: Introduce students to financial concepts

Vocabulary Introduced: account, allowance, borrow, business, credit union, deposit, interest, job, loan

Introduction/Pre-read:

1. Ask children if they have ever wanted anything they couldn't have and discuss why. Guide the discussion to financial issues: *Was it because it cost too much money?*
2. Tell students the story you're about to read is about a puppy who wants to go to Doggy World, but he doesn't have enough money to pay for it. *Let's read and see what the puppy does to achieve his goal.*
3. Distribute deposit registers to students to use during story reading. See three sample registers at end of packet:
 - A. Completed sample with Indy's ledger entries.
 - B. Blank sample for students to use while reading the book.
 - C. Blank sample for students to use with their own money. Note that this version includes an extra column for DATE.

During Reading

Page 4:

What is Ruby's Promise? How long does Indy have to earn 1,000 doggy dollars?

Page 6:

Instead of reading calculations, have students complete orally; for example: if Indy makes \$5.00 a week for three weeks, how much money does he make?

Have students enter \$80.00 and \$15.00 into register and add to get balance of \$95.00.

Page 8:

What is a credit union?

Discuss difference between bank and credit union.

How many of you have your own savings account?

What is interest?

Page 10:

Discuss what Indy should do.

Page 12:

What is 200×2 ? (*For 3rd grade and up.*)

Add \$400.00 to register. Total is now \$495.00. How much more does Indy need?
(Younger grades may need more help here.)

Page 14:

What did Indy decide to make?

How many biscuits did he make?

Page 16:

Indy sold 250 biscuits at \$2.00 each. How much money did he make? (*3rd grade and up*).

Add \$500.00 to register and add to get \$995.00 (younger students may need help with this).

How much more money does Indy need?

Page 18:

Does Indy want his own Super-Slobber Balls? Why doesn't he buy any?

Discuss making choices and sacrifices to achieve your goal.

Page 20:

How did Indy earn the last \$5.00?

Add the final \$5.00 to the register to make \$1,000.00

How do you think Indy feels now that he earned the money?

What is Indy's reward?

What rides and food do you think they have at Doggy World?

What do you think Indy did first?

Page 24:

What is on Indy's head?

What does Benny want?

What did Indy do?

Contrast the way Indy treats Bennie on page 24 with the way Bennie treats Indy on page 18.

After reading /Extension:

1. Talk about how students could earn money.
2. Have students draw their own version of Doggy World.
3. Use doggy dollars to set up a class store for Behavior Management.

SAVINGS ACCOUNT

NAME: indy

Description How did you get the money? <i>or</i> What did you spend it on?	Deposit Putting money in the credit union	Withdrawal Taking money out of the credit union	Total How much money is in your account?
Doggy bank	\$80.00		\$80.00
Three weeks' allowance	\$15.00		\$95.00
Digging holes	\$400.00		\$495.00
Selling biscuits	\$500.00		\$995.00
Interest	\$5.00		\$1,000.00
Doggy World trip		\$1,000.00	\$0

SAVINGS ACCOUNT

NAME: indy

Description How did you get the money? <i>or</i> What did you spend it on?	Deposit Putting money in the credit union	Withdrawal Taking money out of the credit union	Total How much money is in your account?

SAVINGS ACCOUNT

NAME: _____

Date When did it happen?	Description How did you get the money? <i>or</i> What did you spend it on?	Deposit Putting money in the credit union	Withdrawal Taking money out of the credit union	Total How much money is in your account?