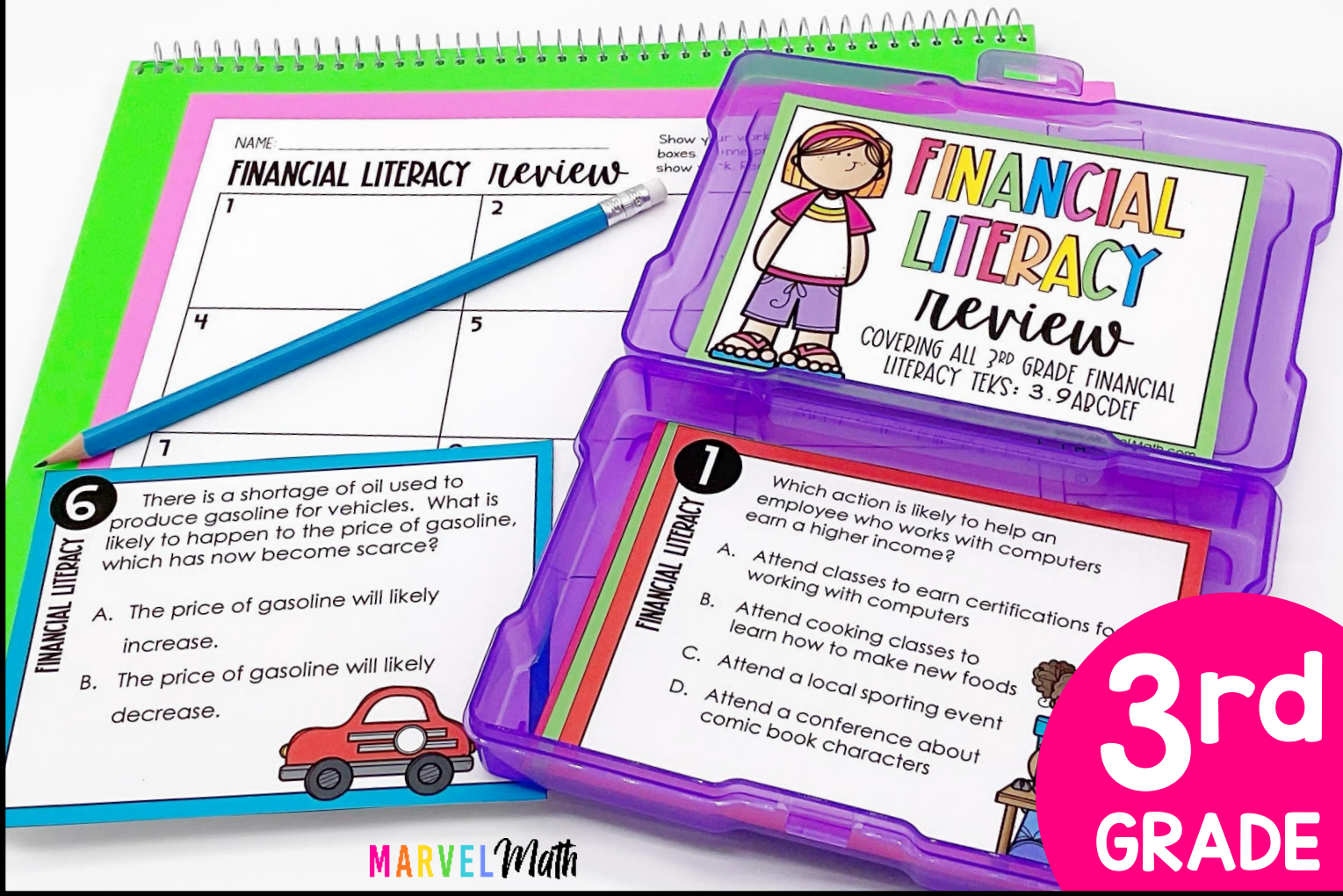


Financial Literacy

TEKS Task Cards



Fun & Engaging Practice

1 Which action is likely to help an employee who works with computers earn a higher income?

A. Attend classes to learn more about working with computers.

2 Jack works for a clothing store. The clothing store pays him every 2 weeks for the number of hours he works. The number of hours he works changes each week. Which action is likely to help him earn more money?

TEACHER A

3 Which of the following is NOT likely to help an employee earn more money?

TEACHER A

4 Which of the following is NOT likely to help an employee earn more money?

TEACHER A

5 Which action is likely to help a handyman earn a higher income?

TEACHER A

6 There is a shortage of oil used to produce gasoline. What is likely to happen to the price of gasoline?

TEACHER A

7 More and more businesses need to hire computer techs. There are more tech jobs than there are tech workers to fill them. What is likely to happen to the price of tech workers?

TEACHER A

8 A factory produced many fidget spinners while they were very popular. While they were popular, they could sell fidget spinners for \$10 each. What is likely to happen to the price of fidget spinners now that they are not as popular and demand has decreased?

A. The cost will increase.
B. The cost will stay the same.
C. The cost will decrease.

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13 14 15

NAME: _____

FINANCIAL LITERACY review

Show your work on the boxes. Some problems may require more than one box. Record your answers in the boxes.

1	2	3
4	5	6
7	8	9
10		12

FINANCIAL LITERACY review

COVERING ALL 3RD GRADE FINANCIAL LITERACY TEKS: 3.9ABCDDEF

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24 TEKS-aligned Task Cards

in color and blackline versions

1

FINANCIAL LITERACY

Which action is likely to help an employee who works with computers earn a higher income?

- A. Attend classes to earn certifications for working with computers
- B. Attend cooking classes to learn how to make new foods
- C. Attend a local sporting event
- D. Attend a conference about comic book characters



1

FINANCIAL LITERACY

Which action is likely to help an employee who works with computers earn a higher income?

- A. Attend classes to earn certifications for working with computers
- B. Attend cooking classes to learn how to make new foods
- C. Attend a local sporting event
- D. Attend a conference about comic book characters



3

FINANCIAL LITERACY

Which teacher is likely to earn more money?

TEACHER A

Number of years teaching: 2

Degrees earned:
Bachelor's Degree

TEACHER B

Number of years teaching: 15

Degrees earned:
Bachelor's Degree
Master's Degree



3

FINANCIAL LITERACY

Which teacher is likely to earn more money?

TEACHER A

Number of years teaching: 2

Degrees earned:
Bachelor's Degree

TEACHER B

Number of years teaching: 15

Degrees earned:
Bachelor's Degree
Master's Degree



2

FINANCIAL LITERACY

a clothing store. The weeks for the

- A. The pair
- B. The the
- C. The the

4

FINANCIAL LITERACY

Which to help money f

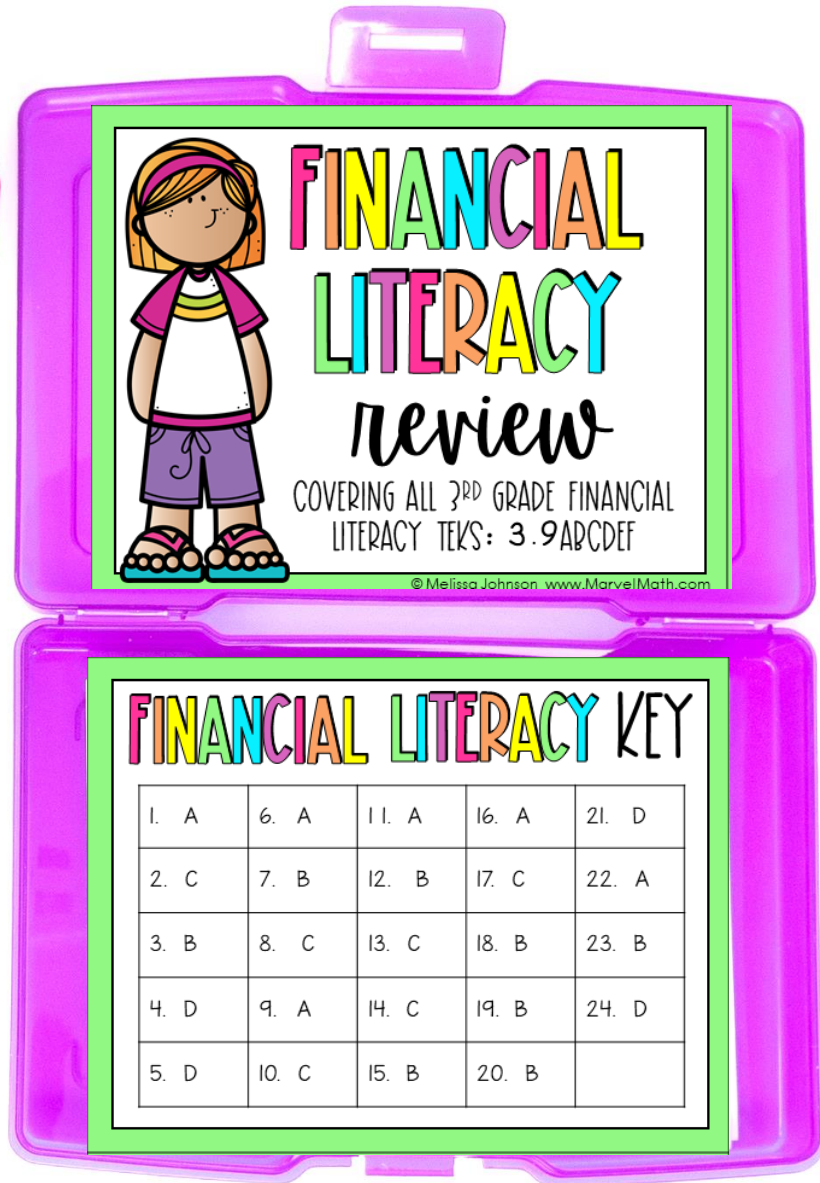
- A. Work
- B. Comp
- C. Show day
- D. Work fe

Make Data Driven Decisions

Quickly form student reteach groups by standard while you are correcting student work.



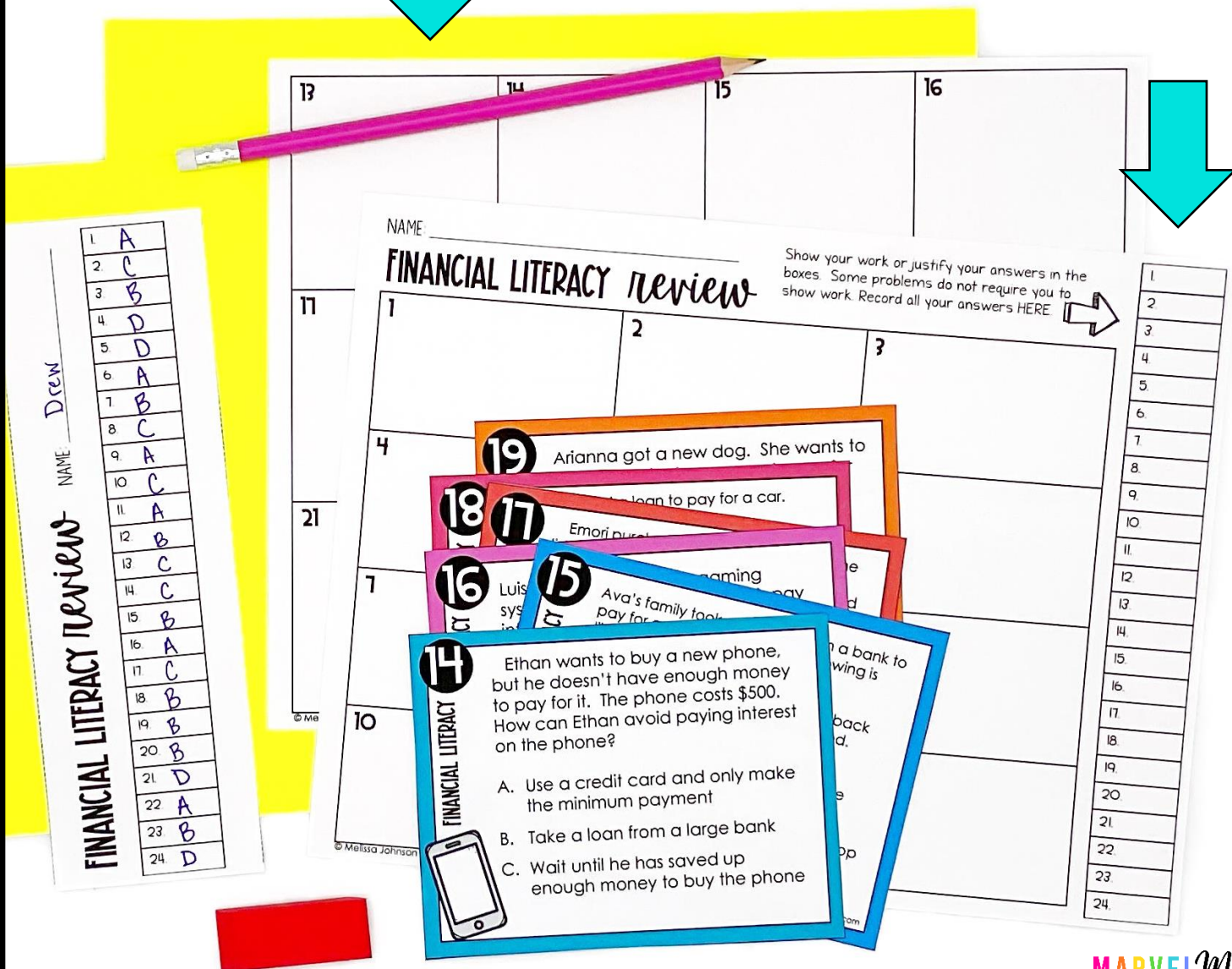
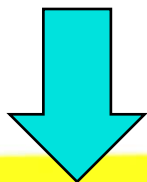
Easy Organization



Task Card
sized

**Cover
& Key
included**

2 Recording Sheet Styles



STAAR-formatted Questions

5

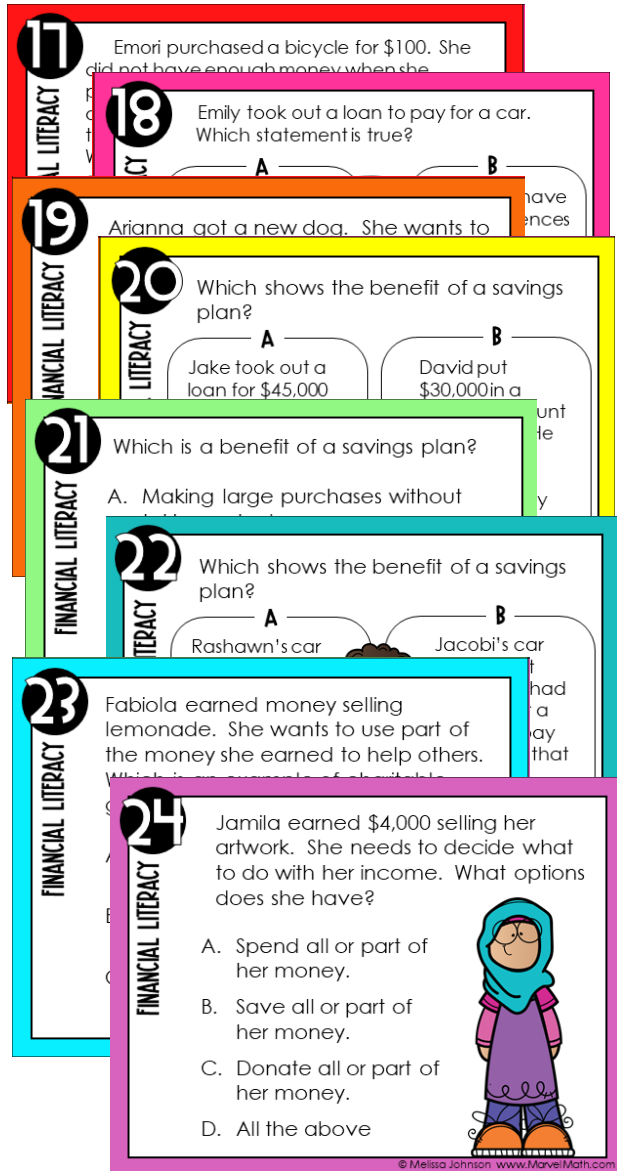
FINANCIAL LITERACY

Which action is likely to help a handyman earn a higher income?

- A. Arrive on time for appointments
- B. Learn how to repair more things for customers
- C. Complete excellent work to get higher reviews on the Internet
- D. All of the above



Covers All Financial Literacy Topics



- ✓ Connection between human capital, labor and income
- ✓ Relationship between the availability or scarcity of resources and the impact on cost
- ✓ Costs and benefits of planned vs. unplanned spending
- ✓ Understanding credit and interest paid on debt
- ✓ Benefits of savings plans
- ✓ Decisions involving income, spending, saving, credit and charitable giving

FINANCIAL LITERACY Review



HUMAN CAPITAL, LABOR & INCOME
TEKS 3.9A (Tested Supporting Standard) #1-5

Rick
Mia
Chantal

AVAILABILITY & SCARCITY OF RESOURCES
TEKS 3.9B (Tested Supporting Standard) #6-10

Sophie
Misha
Rick
Chantal

PLANNED & UNPLANNED SPENDING
TEKS 3.9C (Non-tested Supporting Standard) #11-12

Elijah

UNDERSTANDING CREDIT
TEKS 3.9D (Tested Supporting Standard) #13-17

Mia

BENEFITS OF SAVINGS PLANS
TEKS 3.9E (Tested Supporting Standard) #18-22

Diego
Jack

FINANCIAL DECISIONS
TEKS 3.9F (Non-tested Supporting Standard) #23-24

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NAME: Sophie

1	A
2	B
3	C
4	D
5	A
6	B
7	C
8	D
9	A
10	B
11	C
12	D
13	A
14	B
15	C
16	D
17	A
18	B
19	C
20	D
21	A
22	B
23	C
24	D



About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.

