

Lesson 6: Borrowing Bills

TOPIC: Borrowing and Lending

OVERVIEW:

Students explore the benefits and challenges of **borrowing** by examining how we check out, use, and return books from the library. Students will then examine ways to borrow items responsibly and create their own bookmarks with borrowing tips. Exploring strategies for sharing and responsible use of materials supports students in forming habits for success at school and home. Extend the discussion of sharing (**lending**) and responsibility (**borrowing**) throughout the year with a variety of cross-curricular independent and small group activities, including children's literature, math stations, social studies activities, and more.

OBJECTIVES:

1. Describe borrowing and lending with real-life examples
2. Discuss and illustrate ways to borrow responsibly

HANDOUTS:

- Borrowing Bookmarks

TEACHER PRESENTATION SLIDES:

- Borrowing Books Responsibly
- Ways to Borrow and Share
- Story Problems: Borrowing Bills

ESSENTIAL QUESTIONS:

- What is borrowing?
- What is lending?
- How is lending different from giving?
- How can I be responsible when borrowing?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Activity:** Introducing Borrowing and Lending

Post-Assessment:

- **Slide:** Ways to Borrow and Share
- **Handout:** Borrowing Bookmarks
- **Slide:** Story Problems: Borrowing Bills
- **Activity:** Class Reflection

Time:

45 minutes

Supplies:

- Chart paper, pencils, crayons, scissors
- Projector (for teacher presentation slides)
- Access to the Internet (optional)
- Suggested books (optional):
 - *Sharing a Shell* by Julia Donaldson
 - *Benny's Pennies* by Pat Brisson

Preparation:

- Make copies of student handout
- Set up projector with presentation slides

Glossary with key vocabulary 10

TEACHER TIPS:

- Look for grade level modifications throughout this lesson for ways to adapt activities for your students.
- Focus on connecting the concepts of borrowing and lending to daily classroom- based expectations. This will provide young students with personal context to build on their foundational understanding of this financial concept.
- Make time to explore the literature and technology resources mentioned in the guided and extended.

Instruction Steps

WARM UP

Introducing Borrowing and Lending

5 MINUTES

Begin by asking students whether they can think of a time when they, or someone they knew, borrowed something from someone else. Ask students whether it was nice to be able to use something they didn't have before. Explain that lending something to a friend or sibling is a nice way to share items.

Ask students: *How is lending different from giving?* Explain that, when you lend someone something, it needs to be returned.

MONEY SMART TIP!

Discussing sharing in connection with responsible borrowing can support students in developing strategies for problem solving with peers.

GUIDED EXPLORATION

What Is Borrowing?

20 MINUTES

Share two or three children's book titles where the theme or topic explored includes characters borrowing or lending items. (See suggestions for books in the **Extended Exploration** activities.)


After sharing information about the books that will be available in class during independent activity time or through the class library, ask students: *Where can we borrow books?* (The library) Next, ask students: *How should we treat books that we borrow? What if we don't take care of the books we borrow? Are there consequences for not taking care of books we borrow? What should we do when we are done using the books?*

Share the **Borrowing Books Responsibly** slide. Read the list as a class. Circle the scenarios that are good examples of borrowing responsibly. (Possible circled answers are: Take good care of the books, return them when agreed, or Use books like I would want someone to take care of my books.) Cross out the actions that do not reflect responsible borrowing.

Borrowing Books Responsibly

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- Take good care of books.
- Lose books.
- Give books away to someone else.
- Return books on time (due date).
- Use books respectfully.
- Draw in or tear out pages from a book.

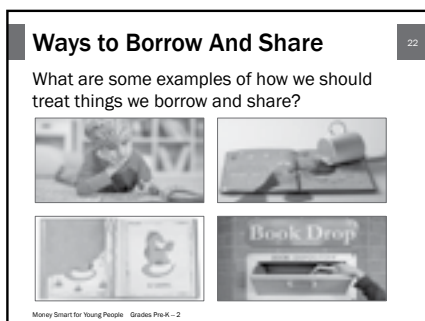


Money Smart for Young People Grades Pre-K-2

After going through the whole list, cross out the word “books” in the title, and then discuss how, when we borrow anything from friends or family, including toys or money, we should consider these strategies. Looking back at the list, write in the word “money” where books appeared, and review the circled strategies for borrowing responsibly. Remind students that, whatever we borrow, we need to return.

MONEY SMART TIP!

Expanding on what it means to be responsible by revisiting classroom rules and procedures supports students in taking an active role in building a caring learning community.



Share the **Ways to Borrow and Share** slide with students and have them identify the examples of responsible borrowing. Students may also share strategies for responsibly caring for classroom materials. Students can complete the handout to show their understanding of basic borrowing, or the handout can be completed as a class to extend the discussion of ways to borrow responsibly.

Borrowing Responsibly

5 MINUTES

Give each student a **Borrowing Bookmarks** handout. Read the tips for being a responsible borrower on the bookmark as a whole class, and then give students the opportunity to decorate and cut out one bookmark for themselves and one to share. As students decorate their bookmarks, they may discuss other ways they can show sharing, caring, and responsibility in their community.

Grade Level Modifications:

Pre-K-K: Students may share at circle time or as a group one way they are kind and responsible in the learning community.

Grades 1-2: Students may share compliments to peers for ways they see individuals being caring and taking ownership in the classroom.

WRAP UP

Class Reflection

5 MINUTES

Ask students: *What is important to remember when borrowing from or lending something to a friend?*

Invite them to share their responses. Check for understanding and possibly introduce extended exploration centers for exploring the topic further.

Extended Exploration

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class, in small groups, or during center time. Duration of activities will vary.

LITERACY CENTER

Possible Book Selections:

Note: Read books with your class that focus on the lesson’s financial literacy topic. Below are suggestions, but you may find other selections in your library that can be used to generate a similar discussion. For pre-literate students, read books aloud or have students do a picture walk – examining imagery and detail to preview the story before introducing text.

- *One Hen: How One Small Hen Made a Big Difference* by Katie Smith: In a remote African village, a family finds out how a small loan and one hen can change their lives. The book includes a section on the microloan system that young learners will be able to understand.

Discussion Questions: *How did one hen make a difference? What did the main character do after he was successful?*

- *Sharing a Shell* by Julia Donaldson: A hermit crab finds the value of friendship and sharing when his new shell comes with unwanted company.

Discussion Questions: *Why did the hermit crab want the shell all to himself? How did the sea creatures work together? How did sharing the shell help the hermit crab and other sea creatures?*

- *Benny’s Pennies* by Pat Brisson: Benny shares his five shiny pennies by buying special gifts for his family and pets.

Discussion Questions: *What did Benny buy with his five pennies? Who did he give gifts to? How did he feel after spending his money?*

Speaking, Listening, and Writing Prompts:

Explore the following prompts through a themed show-and-tell, circle time discussions, partner pair-share discussions, or writing.

Grade Level Modifications:

Pre-K–K: Provide students with a visual or real-world object (such as a library book, art supplies or a classroom toy) to support exploration of the prompt. Pre-literate students may choose and talk about a picture or item instead of writing. Their stories may be recorded through modeled or guided writing as a small group or with the class.

Topic: *What is something you would like to borrow?*

Grades 1–2: Students may explore the following writing prompt by journaling or as independent writing assignments.

Topic: *Share a time when you borrowed something from a friend or family member.*

MATH CENTER

Math Station:

Using the materials below, students can explore the following math station activities independently or as part of a small group. These could be used during classroom centers or as a choice for students who finish assignments early.

Grade Level Modifications:

Pre-K–K: Borrowing Shapes.

Materials: Play dough, straws, and shape templates.

Instructions: Form groups of three to four students. Provide each group with either straws or play dough. Provide each child with a shape template. Groups will need to work with each other to lend and borrow play dough and straws in order to complete their shapes. The straws can be joined using play dough, or simply placed on the shape templates. Emphasize the importance of borrowing and lending materials so that everyone can complete the assignment. Have students share what they needed to borrow and lend.

Grades 1–2: Banker Game.

Materials: Play money, dice, multi-base ten blocks, and unit blocks.

Instructions: This game may be played in small groups, with one child as the banker. Each group has a die. Use multi-base tens and unit blocks to start, or toy money, dimes, and pennies. Explain that each child will borrow money, or get a loan, from the bank. The objective of the game is to pay the loan back to the bank. Each player will start with a 50 cent loan from the banker, in dimes. Children will take turns throwing the die in order to figure out how much he or she returns to the bank. If a player throws a three, for example, he or she can get rid of three cents. But to do this, he or she has to exchange a dime at the bank. The banker will give seven pennies in change back to the player. The player who gets rid of all her money first is the winner. The game gives students a better grasp of borrowing, lending, and regrouping in subtraction.

STORY PROBLEMS: Borrowing Bills

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CHALLENGE 1

Brian has five colored pencils. His friend Andy wants to borrow three colored pencils to draw. How many colored pencils does Brian have after he lets Andy borrow some?

- Draw a picture of Brian's five colored pencils.
- Circle the colored pencils Andy wants to borrow.
- Count and then write the number of colored pencils Brian has left.

Money Smart for Young People Grades Pre-K–2

Story Problems:

Display the *Story Problems: Borrowing Bills* slide. Problems can be printed or projected, then explored and solved as a whole class, a small collaborative group, or individually. The first problem listed, Challenge 1, is more appropriate for young students. Challenge 2 will provide more difficulty.

Grade Level Modifications:

Pre-K–K: Solve step-by-step problems developing students' critical thinking and deductive reasoning during circle time or as a small group. Each challenge involves using or creating a visual with students and discussing small steps to solve a problem. Students may model the story problem using pencils with a friend.

Grades 1–2: Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve.

TECHNOLOGY CENTER

Games and Online Activities:

- **Learning Coins:** Little ones will get to familiarize themselves with coin names and denominations with this fun game. www.abcya.com/learning_coins.htm This link can be set up as a practice station or can be used with the whole class.
- **Hit the Road:** A Financial Adventure: Explore saving, spending, and debt management taking a virtual road trip across the country. <https://jumpstartclearinghouse.org/resource/hit-the-road-a-financial-adventure/>
- **United States Mint Games H.I.P Pocket Change:** Play a variety of games about identifying, counting, and using coins.

SOCIAL STUDIES CENTER

Discuss borrowing and sharing as part of creating a classroom community of respect and caring.

Read one of the literature selections or another title about borrowing. Discuss the benefits of borrowing and sharing within a community.

ARTS & DRAMATIC PLAY CENTER

Dramatic Play:

Explore borrowing and sharing items and money through a variety of class dramatic play areas, including bank or library.

Art Project:

Create small paper square collages showing ways to borrow and share. Students may draw and write stories or cut and paste images from magazines. Students' work may be collected and displayed together to make a large "quilt" collage of borrowing and sharing.

Sensory Activities:

Provide students with plastic cups and a variety of coins. They can play a card-less version of "Go Fish." Each student places seven coins in his or her cup. The rest of the coins go into a cup in the middle. Students take turns asking peers whether they have a specific coin in their cup. If the student gets the coin he or she asks for, the coins are set aside as a pair and the student goes again. If he or she does not get the requested coin, he or she "goes fish" in the middle cup for a new coin.



Lesson 6: Borrowing Bills

BORROWING BOOKMARKS

Name: _____

Color and cut out along the dotted lines. Share one bookmark with a friend.

 **SHARING**
— AND —
CARING



TIPS FOR
BORROWING

- 1** Treat borrowed items with respect.
- 2** Return borrowed items when they are due.

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