



Lesson 1: Counting Coins

TOPIC: Understanding Currency

OVERVIEW:

Guide students in building the basics of understanding currency while having fun with coins. Through the exploration of children’s literature, story problems, and hands-on activities, including identifying, sorting, and counting coins, students begin to develop connections between the literal product of coins and bills and the abstract concepts of using money to make purchases. Extend the exploration of currency throughout the year with a variety of cross-curricular independent and small group activities.

OBJECTIVES:

1. Describe the purpose of money
2. Examine and discuss the history of money
3. Explain ways money can be used
4. Identify, sort, and count coins and bills

HANDOUTS:

- Play Money

TEACHER PRESENTATION SLIDES:

- Timeline: The History of Money
- Mixed Coins
- Story Problems: Counting Coins

ESSENTIAL QUESTIONS:

- What is money?
- What does money look like?
- How long has money been used?
- How does money look different today than in the past?
- Where can I use money?
- Where does money come from?
- How is money different in other places?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Activity:** Talking About Money
- **Activity:** The History of Money

Post-Assessment:

- **Handout:** Play Money
- **Story Problems:** Counting Coins slide
- **Activity:** Class Reflection

Time: 65 min

Supplies:

- One penny
- Chart paper
- Art supplies (crayons, color pencils, markers, scissors, tape, glue)
- Projector (for teacher presentation slides)
- Access to the Internet (optional)
- Suggested books (optional):
 - *One Cent, Two Cents, Old Cent, New Cent: All About Money* by Bonnie Worth
 - *The Penny Pot* by Stuart J. Murphy
 - *The Coin Counting Book* by Rozanne Lanczak Williams
 - *If You Made a Million* by David M. Schwartz

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

Talking About Money

5 MINUTES

Begin by exploring what students know about money.

Ask students: *What is money?*

After inviting students to share their ideas, explain that money is something we use to buy things (such as food, books, and toys) or services (such as haircuts, doctor visits, and movies).

Show the students a dollar and ask them what that dollar can buy. For instance, what can \$10 buy, what can \$100 buy? Ask students what things and services they would buy, and what each item cost. Create a brainstorm list documenting students' answers, such as games and food (ask for specific examples).

MONEY SMART TIP!

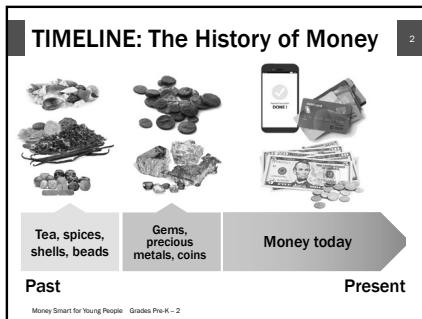
Many young learners are seeing money spent digitally. They frequently see adults use debit or ATM cards as well as watch as items are purchased online. They also tend to correlate the value of a coin to its size. Identifying coins by look, size, name, and value provides students with the opportunity to develop connections between physical objects and represented numbers and value. This connection will support a deeper understanding of numbers and value associated with digital currency and digital spending.

The History of Money in the U.S.

10 MINUTES

Optional introductory game: Pass out one sticker or crayon to each student, using a variety of styles or colors. Share that they will have two minutes to keep or trade their item with classmates. Ask students: How many of you traded your item? How did you decide what you wanted to trade for? If you traded, do you value your new item more?





Display the first teacher presentation ***Timeline: The History of Money*** slide, which illustrates how currency has changed over time. Explain that people initially traded goods and services directly by bartering or negotiating the value. Provide students with an example showing how bartering works. For example, in the past people might trade fish for rabbits or baskets for blankets. Bartering allows people to trade for what they want or need. Each person must decide if the items being traded are of equal value.

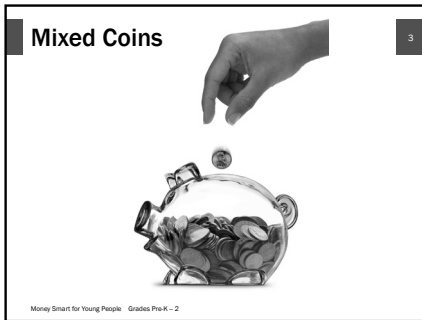
Ask students: *Is there a time you have bartered with a friend to trade items?*

Explain that money has changed over time. Bartering can take a lot of time, and if someone did not want the things you had to trade it would become difficult to get things you needed. Trading common items that everyone agreed had value such as beads, shells, metals or gems made bartering easier. Money used to be all different sizes, shapes, and items. Explain that if you were trading precious metals or gems in the past it had to be weighed and measured. Today we don't have to do that, everyone uses the same kind of money. In the U.S., dollar bills are paper and coins are made from metal. The paper money has pictures of past presidents and other historical figures. Banks keep money safe for us so we don't need to carry around large amounts of cash. People can access their money from their bank account using debit and ATM cards and can purchase things online.

Grade Level Modifications:

Pre-K–K: Sort real-world items from the ***History of Money*** slide by similarities and differences (shells, coins, play money). Students may discuss reasoning for sorting, such as all items of the same color or material. This topic can also extend to comparing how things in the classroom or community change over time.

Grades 1–2: Create a student timeline for history of money using items depicted in the slide. For an extra challenge students may explore the Story of Money from the Federal Reserve Bank of Atlanta for additional examples of money over the course of history to add to their timeline. www.frbatlanta.org/about/tours/story-of-money.aspx



Next, display the **Mixed Coins** slide for students to observe and identify details about the modern coins pictured. Ask them to describe the differences in size and imagery on coins.

Grade Level Modifications:

Pre-K-K: Identify and name the coins pictured on the slide as a class (pennies, nickels, dimes, and so on). Students can also use bags of change and hold up a match to the coin pointed to.

Grades 1-2: Select and circle or highlight two or more coins pictured and have students calculate the value. Students may also explore different currencies from around the world and compare them to the U.S. It can be interesting to note that in other countries bills are sometimes different colors and sizes.

GUIDED EXPLORATION

Discovering the Purpose of Money

15 MINUTES

After learning about money and looking at examples of what money used to look like on the **Timeline: The History of Money** slide, share with students that they will have the chance to create their own story about money. Give each student a piece of construction paper and have them fold it in half. On the top half have students finish the sentence starter, "I would spend money today on _____." On the bottom half have students complete the sentence "I would like to save money for_____."

Grade Level Modifications:

Pre-K-K: Assist children by cutting out magazine pictures to paste on the paper instead of writing. They may also narrate their story for the teacher or classroom volunteer to record.

Grades 1-2: Have students create a short narrative story using the sentence starters and the additional prompt: **What would you do if you found \$10? \$100?**

Optional: Read the book *One Cent, Two Cents, Old Cent, New Cent: All About Money* by Bonnie Worth. While reading the story, ask students to share what The Cat in the Hat discovers about money. Students can also compare illustrations to what they discovered on the **Timeline: The History of Money** slide.

Ask:

What does it look like in different places?

What was used as money in the past?

How does it look different today?

Using Coins and Bills

20 MINUTES

As a class, play a whole-group game “I Am Going on a Shopping Trip” to spark a connection between coins and bills and their value. Each student may take a turn sharing “*I am going on a shopping trip and I am going to buy _____.*”

Grade Level Modifications:

Pre-K–K: Record each student’s answer on chart paper, modeling writing.

Grades 1–2: Share each student’s previous answer, adding a memory element to the game.

After congratulating the class on all the wonderful ideas shared, provide each student with a **Play Money** handout. Provide art supplies so that they can design their own bills. Handouts can be sent home and completed as homework. When finished, they may cut out their bill and coins to go on pretend shopping trips at home. Explain that saving can also be a way to use some of their money.

Short video: Designing Money, PreK-2, Kids design, create and name their own currency. They also get to decide what their currency is worth! Read a Good Book: Currency/KIDS Clubhouse Adventures, Iowa Public Television.

<https://whut.pbslearningmedia.org/resource/a8879ce0-5c0d-420a-8e11-72adf8f9adf0/read-a-good-book-currency-iptv-kids-clubhouse/>

Grade Level Modifications:

Pre-K–K: Have students practice cutting skills as they maneuver scissors around the coins and their designed bill. They may describe the coins and bill as they cut, comparing the images to how real coins and bills look and feel.

Grades 1–2: Have students look at examples of U.S. bills and bills from around the world noting colors and images. Images of different currencies can be accessed online. Bills tend to stick to either warm (red, yellow, gold) or cool colors (blue, green, purple). Encourage students to decorate their bill with images that represent the people or places that are important to them and to use either warm or cool colors.



Counting Coins

10 MINUTES

Students may use small bags of real or play change for whole-class problem solving such as imaginary shopping and making small purchases. This activity can be explored repeatedly over the course of the year, giving students the chance to develop comfort and confidence identifying cents and dollars. **Play coins should be larger than 2 inches in diameter to reduce the risk of choking.**

Grade Level Modifications:

Pre-K–K: Practice sorting coins by size and color. Ask students to show you a penny, a nickel, a dime, a quarter. Ask students to count how many pennies they have and share with a partner.

Grades 1–2: Practice sorting by value. Imagine going shopping for an item and ask students to create that amount or make change for a purchase.

For example: *You had 50 cents and spent 30 cents. How much do you have?* Represent different numbers using coins or bills.

For example, today is the 16th: use cents and bills to represent the number 16.

WRAP UP

Class Reflection

5 MINUTES

Ask students: *What do you now know about money?*

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.

- *The Penny Pot* by Stuart J. Murphy: In this book, join a group of children at the school fair.
Can Jessie save enough pennies to have her face painted?
Discussion Question: *Why didn’t Jessie have enough money to get her face painted? How did she solve her problem?*
- *The Coin Counting Book* by Rozanne Lanczak Williams: Explore the world of coins and bills through catchy rhymes and detailed photographs. Move from identifying pennies to making a dollar.
Discussion Question: *What coins does it take to make a dollar?*
- *If You Made a Million* by David M. Schwartz: Have you ever wanted a million dollars? Discover ways to make and spend a lot of money with Marvelosissimo the Mathematical Magician and his friends.
Discussion Question: *What would you do with a million dollars?*

Speaking, Listening & 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 to support exploration of the prompt. Pre-literate students may discuss pictures and objects while having their stories recorded through modeled or guided writing as a small group or with the class.

Topic: *If you had \$5, how would you use it? Would you spend it or save it? Why?*

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

Topic: *What are some ways you can spend money? What are ways you can save money?*



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: Materials: Pennies, dice, or a number cube.


Instructions: Have students roll the number cube and count coins to match the number.

Grades 1–2: Materials: Coins, dice, or a number cube, paper and pencil. **Instructions:** Have students roll the number cube and write down the number. They may then represent the number using coins of the appropriate value. For increased difficulty, they may roll the number cube twice and create two-digit numbers.

STORY PROBLEMS: Counting Coins

CHALLENGE 1

Jamie has a handful of coins. She wants to know how many coins she has and what kind of coins they are.



a) Can you find the penny? The nickel? The dime? The quarter?

b) How many coins does Jamie have all together?

c) Which coin is the largest? The smallest?

Money Smart for Young People Grades Pre-K – 2

Story Problems:

Display the **Story Problems: Counting Coins** slides. 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 match the picture with play coins then solve each challenge using the physical coins to answer.

Grades 1–2: Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve. Students may use a printed version of the problem to label the coins and solve each challenge.

TECHNOLOGY CENTER

Games and Online Activities:

Exploring money through online games or educational apps is a powerful way to extend classroom learning.

- **The U.S. Currency Education Program:** Check out fun “You’d Be Surprised” videos, vocabulary lessons, and play money resources.

www.uscurrency.gov/educational-materials/classrooms/lesson-plans/



- **Currency Academy for Kids:** Have fun finding out how money gets made. www.uscurrency.gov/educational-materials/classrooms/currency-academy/
- **Story of Money:** Discover how money has changed over time with a walk through historical currency exhibits. www.frbatlanta.org/about/tours/story-of-money.aspx.
- **Money Factory:** Students see how money is created at the Bureau of Engraving and Printing. <http://kids.usa.gov/watch-videos/money/money-factory/index.shtml>

SOCIAL STUDIES CENTER

To celebrate the 100th day of school, students can collaborate to represent the number 100 with as many variations of coins as possible.

Presidents' Day can be celebrated by discussing which coins or bills feature which presidents.

Take a virtual or in-person field trip to a museum exhibit on money. <http://americanhistory.si.edu/exhibitions/value-money>

ARTS & DRAMATIC PLAY CENTER

Dramatic Play:

Explore using money through a variety of classroom dramatic play areas, including a flower shop, grocery store, or bank.

Sensory Activities:

Make coin impressions with clay or dough. Older students can identify the value, and then remold clay and create new impressions.

Art Project:

Create coin rubbings by laying a piece of white paper over the top of several coins and rubbing a crayon on the top of the sheet.



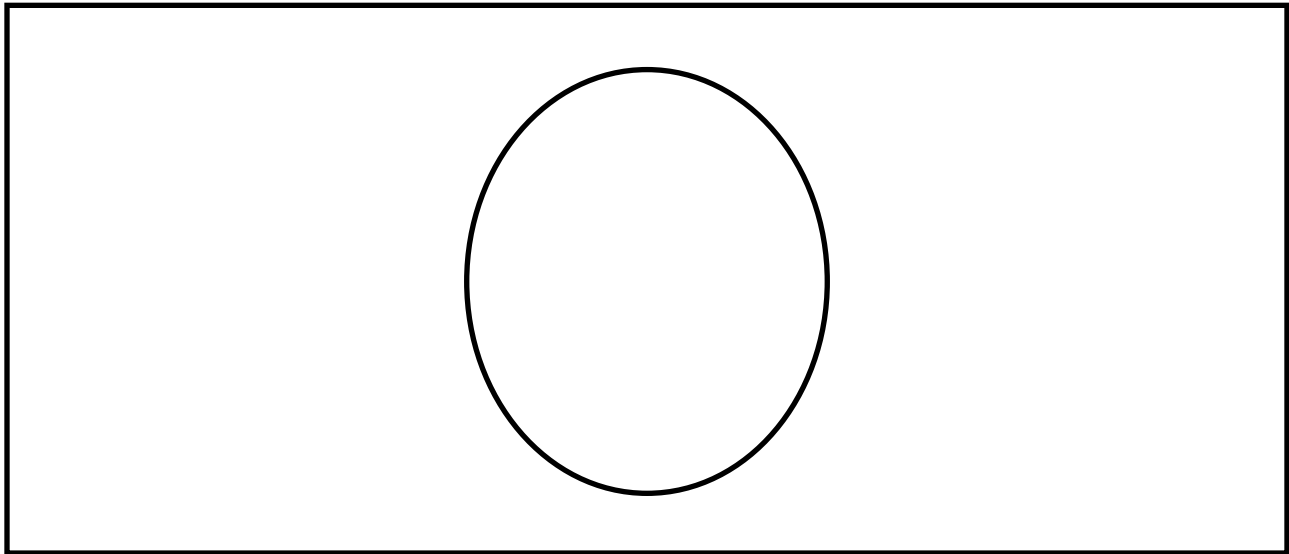
Lesson 1: Counting Coins

PLAY MONEY



Name: _____

Design your own bill. Money usually has a person on it. Who will you add to your bill? Don't forget to add numbers. Color in then cut out the play money.





Lesson 2: Learn to Earn

TOPIC: Earning Money

OVERVIEW:

As students discover the purpose of money, they will begin to wonder how money is earned. Help students explore real-world concepts in this lesson by examining different jobs and sources of income. Making connections between jobs students are familiar with, such as those held by family members, learners begin to associate how income is earned. A variety of independent and small group activities are provided throughout the lesson to extend students' exploration of earning money.

OBJECTIVES:

1. Identify and explore different jobs
2. Examine sources of income (such as selling lemonade or receiving birthday money)
3. Discover and explain that money is made (earned) by working

HANDOUTS:

- What I Want to Be When I Grow Up
- Jobs and Action Words

TEACHER PRESENTATION SLIDES:

- Graph: Our Favorite Classroom Jobs
- The Cycle of Money
- Story Problems: Learn to Earn

ESSENTIAL QUESTIONS:

- How do I get money?
- What is a job?
- How can I make money?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Activity:** Jobs in the Classroom
- **Activity:** Skills to Pay the Bills

Post-Assessment:

- **Story Problems:** Learn to Earn slide
- **Activity:** Class Reflection

Time:

60 minutes

Supplies:

- Chart paper, markers, pencils
- Paper plates
- Projector (for teacher presentation slides)
- Access to the Internet (optional)
- Suggested books (optional):
 - *The Go-Around Dollar* by Barbara Adams
 - *Clothesline Clues to Jobs People Do* by Kathryn Heling
 - *What Do People Do All Day?* By Richard Scarry

Preparation:

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

Glossary with key vocabulary 10

TEACHER TIPS:

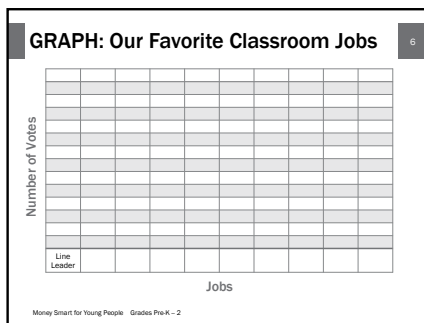
- Look for grade level modifications throughout this lesson for ways to adapt activities for your students.
- Spend time focusing on the concept of how income is earned and the money cycle.
- Adapt any writing activities to listening and speaking activities.
- Make time to explore the literature and technology resources mentioned in the guided and extended exploration sections of this

Instruction Steps

WARM UP

Jobs in the Classroom

5 MINUTES



Begin by discussing classroom jobs and responsibilities. Students can each identify which jobs they like best, and why.

As an extension activity, the class may use the **Graph: Our Favorite Classroom Jobs** slide to create a chart (tally chart, or bar graph, for example) recording favorite classroom jobs.

GUIDED EXPLORATION

Skills to Pay the Bills

30 MINUTES

Discuss how jobs and careers are connected but different. Explain that a job is a task you complete using your time and skills to earn money. A career is the type of work someone does most or all of their working life and can include multiple jobs.

Ask students:

- *What jobs do you think you'd be good at?*
- *What careers are you interested in? Why?*

As an example, you may share why you chose teaching (i.e. what interested you in teaching and how you use different skills and things you're good at in your job). Brainstorm a list of possible jobs as a class and record all ideas on chart paper.

Next, give students a paper plate and crayons, and ask them to list their interests (*What do you like to do? What jobs would you like to have?*) and their skills (*What are you good at?*). Model creating a plate sharing your own skills and interests.

Grade Level Modifications:

Pre-K–K: Students may draw a picture of their desired job or cut and paste images representing skills and interests.

Grades 1–2: Students may walk around the room with their plates and share one skill that they feel each peer is good at. These additional skills may be written down on one another’s plates or just shared aloud.

Share that careers are constantly changing and growing. Each career has its own unique tools to get the job done. Have students brainstorm and discuss what tools different careers might use.

Grade Level Modifications:

Pre-K–K: Create a mystery bag of items representing career tools (such as an oven mitt, measuring tape, or headphones). Show the item and have students share what profession might use it for their job. Items may have more than one career application (e.g., a construction foreman and furniture craftsman may use a tape measure, or a musician or video technician may use headphones).

Grades 1–2: Share with students that many jobs exist today that were not around 10 years ago or even when their parents were kids. Today technology is used in many careers and has created jobs that didn’t exist in the past, such as writing stories as a blogger or creating your own online video series.

Ask students *how they might use technology with their skills and interests*. Next ask students, *given how quickly technology changes, what jobs do they think will be new in the next 10 years*.

Analyzing Sources of Income

5 MINUTES

Facilitate a brief class discussion about making money.

Possible discussion questions include:

- *Can kids make money?*
- *What are some way kids could make money?*

For example: lemonade stand, garage sale, bake sale, or by doing chores.

How Money is Earned

15 MINUTES

As a class, play “Where My Money Goes.” Have students come together in a circle. Each person will “earn” \$5, which will move around the circle passed from one person to the next.

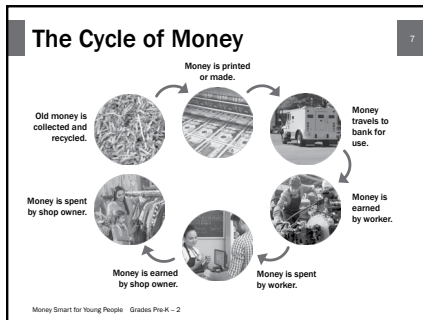
Begin by sharing that there are many jobs in a community and that, today, the class will imagine how money could be earned and spent.



Each student will repeat how he or she earned money and then share how it was spent, passing it to the next person.

For example: *"I earned this \$5 selling popcorn, and then I spent it at (student's name) sticker shop."* (Hand \$5 to the next student.)
Next student: *"I earned this \$5 selling sticker and spent it at (student's name) buying _____."*

Share **The Cycle of Money** slide. Go over each step in the cycle. Then discuss what this looked like in the game played in class.



MONEY SMART TIP!

Discussing the cycle of money gives students the chance to reflect on how money is used, while also beginning to lay a foundation or understanding economic concepts in the future.

Optional: Read the story *The Go-Around Dollar* by Barbara Adams.

Grade Level Modifications:

Pre-K–K: Read only the fictional sections. The fact sections can be explored with young students by studying the pictures and discussing fun facts in more simplistic terms.

Grades 1–2: Have the class think back to the exploration of the history of money from Lesson

Ask: *What facts do students know about where money comes from?*

WRAP UP

Class Reflection

5 MINUTES

Ask students:

- *How can you earn money?*
- *What jobs interest you and why?*

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.



- *Clothesline Clues to Jobs People Do* by Kathryn Heling: Guess what job a person might have by exploring the clothes hanging up to dry in this book.
Discussion Questions: *What would your clothesline look like for the job you want to have when you grow up?*
- *What Do People Do All Day?* by Richard Scarry: Discover all the community members' hard at work in Busy town and learn about different jobs that people can have.
Discussion Questions: *Can you find a job you would like to have in one of the illustrations?*
- *All That I Can Be* by Mercer Mayer: Join Little Critter and his sister as they wonder about all the possible things they could be when they grow up.
Discussion Question: *Which job did you find most interesting? Why?*

Speaking, Listening, and Writing Prompts:

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

Ask students to share what jobs they might like to have when they grow up. What jobs do their family members hold?

Brainstorm a list of possible jobs as a class. Give each student a copy of the **What I Want to Be When I Grow Up** handout to create their own picture and description.

Grade Level Modifications:

Pre-K–K: Pre-literate students may draw a picture while having their stories recorded through modeled or guided writing as a small group or with the class.

Topic: *What is your favorite classroom job, and why?*

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

Topic: *What jobs do you like, and why? What does someone with that job do?*

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: Materials: Stickers of different careers, piece of white paper. **Instructions:** Have students fold paper in half twice to create four quadrants. In each box have students write a number 1 through 4. Next, have students use career stickers to match the numbers they have written.

Grades 1–2: Materials: Images of different careers.

Instructions: Have students brainstorm one way each career person would make money (what job they do) and one way they could use money.

Story Problems:

Display the **Story Problems: Learn to Earn** slides. 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. Instead of drawing the coins to solve, students may use physical play coins to complete each challenge step.

STORY PROBLEMS: Learn to Earn 8

CHALLENGE 1

Stephen helps his dad mow the lawn. He gets 4 quarters. He helps his mom with dishes and gets 4 more quarters. How many coins does he have?

- a) Draw a picture of how many coins Stephen got from his dad.
- b) Draw a picture of how many coins Stephen got from his mom.
- c) Count all the coins.
- d) Write the number of coins Stephen has all together.

Money Smart for Young People Grades Pre-K – 2



Grades 1–2: Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve. Students may solve the challenge by modeling the card sales with play money and paper cards with a partner.

TECHNOLOGY CENTER

Games and Online Activities:

- **Sesame Street “The Job Song”:** Check different types of jobs with musical puppets. <http://vimeo.com/49648565>

SOCIAL STUDIES CENTER

During back-to-school and routine setting, discuss classroom jobs, including each job’s responsibilities and how jobs are assigned.

For Labor Day, have students act out a job and have peers guess what it is.

Provide pictures or books about community helpers. Have students complete the **Jobs and Action Words** handout by matching the jobs with the correct action verb. For example: Chef-cook.

ARTS & DRAMATIC PLAY CENTER

Dramatic Play:

Students can explore different careers through a range of dramatic play themes including, but not limited to, community jobs dress-up, veterinarian clinic, school bake sale, lemonade stand, or garage sale.

Sensory Activities:

Create communities with career dolls and figures, building blocks, and toy buildings. Older students can craft a 3-D map of a community by laying down a sheet of graph paper and using Unifix cubes to build community buildings. They can write labels on the graph paper for each of their buildings.

Art Project:

Create captions for different job pictures using magazines, photos, or other images of different careers.





Lesson 2: Learn to Earn

WHAT I WANT TO BE WHEN I GROW UP

Name: _____

Complete the sentence and draw a picture of what you would like to be when you grow up.

I want to be a _____

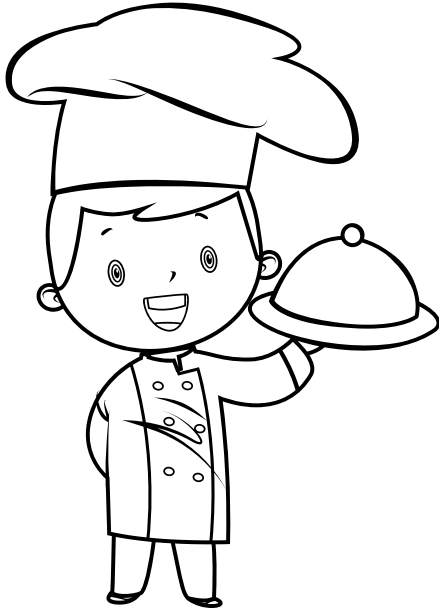




Lesson 2: Learn to Earn JOBS AND ACTION WORDS

Name: _____

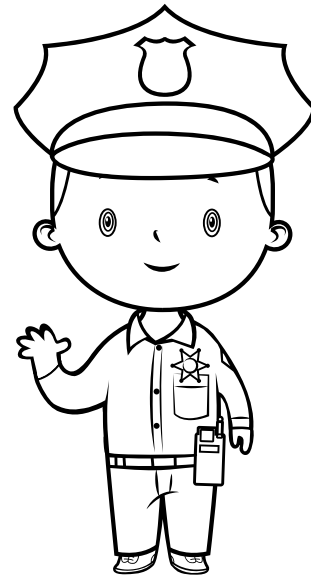
Match each job with the correct action word.



Chef



Scientist



Police Officer



Nurse



Musician



Construction Worker

Care

Entertain

Cook

Research

Protect

Build

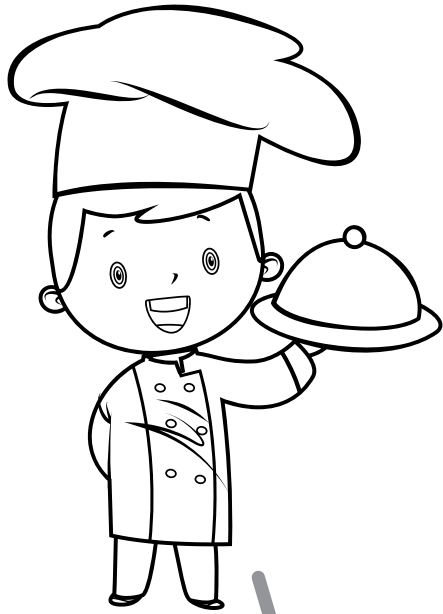


Lesson 2: Learn to Earn JOBS AND ACTION WORDS

Answer Key

Name: _____

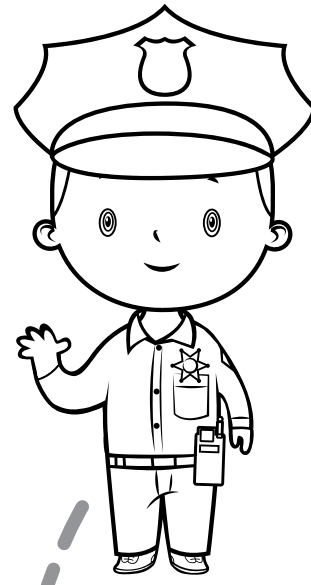
Match each job with the correct action word.



Chef



Scientist



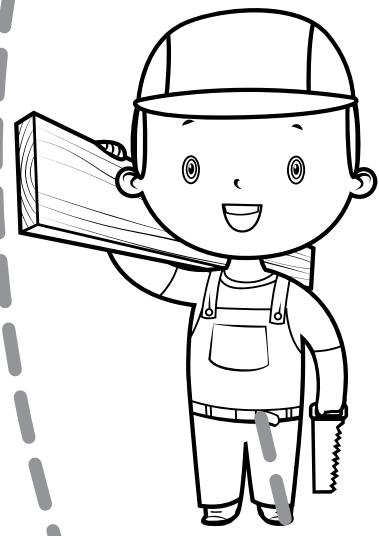
Police Officer



Nurse



Musician



Construction Worker

Care

Entertain

Cook

Research

Protect

Build





Lesson 3: Weighing Needs and Wants

TOPIC: Needs and Wants

Time:
45 minutes

Supplies:

- Chart paper, markers, pencils
- Projector (for teacher presentation slides)
- Stuffed animal and play objects for animal's wants and needs (optional)
- Access to the Internet (optional)
- Suggested books (optional):
 - *Lily Learns About Wants and Needs* by Lisa Bullard (Pre-K–2)
 - *If You Give a Mouse a Cookie* by Laura Numeroff (grades 1–2)
 - *Bunny Money* by Rosemary Wells (Pre-K–2)
 - *Sam and the Lucky Money* by Karen Chinn
 - *Almost Zero* by Nikki Grimes

Preparation:

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

Glossary with key vocabulary 10

OVERVIEW:

Dig into the difference between **needs and wants** in this lesson with engaging storybooks and math activities. Students will think critically to differentiate between and prioritize needs and wants as they sort, craft mini-books, and collaborate on class games. A variety of independent and small group activities are provided to extend students' exploration of needs and wants throughout the school year.

OBJECTIVES:

1. Define needs and wants
2. Differentiate between needs and wants
3. Compare and prioritize needs and wants

HANDOUTS:

- Needs and Wants
- My Needs and Wants Mini-Book

TEACHER PRESENTATION SLIDES:

- Definitions: Needs and Wants
- Chart: Needs and Wants
- Story Problems: Weighing Needs and Wants

ESSENTIAL QUESTIONS:

- What are needs and wants?
- How do I choose between my needs and wants?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Activity:** What Are Needs and Wants?

Post-Assessment:

- **Handout:** Needs and Wants
- **Handout:** My Needs and Wants Mini-Book
- **Story Problems:** Weighing Needs and Wants slide
- **Activity:** Class Reflection

TEACHER TIPS:

- Look for grade level modifications throughout this lesson for ways to adapt activities for your students.
- Focus on the concept of needs and wants. Connect this concept to daily classroom activities. Give students time to practice prioritizing needs and wants.
- Make time to explore the literature and technology resources mentioned in the guided and extended exploration sections

Instruction Steps

WARM UP

What Are Needs and Wants?

10 MINUTES

DEFINITIONS: Needs and Wants 10

Needs are something you must have in order to live a healthy life.



Shelter Food Water Clothes

Wants are something you would like to have but could live without.



Ice Cream Toys Candy Video Games

Money Smart for Young People Grades Pre-K – 2

CHART: Needs and Wants 11

Things We NEED for Our Classroom	Things We WANT for Our Classroom
Pencils Paper	Markers Stickers

Money Smart for Young People Grades Pre-K – 2

Begin by sharing the Definitions: **Needs and Wants**, and **Chart: Needs and Wants** slides. Read the definition of a need and want and look at the example items in each category. Use the slides to create a class chart or, alternatively, create a T-Chart on poster or chart paper.

As a class, title one side “Things we need for our classroom” (for example: pencils, paper, desks), and title the other side “Things we want for our classroom” (for example: markers, stickers, toys).

Share with students that a need is something we must have to successfully complete our school day. A want is something that would be nice to have. Ask students to look around the room and see if they can spy one item that would fit into each category. Record students’ responses on the chart.

MONEY SMART TIP!

After discussing classroom needs and wants, it can be helpful to discuss with students strategies for making sure everyone has the supplies he or she needs and that classroom materials are well cared for.

GUIDED EXPLORATION

The Difference Between Needs and Wants

20 MINUTES

Facilitate a deeper discussion about needs and wants through the exploration of picture books. Begin by introducing a related story. Two possible selections include: *Lily Learns About Wants and Needs* by Lisa Bullard (**Pre-K–2**) and *If You Give a Mouse a Cookie* by Laura Numeroff (**Grades 1–2**).

After introducing the book selection, ask students to guess or predict what the main characters may need in the story and what they want.



Ask students whether it is always possible to get what we want. Share that sometimes we may need to choose between our needs and wants, or even choose between two things we want. Discuss as a group what choices the characters in the story made. As a whole class, reflect on three items the main character in the story wanted.

Ask students:

- *How would you decide between the choices if you were the main character?*
- *Which would be your first, second, or third choice?*
- *What affected your choices and prioritization?*

After discussing the story, have students practice sorting needs by completing the **Needs and Wants** handout or by playing a Pet Needs Classification game. To play the game, choose a pretend pet and have students identify and sort possible needs and wants for the animal.

Grade Level Modifications:

Pre-K–K: For the handout, students may match each item to needs or wants as a whole group and then color the activity sheet.

For the game, provide students with a stuffed animal and play objects representing needs and wants (blanket, food bowl, treats, toys, etc.). Have students sort the objects into needs and wants.

Grades 1–2: For the handout, students may extend the activity sheet by numbering the three wants pictured to assign their personal rank.

For the game, break students into small groups and provide each group with an image of a type of pet. Have them brainstorm and draw possible needs and wants.

Prioritizing Needs and Wants

10 MINUTES

Ask students to imagine someone who is going shopping for school supplies. **Ask:**

- *What items might she need to buy?*
- *What things might she want but not need for school?*

Discuss how a student might make choices on the shopping trip.

Introduce the **My Needs and Wants Mini-Book** handout. Read the mini-book pages aloud and model how to complete each page and assemble the book.

Grade Level Modifications:

Pre-K–K: Assist children by cutting out the pages of their books beforehand and then assembling their books for them. They may draw or paste pictures on pages instead of writing. Students may complete the **My Needs and Wants Mini-Book** by using stickers or magazine images or drawing pictures of items they need and want instead of writing the words. The mini-book can also be



completed as a whole class at circle time, modeling reading the pages, coloring needs, and circling wants, and creating a list of class wants and needs. Individual copies can then be sent home for families to create.

Grades 1–2: Students may add an estimated cost for the items they choose as needs and wants. After completing their book, they may read them together in pairs.

WRAP UP Class Reflection

5 MINUTES

Ask students: *What are needs and wants? How do you choose between things you need and want?* Invite them to share their responses. Check for understanding and possibly introduce free 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.

- **Pre-K–K:** *Bunny Money* by Rosemary Wells: Max and Ruby are on a mission to find the best birthday present for their grandma. But, when emergencies arise, they have to spend their carefully saved money.

Discussion Questions: *Do Max and Ruby need to buy their grandma a birthday present? List some of the items Max and Ruby needed to buy and some things they wanted to buy. If you didn’t have any money to buy a present, what could you do instead?*

- *Sam and the Lucky Money* by Karen Chinn: Sam is now old enough to spend his lucky Chinese New Year money any way he wants, but Sam doesn’t have enough money. Sam learns lessons in making choices and spending money, and discovers that there are some things money can’t buy.

Discussion Questions: *What would you buy if you were given an envelope full of money? Have you ever had a money gift and had to choose how to spend it? What would you most want to buy? What is one thing you think you would need to buy?*



- *Almost Zero* by Nikki Grimes: Dyamonde is a little girl who really wants a pair of red high-top sneakers, but they are so expensive! Dyamonde’s mom teaches her all about wants, needs, and making wise money choices.

Discussion Questions: Have you ever wanted something as much as Dyamonde wants her red sneakers? How do you choose between a want and a need?

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 to support exploration of the prompt. Pre-literate students may discuss pictures and objects while having their stories recorded through modeled or guided writing as a small group or with the class.

Topics: *What is something you need for your classroom or room at home? What is something you want for your classroom or room at home?*

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

Topics: *What are three things you want and three things you need? If you can only get one of the items you want, how will you decide which to choose?*

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: Materials: Two large bags (one labeled “Needs,” one labeled “Wants”), a large box of items (that can be found in the classroom such as crayons, stuffed animals, milk carton, etc.) or images to represent needs and wants, words, or sentence frames.

Instructions: Have students sort objects into two piles: one for needs and one for wants. Place the bags and items for sorting out. The children will rummage through the box and place needs in the “Needs” bag and wants in the “Wants” bag. To develop early writing skills, the students may trace or copy the name of a need and a want, or a simple sentence, and turn it in to show they have completed the task.



Grades 1–2: Materials: Poster board or large paper, glue, markers, scissors, and magazines.

Instructions: Have students draw a line down the middle of their papers. On one side have them write “Needs” and on the other have them write “Wants.” Children will cut out and glue pictures of needs and wants on their posters.

At the bottom of their poster, have students create a number sentence ____Needs + ____Wants = ____Total.

STORY PROBLEMS:
Weighing Needs and Wants

CHALLENGE 1

Liam has \$5 to spend. He *needs* to buy lunch for school but *wants* a toy car.

a) Draw a picture of the thing Liam needs, and write the word “needs” under the picture.
b) Draw a picture of the thing Liam wants, and write the word “wants” under the picture.
c) Liam wants to buy lunch for school. Lunch costs \$3 and the toy car costs \$2. Is Liam going to have enough money for lunch and the toy car?

Money Smart for Young People • Grades Pre-K – 2

Story Problems:

Display the **Story Problems: Weighing Needs and Wants** 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 use play money to act out the math problem as they solve it.

Grades 1–2: Provide physical objects (that can be found in the classroom, such as crayons, stuffed animals, milk carton, etc.) and play money for students to act out the math challenge. Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve.

TECHNOLOGY CENTER

Games and Online Activities:

- **3-2-1 Snack!** Everyone needs to eat. Help cat get his snacks by finding the right amount of food and counting some crazy chickens. The game can be used to reinforce the concept of needs as well as basic counting and number skills. Set up the game and have learners rotate through the station in teams of two.

<http://pbskids.org/peg/games/3-2-1-snack>



SOCIAL STUDIES CENTER

A class store can be created to sell items at the school or can be organized for students within the class to shop with class tokens, tickets, or other classroom currency.

When preparing to celebrate holidays and birthdays, students can discuss needs and wants while exploring thoughts in the decision-making process.

ARTS & DRAMATIC PLAY CENTER

Dramatic Play:

Students can explore needs and wants through a range of dramatic play themes such as a grocery store or shopping center.

Art Project:

Provide grocery store advertisements for students to circle needs and highlight wants.



Lesson 3: Weighting Needs and Wants

NEEDS AND WANTS

Name: _____

Fido has a list of things he needs and wants. Help him choose what is a need and what is a want. Draw a line from each item to the correct box.

The thought bubble contains the following items:

- FOOD (bag)
- WATER (bowl)
- TREAT (bone)
- Collar
- Ball of twine
- Ball of bones

Below the dog are two boxes:

- NEEDS
- WANTS



Lesson 3: Weighting Needs and Wants

MY NEEDS AND WANTS MINI-BOOK

Name: _____

Color and cut out the pages along the dotted lines, then fold them to make your mini-book. Write or draw pictures of your answers on each page.



MY NEEDS AND WANTS

Mini-Book

BY

1

Making Sense of Needs and Wants



4



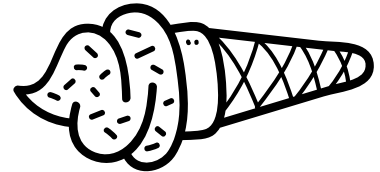
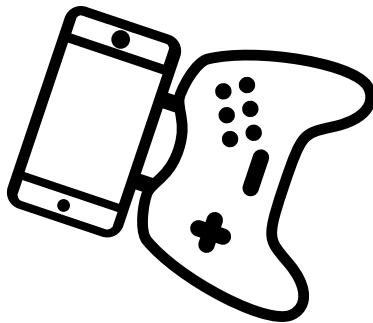
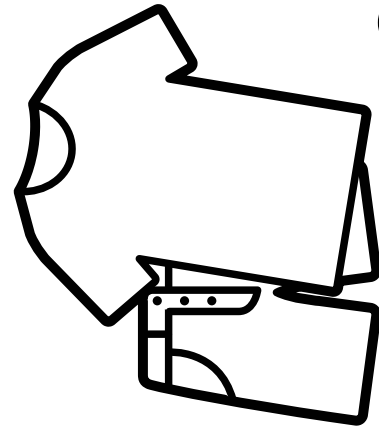
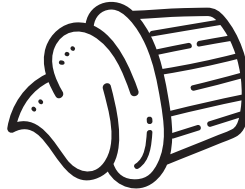
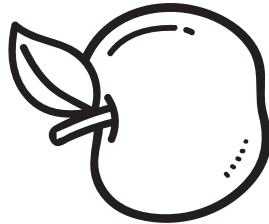
Lesson 3: Weighting Needs and Wants

MY NEEDS AND WANTS MINI-BOOK CONTINUED

Color and cut out the pages along the dotted lines, then fold them to make your mini-book. Write or draw pictures of your answers on each page.



Color in the needs.
Circle one want.



3

I need...

- 1.
- 2.
- 3.

I want...

- 1.
- 2.
- 3.

2



Lesson 3: Weighting Needs and Wants

NEEDS AND WANTS

Answer Key

Name: _____

Fido has a list of things he needs and wants. Help him choose what is a need and what is a want. Draw a line from each item to the correct box.

The items in the thought bubble are: FOOD, WATER, TREAT, a dog collar, a ball of twine, and a ball of bones. The boxes are labeled 'NEEDS' and 'WANTS'. Dashed lines connect each item to its corresponding box: FOOD to NEEDS, WATER to NEEDS, TREAT to WANTS, dog collar to NEEDS, ball of twine to WANTS, and ball of bones to WANTS.

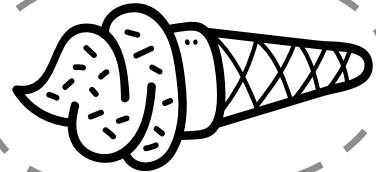
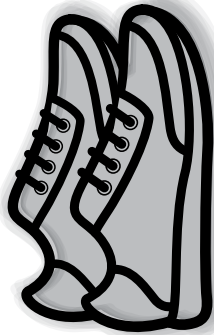
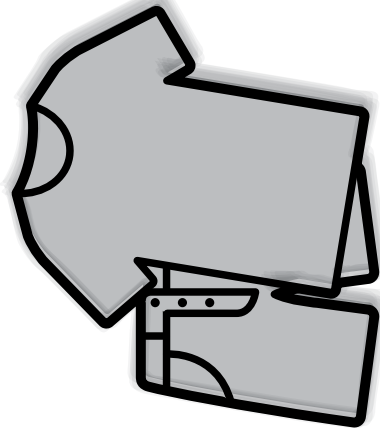
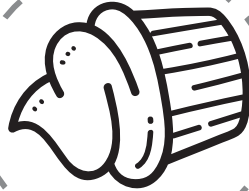


MY NEEDS AND WANTS MINI-BOOK

Color and cut out the pages along the dotted lines, then fold them to make your mini-book. Write or draw pictures of your answers on each page.



Color in the needs.
Circle one want.



3

I need...

I want...

1.

2.

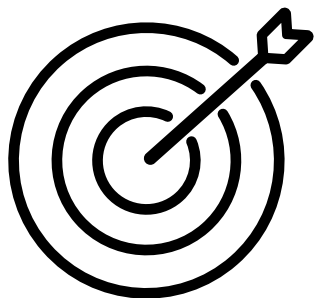
3.

1.

2.

3.

2



Lesson 4: Ready. Set. Goal.

TOPIC: Setting Goals

OVERVIEW:

Explore the meaning of **goals** through interactive games that get the whole class thinking about accomplishing new things. Then delve further into goal setting by reflecting on **needs** and **wants** to name class and individual student goals through engaging discussions and art projects.

OBJECTIVES:

1. Describe goal setting and how it relates to financial decisions
2. Name personal goals with support

HANDOUTS:

- Savings Goal

TEACHER PRESENTATION SLIDES:

- My Goals
- Chart: Student Goals
- Savings Goal Example
- Story Problems: Ready. Set. Goal.

ESSENTIAL QUESTIONS:

- What is a goal?
- How can I set goals for myself?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Activity:** What is a Goal?

Post-Assessment:

- **Project:** *Setting Personal Money Goals* student artwork
- **Handout:** *Savings Goals*
- **Slide:** Story Problems: *Ready. Set. Goal.*
- **Activity:** Class Reflection

Time:

55 minutes

Supplies:

- Chart paper, markers, pencils
- Index card or Sticky Note
- Projector (for teacher presentation slides)
- Access to the Internet (optional)
- Suggested books (optional):
 - *Arthur's TV Trouble* by Marc Brown
 - *Amelia Makes a Movie* by David Milgrim

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.
- Spend extra time on the concept of setting goals. Set joint and individual short-term and long-term goals. Revisit them frequently with students and map their progress throughout the week, month, and school year.
- Connect goal setting to financial concepts by using classroom rewards such as Smart Bucks (see the Getting Started section for more ideas).

Instruction Steps

WARM UP

What Is A Goal?

15 MINUTES

Introduce the concept of **goals** by playing a simple whole-class game, such as “Simon Says” This game can be played in the classroom or on the playground, with the teacher standing across from the students. Students may respond to cues to make a sound, make small motor movements, such as blinking or pointing to an eye, or making larger movements. As students miss a cue or instruction they will be “out.” As students are playing the game, ask them what strategies they use to win.

After everyone has had the chance to complete the game, regroup for a class discussion around accomplishing goals.

Ask students: *What was the goal of the game? How many of you wanted get to that goal?*

Share that, when we have something we want to be able to do, we can set a goal for ourselves. To set a goal is also a demonstration of a commitment to achieve something that we **need** or **want**.

Brainstorm, as a class or individually, what goals students may have this year (for example: positive classroom behavior, academic outcomes such as reading the first 100 sight words, or personal milestones such as tying shoes or riding a bike). Next, decide on a time frame as a class (for example: in one week, within one month, or by the end of the school year). Then have each student choose a measurable outcome he or she wants to reach by the end of that time frame. Assist students in setting realistic goals and identifying the steps they need to reach their goals.

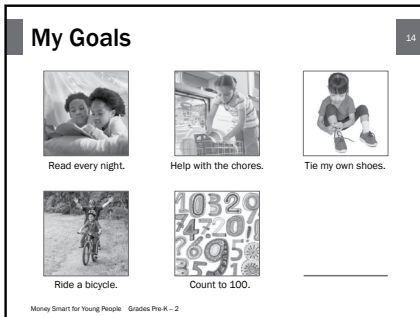
MONEY SMART TIP!

Discussing goals provides students with the chance to begin thinking about setting personalized academic goals and taking ownership in the learning process.

GUIDED EXPLORATION

Exploring and Setting Goals

15 MINUTES



Ask students to think back to their discussion from Lesson 3, about the class needs and wants. Facilitate a discussion around the class's needs and wants with an aim of using these to set a goal for the class.

Ask students: *What does the class need? What does the class want?*

Ask: *What goal(s) could we set for ourselves to work toward what we need and want?*

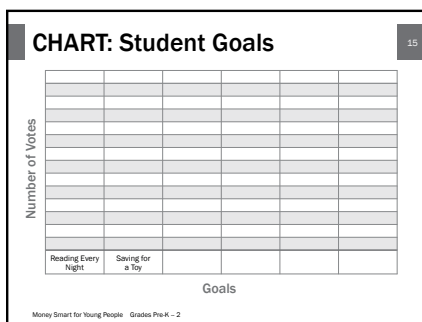
MONEY SMART TIP!

When facilitating the discussion of the class's needs and wants, try focusing on behavioral or academic needs. For example: What do we need and want in order for our classroom to be a nice place for students to work and learn?

As a class, review and complete the **My Goals** slide. Ask students if they have already reached any of the goals pictured. Ask what other goals they might want to work towards that are not pictured. Hand out blank index cards or sticky notes and have students draw one goal they want to focus their energy on reaching. These may be saved by students for monitoring their own progress or displayed in class.

Setting Personal Money Goals

20 MINUTES



Ask students to share what goal they illustrated on their index card or sticky note? Share the **Chart: Student Goals** slide. As a class, add some of the student's goals to the chart. Next, ask students to raise their hands for any listed goals they would also like to accomplish. Fill in responses on the chart in order to create a class bar graph of goals. Ask students whether they have other goals not listed that they would like to share.

Next, ask students to think about something they would like to save up money to buy. Have students create a drawing to illustrate their personal money goals. These projects may be collected to create a class book or posted in the classroom to share goals with one another. Share the **Savings Goal Example** slide.



Grade Level Modifications:

Pre-K-K: Students may draw a picture of something they want to accomplish using crayons or markers. They may dictate what their goal is in order to have it written along with their illustration.

Grades 1-2: Students may fill in the lines on the **Savings Goal** handout describing their money goal. They can then add an illustration in the space provided.

WRAP UP Class Reflection

5 MINUTES

Ask students: What goals do you have for yourself this week? What goals do you have for yourself this school year? 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.

- *Arthur's TV Trouble* by Marc Brown: Arthur sees a TV commercial for a doggy treat timer and sets his mind to having a dog of his own. He sets a goal to raise enough money to buy his very own furry friend.

Discussion Questions: *What is a goal? Have you ever seen something that you really wanted? What was it? How did you go about getting that thing? Did you save or earn money?*

- *Amelia Makes a Movie* by David Milgrim: Amelia is determined to make a movie, but it won't be easy. As she finds out, it sometimes takes a lot of hard work and compromise to reach a goal or achieve a dream.

Discussion Questions: *What was Amelia's goal? What kind of obstacles did she need to overcome (what problems got in her way)? How did she finally reach her goal?*

- *The Art of Miss Chew* by Patricia Polacco: After spending the summer with her talented grandmother, Trish decides she wants to become an artist, too. With a little work and help from her grandmother, Trish faces off with the school art teacher, because nothing is going to get in between her and her dream.

Discussion Questions: *Trisha wanted to be an artist; what do you want to be when you grow up? Who knows what you have to do to become a _____? Would you work really hard to reach a goal even if someone told you it was impossible?*



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 to support exploration of the prompt. Pre-literate students may discuss pictures and objects while having their stories recorded through modeled or guided writing as a small group or with the class.

Ask: *What is something you would like to learn how to do?*

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

Topics: *What goals do you have for yourself? How are you working to reach your goals?*

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: Materials: Various age-appropriate puzzles.

Instructions: Provide students with a selection of puzzles to choose from. Students can work on spatial reasoning while working toward the goal of completing the puzzle.

Grades 1–2: Materials: Game board, two dice for each pair or small group, game markers.

Instructions: Have students practice counting or adding single-digit numbers while they play a game that helps their game pieces reach the finish line. Children will place their game pieces on the game board; they will then take turns rolling the dice and adding them together. When children correctly add the two single-digit numbers together, they will get to move their piece that many spaces ahead. If they add incorrectly, they pass the dice to the next player without moving forward.

STORY PROBLEMS: Ready. Set. Goal. 17

CHALLENGE 1

Sam wants three balloons: one for his mom, one for his sister, and one for himself. He has two balloons. How many more balloons does he need to reach his goal of three balloons?

- a) Draw the balloons Sam already has.
- b) Draw the number of balloons he needs.
- c) Write a number sentence to solve the problem.

Money Smart for Young People Grades Pre-K–2

Story Problems:

Display the **Story Problems: Ready. Set. Goal.** 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 use beads or other math manipulatives to physically model the balloons in the story problem.

Grades 1–2: Have students act out the math problem as a small play. They can complete a small task like jumping jacks or complimenting a neighbor to “earn” a paper \$1 bill. Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve.

SOCIAL STUDIES CENTER

At the start of the school year, goals for the term and the year can be discussed and explored, connecting to behavioral goals and classroom expectations.

At the New Year, goals can be revisited from the start of the school year, or new ones can be set for the year ahead.





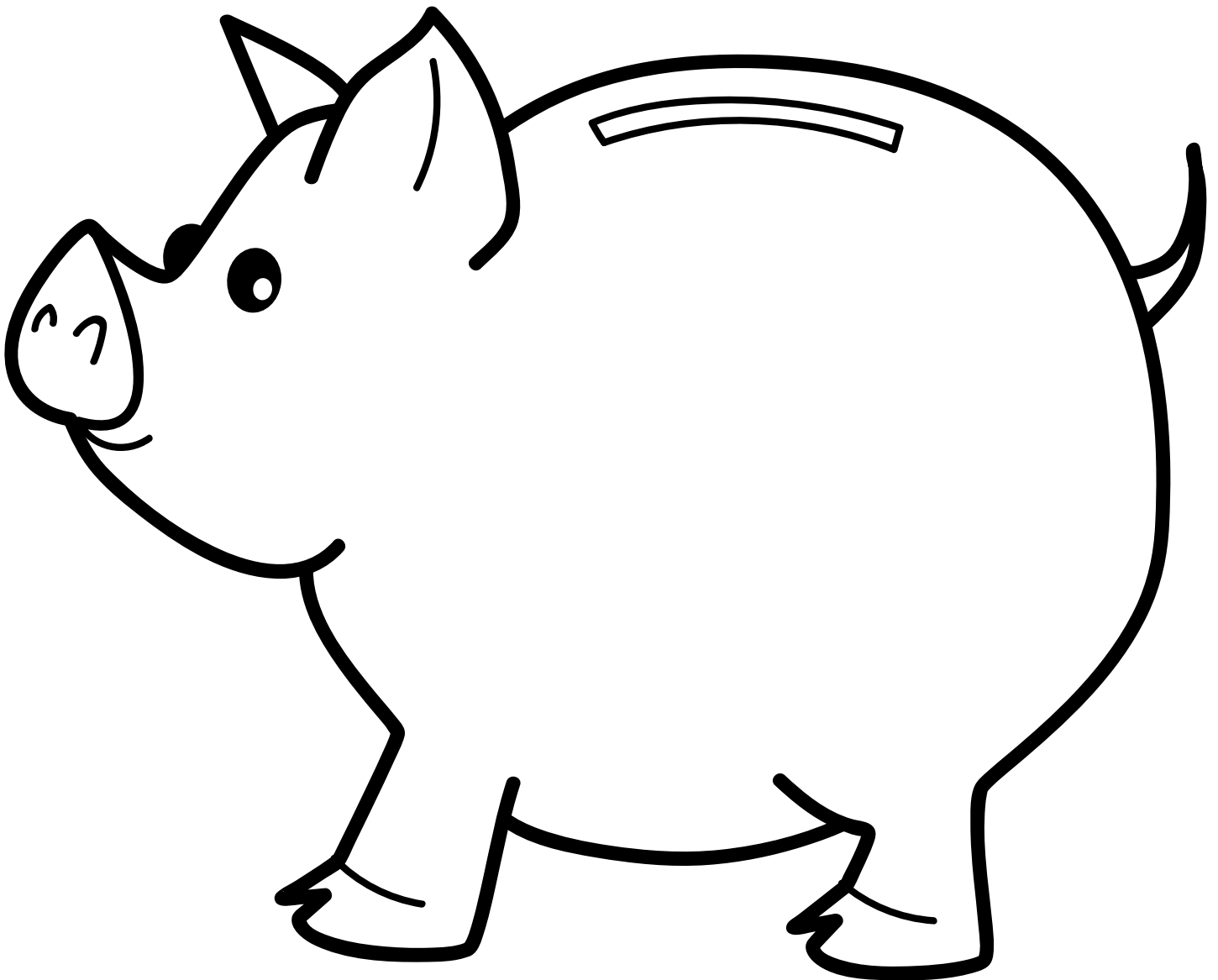
Lesson 4: Ready. Set. Goal.

SAVINGS GOAL

Name: _____

There are many reasons to pay yourself first. What are some of the things you might want to save money for?

Write down or draw your savings goal inside the piggy bank of something you want to buy with the money you have saved.





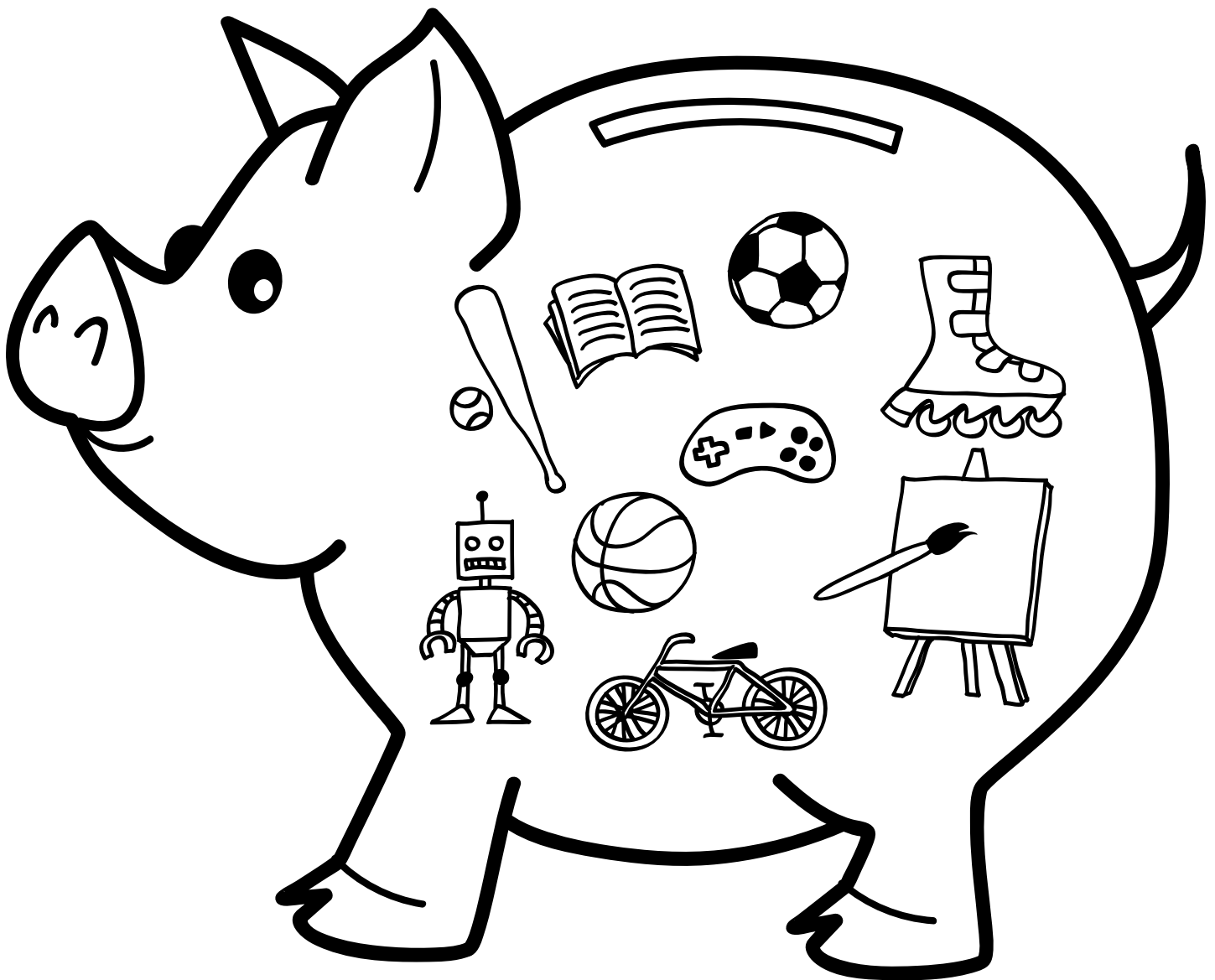
Lesson 4: Ready. Set. Goal. SAVINGS GOAL

Answer Key

Name: _____

There are many reasons to pay yourself first. What are some of the things you might want to save money for?

Write down or draw your savings goal inside the piggy bank of something you want to buy with the money you have saved.





Lesson 5: Super Savers

TOPIC: Saving and Spending

OVERVIEW:

Students set out to become super savers in this lesson by creating their own savings **banks** after exploring engaging storybooks and evaluating the choices characters make around **saving** and **spending**. Dig deeper into the exploration of choice and saving throughout the year with a variety of cross-curricular independent and small group activities.

Time: 55 minutes

Supplies:

- Paper play money www.uscurrency.gov/sites/default/files/download-materials/en/Printable-Play-Money.pdf
- Items for classroom store (optional)
- Chart paper, pencils, crayons, markers, blank paper, glue sticks
- Empty containers (to decorate as savings banks)
- Art supplies such as stickers or other decorating materials
- Projector (for teacher presentation slides)
- Access to the Internet (optional)
- Suggested books (optional):
 - *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst
 - *Just a Piggy Bank* by Gina and Mercer Meyer
 - *My Rows and Piles of Coins* by Tololwa M. Mollel
 - *Isabel's Car Wash* by Sheila Bair

Preparation:

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

OBJECTIVES:

1. Identify and evaluate saving and spending
2. Recognize a bank as a safe place to save
3. Create a savings jar or piggy bank

HANDOUTS:

- Savings Tips

TEACHER PRESENTATION SLIDES:

- Story Problems: Super Savers

ESSENTIAL QUESTIONS:

- What is spending?
- What is saving?
- Why should I save?
- How can I save my money?
- Why should I plan my spending?
- How can I plan my spending?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Activity:** The Uses of Money

Post-Assessment:

- **Handout:** *Race to the Bank*
- **Handout:** *Savings Tips*
- **Slide:** Story Problems: *Super Savers*
- **Activity:** Class Reflection

Glossary with key vocabulary 10



TEACHER TIPS:

- Look for grade level modifications throughout this lesson for ways to adapt activities for your students.
- The saving and spending of classroom rewards, such as Smart Bucks (see page 7 for more ideas), offer young students practical experience with these important financial concepts.
- Make time to explore the literature and technology resources mentioned in the guided and extended exploration sections of this lesson.

Instruction Steps

WARM UP

The Uses Of Money

10 MINUTES

Begin by asking students how many of them have spent, or watched someone spend, money this week.

Ask students: *Where are some of the places we spend money? Where can we save money?* Record or draw student answers on chart paper.

MONEY SMART TIP!

Students may share examples of seeing money spent through the use of plastic debit cards. This is an opportunity to talk about how using debit/ATM cards takes money from the person's bank account. Spending coins in video games can also be used as an example.

Even though we are not physically holding the coins, when we buy something in a game, our total number of coins goes down.

GUIDED EXPLORATION

Saving Versus Spending

20 MINUTES

Reflecting on the students' responses from *The Uses of Money* discussion, share with students that we have many choices when it comes to choosing to **spend** or **save** our money.

Ask students if someone gave them \$10 today what would they do with it? Would they buy one thing? A few items? Would they save it for the future?



Examine spending and saving in action with a classroom play store using one of the three options below.

Option 1: Collect items from the classroom for pretend purchase.

Option 2: Provide coupons as items to purchase. Classroom coupons could include activities such as lunch with the teacher, read your favorite book in class, enjoy class without shoes, or 15 minutes free time with an electronic game. Sample coupons can be found at: www.weareteachers.com/printable-classroom-coupons-students-will-love/

Option 3: Collect small items such as crayons, pencils, stickers, or notebooks that students may keep after purchasing from the classroom store.

Play three rounds, where students can “earn” paper play money by completing an activity such as toe touches, humming a song, or answering a math question. After receiving their play money, they have the option to make a purchase or save their money to reach a larger goal, such as purchasing something bigger in the future.

Grade Level Modifications:

Pre-K–K: Students may play the game as one team, earning and choosing whether to spend together as a class. They can also practice using sequential words to describe their choices throughout the game. For example: first we bought a pencil, second we saved 25 cents, third we saved 50 more cents, and fourth we bought stickers.

Grades 1–2: Have students work with a partner to discuss their choices during the game. Did they save money each round of the game or spend it? What were the benefits of saving money up until the last round of the game?

Optional: Read a story about saving and spending with the class, such as *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst. While reading the story, the class can stop to predict how the character will spend or save money, as well as what the character might be feeling about his choices.

Possible discussion questions are:

- *What is spending?*
- *What did the character spend money on?*
- *What is saving?*
- *Why should the character have saved his money?*
- *How did the character feel about his choices (spending and saving)?*
- *If the character had saved his money, would he have been able to make different choices later? (For example: buying a larger item or having money available if he decided he wanted something different.)*

GUIDED EXPLORATION

Finding Places To Save

20 MINUTES

Ask students where we can keep our money, protect our money safely, or save it. (Possible answers are piggy bank or bank.)

Explore why we keep money in the bank.

Ask students: *Why do you (or should you) keep your money in the bank? Some reasons may include:*

1. **Safety.** *Ask: What happens if someone steals your piggy bank or you lose it? You would be out of money. But money in a bank is safe from theft, loss, and fire. You also do not have to worry if the bank ever closes (goes out of business).*

MONEY SMART TIP!

The Federal Deposit Insurance Corporation, or FDIC for short, is a part of the federal government. The FDIC's biggest job is insuring the savings of millions of Americans in all the FDIC-insured banks across the country. Since the FDIC was established in 1933, no depositor has lost a penny of FDIC-insured funds.

2. **Ease.** When your money is in a bank, you can get money quickly and easily.

Ask: *What happens if you have an emergency and you need to buy medicine, but you left all of your money at home?*

Tell students they need to get their piggy bank that's full of money to the bank. Next, ask students to think about ways they could save money. After giving students a chance to respond, share that they will have the opportunity to make a personal savings bank for their money and take home a **Savings Tips** student handout to share ideas with their families for ways they can save.

Grade Level Modifications:

Pre-K–K: Give each student a container to decorate as his or her savings bank. (Plastic peanut butter and jelly jars, coffee canisters, or even tissue boxes can be used.) Containers may be decorated with stickers, markers, construction paper, or tissue paper. On a piece of paper, have each student draw or narrate a savings goal to place inside their savings bank.

Grades 1–2: Give each student a container to decorate as his or her savings bank. After students have finished decorating their banks, they can write down a reason they have for saving and put it in their bank.

MONEY SMART TIP!

When discussing ways to save money, include both the simple—like putting coins into a piggy bank—and the complex—like shopping for the best deal.



WRAP UP

Class Reflection

5 MINUTES

Ask students:

- *What is spending and saving?*
- *How can you spend or save your money?*

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

- *Just a Piggy Bank* by Gina and Mercer Meyer: Little Critter is given a piggy bank by his grandfather and learns all about the importance of saving money.
Discussion Questions: *Do you have a piggy bank at home? What do you put in your bank? All of your money? Some of your money? What was the most money you've saved?*
- *My Rows and Piles of Coins* by Tololwa M. Mollel: A boy saves all of his coins to buy something very important. He works and saves to buy the bicycle he needs to help his family cart items to and from the local market.
Discussion Questions: *Have you ever saved your money for anything? What was it? Have you ever seen your mom and dad put money away in their savings? What is one way saving money could be helpful or important?*
- *Isabel's Car Wash* by Sheila Bair: Isabel wants a doll but doesn't have enough money to buy it. She starts a car wash business with money invested from her friends with hopes to make enough money to buy the doll and pay her friends back.
Discussion Questions: *What is Isabel's problem? What are some ways she can earn money? How did Isabel come up with the idea to start a car wash? How did she get money to start her business? How much money did Isabel make from her car wash? How much money did her friends earn? What business idea could we start as a class?*



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 to support exploration of the prompt. Pre-literate students may discuss pictures and objects while having their stories recorded through modeled or guided writing as a small group or with the class.

Topic: *What is something you would like to save money for?*

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

Topic: *What are some ways you can save money?*

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: Materials: Piggy bank, coins. **Instructions:** Give students the opportunity to practice “saving” and “spending” coins from a class piggy bank. Students can count the coins as they place them into the bank.

Grades 1–2: Materials: Piggy bank, coins, mixed math fact cards. **Instructions:** Have students solve the problem on the math card and then place the appropriate value of coins into the piggy bank. Challenge the class to solve enough math fact cards to get all the coins in the bank.

STORY PROBLEMS: Super Savers

19

CHALLENGE 1

Molly's grandma gave her a piggy bank for her birthday. Molly also got \$2 from her aunt and \$3 from her grandpa. She put her money into her piggy bank.

- Draw the piggy bank.
- Draw the \$2 Molly got from her aunt.
- Draw the \$3 Molly got from her grandpa.
- Count how many dollars Molly has all together.

Money Smart for Young People Grades Pre-K - 2

STORY PROBLEMS: Super Savers

20

CHALLENGE 2

Alex saved his money for a whole month. In the first week, he saved \$10. In the second week, he saved \$15. In the third week, he saved \$8. In the fourth week, he saved \$12. How much money did he save that month?

- How much money did Alex save in week one?
- How much money did Alex save in week two?
- How much money did Alex save in week three?
- How much money did Alex save in week four?
- Add the money from all four weeks to find out how much money Alex saved in one month.

Money Smart for Young People Grades Pre-K - 2

Story Problems:

Display the **Story Problems: Super Savers** 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 their savings bank and play money.

Grades 1-2: Students may work as a team to act out the story problem with four children each playing Alex in a different week. Using the provided challenges as inspiration, create personal story problems and exchange them with classmates to solve.

TECHNOLOGY CENTER

Games and Online Activities:

- **PBS Cyber Chase Money Videos:** Students practice mental math skills while exploring saving and spending with these short-animated videos. <http://pbskids.org/cyberchase/find-it/money/videos/>





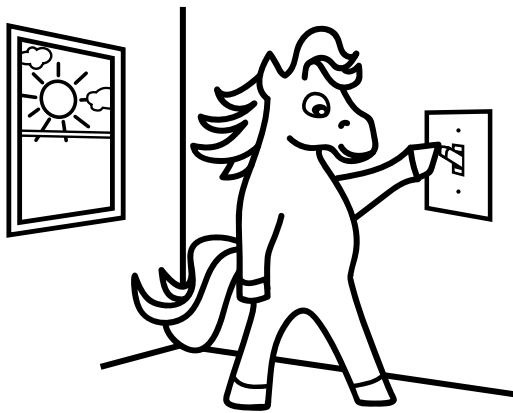
Lesson 5: Super Savers

SAVINGS TIPS

Name: _____

Saving money is important. What are some things you can do to start saving money? Look at, then color the money-saving activities below.

Turn off the lights if you are not in the room.



Shop around for the best deal.



Buy snacks on sale at the grocery store instead of buying them from a vending machine.



Can you think of another way to save money? Draw your own money-saving activity below.



Lesson 5: Super Savers

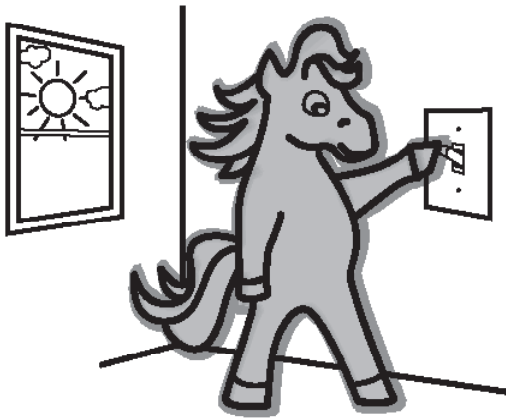
SAVINGS TIPS

Answer Key

Name: _____

Saving money is important. What are some things you can do to start saving money? Look at, then color the money-saving activities below.

Turn off the lights if you are not

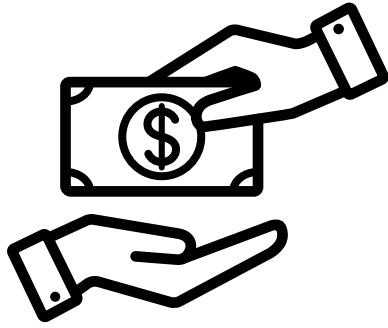


Shop around for the best deal.



Can you think of another way to save money? Draw your own money-saving activity below.





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.

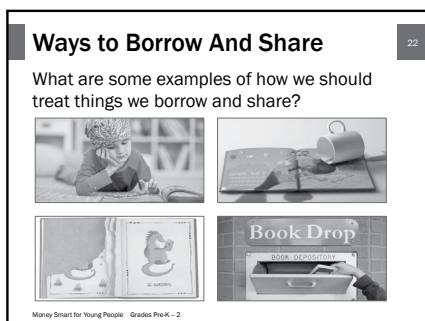


Money Smart for Young People Grades Pre-K - 2

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.
- **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.

 **SHARING**
— AND —
CARING



TIPS FOR
BORROWING

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