

Money Basics

Interest Level: Grades K-2

Reading Level: Grade 2



Titles in this series:

Brody Borrows Money

Ella Earns Her Own Money

Gabriel Gets a Great Deal

Kyle Keeps Track of Cash

Lily Learns about Wants and Needs

Shanti Saves Her Money

Standards

National Curriculum Standards for Social Studies

- Production, Distribution, and Consumption

Common Core Reading (Informational Text)

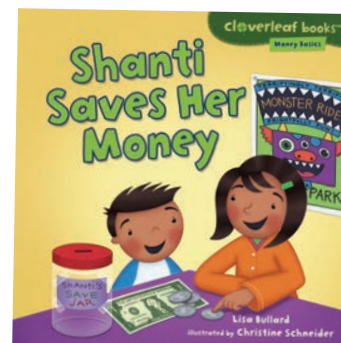
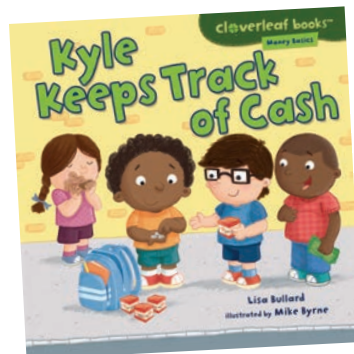
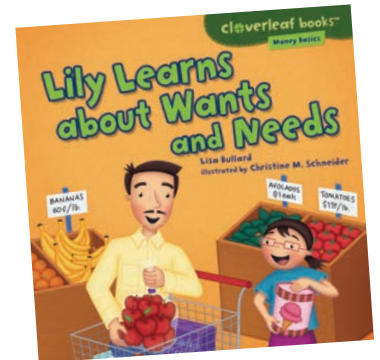
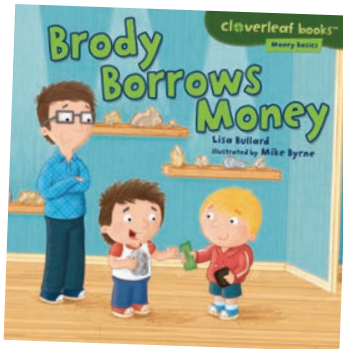
- Key Ideas and Details
- Range of Reading and Level of Text Complexity

Common Core Math

- Operations and Algebraic Thinking
- Number and Operations in Base Ten

Multiple Intelligences Utilized

- Verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal



Lesson 1

Activate Prior Knowledge

Purpose

Students will practice the reading strategy of activating prior knowledge.

Materials

- Money Basics series
- pencils

Prepare

- Choose a Money Basics book to use as a model.
- Draw a K-W-L chart on the board or show one electronically.
- Divide students into small groups. Prepare a K-W-L chart for each group. Alternatively, ask each group to choose a recorder, who will copy the K-W-L chart from the board onto his or her own paper.

Pretest

- What do you already know about money?

Model

- Using a Money Basics book as an example, ask students the following questions: What do you know about the words in the title of this book? What is in the picture on the book's cover? Do you have experience with anything in the picture?
- Write students' answers in the K column of the K-W-L chart.
- Ask students if they have any questions about this topic. What would they like to know more about?
- Write their answers in the W column of the chart.

Read

- As a class, read the Money Basics book.

Discuss

- What did you learn about this topic from reading (or listening to) this book?
- Can you answer the questions in the W column of the chart?
- Write students' responses in the L column of the chart.

Practice

- Each small group will choose a Money Basics book.
- Students will follow the steps to activate prior knowledge, as demonstrated.
- Each group's recorder will write the group's discussion in a K-W-L chart.

Evaluate

- Review groups' K-W-L charts and evaluate group participation.

Lesson 2 Coin Counting

Purpose

Students will practice counting, adding, and subtracting money.

Materials

- Money Basics series
- two small bowls or other containers per group
- a variety of coins
- How Much? p. 6
- pencils

Prepare

- Set up several stations in the classroom, each with two bowls. Add a handful of coins to each bowl. Ideally, each group will have at least one of each type of coin.
- Divide students into small groups.
- Copy How Much? p. 6 for each group.

Pretest

- What are coins?
- Name some different kinds of coins.
- How much is each coin worth?

Read

- Read books from the Money Basics series.

Model

- As a class, make a list of different kinds of coins and their values.
- Show an example of each coin to the class.
- Review How Much? p. 6 with students. Explain that they will work in small groups to answer the questions.

Practice

- Students will work in groups at the coin stations around the room.
- Students will answer the questions in How Much? p. 6.

Discuss

- What did you learn about money?
- Did everyone in your group agree on the answers to the questions? If not, what did your group do?

Evaluate

- Assess students' ability to complete How Much? p. 6 and their group participation.

Lesson 3 Wants or Needs?

Purpose

Students will learn how their families differentiate wants from needs.

Materials

- Money Basics series
- My Family's Wants and Needs p. 7
- pencils

Prepare

- Copy My Family's Wants and Needs p. 7 for each student.

Pretest

- What are needs? What are wants?

Read

- Read *Lily Learns about Wants and Needs*, in the Money Basics series.

Model

- As a class, make a list of the things Lily and her dad talk about buying. Point out that some things in the book, like help from a doctor, are services. Other things, like food, are goods.
- Go through the items one by one. Label each one as a want or a need.
- Answer any questions about why these items are wants or needs.

Discuss

- As a class, start a new list. Invite students to share ideas of what they want or need.

- Label each item as a want or a need. Be sure students understand why each label was chosen.

Practice

- Students will take home My Family's Wants and Needs p. 7. They will discuss the questions with a parent or a guardian and fill in the answers.

Evaluation

- Evaluate completed My Family's Wants and Needs p. 7.

Lesson 4

Kids Can Earn Money

Purpose

Students will work in groups to come up with good ways to earn money.

Materials

- Money Basics series
- Money-Earning Project p. 8
- pencils

Prepare

- Copy Money-Earning Project p. 8 for each student. Alternatively, show the page electronically and ask students to copy it on their own paper.

Pretest

- What can kids do to earn money?

Read

- Read *Ella Earns Her Own Money* in the Money Basics series.

Model

- As a class, make a list of the ways Ella earns money in the book.
- Review Money-Earning Project p. 8 with students and answer any questions they have.
- Explain that students will come up with ways they could earn money. If they want to, they can pair up or work in groups to actually do the work and earn money. If they do so, they must share the work and the profits evenly.

Practice

- Students will use Money-Earning Project p. 8 to plan ways to earn money.

Discuss

- What was your favorite part of this project?
- What was the hardest part of this project?
- Will you keep earning money this way?

Evaluate

- Evaluate completed Money-Earning Project p. 8, as well as the follow-up discussion.

Name _____

Date _____

How Much?

Use the two bowls of coins at your station to answer these questions:

1. Count the coins in one bowl. How much money is in that bowl? _____

2. Count the coins in the other bowl. How much money is in that bowl? _____

3. Which bowl has more money in it? Which bowl has less money in it?

4. Subtract the total amount of the bowl with less money from the total amount of the other bowl. What is the difference between the two bowls?

5. Add the amount of money in each bowl together. What is the total of both bowls?

6. Imagine you are trying to save \$10 to buy a new book. You have the total money from these two bowls already. How much more money do you need?

Name _____

Date _____

My Family's Wants and Needs

Ask a parent or a guardian for some homework help. Talk about answers to the following questions to find out what your family needs and what your family wants:

1. What are some of our family's needs? What do we need that we use in the kitchen? What do we need that we use in the bathroom? What do we need that we keep in closets or dressers? What kinds of services do we need?

2. What are some things that members of our family want?

3. How do we know whether something we would like to have is a want or a need?

4. If we are able to get something from our "wants" list, how do we decide which one to get?

5. If we can't afford something on our "wants" list, how do we save or earn extra money for it?

Name _____

Date _____

Money-Earning Project

1. Have you ever done work to earn money? What did you do?

2. What kinds of work would you be willing to do?

3. Ask a parent or a guardian what kinds of work you can do. Will you do chores only for your family? Or can you help neighbors and family friends?

4. How will you tell people that you can work?

5. How will you keep track of what you earn?
