

Money and Finance

Unit 14 Overview: 8 lessons

Students count bills and coins and write amounts with \$ and a point, decide whether there is enough money to buy something, compare amounts, and make change by counting on from the price, with every amount \$5.00 or less. Then come the financial literacy lessons: how skills and training raise pay, how scarcity and plenty change a price, planned and unplanned spending, borrowing with interest, and a plan to save and give. Every lesson in this unit is taught in 3rd grade in some states only, so teach the ones your state lists.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What students already know, before the first lesson.
Day 2	14.1 Count coins and bills; write \$ and ¢	I can count bills and coins and write the amount.
Day 3	14.2 Do I have enough? Compare amounts	I can tell if there is enough money and compare amounts.
Day 4	14.3 Make change	I can make change by counting on from the price.
Day 5	14.4 Skills, jobs and income	I can explain how skills and training can raise pay.
Day 6	14.5 Scarcity and price	I can tell how scarcity and plenty change a price.
Day 7	14.6 Planned and unplanned spending	I can compare planned and unplanned spending.
Day 8	14.7 Credit: borrowing and paying back	I can explain borrowing, paying back and interest.
Day 9	14.8 Saving and giving	I can make a plan to save and give.
Day 10	Unit Review	The review, to go over together.
Day 11	Unit Test	Form A; Form B (other numbers) is for a retest.

GET READY FOR THE UNIT

- Play \$1 and \$5 bills and coins for each pair, and whiteboards
- Price tags under \$5.00 for a class store
- Job picture cards, event cards and story cards for the financial literacy lessons
- Three jars labeled Save, Give and Spend

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
 - 2. Teach** (10 min)
 - 3. Try it together** (10 min)
 - 4. Practice** (15 min)
 - 5. Exit ticket** (5 min): a quick check on the lesson.
- Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE	Pre-Check: Day 1, with a key	EXIT TICKET	Exit Tickets: one a lesson, four to a page
PRINTABLE	Unit Review: the day before the test	PRINTABLE	Unit Test: Forms A and B, with keys



Money and Finance

Lesson 14.1: Count coins and bills; write \$ and ¢

GOAL Students count the bills first, then count on with the coins, and write the total with a \$ and a point. They write an amount under a dollar both ways: 72¢ is \$0.72.

About 45 minutes

I can count bills and coins and write the amount.

THE LESSON

- 1 Warm up** (5 min) Count together by 25s to 100, then by 10s from 75 to 125. Ask: how many cents make one dollar?
- 2 Teach** (10 min) Lay out two \$1 bills, 3 quarters, a nickel and 4 pennies, mixed up. Count the bills: 1, 2 dollars. Count on with the coins, the one worth the most first: 25, 50, 75, 80, 81, 82, 83, 84 cents. Write \$2.84. Then write 4 dollars and 3 cents as \$4.03: the 0 has to be there. Last, write 72¢ again as \$0.72.
Say: "Count the bills, then count on with the coins. Dollars go before the point and cents after it, always two places."
- 3 Try it together** (10 min) Partners build each amount card with play money, then write it with a \$ and a point: \$1.46, \$3.20, and 90¢ as \$0.90. They trade and count each other's money to check.
- 4 Practice** (15 min) Students count each group of bills and coins and write it the right way, with ¢ or with \$ and a point, on sheet 1 of Do I Have Enough Money? Early finishers choose ¢ or \$ for each amount on sheet 5 of Dollars and Cents.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.1** and circle a face beside the "I can" line. On question 1, look for \$3.66; \$3.71 means the nickel was counted as a dime. On question 2, look for \$0.38 and \$1.09; \$1.9 or \$1.90 means the 0 in the cents is missing.

Need help? Count \$1 bills and dimes only at first, then add the other coins.

Ready for more? Show \$4.75 two ways with bills and coins, and find the way with the fewest pieces.

GET READY

- Play \$1 and \$5 bills and coins for each pair
- Whiteboards and markers
- Amount cards: \$1.46, \$3.20 and 90¢

WORDS TO USE

dollars and cents: bills and coins counted together, like \$2.84

decimal point: the dot before the cents

cent sign: ¢, written after the number: 72¢

ASK

- Do you count the bills or the coins first? Why?
- How do you write 7 dollars and 5 cents?
- Why does \$0.40 have a 0 before the point?

WATCH FOR

Writes \$2.5 for 2 dollars and 5 cents. Cents always take two places: 5 cents is .05.

Adds the dollars and the cents as one number.

Count bills and coins on two mats, then write the dollars, the point and the cents.

Writes both signs, like \$0.45¢. One sign only: \$ in front with a point, or ¢ after with no point.

ON ANIMAL MATH

PRINTABLE

Do I Have Enough Money? sheet 1

PRINTABLE

Dollars and Cents: sheet 5, a review

MAKER

Counting Money: Coin Types Coins & Bills (\$1, \$5), Max Total Value \$5.00, Answer Format Dollar (\$0.35)

TOOL

Money: set Money to Coins and Bills, then Line Up and Count

EXIT TICKET

3rd Grade Money and Financial Literacy Exit Tickets: Exit Ticket 14.1

Money and Finance

Lesson 14.2: Do I have enough? Compare amounts

GOAL Students count a group of bills and coins and compare it with a price to decide if there is enough, find how much more is needed, and compare two amounts with $>$, $<$ or $=$, even when one is written in words, like 6 dimes.

About 45 minutes

I can tell if there is enough money and compare amounts.

THE LESSON

- 1 Warm up** (5 min) Show a \$1 bill and 3 quarters. Ask which is worth more and how they know: 3 quarters is 75¢, less than a dollar.
- 2 Teach** (10 min) Put a \$2.45 price tag on a book. Count the money in a wallet: a \$1 bill, 4 quarters, 2 dimes and a nickel. That is \$2.25, and $\$2.25 < \$2.45$, so it is not enough. Count up from \$2.25 to \$2.45: 20¢ more. Then compare 6 dimes and 55¢: 6 dimes is 60¢, and $60¢ > 55¢$.
Say: "Count the money first. Then compare it with the price: the same or more is enough."
- 3 Try it together** (10 min) Run the class store: partners count the money in their bag and decide which price tags they can pay, writing yes or no and how much more for each. Then compare the amount cards with $>$, $<$ or $=$: 3 quarters and \$0.75, then 40¢ and \$0.38.
- 4 Practice** (15 min) Students circle yes or no on sheet 2 of Do I Have Enough Money? and find how much more on sheet 3. Early finishers shop on sheet 4.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.2** and circle a face beside the "I can" line. On question 1, look for \$2.50 and no; yes means the money was not compared with the price. On question 2, look for $<$ and then $=$; $<$ in the second row means 8 dimes was read as 8 cents.

Need help? Write the money under the price with the points lined up, then compare the dollars, then the cents.

Ready for more? Pick two things from the class store that cost \$4.00 or less together.

GET READY

- Play money in a bag for each pair
- Price tags for the class store
- Amount cards: 3 quarters, \$0.75, 40¢ and \$0.38

WORDS TO USE

enough: as much money as the price, or more

how much more: the price take away the money you have

greater than: $>$, with the open side facing the greater amount

ASK

- How do you know it is enough?
- How much more do you need? How did you find it?
- Which is more, 3 quarters or 7 dimes?

WATCH FOR

Says yes because there are many coins. Count the money: the number of pieces does not tell the amount.

Compares only the dollars. When the dollars are the same, compare the cents.

Turns $>$ and $<$ around. The open side faces the greater amount.

ON ANIMAL MATH

PRINTABLE

Do I Have Enough Money? sheets 2-4

TOOL

Money: Make an Amount

EXIT TICKET

3rd Grade Money and Financial Literacy Exit Tickets: Exit Ticket 14.2

Money and Finance

Lesson 14.3: Make change

GOAL Students make change by counting on from the price: small coins first to the next ten cents and the next dollar, then dollars up to the money paid. The money counted on is the change.

About 45 minutes

I can make change by counting on from the price.

THE LESSON

- 1 Warm up** (5 min) Count on together from 70¢ to \$1.00 by 5s, then by 10s. Then count on from \$2.80 to \$3.00.
- 2 Teach** (10 min) A marker costs \$1.70 and Lee pays with a \$5 bill. Start at \$1.70 and count on: a nickel makes \$1.75, a quarter makes \$2.00, then three \$1 bills make \$3.00, \$4.00, \$5.00. The change is a nickel, a quarter and three \$1 bills: \$3.30. Show the jumps on the number line, then check by counting back: $\$5.00 - \$1.70 = \$3.30$.
Say: "Start at the price. Add coins to the next ten, then to the next dollar, then add dollars to the money paid. What I added is the change."
- 3 Try it together** (10 min) Partners take turns at the class store: one pays with a \$1 or \$5 bill, the other counts on the change aloud. Try a 35¢ eraser paid with \$1 (65¢) and a \$2.60 book paid with \$5 (\$2.40).
- 4 Practice** (15 min) Students count on and write each total on sheet 1 of Making Change, jump on number lines on sheet 2 and circle the right coins on sheet 3. Early finishers run the snack stand on sheet 4.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.3** and circle a face beside the "I can" line. On question 1, look for \$3.90, \$4.00 and \$5.00, then \$1.15; \$3.95 after the nickel means it was counted as a dime. On question 2, look for 28¢; 18¢ or 38¢ means the count on from 72¢ slipped by a dime.

Need help? Count on along an open number line with a jump to the next ten and one to the next dollar.

Ready for more? Find two ways to give the same change, and which way uses fewer coins.

GET READY

- Play coins and \$1 and \$5 bills for each pair
- Price tags under \$5.00 for the class store
- An open number line on the board

WORDS TO USE

change: the money you get back when you pay more than the price

count on: start at the price and add coins up to the money paid

count back: take the price away from the money paid, to check

ASK

- Where do you start counting?
- Why add the small coins first?
- How can you check your change?

WATCH FOR

Starts counting at 0 instead of the price. Say the price first, then count on each coin.

Writes the money paid as the change. The change is only what you added to the price.

Jumps past the next dollar. Stop at each round number: the next ten cents, then the next dollar.

ON ANIMAL MATH

PRINTABLE

Making Change: sheets 1-4

TOOL

Money: Line Up and Count

EXIT TICKET

3rd Grade Money and Financial Literacy Exit Tickets: Exit Ticket 14.3

Money and Finance

Lesson 14.4: Skills, jobs and income

GOAL Students connect skills and work to income: a job needs certain skills, people earn income for their work, and more training often means more pay. They find pay as the pay for 1 hour times the hours.

About 45 minutes

I can explain how skills and training can raise pay.

THE LESSON

- 1 Warm up** (5 min) Show the job cards: a chef's hat, a hammer, a nurse's bag. Ask what each worker does and what they need to know how to do.
- 2 Teach** (10 min) Fill the chart: a chef needs to cook, a builder needs to measure and use tools, a nurse needs to care for sick people. Then tell a story: Jo and Ray both wash cars. Ray took a class on waxing, so he earns \$10 an hour; Jo earns \$6 an hour. In 4 hours Ray earns $4 \times \$10 = \$40$ and Jo earns $4 \times \$6 = \$24$. They worked the same hours, so Ray's training is why he earns \$16 more.
Say: "Skills and training are worth money. A worker with more skill can often earn more for each hour."
- 3 Try it together** (10 min) Pairs pick two job cards and list the skills each job needs and where a person could learn them. Then solve: a babysitter earns \$8 an hour, and after a first aid class she earns \$11 an hour. How much more does she earn in 3 hours? ($\$33 - \$24 = \$9$)
- 4 Practice** (15 min) Students match jobs to skills on sheet 1 of Jobs, Skills and Income, multiply pay by hours on sheet 2 and compare workers with and without training on sheet 3. Early finishers fill the tables on sheet 4.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.4** and circle a face beside the "I can" line. On question 1, look for \$14 and \$20; \$7 and \$10 means they did not multiply by the hours. On question 2, look for more training; more hours means they missed that both work 2 hours. On question 3, look for care for teeth.

Need help? Build the pay hour by hour: write the pay under each hour on a strip and add.

Ready for more? Pick a job you would like, list its skills, and tell how you could learn them.

GET READY

- Job picture cards, a hat or a tool for each job
- A chart: job, skills, pay for 1 hour
- Whiteboards and markers

WORDS TO USE

income: money you earn for your work

skill: something you can do well, like fixing a bike

training: learning a skill, like taking a class

ASK

- What skills does this job need? How could someone learn them?
- Why might a worker with training earn more?
- How do you find what someone earns in 4 hours?

WATCH FOR

Thinks the one who earns more worked longer. Read the hours again: they are the same, so the pay for each hour is different.

Adds the pay and the hours. Pay times hours: \$6 for each of 4 hours is $4 \times \$6$.

Names a skill that does not fit the job. Ask: what does this worker do all day? What must they be good at?

ON ANIMAL MATH

PRINTABLE **Jobs, Skills and Income:** sheets 1-4

EXIT TICKET **3rd Grade Money and Financial Literacy Exit Tickets:** Exit Ticket 14.4

Money and Finance

Lesson 14.5: Scarcity and price

GOAL Students tell whether something is scarce (fewer than people want) or plentiful (more than enough), and explain that a price often goes up when something is scarce and down when it is plentiful.

About 45 minutes

I can tell how scarcity and plenty change a price.

THE LESSON

- 1 Warm up** (5 min) Hold up 3 stickers and ask who wants one: many hands, not enough. Then hold up a full sheet for a few students: more than enough.
- 2 Teach** (10 min) Tell a story: a bakery has 6 pies and 25 families want one. Pies are scarce, so the baker can charge more: the price goes up. The next day the bakery has 80 pies and only 25 families come. Pies are plentiful, so the price goes down. Write the rule: scarce, price up; plentiful, price down.
Say: "When there are fewer than people want, the price goes up. When there are more than enough, the price goes down."
- 3 Try it together** (10 min) Read the event cards. Students show a thumb up for scarce or a thumb down for plentiful and say whether the price goes up or down. Then solve: a pool float cost \$8 and went up to \$13 when only a few were left. How much more is it? (\$5)
- 4 Practice** (15 min) Students circle scarce or plentiful on sheet 1 of Scarcity and Price, decide up or down for each event on sheet 2 and solve the price stories on sheet 4. Early finishers read the watermelon graph on sheet 3.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.5** and circle a face beside the "I can" line. On question 1, look for scarce and up; plentiful means 5 bikes and 20 kids were compared the wrong way. On question 2, look for \$12; \$72 means the two prices were added.

Need help? Act it out with a few counters and a group of students who each want one.

Ready for more? Name something that is scarce in winter and plentiful in summer, and tell what happens to its price.

GET READY

- 3 stickers and a full sheet of stickers
- Event cards: a storm, a big harvest, a toy everyone wants, summer and winter
- Whiteboards and markers

WORDS TO USE

scarce: fewer than people want

plentiful: more than enough for everyone who wants one

price: how much money something costs

ASK

- Are there enough for everyone who wants one?
- What happens to the price when something is scarce?
- Why might strawberries cost less in summer?

WATCH FOR

Thinks a big number always means plentiful.

Compare two numbers: how many there are and how many are wanted.

Says the price goes down when something is

scarce. Ask: if only a few are left and many people want one, will the seller ask for more or less?

Adds the two prices to find how much more.

Count up from the old price to the new one.

ON ANIMAL MATH

PRINTABLE

Scarcity and Price: sheets 1-4

EXIT TICKET

3rd Grade Money and Financial Literacy Exit Tickets: Exit Ticket 14.5

Money and Finance

Lesson 14.6: Planned and unplanned spending

GOAL Students tell planned spending (decided ahead, on a list or a budget) from unplanned spending (decided on the spot), and see a cost of unplanned spending: it can leave too little for what was planned.

About 45 minutes

I can compare planned and unplanned spending.

THE LESSON

- 1 Warm up** (5 min) Ask: before your family goes to the store, how do you know what to buy? Talk about lists and plans.
- 2 Teach** (10 min) Read two stories. Ben makes a plan for a picnic and buys only what is on it: planned. At the store a yo-yo catches his eye and he buys it too: unplanned. Then a money story: Rosa has \$18 to buy an \$11 art set. On the way she sees a \$6 toy and buys it. She has $\$18 - \$6 = \$12$ left, still enough for the art set. If the toy had cost \$8, she would have \$10 left: not enough.
Say: "Planned spending is decided ahead. Unplanned spending is decided on the spot, and it can use up the money for the plan."
- 3 Try it together** (10 min) Read the story cards: partners hold up the list for planned or an open hand for unplanned and say how they know. Then solve: Kai has \$20 for a \$16 ball, and first he spends \$6 on snacks. Is there still enough? (\$14 left, no)
- 4 Practice** (15 min) Students circle planned or unplanned on sheet 1 of Planned and Unplanned Spending, add up shopping plans on sheet 2 and solve the unplanned first stories on sheet 3. Early finishers weigh costs and benefits on sheet 4.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.6** and circle a face beside the "I can" line. On question 1, look for planned for Pam and unplanned for Ravi. On question 2, look for \$6 left and no; yes means they compared \$10 with the \$7 book and forgot the snack.

Need help? Pay for each buy with play bills and count what is left.

Ready for more? Make a \$20 plan with a list, and leave room for one unplanned buy.

GET READY

- A shopping list and a budget card
- Story cards with planned and unplanned buys
- Play bills for each pair

WORDS TO USE

planned: decided ahead, on a list or a plan

unplanned: decided on the spot, when you see something

budget: a plan for how to use your money

ASK

- Was this buy decided ahead or on the spot? How do you know?
- How much is left after the unplanned buy?
- Why is a list a good idea?

WATCH FOR

Calls every fun buy unplanned. Ask: was it decided before the store? A fun thing can be planned too.

Forgets to take away the unplanned buy. Take away each buy in order, then compare what is left with the plan.

Thinks unplanned spending is always wrong. Talk about the cost and the benefit: it can be fine when the plan still fits.

ON ANIMAL MATH

PRINTABLE

Planned and Unplanned Spending: sheets 1-4

EXIT TICKET

3rd Grade Money and Financial Literacy Exit Tickets: Exit Ticket 14.6

Money and Finance

Lesson 14.7: Credit: borrowing and paying back

GOAL Students explain credit: a borrower gets money from a lender now and pays it back later, often with interest, an extra amount for using the money. They find the interest as the money paid back take away the money borrowed.

About 45 minutes

I can explain borrowing, paying back and interest.

THE LESSON

- 1 Warm up** (5 min) Ask: have you ever borrowed a pencil? Who was the borrower and who was the lender? What did you have to do?
- 2 Teach** (10 min) Act it out: Dee borrows \$10 from her uncle to buy a book. Dee is the borrower, her uncle is the lender, and Dee must pay back the \$10. Then: a bank lends Max \$80 for a bike, and Max must pay back \$86. The extra is interest: $\$86 - \$80 = \$6$. Fill the chart for both loans: Dee paid no interest.
Say: "The borrower gets the money and pays it back. Interest is the extra money the borrower pays for using it."
- 3 Try it together** (10 min) Partners take the name cards and act out loans with play bills, saying who is the borrower and who is the lender. Then they fill the chart for two loans: borrow \$12 and pay back \$13; borrow \$36 and pay back \$40.
- 4 Practice** (15 min) Students write the borrower and the lender on sheet 1 of Borrowing and Lending, decide who borrows responsibly on sheet 2 and find the interest on sheet 5. Early finishers fill the pay back tables on sheet 3.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.7** and circle a face beside the "I can" line. On question 1, look for her dad circled; Kim means borrower and lender are mixed up. On question 2, look for \$4; \$84 means the two amounts were added.

Need help? Act each story out with play bills before filling the chart.

Ready for more? A bank lends \$70, and the interest is \$7. How much is paid back in all?

GET READY

- Two name cards: borrower and lender
- Play bills for each pair
- A chart: borrowed, paid back, interest

WORDS TO USE

borrower: the one who gets the money and must pay it back

lender: the one who lets someone use the money for a while

interest: extra money paid back for borrowing

ASK

- Who gets the money? Who must be paid back?
- Why might a bank charge interest?
- How do you find the interest?

WATCH FOR

Mixes up the borrower and the lender. The money starts with the lender. The borrower borrows it and gives it back.

Adds the money borrowed and paid back. Interest is only the extra: paid back take away borrowed.

Thinks borrowed money is a gift. Borrowed money goes back to the lender.

ON ANIMAL MATH

PRINTABLE

Borrowing and Lending: sheets 1-3 and 5

EXIT TICKET

3rd Grade Money and Financial Literacy Exit Tickets: Exit Ticket 14.7

Money and Finance

Lesson 14.8: Saving and giving

GOAL Students give reasons to save, see how saving the same amount each week adds up, and make a plan that splits money into saving, giving and spending.

About 45 minutes

I can make a plan to save and give.

THE LESSON

- 1 Warm up** (5 min) Ask: why do people save money? List the reasons on the board: a bike, a gift, a trip, an emergency.
- 2 Teach** (10 min) Lin saves \$9 each week for a \$36 scooter. Fill the table: week 1, \$9; week 2, \$18; then \$27 and \$36. She reaches her goal in week 4. Then make a plan: Lin earns \$15, saves \$8, gives \$3 to an animal shelter and spends the rest: $\$15 - \$8 - \$3 = \$4$.
Say: "Saving the same amount every week adds up. A plan says how much to save, how much to give and how much to spend."
- 3 Try it together** (10 min) Partners split \$10 in play bills into the three jars and explain their plan. Then fill a table together for \$3 a week toward a \$15 goal: \$3, \$6, \$9, \$12, \$15, so 5 weeks.
- 4 Practice** (15 min) Students fill the week by week tables on sheet 1 of Saving Money Over Time, find how many weeks to a goal on sheet 3 and make savings plans on sheet 5. Early finishers check the money plans on sheet 5 of Spend, Save and Share.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 14.8** and circle a face beside the "I can" line. On question 1, look for \$14, \$21, \$28 and \$35 in the "saved in all" row; \$7 in every box means they wrote what was saved each week. On question 2, look for \$3; \$5 means only the savings were taken away.

Need help? Put a bill in the Save jar for each week and count the jar.

Ready for more? Make a plan to reach a \$100 goal by saving the same amount each week, and give some away too.

GET READY

- Three jars labeled Save, Give and Spend
- Play bills for each pair
- A blank savings table, weeks 1 to 6

WORDS TO USE

save: keep money to use later

give: use money to help others, like a food bank

goal: what you are saving for

ASK

- What is a good reason to save?
- How much will be saved after 6 weeks?
- Why might someone give part of their money?

WATCH FOR

Writes the same amount in every week. The total grows: add this week to the total so far.

Takes away the savings but not the giving. Spending money is what is left after saving and giving.

Stops a week before the goal. Keep adding until the total reaches the goal.

ON ANIMAL MATH

PRINTABLE

Saving Money Over Time: sheets 1, 3 and 5

PRINTABLE

Spend, Save and Share: sheet 5, a review

EXIT TICKET

3rd Grade Money and Financial Literacy Exit Tickets: Exit Ticket 14.8