

Making Money by Abby Jackson (2004: Red Brick Learning ISBN 13: 978-0-7368-2887-1)

Literature Annotation

This is an informational text about money with the following sections – We Need Money, Old Money, and Making Money. Section one discusses the reasons we need money, wants, and how we get money. The next section discusses what happens to money that is too old to use. In the last section, we learn the difference between paper money and coins. Some information is provided on how money is made.

Grade Level: Pre-K

Duration: Two 20-minute whole-group lessons and one small-group lesson

Economic Concepts: cost, wants

Maryland State Curriculum

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.B.3 Identify how goods are acquired
- 4.B.3.a Identify that coins and bills are money
- 4.B.3.b Identify that money is used to buy goods

Objectives: Students will be able to...

- recognize and identify money.
- identify and/or name something that we buy with money.

Vocabulary

bill: a piece of legal paper money

coin: a flat piece of metal issued by a government for use as money

want: a good or service that people would like to have

money: something that is used to buy and sell resources, goods, and services

Additional Vocabulary: dollar, quarter, nickel, dime, penny, jobs, bank

Teacher Materials

- Book: *Making Money* by Abby Jackson
- Chart paper
- Real coins and paper money **or** Teacher Resource #1

Student Materials

- Journal page
- Crayons or markers
- A copy of Student Resource #1 for each student

Teacher Background: Knowledge of economic concepts related to wants and cost.

Motivation

Place a variety of real coins and paper money out on the table or on the floor during circle time. Ask the children to describe what they see. Using the terms bills and coins, have the students help sort the money into the two categories: bills and coins. (TEACHER NOTE: In lieu of real or plastic currency, teachers may use the graphics on Teacher Resource #1.)

Development

DAY ONE

1. Tell the children that you want to know what they know about money. Explain that you are going to conduct a Think-Pair-Share activity with them. Have them think about what they know about money, pair with a partner, and share their ideas. Write the responses down on chart paper in a list or use a web to organize their ideas.
2. Re-read the list or web that has been developed. Explain that a book about money will be read tomorrow, and that they should check their ideas and look for information about money that is new to them.

DAY TWO

1. Review with students the title, author, and title page. Explain that this book also has a Table of Contents that gives the parts of the book, the pages where each part begins, and a list of important words used in the book.
2. Establish a purpose for reading. Tell the children that as you read the book, they are to listen to see if their ideas were correct about money, and if there is any new information that can be added to the list or web that was made in the previous lesson.

Discussion Activities

1. Introduce section one: *We Need Money*.
 - Page 3: Ask students what it means to “pay” for something.
 - Page 5: Ask students to identify some types of jobs.
2. Pause here and go back to the previously created list. Ask the following questions:
 - Did we say anything about using money to pay for things?
 - Did we identify anything that we buy with money? Food? Clothing? Toys?
 - Did we associate jobs with money?

Add any ideas that were addressed in the section, but were not discussed during the initial brainstorming.

3. Skip pages 6 – 9 and use later as an Extension activity.

4. Introduce *Making Money* (page 10) by telling the children that this part of the book tells about how paper money and coins are made. Begin to read section three: *Making Money*. Pause after page 11 and point out that each of the bills has a different number on it: 1, 5, 10, 20, etc. This tells how much each bill is worth or how many one dollar bills it takes to make 5, 10 or 20. If possible, have some real bills with different denominations to show them.

5. Read pages 12-13. Hold up silver coins and point out their shape and color. Read pages 14 and 15. Show students a penny and ask them how it is the same as the other coins, and how it is different. Review the names of each coin.

6. Read page 16. Have students answer the question “What do you do with your money?”

Conclusion

1. Re-visit the list that the children created on Day One. Have the children decide if the idea is a fact or not. Place a checkmark next to the facts they have confirmed. If there is anything that they don't understand and/or would like to find out more about, place a question mark next to the item.
2. Ask students to recall the difference between a coin and paper money.
3. Small Group Activity: Ask the students: “If you had 100 dollars what goods would you buy?” Have them illustrate a picture of a good that they would buy and tell about it. Share with the class and/or create a class book.

Extension

Ask children what they think happens to old money. Read Section Two *Old Money* and discuss.

Find out more about the ideas in which they are interested.

Place a cash register in the dramatic play area with play money. Allow students to use the materials during learning center period. Provide props for different types of stores – shoe store, grocery store.

Have students sort plastic coins and paper money.

If you had one hundred dollars, what would you buy?



I would buy _____.

Teacher Resource Sheet #1

