

What is Money?

Lesson 2a: What is Money?

Adopted from lesson plans created by Jennifer Raeder for the San Francisco Unified School District's Kindergarten to College Program.

Objective: Students will be able to identify money as coins and bills, and will know that adults also buy with other forms of payment (credit & debit cards, etc). Students will be able to observe and compare coins.

Materials:

- Chart paper and markers
- Paper bills such as a \$1 & \$5 dollar bill, coins, credit and/or debit cards, and checkbook.
- Real coins (at least one penny, dime, nickel, and quarter per student)

Key Vocabulary: money, coin, paper bills (or cash), penny, dime, nickel, quarter

Lesson Outline

Tell your class that as they get older, it will become very important for them to learn to be responsible with money. Share that starting to learn about money now will help them be successful when they get older. Each of them has a new savings account that the State of Nevada Treasurer's Office helped them create. This savings account can help them go to college one day, and it already has real money in it! However, before they can learn about being responsible with money, they have to understand what money is and what people do with money.

As a class, brainstorm answers to the question, "What is Money?" Create a "circle thinking map" with the question or the word "Money" in the center (see Lesson 2 Resources for examples). Students may answer that money is something you spend or use to buy things, or that it is *coins* and *paper bills*, or that it is something you keep in a pocket, wallet, or purse. Add these ideas to the map, drawing or taping up pictures when possible. You may also want to show students a credit card or a checkbook, and ask them if they've ever seen their parents use these items to buy things at the store.

Tell students that money is something that adults use all the time to buy items that they need and want. Tell them that as kindergarteners, they will learn a lot about coins. Explain that coins are one form of money usually used to buy very small things, and that for bigger or more expensive items people usually use paper money (bills), credit cards, or checkbooks.

As a class or in small groups, allow each child to investigate coins closely, using a magnifying glass if possible. Invite students to sort the coins by type into piles.

Use the names of these coins as you discuss them with students.

Lesson 2b: How Do We Use Money?

Objective: Students will know that many things in life cost money. Students will be able to name items that are free and items that cost money.

Materials:

- “What is Money?” thinking map created in previous lesson
- Chart or poster paper and markers
- Magazine and catalog pictures (already cut out)
- Post-it notes & glue sticks

Key Vocabulary: free, cost

Lesson Outline

Review the “What is Money?” thinking map. Ask students, “How do people use money? What do they spend money on?” Invite them to share their ideas with a partner first, then call on students to share with the class.

Show students two pieces of chart or poster paper, or one piece divided down the center. Label one paper with the words, “Costs Money,” and the other with the word, “Free.” Explain to the class that when something is *free*, we do not need to use money to get or have it. If something has a *cost*, then we have to spend money to get or have it.

Show students several pictures depicting things that cost money or are free. Ask students whether these things cost money or are free, and paste them to the appropriate poster. Examples of items that cost money might include food, clothes, electronics, visits to the doctor, and homes. Examples of free things might be people enjoying a park or beach, library books, or taking a hike.

Invite students to draw pictures on post-it notes of other things that are free or cost money, or give each child a picture and have them add it to the correct poster. This can be done whole class or at a center.

Lesson 2c: How Do People Earn Money?

Modified by Sheila Salehian, 2013

Objective: Students know that most adults have jobs in order to earn money.

Materials:

- “What is Money?” thinking map and “Free” and “Costs Money” posters created in previous lessons
- Chart or poster paper and markers
- Pictures showing different jobs (optional)

Key Vocabulary: earn, college, career

Lesson Outline

Review the charts created in previous lessons. Then ask the class, “How do you think people get money?” Students may answer that they ask their parents for money, or that adults get money from the bank, and some will also suggest that people have jobs to earn money. Emphasize to the class that in most families, all or some of the adults work at jobs, sometimes called “careers” if the adult went to college to *earn* money.

Have the children share their ideas about different jobs that adults do to earn money. Create another circle thinking map, this time with “How do people earn money?” Enter “Jobs” and “Careers” in the center (see resources at the end of the lessons). Draw or paste pictures when possible. Explain that people who have “Jobs” and not “Careers” may not have gone to college. You may also want to include the idea that kids sometimes earn money by performing *chores* at home or getting good grades in school.

Explain that for many career jobs like being a doctor or a lawyer, people go to college for a very long time in order to learn the skills for their career. After high school, many kids go to *college* so that they can get jobs that they enjoy doing and so they can make enough money to pay for the things they need and the things they want, building a career over a lifetime.