



LESSON PLAN - Kindergarten

“Three Cups” by Mark St. Germain

Lesson Plan: I Can Choose to Spend, Save and Give My Money

Grade Level: Kindergarten

Content Area: Personal Finance

Recommended Length/Duration: 45 minutes

Essential Understanding: A money plan is called a budget. A money plan will help me make choices about how to use my money. I can spend money. I can save money. I can give money to help others.

Learning Goals: Students will understand that a budget is a money plan. Students will identify three ways they can use their money: spend, save or give. Students will identify a penny, nickel, dime, quarter and dollar bill.

Standards: CCSS for Mathematics, K.OA 1, 2, 5 (Operations & Algebraic Thinking); K.MD 3 (Measurement & Data) and VT DOE History & Social Sciences, H&SSPK-K:1, K:19, K:20.

Description/Sequence:

I Can Choose to Spend, Save and Give My Money

(1) *Before you begin, display a penny, nickel, dime, quarter and dollar bill on a table with several non-money items. You might pick some non-money items like a playing card, a bottle cap, a flat piece of jewelry-items that may resemble money. Mix the money and non-money items together. Today we’re going to learn a lesson about money! I have many different things on this table. Some of them are money, some are not money. I want to find all of the money. Will you help me? **Ask one child at a time to come forward and select a money item and place it in a basket. Continue this process until all of the money items are selected.***

Have PowerPoint presentation ready to use.

What is money? **Discuss.** (Guide to--money is something we can take and trade it for something we value. We use money in a store to buy things.) **Unpack the items in the basket starting with the penny and working your way up to the dollar. Name each coin and dollar.** (SLIDES 2-6) **You can use the PowerPoint presentation for this lesson to quickly show the students how much each denomination of money is worth. If a non-money item was selected as money, point out why it isn’t money. You might point out that you could not take that item to the store and buy something.**

(2) It is important that we keep track of our money. One way we can keep track of our money is by using a budget. (SLIDE) A budget is a plan for our money. I am going to read to you a book titled, *Three Cups*. In this book, a 5-year-old boy learns about making a plan for his money and uses cups as his money plan.



Read the story.

(3) Discussion questions:

- What were the three things the boy learned he could do with his money? **As students identify each action, place a cup on the table. Label the cups: SPEND, SAVE, GIVE.**
- To spend our money means we are going to take the money and buy something with it. After we buy something we no longer have the money, but we do have what we bought. What did the boy in our story buy? (A baseball glove.)
- To save our money means we are going to take the money and put it somewhere safe where we can use it later. Where can you put money you are saving? (A bank, in a jar in your room, in a purse or wallet. Point out that if you save your money in a purse or wallet it may be harder to save it because you can easily take it to a store and spend it!) Where did the boy put the money in his saving cup? (A savings account at his local bank.)
- To give our money means that we use it to help someone else. How did the boy use the money in his giving cup? (He bought cans of soup and gave it to a food collection. He also got to deliver it to a family in need himself!)

(4) We're going to practice spending, saving and giving with our money. I'm going to tell you about three different students, Rachel, Connor and Katie. They each need our help in keeping track of their money.

RACHEL: (SLIDE) Rachel wants to buy a new teddy bear that costs \$6. **Hold up six \$1 bills and have the students count out loud together.** However, right now, Rachel only has \$3. **Take away three of the dollars.** What should Rachel do with her money? Don't shout out the answer. I need a volunteer to come up and place these three \$1 bills in the cup that shows what Rachel should do with this money. **After a child makes his/her choice. Discuss the different ways the money could be used. For example, the class might choose to save \$2 and give \$1 away. Regardless of the scenario, point out to the students that they will have to WAIT to buy the doll and they will have to save more money.**

CONNOR: (SLIDE) Connor has \$5 in his wallet. He goes to the store with his mom and takes his wallet with him. **Hold up five \$1 bills and have the students count out loud together.** He decides to buy a new matchbox car for \$2. **Take away \$2.** That leaves him with \$3. As he leaves the store, he sees people from his local animal rescue organization collecting dog and cat food for the animals they are taking care of. Connor likes animals. When he gets home, he takes the \$3 out of his wallet and looks at his three cups. What could Connor do with his money? **Ask a child to come forward and make a choice. Most likely the student will place the money in the giving cup. Discuss how Connor can buy some dog or cat food the next time he is at the store and his parents can take him to the local animal rescue office and give them the food. Point out that Connor also does not have to place all of the money in the giving cup. Connor could save some of the money so that he could use it in the future.**



KATIE: (SLIDE) Katie received \$10 from her grandparents for her birthday. **Hold up ten \$1 bills and have the students count them out loud.** Katie isn't sure what she will do with her money. Her dad takes her to the store each week and Katie likes to buy candy. Katie also would like to have a new bike that costs \$50. What should Katie do with her money? **Ask a**

student to come forward and place the dollar bills in the cups. As you discuss with the students how Katie should budget her money, point out that having a money plan helps Katie put her money where it is most important to her. Point out that if Katie didn't put any of her money in the saving or giving cups, she would probably just take it to the store and spend it on candy. She would probably wonder later why she didn't have any money to buy a bike.

(5) Closure/review.

(SLIDE) A money plan or budget can help us keep track of our money. It helps remind us of what we decided we wanted to do with our money. It helps us make choices. Those choices we can make with our money are to: spend it, save it or give it to others.

Distribute the activity sheet. This activity sheet gives you a chance to think about one of these choices--saving your money. In the space below the cup, draw a picture of something you might save your money for. Ask your parents how much money you would need to save for the item you drew a picture of. Maybe they will have ideas for you on how to earn money to reach your goal!

Materials Needed:

1. **Three Cups**, by Mark St. Germain.
2. SMART board or projection system to use lesson PowerPoint. You may download the presentation by going to the Reading is an Investment program web page. Go to MoneyEd.Vermont.gov. Once on the program page, scroll down to the Kindergarten lesson.
3. Play money or actual money in the following denominations: penny, nickel, dime, quarter, dollar bill. You will need ten \$1 bills.
4. Several small items that resemble money for the opening money exercise.
5. Copies of *Three Cups* activity sheet.