

# My Life as a \$20 Bill

Utah Core: WRITING Standard 5.W.2

Grade: 5

Subject: Writing / Social Studies Integration Duration: 1–2 class periods (45- 60 minutes each)

Lesson Type: Narrative Writing with Personification

## Learning Objective / “I Can” Statement

- I can write a narrative story using personification.
- I can describe the life of a \$20 bill using details about its journey and experiences.

---

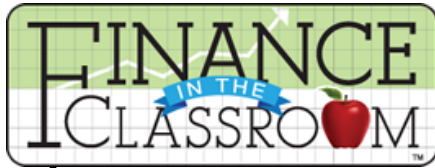
## Materials

- Chart paper or whiteboard
- Pencils and writing paper (or digital writing tools)
- Crayons, colored pencils, or markers for illustrations
- Videos:
  - [“U.S. Currency | Confidence in Every Exchange”](#)
  - [“How Does U.S. Currency Get Into Circulation”](#)
- Example \$20 bill (real or image)

---

## Standards (Common Core Alignment)

- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.L.5.5: Demonstrate understanding of figurative language, including personification.



## **Lesson Procedure**

### **1. Introduction (10 minutes)**

- Begin with a discussion:
    - “What would you buy if you had a \$20 bill?”
    - “Where would you spend it?”
    - “Who do you think owned that money before you?”
    - “Who might own it after you?”
  - Explain that money travels from person to person — and that today, they’ll imagine they are the \$20 bill!
  - Introduce personification (giving human traits to non-human things).
    - Example: “I was crumpled up in a wallet, tired from being spent all day.”
- 

### **2. Video Exploration (15 minutes)**

- Show the two videos:
  - “Circulating Currency | Engraving & Printing”
  - “Journey to Circulation | U.S. Currency Education Program”
- Discuss what happens before a bill goes into circulation.
  - Ask: “What did you notice about how money is made?”
  - “What surprised you about its journey?”



### 3. Guided Practice (10 minutes)

- Model brainstorming on the board:
    - Where was I made?
    - Who was my first owner?
    - What was I used to buy?
    - Where did I travel next?
    - What happened to me at the end of my life?
  - Model one example sentence using personification:
    - “I was proud and shiny when I first left the printing press, ready to explore the world.”
- 

### 4. Independent Writing (20–30 minutes)

- Students write their narrative story titled “My Life as a \$20 Bill.”
    - Include details about how they were made, where they traveled, who owned them, and what was purchased with them.
    - Encourage the use of personification (feelings, thoughts, and actions of the \$20 bill).
- 

### 5. Illustration Activity (15 minutes)

- Students draw two scenes from their story (for example:
  - The printing press,
  - A store purchase,
  - Inside a wallet,
  - Lost on the ground, etc.)
- Label each picture with a short caption describing what’s happening.



## 6. Sharing and Reflection (10 minutes)

- Volunteers read their stories aloud or share illustrations with the class.
  - Reflect:
    - “What did you learn about how money moves around the world?”
    - “How did personification make your story more interesting?”
- 

## Assessment

- Writing Rubric (4-point scale):
    - 4 – Strong use of personification, detailed narrative, logical sequence, creativity.
    - 3 – Good personification and clear story structure.
    - 2 – Some personification, missing details or organization.
    - 1 – Needs more detail and use of figurative language.
- 

## Extension (Optional)

- Create a class bulletin board titled “The Adventures of the \$20 Bill” featuring student stories and artwork.
- Integrate math by discussing what could realistically be bought for \$20 today.