

“What Can We Do with Money?”

Time Needed: 45–60 minutes

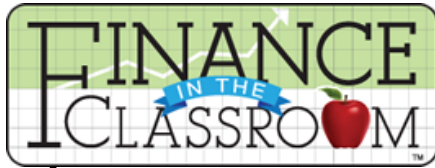
Materials:

- *Chart paper or interactive whiteboard*
- *Picture cards or real-life visuals (coins, dollar bills, piggy bank, store items, donation box, etc.)*
- *“My Money Choices” worksheet (divided into 3 boxes: Spend, Save, Share)*
- *Crayons, pencils, glue, scissors*
- *Books or short videos about money (e.g., Bunny Money by Rosemary Wells or A Chair for My Mother by Vera B. Williams)*

Learning Objectives:

Students will be able to:

1. *Identify at least three ways people use money: spending, saving, and sharing.*
2. *Explain (verbally and through drawing/writing) one way they might use money.*
3. *Compose a simple informative piece using a combination of drawing and writing.*



Vocabulary:

- *Money – what we use to buy things*
 - *Spend – to use money to buy something*
 - *Save – to keep money to use later*
 - *Share – to give money to help others*
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Lesson Procedure:

1. Introduction (10 minutes)

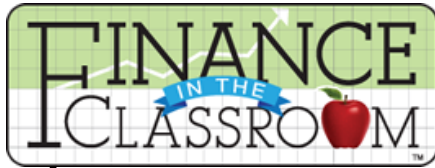
- *Begin with a discussion: “What is money?”*
- *Show students real or play money and ask: “What can we do with it?”*
- *Introduce the three key words: spend, save, share.*
- *Make a class anchor chart with three columns labeled Spend / Save / Share. Add pictures or draw examples together.*

2. Read-Aloud or Video (10 minutes)

- *Read Bunny Money or watch a short video about money choices.*
- *Afterward, discuss how the characters used money.*
 - *“Did they spend it? Save it? Share it?”*

3. Guided Practice (10 minutes)

- *Revisit the anchor chart.*



- Ask: “What are some things you might spend money on?” (toys, food)
- “What can we save for?” (a bike, a trip)
- “Who could we share money with?” (charity, friends, family in need)
- Record student ideas under each category.

4. Independent Practice (15–20 minutes)

- Give each student a “My Money Choices” worksheet with 3 boxes labeled:
 - Spend – Draw and write what you would buy.
 - Save – Draw and write what you would save for.
 - Share – Draw and write who you would share with.
- Encourage inventive spelling and a simple sentence for each box (e.g., “I buy a toy.” “I save for a bike.” “I share with my friend.”)

5. Sharing and Reflection (5–10 minutes)

- Invite a few students to share their drawings and sentences.
- Reinforce the key idea: “We can use money in different ways—spend, save, and share!”

Assessment:

- *Formative:* Observation during discussion; student participation in identifying spend/save/share.
- *Summative:* Review student work for ability to:
 - Identify all three uses of money
 - Provide one drawing and one sentence for each category

My Money Choices

Save

Spend

Share