

## FINANCIAL LITERACY LESSON PLAN

**GRADE:** Pre-K through Second (adaptable)  
**SUBJECT:** Math (Shapes and Financial Literacy)  
**UNIT/LESSON TOPIC:** Learning to Create and Operate a Business

### Content Standards:

#### Pre-K Early Learning Standards Address

M.PK.CC.NN.1	Count in sequence to 10 and beyond.
M.PK.CC.CT.3	Count to answer “how many?” questions up to 10 items.
M.PK.MD.RI.1	Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.
M.PK.G.SS.1	Correctly name shapes regardless of size
M.PK.G.SS.2	Describe objects in the environment using the names of shapes, and describe the relative positions of these objects using terms such as up, down, over, under, top, bottom, inside, outside, in front, behind.
M.PK.G.SS.3	Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).
M.PK.G.SS.4	Create and build shapes from components (e.g., sticks and clay balls).
SE.PK.SC.DSC.2	Demonstrate growing confidence in a range of abilities and express pride in accomplishments.
SE.PK.FC.PU.5	Identify and describe locations and places in their environment.
AR.PK.VA.SI.2	Communicate ideas, experiences, and knowledge through creative artwork.
AR.PK.VA.SI.3	Demonstrate growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
AR.PK.VA.SI.4	Discuss one’s own artistic creation and those of others.
AR.PK.DP.SX.5	Demonstrating growing creativity and imagination in assuming roles. (Examples: re-enacting stories, re-enacting daily experiences, role playing occupations, creating unique play situations etc.)

#### Kindergarten Standards Addressed

M.K.12	Fluently add and subtract within 5.
M.K.14	Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.
M.K.15	Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference.
M.K.17	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.
M.K.18	Correctly name shapes regardless of their orientations or overall size.
M.K.19	Through the use of real-life objects, identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Cluster	Analyze, compare, create and compose shapes.
M.K.20	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides

	and vertices/“corners”), and other attributes (e.g., having sides of equal length). Instructional Note: Student focus should include real-world shapes.
M.K.21	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
M.K.22	Compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”).

### **Grade One Standards Addressed**

M.1.19	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, and/or overall size); build and draw shapes to possess defining attributes.
M.1.20	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. Instructional Note: Students do not need to learn formal names such as, “right rectangular prism.”
M.1.21	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters and use the phrases half of, fourth of and quarter of. Describe the whole as two of, or four of the shares and understand for these examples that decomposing into more equal shares creates smaller shares.
M.1.10	Understand the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <ul style="list-style-type: none"> <li>a. 10 can be thought of as a bundle of ten ones — called a “ten.” (e.g., A group of ten pennies is equivalent to a dime.)</li> <li>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.</li> <li>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones).</li> </ul>

### **Grade 2 Standards Addressed**

M.2.21	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).
M.2.24	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
M.2.25	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
M.2.26	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

## **Financial Literacy Content Objective:** Earning income and Buying goods and services

### **1. Engage:**

- Students will watch a video about shapes from youtube of the teacher's choice. There are several available. Choose the one most appropriate for your grade-level.
- You tube video should be watched regarding money as well, such as "Learning Money in First and Second Grade." There are also videos about coins and value that would be more appropriate for students of a younger age.
- In centers, especially in K and Pre-K, introduce a sorting center for coins, providing money to be grouped. I prefer using real money, as play money does not always seem realistic.
- Students will listen to a story being read about a visit to a museum. Several books are available, such as Maisy Goes to the Museum by Lucy Cousins or Museum Trip by Barbara Lehman.
- Students will create a web about all they know about museums. Teacher will guide students in the direction that often times it costs money to visit venues as such, to include this on the web.
- Students and teacher will collaborate ideas of how a museum that was just starting could be funded.

### **2. Explore:**

- Students will go about the school, looking for shapes (both 2-D and 3-D).
- Students will take photographs of the shapes they find around the school.
- Students will bring back to the classrooms some items deemed removable to continue their study. These items will be left on display in the classroom. Examples include a soccer ball from the gym for a sphere, a milk crate from the cafeteria for a cube, etc.
- Students will create various shapes through art activities, such as using pretzels and marshmallows to make cubes and pyramids and using clay to create a variety of shapes. They can also create collages using pictures cut out from magazines and newspapers.
- Students will create a T-chart. For younger students, pictures can be used to create the chart, where older students can use words. Explain that visiting a museum is entertainment, but money can also be used to buy goods. Sort ways you would spend money by goods/entertainment. For example, entertainment column would include things like movie theater, concerts, museums, theme parks. Goods column could include groceries, toys, books, etc.

### **3. Explain:**

- Students will be asked to bring in a variety of shapes from home and explain the items and how they are that shape. For example, a soup can may be brought in as a cylinder.
- Students will create a shape museum within the classroom. They can earn "bucks" for each item they contribute, by bringing in or creating. "Bucks" can be spent by guests the children invite in to visit the shape museum. Children will have the opportunity to explain the museum and its contents to guests who visit at an appointed time.
- Introduce and discuss monetary terms you may use as they work at the museum. Vocabulary includes the following: pay, cash, money, admittance, tickets.

### **4. Elaborate/Extension:**

- Students will play a variety of roles at the museum. Some examples are artists, guides, janitor, money collector, etc. A set day for the museum to be open will allow guests the opportunity to visit our school's shape museum. This will allow time for parent involvement,

as well as for inviting guests from around the school environment (other teachers, principal, etc.) Students will verbally explain the contents of the museum. Students in older grades may also have a writing sample by certain portions of the exhibit to explain. "Bucks" will be spent to enter the museum and can also be spent to purchase items from the exhibits, if children decide to do so.

- A museum gift shop can be created, where students sell their masterpieces to those visiting the museum. The operation of the museum shows children the value of earning income as well as purchasing goods and entry to the venue.

## **5. Evaluate:**

- Pre-K students can be evaluated by providing an oral explanation of the experience, including the cooperation piece, the verbal naming of shapes, and how money was used to run the operation.
- Kindergarten students can provide complete sentences, stating what they learned from the museum experience.
- Students from grades 1 and 2 can provide a written explanation of how money was used (giving value) to create the museum. Materials were purchased, "bucks" were earned for your contribution to the museum, and the more you contributed, the more "bucks" you earned! Grades 1 and 2 students can also write and/or discuss how money was earned through entry fees and gift shop sells. If approved, you can use real cash in this aspect to earn money for the classroom!

Depth of Knowledge questioning will be embedded throughout the lesson and will include questions, such as the following: *(Level One) Arrange items in the shape museum by attributes... Name the coins and their value... Define the worth of the various types of coins/bills... (Level Two) Graph the amount of money you have earned through your work on the museum... Categorize the various shapes you have in the museum by two-dimensional or three-dimensional... (Level Three) Formulate a plan to come up with cash to initially begin the shape museum for supplies... Explain how you will generate interest to the public in visiting your museum... (Level Four) Connect what you learned from this project with what we read about in the books when initially beginning this learning activity... Analyze money spent versus money earned, and describe if the project was profitable.*