

MY MONEY

Student Workbook



_____ 's Workbook

(student name)

Teachers and Parents:

A list of objectives, materials, and instructions can be found on page 17 of the student workbook.

Characteristics of Money

Money is used to buy **goods** and **services**. A **good** is a product that you can touch. A **service** is an activity someone does to satisfy a want or need for someone else.

Divisible

Money can be easily divided



Scarce

Money is limited in supply



Durable Money does not wear out easily



Portable

Money is easy to carry around



Generally Accepted

Money can be used to buy goods and services



INSTRUCTIONS: Look at the items below. Put a “✓” if the item has the characteristic of money, an “X” if the item does not have that characteristic of money, and a “?” if you are unsure. Then add four more items to the list. The first item is done for you.

Item	Portable	Divisible	Durable	Scarce	Generally Accepted
Crayon/Marker	✓	✓ (but not evenly)	? (can break or melt)	X	X
Salt					
Chocolate					
Book					
Beads					
Desk					

Could any of these items replace the money we have today? Why or why not?

Coins

Value, Color & Symbols

PENNY



Value: 1 cent 1¢ \$0.01

Color: copper

Front: President Abraham Lincoln

Back: Union shield

NICKEL

Value: 5 cents 5¢ \$0.05

Color: gray

Front: President Thomas Jefferson

Back: Jefferson's home, Monticello, in Charlottesville, Virginia



DIME



Value: 10 cents 10¢ \$0.10

Color: silver

Front: President Franklin D. Roosevelt

Back: A torch, olive branch, and oak branch

QUARTER

Value: 25 cents 25¢ \$0.25

Color: silver

Front: President George Washington

Back: Quarters can have different backs.
What have you seen on the back of a quarter?



HALF-DOLLAR

Value: 50 cents 50¢ \$0.50

Color: silver

Front: President John F. Kennedy

Back: The Presidential Coat of Arms



GOLDEN DOLLAR

Value: 100 cents 100¢ \$1.00

Color: golden yellow

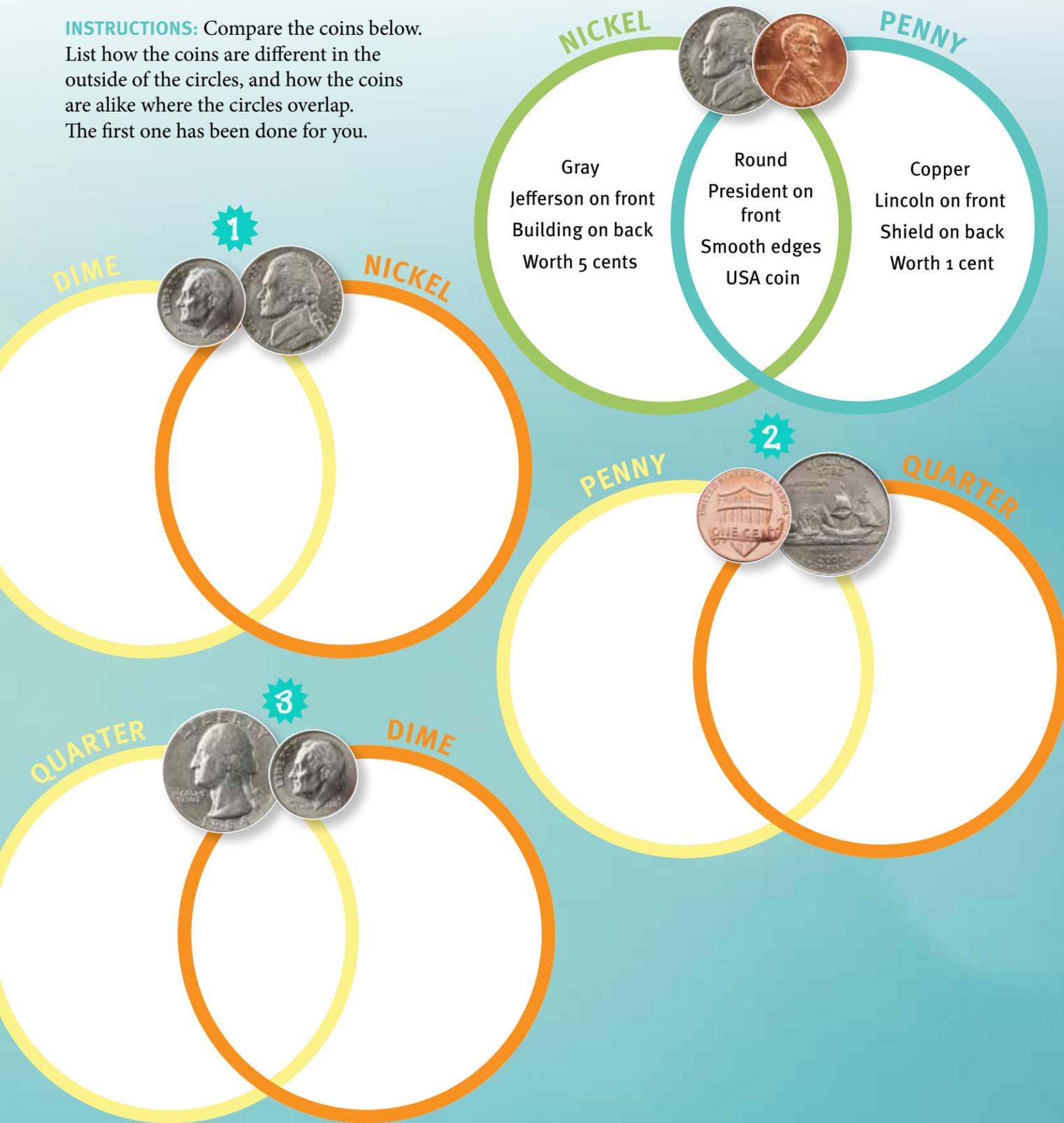
Front: Sacagawea or a president's portrait

Back: Native American contribution or the Statue of Liberty



Coin Comparison - Venn Diagrams

INSTRUCTIONS: Compare the coins below. List how the coins are different in the outside of the circles, and how the coins are alike where the circles overlap. The first one has been done for you.



Money Equivalents



Compare the Equivalents

INSTRUCTIONS: Circle the amount of coins in the correct color. Coins can be circled more than once.

1. In **BLUE**, circle the number of pennies to equal a nickel.
2. In **RED**, circle the number of nickels to equal a dime.
3. In **GREEN**, circle a combination of pennies and nickels to equal a dime.
4. In **PURPLE**, circle a combination of pennies, nickels, and dimes to equal a quarter.

Circle the group of coins equal to **\$0.35**



Which group of coins would you rather have and why?



OR



Why? _____

Coin Puzzle

Word Bank

penny nickel dime quarter



d i m e

INSTRUCTIONS: Print the first letter of each clue to spell out a coin and then answer questions about that coin. The first one has been done for you.

Whose face is on the front of the coin?
President Roosevelt

What is the value of this coin?
10 cents



Whose face is on the front of the coin? _____ What is the value of this coin? _____



Whose face is on the front of the coin? _____ What is the value of this coin? _____



Whose face is on the front of the coin? _____ What is the value of this coin? _____

Jobs Money Goods AND Services

People work at **jobs** to earn **money**.

People can use the **money** they earn to buy **goods** and **services** now or they can **save** the money to buy **goods** and **services** later.

A **good** is something you can see and touch. Food is an example of a good.



A **service** is an activity someone does to satisfy a want or need for someone else. An example of a service is a haircut.



Some jobs provide **both** a good and a service.
 List two.

_____ and _____

When I grow up, I want to be a _____

because _____

- Barber
- Teacher
- Farmer
- Librarian
- Policeman
- Baker
- Florist
- Bus Driver

- Corn**
- Transportation**
- Bread
- Learning
- Safety
- Flowers
- Haircut
- Book

INSTRUCTIONS: First, draw a line from the job to the matching good or service.

Then, if the product is a good, circle it in **ORANGE**. If a product is a service, circle it in **GREEN**.

The first one is done for you.

**Choose
or
Refuse**

Lunch Tray Activity

INSTRUCTIONS: Imagine that you are buying a school lunch. You can pick one item from each menu category. Draw your chosen item in the correct portion of the lunch tray.

Menu

Main Course

- Macaroni and Cheese
- Hamburger

Vegetable

- Peas
- Green Beans
- Carrots

Fruit

- Peaches
- Applesauce

Dessert

- Jello
- Pudding

Drink

- Milk
- Chocolate Milk
- Water



Just like at lunch, you cannot have everything you want all the time so have to make choices. When you choose one thing, you give up something else.

What did you pick as your vegetable? _____

What did you give up to have that vegetable? List your second vegetable choice: _____

Scarcity means not being able to meet all wants at the same time because resources are limited.



You

Barter Smarter

If we didn't have money, we would have to barter. **Barter** is when you trade one good or service for another.

You have an extra cookie at lunch, and you want to trade for something else. The people at your table have things that they want to trade too.

Who would you want to trade with?

Would you be able to trade with them if they didn't want your cookie?



Review the Concepts

INSTRUCTIONS: Fill in the blanks and circle the correct word. The first one has been done for you. If you need help, look back at page 11.

- 1 The  **BUS DRIVER** provides a good. service.
- 2 The  _____ provides a good. _____ service.
- 3 The  _____ provides a good. _____ service.
- 4 The  _____ provides a good. _____ service.
- 5 The  _____ provides a good. _____ service.
- 6 The  _____ provides a good. _____ service.

INSTRUCTIONS: Write the name and value of the coins below.

-  Name of coin _____
Value of coin _____
-  Name of coin _____
Value of coin _____
-  Name of coin _____
Value of coin _____
-  Name of coin _____
Value of coin _____
-  Name of coin _____
Value of coin _____
-  Name of coin _____
Value of coin _____

INSTRUCTIONS: Cut out the definitions below and glue them next to the correct term.

Review the Vocabulary

Terms	Definitions
Money	
Barter	
Good	
Service	
Saving	
Job	

Cut out these Definitions

- Putting money away to use later.
- Used to buy goods and services. A medium of exchange.
- Work that is done to earn money.
- Activities people provide to satisfy others' needs and wants.
- Things people make or use to satisfy others' needs and wants.
- Trading one good or service for another.

MY MONEY

Student Workbook



Part 1 - Money

Objectives

- Students will classify items according to the characteristics and functions of money and determine if various objects could function as money.
- Students will identify the penny, nickel, dime, and quarter and compare the physical characteristics of the coins.
- Students will demonstrate understanding of the value relationships between these coins.
- Students will be able to apply their training in arithmetic.

Time Required

2-3 class sessions

Materials

- Pencils
- Blue, red, green, and purple markers or crayons
- Coins to pass around, optional

Procedure

1. Review the information on page 3 with students and provide examples to enhance understanding.
2. Read the instructions for the table on page 4 with the students. Guide students through completing the activity and answering the question at the bottom.
3. Review the information about the different coins on page 5. Pass around examples of the coins if available.
4. Discuss the Venn diagram instructions with students on page 6 and go over the example with the students to ensure understanding. Have students complete the other Venn diagrams independently or complete them as a class.
5. Guide students in a discussion of the money equivalents on page 7.
6. When students have a grasp of the equivalents, discuss and have them complete the tasks on pages 8 and 9.
7. Go over the instructions with student for the coin puzzle on page 10 and have them complete.

Teacher's Guide

Part 2 - Jobs, Money, Goods and Services

Resource Objectives

- Students will match names of jobs with the good or service produced by the people in those jobs.
- Students will distinguish between jobs in which people produce goods and jobs in which people produce services.
- Students will recognize that scarcity requires people to make choices because they cannot have everything they want.
- Students will be able to distinguish between the use of barter and the use of money in the exchange for goods and services.
- With teacher/parent facilitation, students will
 - » recognize that people earn money at jobs,
 - » understand that people use the money they earn at their jobs to purchase goods and services to satisfy wants and needs,
 - » understand that people can choose to spend or save their money, and
 - » realize that saving allows people to buy goods and services in the future.

Time Required

1-2 class sessions

Materials

- Pencils
- Orange and green markers or crayons
- Markers or crayons

Procedure

1. Review the terms at the top of page 11 with the students. Discuss with students how jobs, money, goods, and services are all related.
2. Read the instructions for the activity at the bottom with the students and guide them through completing it and answering the questions to the right.
3. Review the directions for the Choose or Refuse activity on page 12 with the students. Explain that each student is only allowed to pick one item from each category.
4. Guide students through completing the questions at the bottom. Explain and discuss with students the role scarcity played in having to choose.
5. Discuss with students the definition of barter and explain the instructions for the trading activity on page 13. Guide students through completing the activity in their workbook.
6. Explain the instructions for the review portion of the workbook on pages 14-15 and assist students with completing those activities.



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