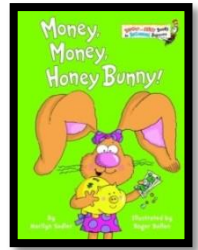


Kindergarten
Money, Money, Honey Bunny!
 Written by Marilyn Sadler



Essential Question: Why is it a good practice to save money?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)



Essential Question: What goods and services are provided at school and in our community; why?






- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)



Key Ideas: Goods & Services, Saving & Spending, Decision Making (ELA- Rhyming words)

Materials Needed:








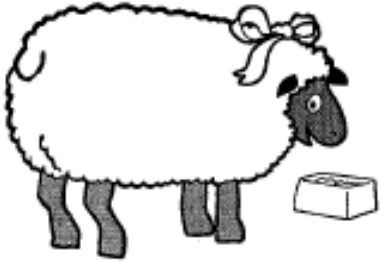
- A copy of *Money, Money, Honey Bunny!* By Marilyn Sadler
- 1 copy of Handout 1: *Spending Match Game: Friends and Family Cards* cut apart for 14 students
- 1 copy of Handout 2: *Spending Match Game: Goods Cards* cut apart for 14 students
- *Goods & Services in our School and Community Chart* (1 poster sized copy for each group of students)
- Handout 3: *Spending and Saving* (1 copy per student)

	<p>Introduce the story <i>Money, Money, Honey Bunny</i> by showing students the cover of the book and reading the title. Ask the following:</p> <ul style="list-style-type: none"> • What do you think this story might be about? (Answers will vary, but students might say money, banks, saving.) • How many of you have a piggy bank or another type of bank in which you keep money? (Answers will vary.) • Do you notice anything about the words in the title of the book? (Answers will vary.) <p>Point out that the words in the title of the book rhyme. Explain that the ends of rhyming words sound alike. Money, honey, and bunny all start with a different letter, but the ends of the words sound alike. Discuss the following:</p> <ul style="list-style-type: none"> • What are some words that rhyme with cat? (hat, sat, rat, bat) • Give examples of other pairs of rhyming words. (Answers will vary.) <p>Tell the students that they will listen to the story. Ask them to listen for examples of rhyming words. Begin reading <i>Money, Money, Honey Bunny!</i></p>
	<p>STOP at the end of the third page with the question, “Does she need to save it all?” Show the pictures of Honey Bunny’s money and point out that the coins are small and the paper money is large. Ask the students “What does it mean to save?” (Answers will vary. Some may say that saving means not spending.)</p> <p>Ask the students what other rhyming words they heard (mother and brother, small and all) Explain that saving means not spending right now—keeping some money for use in the future. Discuss the following:</p> <ul style="list-style-type: none"> • Where did Honey Bunny get the money she saved in her bank (e.g. from her mother, father, brother, sister)? • Do you ever receive gifts of money from your parents, brothers and sisters, other family members, or friends? <p>Point out that Honey Bunny may have earned some of the money by doing jobs or chores for which her parents paid her. Discuss the following:</p> <ul style="list-style-type: none"> • Do you ever get paid for doing jobs (chores) at home?







	<ul style="list-style-type: none"> • When you receive money as a gift or you are paid money for work that you do, do you save the money? • Do you think Honey Bunny will continue to save her money? (Answers will vary.) Explain.
	<p>Begin reading again with page four. STOP on page 22 at the sentence: “She buys some tops that match each other.” Discuss the following:</p> <ul style="list-style-type: none"> • Were you correct about whether Honey Bunny would continue to save all of her money? • Name some things that she bought (e.g., matching tops, honey, candy, clay, socks, pie, blouse, jam, ball, bat, hat, wig, pen, pear, chair, trunk, truck). • For whom did she buy these things (e.g. herself; her friends — duck, mouse, bear, lamb, pig, hen, mare, fly, fox, and skunk; her family — P.J., Andy, Sunny, Mother, and Father)? • Name some rhyming words that you heard (e.g. hops and shops; bat and hat; spends and friends; pig and wig; coat and goat; pen and hen; pear and mare; chair and bear; trunk and skunk; luck, duck, buck, and truck; jam and lamb; blouse and mouse; fly and pie; fox and socks; much and hutch; P.J. and clay; Andy and candy; Sunny and honey; and mother and other).
	<p>Remind students that saving means not spending right now—keeping some money for use in the future. Spending means using money to buy goods and services now.</p>
	<p>Explain that goods are objects that satisfy people’s wants and needs. Goods are things that people can use that they can touch and take with them. Wigs, pens, pears, chairs, trunks, trucks, socks, pies, blouses, clay, and honey are all examples of goods.</p> <p>Ask the students for examples of some goods they have in the classroom. (pencils, paper, crayons, markers, clothes)</p> <p>Point out that Honey Bunny bought many goods and gave most of them to her friends and family.</p>
	<p>Ask the students whether they think Honey Bunny spent all of her money.</p> <p>Read the last two pages of the book. Ask the students if their predictions about whether Honey Bunny spent all of her money were correct.</p> <p>Point out that Honey Bunny still had some money to save. Ask the students if they heard any rhyming words in the last two pages (e.g. gave and save).</p>
	<p>Divide the students into two groups.</p> <p>Distribute a card from Handout 1: Spending Match Game: Friends and Family Cards to 14 students. Have the 14 students stand in front of the class holding their cards.</p> <p>Distribute a card from Handout 2: Spending Match Game: Goods Cards to 14 students.</p> <p>Ask one of the students with a goods card to choose the student holding the friend card for which Honey Bunny bought the good. The two students should say the friend or family member and the good. Example, “fox and socks.” Then the pair should sit down.</p> <p>After all matches have been made, discuss the following:</p> <ul style="list-style-type: none"> • Give an example of a word other than fox that rhymes with socks. (blocks, docks, clocks, rocks) • Give an example of a word other than pig that rhymes with wig (e.g. jig, dig, big, fig). • Give an example of a word other than hen that rhymes with pen (e.g., den, men, ten). • Give an example of a word other than goat that rhymes with coat (e.g., boat, tote, note).

	<p>Distribute <i>Goods & Services in our School and Community Chart Poster</i>. Students will work in small groups to illustrate the goods and services that they have observed in their school and in their community. This could also be done with just a piece of construction paper folder into fourths.</p>
	<p>Distribute a copy of Handout 3: Goods and Services.</p> <p>Tell students you will read a short story. As they listen to the story, they should underline the pictures of the goods and circle the services on Handout 3 that you mention in the story.</p> <p style="text-align: center;"><i>My Uncle Frank sent me money for my birthday. I saved the money. I also saved the money I earned for raking leaves. I used some of the money to buy a video game at the Video Stop Shop. I bought a book at the school book fair. I took my little sister to see a movie, and I bought popcorn and a soda. I paid my little brother to wash my bike for me.</i></p> <p>Students should have underlined: video game, book, popcorn, soda. Students should have circled: movie and bike wash. Note: If students circle or underline money, point out that money is neither a good nor a service.</p> <p>Tell students to read the two sentences at the bottom of Handout 3 and complete each sentence by writing in one of the two words above the sentences — saving or spending.</p> <ol style="list-style-type: none"> 1. When you use your money to buy goods and services today, you are spending. 2. Morgan is keeping her money in the bank. Morgan is saving.




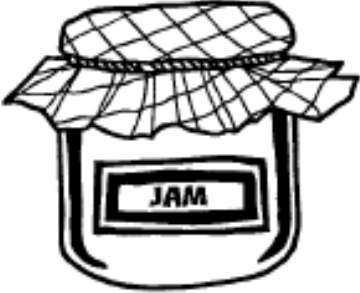


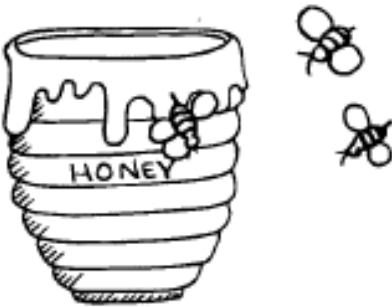

Handout 1: Spending Match Game: Friends and Family Cards

<p>Pig</p> 	<p>Goat</p> 
<p>Mare</p> 	<p>Hen</p> 
<p>Bear</p> 	<p>Skunk</p> 
<p>Duck</p> 	<p>Lamb</p> 


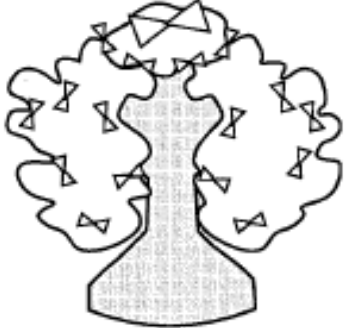




Handout 1: Spending Match Game: Friends Cards—(continued)

<p>Mouse</p>  A cartoon mouse with large ears, a long tail, and a friendly expression, standing on its hind legs.	<p>Fly</p>  A cartoon fly with large, patterned wings and a segmented body, shown in flight.
<p>Fox</p>  A cartoon fox with a bushy tail, sitting and looking forward.	<p>Brother P. J.</p>  A cartoon character with a large, bushy tail, wearing a hat and a patterned shirt, standing with arms outstretched.
<p>Sister Sunny</p>  A cartoon character with large, floppy ears, wearing a dress and a flower in her hair, standing with hands on hips.	<p>Brother Andy</p>  A cartoon character with long ears, wearing a striped shirt and shorts, holding a striped object.

Handout 2: Spending Match Game: Goods Cards

<p>Chair</p> 	<p>Pie</p> 
<p>Socks</p> 	<p>Jam</p> 
<p>Blouse</p> 	<p>Clay</p> 
<p>Honey</p> 	<p>Candy</p> 

Handout 2: Spending Match Game: Goods Cards—(continued)

<p>Pen</p> 	<p>Wig</p> 
<p>Coat</p> 	<p>Truck</p> 
<p>Trunk</p> 	<p>Pear</p> 

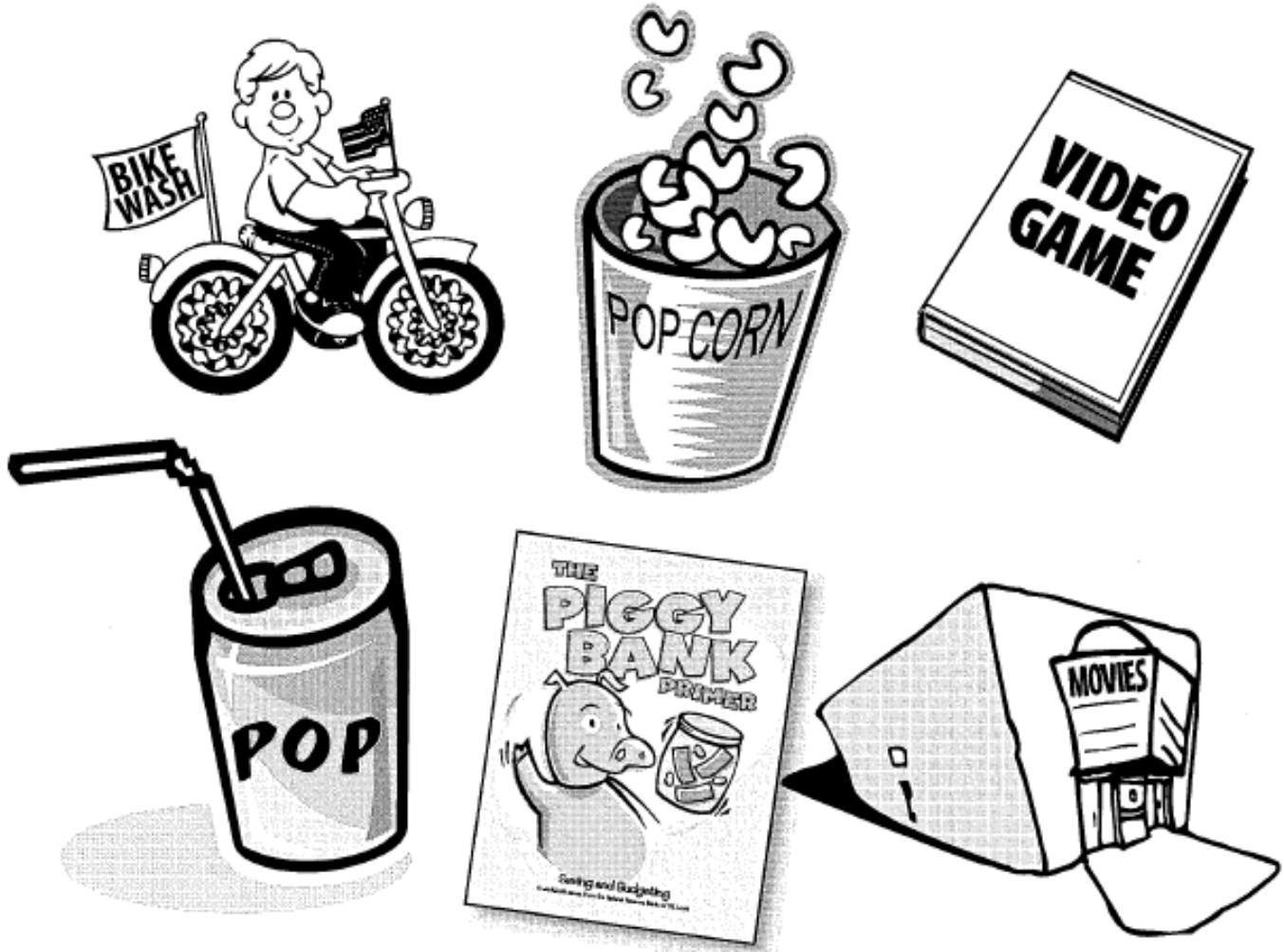
Goods & Services in our School and Community Chart

	School	Community
Goods		
Services		



Handout 3: Spending and Saving

As you listen to the story, underline the goods you hear and circle the services that you hear.



Read the two sentences below. Complete each sentence by filling in one of the following words: Saving Spending

1. When you use your money to buy goods and services today, you are

2. Morgan is keeping her money in the bank. Morgan is
