Unit 1/Week 4

Title: If You Made A Million

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10; W.3.2, W.3.4;

SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

There are various denominations of coins and bills used in U.S. Currency, and, as a result, money can be used in different forms for different reasons. In real life, making money means making choices.

Synopsis

This text explains the nuts and bolts of how different types of coins, bills, and checks, how they are connected, and how your dollars can earn money through the bank.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| The wagon says Cheerful and Willing Inc. Based on clues from the picture, what do you think the children are so cheerful and willing to do?  | Each child is eager and willing to perform a job. Evidence is that the children have tools such as a hammer, shovel, broom, paintbrush, and plunger and facial expressions demonstrate that they are happy to work. |
| If you fed the fish, dusted the duck, and painted the pot purple, how much money did you earn? | Earned a penny, nickel, and dime which equals $0.15  |
| You have earned a quarter for hard work, from this combination of coins, which one would you choose to have the most number of coins in your pocket? | Combination: 25 pennies |
| How do different values of coins make your life easier? | Different values of money allow you to pay the exact price for something; different values of coins allow you to carry small or large amounts of money  |
| What does the word interest mean? Can the word interest be used in another way? | Interest means the bank wants to use your money and it will pay you the customer to use a dollar for one year and earn five cents. Interest can also mean to have a curiosity or to give attention to.  |
| How much will Mr. Horace Huggable receive as payment for the hippo as represented on this sheet of paper? Based on what we learned in the text, what two things can he do with the amount of money? | The bank Somewhere, U.S.A. must pay Mr. Horace Huggable $1,000 in cash. He could cash the check to spend that amount of money or deposit the check and save the money, and the $1,000 would earn interest in savings. |
| “If you have some very expensive plans, you may have to take on a tough job that pays well.” Based on the clues found in this sentence, what does expensive mean? | Costing a lot of money  |
|  In the text it says “You’re $50,000 short, but you can still buy the castle.” In this sentence, *short* means to not have enough of something. In this case, $50,000. According to the text, explain how you can still buy the castle even though you are short $50,000? | The amount you need can be borrowed from the bank. They will lend it to you, and you will have to pay them back over time. The amount you will pay the bank will be more than what you borrowed because they will charge you interest.  |
| What is more important than money? Use details from the selection in your answer. | Enjoying your work is more important than money. If you do not enjoy taming ogres, building bridges, or painting pots purple, look for another job and make less expensive plans. |
| Imagine someone wants to give you a million dollars. Based on what you’ve learned from the text, would you want to be given a million dollars in the form of a check or as coins or bills? Why?  | A check deposited into the bank. There would be too many coins or bills to carry around. |
| The author writes, “Making money means making choices.” Based on what we have learned in the text, what does the author mean by this sentence? | When you make money, you have to make decisions regarding what form you want the money to be in (coins, bills, check). You also have to decide what to do with the money once you have it. (e.g., Should you deposit it in order to earn interest? Should you spend it on something? In addition, if you decide to spend your money, you have to make sure you have enough to purchase whatever you want. If you do not, you have to decide whether you want to borrow money from the bank and pay it back over time while they charge you interest. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Short  | EarnedValue Worth Feat, endangered StupendousPrefer, ratherWell-worn, fixable, down paymentTame, obstreperous, bulkyDull |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Interest CheckExpensive  | Stack, receiveCombinationsHard to handleLendTowering  |

Culminating Assignment

* Read, Think, Discuss, Write

At the end of the story, the author writes “Making money means making choices.” In a well-developed paragraph, with at least 7 sentences, explain what the author means by this sentence. In your answer, you should address ideas about the different forms money can take and how the bank is involved with money. Finally, your paragraph should have at least 4 details or examples from the story.

Answer: **Making money means making choices.**   If I was going to buy something, I would have to think if it really is worth having.  If I was going to buy balloons, I would have fun playing with the balloons.  If I saved my dollar and let it earn **interest** in the bank, I would have more money later on to buy more things.   The different combinations of my dollar could be **100 pennies, 4 quarters, 20 nickels, or 10 dimes**.  One hundred pennies would be very heavy in my pocket, and I might lose some of them.  I would choose to get a crisp one dollar bill.  If I got a **check** for my birthday, I could cash it, but I probably would take it to the bank.  The **clearinghouse** will tell my bank to add the amount of the check to my savings account.  My savings account will earn money each month.  These are all of the choices I would have to make once I made money.

Additional Tasks

* Make a chart like the one below. List on the chart how the text suggests how to spend and save the one million dollars. Based on the text, discuss and write whether you would either save or spend your one million dollars.

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| --- | --- |
| Spend $1 Million  | Save $1 Million  |
| Buy tickets to the moon | Put money in bank |
| Pay for ogre taming | Money earns interest |
| Purchase real estate for endangered rhinoceroses | Live on interest without doing any more work |

* It is stupendous that you have earned ten dollars, one hundred dollars and finally one thousand dollars on pages 99-102.What is the total amount you earned? Do you want your money paid in cash, check, or deposit the amount into savings? Explain your choice.

Answer: Total amount equals $1,110. Student explanation of desire for cash, check, or deposit into savings.

* Draw a flow chart of what happens after you are paid with a check.

Answer: The check is given to the bank of the person who you wrote the check to. The bank sends it to a clearinghouse that tells your bank to take money out of your bank.

* To help students understand the different denominations of U.S. currency, have students reread the text and create a two-column chart representing the amounts earned in the story. The two-columns should represent amounts and how the amount was earned.

Answer: Amounts were embedded from pages 92-109. (Example: penny - fed the fish, nickel - dusted the duck, dime - painted the pot purple, quarter - blew up the boa, $1 - fixed the fountain’s flow, $5 - baked a cake, $10 - mowed the mare’s meadow, $100 - transplanted a tree, $100 million - babysat an ogre

* Make a concept web with the center being coins and bills. Students should provide details about each coin or bill. These details might include a description, an explanation of the graphics found in the story, or the type of metal used for various coins.

Answer:

Note to Teacher

* At some point in this text, during the second read distinguish between fantasy and informational text.