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| Standard(s) | SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean. |
| Before reading | Project the photograph found at the end of the lesson plan.  What do I See? Ask students what they see in the photograph. Model pointing out a few specific items in the photograph.  What do I Think: Ask students what ideas they have about this photograph. Students will probably recognize that these are some form of currency. Ask them to study the photograph to see if they can determine from what country this money originates (Mexico). How is Mexico’s currency similar/different from U. S. currency?  What do I Wonder: Ask students if they have questions about what is happening in the photo. Why is Mexico’s money different? Do other countries’ money look different? |
| During reading | Slide 1: Read the title slide. Explain that there are many different kids of currency, or money, across the world. Today we will be looking at the currencies of the United States, Canada, Mexico, and the Caribbean.  Slide 2: Read the text. Identify the United States, Canada, Mexico, and the Caribbean on the map. Ask students if they have ever seen currency from another country, discuss.  Slide 3: Read the text. Identify Florida on the map. Point out the relationship in location between Florida and the Caribbean as well as to Canada and Mexico.  Slide 4: Read the text. Explain that our currency is based on the value of one dollar. Ask what other denominations with which students are familiar.  Slide 5: Read the text. Allow time for students to analyze the picture of the different types of bills. Talk with partners to identify as many people on the bills as possible, share.  Slide 6: Read the text. Allow time for students to analyze the picture of the different types of coins. Talk with partners to identify as many people on the coins as possible, share. Also discuss that there are different types of pennies, nickels, etc.  Slide 7: Ask students to identify Canada’s proximity to the United States. Ask if any students are from or have ever been to Canada.  Slide 8: Read the text. Explain that Canada’s currency is based on the value of one Canadian dollar. What do they notice that is same/different between an American dollar and a Canadian dollar (Canada does not make a paper Canadian dollar; the United states does make a dollar coin)  Continue discussion through slide 14 regarding denominations of Canadian and Mexican money Make connections the currencies of the United States, Canada, and Mexico.  Slide 15: Discuss the map of the Caribbean. Explain that the Caribbean is made up of many island-countries. These countries have their own currency. We will take a look at 3 of those countries.  Slide 16: Identify Cuba on the map. Point out Cuba’s proximity to Florida (app. 50 miles south).  Continue the discussion through Slide 25 regarding locations and currencies of Haiti and Puerto Rico.  Slide 26: Explain the exchange rates on the slide. Explain that for every U. S. dollar one has, s/he can buy something in one of the different countries for the exchange amount.  Note: The actual exchange rate between the United States and Cuba is equal, but Cuba charges a tax on U. S. dollars when purchasing goods and services. Therefore, a U. S. dollar only has 0.87 in buying power. |
| After reading | Review the different currencies of the United States, Canada, Mexico, and the Caribbean.   * Extension – Provide different scenarios for students to practice exchange rates. * Read and discuss Coins! (ReadWorks texts in folder).   Provide a copy of the text for each student. Practice reading together and with partners. |
| Resources | Other resources for instruction of this benchmark can be found at Sunny Money: K-8 Economic Resources From the Stavros Center <http://sunnymoney.weebly.com/k.html>   * Learn more about United States currency at USAGov: <https://www.usa.gov/currency> |

