

Econ-Express – Third Grade

Standard(s)	SS.3.E.1.1 Give examples of how scarcity results in trade. SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
Before reading	<p>Project the photograph found at the end of the lesson plan.</p> <p><u>What do I See?</u> Ask students what they see in the photograph. Model pointing out a few specific items in the photograph.</p> <p><u>What do I Think:</u> Ask students what ideas they have about this photograph. Where do they think is the location in the picture? What are people doing?</p> <p><u>What do I Wonder:</u> Ask students if they have questions about what is happening in the photo. What might people be shopping for? How will they pay for the things they want or need?</p> <p>Explain that our wants and needs require us to purchase goods and services. We purchase goods and services in a variety of ways.</p>
During reading	<p>Slide 1: Read the title slide. Ask students what they think this book is going to be about.</p> <p>Slide 2: Read the text. Ask students to analyze the slide. Talk with a partner: What is the problem? How might this problem be solved?</p> <p>Slide 3: Read the text. Ask students if they have ever wanted something but it was not available. Have they ever been to a store and the product they wanted was sold out?</p> <p>Slide 4: Read the text. Ask students to examine the drawing. What do the penguins want? Is there enough food for the penguins? Discuss that, in this case, food is a scarce resource. When are times when a resource might be scarce (movie is sold out, people rush to buy things when a hurricane is coming, you want something but you do not have enough money, etc.)?</p> <p>Slide 5: Read the text. Why are the people standing in line? What goods and services might they be waiting to buy?</p> <p>Slide 6: Read the text. Ask students to analyze the photo. What do you see on the slide? Which are goods and which are services?</p>

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	<p>Slide 7: Read the text. What is the girl doing? Is she a buyer or a seller?</p> <p>Slide 8: Read the text. What are the people doing? Who are buyers and who are sellers?</p> <p>Slide 9: Read the text. Discuss with partners: What are goods and services that are for sale in a mall or shopping center?</p> <p>Slide 10: Read the text. Identify the use of cash, credit, and checks for purchasing goods and services? What experiences do students have with each of these?</p> <p>Slide 11: Read the text. What experiences do students have with trading? When is trading easier than using money? When might one not be able to trade and have to use money?</p> <p>Slide 12. Read the text. Allow students to talk with partners and share ideas.</p>
After reading	<ul style="list-style-type: none"><li>• Extension – Word Match: Students can produce word card sets (one with an illustration and one with a definition) for the following economic principles: Scarcity Goods Services Buyers Sellers Trade</li><li>• Read and discuss The First Greenmarket in New York City in ReadWorks <a href="https://www.readworks.org/article/Community-Driven-Food-Providers/949818c2-ecfe-451d-a032-dad6998fe7fa#!articleTab:content/">https://www.readworks.org/article/Community-Driven-Food-Providers/949818c2-ecfe-451d-a032-dad6998fe7fa#!articleTab:content/</a></li></ul> <p>Learn more about trade and money at <a href="http://www.kidseconposters.com/posters/the-basics/trade-money/">http://www.kidseconposters.com/posters/the-basics/trade-money/</a></p>
Resources	<p>Other resources for instruction of this benchmark can be found at Sunny Money: K-8 Economic Resources From the Stavros Center <a href="http://sunnymoney.weebly.com/k.html">http://sunnymoney.weebly.com/k.html</a></p>

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Standard(s)	SS.3.E.1.2 List the characteristics of money.
Before reading	<p>Project the photograph found at the end of the lesson plan.</p> <p><u>What do I See?</u> Ask students what they see in the photograph. Model pointing out a few specific items in the photograph.</p> <p><u>What do I Think:</u> Ask students what ideas they have about this photograph. Students will recognize coins and bills. Discuss different types of coins and bills including denominations.</p> <p><u>What do I Wonder:</u> Ask students if they have questions about what is happening in the photo. How is money made? Why do we have both coins and bills?</p> <p>Explain that people did not always use money to buy things. Ask if students have every traded items. How is trading is good thing? How can trading be difficult? Why might people use money instead of trading?</p>
During reading	<p>Slide 1: Read the title slide. Ask students what they think this book is going to be about.</p> <p>Slide 2: Read the text. Ask students to analyze the slide. Talk with a partner: How did money come to be? Where does it come from now?</p> <p>Slide 3: Read the text. What could be problematic about trading goods?</p> <p>Slide 4: Read the text. Ask students to talk with a partner to discuss different reasons that trading could be inconvenient.</p> <p>Slide 5: Read the text. How are these old coins similar to our coins of today? How are they different?</p> <p>Slide 6: Read the text. Ask students if they have any experiences with banks. Discuss the goods and services offered by banks. Refer back to the slide and identify the Federal Reserve as our country’s central, or main, bank.</p> <p>Slide 7: Read the text. Discuss the meaning of characteristics with students (how things look, what they are made from, how they act, etc.). Choose an everyday item or person from the school (scissors, paper, school bus, principal, teacher, etc.). Elicit 1-2 characteristics of that item or person. Have students talk with partners about other characteristics.</p>

Econ-Express – Third Grade

	<p>Slide 8: Read the text. Point out that if something is durable it is made to last a long time. How does the photo show a coin's durability? What are some items in the classroom that are durable? Not durable?</p> <p>Continue discussion of the next 5 characteristics of money in the same way. Make connections between other ideas and concepts that related to each characteristic.</p> <p>Slide 14: Discuss the question on the slide. Have students think about and share out ideas.</p>
After reading	<p>Review the 6 characteristics of money</p> <ul style="list-style-type: none"><li>• Extension – students can produce vocabulary cards that define and illustrate the characteristics.</li><li>• Read and discuss Making Cents and Money Matters (ReadWorks texts in folder).</li></ul> <p>Provide a copy of the text for each student. Practice reading together and with partners.</p>
Resources	<p>Other resources for instruction of this benchmark can be found at Sunny Money: K-8 Economic Resources From the Stavros Center <a href="http://sunnymoney.weebly.com/k.html">http://sunnymoney.weebly.com/k.html</a></p> <p>Find out more about the Federal Reserve <a href="https://www.federalreserveeducation.org/">https://www.federalreserveeducation.org/</a></p>



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# \$100 Note

Issued 2013 - Present

All U.S. currency remains legal tender, regardless of when it was issued.



## Key Security Features

### 3-D Security Ribbon

Tilt the note back and forth while focusing on the blue ribbon. You will see the bells change to *100s* as they move. When you tilt the note back and forth, the bells and *100s* move side to side. If you tilt it side to side, they move up and down. The ribbon is woven into the paper, not printed on it.

### Bell in the Inkwell

Tilt the note to see the color-shifting bell in the copper inkwell change from copper to green, an effect which makes the bell seem to appear and disappear within the inkwell.

### Watermark

Hold the note to light and look for a faint image of Benjamin Franklin in the blank space to the right of the portrait. The image is visible from both sides of the note.

### Color-Shifting Ink

Tilt the note to see the numeral *100* in the lower right corner of the front of the note shift from copper to green.

### Security Thread

Hold the note to light to see an embedded thread running vertically to the left of the portrait. The thread is imprinted with the letters *USA* and the numeral *100* in an alternating pattern and is visible from both sides of the note. The thread glows pink when illuminated by ultraviolet light.



## Additional Design and Security Features



### Federal Reserve System Seal

A black seal to the left of the portrait represents the entire Federal Reserve System. A letter and number beneath the left serial number identifies the distributing Federal Reserve Bank.



### Microprinting

Look carefully (magnification may be necessary) to see the small printed text *THE UNITED STATES OF AMERICA* on Benjamin Franklin's jacket collar, *USA 100* around the blank space containing the portrait watermark, *ONE HUNDRED USA* along the golden quill, and small *100s* in the note borders.



### Raised Printing

Move your finger up and down Benjamin Franklin's shoulder on the left side of the note. It should feel rough to the touch, a result of the enhanced intaglio printing process used to create the image. Traditional raised printing can be felt throughout the \$100 note, and gives genuine Federal Reserve notes their distinctive texture.

### Paper

Federal Reserve note paper is one-fourth linen and three-fourths cotton, and contains red and blue security fibers.



### Portrait and Vignette

The \$100 note features a portrait of Benjamin Franklin on the front of the note and a vignette of Independence Hall on the back of the note.



### Symbols of Freedom

Phrases from the Declaration of Independence and the quill the Founding Fathers used to sign the historic document are found to the right of the portrait.



### Gold 100

A large gold numeral *100* on the back of the note helps those with visual impairments distinguish the denomination.



### Treasury Seal

A green seal to the right of the portrait represents the U.S. Department of the Treasury.



### Serial Numbers

A unique combination of eleven numbers and letters appears twice on the front of the note.



### Series Year

The design includes series years 2009 and 2009A.



# Making Cents

## The Minting Process

Learn how coins are made.

Coins are made at U.S. Mint offices. A **mint** is a place that makes coins. Coin-making is called **minting**. Follow the steps below to learn how a sheet of metal becomes a pile of new coins.

## Making Blanks



Getty Images

**(1)** Large sheets of metal go through a machine that punches out circle shapes called **blanks**. The blanks are heated to make them soft. Then they are put in machines where they are washed, dried, and polished.

## Raising the Edges



AP Images



(2) The blanks go through another machine that raises a tiny rim around the edge on each side. The rim protects the coin's design. It also makes the coins easier to stack on top of one another.

### Adding Details



AP Images

(3) The blanks go through a **coining press**. It presses both sides of each blank with pictures, words, and numbers.

### Checking for Mistakes



AP Images

(4) Workers check the design on each coin. A machine called a **coin sizer** makes sure each coin is the right shape. If a coin is not perfect, it does not leave the U.S. Mint.

### Counting and Bagging



James L. Amos/Photo  
Researchers

(5) A **counting machine** drops the coins into large cloth bags. The bags are taken to banks, where people get the shiny, new coins!

A mother pushing a double stroller came into view. At the same time, one of the kindergartners from down the street rode her bike up, noticed the sign, and quickly pedaled back to her house. Within five minutes, there was a small crowd of neighborhood kids and pedestrians buying lemonade from the stand.

Evan let Scott handle all the money while he took care of the pouring and the "sweet talk." That's what his mother called it when a salesperson chatted her up. "Trust me," she had once told Evan and Jessie. "Buying something is only *half* about getting something. The other half is all about human contact." Mrs. Treski knew about these things because she was a public relations consultant. She'd even written a booklet called *Ten Bright Ideas to Light Up Your Sales* for one of her clients. And Evan was like her: He was good at talking with people. Even grownups. It was easy for him. So he kept the conversation flowing, along with the lemonade. People hung around. Most of them bought a second cup before they left.





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