



Lesson Plan Pre-K- 4 year olds

Financial Literacy- Lily Goes to the Bank

Lesson should take approximately 30 minutes.

Standards used:

2.C.ECa interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).

2.C.ECb identify the front and back covers of books and display the correct orientation of books and page-turning skills.

2.C.ECc With teacher assistance, describe the role of an author and illustrator.

1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.

1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).

2.A.ECa engage in book-sharing experiences with purpose and understanding.

2.B.ECa With teacher assistance, ask and answer questions about books read aloud.

2.B.ECb With teacher assistance, retell familiar stories with three or more key events.

2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

4.D.ECa Recognize own name and common signs and labels in the environment.

5.A.ECa experiment with writing tools and materials.

5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.

5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.

6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.²⁴

Objective

Students will explain the definition and difference between piggy bank and bank.

Materials

Copy of the book *Lily Goes to the Bank*
Paper
Red and blue marker

Teacher introduces that they are going to read the book *Lily Goes to the Bank*.

Pre-Assessment(group):

Teacher says: I have written words on the board:

Piggy Bank

Bank

Raise your hand so I can call on you and tell me what is a piggy bank? Then list words on the board for piggy bank. Teacher needs to remember that this is a pre- assessment and not to give any help. For the Pre-Assessment, write words in red. Now do the same for bank, using a blue marker.

Then the teacher will ask children to identify the front, and back covers of the book.

During Reading

After reading p. 6

What does the book say a piggy bank is?

After p. 7

What is a bank?

After p. 10

Does money really grow on trees?

At the end, the teacher will have the vocabulary words written on a covered part of the board or on a flip chart that can be revealed at this time with the following words:

Coin, grow, money, save

The teacher will ask the group to describe these words and will write down the descriptions.

Post- assessment (group):

Then at the end of the lesson, the students can help to add these words to the original chart of piggy bank and bank and see which words fit in each group and the difference between the 2 vocabulary words.

Post- assessment (individual):

The teacher can call on individual students to use the pictures in the book to retell the story with at least 3 key events.

After the lesson, the students will be asked to draw what they learned from this book and to use at least one word from the word list to describe their drawing.

Extension activity:

The teacher can have coins, a picture of a bank and piggy bank in the home center for students to explore with. The teacher could also transform the dramatic play center into a bank for students to explore money, savings, etc.

Home-School-Connection

Talk to your child about saving money. Bring your child to the bank with you and explain what you are doing. Talk about your savings account. What are you saving money for? What could your child save money for?