

# Exploring Financial Literacy

Family Guide | Grade K | Unit 9

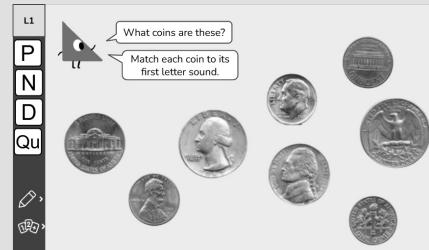
**Your student is exploring  
how money can be  
used to meet one's  
needs and wants.**

## Key Math Ideas

In this unit, kindergarteners begin to connect experiences with financial literacy from their environment with more formal ways to think about money and what it does.

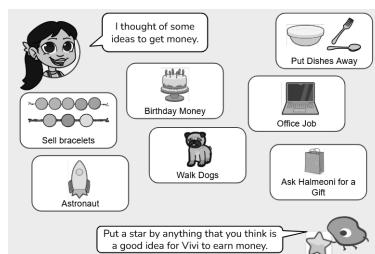
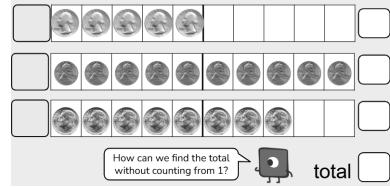
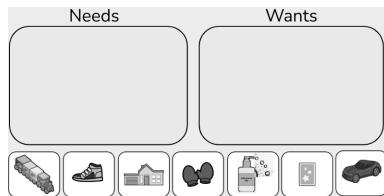
Students learn about how people can make money by working at a job performing a service or selling goods, and they discuss different jobs that children and adults can hold to help their families and communities. Students explore how money can be used to purchase things that they need to survive, such as food, medicine, clothing, shelter, and transportation, and they discuss why it's important to choose between different things that they want, such as toys or candy, instead of buying all of them.

Students additionally learn to recognize coins by their features and names, preparing them for connecting coins with their value in grade 1.



### → In this unit, your student will learn to

- identify U.S. coins by name;
- sort and count U.S. coins based on their features;
- identify wants and needs;
- differentiate between money received as income and as gifts;
- identify ways to earn income.



## Helpful Hint

With today's technology, students may see credit cards and phone payment more often than dollars and coins. Students may not even be aware of "invisible" transfers like direct deposit or automatic online payments. When you use money in your daily life, discuss with your student where the money comes from and where it goes. For example, "I'm using my phone to pay money for this sandwich. The restaurant will use this money to pay its employees and buy food to make more sandwiches. I got the money to pay the restaurant from working at my job. My job sent the money to the bank, and I use my phone to get it out of the bank."

# Tips for Supporting Your Student at Home

## Questions to Ask Your Student



### → Across the unit:

- What coins are these?  
How do you know?
- How many of each type of coin do we have?
- What do we use money for?  
Where does it come from?
- Is this a need or a want?  
How do you know?
- What jobs do people in our family and community have?
- What job do you want when you grow up? What jobs could you do now?
- How does that job help the community? How does that job help the person make money?

## If...

## Try...

your student is confused about identifying coins . . .

stacking a nickel and a quarter on top of each other to notice differences in their sizes and edges.

## Student Strengths Spotlight

### We take time to think.

Students work on being thoughtful and careful when sorting and counting coins, as they may look similar.

### We listen to other people's ideas.

Students explore how people can have different ideas that are both valid, such as discussing that for some people a bicycle is a want (for fun), while for others it is a need (for transportation).

## Try This Together!

• **Collecting Coins.** Give your student a small collection of loose change. Discuss how it can be sorted by type of coin and how students can arrange the coins to make it easy to know how many coins there are of each type. For example, we can arrange 10 pennies in 2 rows of 5 to know that the total is 10 without having to count.

• **Needs and Wants.** Bring your student on your next shopping trip and discuss items that you put in your cart. Which items are needs and which are wants? How do you know? If your student wants to buy something, discuss the range of short-term and long-term wants to help them make a wise decision. (For example, “You asked for this toy. Is it a need or a want? You also told me that you want to go to the movies. If we buy a

toy now, we won’t have the money to pay for a movie later. What do you think we should do?”)

• **Community Helper Cards.** Help your student make thank you cards for the people in your community who do important jobs. To personalize each card, discuss how each job helps the community. For example, make a card for your garbage collectors to thank them for keeping the neighborhood clean and taking the stinky trash away.

• **Family Jobs.** Discuss jobs that kids can do to help the family, such as drying dishes or helping to fold the laundry. Consider offering special opportunities to do a job that would earn some money in coins.