

Bunny Money: Supplemental Math Activity

A lesson to use with *Bunny Money* by Rosemary Wells / ISBN: 978-0-14-056750-2

Lesson Author

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Standards and Benchmarks (see page 11)

Lesson Description

Students first listen to the story *Bunny Money*. They then work in pairs to add sets of three single-digit numbers to determine the value of their savings goals and total savings. They compare the values to determine whether they have saved enough to meet their savings goals. Finally, students calculate the difference between the value of their savings goals and total savings. This lesson can be used alone or as a supplement to the Bunny Money lesson at <https://www.stlouisfed.org/education/bunny-money>.

Grade Level

1-2

Economics Concepts

Saving
Savings goal
Spending

Mathematics Concepts

Comparing dollar amounts
Equality and inequality symbols

Objectives

Students will

- add three single-digit numbers with a sum less than or equal to 20,
- compare two numbers less than or equal to 20 using (in)equality symbols, and
- calculate the difference between two numbers less than or equal to 20.

Time

30 minutes

Materials

- *Bunny Money* by Rosemary Wells (ISBN 978-0-14-056750-2)
 - Handout 1, one copy for each student (and additional copies for students who complete the activity early)
 - Handout 2, one copy for each pair of students, cut into cards
 - Handout 3, one copy for each pair of students, copied onto colored paper and cut into cards
 - Handout 4, one copy for each student
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Procedure

1. Read (or reread) the book, *Bunny Money*. Review the definitions of **saving** and **spending** and the relationship between the two. Saving is keeping money (income) to spend in the future. Spending is using some or all of your money (income) to buy things you want now. Discuss the following:
 - What were Max and Ruby saving their money for? (*A birthday present for Grandma*)
 - What did Max and Ruby spend their money on? (*Bus fare, lemonade, vampire teeth with cherry syrup, soap, using the washer and dryer, a peanut butter and jelly sandwich, two coconut cupcakes, a banana shake, bluebird earrings, glow-in-the-dark vampire teeth, and a phone call*)
2. Tell the students they will play a game with a partner and use equality and inequality to compare savings goals and savings. Explain that a **savings goal** is a good or service you want to buy in the future. Review the greater than, less than, and equal to concepts and symbols as necessary.
3. Distribute to each student one copy of *Handout 1: The Savings Game* and either a set of *Handout 2: Spending Cards* or *Handout 3: Savings Cards*. (Be sure you use equal numbers of sets.) Instruct the students to find a partner with an alternate set of cards. (Note: Make sure each pair has one set of Savings Cards and one set of Spending Cards.)
4. Explain to the students how to play The Savings Game as follows:
 - Each player will take three turns. Each turn will be recorded in one of the rectangles on Handout 1. Only the player whose turn it is will record the information on his or her handout, although the partners will work together as explained now.

- Place the Savings Cards and Spending Cards face down on a desk (or the floor).
- Player 1 selects three Spending Cards and hands them to Player 2. These three items are Player 1's savings goal.
 - Remind students that a savings goal is a good or service you want to buy in the future. Explain that a savings goal might keep you from spending your money now so you will have enough saved to purchase your goal item(s) in the future.
 - Ask "What was Ruby's savings goal?" (*A music box with skating ballerinas for Grandma.*)
- Player 2 adds the prices on the three Spending Cards and tells Player 1 how much he or she has to save to reach his or her savings goal. Player 1 records the amount in the "Total Saving Goal" box on his or her handout.
- Player 1 selects three Savings Cards and adds the amounts on the three cards to find his or her total savings. Player 1 records the amount in the "Total Savings" box on his or her handout.
- Players 1 and 2 collaborate to determine the following:
 - What is the relationship between the Total Savings Goal and Total Savings? Player 1 records a greater than, less than, or equal to symbol on his or her handout in the "Symbol" circle.
 - What is the difference between the Total Savings Goal and Total Savings? Player 1 records the answer on the "Difference" line on his or her handout.
 - Did Player 1 meet his or her savings goal? Player 1 circles the correct answer on his or her handout.
 - How much more money does Player 1 need or have remaining? Player 1 circles the correct answers and records the amount on his or her handout.
- Return all cards to their respective sets, shuffle the cards, and place them face down on the desk (floor) again.
- Players 1 and 2 exchange roles and repeat the process.
- Each player is to have three turns, so will draw three Savings Cards three times. (Note: Provide additional worksheets to students who complete the game early so they may continue playing the game.)

Closure

5. Discuss the following to review the activity:
 - What is a savings goal? (*A good or service you would like to buy in the future*)

- In the game, how did you know if you reached your savings goal? (*Answers will vary but should reference that the value of total savings was greater than or equal to the total savings goal.*)
- Raise your hand if on any turn you reached your savings goal.
- How did you know if you did not reach your savings goal? (*Answers will vary but should reference that the value of total savings was less than the total savings goal.*)
- Raise your hand if on any turn you did not reach your savings goal.
- If you did not reach your savings goal, how did you determine how much more money you needed to save? (*By subtracting total savings from the amount of the savings goal*)

Assessment

6. Distribute one copy of *Handout 4: Max and Ruby's Savings Goals* to each student. Tell the students they will evaluate Max and Ruby's new savings goals by calculating whether or not Max and Ruby have saved enough to reach their goals. Allow time for students to work and then review the correct answers.

Handout 4—Answer Key

Max

- \$20 > \$18; \$2
- Max **did not** meet his savings goal. He **needs 2** dollars **more**.

Ruby

- \$15 < \$19; \$4
- Ruby **did** meet her savings goal. She **has 4** dollars **remaining**.

Handout 1: The Savings Game

Player 1: _____ Player 2: _____

Total Savings Goal

Symbol

Total Savings

Difference

Complete the sentences by circling the correct words and filling in the blank.

I **did/did not** meet my savings goal.

I **need/have** _____ dollar(s) **more/remaining**.

Total Savings Goal

Symbol

Total Savings

Difference

Complete the sentences by circling the correct words and filling in the blank.

I **did/did not** meet my savings goal.

I **need/have** _____ dollar(s) **more/remaining**.

Total Savings Goal

Symbol

Total Savings

Difference

Complete the sentences by circling the correct words and filling in the blank.

I **did/did not** meet my savings goal.

I **need/have** _____ dollar(s) **more/remaining**.

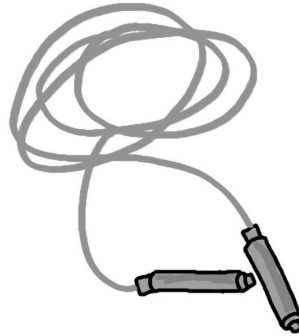
Handout 2: Spending Cards (page 1 of 2)

 <p>Lemonade \$1.00</p>	 <p>Soccer ball \$6.00</p>	 <p>Pencil erasers \$3.00</p>
 <p>Colored pencils \$4.00</p>	 <p>Paints \$4.00</p>	 <p>Balloons \$2.00</p>
 <p>Board game \$5.00</p>	 <p>Candy \$1.00</p>	 <p>Ice cream \$2.00</p>

Handout 2: Spending Cards (page 2 of 2)



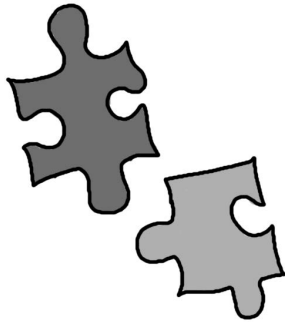
Picture book
\$5.00



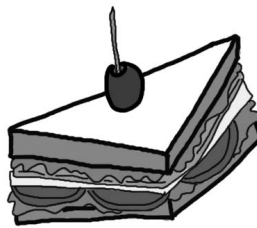
Jump rope
\$6.00



Cupcake
\$1.00



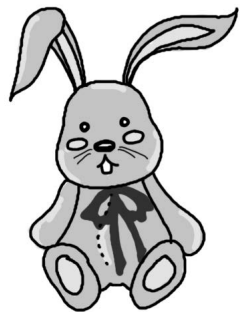
Puzzle
\$5.00



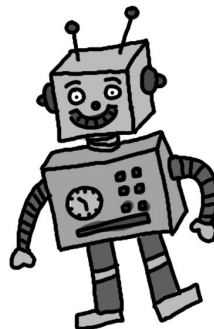
Sandwich
\$3.00



Earrings
\$4.00



Stuffed animal
\$6.00



Toy robot
\$7.00



Princess doll
\$7.00

Handout 3: Savings Cards (page 1 of 2)

<p>Savings Card</p> <p>\$1.00</p>	<p>Savings Card</p> <p>\$1.00</p>	<p>Savings Card</p> <p>\$1.00</p>
<p>Savings Card</p> <p>\$2.00</p>	<p>Savings Card</p> <p>\$2.00</p>	<p>Savings Card</p> <p>\$3.00</p>
<p>Savings Card</p> <p>\$3.00</p>	<p>Savings Card</p> <p>\$4.00</p>	<p>Savings Card</p> <p>\$4.00</p>

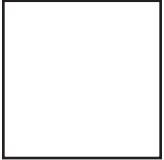
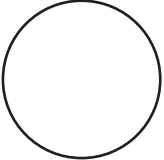
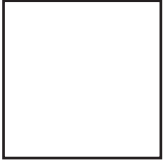
Handout 3: Savings Cards (page 2 of 2)

<p>Savings Card</p> <p>\$4.00</p>	<p>Savings Card</p> <p>\$5.00</p>	<p>Savings Card</p> <p>\$5.00</p>
<p>Savings Card</p> <p>\$5.00</p>	<p>Savings Card</p> <p>\$6.00</p>	<p>Savings Card</p> <p>\$6.00</p>
<p>Savings Card</p> <p>\$6.00</p>	<p>Savings Card</p> <p>\$7.00</p>	<p>Savings Card</p> <p>\$7.00</p>

Handout 4: Max and Ruby's Savings Goals **Name:** _____

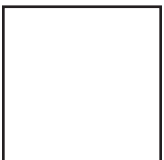
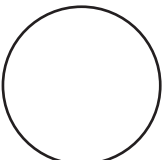
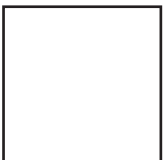
Max's savings goal is a vampire costume with glow-in-the-dark teeth. The price of the costume is \$20.00. Max saved \$5.00 from chores, \$6.00 from a lemonade stand, and \$7.00 from his birthday.

Use the table below to show if Max met his savings goal.

Total Savings Goal	Symbol	Total Savings	Difference
			_____
<p><i>Complete the sentences by circling the correct words and filling in the blank.</i></p> <p>Max did/did not meet his savings goal.</p> <p>He needs/has _____ dollar(s) more/remaining.</p>			

Ruby's savings goal is a necklace for Grandma. The price of the necklace is \$15.00. Ruby saved \$4.00 from chores, \$7.00 from a lemonade stand, and \$8.00 from her birthday.

Use the table below to show if Ruby met her savings goal.

Total Savings Goal	Symbol	Total Savings	Difference
			_____
<p><i>Complete the sentences by circling the correct words and filling in the blank.</i></p> <p>Ruby did/did not meet her savings goal.</p> <p>She needs/has _____ dollar(s) more/remaining.</p>			

Common Core State Standards: Mathematics Grade 1

- **Operations & Algebraic Thinking**

CCSS.CONTENT.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.CONTENT.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

- **Number & Operations in Base Ten**

CCSS.CONTENT.1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.