

Lesson 5:

You Can't Buy a Dinosaur with a Dime

By Harriet Ziefert / ISBN: 978-160905146-4

Lesson Author

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Lesson Description

In this lesson, students learn about saving and spending. They listen to the story *You Can't Buy a Dinosaur with a Dime* and identify examples of saving and spending in the story by holding up a plus or minus sign (or stepping forward or back). Next, they follow along with another story about saving and spending by counting with pennies and copying actions mentioned in the story. They conclude by coloring pictures and identifying whether the pictures are examples of saving or spending.

Grade Level

PreK-K

Economic Concepts (Vocabulary)

Saving

Spending

School Readiness Skills

- Practice book awareness (reading front to back, recognizing title/author/illustrator)
 - Demonstrate gross motor skills
 - Recognize details of a story as they appear in the beginning, middle, and end
 - Participate in repeating a song
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Time Required

Approximately 45 minutes

Materials

- *You Can't Buy a Dinosaur with a Dime* by Harriet Ziefert (ISBN: 978-160905146-4)
- *Shiny Pennies* by Charlotte Hughes (see page 5.11 in this lesson)
- Visual 5.1
- Visual 5.2, three copies, cut out so there are five large pennies
- Handouts 5.1 and 5.2, one copy for each student
- Piggy bank, jar, or can
- One coin

Procedure

1. Select one student to hold a piggy bank (or jar or can) and one to hold a toy. Drop a coin into the bank. Ask the students if they think you are spending your money or saving it. Tell them you are saving it. **Saving** means putting money aside to buy goods and services later.
2. Take the coin out of the bank and go to the student with the toy. Say that you want to buy the toy. Give the student the coin and take the toy. Ask the students if they think you are spending your money or saving it. Tell them you are spending it. **Spending** means using money to buy goods or services now.
3. Discuss the following:
 - Have you ever saved money? (*Answers will vary.*)
 - Where did you save your money? (*Answers will vary.*)
 - Have you ever spent money? (*Answers will vary.*)
 - What did you spend it on? (*Answers will vary.*)
4. Refer the students to the pictures they drew inside their piggy banks from the previous lesson ("Just Saving My Money") and discuss as follows:
 - Ask each student to tell what he or she is saving for.
 - What was Little Critter saving for? (*A new skateboard*)
 - What did Little Critter actually end up spending his money on? (*A robot*)
5. Show the students the cover of *You Can't Buy a Dinosaur with a Dime*. Tell them that the story is about a boy named Pete who spends his money and saves his money. Ask the following:

- Where is the title of the book? (*On the front of the book*) Point to the title and read it aloud.
 - Where is the name of the author, the person who writes the book? (*On the front of the book*) Point to the author's name and read it aloud.
 - Where is the name of the illustrator, the person who draws the pictures for the book? (*On the front of the book*) Point to the illustrator's name and read it aloud.
 - What do you think this book is about? (*Answers will vary but may include an alligator or money.*)
6. Ask students to listen for examples of saving and spending in the story. Read *You Can't Buy a Dinosaur with a Dime*.
7. Discuss the following:
- In the beginning of the story, what did Pete spend his money on at the store? (*A dinosaur*)
 - After he spent his money, why was Pete sad? (*He wished he had more money.*)
 - In the middle of the story, Pete did chores to earn money so he could start saving again. What chores did he do? (Show students pictures from the book to prompt them.) (*He carried out old papers, swept the dirty floor, and sorted items for recycling.*)
 - What were some other ways Pete got money to save? (*He received an allowance, found a dime, and sold baseball cards.*)
 - What did Pete do with the money as he got it? (*He saved it by putting it in a jar.*)
 - At the end of the story, when Pete had saved more money, what did he do? (*He spent it on another dinosaur.*)
8. **For pre-kindergarten students:** Tell the students that you are going to reread the story. Every time they hear that Pete is saving money, they are to take a big step forward. When Pete is saving, he is adding to the money he has. Every time they hear that Pete is spending, they should take a big step back. When Pete is spending, he is taking money out of his savings.

For kindergarten students: Distribute a copy of *Handout 5.1: Plus/Minus* to each student. Tell them to fold the paper in half along the dotted line so one side shows a plus sign and one side shows a minus sign. Tell the students you are going to reread the story. Every time they hear that Pete is saving money, they are to hold up the plus sign. When Pete is saving, he is adding to the money he has. Every time they hear that Pete is spending, they should hold up the minus sign. When Pete is spending, he is taking money out of his savings.

9. Reread the book, stopping at points where Pete is spending or saving and asking students to hold up their plus or minus signs or step forward or back. (Pete saves on pages 1, 13, 16, and 22 and spends on pages 5 and 20.)
10. Have students form a circle. Place *Visual 5.1: Alligator* on the floor in the center of the circle. Show them the picture of the alligator on the front of the story *Shiny Pennies* (see page 5.11). Ask the following:
 - What do you think the alligator wants? (*Candy*)
 - How much would the alligator have to spend to get the candy? (*5 cents*)
11. Give five students each one of the large pennies from *Visual 5.2: Pennies*. Have the class count the pennies aloud (1-2-3-4-5).
12. Tell the students you are going to read this short story. Instruct them to stand in their places and copy the alligator's actions. For example, when the alligator hops, they should jump up and down in place.
13. Read the story, pausing after each page so the students can act out how the alligator went to the store (walk, run, drive, skip, and hop.) At the end of each page, complete the following:
 - Ask one of the students holding a penny to place it on the alligator in the center of the circle.
 - Ask how many pennies the alligator has and count them as a class.
 - Ask if the alligator has saved enough pennies to buy what he wants or whether he has to save some more.
14. After the story, discuss the following:
 - Why didn't the alligator spend the 5 pennies on candy? (*He wanted to buy ice cream instead.*)
 - How many more pennies does he need to save to buy the ice cream? (*5*)
 - Raise your hand if you would spend the 5 pennies on the candy.
 - Raise your hand if you would save for the ice cream.
15. Tell the students you are going to teach them a new song, "Saving and Spending." It is sung to the tune of "If You're Happy and You Know It." Sing each verse in turn and have the students repeat it.

Saving and Spending

♪ If you want to save some money, clap your hands.

♪ If you want to save some money, clap your hands.

♪ If you want to save some money, then your bank will surely show it.

♪ If you want to save some money, clap your hands.

♪ If you want to spend some money, stomp your feet.

♪ If you want to spend some money, stomp your feet.

♪ If you want to spend some money, then your bank will surely show it.

♪ If you want to spend some money, stomp your feet.

Closure

16. Distribute a copy of *Handout 5.2: Saving or Spending*. Ask the students to color the pictures and then put a plus sign in the box by the picture that shows someone saving and a minus sign in the box by the picture that shows someone spending.
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Extension Activities

Creative play

- Read the "Dinosaur Fingerplay" entry at <http://www.preschoolrainbow.org/dinosaur.htm> and have the students act out the gestures.

Literacy

- Read the book *A Chair for My Mother* by Vera B. Williams (ISBN: 978-0-688-04074-1).

Science

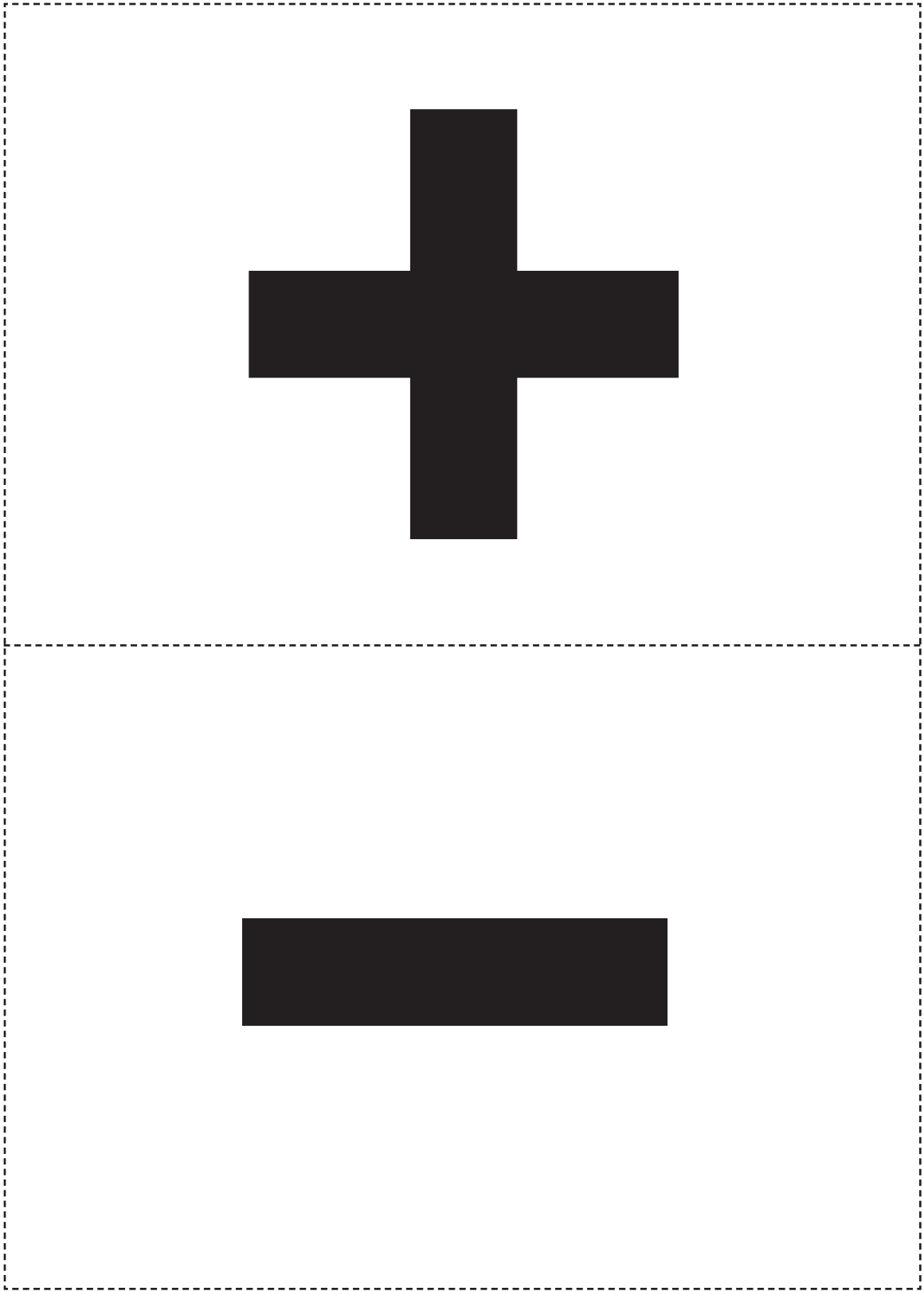
- Discuss the different types of dinosaurs mentioned or depicted in the story, *You Can't Buy a Dinosaur with a Dime*, such as *Tyrannosaurus rex* and *Stegosaurus*.

Social

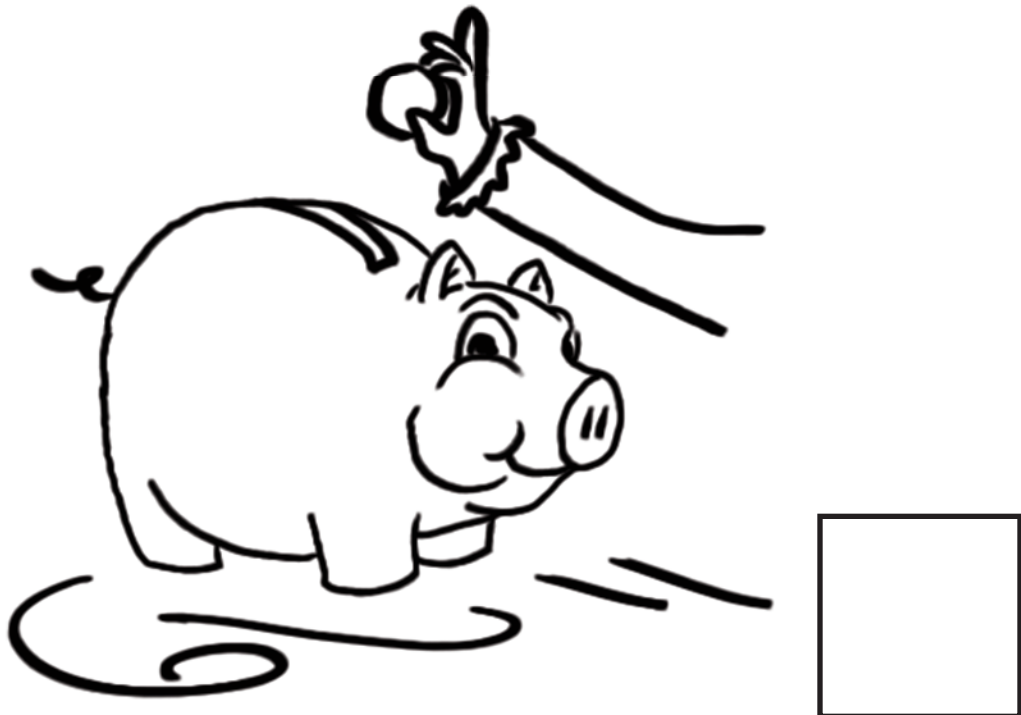
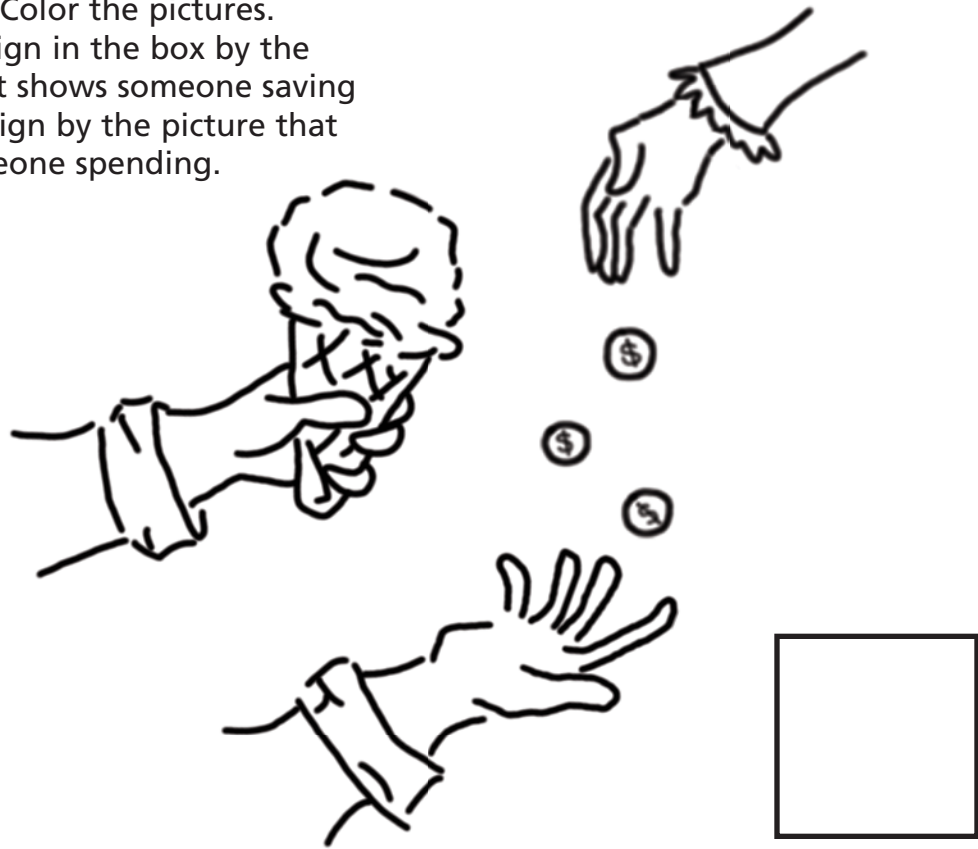
- Throughout the book, *You Can't Buy a Dinosaur with a Dime*, on the bottom right of the page there are callouts asking the students to make connections to their own life (e.g., Pete has \$3.50. How much money do you have?). Discuss these questions with the students.
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Directions: Color the pictures. Put a "+" sign in the box by the picture that shows someone saving and a "-" sign by the picture that shows someone spending.

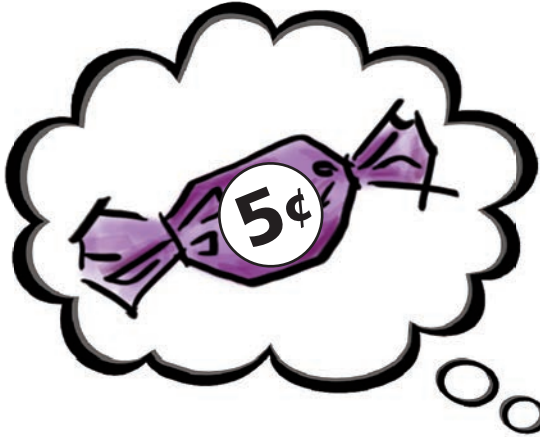


Shiny Pennies

By Charlotte Hughes



Illustrated by Katherine Ren



Al saves a shiny penny,
So he walks down to the store.
He wants to buy some candy,
But Ol' Al needs 4 cents more.





Al finds a shiny penny,
So he runs down to the store.
He *really* wants some candy,
But he still needs 3 cents more.





From Dad Al gets a penny,
So he rides down to the store.
He wants to taste that candy,
But he still needs 2 cents more.





Al earns a shiny penny,
So he skips down to the store.
Oh, how he wants that candy,
But he still needs 1 cent more.





From Sis Al gets a penny,
So he hops down to the store.
He says, "I'll save my pennies,
Because ice cream's 5 cents more."

