

Unit 4/Week 6

Title: The Go-Around Dollar

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8;
RF.3.3, RF.3.4; W.3.3, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

The United States government has strict regulations for the production and circulation of money, which supports its use in various exchanges in our society.

Synopsis

“The Go-Around Dollar” is a selection that combines two genres: realistic fiction and expository text. It provides an entertaining look, through the use of dialogue and picture support, at the journey of a dollar as it passes through the hands of various characters. In addition, the expository text provides the background to the story with informational references to the actual production of money in the United States from printing to circulation.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
Reread page 72. According to the text on this page, where is our nation’s paper money produced?	Our paper money is produced at the Bureau of Engraving and Printing in Washington, D.C. The Bureau is part of the United States Treasury Department.
On pages 72-73 the author uses time-order words and illustrations to provide the factual information about the steps necessary to have “[d]ollars go into circulation.” Reread pages 72-73. Now, with a partner write 3 sentences to summarize this process in your own words. Make sure to include time-order words to help the reader understand the steps.	First, all money goes through a first step at the Bureau of Engraving and Printing. Then, the bills are checked by people and machines to make sure they are perfect. Finally, the sheets are cut into individual bills. One of the twelve Federal Reserve Banks in the United States.
Reread page 73. By using context clues, define the word <i>circulation</i> . What role do Federal Reserve Banks play in the circulation of money?	Circulation means the movement of dollars through people and places all over America. The Federal Reserve Banks are responsible for sending dollars to banks in all neighborhoods.
What rules does the government have on how a bill is shown and the picture of people drawn on the bill? (Pgs. 73-74)	The United States government has rules on how a bill is shown. It must be in black and white ink and be the size of a real dollar. Only portraits of presidents can be on American money.
Reread page 75. Beginning on this page, the author adds dialogue as a literary device. How does it help the reader understand the factual information found at the bottom of the pages?	The author uses dialogue in the narrative to provide a real-life example of how a dollar changes hands. This information gives background to the problem of losing the dollar because we learn that...

<p>Reread page 76. What does the notice “This note is legal tender for all debts, public and private” mean?</p>	<p>This notice means that the government dollar bill (note/tender) to be used to buy or pay for a service (all debts, public and private) in the United States.</p>
<p>Why are some bills called “star notes”? (Pg. 77)</p>	<p>These bills have been damaged during the printing process. A star on a bill that has a star where the last letter of the serial number usually be.</p>
<p>Why is Jennifer’s dollar bill not damaged when her mom washes it? Reread the factual information at the bottom of page 79 to support your answer.</p>	<p>Jennifer’s bill was not damaged because it was used for a short time and bills are not easily damaged. Bills are printed on especially strong paper.</p>
<p>Reread page 80. What does the word “counterfeit” mean? What are some ways the Bureau of Engraving and Printing protect bills from being counterfeit? Use the text to support your answer.</p>	<p>The word counterfeit means fake. To make fake bills, the Bureau of Engraving and Printing use a special formula for the ink, a special process for printing the numbers and special paper that they use.</p>
<p>A formula is a set method for doing something. Why does the Bureau of Engraving and printing keep the formula for the ink secret? (Pg. 80)</p>	<p>The formula is kept secret so that no one can use the ink to make counterfeit money.</p>
<p>Reread page 85. On this page, the author provides information about the “Great Seal of the United States.” Describe the “Seal”. Why is the word capitalized?</p>	<p>The word Seal is capitalized because it is the official symbol of our country. On the other, a pyramid with an eye.</p>
<p>A sign or figure that stands for something is called an emblem. What national emblem is on the dollar bill? Use text evidence to provide a description of the emblem.</p>	<p>The bald eagle is the national emblem. It is holding arrows and an olive branch. The olive branch for peace.</p>
<p>Reread page 87. What causes the Treasury Department to replace a bill? Why would a government official become involved in this process?</p>	<p>They will replace a bill if more than half of the bill is accidentally burned, chewed, or torn. A government official have to inspect it if less than half remain.</p>
<p>Using time-order words, describe the process of what happens to worn out bills. (Pg. 91)</p>	<p>First, worn out bills are collected by the Federal Reserve. They are sent to one of the Federal Reserve banks. The bills are shredded by a machine.</p>
<p>How did the author use both narrative and expository text genres to help the reader understand “The Go-Around Dollar”?</p>	<p>The narrative genre provides an example of a character, and a sequence of events that take place on a journey. The expository text gives background information on a narrative story by presenting facts to the reader.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 80 - formula Page 85 - emblem</p>	<p>Page 72 - serial, Treasury Page 73 - illustration Page 76 - tender Page 85 - official, symbol, spiritual values Page 87 - inspect</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Page 73 - circulation Page 80 - counterfeit Page 85 - Seal</p>	<p>Page 73 - government, illustration, brick Page 74 - portrait Page 76 - debts Page 79 - damaged, linen</p>

Culminating Task

- Re-Read, Think, Discuss, Write

Write an imaginative narrative piece about a class field trip to the Bureau of Engraving and Printing in Washington D.C. Use the factual information provided in the text to support the production and circulation of our nation's money. Include thoughts, actions, feelings, and dialogue related to the process.

Answer: As our 3rd grade class departed from the tour bus to enter the United States Treasury department, my teacher reminded us to pay attention to the huge printing presses we would see. "Wow! Look at those huge sheets of paper!" I shouted as I watched each press roll out big sheets of thirty-two bills. My best friend Anna raised her hand excitedly, "How many dollar bills are made in one day?" The tour guide informed us that ten million one-dollar bills can be printed in just 24 hours. Amazing! As we continued our tour, some kids were talking about taking pictures of the machines so that they could make counterfeit money. I wondered if that was possible since we were learning that the government had so many rules and secrets about the process. For example, they have a secret formula for the ink and there is a special serial number included on each dollar. We also learned that people who make fake money are called counterfeiters and can be sent to jail for doing this.

Additional Tasks

- Students can work in pairs, small groups, or independently to construct a Tree Map to classify/categorize the different information about the details included on the dollar bill using text evidence. Include a diagram of the dollar to have them individually label the important features of the bill using the information from their group Tree Map. Students will share information details orally using complete sentences in a structured grouping strategy, such as "Mix-Pair-Share (Kagan)."

Answer: Inquiry Journal p. 103 provides a diagram structure for this task. At a minimum, students should provide details to describe the following: Portrait, The Great Seal, Serial Number

- Prepare a Carousel (Kagan) activity for your class by posting the following headings on chart paper: *Basic Design, Printing Process, Government Checks, and Circulation*. Students can work in assigned groups (4-5 students) and will visit each of the four posters spending 3-5 minute at each. Information can be added and confirmed about each of the production components. A colored marker can be assigned to each group for the purpose of identifying group responses.
- Students can work in pairs or small groups to rewrite the narrative portion of the text by adding time-order words, additional dialogue, and additional narrative details to enhance the story. Attention to the use of appropriate punctuation in the dialogue and descriptive details should guide the students towards the finished written piece. Students will present the piece in a reader's theatre style with attention to accuracy, pacing, and tone in the delivery of the dialogue to enhance the oral reading of the finished piece.

Note to Teacher

- If students are having difficulty thinking, speaking, and writing to show their understanding of the two different text structures used by the author, support the learners by incorporating Thinking Maps to understand key concepts such as: sequential order of the narrative text structure (Flow Map), the cause and effect relationships of plot and factual information (Multi-Flow), and classification of the expository information (Tree Map). Review words that indicate chronological order (*first, then, next, following that*) and practice using them in CLOZE frame sentence structures: First, _____ found the dollar. After that, _____. Review words that indicate causal relationships (*because, so, as a result, therefore*) and practice using them in CLOZE frame sentence structures: _____ a dollar weighs so little, _____ it is easily lost. Additional resources to support further inquiry are provided in the following OCR Leveled Library titles: Round and Round the Money Goes and Our Money.

Name _____

Date _____

“The Go-Around Dollar”

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3. Reread page 73. By using context clues, define the word *circulation*. What role do Federal Reserve Banks play in the circulation of money?
4. What rules does the government have on how a bill is shown and the picture of people drawn on the bill? (Pgs. 73-74)

5. Reread page 75. Beginning on this page, the author adds dialogue as a literary device. How does it help the reader understand the factual information found at the bottom of the pages?

6. Reread page 76. What does the notice “This note is legal tender for all debts, public and private” mean?

7. Why are some bills called “star notes”? (Pg. 77)

8. Why is Jennifer’s dollar bill not damaged when her mom washes it? Reread the factual information at the bottom of page 79 to support your answer.

9. Reread page 80. What does the word “counterfeit” mean? What are some ways the Bureau of Engraving and Printing protect bills from being counterfeit? Use the text to support your answer.

10. A formula is a set method for doing something. Why does the Bureau of Engraving and printing keep the formula for the ink secret? (Pg. 80)

11. Reread page 85. On this page, the author provides information about the “Great Seal of the United States.” Describe the “Seal”. Why is the word capitalized?

12. A sign or figure that stands for something is called an emblem. What national emblem is on the dollar bill? Use text evidence to provide a description of the emblem.

13. Reread page 87. What causes the Treasury Department to replace a bill? Why would a government official become involved in this process?

14. Using time-order words, describe the process of what happens to worn out bills. (Pg. 91)

15. How did the author use both narrative and expository text genres to help the reader understand “The Go-Around Dollar”?