



Third Grade ▪ Career Retention and Advancement ▪ Math

Competency:	13.3.3D Explain how money is used.
Lesson Topic:	House Budget
Subject:	Math
Length:	1 class period (homework assignment)
Materials:	Paper, pencil, crayons and House worksheet
Evaluation:	Students will become aware how much items cost in a home and a budget.

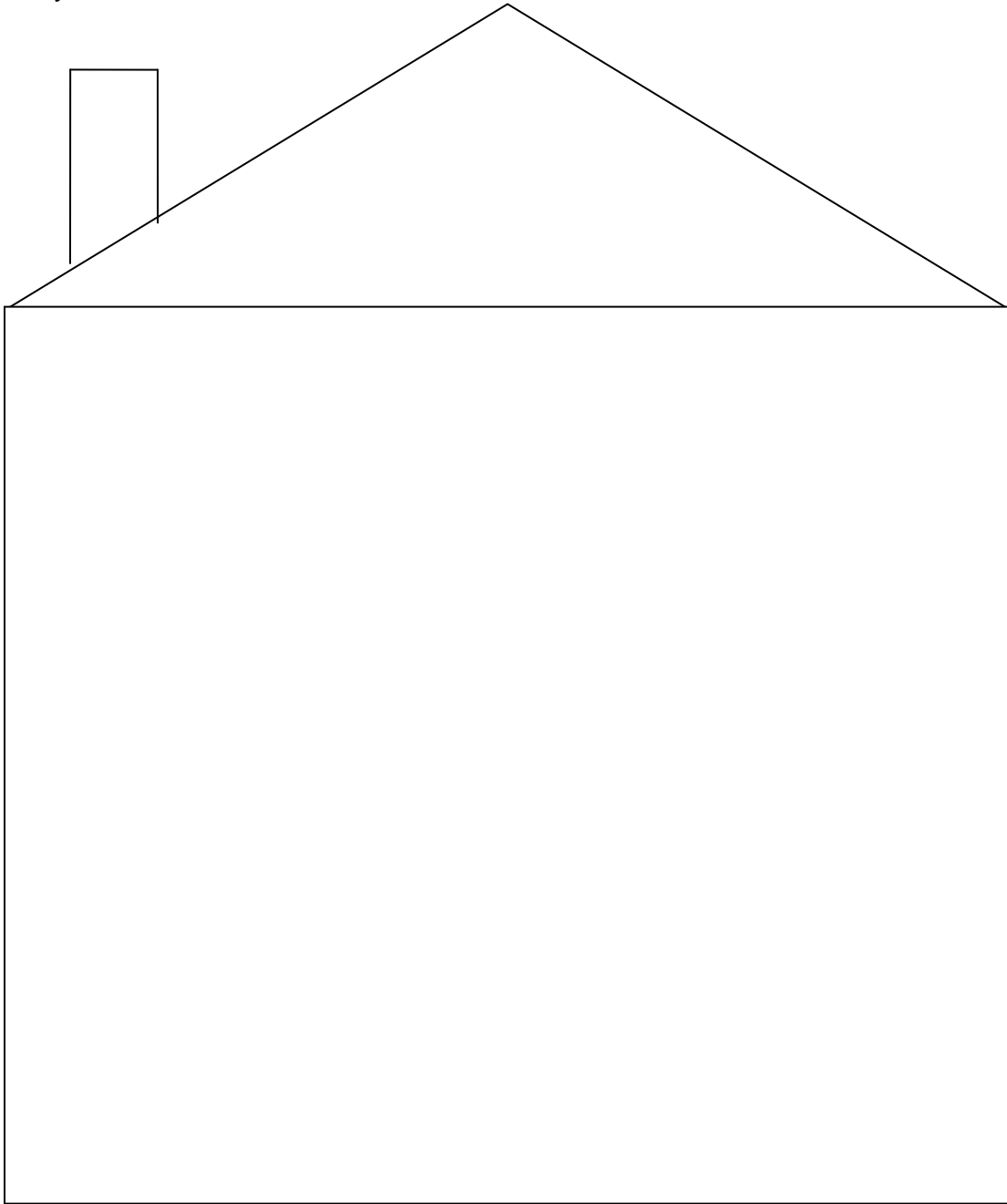
Procedure:

1. Teacher will distribute the *House* worksheet to students for homework.
2. Students will fill in the blanks with things they think cost money in their households (This exercise will show how money is used).
3. Students can color and decorate the house anyway they like.
4. Teacher will lead discussion on what items cost money in the students homes. Items included should range from house payments, water bills, to toothpaste and toilet paper.
5. Students will take the *House* worksheet home and ask their parents to provide them with answers of what parents use money for in their home. Students will circle the answers their parents provide them.
6. Teacher leads class discussion on what items the students listed and which ones parents included.

House Budget Worksheet

NAME: _____

Ask your family what items in the home cost money and list them in your house.
Family answers should be circled.





**Third Grade ▪ Career Retention and Advancement ▪ Math,
Language Arts**

Competency:	13.3.3E Discuss how time is used at both home and school.
Lesson Topic:	Planning
Subject:	Math, Language Arts
Length:	2 class periods
Materials:	My Time Chart worksheet
Evaluation:	Students will be able to describe some of the planning they do at home and at school.

Procedure:

Class One:

1. Teacher discusses how time is used in school. Examples include why there are different times for lunch, recess, and gym. The teacher should explain how this is done to provide all of their other classes such as math, reading, and social studies.
2. Ask the students to take the *My Time Chart* worksheet home and mark all the things that they do starting at 3:00 and ending at 8:00. (The teacher can have students keep track of more than one day to show what students spend their time on throughout an entire week)

Class Two:

1. Lead a class discussion on their results from the time charts and have students suggest ways to plan their time more effectively in order to have time to accomplish what they “need” to do and what they “want” to do.
2. Teacher collects *My Time Chart* for homework credit.

MY TIME CHART

Name: _____

Day of the Week: _____

3:00-3:30 _____

3:30-4:00 _____

4:00-4:30 _____

4:30-5:00 _____

5:00-5:30 _____

5:30-6:00 _____

6:00-6:30 _____

6:30-7:00 _____

7:00-7:30 _____

7:30-8:00 _____

What did you spend the most time doing?

Was there anything else during this day that you wanted to do?

