Kindergarten Economics

Answer keys and standards crosswalk for every worksheet in this unit.

Overview — how other states teach this grade band

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

Grade-level notes — Minnesota's kindergarten strand supplies clean, region-agnostic anchors for every standard here: K.2.9.1 (needs vs. wants) and K.2.10.1 (goods vs. services). Massachusetts frames the whole unit as Topic K.T4, "Economics: work and commerce," taught "with prompting and support" through read-alouds and guided conversation. Utah's free Finance in the Classroom library (financeintheclassroom.org) has ready-made kindergarten lessons and read-aloud lists, including the three-jar money sort (spend, save, share) that extends SSKE2 nicely.

SSKE1 — Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

MA — K.T4.1: Kindergartners describe work people do inside and outside the home "with prompting and support," drawing on personal experience and read-alouds. UT — K.4.2: Relate how different types of work help people and communities meet their needs and wants.

FOR TEACHER USE — ANSWER KEY

Worksheet 1 (match the helper to their job) — the pictures are in this order top to bottom: police officer, fire fighter, a soldier's helmet, an envelope for Mail carrier, farmer, doctor, and a teacher at a chalkboard. Each has exactly one correct match. The bottom drawing prompt has no wrong answer, accept any job the student names or draws.

SSKE2 — Explain that people earn income by working.

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

MA — 1.T4.4: Massachusetts names the vocabulary explicitly by grade 1: employment, income, wages, salary. UT — K.4.3: Money earned is used three ways, spending, saving, and sharing.

FOR TEACHER USE — ANSWER KEY

Worksheet 2 (circle who is working) — WORKING to earn money: rake leaves, walk the dog, wash the car. NOT working (no income earned): sleeping, watching TV, eating a snack. The reflection prompt has no wrong answer, accept anything the student would buy.

SSKE3 — Explain how money is used to purchase goods and services. (a) Distinguish goods from services. (b) Identify that U.S. coins and dollar bills (paper money) are used as currency.

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

MN — K.2.10.1: Goods are objects you can see or touch; services are actions, then students match each to a need or want. NJ — 9.1.2.FI.1: Differentiate the forms money takes: coins, bills, checks, debit and credit cards.

FOR TEACHER USE — ANSWER KEY

Worksheet 3, part A (goods or service) — GOODS (you can touch it): toy truck, book, apple. SERVICES (someone does it for you): haircut, checkup, bus ride. Part B (circle the money) — the coin and the dollar bill are money; the leaf, rock, and sticker are not.

SSKE4 — Explain that people must make choices because they cannot have everything they want.

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

MN — K.2.9.1: A precise, teachable distinction, needs are conditions necessary to survive; wants are conditions desired to be happy. VA — K.8: People are free to choose what to buy, and must choose, because they cannot have everything they want.

FOR TEACHER USE — ANSWER KEY

Worksheet 4 (one ticket, one toy) — there is no wrong toy to circle. The teaching point is the trade-off: circling one and marking an X on the rest shows that choosing means giving something up. Use the discussion line to talk through why (only one ticket, limited money, limited time), not to grade a specific answer.