Lesson 3: My Farm Business

Grade Level: Second Grade

Time: 65–75 minutes

Subjects: ELA, Math, Agriculture

Overview: This lesson is Lesson 3 of 5 in the *Jobs Farmers Do* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. Building on Lesson 2, where students discovered that farmers must be good mechanics, students learn that farmers also run their farms as businesses. Returning to the book, students use the words around them to figure out what technology, income, expenses, and markets mean. Students then run their own farm business. They sell a farm product to earn income, buy a matching supply as an expense, and solve a money word problem to find out how much their farm has left. Students turn that experience into informative writing that introduces a topic, gives facts, defines a farm business word, and ends with a concluding statement. As they write, they spell words by breaking them into syllables and listening for vowel patterns. The lesson connects to Kansas farmers and ranchers who sell what they grow and raise in places across the state.

Skillset: Activating prior knowledge across lessons, determining the meaning of words from context, recalling information from a hands-on experience and gathering information from a class chart, counting $10 and $1 bills, solving a money word problem within 100 with an equation, writing an informative piece with an introduction, facts, a definition, and a concluding statement, spelling words by breaking them into syllables and using vowel patterns, and identifying places and ways farmers sell what they produce.

Kansas Academic Standards
Kansas ELA Standards
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RI.2.4 Determine the meaning of words and phrases in a text relevant to a second-grade topic or subject area.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Kansas Mathematics Standards
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and situation equations and/or solution equations with a symbol for the unknown number to represent the problem.)
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

National Agriculture Literacy Outcomes
Culture, Society, Economy, and Geography
T5.K-2.c Identify places and methods of exchange for agricultural products in the local area.

Objectives
English Language Arts Objectives
Students will be able to:

- Use the words around them to figure out the meaning of technology, income, expenses, and markets.
- Recall what happened in their farm business and use the Farm Business Words chart to answer questions on their recording sheet.
- Write an informative piece in their own complete sentences that introduces a topic, gives facts, defines a farm business word, and ends with a concluding statement.
- Spell words in their writing by breaking them into syllables and using vowel patterns, such as ar and or.

Math Objectives
Students will be able to:

- Count amounts of money using $10 and $1 bills.
- Solve a one-step take-away money word problem within 100 using play money and an equation written with the $ symbol.

Agriculture Objectives
Students will be able to:

- Identify places where farmers sell what they grow and raise, such as a farmers market, a grain elevator, or a sale barn.
- Explain that farmers sell their products for money and buy supplies their farm needs.

Materials Needed
Return to the Text:

- Book: *Jobs Farmers Do* by Dan Yunk, illustrated by Michele Johnson, with photographs by Scott Stebner and John Schlageck (physical copy for teacher use)
- "Farm Business Words" chart, written before the lesson in two columns, with each Meaning entry covered by a sticky note or paper strip and uncovered with students during the lesson (Word / Meaning; technology/tools or machines that help people do their work; income/money a farmer earns; expenses/money a farmer spends; markets / how much money people will pay for crops and animals each day)
- Sticky notes or paper strips to cover the chart entries

Whole-Group Modeling:

- Price chart on chart paper (Farm Products: eggs $35, corn $48, milk $57 / Farm Supplies: feed $12, seeds $23, cartons $34)
- "Sentence Starters" chart, written before the lesson (My farm sold _____ for $____. / I spent $____ on _____. / _____ is money a farmer _____. / Now my farm has $____ left.)
- 1 teacher My Farm Money cup and 1 teacher Money Out cup
- Teacher play money (5 $10 bills and 7 $1 bills)
- 1 small empty milk carton or a picture card labeled Milk, and 1 small cup labeled Cartons

- 1 teacher sample recording sheet, enlarged or displayed (chart paper, document camera, or poster-sized copy), used to model the whole sheet from start to finish and left posted during the investigation
- Markers

My Farm Money Investigation (shared per small group of 3–4 students):

- 1 basket of farm products (plastic eggs, small bags or cups of dried corn, a small empty milk carton or a picture card labeled Milk)
- 1 basket of farm supplies (small bags or cups of dried beans labeled Feed, seed packets labeled Seeds, small cups labeled Cartons)
- 1 container of play money (at least 6 $10 bills and 9 $1 bills per student)

My Farm Money Investigation (per student):

- 1 small cup labeled My Farm Money
- 1 small cup labeled Money Out
- My Farm Money recording sheet, companion document (one per student).
- Supported My Farm Money recording sheet for differentiation, companion document if needed.
- Pencils

(Note: Every price stays within 100, and each product and its matching supply subtract without regrouping, so students can take away whole $10 and $1 bills. Students physically move and count the money for every step rather than working only on paper.)

Lesson Procedures

1. Connecting to What We Know
    a. Before the lesson, write the Farm Business Words chart, the price chart, and the Sentence Starters chart. Cover each Meaning entry on the Farm Business Words chart with a sticky note or paper strip so only the words show. Set up each group table with a basket of farm products, a basket of farm supplies, and a container of play money. Cover them or set them out of reach until section 7. Post the Farm Business Words chart, the price chart, and the sample recording sheet near the carpet. Keep the Sentence Starters chart covered or out of sight until the end of modeling. Set your teacher cups, teacher play money, the milk carton or Milk card, and the Cartons cup beside you.
    b. Gather students on the carpet where they can all see you.
    c. Explain to students: "In our last lesson, we became farm mechanics. We learned that farmers have to fix their own equipment to keep their farm running."
    d. Ask students the questions below. Call on two or three students for each one.
        - "What did you fix when you were a farm mechanic?"
        - "Grandpa told Kailey about many jobs farmers do. What is another job you remember?" (care for the land, care for animals, use technology, keep records, watch the weather)
    e. Explain to students: "Today we are going to learn about one more job. Farmers run their farm like a business. They sell things to earn money, and they spend money on what their farm needs."
2. Purposeful Return to the Text: Farm Business Words
    a. Hold up the physical copy of *Jobs Farmers Do*.
    b. Explain to students: "Today we are going back to a few pages in our book. Our purpose is to find words about how farmers run their farm like a business, and to figure out what those words mean."
    c. Point to the Farm Business Words chart.

d. Point to each word on the chart as you read it aloud: technology, income, expenses, markets.
e. Explain to students: "The meanings are hidden. Let's figure out what these words mean first. I will use the words around them and the photographs to help. Then we will uncover the chart to check our thinking."
f. Open to page 9 and read the words aloud.
g. Point to the picture of the farmer holding a drone.
h. Ask students:
    - "The words say farmers must keep up with the latest technology. Look at the photograph. What is the farmer holding?" (a drone)
    - "A drone is one kind of technology. Use the words and the photograph together. What do you think technology means?" (tools or machines that help people do their work)
i. Uncover the meaning of technology on the Farm Business Words chart. Read it aloud with students and connect it to students' answers.
j. Turn to page 10 and point to the picture of the farmer working at a laptop.
k. Read page 11 aloud.
l. Explain to students: "The words on this page give us a clue. They say farmers sell their bulls on the Internet. When a farmer sells something, the money the farm earns is called income. When a farmer buys something the farm needs, like feed or seeds, the money the farm spends is called expenses. When farmers check the markets, they look on the computer to see how much money people will pay for their crops and animals that day. The price can go up or down every day. Farmers check the markets so they know the best time to sell."
m. Ask students:
    - "What is the money a farmer earns called?" (income)
    - "What is the money a farmer spends called?" (expenses)
    - "Why do farmers check the markets?" (to see how much money people will pay that day and know the best time to sell)
n. Uncover the meanings of income, expenses, and markets on the Farm Business Words chart. Read the whole chart aloud with students.

(Note: If students ask about GPS, explain that GPS is a tool that tells exactly where something is, so a tractor can drive in straight rows. If students ask about records, explain that records are notes farmers keep about the money they earn and spend.)

3. Introducing My Farm Money
    a. Gather students on the carpet where everyone can see the price chart, the Farm Business Words chart, the sample recording sheet, and your teacher materials. Do not hand out any baskets, cups, or money yet.
    b. Ask students:
        - "Who remembers what income is?" (money a farmer earns)
        - "Who remembers what expenses are?" (money a farmer spends)
    c. Explain to students: "That's right! Farmers earn income when they sell things, and they have expenses when they buy things the farm needs. Today you are going to be a farmer and run your own farm business. You will earn and spend your own farm money!"
    d. Hold up one basket of farm products, one basket of farm supplies, and one container of play money so all students can see them. Do not pass them out.
    e. Explain to students:

- "This basket holds farm products. These are the things your farm will sell." (Point to the basket of farm products.)
- "This basket holds farm supplies. These are the things your farm will buy." (Point to the basket of farm supplies.)
- "This is our play money. You will count it out every time you sell or buy." (Point to the container of play money.)

f. Hold up one $10 bill and one $1 bill.
g. Explain to students: "Our play money has $10 bills and $1 bills. When I count money, I count the $10 bills first by tens. Then I count on the $1 bills by ones."
h. Hold up 2 $10 bills and 3 $1 bills. Ask students to count with you: "10, 20, 21, 22, 23. That is $23."
i. Hold up the My Farm Money cup and the Money Out cup.
j. Explain to students: "In a little while, every one of you will get your own two cups."
    - "Your My Farm Money cup is where you keep the income you earn when you sell." (Hold up the My Farm Money cup.)
    - "Your Money Out cup is where you put the money you spend on expenses." (Hold up the Money Out cup.)
k. Explain to students: "On a real farm, the money farmers earn and the money they spend are connected. Farmers use some of the money they earn to buy what their farm needs to keep going."
    - "Hens need feed so they can keep laying eggs, so egg farmers buy feed."
    - "Corn farmers buy seeds so they can plant and harvest more corn."
    - "Dairy farmers buy cartons to put their milk in. In our game, cartons are the supply that goes with milk."
l. Point to the price chart.
m. Explain to students: "This is our price chart. The top part shows our farm products and how much money our farm earns when we sell each one."
n. Point to each farm product and its price as you read the top of the chart aloud: "Eggs, $35. Corn, $48. Milk, $57."
o. Explain to students: "The bottom part shows our farm supplies and how much money our farm spends when we buy each one."
p. Point to each farm supply and its price as you read the bottom of the chart aloud: "Feed, $12. Seeds, $23. Cartons, $34."
q. Ask students the questions below to check that everyone can read the chart:
    - "How much money does a farm earn when it sells corn?" ($48)
    - "Which supply goes with corn?" (seeds)
    - "How much do seeds cost?" ($23)
r. Point to the sample recording sheet.
s. Explain to students: "Today you will write to teach someone about your farm business. Your writing will have four parts."
    - "First, you introduce your topic. That means you tell what you are writing about."
    - "Next, you give facts about what your farm sold and bought."
    - "Then, you write a definition that tells what a farm business word means."
    - "Last, you write a concluding sentence that wraps up your writing."
t. Explain to students: "You will also show your money math with an equation. Each question on the sheet tells you what your sentence should do. You answer each question with a complete sentence in your own words."

u. Place your My Farm Money cup, Money Out cup, teacher play money, the milk carton or Milk card, and the Cartons cup beside the sample recording sheet.
v. Explain to students: "Now I am going to run my farm business and fill out my sheet as I go, one part at a time. Watch closely, because you will do the same thing next."

4. Modeling: Money In
    a. Point to the name line on the sample recording sheet and write your name on it.
    b. Hold up the milk carton or Milk picture card.
    c. Think aloud: "My farm has dairy cows, so I will sell milk. Let me check the chart."
    d. Point to milk on the price chart.
    e. Ask students: "Who can tell me how much milk sells for?" ($57)
    f. Explain to students: "That's right. Milk sells for $57. That is 5 tens and 7 ones, so I count 5 $10 bills and 7 $1 bills into my My Farm Money cup."
    g. Count the $10 bills aloud by tens (10, 20, 30, 40, 50), then count on the $1 bills by ones (51, 52, 53, 54, 55, 56, 57), placing each bill into the My Farm Money cup.
    h. Explain to students: "That $57 is my income."
    i. Point to question 1 and read it aloud while pointing to each word: "What did your farm sell?"
    j. Think aloud: "What did my farm sell? I sold milk for $57. This first sentence introduces my topic, my farm business, so my reader knows what my writing is about. My sentence is: My farm sold milk for $57. I know how to spell my, sold, and for. Now I stretch farm."
        - "/f/ /ar/ /m/. The middle sound is /ar/."
        - "When a vowel is followed by r, the r changes the vowel's sound. A and r work together to say /ar/. So I write a, r for that sound."
        - "F, a, r, m. Farm."
    k. Explain to students: "O and r work together too. They say /or/, like in corn. Listen for /ar/ and /or/ when you write today."
    l. Think aloud: "Milk. /m/ /i/ /l/ /k/. I hear a short i. M, i, l, k."
    m. Think aloud: "When I write an amount of money, I write the dollar sign first, then the number." (Write My farm sold milk for $57. on the lines under question 1.) "Now I read my sentence. My farm sold milk for $57."

5. Modeling: Money Out
    a. Think aloud: "I sold milk. Now I need to buy a supply my farm needs."
    b. Ask students: "Who remembers which supply goes with milk?" (cartons)
    c. Hold up the Cartons cup.
    d. Explain to students: "That's right. Dairy farmers need cartons to put their milk in, so I will buy cartons. Let me check the chart."
    e. Point to cartons on the price chart.
    f. Ask students: "Who can tell me how much cartons cost?" ($34)
    g. Explain to students: "That's right. Cartons cost $34. That is 3 tens and 4 ones, so I move 3 $10 bills and 4 $1 bills from my My Farm Money cup to my Money Out cup."
    h. Take the bills out of the My Farm Money cup and place them in the Money Out cup, counting the $10 bills aloud by tens (10, 20, 30), then the $1 bills by ones (31, 32, 33, 34).
    i. Explain to students: "That $34 is my expense."

j. Point to question 2 and read it aloud while pointing to each word: "What did your farm buy?"
k. Think aloud: "What did my farm buy? I bought cartons for $34. That is a fact about my farm business. My sentence is: I spent $34 on cartons. Now I stretch spent."
    - "/s/ /p/ /e/ /n/ /t/. I hear a short e. S, p, e, n, t."
l. Think aloud: "Cartons is a long word. When I spell a long word, I break it into syllables, or word parts, and spell one part at a time. Car, tons. Cartons has two syllables."
    - "Car. /k/ /ar/. I hear /ar/, so a and r work together, just like in farm. C, a, r."
    - "Tons. /t/ /o/ /n/ /z/. T, o, n, s. The s at the end sounds like /z/, just like in eggs."
m. Think aloud: "Now I write my whole sentence. I write the dollar sign first, then the number." (Write I spent $34 on cartons. on the lines under question 2.) "Now I read my sentence. I spent $34 on cartons."

6. Modeling: A Definition, My Math, and My Conclusion
    a. Point to question 3 and read it aloud while pointing to each word: "What does that word mean? Pick income or expenses."
    b. Think aloud: "My reader might not know what income means. I earned income when I sold my milk, so I will define income. I can look at our Farm Business Words chart for help."
    c. Point to income on the Farm Business Words chart.
    d. Ask students: "Who can tell me what our chart says income means?" (money a farmer earns)
    e. Think aloud: "My definition sentence tells the word, then what it means. Income is money a farmer earns. I copy the meaning from our chart." (Write Income is money a farmer earns. on the lines under question 3.) "Now I read my sentence. Income is money a farmer earns."
    f. Point to question 4 and read it aloud while pointing to each word: "How much money is left? Show your math."
    g. Think aloud: "I earned $57. I spent $34. To find what is left, I start with $57 and take away $34."
        - "I write $57 in the first blank, because that is how much I started with." (Write $57.)
        - "I write $34 in the second blank, after the take away sign, because that is how much I spent." (Write $34.)
        - "I took away 3 $10 bills, so 5 tens take away 3 tens leaves 2 tens. I took away 4 $1 bills, so 7 ones take away 4 ones leaves 3 ones."
        - "Now I count the money still in my My Farm Money cup to check." (Count the bills aloud: 10, 20, 21, 22, 23.)
        - "I have $23 left. $57 take away $34 is $23, so I write $23 in the last blank." (Write $23.)
    h. Point to question 5 and read it aloud while pointing to each word: "How did your farm business turn out?"
    i. Think aloud: "My last sentence is my concluding sentence. It wraps up my writing by telling how my farm business turned out. I have $23 left. My sentence is: Now my farm has $23 left! I know now, my, and has. I spelled farm with a and r already. Now I stretch left."
        - "/l/ /e/ /f/ /t/. I hear a short e. L, e, f, t."

j. Think aloud: "I am happy my farm still has money, so I end with an exclamation point." (Write Now my farm has $23 left! on the lines under question 5.) "Now I read my sentence. Now my farm has $23 left!"
k. Point to the sketch space and draw a milk carton and a cup of cartons while students watch.
l. Read the whole sheet aloud, pointing to each word as you read: "My farm sold milk for $57. I spent $34 on cartons. Income is money a farmer earns. $57 take away $34 is $23. Now my farm has $23 left!"
m. Point to the checklist. Read each line aloud and check each box on the sample sheet as you answer:
    - "I introduced my topic. Yes, My farm sold milk for $57." (Check the box.)
    - "I told facts about what my farm sold and bought. Yes, milk for $57 and cartons for $34." (Check the box.)
    - "I defined a farm business word. Yes, I told what income means." (Check the box.)
    - "I showed my math with an equation. Yes, $57 take away $34 is $23." (Check the box.)
    - "I wrote a concluding sentence. Yes, Now my farm has $23 left!" (Check the box.)
n. Uncover or post the Sentence Starters chart.
o. Explain to students: "If you get stuck starting a sentence, you can look at this chart. Each sentence starter matches one of the questions. Try writing your own sentence first. Use the chart only if you need help getting started."
p. Explain to students: "Now it is your turn. Here is what you will do."
    - "Choose one farm product from your basket and find its price on the chart."
    - "Count that many dollars into your My Farm Money cup, $10 bills first, then $1 bills. Then answer question 1."
    - "Find the supply that goes with your product and its price on the chart."
    - "Move that many dollars into your Money Out cup, then answer question 2."
    - "Pick income or expenses and write what it means for question 3. Use the Farm Business Words chart for help."
    - "Count the money left in your My Farm Money cup and write your equation for question 4."
    - "Write your concluding sentence for question 5, sketch your farm business, and check your work with the checklist."
    - "When you spell a word, say it slowly. Break long words into syllables, and listen for /ar/ and /or/."
q. Ask one student to repeat the first step back to you before anyone moves to a table.

7. My Farm Money Investigation
    a. Divide students into groups of 3–4 and send each group to a table.
    b. Uncover the basket of farm products, the basket of farm supplies, and the container of play money in the center of each table.
    c. Hand each student a My Farm Money cup, a Money Out cup, a recording sheet, and a pencil.
    d. Explain to students: "Your cups belong just to you. Keep them in front of you, not in the middle of the table."

e. Students work through their recording sheet in order, moving and counting money for every step.
f. Circulate and support:
    - Prompt for selling: "What did you choose to sell? Find it on the chart. How many tens and how many ones do you count into your cup?"
    - Prompt for buying: "What does your farm need to keep going? Find it on the chart. How many tens and ones move to your Money Out cup?"
    - Prompt for getting started: "Read the question again. How would you answer it if you were telling me? Say it out loud, then write it."
    - Prompt for the definition: "Which word did you pick? Find it on our Farm Business Words chart. What does the chart say it means?"
    - Prompt for math: "How much did you start with? How much did you take away? Count the tens and ones still in your My Farm Money cup. Did you write the dollar sign?"
    - Prompt for spelling: "Say that word slowly. Is it a long word? Break it into syllables and spell one part at a time. Do you hear /ar/ or /or/? Which letters make that sound?"
g. When students finish, have them read their writing aloud to a neighbor or to you.
h. If time allows, have students return their product, supply, and money, choose a new product, and run their farm business again with their cups, telling a partner their money problem out loud.
   (Note: Accept phonetic spellings for longer words, such as cartuns for cartons. For students who need more support, point them to the Sentence Starters chart, provide a copy of the recording sheet with the sentence starters printed under each question, or have them line up their $10 bills in one row and their $1 bills in another before counting. For students ready for more, challenge them to also pay $11 for fuel for the tractor and write a second equation to find how much their farm has left.)

8. Closing Discussion and Kansas Connection
    a. Have students bring their completed recording sheets to the carpet.
    b. Invite three or four students to read their writing aloud, one at a time.
    c. After each student reads, ask:
        - "Show us your equation. How much did your farm start with, spend, and have left?"
        - "Which farm business word did you define? What does it mean?"
        - "Read us your concluding sentence. How does it wrap up your writing?"
    d. Point to the Farm Business Words chart.
    e. Ask students: "Which farm business word did you use today when you sold something? Which word did you use when you bought something?" (income, expenses)
    f. Kansas Connection. Explain to students: "Kansas farmers and ranchers sell what they grow and raise in many places. Wheat and corn farmers sell their grain at the grain elevator. Ranchers sell cattle at the sale barn. Some farmers sell eggs, vegetables, and honey at a farmers market. Our book even told us some farmers sell their bulls on the Internet. Then farmers use some of that income to buy what their farm needs, just like you did today."

g. Ask students:
    - "Whether farms are just down the road from you or something you have only seen in pictures, where have you seen food from a farm being sold?"
    - "What is one thing you could tell your family tonight about how farmers earn and spend money?"

Assessment: Teacher observation during the return to the text, the modeling, and the investigation provides ongoing evidence of student understanding. Watch for whether students use the words around technology, income, expenses, and markets to figure out what each word means before the chart is uncovered. During the investigation, note whether students count $10 and $1 bills correctly and model the take-away problem with play money. The completed recording sheet is the primary artifact. It shows whether students recalled their experience and used the Farm Business Words chart to answer each question. It also shows whether they wrote complete sentences that introduce a topic, give facts, define a farm business word, and conclude. Check whether their equation matches their money and uses the $ symbol. Note whether students spelled words by syllables and used ar and or correctly in words such as farm, cartons, and corn. Note which students needed the Sentence Starters chart. During the closing, note whether students can name a place where farmers sell what they produce.

Supplemental Activities: Display the completed recording sheets under a title such as "Farmers in Business!" next to the Farm Business Words chart, and keep adding new farm business words throughout the unit. For an extension, set up a classroom farm stand where students take turns being the farmer and the customer, buying and selling products from the price chart and telling the money problem out loud after each sale.

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Farm Business Words

Words	Meaning
technology	tools or machines that help people do their work
income	money a farmer earns
expenses	money a farmer spends
markets	how much money people will pay for crops and animals each day

Basket Item Labels

Milk



Feed



Seeds



Cartons



Student Cup Labels

My Farm Money

Money Out

My Farm Money

Money Out

Name:_____

My Farm Money Recording Sheet

1. What did your farm sell?

2. What did your farm buy?

3. What does that word mean? Pick income or expenses.

4. How much money is left? Show your math.

_____ − _____ = _____

5. How did your farm business turn out?

Name:_____

My Farm Money Recording Sheet

6. Draw your farm business below.

- ☐ I introduced my topic.
- ☐ I told facts about what my farm bought and sold.
- ☐ I defined a farm business word.
- ☐ I showed my math with an equation.
- ☐ I wrote a concluding sentence.

Name:_____

My Farm Money Recording Sheet

1. What did your farm sell?

My farm sold _____ for $ _____.

2. What did your farm buy?

My farm bought _____ for $ _____.

3. What does that word mean? Pick income or expenses.

_____ is money a farmer _____.

4. How much money is left? Show your math.

_____ − _____ = _____

5. How did your farm business turn out?

Now my farm has $ _____ left.

Supported version.

Name:_____

My Farm Money Recording Sheet

5. Draw your farm business below.

- ☐ I introduced my topic.
- ☐ I told facts about what my farm bought and sold.
- ☐ I defined a farm business word.
- ☐ I showed my math with an equation.
- ☐ I wrote a concluding sentence.

Supported version.

Play Money - Ten Dollars

$10	$10
$10	$10
$10	$10
$10	$10

Each student needs at least 6 ten dollar bills and 9 one dollar bills. The teacher needs 5 tens and 7 ones for the demonstration. A class of 24 needs roughly 150 tens and 225 ones.

Play Money - One Dollar



Each student needs at least 6 ten dollar bills and 9 one dollar bills. The teacher needs 5 tens and 7 ones for the demonstration. A class of 24 needs roughly 150 tens and 225 ones.