

STUDENT FIRST & LAST NAME: _____

SCHOOL: _____ GRADE: _____ ID# / LUNCH# _____

Christina School District Assignment Board

Grade Level: 3

Week 10 (6.8.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Authors compare and contrast details to help the reader better understand the text. Read <i>Every Hour Counts</i> . What did you learn?	Read <i>Every Hour Counts</i> again to increase fluency. Answer questions 1-5.	Read <i>Every Hour Counts</i> again to increase fluency. Answer the vocabulary questions, 1-7.	Read the Word Study sheet. Use the words to write your own sentences.	Adjectives are words that add information and detail to nouns and pronouns. Circle the adjectives you find in <i>Every Hour Counts</i> .
Math	Pizza Problems <i>Please complete the attached activity titled Pizza Problems</i>	Fraction Action <i>Please complete the attached activity titled Fraction Action</i>	Quadrilaterals & Fractions Pages 1 & 2 <i>Please complete the attached activity titled Quadrilaterals & Fractions pages 1 and 2.</i>	Comparing Fractions on a Number Line <i>Please complete the attached activity titled Comparing Fractions on a Number Line</i>	Lemonade & Bracelets <i>Please complete the attached activity titled Lemonade & Bracelets</i>
Science	Russian Test Shows That Foxes Can Be Just as Friendly as Pet Dogs (part 1): Read the article. Highlight or underline any parts you think are important for understanding.	Russian Test Shows That Foxes Can Be Just as Friendly as Pet Dogs (part 2): Reread the article for fluency. Read the following claim: Friendly foxes have different genes compared to unfriendly foxes. Write your best answer to the following: What evidence from the article supports this claim? Think about what you read about foxes and their	Russian Test Shows That Foxes Can Be Just as Friendly as Pet Dogs (part 3): Reread the article for fluency. Write your best answers to the following: a) What is the MAIN idea of the article? b) Read the paragraph from the section "Curly Tails and Floppy Ears" that starts with "Scientists found...". What is the focus of this paragraph? c) What is the author's	French Bulldog's Cutest Feature Causes Health Problems (part 1): Read the article. Highlight or underline any parts you think are important for understanding.	French Bulldog's Cutest Feature Causes Health Problems (part 2): Reread the article for fluency. Write a claim that answers the following: Why might French bulldogs have different health issues than other dogs? Remember to state your answer as a claim. Support your claim with

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		genes, then explain how the evidence from the article supports the claim.	purpose for writing the article? d) What is the author’s MAIN purpose for including the section “When Did Dogs First Become Friendly”?		evidence from the article. Think about French bulldogs, then explain why the evidence from the text supports your claim.
Social Studies	Complete Activity 1 from the document titled, “Money! & It’s Characteristics”	Complete Activity 2 from the document titled, “Money! & It’s Characteristics”	Complete Activity 3 from the document titled, “Money! & It’s Characteristics”	Complete Activity 4 from the document titled, “Money! & It’s Characteristics”	Complete Activity 5 from the document titled, “Money! & It’s Characteristics”

Every Hour Counts

Do you ever stay up late to play video games or watch TV? If so, you may want to think twice the next time. Experts say even one extra hour of sleep a night counts. A recent study showed that extra sleep can help kids perform better in school.

For two nights, a group of kids who took part in the study went to bed at their usual bedtime. Afterward, they were given tests for memory and attention span. Both of those things are important for learning in school.

On the third night, some kids went to bed one hour earlier than usual. Others went to bed one hour later. The next day, experts tested the kids again.

Here is what the experts found: The kids who slept an extra hour improved their test scores. Some kids did better by as much as two grade levels! The kids who lost an hour of sleep did not improve their scores.



U.S. Department of Health and Human Services

A recent study showed that extra sleep can help kids perform better in school.

You Snooze, You Lose

Most third graders need at least nine hours of sleep each night, say experts. However, studies show that many kids are not sleeping enough. That can make it hard for kids to pay attention in school.

Going to bed early is not easy, experts agree. But it's worth it! One extra hour of sleep may mean the difference between doing well and falling asleep in class.

Get Your Zzzzs!

Here are some tips to help you get a good night's sleep:

Do

relax with quiet time before going to sleep.

go to bed at the same time each night.

Don't

eat a big meal or exercise right before bed.

drink soda pop with caffeine in the evening.

Name: _____ **Date:** _____

1. Kids who get an extra hour of sleep have better memory skills, while kids who get less sleep

- A. are better readers in all their classes.
- B. come late to school constantly.
- C. are grumpy during the day at school.
- D. may have a hard time paying attention in school.

2. _____ is a result of losing an hour of sleep while _____ is a result of sleeping an extra hour.

- A. Doing well in math / doing well in reading
- B. Better memory / a poor test score
- C. A poor test score / an improved test score
- D. Gaining weight / losing weight

3. The following sentence is an opinion:

- A. it is hard to get extra sleep.
- B. studies show that extra sleep helps students.
- C. students that get extra sleep do better on tests.
- D. extra sleep increases attention span.

4. Kids who sleep better might go to bed the same time each night, while kids who have sleeping problems might

- A. eat a small meal before bedtime.
- B. relax before bedtime.
- C. drink soda in the evening.
- D. exercise in the morning.

5. Why might it be hard for some kids to get extra sleep? What can they do to sleep better?

Name: _____ Date: _____

1. What is a meaning of the word **perform**?

- A. to make
- B. to act
- C. to find

2. What is another meaning of the word **perform**?

- A. make reference to
- B. to do something
- C. produce laughter

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Everyone wanted to see her _____.

- A. performances
- B. performance
- C. performed
- D. performing
- E. performs
- F. perform
- G. performers

4. Props are things the actors need on the stage during the _____ of the play.

- A. performances
- B. performance
- C. performed
- D. performing
- E. performs
- F. perform
- G. performers

5. Some kids also _____ dance and music of their homelands.

- A. performances
- B. performance
- C. performed
- D. performing
- E. performs
- F. perform
- G. performers

6. By the time she reached high school she was _____ in front of audiences.

- A. performances
- B. performance
- C. performed
- D. performing
- E. performs
- F. perform
- G. performers

7. Each group of dancers _____ a warrior dance.

- A. performances
- B. performance
- C. performed
- D. performing
- E. performs
- F. perform
- G. performers

Word Study Warm Up (1-2 minutes)

The unstressed /ə/ at the beginning of a word is often spelled *a*. The unstressed /be/ sound at the beginning of a word is often spelled *be*.

below	about	belong
around	again	alone
because	above	between

Fluency sentences (1-2 minutes)

1. Florida is below Georgia on a map.
2. What is that story about?
3. Those books belong to me.
4. Take a walk around the block.
5. Let's try singing that song again.
6. I don't like to eat alone.
7. It's dark because the light broke.
8. I have a scar above my knee.
9. I sat between my two friends.

NAME _____

DATE _____



Pizza Problems

1 You can use some of your leftover paper pizzas to help you solve these problems or you can draw your own circles.

a Jim and Emma were eating pizza for lunch. Jim ate $\frac{2}{6}$ of the pizza. Emma ate $\frac{3}{6}$ of the pizza. How much pizza did they eat in all? Use labeled sketches, numbers, or words to explain how you got the answer.

b Rosa and Carmen made two mini-pizzas for lunch. They cut both pizzas into fourths. Rosa ate $\frac{3}{4}$ of a pizza. Carmen ate $\frac{3}{4}$ of a pizza. How much pizza did they eat in all? Use labeled sketches, numbers, or words to explain how you got the answer.

c **CHALLENGE** Carl and his brother Noel ordered a pizza. Carl ate $\frac{1}{4}$ of the pizza. Noel ate $\frac{2}{4}$ of the pizza. How much of the pizza did they eat in all? Use labeled sketches, numbers, or words to explain how you got the answer.

2 Write each of these fractions where they belong on the number line: $1, \frac{2}{3}, \frac{3}{4}, \frac{1}{3}, \frac{5}{6}, \frac{3}{3}, 1\frac{1}{2}$.



NAME _____

DATE _____

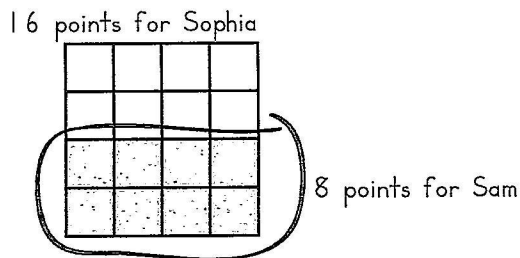


Fraction Action

Solve each story problem below. Use the example to see how to show your work.

ex Sam and Sophia are playing basketball. Sophia has scored 16 points. Sam has scored half as many points as Sophia.

a Make a labeled sketch to show how many points Sam has scored.



b How many points has Sam scored? Sam scored 8 points.

1 Sam and Sophia play basketball again. This time, Sophia scored 12 points and Sam scored one-third as many points as Sophia.

a Make a labeled sketch to show how many points Sam scored.

b How many points did Sam score?

2 On another day, Sam and Sophia play soccer. Sam scored 8 points. Sophia scored one-fourth as many points as Sam.

a Make a labeled sketch to show how many points Sophia scored.

b How many points did Sophia score?

3 Solve the following problems:

$$(5 \times 10) \times 2 = \underline{\hspace{2cm}} \quad (2 \times 5) \times 10 = \underline{\hspace{2cm}} \quad 3 \times (6 \times 10) = \underline{\hspace{2cm}} \quad 6 \times (3 \times 10) = \underline{\hspace{2cm}}$$

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Quadrilaterals & Fractions page 1 of 2

1 Fill in the bubble to show the answer. Then write an explanation.

a This shape is a:



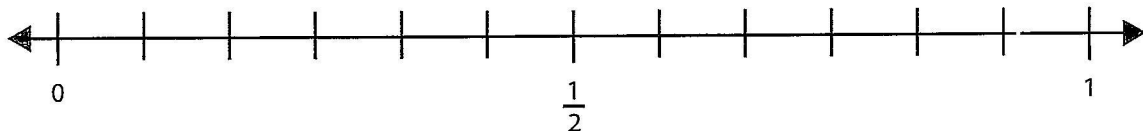
☐ trapezoid ☐ square ☐ parallelogram ☐ rectangle

b Explain why:

c How do you know that the shape in the problem above is *not* a rectangle? Use labeled sketches, numbers or words to explain.

2 a Write these fractions where they belong on the number line below:

$\frac{4}{6}$ $\frac{2}{6}$ $\frac{6}{6}$ $\frac{3}{6}$ $\frac{1}{3}$ $\frac{2}{3}$

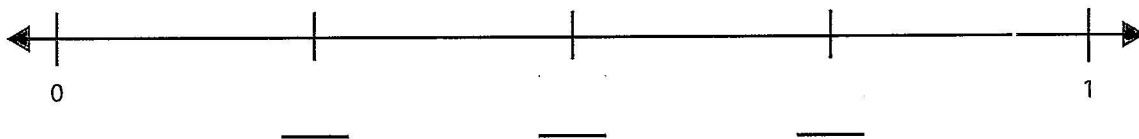


b Name two pairs of equivalent fractions from the number line above.

_____ = _____ and _____ = _____

c What fraction is equivalent to 1 on the number line above? _____ = 1

3 a Write in fractions on the number line below:



b Name two equivalent fractions from the number line above.

_____ = _____

c **CHALLENGE** Write in a fraction for 1 on the number line for problem 3a.

(continued on next page)

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Quadrilaterals & Fractions page 2 of 2

- 4** Jenny worked on her homework from 6:15 until 7:15 last night. Spelling took $\frac{1}{6}$ of the time; math took $\frac{1}{3}$ of the time and reading took $\frac{1}{2}$ of the time.

a Jenny spent _____ minutes on spelling.

b Jenny spent _____ minutes on math.

c Jenny spent _____ minutes on reading.

- 5** **CHALLENGE** The students at Shady Cove School voted for a school mascot. Half the votes went to the Pilots and Mariners, with the Mariners getting 30 more votes than the Pilots. The Eagles got 60 votes and the Dolphins got twice as many votes as the Eagles.

a What is the new mascot of Shady Cove School? How do you know?

b How many students voted? Show your work.

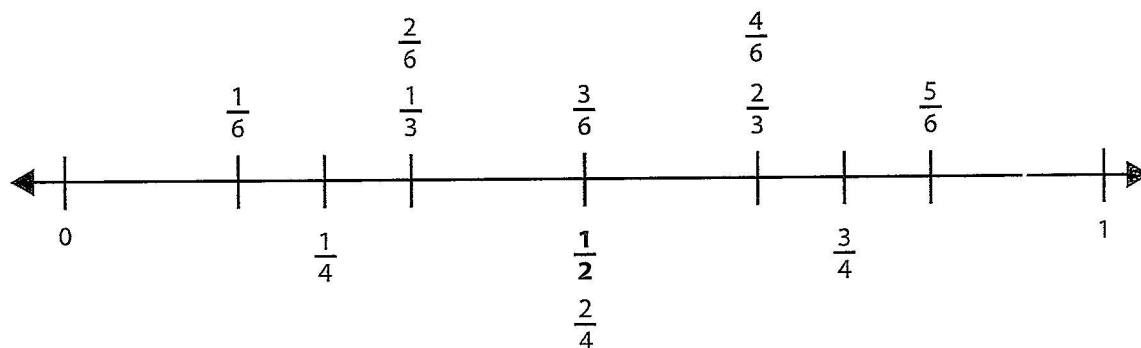
NAME _____

DATE _____



Comparing Fractions on a Number Line

When you are comparing fractions, it can help to think about how close those fractions are to landmarks like one whole and one-half. Use the number line to help complete the problems below.



1 Complete the table.

Circle the fraction that is greater than $\frac{1}{2}$.	Write an expression showing which fraction is greater.
ex $\left(\frac{4}{6}\right)$ $\frac{1}{4}$	$\frac{4}{6} > \frac{1}{4}$
a $\frac{2}{6}$ $\frac{2}{3}$	
b $\frac{3}{4}$ $\frac{1}{4}$	

2 Complete the table.

Circle the fraction that is closest to 1.	Write an expression showing which fraction is greater.
a $\frac{3}{4}$ $\frac{2}{4}$	
b $\frac{2}{6}$ $\frac{2}{3}$	
c $\frac{3}{4}$ $\frac{3}{6}$	

NAME _____

DATE _____



Lemonade & Bracelets

- 1 Philipe is making lemonade with his dad to serve at their party. Their recipe makes 6 glasses of lemonade. The recipe calls for 4 lemons, 1 cup of sugar, and 6 cups of water.
- a If they want to make enough lemonade for 30 people to drink a glass, how many lemons will they need to buy?

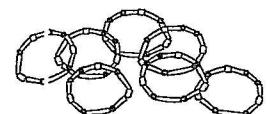
- b Use words, numbers, or pictures to explain how you know your answer above makes sense.



- 2 Lisa is making bracelets for four of her friends. She needs 18 beads for each bracelet.
- a How many beads does she need in all?

- b Use words, numbers, or pictures to explain how you know your answer above makes sense.

- c **CHALLENGE** If each bead costs 15¢, how much would it cost for Lisa to buy all those beads? Show your work.



Russian test shows that foxes can be just as friendly as pet dogs

By PBS NewsHour, adapted by Newsela staff on 04.05.17

Word Count **420**

Level **590L**



A fox is pictured sleeping. Photo by: Peter Trimming/Wikimedia Commons

No matter what, foxes may always be wild. Even if it is just a little bit.

These fluffy animals are shown as clever and smart.

They are also shown as untamable. Foxes would make bad pets.

At least, that is what people thought. Then a scientist changed everything. The scientist's test started 60 years ago.

His name was Dmitry Belyaev. He was studying genetics in Siberia, which is an area of Russia.

When Did Dogs First Become Friendly?

Genetics is the study of genes. All living things have genes. Genes decide features, like eye color.

Belyaev wanted to know how dogs first became friendly toward people. So, Belyaev and other scientists decided to study foxes.

They picked foxes because they are almost the same as dogs in many ways.

Belyaev's team knew wild foxes could be friendly. They thought it happened over time. They guessed that parents passed this feature to their children.

So, the scientists raised foxes that were not friendly to people. This showed a fox's features could be tied to genetics.

Foxes That Behave Like Pet Dogs

Today, there is a large, growing group of domesticated foxes.

These foxes are not afraid of people. They even want to be near people, just like a pet dog.

The most friendly foxes are called "elite." As the elite foxes grew up, they had babies of their own.

Then, these foxes grew up and had babies. This continued on and on.

Each time new baby foxes were born, more of them were elite.

Curly Tails And Floppy Ears

Scientists found that the friendly foxes look different than wild foxes. The friendly foxes have spots in their fur. They also have curled tails. Their ears are floppy for longer when they are babies.

And, just one gene does not cause foxes to be friendly. If the friendly and not friendly foxes have babies, there are many new features.

Five of these friendly foxes live at an education center near San Diego. There, people can see them up close.

Watch Your Coffee Around Boris

There is a fox there named Boris. Boris acts just like dogs do toward people.

"He wants to be scratched and if you don't scratch him, he'll make you," said David Bassett. He is president of the center.

Many states don't even allow foxes to be pets.

Even if they are friendly, they are sneaky, said Amy Bassett. She started the center.

If she is not looking, Boris will pee in her coffee cup.

French bulldog's cutest feature causes health problems

By Agence France-Presse, adapted by Newsela staff on 05.16.18

Word Count **425**

Level **550L**



Image 1. French bulldogs are cute, but they can have health problems. Their flat faces make it hard for them to breathe sometimes. Photo by Getty

The French bulldog is a very popular dog. People love its flat face and bulging eyes. They think it's cute. As the dogs become more popular, researchers worry about the dogs' health.

The increase in French bulldog puppies in Britain is amazing. In 2010, around 2,000 puppies were born. Six years later, nearly 15,000 were born. It looks like the trend will continue.

Everyone Wants A Frenchie

French bulldogs are also known as "Frenchies." People predict they will become the most popular dog in Britain "soon."

Dan O'Neill worked on the study. He worries about the increased demand for French bulldogs. He worries about the dogs' health.

People often want these dogs because of the way they look. Buyers want the flat face, bulging eyes and folds in the skin. These same traits can lead to health problems. Frenchies often get eye infections. They have skin problems. Many experience breathing problems.

The big demand means more breeders raising Frenchies. Some do not think about the dogs' health. Healthy parents make for healthy puppies. Unhealthy parents pass problems to their puppies.

"Oh, It's So Cute"

O'Neill says there are lots of Frenchie pictures online. Everyone thinks "Oh, it's so cute." Then they want a Frenchie, too.



For many years, people have raised dogs for certain traits. They might want a gentle personality. Or maybe a good nose for hunting. Valued traits might be good eyes or speed.

People who raise Frenchies look for certain traits. They especially look for the flat face. Each generation of Frenchies seems to have more health issues. Puppies end up with the health problems, too.

Check The Vet Information

O'Neill and his team studied this problem. They looked at vet information on over 2,000 French bulldogs.

They found the breed had many health problems. Often the dogs had ear or eye infections. Many had breathing problems. Skin problems were also common.

The real situation may be even worse, said O'Neill. Many people do not understand their dogs' health problems.

The flat face makes it hard for the dog to breathe. Its air passage is not fully open. This can cause anything from snoring to death. O'Neill found that most owners did not understand their pet's problem.

Healthy Puppies Come From Healthy Parents

The team said they hope their work will help the situation. They hope breeders will look for healthy parents. Healthy parents will give birth to healthy puppies. That would be good news for French bulldogs.

Money! & it's Characteristics

Standard Benchmark	Economic Standard 2a: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.
Grade Band	K-3 for Grades 2-3
Vocabulary/ Key Concepts	<p>Money: anything widely accepted in exchange for goods and services.</p> <p>Characteristics of Money: acceptable, divisible, durable, uniform, scarce, portable</p>

What is money? Money is anything that is widely accepted in exchange for goods and services. Throughout history many goods such as beads, shells, nails, and cocoa beans have been used as money. Some worked better than others. What makes something useful as money?

Activity 1: Answer the questions with the information from the video or from the transcript of the video (found at the end of this document).

Watch the video, "What Makes Something Useful as Money?"

<https://www.stlouisfed.org/education/exploring-economics-video-series/episode-3-what-makes-something-useful-as-money> *(Transcript is at the end of this document)*

1. Why couldn't Tyrone use his shells to buy a new bike, video game, or chocolate candy bar? _____

2. Name at least two characteristics of money. _____



3. You rake leaves for your grandmother. She wants to pay you with dried fish. Would you accept dried fish? _____

Explain your answer. _____

Activity 2

Match each characteristic of money with the correct definition.

___ 1. Portable

A. There is a limited amount available.

___ 2. Durable

B. Easy to carry around, not too heavy, not too big

___ 3. Acceptable

___ 4. Divisible

C. The same size and shape.

___ 5. Uniform

D. People will take it in payment for things you want.

___ 6. Scarce

E. Easily divided into smaller amounts

F. Can last a long time and stay in good condition



Activity 3:



Playing Cards



Rai Stones



Fur Pelts



Cattle

Playing cards, Rai stones, fur pelts, and cattle have been used as money in the past. Pick one. Circle the picture. Does it meet the characteristics that make something useful as money? Place a check mark next to each characteristic that would make your choice a useful form of money.

_____ scarce

_____ durable

_____ acceptable

_____ uniform

_____ portable

_____ divisible



Activity 4:

Draw a picture of your own money! What will you include? Look at the characteristics listed in Activity 2 or Activity 3. Make sure your money meets the 6 characteristics that make something useful as money. When you are done, share your image with someone and explain how your money meets the 6 characteristics of money.



Activity 5

Challenge Question

In 2008 people in Argentina could not find enough coins to pay for goods and services like a bus ticket or to make change. They began using candy as money.



Is candy a useful form of money? _____ Explain your answer using what you have learned about the characteristics of money.

Transcript from: <https://www.stlouisfed.org/education/economic-lowdown-podcast-series/episode-9-functions-of-money>

Today I'm talking about money.

Money is something that people use every day. We earn it and spend it but don't often think much about it. Economists define money as any good that is widely accepted as final payment for goods and services. Money has taken different forms through the ages; examples include cowry shells in Africa, large stone wheels on the Pacific island of Yap, and strings of beads called wampum used by



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Native Americans and early American settlers. What do these forms of money have in common? They share the three functions of money:

- First: Money is a store of value. If I work today and earn 25 dollars, I can hold on to the money before I spend it because it will hold its value until tomorrow, next week, or even next year. In fact, holding money is a more effective way of storing value than holding other items of value such as corn, which might rot. Although it is an efficient store of value, money is not a perfect store of value. Inflation slowly erodes the purchasing power of money over time.
- Second: Money is a unit of account. You can think of money as a yardstick-the device we use to measure value in economic transactions. If you are shopping for a new computer, the price could be quoted in terms of t-shirts, bicycles, or corn. So, for instance, your new computer might cost you 100 to 150 bushels of corn at today's prices, but you would find it most helpful if the price were set in terms of money because it is a common measure of value across the economy.
- Third: Money is a medium of exchange. This means that money is widely accepted as a method of payment. When I go to the grocery store, I am confident that the cashier will accept my payment of money. In fact, U.S. paper money carries this statement: "This note is legal tender for all debts, public and private." This means that the U.S. government protects my right to pay with U.S. dollars.

In order to appreciate the conveniences that money brings to an economy, think about life without it. Imagine I am a musician-a bassoonist in an orchestra-who has a car that needs to be repaired. In a world without money, I would need to barter for car repair. In fact, I would need to find a coincidence of wants-the unlikely case that two people each have something that the other wants at the right time and place to make an exchange. In other words, I would need to find a mechanic who would be willing to exchange car repairs for a private bassoon concert by 9 AM tomorrow so I can drive to my next orchestra rehearsal. In an economy where people have very specialized skills, this kind of exchange would take an incredible amount of time and effort; in fact, it might be nearly impossible. Money reduces the cost of this transaction because, while it might be very difficult to find a mechanic who would exchange car repairs for bassoon concerts, it is not hard to find one who would exchange car repairs for money. In fact, without money, every transaction would require me to find producers who would exchange their goods and services for bassoon performances. In a money-based economy, I can sell my services as a bassoon player in an orchestra to those who are willing to pay for orchestra concerts with money. Then, I can take the money I earn and pay for a variety of goods and services.

Economists say that the invention of money belongs in the same category as the great inventions of ancient times, such as the wheel and the inclined plane, but how did money develop? Early forms of money were often commodity money-money that had value because it was made of a substance that had value. Examples of commodity money are gold and silver coins. Gold coins were valuable because they could be used in exchange for other goods or services, but also because the gold itself was valued and had other uses. Commodity money gave way to the next stage-representative money.



Representative money is a certificate or token that can be exchanged for the underlying commodity. For example, instead of carrying the gold commodity money with you, the gold might have been kept in a bank vault and you might carry a paper certificate that represents-or was "backed"-by the gold in the vault. It was understood that the certificate could be redeemed for gold at any time. Also, the certificate was easier and safer to carry than the actual gold. Over time people grew to trust the paper certificates as much as the gold. Representative money led to the use of fiat money-the type used in modern economies today.

Fiat money is money that does not have intrinsic value and does not represent an asset in a vault somewhere. Its value comes from being declared "legal tender"-an acceptable form of payment-by the government of the issuing country. In this case, we accept the value of the money because the government says it has value and other people value it enough to accept it as payment. For example, I accept U.S. dollars as income because I'm confident I will be able to exchange the dollars for goods and services at local stores. Because I know others will accept it, I am comfortable accepting it. U.S. currency is fiat money. It is not a commodity with its own great value and it does not represent gold-or any other valuable commodity-held in a vault somewhere. It is valued because it is legal tender and people have faith in its use as money. There have been many forms of money in history, but some forms have worked better than others because they have characteristics that make them more useful. The characteristics of money are durability, portability, divisibility, uniformity, limited supply, and acceptability. Let's compare two examples of possible forms of money:

- A cow. Cattle have been used as money at different points in history.
- A stack of U.S. 20-dollar bills equal to the value of one cow.

Let's run down our list of characteristics to see how they stack up.

1. **Durability.** A cow is fairly durable, but a long trip to market runs the risk of sickness or death for the cow and can severely reduce its value. Twenty-dollar bills are fairly durable and can be easily replaced if they become worn. Even better, a long trip to market does not threaten the health or value of the bill.
2. **Portability.** While the cow is difficult to transport to the store, the currency can be easily put in my pocket.
3. **Divisibility.** A 20-dollar bill can be exchanged for other denominations, say a 10, a 5, four 1s, and 4 quarters. A cow, on the other hand, is not very divisible.
4. **Uniformity.** Cows come in many sizes and shapes and each has a different value; cows are not a very uniform form of money. Twenty-dollar bills are all the same size and shape and value; they are very uniform.
5. **Limited supply.** In order to maintain its value, money must have a limited supply. While the supply of cows is fairly limited, if they were used as money, you can bet ranchers would do their best to increase the supply of cows, which would decrease their value. The supply, and therefore the value, of 20-dollar bills—and money in general—are regulated by the Federal Reserve so that the money retains its value over time.



6. Acceptability. Even though cows have intrinsic value, some people may not accept cattle as money. In contrast, people are more than willing to accept 20-dollar bills. In fact, the U.S. government protects your right to use U.S. currency to pay your bills.

Well, it seems "udderly" clear at this point that—based on the characteristics of money—U.S. 20-dollar bills are a much better form of money than cattle.

To summarize, money has taken many forms through the ages, but money consistently has three functions: store of value, unit of account, and medium of exchange. Modern economies use fiat money—money that is neither a commodity nor represented or "backed" by a commodity. Even forms of money that share these function may be more or less useful based on the characteristics of money.

