

FIRST GRADE

MATH



COINS & MONEY

**KEEP SCROLLING TO
TAKE A LOOK INSIDE
THIS RESOURCE!**

Why?

Lucky to Learn

MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

Is your current math curriculum dull and lifeless?

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

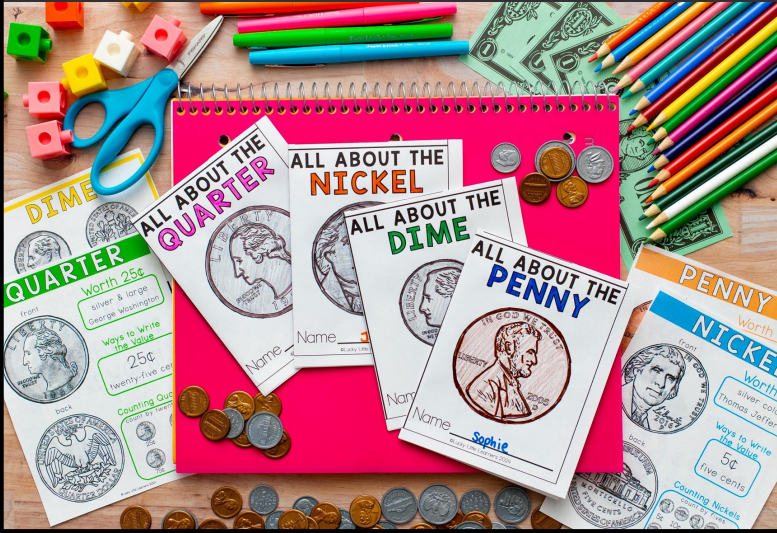
Looking for resources that are easy to prep?

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.

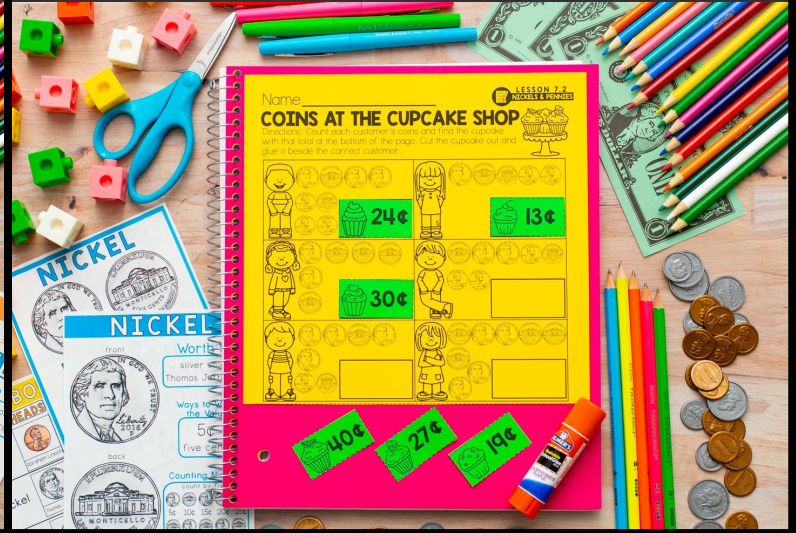


PERFECT FOR...

Math block



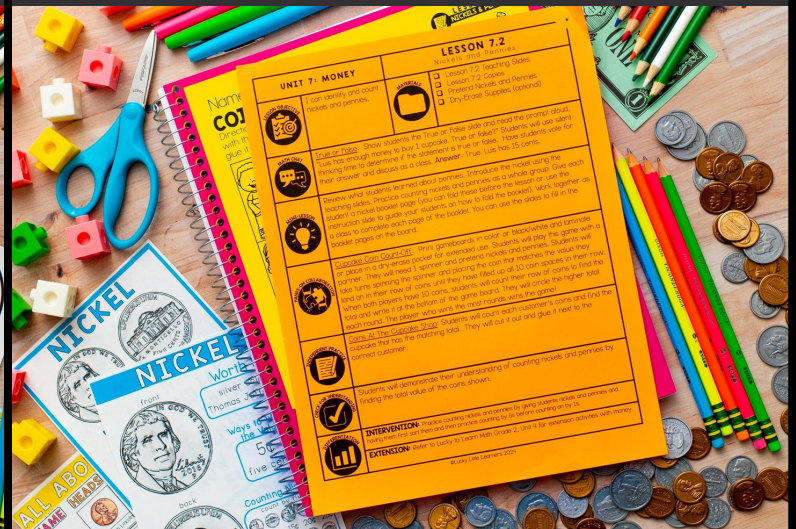
Supplemental practice



Hands-on learning



Easy lesson planning



Number talks



Social Studies integration



UNIT MATERIALS



Anchor Charts

Binder cover

ALL ABOUT COIN EARNING

NAME	HEADS	TAILS	VAL
penny			1¢ one cent
nickel			5¢ five cents
dime			10¢ ten cents
quarter			25¢ twenty-five cents

Getting money in return for a service or job.

SPENDING

Paying out money to buy goods and services.

Lucky to Learn **MATH**

UNIT 7 **MONEY**

COUNTING COINS IN THE KITCHEN

Pre & Post Assessment

Collaborative Games

Name _____ Date _____

UNIT 7 MONEY

MONEY ASSESSMENT

Write each coin's name.

Use the word bank to help you.

Word Bank: penny, nickel, dime, quarter

Name _____

UNIT 7 MONEY

MONEY ASSESSMENT

Write the number sentence for each word problem below and solve it.

Don got 65¢ for washing his dog. He gave 22¢ to his sister. How much money does he have left?

Ruby had 17¢ in her piggy bank. She found 12¢ in her room. How much money does she have in all?

Circle the correct answer to show what is happening in each picture.

Jess ordered pizza. Did she spend or save money?

Das put his birthday money in the bank. Did he spend or save money?

Abby put money in her sister's gift. Did Abby earn or give money?

Cam was paid for doing the dishes. Did he earn or give money?

For each item below, circle if it is a need or a want.

water, soccer ball, toothbrush

SPIN A BANANA SPLIT

CHOCOLATE ICE CREAM 10¢

VANILLA ICE CREAM 10¢

STRAWB ICE CRI 10¢

CHOCOLATE TOPPING 5¢

PINEAPPLE TOPPING 5¢

STRAW TOPP 5¢

WHIPPED CREAM 20¢

BANANAS 10¢

CHER 5¢

BUILD YOUR OWN BROWNIE MENU

LESSON 7.6

BROWNIE BAKERY

Directions: Use this menu to find the total costs of the orders on the recording sheet.

BROWNIE, BLONDIE, ICE CREAM, STRAWBERRIES, CHOCOLATE SYRUP, WHIPPED CREAM, SPRINKLES, CHOCOLATE CHIPS

Foldable Books

Independent Work

Name _____

ALL ABOUT THE PENNY

This is a _____

Color the front and back of the penny.

front (heads), back (tails)

Abraham Lincoln, Union Shield

A penny is worth _____.

A penny is worth _____ cent.

Draw the front of the penny.

Draw the back of the penny.

ALL ABOUT THE NICKEL

This is a _____

Color the front and back of the nickel.

front (heads), back (tails)

Thomas Jefferson, Monticello

A nickel is worth _____.

A nickel is worth _____ cents.

Draw the front of the nickel.

Draw the back of the nickel.

Name _____

COINS AT THE CUPCAKE SHOP

Directions: Count each customer's coins and find the cupcake with that total at the bottom of the page. Cut the cupcake out and glue it inside the correct customer's box.

Paige's lemonade costs 17¢ and Sam's lemonade costs 12¢. How much more was Paige's lemonade?

A lemon costs 7¢ at the store. If Kyle buys two lemons, how much will it cost altogether?

Julian bought a cup of lemonade for himself and a friend. Each cup of lemonade costs 9¢. How much did he spend in all?

John earned 20¢ at his lemonade stand. He buys a toy for 18¢. How much money does John have left?

13¢, 19¢, 40¢, 24¢, 18¢, 20¢, 1¢, 2¢

MONEY

UNIT OVERVIEW

WEEK ONE

LESSON 7.1

I can identify and count pennies.

LESSON 7.2

I can identify and count nickels and pennies.

LESSON 7.3

I can identify and count dimes and pennies.

LESSON 7.4

I can identify quarters and compare the values of coins.

LESSON 7.5

I can classify and count mixed coins.

WEEK TWO

LESSON 7.6

I can solve money-related word problems within 20¢.

LESSON 7.7

I can solve money-related word problems within 99¢.

LESSON 7.8

I can identify and classify earning, spending, saving, and giving.

LESSON 7.9

I can identify and classify needs and wants.

LESSON 7.10

I can identify and count money. I can show my understanding of financial literacy.

MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

UNIT 7: MONEY

LESSON 7.2
Nickels and Pennies

OBJECTIVE
I can identify and count nickels and pennies.

MATERIALS
 Lesson 7.2 Teaching Slides
 Lesson 7.2 Copies
 Pretend Nickels and Pennies
 Dry-Erase Supplies (optional)

MATH CHAT
True or False: Show students the True or False slide and read the prompt aloud, "Luis has enough money to buy 1 cupcake. True or false?" Students will use silent thinking time to determine if the statement is true or false. Have students vote for their answer and discuss as a class. Answer: True. Luis has 15 cents.

MINI LESSON
Review what students learned about pennies. Introduce the nickel using the teaching slides. Practice counting nickels and pennies as a whole group. Give each student a nickel booklet page (you can fold these before the lesson or use the instruction slide to guide your students on how to fold the booklet). Work together as a class to complete each page of the booklet. You can use the slides to fill in the booklet pages on the board.

HANDS-ON COLLABORATION
Cupcake Coin Count-Off: Print gameboards in color or black/white and laminate or place in a dry-erase pocket for extended use. Students will play this game with a partner. They will need 1 spinner and pretend nickels and pennies. Students will take turns spinning the spinner and placing the coin that matches the value they land on in their row of coins until they have filled up all 10 coin spaces in their row. When both players have 10 coins, students will count their row of coins to find the total and write it at the bottom of the game board. They will circle the higher total. The player with the higher total wins the most rounds wins the game!

CHECK FOR UNDERSTANDING
Students finding

DIFFERENTIATION
EXTENDED



7.2 COLLABORATION

LET'S WORK TOGETHER!

CUPCAKE COIN COUNT-OFF

LESSON 7.2
NICKELS AND PENNIES

Directions: Play the game with a partner and take turns spinning the spinner. Place the coin that matches the value you land on in your row of coins. Continue taking turns rolling until you have filled up all 10 coin spaces. When both players have 10 coins, count to find your total and write it at the bottom of the game board. Circle the higher total each round. The player who wins the most rounds wins the game!

PLAYER 1

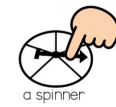
PLAYER 2

round	PLAYER 1	PLAYER 2
round 1		
round 2		
round 3		

Cupcake Coin Count-Off

- You and a partner will take turns spinning the spinner.
- Place the coin that matches the value you land on in your row of coins.
- Continue taking turns until you filled up all 10 coin spaces.
- When both players have 10 coins, count to find your total and write it at the bottom of the game board.
- Circle the higher total each round.
- The player who wins the most rounds wins the game!

YOU WILL NEED



NEXT

CUPCAKE COIN COUNT-OFF

LESSON 7.2
NICKELS AND PENNIES

Directions: Play the game with a partner and take turns spinning the spinner. Place the coin that matches the value you land on in your row of coins. Continue taking turns rolling until you have filled up all 10 coin spaces. When both players have 10 coins, count to find your total and write it at the bottom of the game board. Circle the higher total each round. The player who wins the most rounds wins the game!

PLAYER 1

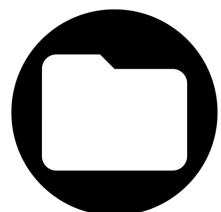
PLAYER 2

round	PLAYER 1	PLAYER 2
round 1		
round 2		
round 3		

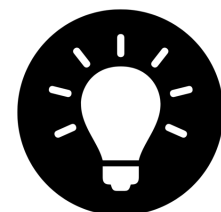
ICON KEY



OBJECTIVE



MATERIALS



MINI LESSON



MATH CHAT



HANDS-ON COLLABORATION



INDEPENDENT PRACTICE



CHECK FOR UNDERSTANDING



DIFFERENTIATION









LESSON PLANS



Teaching slides included for each part of the lesson

Clear lesson objective

List of materials

UNIT 7: MONEY		LESSON 7.1 Pennies	
 <p>LESSON OBJECTIVE</p>	I can identify and count pennies.	 <p>MATERIALS</p>	<input type="checkbox"/> Lesson 7.1 Teaching Slides <input type="checkbox"/> Lesson 7.1 Copies <input type="checkbox"/> Dice <input type="checkbox"/> Game Pawns <input type="checkbox"/> Cubes or Counters
 <p>MATH CHAT</p>	<p><u>Mystery Number:</u> Show students the Mystery Number slide. Students will use silent thinking time to figure out how many pepperoni slices are on the pizza. Have students share and defend their answers by explaining what patterns they saw that helped them find the total. Answer: 16 pepperoni slices.</p>		
 <p>MINI-LESSON</p>	<p>Activate the students' prior knowledge by discussing what they know about money and coins. Introduce the penny using the teaching slides as a whole group. Give each student a penny to use in the lesson (these before the lesson or use the instruction slide to guide your students on how to fold the booklet). Work together as a class to complete each page of the booklet. You can use the slides to fill in the booklet pages on the board.</p>		
 <p>COLLABORATIVE HANDS-ON TASKS</p>	<p><u>Penny Pepperoni Challenge:</u> Print gameboards in color or in black/white. Each set of partners needs 1 die to share, and each student will need 5 connecting cubes (or counters) and a game pawn. Each player will start their game pawn on the start space. Partners will take turns rolling the die and moving their pawn that number of spaces in either direction. They will count the pennies in the space they land on and cover the pepperoni on their pizza with that total using a cube or counter. If they already have a cube on that pepperoni, their turn is over. The first player to cover all of the pepperoni slices on their pizza wins the game!</p>		
 <p>INDEPENDENT PRACTICE</p>	<p><u>Counting Pennies For Pizza:</u> Students will count the pennies in the box, making sure to write the cent symbol and the code to color the picture.</p>		
 <p>CHECK FOR UNDERSTANDING</p>	<p>Students will demonstrate their understanding of counting pennies by finding the total amount of pennies shown and by coloring pennies to show the amount given.</p>		
 <p>DIFFERENTIATION</p>	<p>INTERVENTION: Have students use real or pretend pennies to practice counting. Switch between having students count a group of pennies and having students show you an amount by counting out pennies. For example: "Show me 19 cents." EXTENSION: Refer to Lucky to Learn Math Grade 2, Unit 4 for extension activities with money.</p>		

Math chat (number talk) in each lesson

Skill-focused mini lesson

Collaborative hands-on tasks

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas



7.9 MINI-LESSON

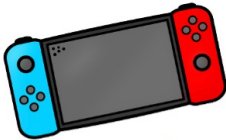
LET'S LEARN!

NEEDS



Things we must have in order to live and be safe and healthy.

WANTS



Things we would like to have, but can live without.

©Lucky Little Learners 2021

Today, we are going to learn about wants and needs.

When we spend our money, we need to spend it wisely.

This means we need to spend money on things we need.

Sometimes, we can buy things we want, but it should be after we have the things we need.



I WILL BE ABLE TO...

Identify needs and wants.



Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

MINI LESSONS



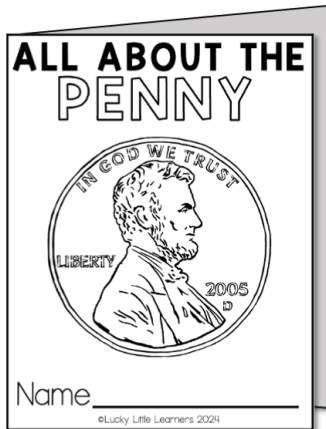
7.1 MINI-LESSON

LET'S LEARN!

Let's practice together!

All About The Penny Booklet

- We are going to make a booklet to show all that we learned about the penny!
- Follow the directions for folding the booklet on the next slide.
- We will work through each page together, so do not work ahead.



A penny is worth _____ ¢.

Abraham Lincoln		Color the front and back of the penny.
Union Shield		

This is a _____.

ALL ABOUT THE PENNY

Name _____

Draw the front of the penny.

Draw the back of the penny.

Pennies are counted by ones.

_____ ¢ = _____ ¢

_____ ¢ = _____ ¢

Color pennies to show the amount.

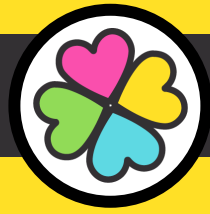
7¢ _____

10¢ _____

3¢ _____

Provides instruction & scaffolded practice with the skill.

COLLABORATION



COUNT AT THE COCOA STAND



LESSON 7.7

MONEY WORD PROBLEMS

Directions: Start with 50¢ in various coins. On your turn, spin the spinner and move your game piece that number of spaces. Solve the addition or subtraction problem by taking away or adding coins from your current amount. If you land on a snowflake, you lose a turn! The player with the most amount of money once everyone has reached the end is the winner!

The game board consists of a winding path with the following segments and problems:

- START spinner (snowflake icon)
- ADD 2¢
- ADD 12¢
- ADD 1¢
- SUBTRACT 12¢
- ADD 8¢
- ADD 15¢
- SUBTRACT 5¢
- SUBTRACT 15¢
- SUBTRACT 5¢
- SUBTRACT 20¢
- ADD 30¢
- ADD 14¢
- SUBTRACT 20¢
- ADD 25¢
- ADD 3¢
- SUBTRACT 18¢
- ADD 15¢
- SUBTRACT 5¢
- END spinner (snowflake icon)

Illustrations include a girl in a pink coat holding a cup, a boy in a yellow coat holding a cup, a girl sitting on a bench holding a cup, a girl at a cocoa stand, and various cocoa-related items like a bowl of cocoa, a cup, a snowflake, and a cocoa stand.

©Lucky Little Learners 2024

Hands-on activities for students to practice the skill in fun ways with partners and groups

INDEPENDENT WORK





























































Name _____

LESSON 7.3
DIMES & PENNIES

DIMES AT LUNCHTIME

Directions: Count the coins and add them together as you go.
Write the final total for each item in the box.



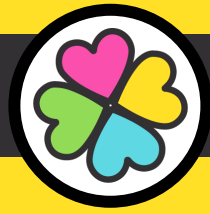
bread 	        	total: <input type="text"/>
butter 	        	total: <input type="text"/>
cheese 	        	total: <input type="text"/>
grapes 	        	total: <input type="text"/>
chips 	        	total: <input type="text"/>
	       	total: <input type="text"/>



©Lucky Little Learners 2024

Worksheets that align with the lesson theme provide opportunities for student independence and mastery.

CHECK UNDERSTANDING



LESSON 7.5 MIXED COINS

Name _____

CHECK FOR UNDERSTANDING

Directions: Count the coins and write the total amount.

____ / 4

 Total: _____¢	 Total: _____
-------------------	------------------



LESSON FINANCIAL LITERACY


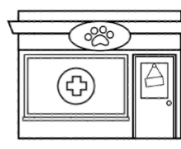


Name _____

CHECK FOR UNDERSTANDING

Directions: Fill in the blanks by using the word bank.

word bank			
earn	spend	save	give

____ / 4

I _____ money for my vacation this summer. 	I _____ money to the animal shelter as a donation. 
I _____ \$10 for helping my dad cut the grass. 	I _____ \$2 on a candy bar at the store. 

©Lucky Little Learners 2024

Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

EXAMPLE MATERIALS



UNIT 7: MONEY		LESSON 7.4 Quarters	
	I can identify quarters and compare the values of coins.		<ul style="list-style-type: none"> Lesson 7.4 Teaching Slides Lesson 7.4 Copies Pretend Coins Construction Paper (optional)
	Think About It! Show students the Think About It slide and read the question aloud, "Which coin has the largest value?" Give students silent thinking time. Have students share their answers and discuss as a class. Answer: The dime has the largest value.		
	Review what students learned about dimes and about counting pennies and dimes. Introduce the quarter using the teaching slides. Practice counting quarters with other coins and comparing coin amounts as a whole group. Note: Students may need a review on using symbols to compare numbers. Give each student a quarter booklet page (you can fold these before the lesson or use the instruction slide to guide your students on how to fold the booklet). Work together as a class to complete each page of the booklet. You can use the slides to fill in the booklet pages on the board.		
	Build Your Own Brownie: Print the Brownie Bakery menu in color or black/white (you can print one for each group, or you can display one on the smartboard for everyone to see). Students will work in partners or small groups to find the total cost of each order by looking at the Brownie Bakery Menu. Use pretend coins to show the total for the whole order and write how many of each coin the order costs. Then, count the coins and write the total.		
	Cans at the Bakery Puzzle: Students will cut out each of the 8 puzzle pieces. They will count the coins and write the total in the circle on each piece. Then, they will put the pieces in order from least to greatest and glue the pieces onto the recording sheet or a piece of construction paper. Students can color the picture once their puzzle is complete.		
	Students will demonstrate their understanding of counting a quarter with other coins by finding the total value of the coins shown. Students will also compare two coin totals by using $<$, $>$, or $=$.		
	INTERVENTION: Tell students an amount of money and have them use quarters, dimes, nickels, and pennies to make that amount. See if they can make the same amount using a different combination of coins. Keep going until they run out of ways to make the same amount. Continue on with different amounts.		
	EXTENSION: Refer to Lucky to Learn Math Grade 2, Unit 4 for extension activities with money.		

©Lucky Life Learners 2020

BUILD YOUR OWN BROWNIE MENU

LESSON 7.4
QUARTERS

Directions: Use this menu to find the total costs of the orders on the recording sheet.

BROWNIE BAKERY

BROWNIE 	BLONDIE
ICE CREAM 	STRAWBERRIES
CHOCOLATE SYRUP 	WHIPPED CREAM
SPRINKLES 	CHOCOLATE CHIPS

©Lucky Life Learners 2020

Name _____

BUILD YOUR OWN BROWNIE

LESSON 7.4
QUARTERS

Directions: Work together to find the total cost of each order below by looking at the Brownie Bakery Menu. Use pretend coins to show the total for the whole order and write how many of each coin the order costs. Then, count the coins and write the total.

ORDER #1 <table style="width: 100%;"> <tr><td>quarters</td><td></td></tr> <tr><td>dimes</td><td></td></tr> <tr><td>nickels</td><td></td></tr> <tr><td>pennies</td><td></td></tr> </table> TOTAL COST: ¢	quarters		dimes		nickels		pennies		ORDER #2 <table style="width: 100%;"> <tr><td>quarters</td><td></td></tr> <tr><td>dimes</td><td></td></tr> <tr><td>nickels</td><td></td></tr> <tr><td>pennies</td><td></td></tr> </table> TOTAL COST: ¢	quarters		dimes		nickels		pennies	
quarters																	
dimes																	
nickels																	
pennies																	
quarters																	
dimes																	
nickels																	
pennies																	
ORDER #3 <table style="width: 100%;"> <tr><td>quarters</td><td></td></tr> <tr><td>dimes</td><td></td></tr> <tr><td>nickels</td><td></td></tr> <tr><td>pennies</td><td></td></tr> </table> TOTAL COST: ¢	quarters		dimes		nickels		pennies		ORDER #4 <table style="width: 100%;"> <tr><td>quarters</td><td></td></tr> <tr><td>dimes</td><td></td></tr> <tr><td>nickels</td><td></td></tr> <tr><td>pennies</td><td></td></tr> </table> TOTAL COST: ¢	quarters		dimes		nickels		pennies	
quarters																	
dimes																	
nickels																	
pennies																	
quarters																	
dimes																	
nickels																	
pennies																	
ORDER #5 <table style="width: 100%;"> <tr><td>quarters</td><td></td></tr> <tr><td>dimes</td><td></td></tr> <tr><td>nickels</td><td></td></tr> <tr><td>pennies</td><td></td></tr> </table> TOTAL COST: ¢	quarters		dimes		nickels		pennies		ORDER #6 <table style="width: 100%;"> <tr><td>quarters</td><td></td></tr> <tr><td>dimes</td><td></td></tr> <tr><td>nickels</td><td></td></tr> <tr><td>pennies</td><td></td></tr> </table> TOTAL COST: ¢	quarters		dimes		nickels		pennies	
quarters																	
dimes																	
nickels																	
pennies																	
quarters																	
dimes																	
nickels																	
pennies																	

©Lucky Life Learners 2020

COINS AT THE BAKERY PUZZLE

LESSON 7.4
QUARTERS

Directions: Cut out each of the 8 puzzle pieces below. Count the coins and write the total in the circle. Put the pieces in order from least to greatest and glue the pieces onto the recording sheet or a piece of construction paper. Color the picture!

©Lucky Life Learners 2020

Name _____

CHECK FOR UNDERSTANDING

LESSON 7.4
QUARTERS

Directions: Count the coins in each box and write the totals.

		 / 4
Find the totals of each set of coins and compare the values using $<$, $>$, or $=$.		
		

©Lucky Life Learners 2020

Name _____

CHECK FOR UNDERSTANDING

LESSON 7.4
QUARTERS

Directions: Count the coins in each box and write the totals.

		 / 4
Find the totals of each set of coins and compare the values using $<$, $>$, or $=$.		
		

©Lucky Life Learners 2020

QUARTER

QUARTER, QUARTER, BIG AND BOLD. YOU'RE WORTH TWENTY-FIVE I AM TOLD!

25¢

©Lucky Life Learners 2020

MATH CHAT EXPECTATIONS

- 1 BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- 2 THINKING TIME**
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- 3 TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- 4 STRATEGIES**
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- 5 LET'S CHAT!**
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

©Lucky Life Learners 2020

MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

©Lucky Life Learners 2020

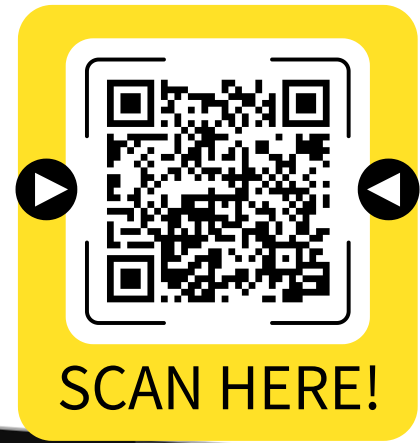
MATH CHAT CATEGORIES

MYSTERY NUMBER	Clues will be given and students have to figure out the number that is missing.
TRUE OR FALSE	Students will decide if the equation given is true or false.
WORD PROBLEM	Students will work out word problems.
THINK ABOUT IT	Students will solve thought-provoking math problems.
MATH IS FUN	Students will solve challenging math problems in a fun way!

©Lucky Life Learners 2020

Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with our weekly newsletter created just for teachers like you.



About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.