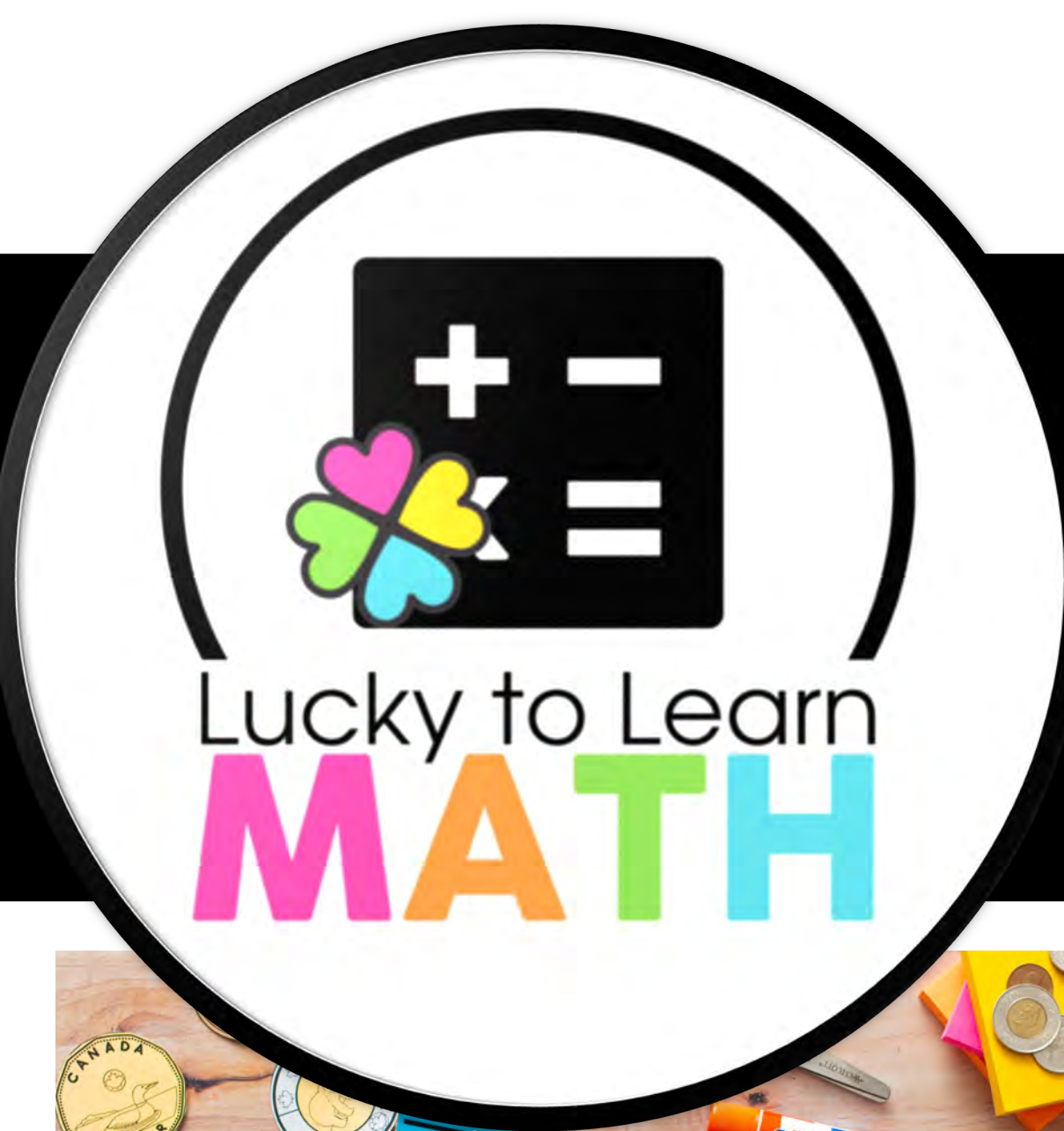


# SECOND GRADE

# UNIT FOUR

# MONEY CANADIAN



# Why?

This is the hands-on, standards-aligned, collaborative, and engaging money unit you've been looking for! This resource can also be used as a supplement to other math programs.



**Is your current math curriculum dull and lifeless?**

This unit is so engaging! It has factory themed lessons to pique student interest, while also ensuring they master the math.

**Looking for resources that are easy to 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.

**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!

# PERFECT FOR

**SELLING AT THE STAND**  
Directions: Use the cards to find each person's total cost. Then write and draw how much change each person will get from \$1.00?

Name	Amount	Total
CLAIRE	55¢	45¢
BOBBY	47¢	17¢
MEGAN	83¢	4¢
ELLIE	96¢	71¢
LAURA	29¢	
NATE		

**HOW TO DRAW MONEY**

COIN	Symbol	Value
QUARTER	Q	25¢
DIME	D	10¢
NICKEL	N	5¢

**MATH BLOCK**

**COINS**  
1¢ PENNY, 5¢ NICKEL, 10¢ DIME, 25¢ QUARTER

**BILLS**  
5 dollar bill \$5.00 (count by fives)  
10 dollar bill \$10.00 (count by tens)  
20 dollar bill \$20.00 (count by twenties)  
50 dollar bill \$50.00 (count by fifties)

**CRUISING INTO SUBTRACTION**  
LESSON 4.13 WORD PROBLEMS

Directions: Solve each word problem. Colour the picture once you have the answers.

At the carwash, it cost Romeo \$2.50 to wash his windows. He paid the clerk \$5. How much money will he get back?

Hal's Car Wash costs \$3.50 for a full wash. At Juan's Car Wash, a full wash is \$4.75. How much more does Juan's full wash cost?

Molly set up a carwash in her driveway. She charged in her per wash. Her mom paid her \$5. How much money will she need to give back to her mom?

Abby's grandpa gave her \$5 to buy a car air freshener. The air freshener costs \$2.19. How much money will she have left?

Sam wants a car wash with Super Foam, which costs \$2.84. He could get the car wash with Amazing Foam, which costs \$3.68. How much more does the Amazing Foam cost?

**NUMBER TALKS**

**EXCHANGING TOOTH FAIRY CHANGE**  
LESSON 4.5 MAKING \$1.00

Directions: Spin to move - you can move in either direction. Count the money in the space - if it equals a loonie, take a game loonie. The game continues until a player has 5 loonies.

**LOONIE**  
Worth \$1.00  
gold 11-sided loon

START HERE!

Cavity: lose a loonie!

**SUPPLEMENTAL PRACTICE**

**SHOPPING FOR MY LUNCHBOX**  
LESSON 4.7 MONEY BEYOND \$1

Directions: Find the cards around the room to count how much money each item costs in order to pack my lunchbox.

A small water bottle costs \$1.22	Bread rolls cost
One juicy, red apple costs 80¢	Some jelly for my sandwich costs \$3.09
A chocolate chip cookie costs \$1.00	Some baggies for my sandwich costs

**HOW TO DRAW MONEY**

**COINS**  
1¢ PENNY, 5¢ NICKEL, 10¢ DIME, 25¢ QUARTER

**BILLS**  
5 dollar bill \$5.00 (count by fives)  
10 dollar bill \$10.00 (count by tens)  
20 dollar bill \$20.00 (count by twenties)  
50 dollar bill \$50.00 (count by fifties)

**INTERVENTIONS**

# WHAT'S INCLUDED?

- Teaching slides
- Lesson plans
- Warm-ups
- Math chats
- Mini lessons
- Collaborations
- Worksheets
- Differentiation
- And so much more!



# SKILLS INCLUDED

Aligned to CCSS & TEKS



## CANADIAN MONEY UNIT OVERVIEW

WEEK ONE	COIN IDENTIFICATION & VALUES															
WEEK ONE	<ul style="list-style-type: none"> <li>Identify and Count Pennies and Nickels</li> <li>Identify and Count Dimes</li> <li>Identify and Count Quarters</li> <li>Count Mixed Coins</li> <li>Make A Loonie With Coins</li> </ul>	<table border="1"> <tr> <th>CC:</th> <th>TEKS:</th> </tr> <tr> <td>2.MD.8</td> <td>2.5a</td> </tr> <tr> <td>2.NBT.2</td> <td>2.5b</td> </tr> </table>	CC:	TEKS:	2.MD.8	2.5a	2.NBT.2	2.5b								
	CC:	TEKS:														
2.MD.8	2.5a															
2.NBT.2	2.5b															
WEEK TWO	COUNTING MONEY BEYOND \$1.00															
WEEK TWO	<ul style="list-style-type: none"> <li>Count Money Beyond \$1.00</li> <li>Make Equivalent Money Amounts</li> <li>Compare Money Amounts</li> <li>Make Change From \$1.00</li> </ul>	<table border="1"> <tr> <th>CC:</th> <th>TEKS:</th> </tr> <tr> <td>2.MD.8</td> <td>2.5a</td> </tr> <tr> <td>2.NBT.2</td> <td>2.5b</td> </tr> <tr> <td>2.NBT.4</td> <td></td> </tr> <tr> <td>2.NBT.7</td> <td></td> </tr> </table>	CC:	TEKS:	2.MD.8	2.5a	2.NBT.2	2.5b	2.NBT.4		2.NBT.7					
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2.NBT.7																
WEEK THREE	MONEY WORD PROBLEMS															
WEEK THREE	<ul style="list-style-type: none"> <li>Solve Single-Step Addition Word Problems</li> <li>Solve 2-Step Addition Word Problems</li> <li>Solve Single-Step Subtraction Word Problems</li> <li>Solve 2-Step Subtraction Word Problems</li> <li>Solve Mixed Word Problems About Money</li> </ul>	<table border="1"> <tr> <th>CC:</th> <th>TEKS:</th> </tr> <tr> <td>2.MD.8</td> <td>2.5a</td> </tr> <tr> <td>2.OA.1</td> <td>2.5b</td> </tr> <tr> <td>2.NBT.2</td> <td></td> </tr> <tr> <td>2.NBT.4</td> <td></td> </tr> <tr> <td>2.NBT.7</td> <td></td> </tr> </table>	CC:	TEKS:	2.MD.8	2.5a	2.OA.1	2.5b	2.NBT.2		2.NBT.4		2.NBT.7			
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WEEK FOUR	FINANCIAL LITERACY															
WEEK FOUR	<ul style="list-style-type: none"> <li>Needs and Wants</li> <li>Goods and Services</li> <li>Producers and Consumers</li> <li>Deposit and Withdrawal / Spending and Saving</li> <li>Money Unit Review and Assess</li> </ul>	<table border="1"> <tr> <th>CC:</th> <th>TEKS:</th> </tr> <tr> <td>2.MD.8</td> <td>2.11a</td> </tr> <tr> <td></td> <td>2.11b</td> </tr> <tr> <td></td> <td>2.11c</td> </tr> <tr> <td></td> <td>2.11d</td> </tr> <tr> <td></td> <td>2.11e</td> </tr> <tr> <td></td> <td>2.11f</td> </tr> </table>	CC:	TEKS:	2.MD.8	2.11a		2.11b		2.11c		2.11d		2.11e		2.11f
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	2.11f															

# UNIT MATERIALS

**COINS**

**1¢ PENNY** **NICKEL 5¢**

- \$0.01
- one cent
- copper brown
- Maple leaf
- retired

- \$0.05
- five cents
- silver
- beaver

**10¢ DIME** **QUARTER 25¢**

- \$0.10
- ten cents
- smallest in size
- silver
- Bluenose Schooner

- \$0.25
- twenty-five cents
- silver
- caribou

**NICKEL**

coin

Worth 5¢

silver color  
beaver  
20 nickels = \$1.00

ways to write the value

five cents  
5¢  
\$0.05

symbol

Counting Nickels

count by fives

5¢ 10¢ 15¢ 20¢ 25¢  
30 35¢ 40¢ 45¢ 50¢

Anchor charts

Lucky to Learn  
**MATH**

UNIT 4  
**MONEY & FINANCE**

EVERYDAY ECONOMICS: COINS, CASH, SAVING, & SPENDING

CANADIAN VERSION

Binder cover

**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 about it yet. We will use silent thinking time to 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.
- 4 STRATEGIES**  
When you think of a way to solve the problem, thumbs-up at your chest. Keep thinking of more ways 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 just like all answers are shared and talked about by everyone.

**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.

Math Chat posters

Name \_\_\_\_\_ Date \_\_\_\_\_

**MONEY ASSESSMENT**

Write the word problems below. Make sure you show your work.

Brad earned \$4.50 for his chores this week. He found 35¢ in the laundry. How much money does he have now?

Jade had \$1.00 and she gave her brother 40¢. How much does she have now?

Bela had \$5.96. She bought a candy bar for \$1.50 and a bottle of pop for \$1.25. How much money does Bela have now?

Owen has \$3.22 in his piggy bank. He deposits \$1.35 more. How much money does Owen have in his piggy bank now?

Which of these options is a need? Which of these options is a service?

candy coat ring tablet

Unit assessments

**MY JAR OF MONEY**

Directions: Each student needs 1 jar and 1 "In My Jar I Have Saved" half-sheet. Students will roll the die 10 times to get 10 coins in their jar. If you would like them to do more, they can. They will glue the coins on and add up the total on their half-sheet. Cut out the jar and glue it onto a colorful paper for the background with the recording sheet.

penny nickel dime quarter loonie toonie

**BURGER BUILDING BUDDIES**

Burger top-Copy on tan or light brown cardstock.

Craftivities

**five dollars** A bill worth \$5.00

**ten dollars** A bill worth \$10.00

**sum** The answer when you add.  $3 + 1 = 4$  sum

**total** The answer when you add two or more addends.

**dime** coin worth ten cents

**quarter** worth twenty-five cents

**loonie**

**toonie** and gold coin worth \$2.00

Vocabulary cards

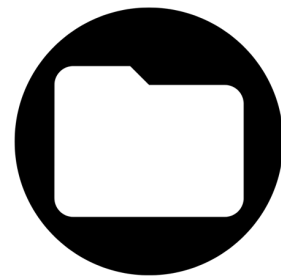
# MATH UNIT ICONS

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

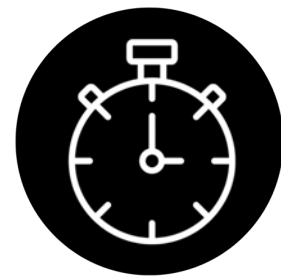
## ICON KEY



OBJECTIVE



MATERIALS



WARM UP



MINI LESSON



MATH CHAT



HANDS-ON  
COLLABORATION



INDEPENDENT  
PRACTICE



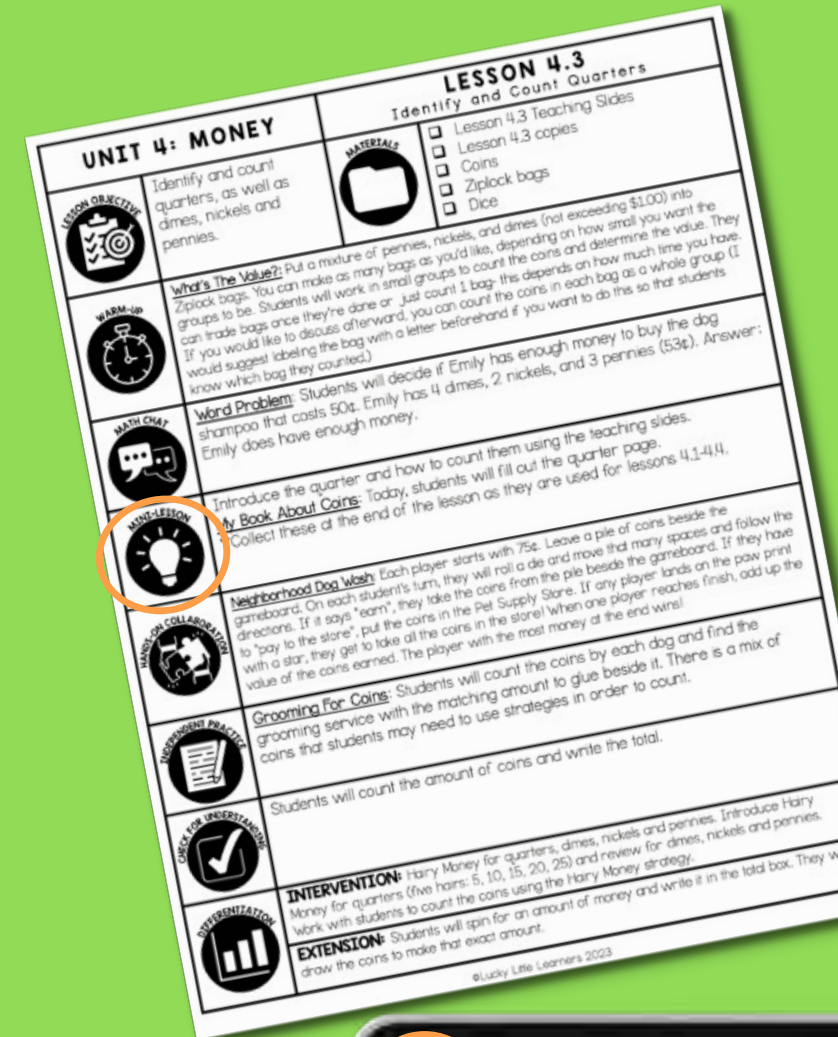
CHECK FOR  
UNDERSTANDING



DIFFERENTIATION



BONUS



# LESSON PLANS

Clear lesson objective

List of materials

Teaching slides included for each part of the lesson

Math chat (number talk) in each lesson

Quick warm-up in each lesson

Collaborative hands-on tasks

Skill-focused mini lesson

Independent practice

Quick assessments

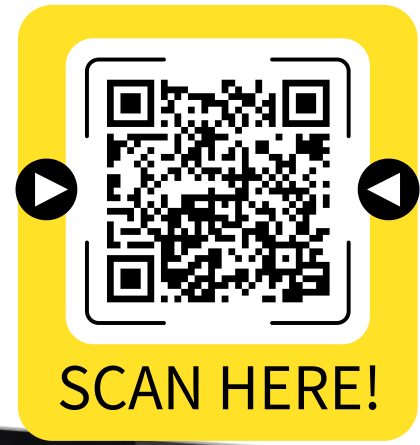
Materials have matching icons for routine & easy organization

UNIT 4: MONEY		LESSON 4.6 Count Money Beyond	
	Count money beyond one loonie.		<input type="checkbox"/> Lesson 4.6 Teaching Slides <input type="checkbox"/> Lesson 4.6 copies <input type="checkbox"/> Whiteboards <input type="checkbox"/> Counters <input type="checkbox"/> Coins (optional)
	<b>Find 3 Friends:</b> Pass out 1 card to each student- you will need to use all 20 cards or all 40 cards! (one page is optional) Each student will find their 3 friends or their matches. Some cards are coins and some cards are values. Once the students have found their matches, they will sit down together.		
	<b>Math Chat Title:</b> Show the coins for a few seconds allowing students to figure out what number is shown by these coins. Have students share responses and strategies they used for solving. Answer- 77¢		
	Review coins and the loonie coin. Review values and how we have been counting on to add coins. Introduce how we will now count dollar bills AND coins altogether using the same strategies. <b>Loonies for Dishes:</b> Work as a class to solve the problems together and on their recording sheets. Students will practice adding amounts of coins.		
	<b>To Loonies and Beyond:</b> Break students up into small groups or partners. Each group will have one gameboard, some counters, and their whiteboards. Students will take turns spinning the spinner and moving their counter or game piece. They must draw the coins on their whiteboard to represent the money amount. They must explain their thinking and check their work with their partner/partners. The first person to reach "FINISH" wins!		
	<b>Dish Washing Contest:</b> Students will add the coins. They will write the total for each problem and then answer the questions.		
	Students will solve 4 problems by adding the coins. They will need to write the amount in dollars and cents notation.		
	<b>INTERVENTION:</b> Copy <u>Drawing Mixed Coins</u> on coloured paper and cut out the cards. Show a card and have students draw the money amount on their whiteboards. Have students share coins they chose and explain why. Continue on with the cards above \$1 if students show success. You may choose to use actual coins instead of drawing on whiteboards which is fine too! <b>EXTENSION:</b> Work on the extension with a partner.		

UNIT 4: MONEY		LESSON 4.15 Solve Addition & Subtraction Word Problems	
	Solve addition and subtraction word problems about money.		<input type="checkbox"/> Lesson 4.15 Teaching Slides <input type="checkbox"/> Lesson 4.15 copies
	<b>Part Invite-PLUS or MINUS?:</b> Read the 6 word problem cards aloud to the class. They will not be solving the word problem. Instead, they will say "plus" or "minus" for how they should solve the problem. If the problem is an addition problem, students should say "plus". If the problem is a subtraction problem, students should say "minus". If time permits, you could have students solve each problem.		
	<b>Math is Fun Word Problem:</b> Allow students a few minutes to read the 2-step word problem and find an answer. When most students have their thumb on their chest, have students share their answers and defend themselves. Discuss how students solved this problem. Answer- Jerry needs \$3.90 more.		
	Review solving addition and subtraction word problems. Make sure students are paying close attention to how many steps are needed to solve each problem (1 or 2-step) and whether they need to add or subtract. Complete 2 problems together as a class so students can review. <b>Solving Birthday Party Problems:</b> Work as a class to solve the problems together and on their recording sheets. Students will practice solving 4 word problems.		
	<b>Plan the Perfect Party:</b> Divide students into groups or partners. Each group will have a set of cards and the 2 worksheets. Students have \$10.00 to spend on party supplies. They will need to choose 5 or more items to purchase with their money. They will cut and glue the items they plan to buy and show their addition. Then answer the questions about their party.		
	<b>Write the Perfect Party:</b> This activity is done independently, however, it goes along with the party planning activity. Each student will write about the party they planned by answering the questions and writing a word problem of their own. They should use the items & prices from their party activity in the collaboration activity. You may want to have students keep their papers from the collaboration activity to help them with their word problem writing.		
	Students will solve 4 addition and subtraction word problems.		
	<b>INTERVENTION:</b> Have students work in small groups to solve the word problems on <u>Bake a Birthday Cake</u> . Review strategies for solving word problems together and guide students through each step of solving the word problem. Then students can use their answers to colour the picture. <b>EXTENSION:</b> As a review, have students work independently to solve the word problems on <u>Bake a Birthday Cake</u> . Then students can use their answers to colour the picture.		

# 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.