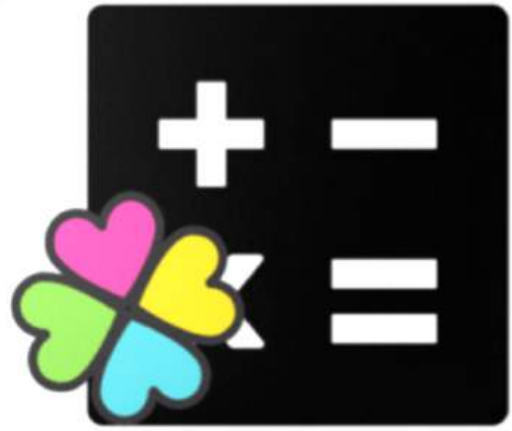


SECOND GRADE

UNIT FOUR

MONEY & FINANCES

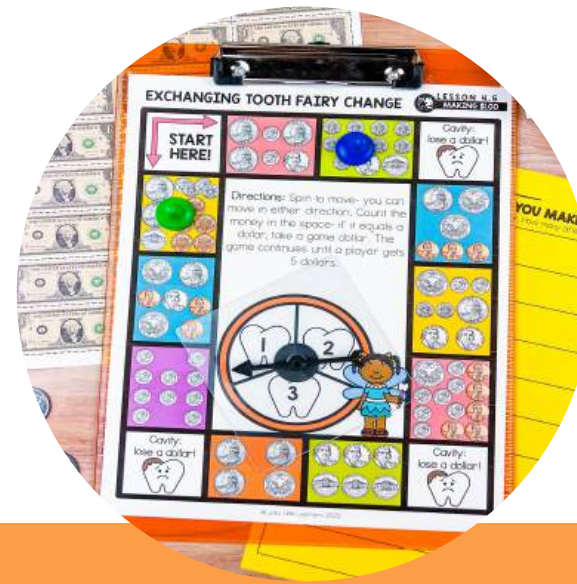


Lucky to Learn
MATH



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

Name Tatiana
BREAKFAST AT DIME DINER

Directions: Using the Breakfast At Dime Diner menu, choose 2 items per table and fill out each guest's check. Make sure to include the amount each item costs and the total.

Hint: Using a strategy like Hairy Money or Touch Dots will make counting the total easier!

TABLE #1	
GUEST CHECK	
Server: <u>Jonny</u>	
ITEM	COST
<u>bacon</u>	<u>32¢</u>
<u>donut</u>	<u>29¢</u>
TOTAL	<u>57¢</u>

TABLE #2	
GUEST CHECK	
Server: <u>Monica</u>	
ITEM	COST
<u>eggs</u>	<u>45¢</u>
<u>pancakes</u>	<u>49¢</u>
TOTAL	<u>94¢</u>

TABLE #3	
GUEST CHECK	
Server: <u>José</u>	
ITEM	COST
<u>sausage</u>	<u>35¢</u>
<u>coffee</u>	<u>30¢</u>
TOTAL	<u>65¢</u>

MATH BLOCK

MY BOOK ABOUT COINS

Name Raven

PENNY
NICKEL

NUMBER TALKS

Name Sonny
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 back.

NAME	TOTAL	How much change from \$1.00?
CLAIRE	<u>55¢</u>	<u>45¢</u>
BOBBY	<u>47¢</u>	<u>53¢</u>
MEGAN	<u>83¢</u>	<u>17¢</u>
ELLIE	<u>96¢</u>	<u>4¢</u>
LAURA	<u>29¢</u>	<u>71¢</u>
NATE	<u>78¢</u>	<u>22¢</u>

SUPPLEMENTAL PRACTICE

Name Nick
FINDING MONEY AROUND MY ROOM

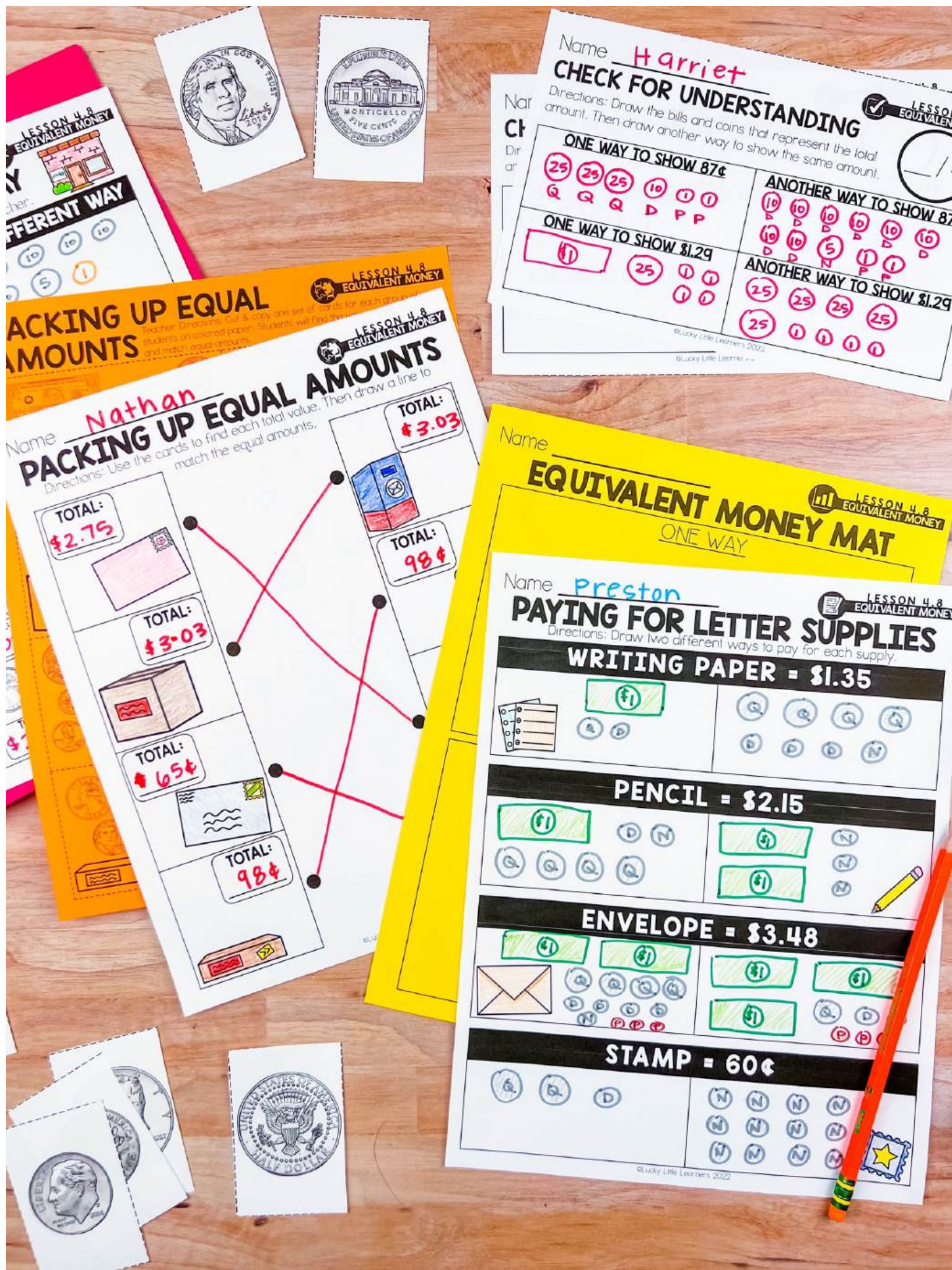
Directions: Find the cards around the room to count how much money was found in each area of the room as it was cleaned!

There was <u>22¢</u> on the bookshelf.	There was <u>26¢</u> by the trashcan.
There was <u>30¢</u> under the chair.	There was <u>19¢</u> in the toybox.
There was <u>13¢</u> in the desk.	There was <u>9¢</u> in the laundry basket.
There was <u>18¢</u> in the closet.	There was <u>6¢</u> in the nightstand.

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



MONEY

UNIT OVERVIEW

COIN IDENTIFICATION & VALUES

- Identify and Count Pennies and Nickels
- Identify and Count Dimes
- Identify and Count Quarters
- Count Mixed Coins
- Make A Dollar With Coins

CC:	TEKS:
2.MD.8	2.5a
2.NBT.2	2.5b

WEEK ONE

COUNTING MONEY BEYOND \$1.00

- Count Money Beyond \$1.00
- Make Equivalent Money Amounts
- Compare Money Amounts
- Make Change From \$1.00

CC:	TEKS:
2.MD.8	2.5a
2.NBT.2	2.5b
2.NBT.4	
2.NBT.7	

WEEK TWO

MONEY WORD PROBLEMS

- Solve Single-Step Addition Word Problems
- Solve 2-Step Addition Word Problems
- Solve Single-Step Subtraction Word Problems
- Solve 2-Step Subtraction Word Problems
- Solve Mixed Word Problems About Money

CC:	TEKS:
2.MD.8	2.5a
2.OA.1	2.5b
2.NBT.2	
2.NBT.4	
2.NBT.7	

WEEK THREE

FINANCIAL LITERACY

- Needs and Wants
- Goods and Services
- Producers and Consumers
- Deposit and Withdrawal / Spending and Saving
- Money Unit Review and Assess

CC:	TEKS:
2.MD.8	2.11a
	2.11b
	2.11c
	2.11d
	2.11e
	2.11f

WEEK FOUR

UNIT MATERIALS

COINS

1¢ PENNY

- \$0.01
- one cent
- copper
- Abraham Lincoln
- back says "one cent"

NICKEL 5¢

- \$0.05
- five cents
- silver
- thick & smooth edges
- Thomas Jefferson
- back says "five cents"

10¢ DIME

- \$0.10
- ten cents
- smallest in size
- silver
- rough edges
- Franklin D. Roosevelt
- back says "one dime"

QUARTER 25¢

- \$0.25
- twenty-five cents
- silver
- rough edges
- George Washington
- back says "quarter"

NICKEL

front: Worth 5¢, silver color, Thomas Jefferson, 20 nickels = \$1.00

back: Ways to Write the Value, five cents, 5¢, \$0.05

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

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 listen. 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

Find the coin below by writing each coin's name and value.

coin name				
coin value				

Count the money table below.

	total
	total
	total
	total

Put all the coin values and compare the total values in or on.

	total	compare	total

Name _____ Date _____

MONEY ASSESSMENT

Solve the word problems below. Use your own words to 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?

Bella had \$6.95. She bought a candy bar for \$3.50 and a bottle of pop for \$1.25. How much money does Bella have now?

Owen has \$3.22 in his piggy bank. He deposits \$1.15 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?

Unit assessments

MY JAR OF MONEY

Directions: Each student needs 1 jar and 1 "In My Jar-I Have Saved" list. Students will roll the dice 20 times to get 1¢ coins or 5¢ bills in their jar. If you would like them to do more, they can roll the dice 20 times to get 10¢ coins or 20¢ bills in their jar. Cut out the jar and glue onto a colorful paper for the background with the recording sheet.

BURGER BUILDING BUDDIES

Burger top-Copy on tan or light brown cardstock.

Craftivities

cent sign

A symbol for the smallest value of money.

dollar sign

A symbol to show more than 100¢ or one dollar.

decimal point

The point separating the dollar and cents.

dollars and notations

A way to write money using a dollar symbol and decimal point.

penny

Each coin worth one cent

nickel

Each coin worth five cents

top count

Counting by a certain amount

value

The value of an amount of coins and bills in money.

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



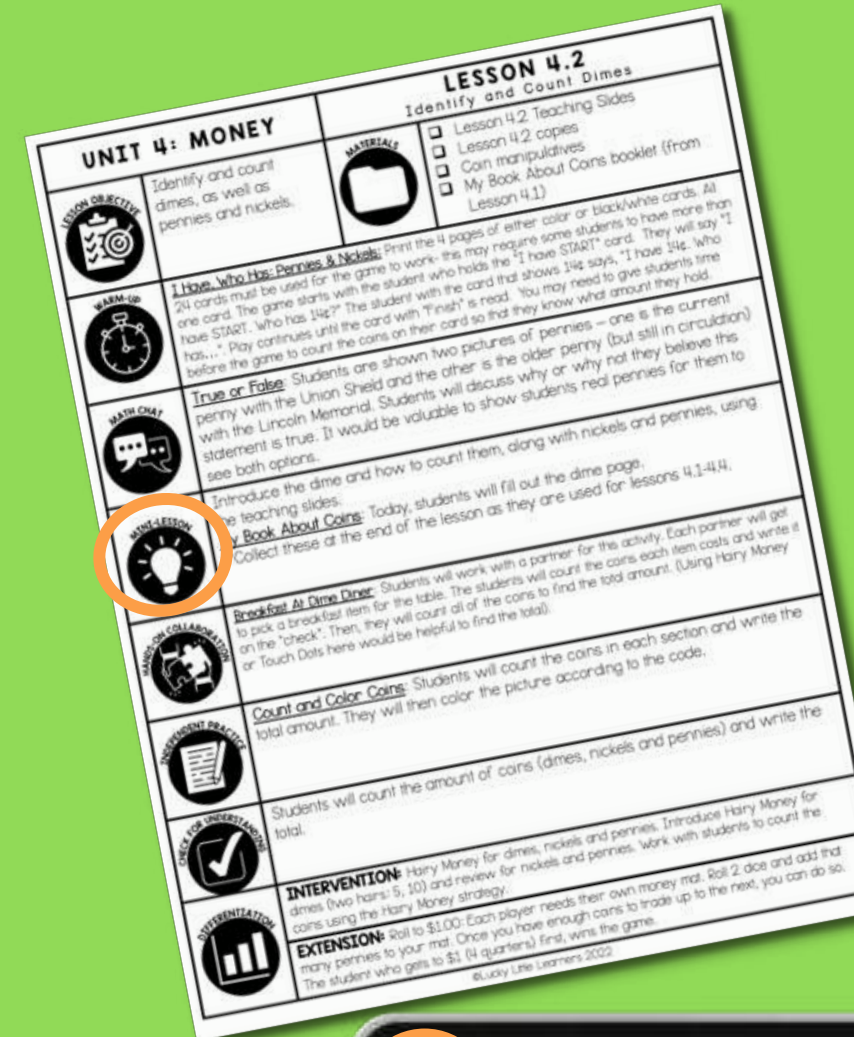
CHECK FOR
UNDERSTANDING



DIFFERENTIATION



BONUS



LESSON PLANS

Clear lesson objective

List of materials

Teaching slides included for each part of the lesson

Quick warm-up in each lesson

Math chat (number talk) in each lesson

Skill-focused mini lesson

Collaborative hands-on tasks

Independent practice

Quick assessments

Differentiation options

Materials have matching icons for routine & easy organization

UNIT 4: MONEY		LESSON 4.6 Count Money Beyond One Dollar	
	Count money beyond one dollar.		<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)
	Find 3 Friends: 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.		
	Math Chat Title: 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 one dollar bill. 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. Dollars for Dishes: Work as a class to solve the problems together and on their recording sheets. Students will practice adding 6 amounts of bills and coins.		
	To Dollar Bills and Beyond: Break students up into small groups or pairs. Each group- one gameboard, some counters, and their whiteboard. They will take turns spinning the spinner and moving their counter or game piece. They will draw the bills or coins on their whiteboard to represent the money they landed on. They must explain their thinking and check their work with their partner/partners. The first person to reach "FINISH" wins!		
	Dish Washing Contest: Students will add the bills and coins. They will write the total for each problem and then answer the questions.		
	Students will solve 4 problems by adding the bills and coins. They will need to write the amount in dollars and cents notation.		
	INTERVENTION: Copy <i>Drawing Mixed Coins</i> on colored paper & cut out the cards. Show a card & 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! EXTENSION: Students will draw money with a partner.		

UNIT 4: MONEY		LESSON 4.17 Identify and Classify Goods and Services	
	Understand, identify and classify goods and services.		<input type="checkbox"/> Lesson 4.17 Teaching Slides <input type="checkbox"/> Lesson 4.17 Copies
	Needs & Wants Review Exercises: Students will be shown an object with a price tag. They must determine if the item is a want or a need. If it is a need, they do the exercise under "need" doing as many reps as there are dollars (this is a good review of knowing where the dollar sign goes and the cents). If it is a want, they do the exercise under "want" for as many reps as there are cents. Do the example with them first. There are 4 slides for the warm-up after the example.		
	True or False: Students will read the word problem and determine if it is true or false. If it is false, have them explain what the correct answer would be and why. The problem: "Cam took \$5.00 to school to add to his lunch account. He already had \$2.50 on his account so now he has a total of \$8.00. True or false?" The answer is: FALSE. He would have \$7.50 on his account.		
	Introduce Goods and Services to students using the teaching slides. Goods and Services At School: Pass out Goods and Services At School recording sheets to students and use the teaching slides to go through the 8 goods and services. Discuss each with students to decide where it should go. Once students have decided, write the name of the good or service in all 8 boxes, color the matching goods and services (i.e. nurse, teacher, aide would match).		
	School Day: Good or Service?: Students will work with a partner to discuss a school day activity and decide if it uses a good or a service. They will color the correct box and then write about how they know it's a good or a service (a good is something you use, a service is a job where someone does something for you).		
	Sorting Goods and Services At School: Students will cut and glue the people and things they might find at school under the correct column- either goods or services.		
	Students will circle if the item is a good or a service. Students will also fill in the blank for the definition of goods and the definition of services.		
	INTERVENTION: Print and cut apart the Goods and Services Sort cards. Students will glue pictures under the correct heading. EXTENSION: Students will write thank you cards – one thank you card is for someone who provides a service. The other is for someone who makes, sells or buys the student a good.		

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.