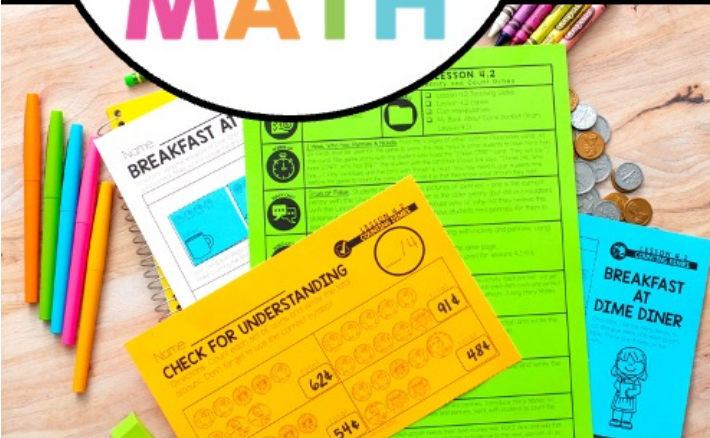


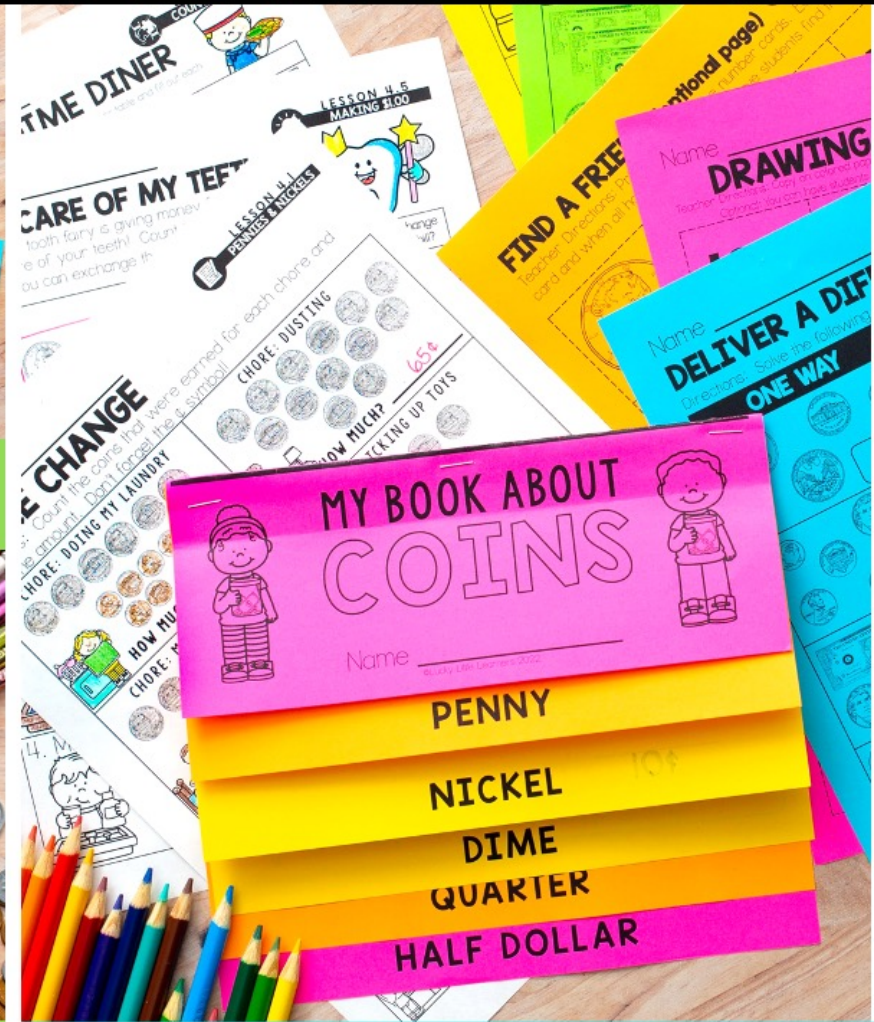
# SECOND GRADE MONEY & FINANCES



**LESSON PLANS**



**HANDS-ON  
ACTIVITIES**



**TEACHING SLIDES &  
PRINTABLES**

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

# Why?

## Lucky to Learn

# MATH

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. Includes: teaching slides, lesson plans, warm-ups, math chats, mini lessons, collaborations, worksheets, differentiation, assessments, anchor charts, and SO much more!

**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.

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...

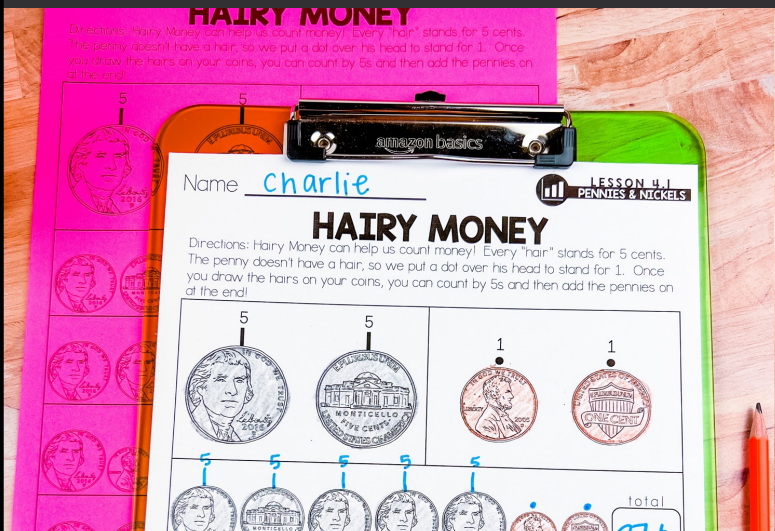
Math block



Supplemental practice



Interventions



Extensions



Hands-on activities



Social studies integration



# THIS UNIT INCLUDES:

✓ Unit overview	✓ Lesson plans
✓ Binder cover & spine	✓ Teaching slides
✓ Pre-assessment	✓ Warm-ups
✓ Post-assessment	✓ Math chats (Number talks)
✓ Anchor charts	✓ Mini lessons
✓ Craftivity	✓ Collaborations
✓ Book recommendations	✓ Independent Practice
✓ Optional activities	✓ Interventions
✓ Themed unit & lessons	✓ Extensions
✓ Vocabulary word cards	✓ Checks for understanding

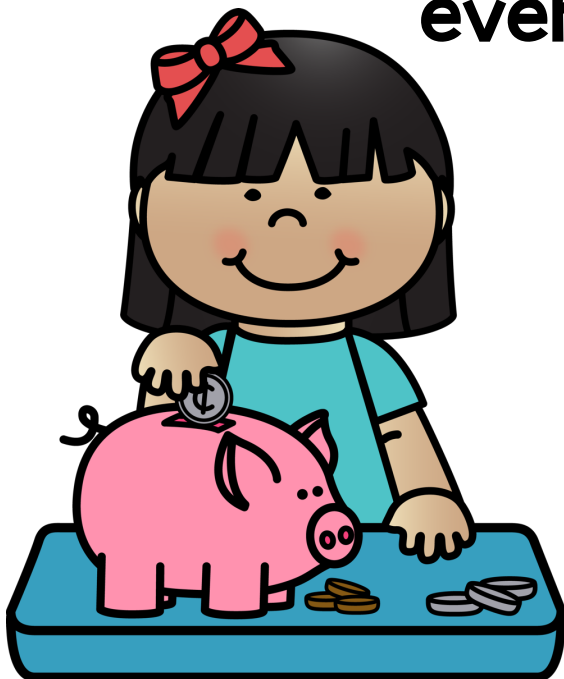
# EVERYDAY ECONOMICS

COINS, CASH, SAVING,  
AND SPENDING



## UNIT 4

In this unit, students will master identifying & counting coins, money word problems, and financial literacy. Each of the 20 lessons highlights a specific everyday task!



# MONEY

## UNIT OVERVIEW

WEEK ONE

### 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:  
2.MD.8  
2.NBT.2

TEKS:  
2.5a  
2.5b

WEEK TWO

### COUNTING MONEY BEYOND \$1.00

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

CC:  
2.MD.8  
2.NBT.2  
2.NBT.4  
2.NBT.7

TEKS:  
2.5a  
2.5b

WEEK THREE

### 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:  
2.MD.8  
2.OA.1  
2.NBT.2  
2.NBT.4  
2.NBT.7

TEKS:  
2.5a  
2.5b

WEEK FOUR

### FINANCIAL LITERACY

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

CC:  
2.MD.8

TEKS:  
2.11a  
2.11b  
2.11c  
2.11d  
2.11e  
2.11f

# UNIT MATERIALS



## Anchor charts

## Binder cover

### COINS

#### 1¢ PENNY

front: heads, back: tails

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

#### NICKEL

front: heads, back: tails

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

#### 10¢ DIME

front: heads, back: tails

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

#### QUARTER

front: heads, back: tails

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

#### NICKEL

front: "IN GOD WE TRUST", back: "LIBERTY 2016"

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

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¢

Lucky to Learn  
**MATH**

UNIT 4  
**MONEY & FINANCE**

EVERYDAY ECONOMICS: COINS, CASH, SAVING, & SPENDING

Lucky to Learn  
**MATH**

UNIT 4  
**MONEY & FINANCE**

EVERYDAY ECONOMICS: COINS, CASH, SAVING, & SPENDING

## Unit assessments

## Math Chat posters

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

### MONEY ASSESSMENT

Fill in the table below by writing each coin's name and value.

coin name			
coin value			

Count the money trials below.

	total
	total
	total
	total

Use up the coin values and compare the totals using <math><,>,</math> or <math>=</math>.

	total	compare	total

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

### MONEY ASSESSMENT

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

Brad earned \$1.50 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 \$5.95. She bought a candy bar for \$1.50 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? (candy, coat, ring, tablet)

Which of these options is a service? (pizza, gift, chef, coffee)

When I take money out of my bank account, I am making a... (spend, save, withdrawal, deposit)

I am keeping my money in a safe place and adding to it until I can afford a new skateboard. What am I doing? (spending, depositing, needing, saving)

### MATH CHAT EXPECTATION

- BE RESPECTFUL**  
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- 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.
- 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.
- 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.
- LET'S CHAT!**  
Once we have had plenty of silent thinking time, we share our strategies with the class and justify our if. All answers are shared and talked about because we learn from mistakes (even teachers!).

### 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.

## Craftivities

## Vocabulary cards

### MY JAR OF MONEY

Directions: Each student needs 1 jar and 1 "In My Jar, I Have Saved" tag sheet. Students will glue the coins on and add up the total on their half-sheet. Cut out the jar and glue or colorful paper for the background with the decorating sheet.

1 penny, 1 nickel, 1 dime, 1 quarter, 1 dollar bill, 100¢

### BURGER BUILDING BUDDIES

Burger top—Copy on tan or light brown cardstock.

<b>cent sign</b> A symbol for the smallest value of money.		<b>penny</b> A copper coin worth one cent	
<b>dollar sign</b> A symbol to show more than 100¢ or one dollar.		<b>nickel</b> silver coin worth five cents	
<b>decimal point</b> The point separating the dollar and cents.	 decimal point	<b>skip count</b> Counting by a certain number that isn't one	
<b>dollars and cents notation</b> A way to write money amounts with a dollar symbol and decimal point.	 \$1.85	<b>value</b> value of an amount of coins and bills in money.	 =17¢

# MATH UNIT ICONS



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

**UNIT 4: MONEY**

**LESSON 4.2**  
Identify and Count Dimes

- Lesson 4.2 Teaching Slides
- Lesson 4.2 copies
- Coin manipulatives
- My Book About Coins booklet (from Lesson 4.1)

**WATERFALL**

**OBJECTIVE**  
Identify and count dimes, as well as pennies and nickels.

**WARM-UP**  
I Have, Who Has: Pennies & Nickels: Print the 4 pages of either color or black/white cards. All 24 cards must be used for the game to work- this may require some students to have more than one card. The game starts with the student who holds the "I have START" card. They will say "I have 14¢. Who has START? Who has 34¢?" The student with the card that shows 34¢ says, "I have 14¢. Who has START..." Play continues until the card with "Finish" is read. You may need to give students time before the game to count the coins on their card so that they know what amount they hold.

**MATH CHAT**  
True or False: Students are shown two pictures of pennies - one is the current penny with the Union Shield and the other is the older penny (but still in circulation) with the Lincoln Memorial. Students will discuss why or why not they believe this statement is true. It would be valuable to show students real pennies for them to see both options.

**HANDS-ON COLLABORATION**  
Introduce the dime and how to count them, along with nickels and pennies, using the teaching slides.

**INDEPENDENT PRACTICE**  
My Book About Coins: Today, sit and collect these at the end of the day.

**CHECK FOR UNDERSTANDING**  
Breakfast At Dime Diner: Students will take a breakfast item for the table and "check". Then, they will count the coins. How much Dots here would be help.

**DIFFERENTIATION**  
Count and Color Coins: Students will count and color coins. They will then count the total amount. They will then count the total.

**INTERVENTION**  
Harry's Money: Harry has 5 dimes (two halves, 5, 10) and 10 pennies using the Harry Money sheet.

**EXTENSION**  
Roll to \$1.00!: Roll to \$1.00! many pennies to your mat. Or The student who gets to \$1.00!

Name \_\_\_\_\_

**GROOMING FOR COINS**  
Directions: Count the coins by each dog to see which grooming service they received.


BLOW-DRY 80¢	BRUSH 78¢	SHAMPOO 55¢
NEW COLLAR 46¢	TRIM 99¢	TREAT BONE 62¢



## 4.3 MINI-LESSON

### LET'S LEARN!

In this lesson, we are going to focus on learning about the quarter!



The quarter is larger than the dime.

The quarter has bumpy edges just like the dime!



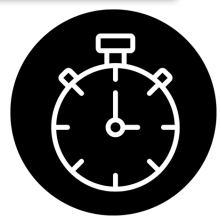
# ICON KEY



OBJECTIVE



MATERIALS



WARM UP



MINI LESSON



MATH CHAT



HANDS-ON COLLABORATION



INDEPENDENT PRACTICE



CHECK FOR UNDERSTANDING



DIFFERENTIATION



BONUS

# LESSON PLANS



Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

Warm-up for each lesson

Collaborative hands-on tasks

Skill-focused mini lesson

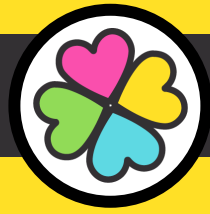
Quick assessments

Independent practice

Materials have matching icons for routine & easy organization

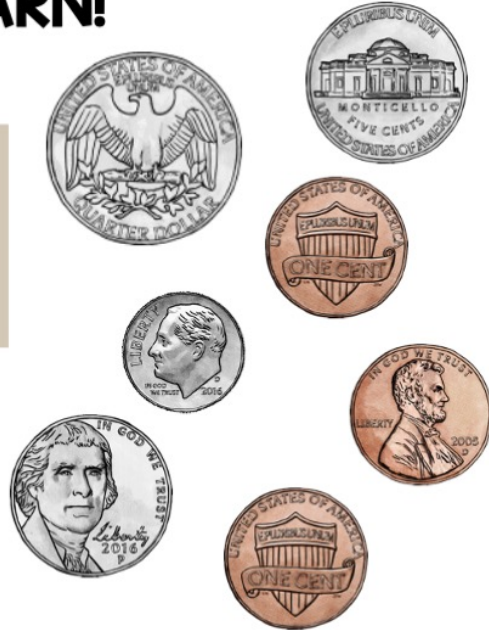
Differentiation options

UNIT 4: MONEY		LESSON 4.6 Count Money Beyond \$1.00	
	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)
	<b>Find 3 Friends:</b> Pass out 1 card to each student you have or all 40 cards! (one page is optional.) Each student will find their matches. Some cards are coins and some cards are bills. When all 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 one dollar bill. Review values and how we have been counting on to add coins. Introduce how we will now count on to add bills altogether using the same strategies. <b>Dollars for Dishes:</b> Work as a class to solve the problems on the recording sheets. Students will practice adding 6 amounts.		
	<b>To Dollar Bills and Beyond:</b> Break students up into small groups of 3-4 students. Each group- one gameboard, some counters, and their whiteboards. Students will take turns spinning the spinner and moving their counter or game piece. Students will draw the bills or coins on their whiteboard to represent the money amount they landed on. 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 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.		
	<b>INTERVENTION:</b> Copy <u>Drawing Mixed Coins</u> 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! <b>EXTENSION:</b> Have students solve the <u>Comparing Money Amounts</u> worksheet independently or in pairs. Review answers together as a group.		



## 4.7 MINI-LESSON

### LET'S LEARN!



Let's practice counting money! What do you notice about these bills and coins?

NEXT 



### I WILL BE ABLE TO...

Count money beyond \$1.00



NEXT 

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

# MINI LESSONS



## 4.6 MINI-LESSON

LET'S PRACTICE TOGETHER!



Provides instruction & scaffolded practice with the skill.

Name \_\_\_\_\_

### DOLLARS FOR DISHES

LESSON 4.6  
MONEY BEYOND \$1

Directions: Solve the following problems with your teacher.

1. TOTAL: \_\_\_\_\_

2. TOTAL: \_\_\_\_\_

4. TOTAL: \_\_\_\_\_

5. TOTAL: \_\_\_\_\_

6. TOTAL: \_\_\_\_\_

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# COLLABORATION



## NEIGHBORHOOD DOG WASH

LESSON 4.3  
COUNTING QUARTERS

Directions: Each player starts with 75¢. Leave a pile of coins beside the gameboard. On your turn, roll a die and move that many spaces. Follow the directions on the space. If it says "earn", take those coins from the pile beside the gameboard. If you have to "pay to the store" put your coins in the Pet Supply Store. If any player lands on the paw print with a star, you get to take all the coins in the store! When one player reaches finish, add up the value of your coins. The player with the most money at the end, wins!



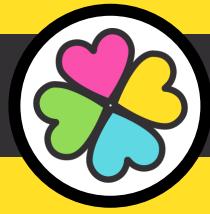
<b>START!</b> 	Earn 5 pennies!	Earn 1 dime!	Earn 2 nickels!	Buy a new brush: pay 25¢ to the store!
				
Buy a new hose: pay 25¢ to the store!	Earn 3 nickels!		Buy shampoo: pay 50¢ to the store!	 Roll again!
				
Earn 1 penny!				
	Earn 2 dimes!	Lose a turn 	Earn 6 pennies!	Earn 3 quarters!
				Buy dog treats: pay 25¢ to the store!
				Buy hairdryer: pay 75¢ to the store!
				
Buy towels: pay 50¢ to the store!	Earn 1 nickel!	Earn 2 quarters!		Earn 3 dimes!
				Earn 4 nickels!
Earn 1 quarter!	<b>PET SUPPLY STORE</b>			
<b>FINISH!</b> 				

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



# CHECK UNDERSTANDING







LESSON 4.2  
COUNTING DIMES

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Count each set of coins and write the total amount. Don't forget to use the correct symbol!

\_\_\_\_\_ / 4

 total <input type="text"/>	 total <input type="text"/>
 total <input type="text"/>	 total <input type="text"/>



LESSON 4.7  
MONEY BEYOND \$1

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Draw the bills and coins that represent the total amount.

\_\_\_\_\_ / 4

total <input type="text" value="\$2.50"/>	total <input type="text" value="\$1.97"/>
total <input type="text" value="\$3.84"/>	total <input type="text" value="\$4.65"/>

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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!

# DIFFERENTIATION



Name \_\_\_\_\_

**LESSON 4.4**  
**COUNTING COINS**

## TOUCH DOT COINS

Directions: Touch Dots can help us count money! Every dot stands for 5 cents. The penny has a line that stands for 1. Once you draw the dots on your coins, you can count by 5s and then add the pennies on at the end!

quarter = 25¢	dime = 10¢	nickel = 5¢	penny = 1¢
			total <input type="text"/>
			total <input type="text"/>
			total <input type="text"/>
			total <input type="text"/>
			total <input type="text"/>
			total <input type="text"/>

**Intervention & extension tasks can be kept on a ring at your teacher table for easy access!**

**SUPPLIES:**

- Hairy Money activity (Lesson 4.1)

**INTERVENTION:**

- Hairy Money is a great strategy to help students count money.
- Every "hair" stands for 5 cents.
- The penny doesn't have a hair, so we use a dot over his head to stand for 1.
- In this activity, we are focusing on nickels and pennies only.

**SUPPLIES:**

- Ways to Make Money (Lesson 4.1)
- Coins \*optional

**EXTENSION:**

- Students will use coins to show two different ways to show each amount of money.
- Three money amounts are given, but feel free to give students additional amounts to make.
- Students can use any variation of coins (not just pennies and nickels).

**SUPPLIES:**

- Hairy Money for dimes, nickels, and pennies activity (Lesson 4.2)

**INTERVENTION:**

- Hairy Money is a great strategy to help students count money.
- Every "hair" stands for 5 cents.
- The penny doesn't have a hair, so we use a dot over his head to stand for 1.
- In this activity, we are focusing on dimes, nickels, and pennies.

**SUPPLIES:**

- Roll to \$1.00 money mat (1 per player) (Lesson 4.2)
- Coin manipulatives

**EXTENSION:**

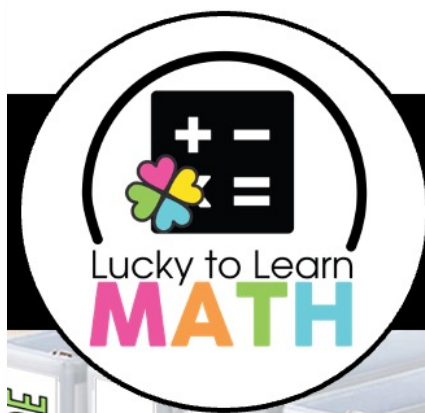
- Each player needs their own money mat to be a group of each type of coin.
- Roll 2 dice and add that many pennies to column on your money mat.
- When you have enough coins to "trade" a coin, you may do so. (i.e. 5 pennies = 1 dime, etc.)
- The first player to reach \$1.00 (4 quarters) wins the game!







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## About the Author

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 400 resources and is one of the top primary sellers on Teachers Pay Teachers.

