

20 Days of Lesson  
Plans and Activities

2<sup>ND</sup>  
grade



the MAGIC of MATH  
**MONEY**

*by Hope King and Amy Lemons*

# MONEY

## OVERVIEW

	FOCUS	STANDARD
<b>WEEK</b> <b>1</b>	Identifying and Counting Coins	TEKS: 2.5A CC: 2.MD.C.8
<b>WEEK</b> <b>2</b>	Value of Money (counting coins OR counting bills & coins)	TEKS: 2.5B CC: 2.MD.C.8
<b>WEEK</b> <b>3</b>	Money Word Problems with Saving and Spending, Deposits and Withdrawals	TEKS: 2.IIABC CC: 2.MD.C.8
<b>WEEK</b> <b>4</b>	Personal Financial Literacy (Economics)	TEKS: 2.IIABCDEF

# DAILY LESSON PLANS

-20 Days of Lesson Plans for:

Week 1: Identifying and Counting Coins

Week 2: Counting Coins OR Counting Bills and Coins

Week 3: Money Word Problems with Saving/Spending & Deposit/Withdrawal

Week 4: Personal Financial Literacy

The image displays a collection of lesson plan cards for two units: 'COUNTING COINS' and 'VALUE OF MONEY'. The cards are arranged in a collage, showing various components of the lessons.

**COUNTING COINS Lesson Plan Components:**

- Day one:**
  - FOCUS:** Identifying Coins, Writing coin amounts.
  - OBJECTIVE:** I can add a collection of coins. I can use the dollar and cent symbol.
  - MATERIALS:** penny, nickel, dime, quarter, coin.
  - VOCABULARY WORDS:** PENNY, NICKEL, DIME, QUARTER.
  - WORD PROBLEM:** (Text partially obscured)
- Day two:**
  - FOCUS:** Money Strategies, Understanding Money Totals.
  - OBJECTIVE:** I can add a collection of coins. I can use the dollar and cent symbol.
  - MATERIALS:** penny, nickel, dime, quarter, coin.
  - VOCABULARY WORDS:** PENNY, NICKEL, DIME, QUARTER, COIN.
- Day three:**
  - FOCUS:** Counting Money, Showing Examples of Money Collections.
  - OBJECTIVE:** I can identify bills and coins. I can add a collection of money.
  - MATERIALS:** paper or play money.
  - VOCABULARY WORDS:** DOLLAR SYMBOL, DECIMAL POINT, ONE DOLLAR.
  - WORD PROBLEM:** (Text partially obscured)
- Day four:**
  - FOCUS:** Counting Coins, Comparing Coin Totals.
  - OBJECTIVE:** I can add a collection of coins. I can use the dollar and cent symbol.
  - MATERIALS:** coins, penny, nickel, dime, quarter, coin.
  - VOCABULARY WORDS:** PENNY, NICKEL, DIME, QUARTER, COIN, DOLLAR SYMBOL, DECIMAL POINT.
  - WORD PROBLEM:** (Text partially obscured)
- Day five:**
  - OBJECTIVE:** I can add a collection of coins. I can use the dollar and cent symbol.
  - MATERIALS:** a collection of coins, dice.
  - WORD PROBLEM:** (Text partially obscured)

**VALUE OF MONEY Lesson Plan Components:**

- Day three:**
  - FOCUS:** Counting Money, Showing Examples of Money Collections.
  - OBJECTIVE:** I can identify bills and coins. I can add a collection of money.
  - MATERIALS:** paper or play money.
  - VOCABULARY WORDS:** DOLLAR SYMBOL, DECIMAL POINT, ONE DOLLAR.
  - WORD PROBLEM:** (Text partially obscured)
- Day four:**
  - FOCUS:** Adding Money, Collections, Counting and Comparing Values.
  - OBJECTIVE:** I can identify bills and coins. I can add a collection of money.
  - MATERIALS:** coins or play money.
  - WORD PROBLEM:** (Text partially obscured)

**MINILESSON and ACTIVITY Cards:**

- MINILESSON:** Introduce coins to the students. Review the types of coins using the pictures and either play money, actual money, or the coin pictures. There are also target coins that can be laminated. Use them to use on your magnetic board to count coins. Practice identifying coins and determining their value. Students can do this with their coins as you use them with the large amounts.
- ACTIVITY:** My Wallet of Coins: Students need to sheet of colored paper. Students fold vertically and cut a half. Students glue the sheet together to make one long strip. Students will fold the strip into four accordion-style. Students give the coin pieces only each section. Then fold up and glue the title on the outside. Student's fill in each section about the coins. For example: they are cent, it's \$0.01, count by cents.
- ACTIVITY:** What's the Value: Either use these cards as a class, around the room, or as group work. Students look at the card, count the collection of money, and write the value. This can be done on graph paper or student write boards.
- ACTIVITY:** What's in My Wallet?: Students cut around the rectangle and on the dotted line. Students glue under the center file so that the flap lift up. Option 1/2: Students write/draw bills and coins they could use to make the amount shown. Option 3: Students write/draw 6 different ways to make \$100.

# DAILY WORD PROBLEMS

20 Word Problems that fit the skills included

## WORD PROBL

Felix shows \$1.00 using  
Draw and label the coi  
us

Felix shows \$1.00 using  
Draw and label the coi  
us

Felix shows \$1.00 using  
Draw and label the coi  
us

Felix shows \$1.00 using  
Draw and label the coi  
us

Felix shows \$1.00 using  
Draw and label the coi  
us

Felix shows \$1.00 using  
Draw and label the coi  
us

## WORD PROBLEM- DAY TWO

I have 2 quarters and 3 nickels. How much  
money do I have? Wh  
get to

I have 2 quarters and  
money do I have? Wh  
get to

I have 2 quarters and  
money do I have? Wh  
get to

I have 2 quarters and  
money do I have? Wh  
get to

I have 2 quarters and  
money do I have? Wh  
get to

I have 2 quarters and  
money do I have? Wh  
get to

## WORD PROBLE

Show all of the ways tha  
using the dollar and cent s  
can make one c

Show all of the ways tha  
using the dollar and cent s  
can make one c

Show all of the ways tha  
using the dollar and cent s  
can make one c

## WORD PROBLEM- DAY FOUR

Marcelo has 2 quarters, 2 dimes, and 1 nickel. Would  
a penny, nickel, dime, a  
collection to make

Marcelo has 2 quarters, 2  
a penny, nickel, dime, a  
collection to make

Marcelo has 2 quarters, 2  
a penny, nickel, dime, a  
collection to make

Marcelo has 2 quarters, 2  
a penny, nickel, dime, a  
collection to make

## WORD PROBLEM- DAY FIVE

Show four different ways to make one  
dollar using coins or bills.

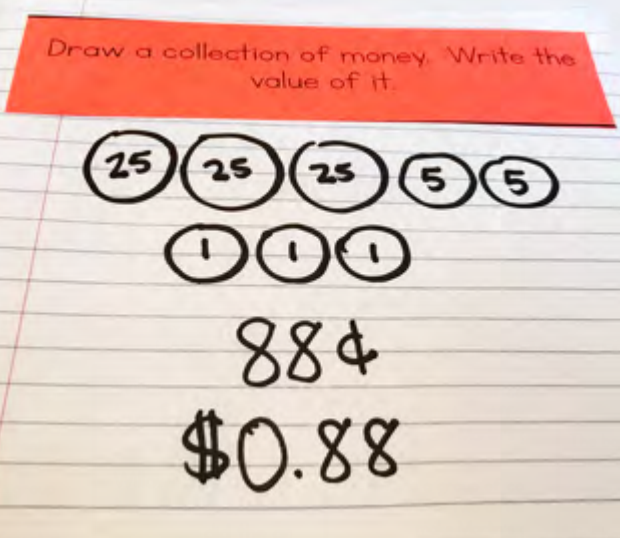
Show four different ways to make one  
dollar using coins or bills.

Show four different ways to make one  
dollar using coins or bills.

Show four different ways to make one  
dollar using coins or bills.

Show four different ways to make one  
dollar using coins or bills.

Show four different ways to make one  
dollar using coins or bills.



## WORD PROBL

Marcy has a group of co  
10 pennies. What coin  
Marcy's group of coins?  
mar

Marcy has a group of co  
10 pennies. What coin  
Marcy's group of coins?  
mar

Marcy has a group of co  
10 pennies. What coin  
Marcy's group of coins?  
mar

Marcy has a group of co  
10 pennies. What coin  
Marcy's group of coins?  
mar

Marcy has a group of co  
10 pennies. What coin  
Marcy's group of coins?  
mar

Marcy has a group of co  
10 pennies. What coin  
Marcy's group of coins?  
mar

## WOR

Ryan has 2 di  
of coins has a  
quarter in ec

Ryan has 2 di  
of coins has a  
quarter in ec

Ryan has 2 di  
of coins has a value of  
quarter in each group.  
Rya

Ryan has 2 different g  
of coins has a value of  
quarter in each group.  
Rya

Ryan has 2 different g  
of coins has a value of  
quarter in each group.  
Rya

Ryan has 2 different g  
of coins has a value of  
quarter in each group.  
Rya

Ryan has 2 different g  
of coins has a value of  
quarter in each group.  
Rya

Willow buys an appl  
dime, 2 nickels, and 3  
did the ap

Willow buys an appl  
dime, 2 nickels, and 3  
did the ap

Willow buys an appl  
dime, 2 nickels, and 3  
did the ap

Willow buys an appl  
dime, 2 nickels, and 3  
did the ap

## WUR

## WORD PROBLEM- DAY FIVE

ana cost 75 cents. If I have 2 quarters, 3  
and 4 nickels, do I have enough money to buy  
the banana? Explain your thinking.

ana cost 75 cents. If I have 2 quarters, 3  
dimes, and 4 nickels, do I have enough money to buy  
the banana? Explain your thinking.

The banana cost 75 cents. If I have 2 quarters, 3  
dimes, and 4 nickels, do I have enough money to buy  
the banana? Explain your thinking.

The banana cost 75 cents. If I have 2 quarters, 3  
dimes, and 4 nickels, do I have enough money to buy  
the banana? Explain your thinking.

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dimes, and 4 nickels, do I have enough money to buy  
the banana? Explain your thinking.

The banana cost 75 cents. If I have 2 quarters, 3  
dimes, and 4 nickels, do I have enough money to buy  
the banana? Explain your thinking.

what is the value of her  
money?

# QUICK ASSESSMENTS

## COUNTING COINS

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

1. Name the coin and write the value next to the correct name:

- a. dime: \_\_\_\_\_  
 b. penny: \_\_\_\_\_  
 c. nickel: \_\_\_\_\_  
 d. quarter: \_\_\_\_\_



2. Find the value of the collection of coins:



3. Draw a way to make a collection of coins that equals 5¢.

5. Find the value of the collection of coins:



- a. \$0.  
 b. \$4¢  
 c. \$0!  
 d. \$0!

6. Samr and 6 pe did Samr

- a. \$0.  
 b. \$0!  
 c. \$0.  
 d. \$0!

7. Harpe that cost quarters

## VALUE OF MONEY

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

1. Show two ways to make \$1.00.

2. Find the value of the money shown below:



5. If I added a quarter and three more nickels to this collection, how much money would I have?



- a. \$1.00  
 b. \$0.95  
 c. \$1.00  
 d. \$1.00

6. Samantha had 55 cents. Her brother gave her one quarter and ten pennies. How much money does

## VALUE OF MONEY

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

1. Show two ways to make \$1.00.

5. Find the value of the money shown below:



- a. \$1.20  
 b. \$1.20  
 c. \$1.50  
 d. \$0.5

6. Vanessa had two dollar bills, three quarters, one dime, and four pennies. How much money did Vanessa have?

- a. \$1.81  
 b. \$0.80  
 c. \$2.81  
 d. \$2.80

7. Dudley wants to buy a toy that costs \$5. He has three dollar bills, four quarters, six dimes, and one nickel. Does he have enough?

## SAVING AND SPENDING

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

1. Lillian spends \$0.50 every day on a donut. How much does Lillian spend in one week?

4  
t  
q  
a  
b  
c

1. Ariel has worked with her grandma sewing quilts for the past four weeks. She earned \$8.00 each week. She wants to buy a new pair of shoes that cost \$36. Does she have enough money? Why or why not?

3. Lucas account purchase that each money is

4. Clay g decided 1 rest into money d

## PERSONAL

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

Matching: Match the letter!

7. \_\_\_\_\_ save c  
 8. \_\_\_\_\_ spend b  
 9. \_\_\_\_\_ want a  
 10. \_\_\_\_\_ producer e  
 11. \_\_\_\_\_ need f  
 12. \_\_\_\_\_ consumer d  
 13. \_\_\_\_\_ borrow g

H. An example of a ser

- a. purchasing cookies  
 b. buying groceries  
 c. Tina giving art lessons  
 d. ordering flowers

Put a W beside anything you want and an N beside anything you need:

15. \_\_\_\_\_ Eggs  
 16. \_\_\_\_\_ A warm jacket  
 17. \_\_\_\_\_ A new basket  
 18. \_\_\_\_\_ A computer  
 19. \_\_\_\_\_ sunlight  
 20. \_\_\_\_\_ cookies

## PERSONAL FINANCIAL LITERACY

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

1. Show two ways to make \$0.75.

2. If I added a quarter, three dimes, and a nickel to this collection, how much money would I have?



- a. \$0.37  
 b. \$0.85  
 c. \$0.87  
 d. \$1.00

3. Chuck had 36 cents. His uncle gave him two quarters and 4 pennies. How much money does he have now?

- a. \$0.86  
 b. \$0.90  
 c. \$0.36

4. Smith had three dollar bills, three quarters, 1 dime, three nickels. How much money does Smith have?

- a. \$0.95  
 b. \$1.00  
 c. \$3.00  
 d. \$4.00

5. Find the value of the amount shown below:



6. Moah earned \$86 last summer selling 300 cones. He put \$43 in the bank and spent the rest. How much did he spend?

0 using

**WEEK ONE:**

COINS

identifying  
& counting

# WEEK ONE

**COUNT & ORDER**

**LESS THAN 50¢**

**MORE THAN 50¢**

**tic • tac • toe**

**My Coin Collection**

25¢ 1¢  
1¢ 1¢

85¢ 75¢ 43¢ 90¢ 18¢

**HAIRY MONEY**

**PENNY**

**KEVIN**

**DIME**

**QUARTER**

**RACE TO \$1.00**

2	3	4	5	6	7	8	9	10
12	13	14	15	16	17	18	19	20
22	23	24	25	26	27	28	29	30
32	33	34	35	36	37	38	39	40
42	43	44	45	46	47	48	49	50
53	54	55	56	57	58	59	60	
63	64	65	66	67	68	69	70	
73	74	75	76	77	78	79	80	
83	84	85	86	87	88	89	90	
93	94	95	96	97	98	99	100	

**HAIRY MONEY**

**ROLL & COUNT**

1	25	25	10	5	5	70
2						
3						
4						
5						
6						
7						

**Solve THE Problems**

1  $10 + 50 + 50 = 100$

2  $50 + 50 = 100$

3  $10 + 10 + 10 + 10 = 40$

4  $100 - 20 = 80$

5  $25 + 25 + 25 = 75$

6  $100 - 50 = 50$

7  $100 - 10 = 90$

8  $100 - 25 = 75$

Colleen walks a dog for three days. Each day she earns a quarter. How much money does Colleen earn?

**SCOOP & COMPARE**

124 < 294

44 < 88

704 > 214

**wallet of COINS**

**wallet of COINS**

100¢

50¢

25¢

10¢

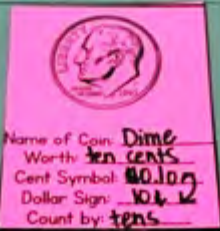
5¢

1¢

# DAY ONE

Minilesson: Introducing Coins and Skip Counting (add magnets to large coins for whole group lessons)

Activity: My Wallet of Coins



Interactive Notebooks:  
Identifying Coins and Skip Counting



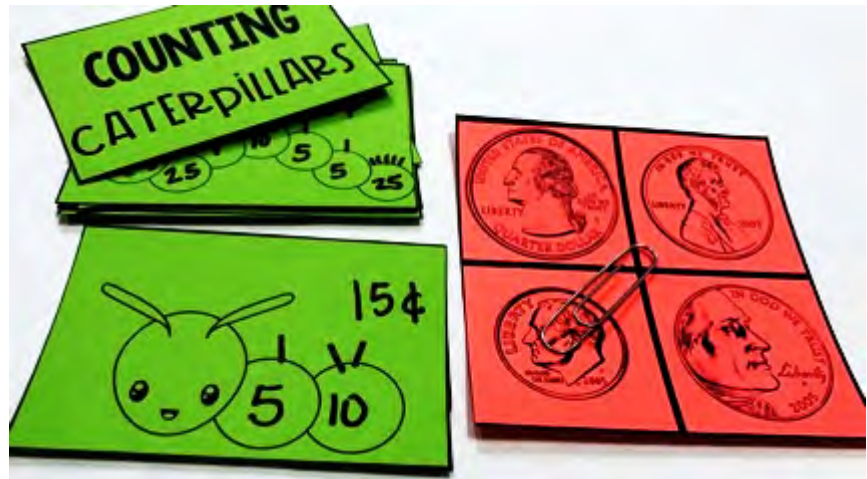


# DAY TWO

Minilesson:  
Hairy Money



Activity:  
Counting  
Caterpillars  
(make into a  
booklet or  
leave as a  
sheet)



Interactive  
Notebooks: Count  
and Order

# DAY THREE

Minilesson: Solve The Problems

Activity: Race to \$1.00



Interactive Notebooks:  
More and Less Than



# DAY FOUR

Minilessson: Tic Tac Toe  
(you can use poms for the X and O)



Activity: Scoop and Compare

Interactive Notebooks:  
My Coin Collection

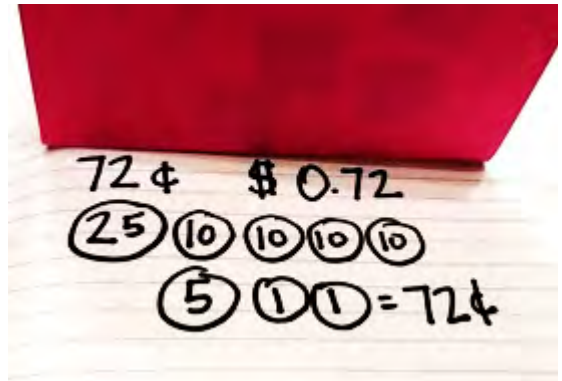


# DAY FIVE

Activity: Roll and Count



Interactive Notebook:  
Piggy Bank Totals



Assessment:



**WEEK TWO:**

**MONEY**

value of

money

# WEEK TWO

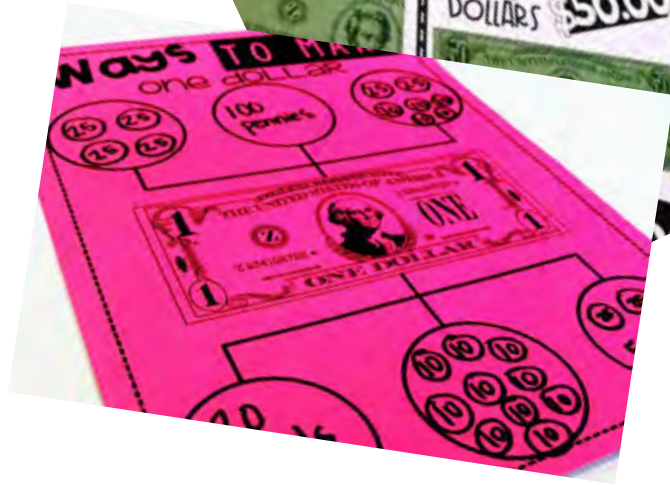
All activities are offered in two ways: counting only coins, counting bills and coins



# DAY ONE

Minilessson: Making \$1

Activity:  
Layered Flip  
Book



Interactive  
Notebooks:  
What can you  
add to make \$1?



# DAY TWO

Minilesson: Introduce bills

Activity: Roll to Find the Value



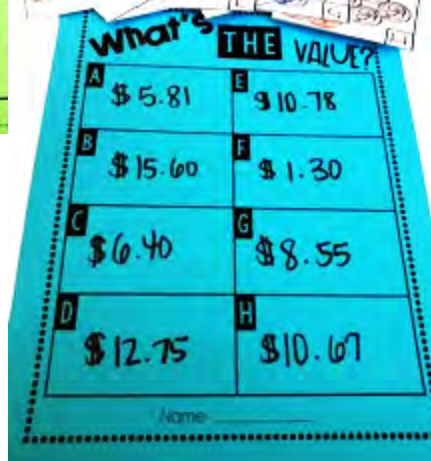
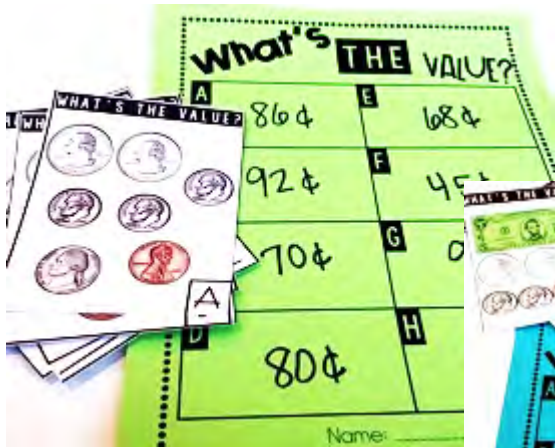
Interactive Notebooks: What Can I Buy?



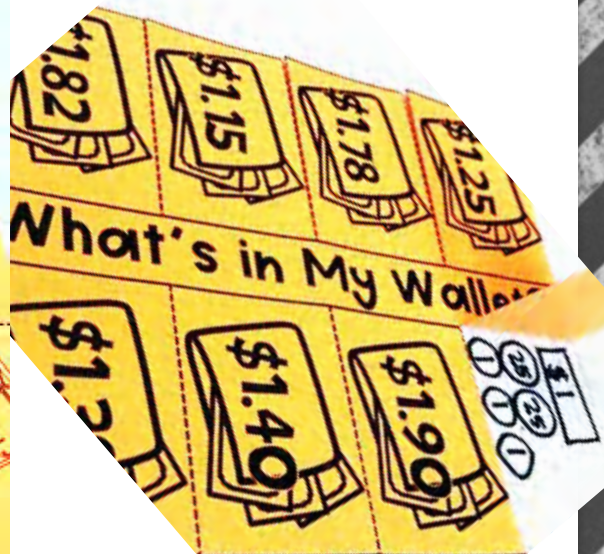


# DAY THREE

What's The Value?:



Interactive Notebooks: What's In My Wallet?



# DAY FOUR

Minilessons: Shopping and Modeling Totals



Activity: Let's Go Shopping



Interactive Notebooks:  
More and Less Than  
Pockets



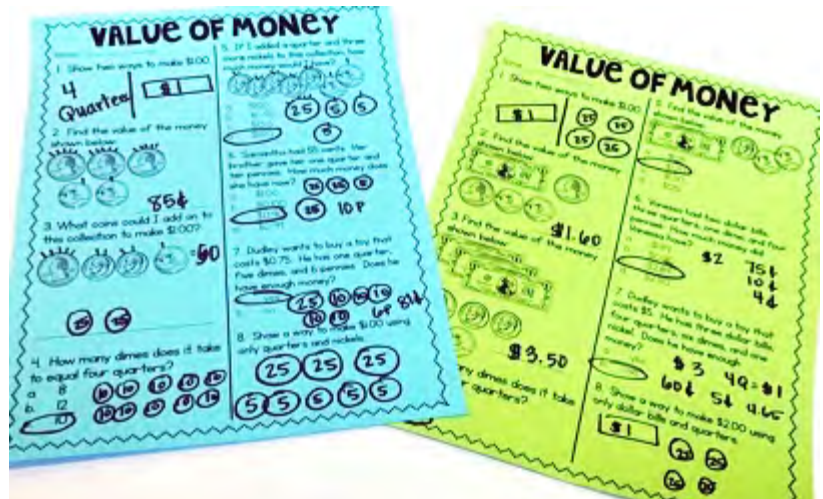
# DAY FIVE RACE TO \$100

Activity: Race to \$100



Interactive Notebook: The Value of Words

Assessment:



**WEEK THREE:**

**MONEY**

problems:

saving, spending,  
deposit, withdraw

# WEEKS 3 & 4



# DAY ONE

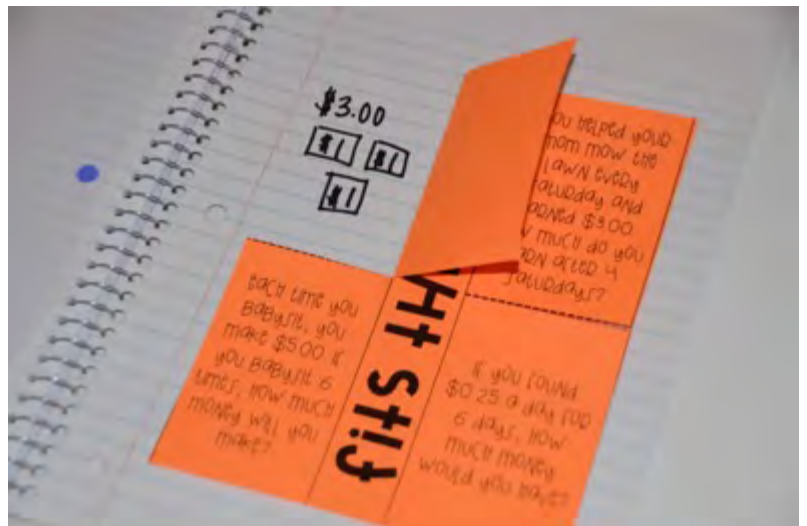
Minilessons:  
Students solve money  
word problems and  
collect food.



Activity:  
Students solve  
money related  
word problems.



Interactive Notebooks:  
Students complete the  
Fits the Bill activity.



# DAY TWO

Minilesson: The students use role play to model saving and spending.



Activity: The students play Spend or Save?



Interactive Notebooks: Students create scenarios that represent saving and spending in their interactive notebooks.



# DAY THREE



Minilesson: Use large word problems to model the steps of the P.S.A. strategy to help correctly solve word problems.

Activity: The students will work to empty their bank by solving each word problem using the P.S.A. strategy.



# DAY 4

Minilesson: The students sort word problems by determining if the example given is showing a deposit or a withdrawal.



Activity: The students play Spin and Act with a partner to practice withdrawals and deposits.



Interactive Notebooks: The students show their knowledge of today's vocabulary by providing examples of a deposit and a withdrawal.



# DAY FIVE

Minilesson: Model solving word problems using the P.S.A. strategy.



Students will apply their word problem solving strategies during a game of Scoot where they will work to solve 8 word problems.



Students work to describe or provide examples of each term without saying the word in a game of Headbandz.



**WEEK FOUR:**

**MONEY**

problems:  
personal financial  
literacy

# DAY ONE

Minilesson: Students will listen to the story *A Chair for My Mother* to begin understanding that saving money means growth of the amount over time.



Activity: Students will complete the Save It Challenge by creating different amounts and saving them to watch their total grow over time.



Interactive Notebooks: The students will complete a writing stem to show a reason why they would like to save their money.



# DAY TWO

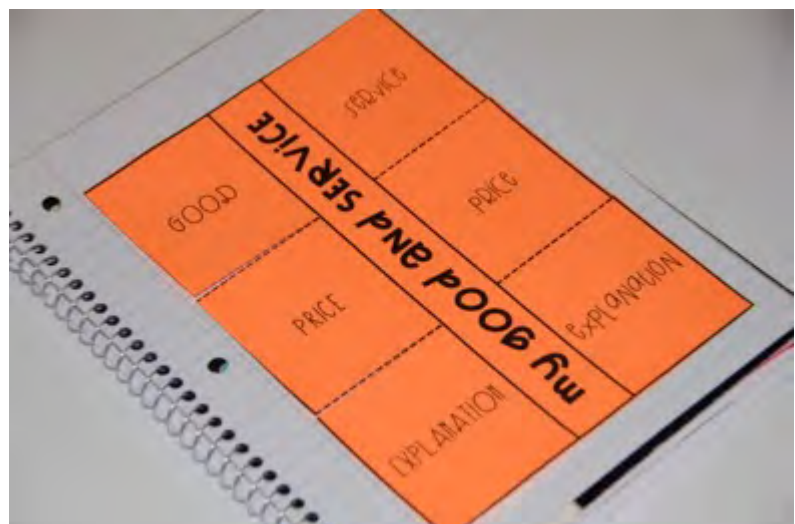
Mini-lesson: The class works to sort and classify goods and services.



Activity: Students play Goods and Services Bingo. In order to count a square, they must create an example.



Interactive Notebooks:  
The students work to create their own good and service.



# DAY THREE

Miniesson: The students work to create skits or riddles to practice the terms producers and consumers.



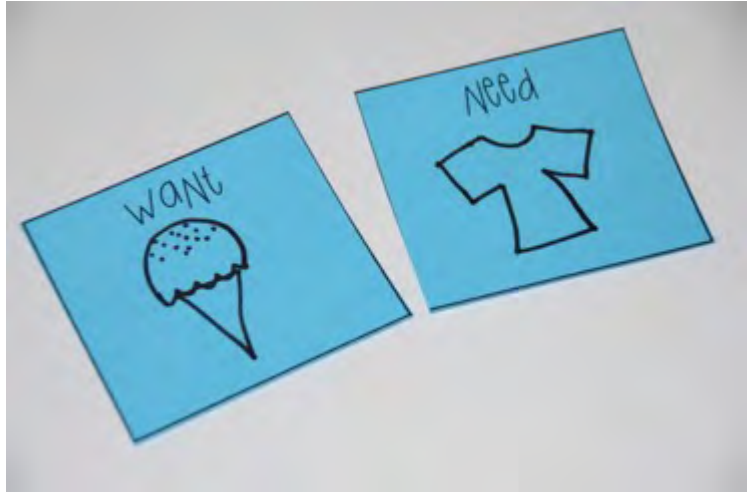
Activity: The students play tic-tac-toe to practice identifying producers and consumers.

Interactive Notebooks: The students define each term and provide examples in their interactive notebook.

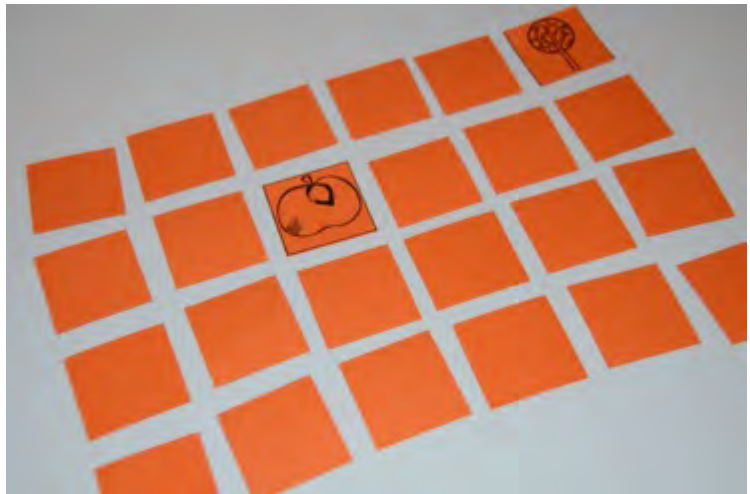


# DAY FOUR

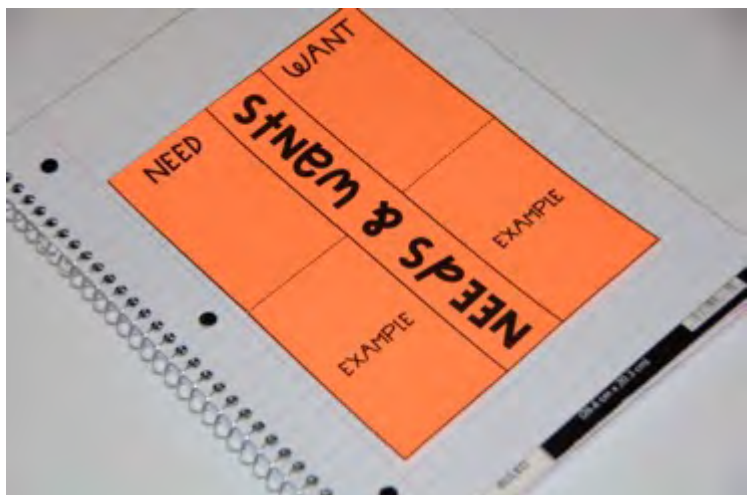
Minilesson: The students identify a want and a need. The class will sort them into groups.



Activity: The students will work to identify wants and needs during a partner memory game.



Interactive Notebooks: The students will define both want and need and will create examples of each.

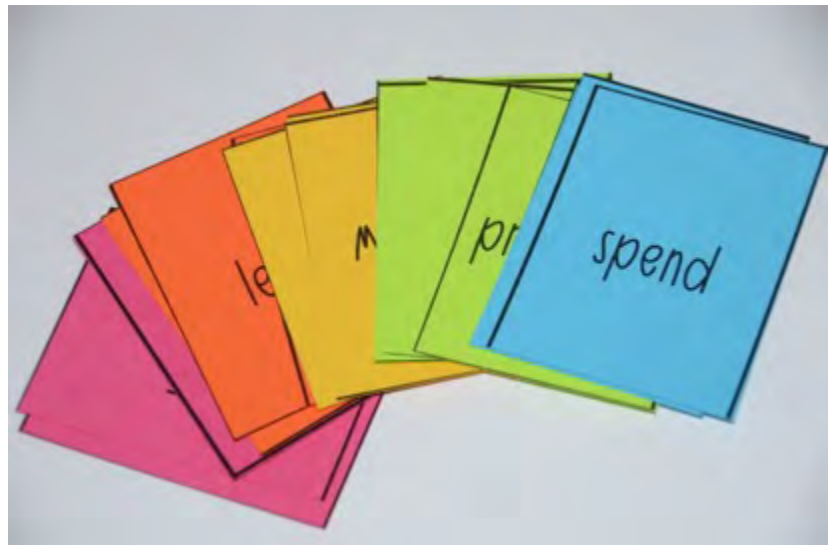


# DAY FIVE

Minilesson:  
Introduce the terms borrow and lend. Students will work to act out each term.



Activity: The students will play Headbandz to review all concepts learned throughout the unit.





# MINILESSONS

- Ideas and materials on how to teach the concepts
- Hands On and Fun for students



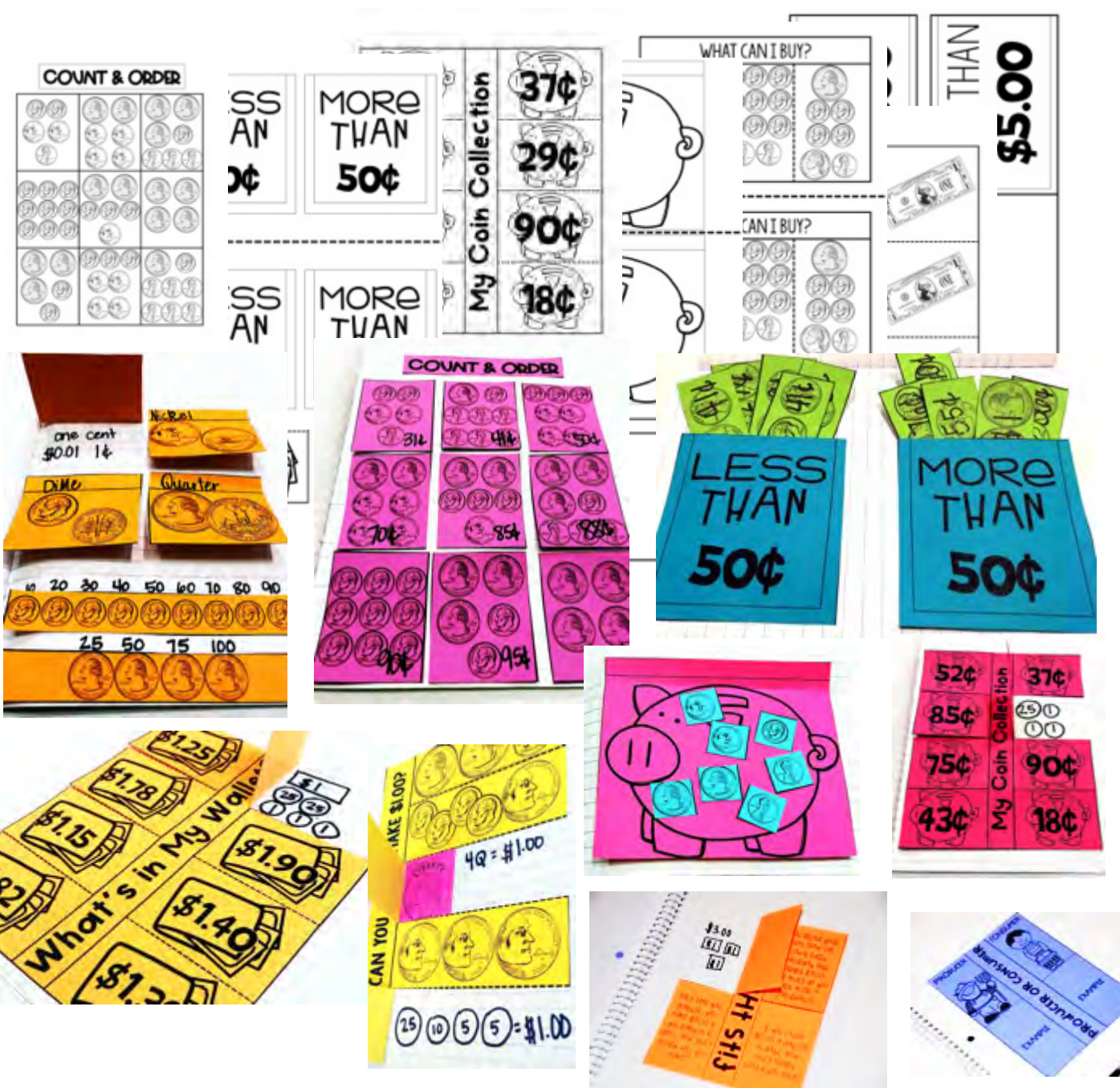
# FUN ACTIVITIES

Easy to Print Activities, Games, and Fun Stuff that help students stay engaged during your math block



# INTERACTIVE NOTEBOOKS

Activities that are easy to cut and glue into math spirals/interactive notebooks



# VOCABULARY CARDS

Cards that you can display on a math word wall or bulletin board

**SPENDING** 

To use money to pay for something

**DEPOS**

To put money into a bank account

**WITHDR**

To take money out of the bank

**PRODUCE**

Someone who offers services or makes/grows goods

**CONSUMER**

A person who buys goods or services

**ALLOWANCE**

The amount of money earned from a parent or family member

**BUDGET** 

Having a plan for spending and saving

**DONATE**

To give food, money, or items to help a person or group of people

**CHARITY**

A special people that to the c

**BOB**

To take something promise of

**LEN**

To give us certain am

**INC**

Money r

**GOODS**

Things that are made or grown

**SERVI**

Work that someone does for someone else

**SUPPLY**

The amount of something that is available to consumer

**DEMAN**

How much consumers want something

**NEEDS** 

Something someone must have to live

**WANTS** 

Something people would like to have

**COST**

The amount paid or charged for something



**PENNY** 

\$0.01  1¢

**NICKEL**

\$0.05  5¢

**DIME**

\$0.10  10¢

**QUARTER**

\$0.25  25¢

**HALF DOLLAR**

\$0.50  50¢

**DOLLAR**

\$1.00  100¢

**ONE DOLLAR**

 \$

**FIVE DOLLAR**

 \$

**TEN DOLLAR**

 \$10.00

**TWENTY DOLLAR**

 \$20.00

**FIFTY DOLLAR**

 \$50.00

**ONE HUNDRED DOLLAR**

 \$100.00

**CENT SYMBOL** 

**DOLLAR SYMBOL** 

**DECIMAL POINT**  \$1.00

**SAVING** 

To put away or use later

# I CAN STATEMENTS

I Can Statements can be displayed throughout the unit.

**I CAN**

**ADD A COLLECTION OF COINS**  
 \$0

**USE THE \$ AND ¢ SYMBOLS**  
50¢ \$

**IDENTIFY BILLS AND COINS**  
 \$1.01

**SOLVE PROBLEMS ABOUT SPENDING AND SAVING**

**SOLVE WORD PROBLEMS ABOUT MONEY**

**ADD A COLLECTION OF MONEY**

**SOLVE MULTI-STEP PROBLEMS**  
KEENAN HAD FOUR GUMBALLS, HE ATE TWO MORE. HOW MANY GUMBALLS DOES HE HAVE LEFT?

**DISTINGUISH BETWEEN A DEPOSIT AND WITHDRAWAL**

**IDENTIFY AND DESCRIBE BORROWING**

**IDENTIFY AND DESCRIBE LENDING**

**DESCRIBE PRODUCERS AND CONSUMERS**