

Bachelor of Education (Elementary)

Lesson Plan

Lesson

Title: Financial Literacy

Lesson #

2

Date:

2025-01-08

Name: Bridget Teichroeb

Subject: Math

Grade(s): 2

Rationale:

This lesson is important because it introduces students to the world of money and finances. This lesson will build a foundation for future work with money, decimals, value, and life skills.

Core Competencies:

Communication	Thinking	Personal & Social
Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their	Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions.	Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.

messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.	Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.	
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Big Ideas (Understand)

Numbers to 100 represent quantities that can be decomposed into 10s and 1s

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>Develop mental math strategies and abilities to make sense of quantities</p> <p>Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</p>	<p>financial literacy — coin combinations to 100 cents, and spending and saving</p> <p>number concepts to 100</p> <p>benchmarks of 25, 50, and 100 and personal referents</p>

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<p>Identify the basic coins</p> <p>Add coins together</p> <p>Explain if a number is greater or less than another</p> <p>Subtract money after a purchase</p>	<p>Answer the questions in the group</p> <p>Color the worksheet identifying and color coding coins</p> <p>Participate in group coin counting activity</p> <p>Decide if they have enough money to purchase the shown item</p> <p>Figure out how much money is left over after a purchase</p>

Prerequisite Concepts and Skills:

Counting to 100, skip counting by 10s, 5s, 25s, basic addition and subtraction, basic understanding of greater than less than, knowledge of dollar vs cents

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story. - story math problem, We talk about our own personal stories with money

Universal Design for Learning (UDL):

Read all slides outloud, pair struggling learners with stronger students, show and pass around the physical coins

Differentiate Instruction (DI):

For students who struggle with adding you could provide a calculator so they can keep up with the concept

Materials and Resources

Slideshow

https://www.canva.com/design/DAGcyOpRO9Q/1iac9F3laoGH5qx_IWaLWQ/edit?utm_content=DAGcyOpRO9Q&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton , fake money class set - [Printable play money - Bank of Canada Museum](#), money color sheet, video book, one of each real coin, pencil crayons

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>"You Can't Buy a Dinosaur with a Dime" Financial Literacy STEAM Storytime Read Aloud for Kids</p> <p>Play the above read aloud. Pause it every time they ask a question and answer it with your students' help.</p> <p>End the video at 4:48</p> <ul style="list-style-type: none">- The rest of the video is the books Glossary <p>Hold up one of each coin - show it on the projector and ask students to identify what it is called and what it is worth.</p>	<p>Listen to the read aloud</p> <p>Answer the questions during the read aloud</p> <p>Identify the real coins</p>	<p>10 min</p> <p>3 min</p>

<p>Body:</p> <p>Show slide 2 titled What is your money worth?</p> <p>Ask students how many quarters to make a dollar?</p> <p>How many nickels make a dime?</p> <p>How many loonies make a toonie?</p> <p>Go through the next three slides and discuss how much each coin is worth and how to add them together.</p> <p>Refer back to the first slide if students are stuck</p> <p>Leave the first slide on the board</p>	<p>Raise hands to answer questions about money using the image on the screen</p> <p>Add the coins on the slides and share the answers</p>	<p>10 min</p>
<p>Split the students into random groups of 3</p> <p>Give each group around 4\$ of fake money coins</p> <p>Ask each group to count how much money they have and write down the total</p> <p>(suggest one student counts quarters, one counts dimes, and one counts nickels, all count loonie)</p> <p>Once each group is finished gather the students together still sitting in their groups</p>	<p>Sit in your group of 3 and count the coins together</p> <p>Write down the total</p> <p>Gather together while sitting in your groups</p>	<p>10 min</p>
<p>Go through slide 6-10 as a class and answer use the group totals to decide as a class if that group could purchase the item</p> <p>Hand out the color by code worksheet for students to color and identify coins</p>	<p>Answer the questions on the slides using your groups total and the teachers guidance during whole class discussion</p> <p>Color the worksheet following the directions and identify the coins</p>	<p>10 min</p>

As an extra challenge ask students if they can identify how much money is on the page?	Try to identify how much money is on the page.	
<p>Closure:</p> <p>Wrap up by asking students what they learned today about money?</p> <p>Collect the coloring pages for assessment</p>	<p>Answer what you learned and hand in your coloring sheet with your name on it</p>	5 min

Organizational Strategies:

Pre arrange the groups, put up the power point and video ahead of time, sort the fake money ahead of time, grab pencil crayons, photocopy the worksheet, check the sound

Proactive, Positive Classroom Learning Environment Strategies:

Visual, audio, and tactile learning opportunities

High ceiling opportunities

Group learning - makes low floor entry

Extensions:

This lesson can be repeated with larger amounts as students learn more about money

You can create piggy banks and have a class store

You can continue the unit plan of financial literacy

Reflections (if necessary, continue on separate sheet):

This lesson should be followed by more lessons on money and the lesson before it should review skip counting, basic adding, and subtracting. This lesson is lesson two out of an 8 part unit.

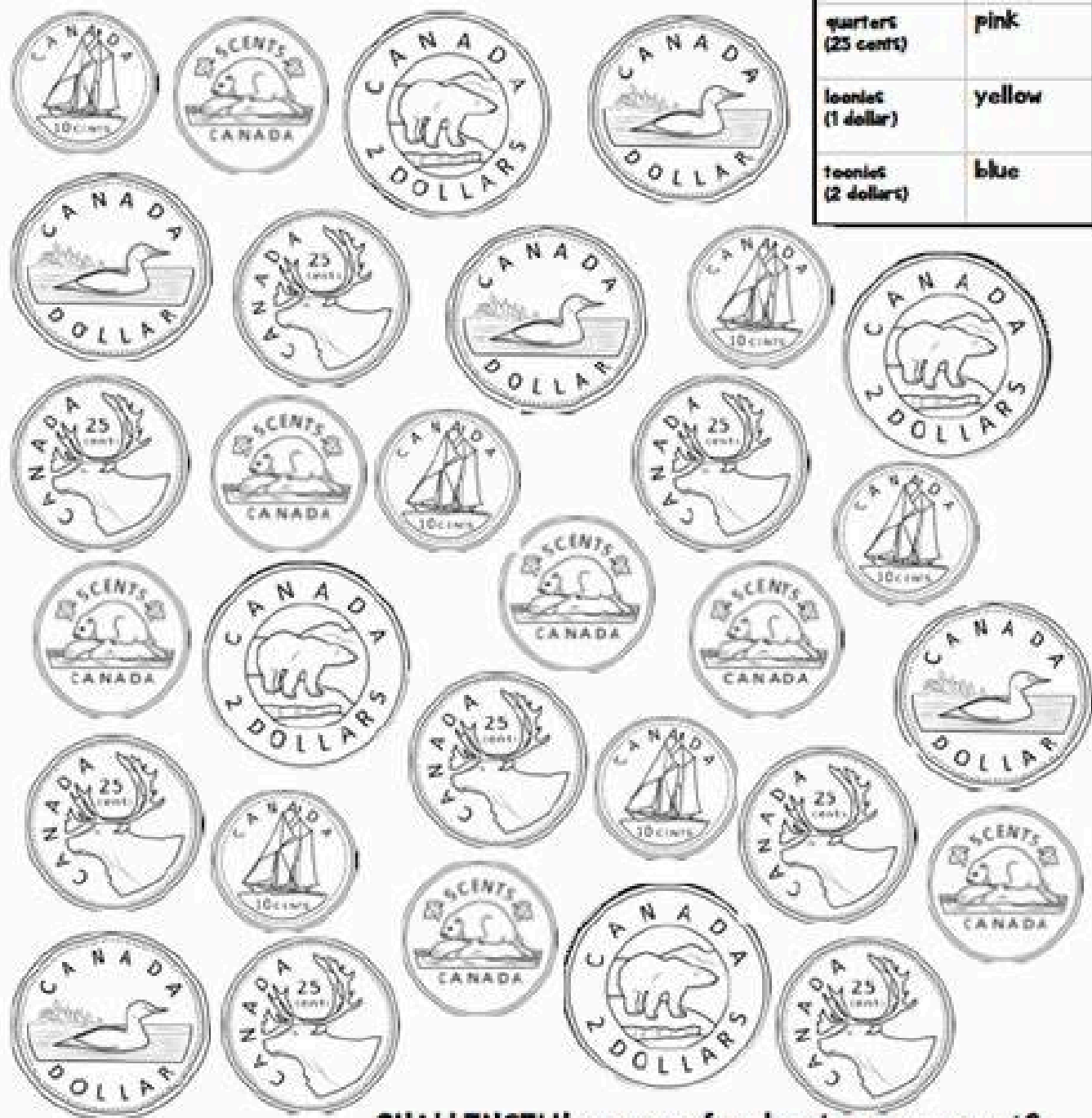
I chose this topic because I believe that this is an important topic for students to learn about and understand. I like that it connects well to real life and students can easily see the value in learning about money. This topic easily fits into a unit plan that I am working on developing and researching which helped me better understand the big picture of teaching. I liked this topic because there are so many ways that it can be taught and that means that there are many different ways for students to learn.

Unit plan

1. Review of skip counting by 2, 5, 10, 25
 - Introduction to play money
 - Talk about why we want to learn about money and why it is important
2. This lesson on learning each amount and adding them together
3. Another lesson around adding amounts and counting coins with a lot of opportunities to practice
4. Addition of 5\$, 10\$, 20\$ bills
 - Conversation about bills
 - More practice on adding money together
5. What can we do with money?
 - We can save it
 - Give it away - donate
 - Spend it
6. Opening of class store and introduction of being paid for class jobs
 - Give each student a starting amount
 - Have each student create a plan for their money
 - Show example store items and costs to help students plan
7. Did we always use money?
 - An indigenous inspired lesson about trade and bartering
 - Talk about Indigenous values of giving
 - Introduce class donation bin where students can choose to donate their fake money to someone in need
8. Additional practice with counting money and review of the unit

COLOUR BY CODE

nickels (5 cents)	red
dimes (10 cents)	green
quarters (25 cents)	pink
loonies (1 dollar)	yellow
toonies (2 dollars)	blue



CHALLENGE! How many of each coin can you count?
Record your answers on the back of this page