



Developed with Ann F. Lamb, Ed.D.

Building financial literacy: Money, currency, and bills

Volume 43 | Gr. 1-2

Time required: 2-3 class periods



Standards

CCSS.MATH. CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Materials list

- Complete Money Set ([TB18723](#))
- Nasco Money Activity Cards ([TB27445](#))
- “Money identification: Paper currency” worksheet ([p. 4](#))
- “Money identification: Coins” worksheet ([p. 5](#))
- Money word problem worksheets ([pp. 6-10](#))
- Academic vocabulary journals

Lesson prep

1. Divide the Complete Money Set. Each student will need enough currency to complete the Nasco Money Activity Cards. Place each student’s money allocation in a baggie.
2. Distribute the baggies (called money bags in student instructions below) and the Nasco Money Activity Cards near the walls around the perimeter of the room.
3. Reproduce the “Money identification: Paper currency” and the “Money identification: Coins” worksheets on [pp. 4-5](#) for each student.
4. Reproduce the “Money word problems” worksheet for each student.

Objective

Students will...

- Solve life application word problems utilizing all dominations of U.S. money

Academic vocabulary

- | | | |
|----------------|------------|-----------|
| • Money | • \$ | • Dimes |
| • Currency | • ¢ | • Nickels |
| • Dollar bills | • Quarters | • Pennies |



Directions

1. Tell students they can work in pairs or independently for the following activities.

Activity 1

1. Tell students to skip, jump, or hop from their workspace to get their money bags and a Nasco Money Activity Card and then skip, jump, or hop back to their workspace.
2. Then, have students complete their Nasco Money Activity Card.
3. When students have completed one card, have them show you their answer and provide them with another card. Do this as many times as time allows.

Activity 2

1. Tell students to get out their money bags and complete the “Money identification: Paper currency” worksheet (**p. 4**). Instruct them to lay out the matching currency from their money bag in the center column and then write the amount in the right column. After they finish, have them compare answers with a partner.
2. Then, have them complete the “Money identification: Coins” worksheet (**p. 5**) and compare answers with a partner.

Activity 3

1. Have students get out their money bags and complete the “Money word problems” worksheet. Depending on the level of your students, have them use the pictures in the middle column to support their work. For students who are ready, provide them with the version of the worksheet without any visual cues on **pp. 8–10**.
2. After completing the worksheet, have them partner with a peer to review their answers or review the correct answers as a class.

Activity 4

1. Tell students to get out their academic vocabulary journal and write each of the following terms:
 - Money
 - Currency
 - Bills
 - \$
 - ¢
 - Quarters
 - Dimes
 - Nickels
 - Pennies
2. Have students do the following next to each term:
 - Define the word
 - Draw something that represents the word
 - Spell the word if it's a symbol
 - Use the term in a sentence
3. When students have completed the task, have them look around the room and find the nearest neighbor who looks ready to share their completed work. Have them take their notebooks to the hallway without talking. After they enter the hallway, have them start walking and quietly do the following with their partner:
 - Read their sentence for each academic vocabulary word
 - Say the word out loud if a symbol is included
 - Show their drawings
 - Say the definition of the word, followed by their sentence using the academic term
4. As the students are completing their walk/pair/share, stand in the doorway, encouraging respect with your body language as you monitor both groups of students. Have partners show you their notebooks as they walk through the door.



Extension

Tell students you want them to pay attention to any problems they are asked to solve that involve money. Provide a time each day where students can write down what they hear about money and any problems they solve involving money each day. This helps them see the real-life application of their family's decisions involving money and be able to show and tell their families what they are learning in school.

Then, have students talk with their families about what they want to do after they graduate high school. Tell students to remember the conversation as a picture they can draw the next day to share at a future conference with their family.

Money identification

Paper currency





Name: _____ Date: _____

| United States currency | Money bag match | Number value |
|---|-----------------|--------------|
|  | | \$. . . |
|  | | \$. . . |
|  | | \$. . . |
|  | | \$. . . |
|  | | \$. . . |
|  | | \$. . . |

Money identification

Coins





Name: _____ Date: _____

| United States coins | Money bag match | Number value |
|---|-----------------|--------------|
|  | | _ . _ _ ¢ |
|  | | _ . _ _ ¢ |
|  | | _ . _ _ ¢ |
|  | | _ . _ _ ¢ |

Money word problems






Name: _____ Date: _____

Directions: Read each problem. Use the visual money to help you find the total amount of money. Write the answer in the number value column.

| Money word problem | Money workspace | Number value |
|--|--|--------------|
| You have 3 pennies and 1 dime. How much money do you have in total? |  | \$. _ _ |
| You have 2 nickels and 1 quarter. How much money do you have in total? |  | \$. _ _ |
| You have 3 quarters, 1 nickel, and 2 pennies. How much money do you have in total? |  | \$. _ _ |
| You have 1 quarter, 2 dimes, 1 nickel, and 3 pennies. How much money do you have in total? |  | \$. _ _ |
| You have 4 dollar bills, 1 quarter, 4 dimes, and 1 penny. How much money do you have in total? |  | \$. _ _ |

Name: _____

Date: _____

| Money word problem | Money workspace | Number value |
|--|--|-------------------|
| <p>You have 5 quarters, 1 nickel, and 1 dime. How much money do you have in total?</p> |  | <p>\$ _ . _ _</p> |
| <p>You have 2 dollars, 1 quarter, 1 dime, and 1 nickel. How much money do you have in total?</p> |  | <p>\$ _ . _ _</p> |
| <p>You have 1 dime, 3 nickels, and 4 pennies. How much money do you have in total?</p> |  | <p>\$ _ . _ _</p> |
| <p>You have 1 dollar, 10 dimes, and 2 pennies. How much money do you have in total?</p> |  | <p>\$ _ . _ _</p> |
| <p>You have 3 dollar bills, 2 quarters, and 1 dime. How much money do you have in total?</p> |  | <p>\$ _ . _ _</p> |

Name: _____ Date: _____

Directions: Read each problem. Use the visual money to help you find the total amount of money. Write the answer in the number value column.

| Money word problem | Money bag workspace | Number value |
|---|---------------------|-------------------|
| <p>You have 3 pennies and 1 dime. How much money do you have in total?</p> | | <p>\$___.__ _</p> |
| <p>You have 2 nickels and 1 quarter. How much money do you have in total?</p> | | <p>\$___.__ _</p> |
| <p>You have 3 quarters, 1 nickel, and 2 pennies. How much money do you have in total?</p> | | <p>\$___.__ _</p> |
| <p>You have 1 quarter, 2 dimes, 1 nickel, and 3 pennies. How much money do you have in total?</p> | | <p>\$___.__ _</p> |

Name: _____ Date: _____

Directions: Read each problem. Use the visual money to help you find the total amount of money. Write the answer in the number value column.

| Money word problem | Money bag workspace | Number value |
|---|---------------------|-------------------|
| <p>You have 4 dollar bills, 1 quarter, 4 dimes, and 1 penny. How much money do you have in total?</p> | | <p>\$___.__ _</p> |
| <p>You have 5 quarters, 1 nickel, and 1 dime. How much money do you have in total?</p> | | <p>\$___.__ _</p> |
| <p>You have 2 dollars, 1 quarter, 1 dime, and 1 nickel. How much money do you have in total?</p> | | <p>\$___.__ _</p> |

Name: _____ Date: _____

Directions: Read each problem. Use the visual money to help you find the total amount of money. Write the answer in the number value column.

| Money word problem | Money bag workspace | Number value |
|--|---------------------|-------------------|
| <p>You have 1 dime, 3 nickels, and 4 pennies. How much money do you have in total?</p> | | <p>\$___.__ _</p> |
| <p>You have 1 dollar, 10 dimes, and 2 pennies. How much money do you have in total?</p> | | <p>\$___.__ _</p> |
| <p>You have 3 dollar bills, 2 quarters, and 1 dime. How much money do you have in total?</p> | | <p>\$___.__ _</p> |