

Lesson Plan Title:
MONEY DECIMAL NOTATION

Grade Level:
2

Career Development Key Topic(s):
SELF-ASSESSMENT

Concept/Topic to Teach:
COST OF BUYING ITEMS AND USING MONEY TO BUY ITEMS.

Academic Content Standards Addressed:
NUMBERS, NUMBER SENSE AND OPERATIONS: COUNTING MONEY AND MAKING CHANGE. USING COINS/DOLLARS REPRESENT VALUE OF MONEY USING DECIMAL NOTATION.

Specific Objective (s):
Students will review estimation; dollars-and-cents notation; different ways to write dollar, dime and penny.

Time Frame:
One hour

Steps of Lesson:

Students will solve problems asking to find two items on math journal page 240 that they could buy with \$2.00.

Teacher and students will discuss answers and how answers were found by students.

Teacher will check knowledge of money sense by asking several other questions about what could be bought, such as: Could you buy one loaf of wheat bread and one pound of grapes?

Teacher will discuss the decimal point with students after writing a dollars-and-cents amount on the board. Children will answer questions about how different amounts are read aloud, and what the digits or numbers in each amount stand for (for example: what does the '3' stand for in \$3.45?)

Teacher will dictate different amounts of money as children practice writing notation on their slates; teacher will observe results carefully.

Teacher and students will discuss what fractions of a dollar and types of change are, such as "What part of a dollar is a penny?" (1/100 of a dollar)

Students will cut out different money amounts from Math Masters page 166 MANY-NAME SCRAMBLE (Attachment A) and paste them on a chart with columns for a dollar, ten cents and a penny.

Students will practice adding money by completing the “Word Values” activity on math journal page 242. and the HOW MUCH sheet. (Attachment B)




Grouping:
Individually

Assessment or Evaluation:
Assessment may be informal, by observation, or can be done by checking math journal page 242, Math Masters pages 165-166, and/or Home Link 10.2.

Materials:
Play money (dollar bills, quarters, dimes, nickels and pennies)
Everyday Mathematics teacher’s edition 702-706
Everyday Mathematics student math journal
Everyday Mathematics Math Masters page 163 pages 165-166, page 375 Home Link 10.2
Slate and dry-erase markers, glue and scissors

Attachment A

MANY-NAME SCRAMBLE

<p>DOLLAR</p> 	<p>10 CENTS</p> 	<p>1 CENT</p> 

Cut the following ways to name money and paste in the correct column of the MANY-NAME SCRAMBLE sheet.

\$1.00

1/100 of a dollar

\$0.01

100 pennies

a dollar

10 dimes

**One-tenth
of a dollar**

1/10 of a dollar

a penny

**one-hundredth
of a dollar**

\$0.10

Attachment B

HOW MUCH?

How much money? Write your answer in dollars-and-cents notation.

1. $\boxed{\$1}$ $\boxed{\$1}$ $\boxed{\$1}$ \textcircled{Q} \textcircled{Q} \textcircled{N} \textcircled{P} \textcircled{P}

answer _____

2. $\boxed{\$1}$ $\boxed{\$1}$ \textcircled{P} \textcircled{N} \textcircled{D} \textcircled{D} \textcircled{D}

answer _____

3. \textcircled{D} \textcircled{D} \textcircled{N} \textcircled{N} \textcircled{P} \textcircled{P}

answer _____

Use $\boxed{\$1}$ \textcircled{Q} \textcircled{D} \textcircled{N} \textcircled{P} to draw **\$2.64** in two different ways.
