



Learn to Earn When You Tend to Spend

Subject: Math

Grade Level: 2nd-3rd grade

Summary: Students will explain the meanings of spending and earning and associate the correct mathematical function with each one. Students will also make change up to a dollar.

BIG QUESTIONS

What does it mean to spend and earn money?

TIMING

0 to 45 minutes

LEARNING OBJECTIVES

- Students will explain the meanings of spending and earning and associate the correct mathematical function with each one.
- Students will also make change up to a dollar.

MATERIALS

- Chalkboard or chart paper
- Chalk or markers
- Copies of the "Circulating Coin Images," "A Wallet's Worth," "Coin Counter," and "Earning and Spending Scenarios" pages
- Lunch trays
- Scissors

PROCEDURE

Discuss what students already know about coins and related concepts (10 minutes)

1. Briefly review with your students the worth of each coin (penny, nickel, dime, quarter).
2. Discuss with students the idea of earning and spending. Explain to students that by earning money, you are making more and by spending money, you will have less.

U.S. Mint Coin Classroom Lesson Plan: Learn to Earn When You Tend to Spend

Practice spending and earning money (15 minutes)

3. Ask students to pretend with you for a moment. Inform them that they have money in their wallets. Then, they earn some by performing household chores. Ask students how they would figure out how much money they had total. Guide students to respond that they will have to ADD the two amounts together and that will be their total money. Write on the board: EARN = ADD.
4. Have a student model the following problem using the cutouts from the "Circulating Coin Images" page. Ask: "If I have 10 cents and I earn 25 cents, how much money do I have?"
5. Invite the student to manipulate the images for the class to see, showing that they have 35 cents because they earned money.
6. Have students pretend that they have money in their pocket and then they spend some on ice cream in the school cafeteria. Ask them how they could determine how much money they have left after purchasing the ice cream. Guide students to respond that they will have to subtract the spent money from their wallet money to find out their total money. Write on the board: SPEND = SUBTRACT.
7. Have a student model the following problem using the cutouts from the "Circulating Coin Images" page. Ask: "If I have 80 cents and I spend 10 cents, how much money do I have?"
8. Invite the student to manipulate the images, showing that they now have 70 cents because they spent money, which means they subtracted 10 from 80.

Prepare and Use Scenarios (20 minutes)

9. Separate the class into pairs and distribute to each pair one tray and one "Circulating Coin Images" page.
10. Have students cut out the images of the coins and sort them into piles according to value.
11. Distribute one "A Wallet's Worth" chart, one "Coin Counter" (double-sided) page, and one "Earning and Spending Scenarios" page to each pair.
12. Explain to students that they are going to be pretending with coins. Instruct students to decide which student in the pair will be the counter and which one will be the banker. Remind students that they can take turns with each role. Explain to students that the banker will use the "A Wallet's Worth" chart and the counter will use the "Coin Counter" page.
13. Display the first scenario on the "Earning and Spending Scenarios". Using the "A Wallet's Worth" chart and the "Coin Counter" page, model this example for the students. Students should follow along on their respective charts.
14. Guide students through the rest of the examples using the "Earning and Spending Scenarios."
15. In order to check students' comprehension, review each situation using the "A Wallet's Worth" chart and the "Coin Counters" page.
16. Ask pairs how much money they had left over at the end of the game. Guide students to respond that they had 5 cents left over.

ASSESSMENT

Use the worksheets and class participation to assess whether the students have met the lesson objectives.

DIFFERENTIATE

- Identify struggling students when circulating throughout the classroom. Assign these students the role of "banker." Using the manipulatives will help them understand the mathematical function they are performing.
- If appropriate, provide struggling students with calculators.

RELATED

- U.S. Mint Online Game [Counting with Coins](#)
- U.S. Mint Online Activity [Cents-Able Shopping](#)
- [About the Mint](#) page and Circulating Coin pages:
 - [Penny](#)
 - [Nickel](#)
 - [Dime](#)
 - [Quarter](#)
 - [Half Dollar](#)
 - [Dollar](#)
- [Coin Glossary](#)

STANDARDS

Common Core Standards

Discipline: Math **Domain:** 2.OA Operations and Algebraic Thinking **Grade(s):** Grade 2 **Cluster:** Add and subtract within 20 Standards:

2.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 eg, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

National Standards

[Principles and Standards for School Mathematics, National Council of Teachers of Mathematics](#)

Discipline: Mathematics **Domain:** K-2 Number and Operations **Grade(s):** Grades K–2

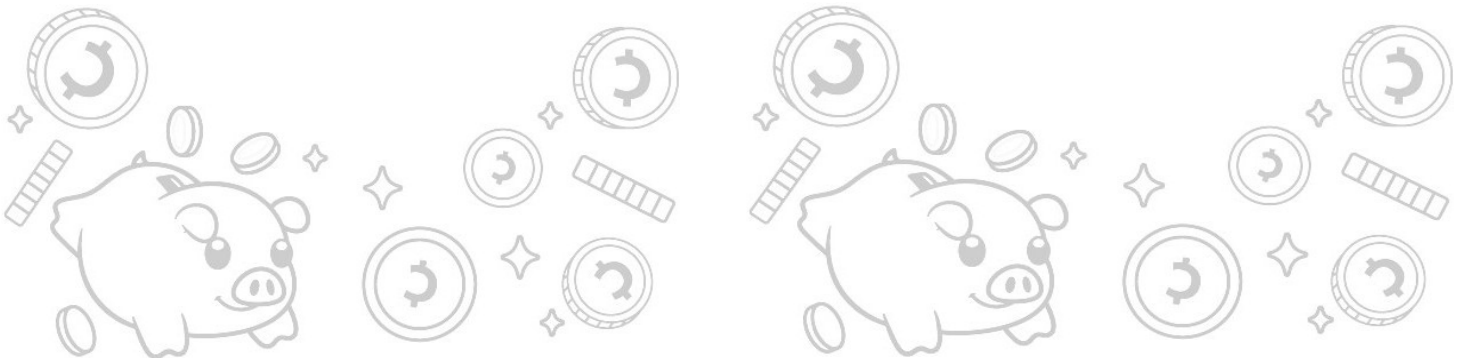
A Wallet's Worth

Examples

WALLET	SUBTOTAL
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Situations

EARNED	SPENT
SUBTOTAL	TOTAL



Coin Counter

EXAMPLE 1: $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ Wallet Earned Subtotal	 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ Wallet Earned TOTAL
EXAMPLE 2: $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ Wallet Earned Subtotal	 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ Wallet Earned TOTAL
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SITUATION 4: $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ Wallet Earned Subtotal	 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ Wallet Earned TOTAL

Earning and Spending Scenarios

Example 1: You have 28¢ in your wallet. You wash the dishes and your mom pays you 13¢. At the store, you buy a pack of gum for 36¢. How much money do you have left?

Example 2: You have 5¢ in your wallet. Your parents pay you your allowance of 75¢. You buy your friend's baseball card for 65¢. How much money do you have left?

Situation 1: You have 15¢ in your wallet. You clean your room and earn 45¢. Then, you spend 25¢ on a soda. How much money do you have left?

Situation 2: You have 35¢ in your wallet. You help your little sister tie her shoes and your parents give you 12¢. You also earn 44¢ for helping your neighbor with her groceries. At your older brother's football game, you spend 61¢ on a hot dog. How much money do you have left?

Situation 3: You have 30¢ in you wallet. After pulling weeds in the yard, you earn 63¢. You spend 52¢ on a comic book and 26¢ on a snack. How much money do you have left?

Situation 4: You have 15¢ in your wallet. You earn your allowance (75¢) and another 5¢ for making your own lunch. You go to the mall with your mom and buy a deck of playing cards for 50¢ and a colorful new pencil for 40¢. How much money do you have left?





Circulating Coin Images

