



Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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Google Slides Lessons Preview





Ontario Math Curriculum Financial Literacy Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

What is Money?

Learning Goal

We are learning to **identify the different kinds of money, like coins and bills** so we can **explain how people use money to pay for the things they need and the things they like.**

Counting Dollars

Drag the correct bills and coins to match the total amount.

Total Amount	\$36
Total Amount	\$58
Total Amount	\$42
Total Amount	\$23
Total Amount	\$87
Total Amount	\$164



Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

Consolidation

Instruction: Drag "True" or "False" to answer the questions.

True

False

Question	Answer
1. Money is something people use to pay for things they need and want.	
2. Money can only look like paper bills, nothing else.	
3. Coins are one type of money.	
4. People trade money to get food, clothes, or toys.	
5. A nickel is worth 10 cents.	
6. Two quarters are worth 50 cents.	
7. You can make 65 cents with only 3 coins.	
8. Four quarters equal one dollar.	
9. A loonie and a toonie together make 3 dollars.	
10. 3 dimes equals one quarter.	



Ontario Math Curriculum

Financial Literacy Unit – Grade 2

Representing Cents Up To 100

Represent the money amounts using the coins in the coin bank

Coin Bank

35¢	85¢	40¢
60¢	75¢	45¢
55¢	90¢	70¢

Representing Money Up To \$100

Box with equal amounts of money.

Examples of money representation:

- 10¢ = 10¢
- 20¢ = 20¢
- 50¢ = 50¢
- 100¢ = 100¢

Pay For Your Items Up To \$50

Pay for the items below by dragging the money you would use.

Sunglasses (\$20)	Headset (\$42)	Baseball Cap (\$33)	Yoyo (\$16)	Water Bottle (\$23)






Ontario Math Curriculum


Financial Literacy Unit – Grade 2

Paying For Things Up To 200 Cents

Drag the coins you will use to pay for the item

 145¢	
 135¢	
 60¢	
 170¢	


Coin Bank



Representing




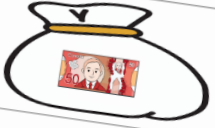





Represent the money amounts using the bills in the money


\$14	\$76	\$45
\$80	\$65	\$35
\$53	\$8	\$25



Which Would You Rather?

Mark next to the bag you would rather have.





Workbook Preview



Grade 2

F1 – Money and Finances

	Curriculum Expectations	Pages That Cover the Expectations
F1.1	Identify different ways of representing the same amount of money up to Canadian 200¢ using various combinations of coins, and up to \$200 using various combinations of \$1 and \$2 coins and \$5, \$10, \$20, \$50, and \$100 bills	6 – 69

Preview of 50 pages from
this product that contains
119 pages total.



NAME: _____

FINANCIAL LITERACY

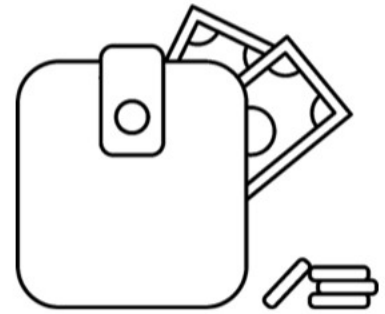
PREVIEW



What's In Your Wallet?

What Is Money?

Hi, future money masters! Ever thought about what's in your wallet or piggy bank? Money is a special tool we use every day to get the things we need and want. It's how we trade with others without having to swap our stuff. Cool, right?



Different Kinds of Money

Money comes in different forms:

- Coins: Shiny, small pieces of metal—each coin has its own value.
- Bills: Flat, paper money like \$1 and \$5 bills, that's easy to carry.
- Digital Money: This is the invisible kind you use with a card or online—like magic!

Why Money Matters

Money is important because it helps us buy what we need and what we want, like toys. It makes trading easy and fair because everyone agrees on how much things are worth.

Smart Money Tips

- Know Your Money: Learn the value of your coins and bills.
- Save Up: Instead of spending all your money, try saving some.
- Think Before Spending: Make sure you really need something before you buy it.

Making Connections

Do you save your money? What are you saving for?

True or False

State whether each statement is true or false?

1) Money is a tool we use to buy things.	True	False
2) Money helps us trade for things.	True	False
3) You should always spend all your money.	True	False
4) Digital money can be seen in your wallet.	True	False
5) Coins are made of paper.	True	False

Word Search

Find the words in the wordsearch

Money	Wallet
Coins	Bank
Bills	Value
Save	Buy
Spend	Budget

V U E M P Z N U T W A L L E T X
 L Z W Y Q C R B J G A Y X S E M
 B A N K B U D G E T O X Z Y U G
 P E S N I O C Q A H B O S W L N
 R U N A X G W L P Z N J P C A G
 B T A Q Q Z M L S A V E E B V I
 U N M O N E Y B I L L S N O E G
 Y S Q Z V V B X R Q C H D U M E
 O O C L R J M X D M H E D R F T

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

Name: _____

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

Name: _____

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Name: _____

Is the statement true or false?



1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

Name: _____

9





Curriculum Connection
F1.1





Counting Dollars








				Total
\$100	\$50	\$20	\$20	\$190


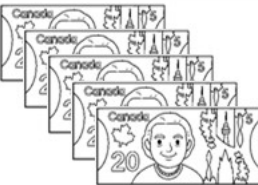




Questions

Count the money in each column. Then add up the total

1)     Total

2)     Total

3)        Total

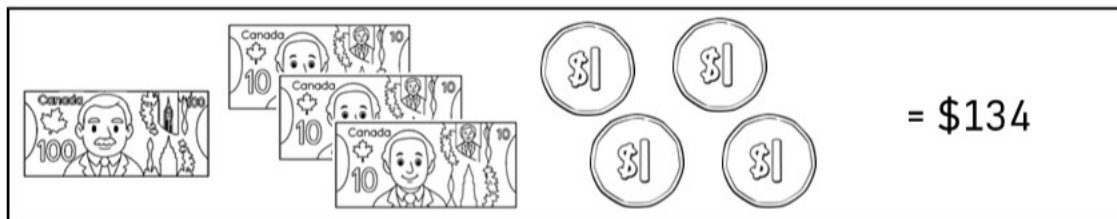
4)       Total

Name: _____

10

Curriculum Connection
F1.1

Counting Dollars – Base Ten



Questions

Count the money below

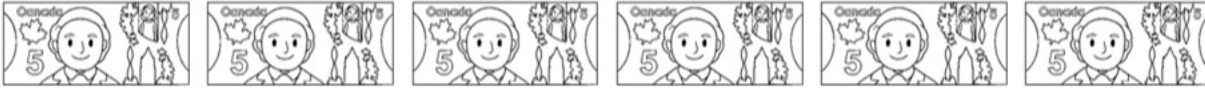
1)		= _____
2)		= _____
3)		= _____
4)		= _____
5)		= _____
6)		= _____
7)		= _____

Skip Counting Using Bills

Questions

Count the money and write down the total

1)



\$ _____

2)



\$ _____

3)



\$ _____

4)



\$ _____

5)



\$ _____

6)



\$ _____

7)



\$ _____

Counting Benchmark Cents

 $= 25¢$  $= 10¢$  $= 5¢$  $= 25¢$

Questions

Count the money in each box to make a benchmark cent amount



1) _____



3) _____



4) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____






12) _____

Name: _____









15

Curriculum Connection
F1.1

Counting Cents

			Total
50¢	20¢	15¢	85¢

Questions Count the money in each column and then add up the total

1)			Total
2)			Total
3)			Total
4)			Total

Skip Counting Using Coins

Questions

Count the money and write down the total

1)



_____ ¢

2)



_____ ¢

3)



_____ ¢

4)



_____ ¢

5)



_____ ¢

6)



_____ ¢

7)

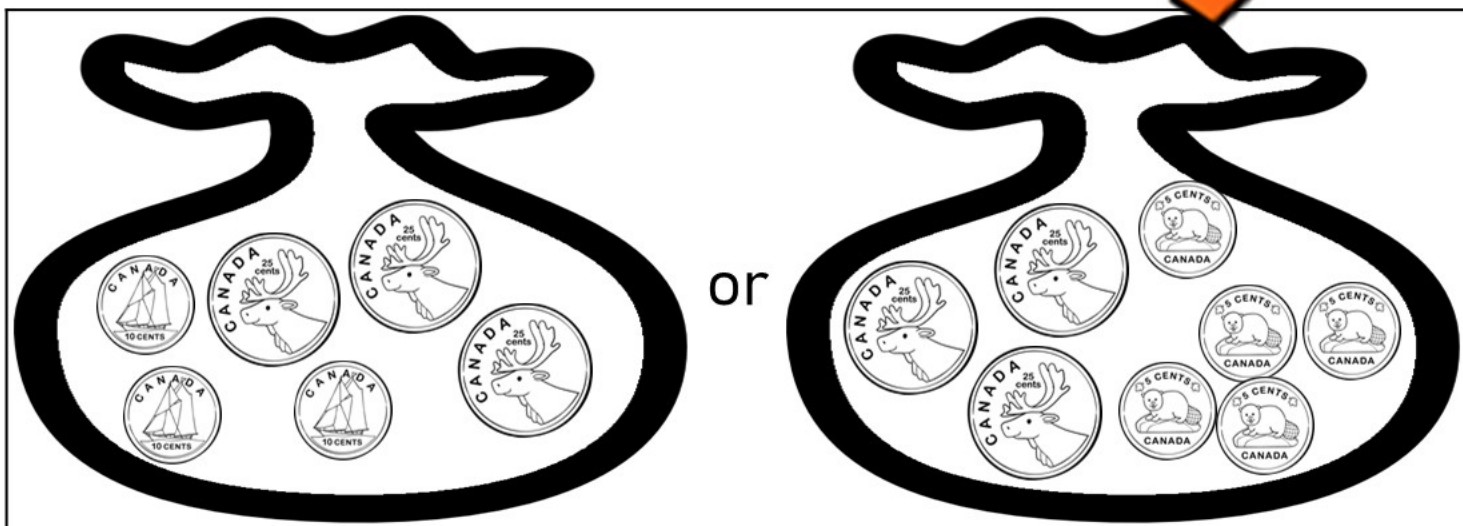
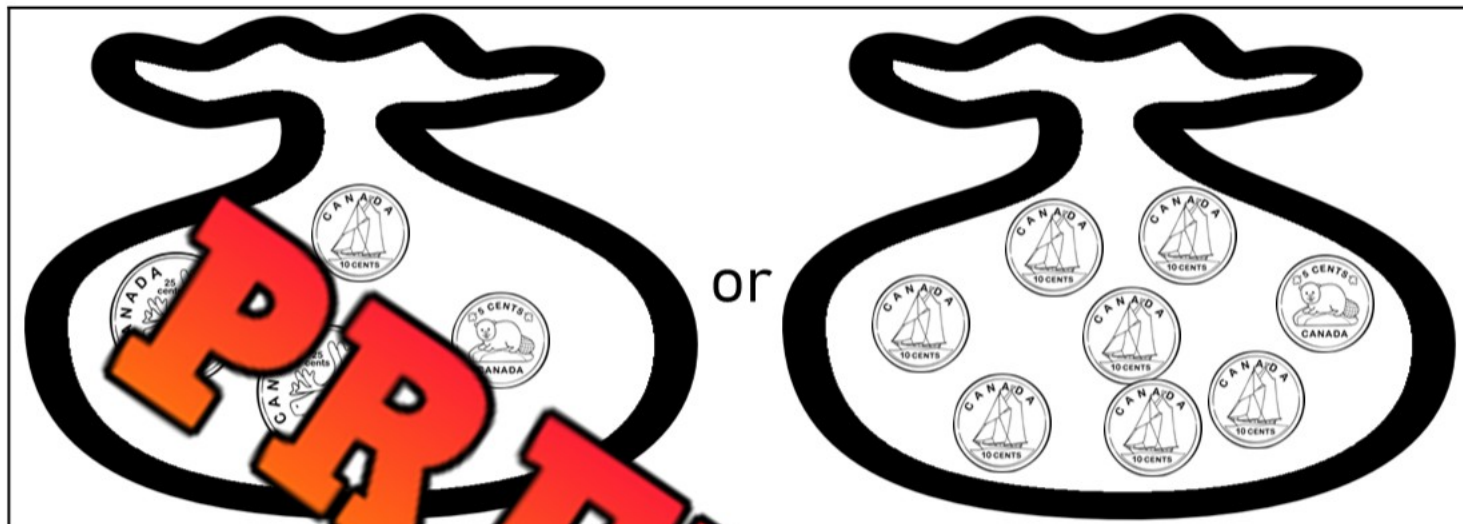


_____ ¢

Which Would You Rather?

Questions

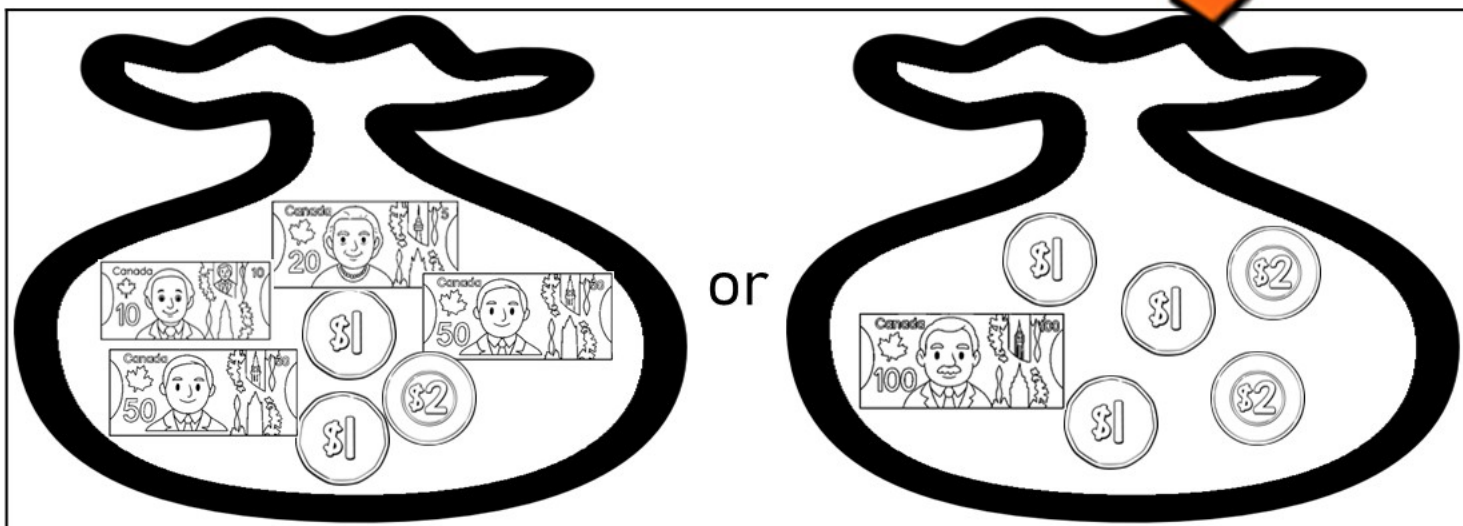
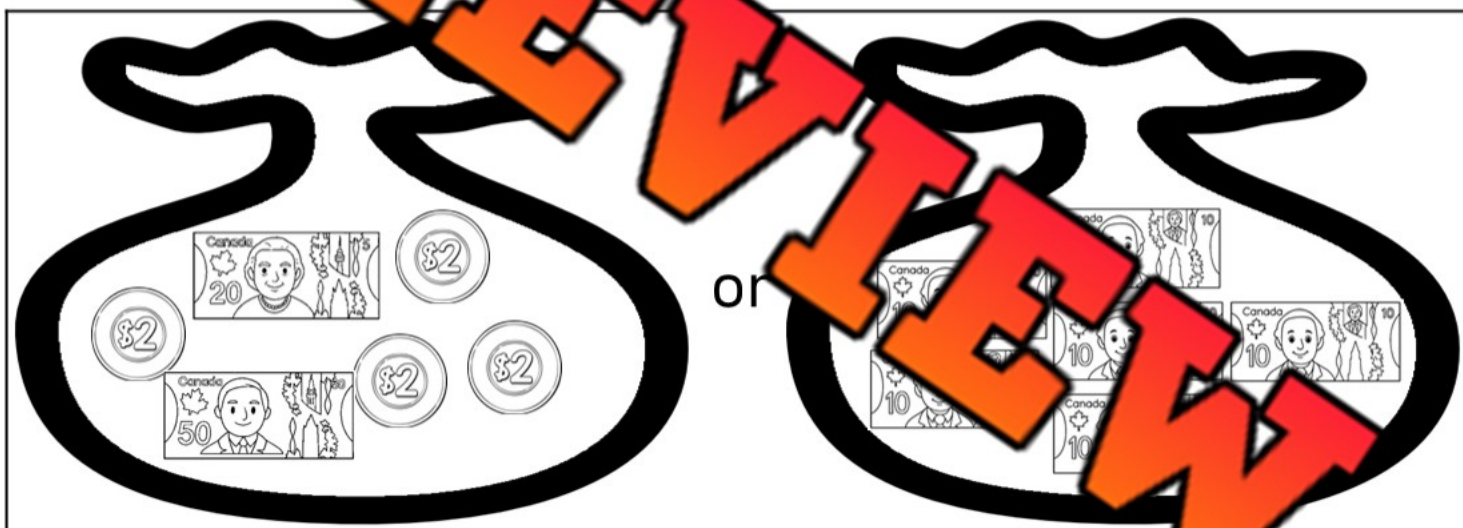
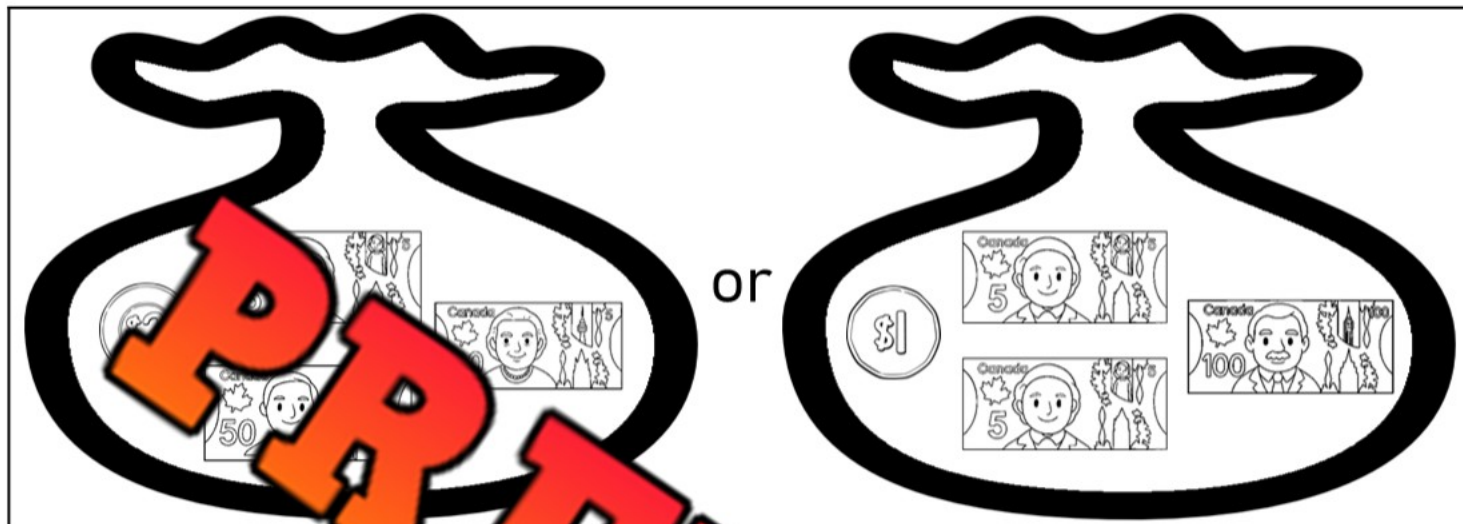
Circle the bag of money would you rather have



Which Would You Rather?

Questions

Circle the bag of money would you rather have



Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples - $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

Part 1

Convert the cents into dollars

¢	\$
100¢	\$1.00
200¢	
300¢	
400¢	
500¢	\$5.00
600¢	
700¢	
800¢	
900¢	\$9.00
1000¢	

¢	\$
150¢	\$1.50
250¢	
325¢	
	\$4.25
50¢	
65¢	
70¢	
	\$7.20
86¢	
999¢	

Part 2

Circle the biggest amount of money

1)	100¢	\$1.00	350¢	\$2.30
2)	200¢	\$3.00	750¢	\$3.50
3)	300¢	\$2.00	220¢	\$1.60
4)	400¢	\$4.00	575¢	\$5.25
5)	500¢	\$7.00	250¢	\$6.40
6)	600¢	\$3.00	450¢	\$8.00

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Convert the cents into dollars

¢	\$
175¢	
	\$6.25
	\$7.55
999¢	

b) Circle the biggest amount of money

1)	120¢	\$1.40	980¢
2)	60¢	245¢	\$0.90
3)	725¢	\$6.25	875¢
4)	120¢	\$1.25	80¢

Name: _____

a) Convert the cents into dollars

¢	\$
175¢	
	\$6.25
	\$7.55
999¢	

b) Circle the biggest amount of money

1)	120¢	\$1.40	980¢
2)	60¢	245¢	\$0.90
3)	725¢	\$6.25	875¢
4)	120¢	\$1.25	80¢

Name: _____

a) Convert the cents into dollars

¢	\$
175¢	
	\$6.25
	\$7.55
999¢	

b) Circle the biggest amount of money

1)	120¢	\$1.40	980¢
2)	60¢	245¢	\$0.90
3)	725¢	\$6.25	875¢
4)	120¢	\$1.25	80¢

Name: _____

a) Convert the cents into dollars

¢	\$
175¢	
	\$6.25
	\$7.55
999¢	

b) Circle the biggest amount of money

1)	120¢	\$1.40	980¢
2)	60¢	245¢	\$0.90
3)	725¢	\$6.25	875¢
4)	120¢	\$1.25	80¢

Counting Canadian Coins

 $= 100\text{¢}$ or $\$1.00$  $= 10\text{¢}$  $= 200\text{¢}$ or $\$2.00$  $= 25\text{¢}$  $= 5\text{¢}$  $= 25\text{¢}$

Questions

Count the coins below



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____













12) _____

Name: _____

25

Curriculum Connection
F1.1

Representing Cents Up To 200




  	  	   
150¢	135¢	140¢

Questions

Represent the money amounts up to 200 cents

120¢	2) 130¢	3) 125¢
4) 105¢	5) 160¢	6) 180¢
7) 115¢	8) 185¢	9) 190¢
10) 170¢	11) 195¢	12) 165¢

Representing Money in Different Ways

		
150¢	150¢	150¢

Questions represent the money amounts using different combinations of coins

1)		
120¢		120¢

2)		
135¢	135¢	135¢

3)		
160¢	160¢	160¢




4)		
185¢	185¢	185¢

Name: _____

27

Curriculum Connection
F1.1

Represent Money Up To \$50

		
\$40	\$37	\$23

Questions

Represent the money amounts up to \$50




1) \$15		3) \$12
4) \$18	5) \$22	6) \$24
7) \$19	8) \$35	9) \$31
10) \$42	11) \$46	12) \$50

Name: _____

28

Curriculum Connection
F1.1

Represent Up To \$50 in Different Ways

		
\$46	\$46	\$46

Questions Represent the money amounts using different combinations of bills/coins

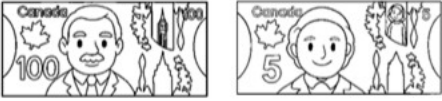
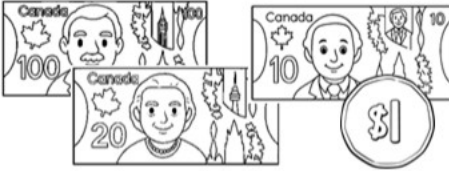
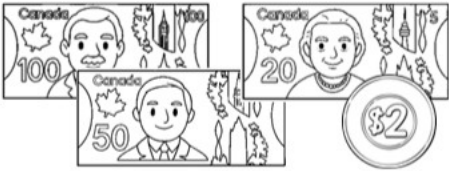
1)		
\$30		\$30
2)		
\$27	\$27	\$27
3)		
\$38	\$38	\$38
4)		
\$44	\$44	\$44

Name: _____

32

Curriculum Connection
F1.1

Represent Money Up To \$200

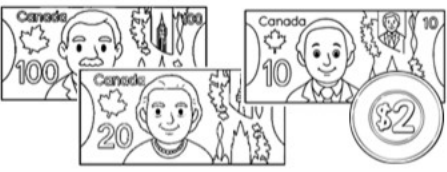
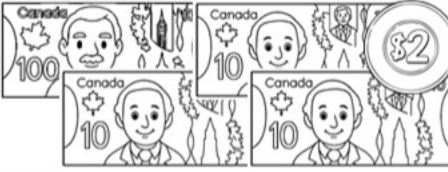
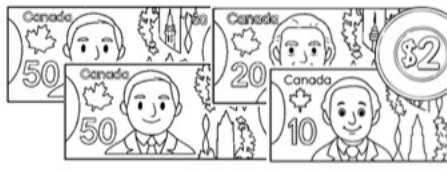
		
\$105	\$131	\$172

Questions

Represent the money amounts up to \$200

1) \$101		3) \$155
4) \$111	5) \$130	6) \$127
7) \$140	8) \$180	9) \$146
10) \$165	11) \$175	12) \$191

Represent Up To \$200 in Different Ways

		
\$132	\$132	\$132

Questions

Represent the money amounts up to \$200

1)		
\$130		\$130
2)		
\$147	\$147	\$147
3)		
\$165	\$165	\$165
4)		
\$191	\$191	\$191

Memory Game – Representing Money Amounts

Objective

What are we learning about?

To practice representing money amounts using bills up to \$200 and coins up to 200 cents in a fun game of matching.

Materials You will need for the activity.

- Memory Game cards with money amounts and visual coins and bills.
- A small table or clear area on the floor.



Instructions

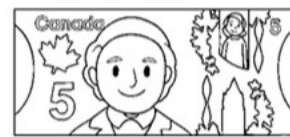
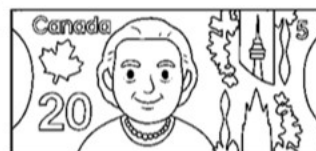
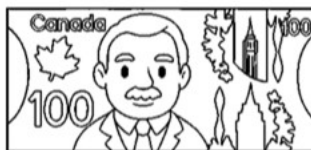
How you will complete the activity

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table or the floor.
3. The students take turns flipping over two cards at a time, trying to find a matching dollar or cent amount with their visual money amount.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the money amounts with the class.

Cards

Memory Game Cards

Money Amount

\$120**\$32****\$199****\$157**

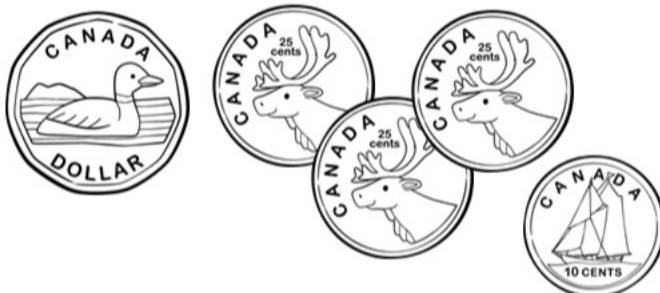
Cards

Memory Game Cards

Money Amount

¢185

Bills and Coins



¢115

¢180





¢150

Name: _____

38








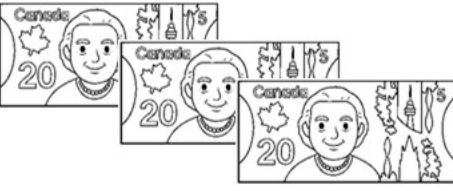
Curriculum Connection
F1.1

Adding Money

		Total
\$ 30	\$ 15	\$ 45

Questions

Add the money amounts

1) 		Total
\$ _____	\$ _____	\$ _____
2) 		Total
\$ _____	\$ _____	\$ _____
3) 		Total
\$ _____	\$ _____	\$ _____
4) 		Total
\$ _____	\$ _____	\$ _____

Name: _____

42

Curriculum Connection
F1.1

How Many Ways Can You Represent Money?



Questions

How many ways can you represent the following money amounts?

50 cents

7 cents

125 cents

PREVIEW

Name: _____

43

Curriculum Connection
F1.1

How Many Ways Can You Represent Money?



Questions

How many ways can you represent the following money amounts?

52 dollars

70 dollars

91 dollars

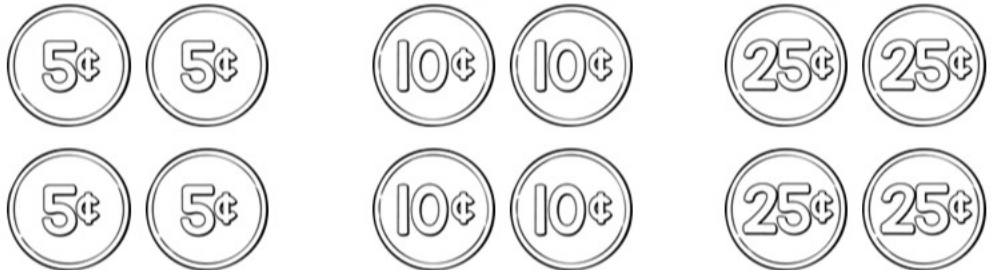
PREVIEW

Finding Exact Change Up To 100 Cents

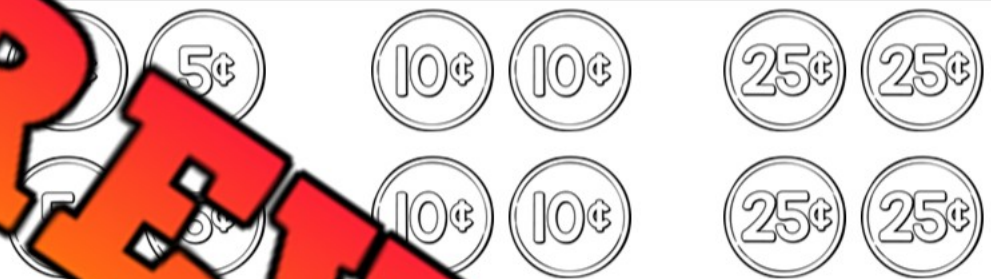
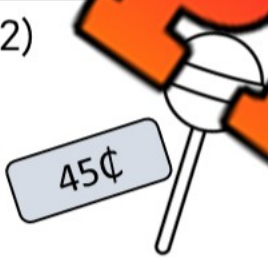
Questions

Circle the exact change you will use to pay for the item

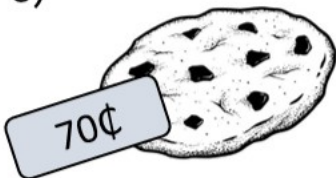
1)



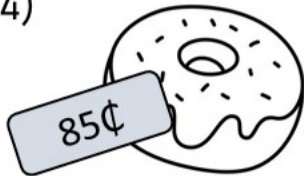
2)



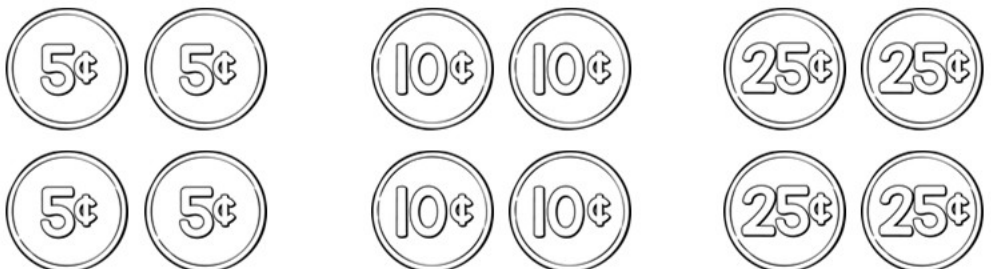
3)



4)



5)

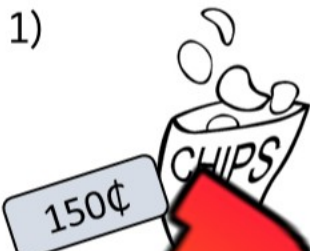


Finding Exact Change Up To 200 Cents

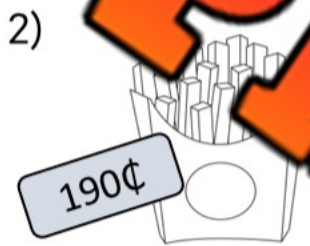
Questions

Circle the exact change you will use to pay for the item

1)



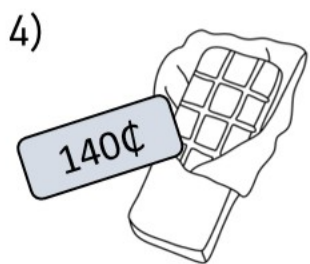
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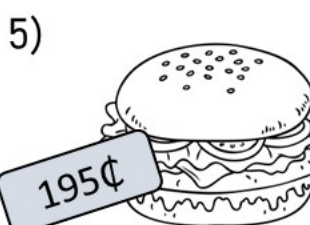
3)



4)



5)



Word Problems - Change Up To 200 Cents**Questions**

Answer the questions below.

1) Emma buys a sticker for 35¢ and gives the cashier 50¢. How much change does she get back?

2) Liam bought a coin for 75¢. He paid with 100¢. How much change should he get back?

3) Noah buys a cookie for 65¢ and pays with 100¢. How much change does he get?

4) A toy car costs 125¢. Sarah gave the cashier 200¢. How much change does she receive?

5) Olivia buys a bouncy ball for 45¢ and pays with 75¢. How much change does she get?

Paying For Things Up To \$100

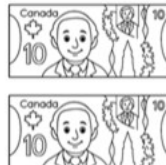
Questions

Circle the money you will use to pay for the item

1)



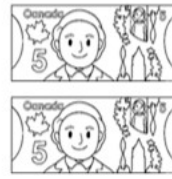
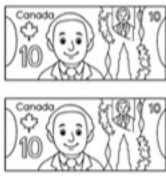
\$82



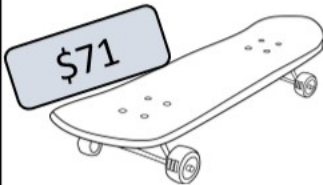
2)



\$46



3)



\$71



4)



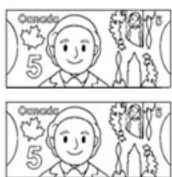
\$88



5)



\$92



Paying For Things Up To \$200

Questions

Circle the money you will use to pay for the item

1)



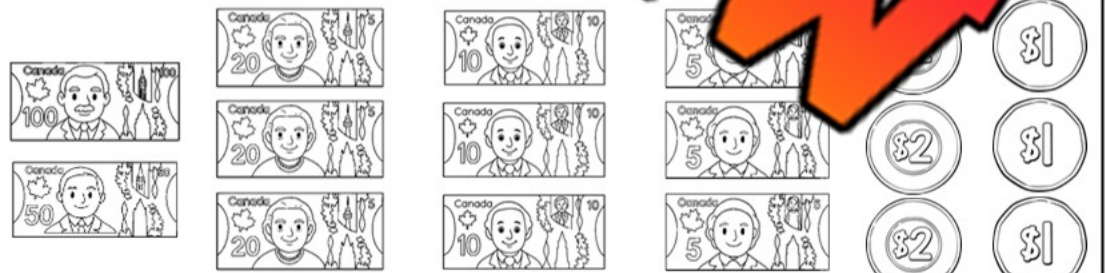
2)



3)



4)



5)



Word Problems - Change Up To 200 Dollars**Questions**

Answer the questions below.

1) Ethan has \$200. He buys a scooter for \$150. How much change does he get back?

2) Sofia has \$100. She buys a ticket for \$75. How much money does she have left?

3) Noah has \$120. He buys a backpack for \$80. How much change does he get?

4) Olivia has \$90. She buys a pair of shoes for \$60. How much money does she have left?

5) Liam has \$200. He spends \$100 on a toy robot. How much money does he still have?

Challenge Word Problems - Change Up To 200 Dollars**Questions**

Answer the questions below.

1) Jackson had \$200. He went to the sports store and bought a soccer ball for \$60 and a jersey for \$85. Then he found \$10 in his pocket. How much money does Jackson have now?

2) Maya had \$150. She bought a board game for \$40 and a doll for \$50. Her grandma gave her \$20 more to help her. How much money does Maya have after all her shopping and the gift?

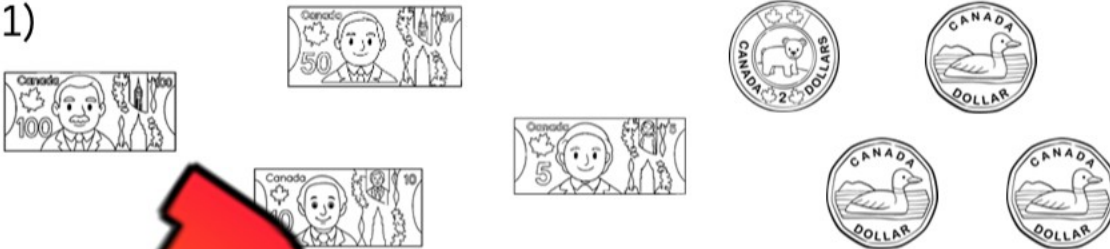
3) Ben had \$200. He spent \$90 on a toy car and \$30 on a book. Then he returned the toy car and got all his money back for it. How much money does Ben have now?

Counting Money

Questions

Count the money and write down the total

1)



\$ _____

2)



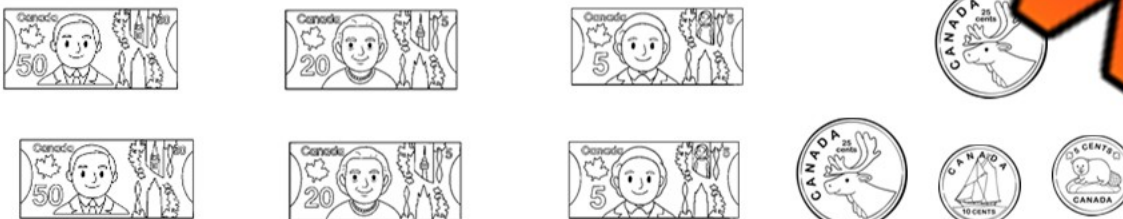
\$ _____

3)



\$ _____

4)



\$ _____

5)



\$ _____

Name: _____

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Curriculum Connection
F1.1

Represent Up To \$200 in Different Ways

Questions

Represent the money amounts up to \$200

1)

\$105.25

\$105.25

\$105.25

2)

\$175.75

\$175.75

\$175.75

3)

\$133.40

\$133.40

\$133.40

4)

\$196.80

\$196.80

\$196.80

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Represent the money amounts up to \$200

1)		
\$124	\$124.50	\$124.50
2)		
\$189.75	\$189.75	\$189.75

Name: _____

Represent the money amounts up to \$200

1)		
\$124.50	\$124.50	\$124.50
2)		
\$189.75	\$189.75	\$189.75

Word Problems – Representing Dollars and Cent Values**Questions**

Answer the questions below.

1) Lily wants to buy a bike that costs \$143.75. Show which bills and coins she could use to pay for it.

2) A toy store has a robot for \$50. How could you make that amount using bills and coins?

3) Sam has \$187.60 in his wallet. What might be in it?

4) You're given \$150.00 to spend. Show one way to represent that amount using as few pieces of money as possible.

PREVIEW

Challenge Word Problems - Change Up To 200 Dollars**Questions**

Answer the questions below.

1) Create exactly \$188.65 using the fewest number of bills and coins.

2) Your friend says that if you use a \$100 bill to make \$132.25. Prove them wrong by showing a different way to make the same amount.

3) Imagine you are a cashier and need to give someone \$9.00 from your till. Show two ways to count it out using bills and coins.

4) If you were only allowed to use 3 different money denominations (\$1, \$2, \$5, \$20, \$50, \$100 or 25¢, 10¢, 5¢), which 3 would you choose to make \$159.90?

PREVIEW

Story: Why Do We Pay?

Draw

Draw pictures that show the story

Max Discovers Goods and Services

One sunny afternoon, Max went to the grocery store with his mom. As they walked down the aisles, Max saw all kinds of things: shiny apples, boxes of cereal, and even a toy car. "Mom, why do we pay for these things?" Max asked. His mom smiled and said, "These are called goods, Max. Goods are things we can see and buy, like food, toys, and clothes."

PREVIEW

Later that day, Max went to get a haircut. He sat in the big chair while the barber snipped away. When they were done, Max's mom paid the barber. "Why did we pay him, Mom?" Max wondered. "This is called a service," his mom explained. "A service is when someone does work for us, like cutting hair or fixing a car."

At home, Max thought about the grocery store and the barber. "So, we pay for things we can touch, like apples and toys, but we also pay for things people do for us, like haircuts?" he asked. His mom nodded. "Exactly, Max! Goods are things, and services are actions."

PREVIEW

PREVIEW

The next day, Max set up a lemonade stand. He sold lemonade (a good) and charged people for his service of making and selling it. Max realized that goods and services are all around us, and that's why we pay for them! In Canada, most families spend about 30% of their money on services each year, and now Max knew why!

Activity – Goods and Service Charades

Objective

What are we learning about?

To help students understand why we pay for goods and services by acting them out through a fun charades game.

Materials

What you will need for the activity.

- Slips of paper with examples of goods (e.g., toy, book, apple) and services (e.g., haircut, cooking, cleaning).
- A container for the slips of paper.



Instructions

How you will complete the activity

1. Prepare slips of paper with examples of goods and services. Place these slips in a container.
2. Explain the game: one at a time, a student will pick a slip from the container and act out the good or service without speaking.
3. The rest of the class will guess what the student is acting out. To identify it, they must decide whether it is a good (something you can buy and touch) or a service (something done for you). After guessing, discuss why we pay for the good or service. Explain that goods are things we need or want, while services are actions where someone is helping or doing something for us.
4. Continue until all students have had a turn.
5. End with a discussion on why it's important to pay for both goods and services in everyday life.

Name: _____

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Curriculum Connection
F1.1

Charade Cards

Cut out the cards below

Charade Cards

Book

Hat

Haircut

Notebook

Car wash

Babysitting

Mail Delivery

Pet Grooming

Apple

Shoe Repair

Basketball

Backpack

Baking a Cake

Dental Checkup

Banana

Pizza Delivery

Cake


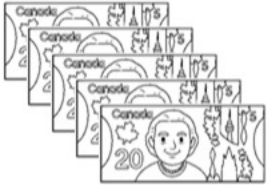

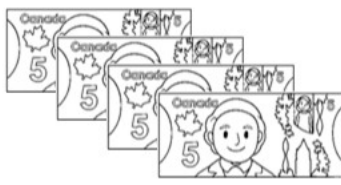

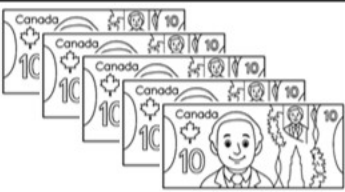

Glasses

Driving a School Bus

Financial Literacy Test












Part 1

Count the money in each column to make a benchmark dollar amount

			
1) _____	2) _____	3) _____	4) _____
			
5) _____	6) _____	7) _____	8) _____

Part 2

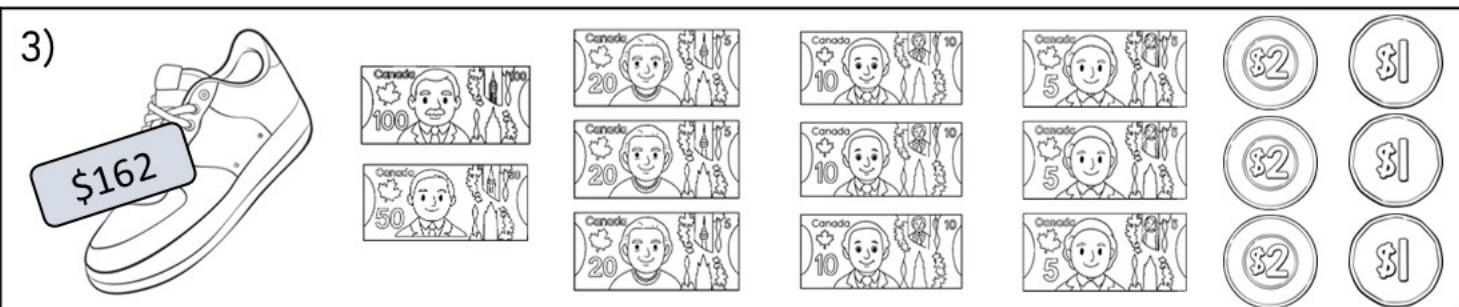
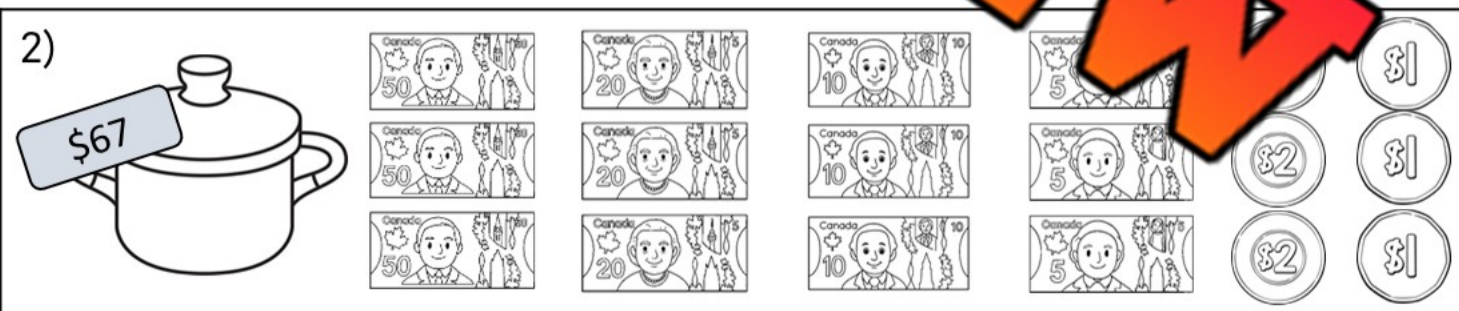
Count the money in each column. Then, write up the total

1) 				Total
2) 				Total
3) 				Total

Count the coins and write the total below



Circle the one you use to pay for the item



Part 5

How many ways can you represent the following money amounts?

55 cents

90 cents

70 dollars

163 dollars

PREVIEW