

Second Grade Module 4

Money and Word Problems

Teacher Guide

Prerequisite Skills

- Ability to skip count by 10s to 120
- Ability to tactually identify the numbers 0-120
- Ability to write the numbers 1-120

Symbols and Concepts

- Tactual identification of coins
- Opening Nemeth Code indicator
- Nemeth Code terminator
- Cent sign
- Dollar sign
- Decimal point
- Monetary expressions that include a cent sign
- Monetary expressions that include a dollar sign
- Monetary expressions that include a dollar sign and decimal point
- Word problems

Objectives

The student will be able to:

- Tactually identify a penny, nickel, dime, and quarter
- Sort pennies, nickels, dimes, and quarters
- Tactually identify the Nemeth Code switch indicators
- Tactually identify the cent sign
- Tactually identify the dollar sign
- Tactually identify the decimal point
- Tactually read monetary expressions with a cent sign
- Tactually read monetary expressions with a dollar sign
- Tactually read monetary expressions with a dollar sign and decimal point
- Tactually read grade-level word problems, including multiple choice problems, with Nemeth Code switch indicators
- Identify the monetary value of a set of coins
- Identify the monetary value of a set of dollar bills and coins

- Use the braillewriter to write a cent sign
- Use the braillewriter to write a dollar sign
- Use the braillewriter to write the decimal point
- Use the braillewriter to write monetary expressions that include a cent sign
- Use the braillewriter to write monetary expressions that include a decimal point and dollar sign
- Solve grade-level word problems about addition and subtraction
- Solve grade-level word problems that include money

Other ECC Skills Addressed

Note: ECC stands for Expanded Core Curriculum.

- Listening skills
- Concept development
- Following directions
- Organization
- Tactual discrimination
- Left-to-right tracking
- Top-to-bottom tracking
- Spatial alignment
- Hand positioning
- Light touch (as opposed to scrubbing)
- Independent living skills
- Money management

Required Materials

- Braillewriter
- Braille paper
- Braille documents available within the curriculum
 - Student braille document
 - Connect Four game cards
 - Flashcards with monetary expressions for Connect Four
- Assortment of pennies, nickels, dimes, quarters, and dollar bills
- Five empty containers
- Money jar, piggy bank, coin purse, or wallet
- Work and/or sorting trays, including a five-compartment sorting tray
- Tactile markers

Optional Materials

- Nonslip surface such as rubber shelf liner
- Timer
- Braille documents available within the curriculum
 - Writing answers braille document
 - Counting to 120 Chart (choose 1 of 2 versions)
- Wikki Stix®
- Small stickers
- Dozen muffin tin
- Connect Four game cards and flashcards with monetary expressions in print
- Magnetic counters on a cookie sheet or magnetic board
- Pushpins on a cork board

Teaching Tips

- Before opening any BRF files in Duxbury,
 - Go into the Global menu.
 - Select "**Formatted Braille Importer.**"
 - Select the box for "**Read formatted braille without interpretation**" at the top of the window. This will ensure that nothing is changed when opening the BRF files.
- All braille files in the curriculum are formatted with a 32-cell width by default unless the file name has a 40 indicating the file has been formatted with a 40-cell width. In this module, there are four 40-cell width files: 120-Chart-Double-40, 120-Chart-Single-40, G2-M4-Game-Cards-C-40, and G2-M4-Game-Cards-UC-40.
- This module should be completed across multiple sessions.
- It may help to place the hard copy braille and coins on a nonslip surface such as rubber shelf liner so they will not move as the student is reading.
- Use real money throughout the module, instead of play money. Plastic play coins do not feel, weigh, or smell like actual coins. Using real money will allow students to learn how to tactually identify coins. This is an important foundational skill.
- It may be helpful to point out that braille page numbers are placed at the right margin on the last line. If needed, also point out that braille page numbers are transcribed in Unified English Braille, not Nemeth Code.

- Sorting trays often define the workspace as well as assist students in determining which flashcards have already been read. If you do not have sorting trays, you can use cafeteria type trays, cookie sheets, small cake pans, and/or small storage boxes.
- It is very important to use the correct finger on each key when learning new Nemeth symbols. This will help the student continue to be accurate in their writing.
- If needed, remind the student to move their fingers across the braille and check their work during writing activities.
- Encourage the student to verbalize the process they use when solving problems.
- We maintain a list of [commercially available materials](#) that can be used to supplement instruction.

Activities

Activity 1

All information is provided in the teacher script.

Activity 2

- The student will listen carefully and then write the braille symbols and numbers that they hear. All of the monetary values will include the cent sign.
- Begin each time by asking the student to listen carefully as you read the braille symbols and monetary expressions. Afterwards they will write what they hear in braille. Remind the student to check their work. An answer key has been provided for these activities in the braille document entitled "G2-M4-Writing-Answers.brf".

Activity 3

- The student will learn how to determine the monetary value of a set of coins. Encourage the student to begin by identifying the coins and then talking aloud as they determine how much money they have.
- Then have the student use their braillewriter to write the monetary value. At the beginning of the activity, students may also find it helpful to use a Counting to 120 chart.

Activity 4

Activity 4 is the same as Activity 2, but the monetary values include both the dollar sign and the cent sign.

Activity 5

Activity 5 is the same as Activity 3. However, the student will complete the activity with a set of coins and dollar bills.

Activity 6

- The activity is a game called Connect Four. You will need 2 or more players for this game. It can easily be played by students (or you if no other students are present) who read print or braille.
- Materials for the game include: Connect Four game cards, Connect Four flashcards, a two-compartment sorting tray, and markers. The Connect Four game cards and flashcards are available in both print and braille. Print can be added to the braille flashcards or you can tape or glue each print flashcard to its respective braille flashcard. The student who reads braille can also read all flashcards. This would provide additional practice in reading monetary expressions in Nemeth Code.
- Small stickers or pieces of Wikki Stix® can be used for markers. If you use Wikki Stix® pieces, roll them into a ball with your hand so that they will stick to the braille paper more easily. Another option is using pushpins on a cork board or magnets on a cookie sheet. If you do not have a two-compartment sorting tray, use two small storage boxes.
- Begin by having each student select a different Connect Four card. There are five cards available within the curriculum to select from.
- Next, have the student use their hands to explore the game card. Explain that there are four columns below the title. In addition, each column is made up of five squares. There will be a monetary expression in each square. If needed, explain how a person wins Connect Four by having four in a row down, across, or diagonally.
- Then shuffle the flashcards. Have the students take turns drawing one flashcard and reading the monetary expression on the card. As each student reads the flashcard, use a two-compartment sorting tray to separate which cards have been read and which cards have not been read.
- Then as each monetary expression is read, have the student quickly scan their game card and place a marker on the monetary expression that was called. Explain that you will play until a winner calls out Connect Four.

Fun Facts

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