

## SPENDING

### **Episode 205:** Snappy and Blossom Go to the Bank, Part One **2<sup>nd</sup> Grade**

#### **Georgia Performance Standard**

- M2N1c Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency

#### **Objectives**

- The students will earn money for cleaning out their desks.
- The students will buy something with their money and tell how much change they should get back.
- The students will add and subtract money correctly.

#### **Materials**

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 205
- Play money
- Data sheet
- Assortment of “coupons” for sale (or an assortment of candy/knick-knacks)

#### **Procedure**

##### *Opening*

- View *Count on It!* 205 clip “Chores” (VHS 00:00 – 9:10).
- Tell the students you are going to pay them each \$20.00 to clean out their desks.

##### *Work time*

- Students spend no more than 15 minutes cleaning out their desks.
- Pay each student a play \$20 bill.
- (Here we have the choice of homemade coupons for sale or the choice of an assortment of candy and/or knick-knacks for sale.) Show students the assortment of pre-made coupons that you have for sale (extra recess, eat lunch with another class, help a kindergarten class, one free homework assignment, get out of silent lunch, help the janitor, etc) or the assortment of candy/knick-knacks. Each item should be priced something similar to \$14.31 (\$16.27, \$18.92, etc. – make sure it is challenging for them to make change).
- Go over the rubric with which they will be assessed. Make sure they understand everything you will be looking for in their work.
- Students have to figure out what their change will be before you allow them to make a purchase. They may solve an algorithm, draw a picture, or use different denominations of play money as manipulatives. Make sure they document this on the data sheet, though, labeling their work.

- Have students finish figuring out their change, then allow them to make their purchases.

### *Closing*

- Have several students share with the class what they purchased and what their change back was, and how they figured out what their change back would be (some may have lined up the decimals and completed an algorithm while others may have counted backward or drawn pictures).

### **Assessment**

- Data sheet showing how they figured out their change will be scored on a rubric (included)