

GRADE TWO MATH: FINANCIAL LITERACY LONG RANGE PLANNING - CESD

Please note:

- This document may be used to **support planning** for the [Grade 2 math curriculum](#).
- Financial Literacy has been included here in order to share opportunities for **cross-curricular connections**.
- This document **will be updated throughout the year**, aligning with the suggested [Grade 2 Long Range Plan](#).
- All included resources are available **at no cost**, however some may require you to download from an outside source.
- Resources from the New [Learn Alberta website](#) will require you to login with your google email to access them.

Organizing Ideas:

-  Grade 2 Math - NUMBER - Long Range Planning-CESD
-  Grade 2 Math - GEOMETRY - Long Range Planning-CESD
-  Grade 2 Math - MEASUREMENT - Long Range Planning-CESD
-  Grade 2 Math - PATTERNS - Long Range Planning-CESD
-  Grade 2 Math - TIME - Long Range Planning-CESD
-  Grade 2 Math - STATISTICS - Long Range Planning-CESD
-  Grade 2 Math - FINANCIAL LITERACY - Long Range Planning-CESD

Planning Examples

- [September Monthly Plan](#) Added August 27, 2025

Vocabulary Legend:

Student language

NEW to grade

(Professional Language) TIER 2 Vocabulary*

Hyperlinked

Resource Legend:

 Teacher Lesson plan  A book in Learning Services or IMC  Video  Printable

REMEMBER

Rote memorization focuses on memorizing facts in isolation. This often leads to the belief that math is about memorization and seldom leads to long term retention.

Fluency with facts is developed when students are provided with many opportunities to

- work with facts in a variety of situations, using a variety of models and manipulatives
- connect unknown facts to known facts
- explore patterns within the facts

Other

Important note about LearnAlberta Resources

In order to access LearnAlberta resources, *you must be logged into your LearnAlberta account and have added your teacher certificate number*. If you have not logged in or you have not added your teacher certificate number, you will end up with a "Page not found" error when clicking on one of the links.

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Financial Literacy (F)

Informed financial decision making contributes to the well-being of individuals, groups, and communities.

2F1 Students relate money and decision making.

UNDERSTANDINGS	KNOWLEDGE	SKILLS & PROCEDURES
- Managing money involves making decisions. - Decisions related to money are based on needs and wants.	- Decisions about money include how much to - spend - save - share - Individuals can have a limited amount of money to spend. - Money spent on one item means less money for other items or activities. - Individuals can save money for an item, an event, or the future. - Individuals can donate money through charities, organizations, and agencies to help others or support a cause. - Money can be earned in exchange for work that is done or goods and services that are provided.	- Distinguish between a paying job and volunteer work. - Describe how money can be divided for different purposes. - Practise making money-related decisions in a variety of contexts.

SPECIAL CARE AND ATTENTION

Bridging the Gap

During initial implementation: Although this grade 2 outcome does not address the identification of coins and bills and their related values, this was not an expectation of the previous curriculum so students entering grade 2 may not have experience with this. You can find some activities to support developing and/or practicing these skills [here](#).

VOCABULARY

Agencies
Cause*
Charities
Decisions
Describe

Distinguish
Donate
Exchange
Goods

Limited
Managing money
Needs
Organizations*

Paying job
Practice
Save
Services

Share
Spend
Volunteer work
Wants

ASSESSMENTS

Formative Assessment

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INSTRUCTION

High Leverage Instructional Strategies / Practices

- Money should be infused in as many ways as possible within almost all outcomes.

Learning Experiences

Learning

-  CESD - Teacher Created Resources
 - [CESD Lesson Ideas from Working Group](#)
- Create a class store with jobs.
- Junior Achievement: [Grade 2 Money Talks](#)
 - Scroll down to find 30 minute Video and ppt

Opportunities to Connect Outcomes:

- Connect to addition and subtraction (2N2) (limited to 100)
 - Use the idea of a paying job (You made \$8 doing this and \$7 doing that. How much altogether?)
 - Include questions such as "You made \$20. You put \$15 in your bank account and decide to donate the rest to the food bank. How much did you donate?"

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- Connect to representing numbers and place value by building numbers using pennies and dimes, or loonies and ten dollar bills. (2N1)

Resources

Books

- The Money Jar (Mathology) [Student](#), [Student - French](#), [Teacher Guide](#), [Teacher Guide - French](#)

IMC Kit

- Money Kit

Pearson Mathology Kit

- Section 9- Financial Literacy
 - Activity 41- Estimating Money
 - Activity 42- Earning Money
 - Activity 43- Spending Money
 - Activity 44- Saving Regularly
 - Activity 45- Money to \$100
 - Activity 46- Consolidation

Other

- [Canadian Money Virtual Manipulative](#)

INDIGENOUS RESOURCES

PROFESSIONAL LEARNING