Lesson 19: More Money Problems

Standards Alignments

Addressing   2.MD.C.8, 2.NBT.B.5, 2.OA.A.1

Teacher-facing Learning Goals

- Use addition and subtraction to solve one- and two-step story problems.

Student-facing Learning Goals

- Let's solve money problems with lots of dollars.

Lesson Purpose

The purpose of this lesson is for students to solve addition and subtraction story problems within 100 in the context of money.

In previous lessons, students found the value of sets of coins and solved story problems with cents. Students learned that a dollar is the same as 100 cents.

In this lesson, students revisit the more challenging story problem types in the context of money. This includes Compare problems and two-step problems where the steps are not explicitly stated. In the first activity, students revisit using a tape diagram to make sense of problems and match tape diagrams to story problems. In the second activity, students are invited to solve the problems in the way that makes sense to them. Students recognize that money problems are solved the same as other story problems, but the cent and dollar symbols are included in the answer.

This lesson has a Student Section Summary.

Access for:

♿ Students with Disabilities

- Representation (Activity 1)

🌐 English Learners

- MLR7 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min

Teacher Reflection Question

In previous lessons, students learned about tape diagrams and number lines. How did students use diagrams to make sense of

Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

problems in today's lesson? If students did not use diagrams, how did they make sense of the problems?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

Mai's Money

Student-facing Task Statement

Diego has $67. Diego has $16 less than Mai. How much money does Mai have?

Show your thinking. Write your final answer using the $. If it helps, use a diagram.

Student Responses

Mai has $83. Sample response: $67 + 10 = 77, 77 + 3 = 80, 80 + 3 = 83$