

1 Math Unit 13: Time and Money

Content Area: **Mathematics**

Course(s):

Time Period:

Length: **2 Weeks**





Status: **Published**

Unit Overview

A rigorous curriculum emphasizes conceptual understanding, procedural skill and fluency, and applications.

CONCEPTUAL UNDERSTANDING

- **Coins and Their Value** In Lesson 13-1, students develop an understanding of the basic series of coins that make up U.S. currency. They recognize a coin face up or face down, and they can name each coin, its value, and how many of each coin make a dollar.

Coin	Value	How many in a dollar
penny 	1¢	100
nickel 	5¢	20
dime 	10¢	10
quarter 	25¢	4

- **Understand the Hour and Minute Hands** In order to tell time on an analog clock, students need a strong understanding of the hour and minute hands. Lesson 13-3 covers the concept that the position of the hands is what determines the time shown on a clock. Students recognize that the short hand is the hour hand, and the long hand is the minute hand. Understanding of the hour and minute hands is reinforced with a variety of exercises including drawing the hands on a clock to show a given time, and writing to record the time shown on a clock.



hour hand: ____

minute hand: ____

____ o'clock

PROCEDURAL SKILL AND FLUENCY

There are no fluency expectations in Topic 13.

- **Find the Value of a Group of Coins** In Lesson 13-2, students use counting to find the value of a group of coins. They arrange the coins so that the arrangement starts with the coins that are worth more, which for grade 1 students will be either a dime or a penny.

Count on to find the total value of the coins.



APPLICATIONS

- **Real-World Applications** Throughout the topic, students apply what they have learned about telling time to the hour and half hour in a variety of real-world contexts. In particular, Lesson 13-6 focuses on students applying their understanding of time to schedules.

Write a good time for eating lunch.

Then draw an hour hand and a minute hand to show the time.

____ o'clock



Standards

MA.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
MA.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
MA.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
MA.1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Materials

Core Materials:

- [EnVision Math](#)
- 13.1-Optional Tell the Value of Coins
- 13.2-Optional find the Value of a Groups of Coins
- 13.3-Understand the Hour and Minute Hands
- 13.4-Tell and Write time to the Hour
- 13.5-Tell and Write Time to the Half Hour
- 13.5-Reasoning

Supplemental Materials:

- [ST Math](#)
- [Happy Numbers](#)
- [3 Act Lessons](#)
- [Building Fact Fluency Kit](#)
- [Brainingcamp Manipulatives](#)
- [Nearpod Lessons](#)
- [Brainpop Resources](#)
- [Math Diagnosis and Intervention System](#)
- [Online Resources](#)

Technology

Algorithms & Programming

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

Data & Analysis

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Assessment

Formative Assessment

- Teacher Observation
- Daily Quick Checks
- Quizzes
- Exit Tickets

Summative Assessment

- Topic Tests
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

- Follow IEP Plan which may contain some of the following examples...
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video

- Practice buddy

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework

- Extension Activities
- Today's Challenge

Interdisciplinary Connections

Topic 1 Math and Science Project - Using different presentations tools, students will collect different types of paper. Talk about the uses of paper. Tell how strong each type of paper is. Tell how the paper feels. Tell if the paper can soak up water.

ELA:

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Science:

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

21st Century Life Literacies & Key Skills

Critical Thinking and Problem Solving

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology Literacy

- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP12. Work productively in teams while using cultural global competence.