2 Math Unit 08: Measurement: Money and Time

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 3**
Length: **10 days**
Status: **Published**

Unit Overview

Money and Time

In this unit, students learn to count money and to tell and write time to the nearest five minutes. Skip counting is employed in both topics. Students will build on the knowledge they gained in earlier grades as they work through money and time problems:

- Money: Besides counting coins and bills to find the value of a group of coins or bills, students also explore different combinations of bills or coins to show a given amount of money. Students apply addition and subtraction skills when they solve problems involving money.
- Time: In Grade 1, students learned to tell time to the hour and half hour. In this unit, students extend their earlier work with time by writing and telling time to the nearest five minutes. Throughout this unit, students use both analog clocks and digital clocks to show time.

What Students Are Learning

- Students determine the value of groups of coins or bills.
- Students use analog and digital clocks to tell and write time to the nearest five minutes.
- Students determine whether the time of an event is a.m. or p.m.

Number Routines

- Build Fluency
- About How Much?
- Greater Than or Less Than
- Find the Missing Values
- Notice & Wonder
- Which Doesn't Belong?

Standards

2.M.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.M.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

Materials

Core Materials:

Reveal Math

8.1 Understand the Values of Coins

8.2 Solve Money Problems Involving Coins

8.3 Solve Money Problems Involving Dollar Bills and Coins

8.4 Tell Time to the Nearest Five Minutes

8.5 Be Precise When Telling Time

Supplemental Materials:

- ST Math
- Happy Numbers
- 3 Act Lessons
- Building Fact Fluency Kit
- Brainingcamp Manipulatives
- Nearpod Lessons
- Brainpop Resources
- Online Resources

Technology

DA	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.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Assessment

Formative Assessment

- Unit Readiness Diagnostics
- Lesson Checks
- Exit Tickets
- Teacher Observation

Summative Assessment

- Unit Assessment Performance Task
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Differentiated Instruction			
Accommodate Based on Students' Individual Needs: Strategies			
Time/General • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	**Processing** • Extra response time • Have students verbalize steps • Repeat, clarify, or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	**Comprehension** • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	**Recall** • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	**Tests/Quizzes/Grading** • Extended time • Study guides • Focused/chunked tests • Read directions aloud	**Behavior/Attention** • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	**Organization** • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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

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.

Career Readiness, Life Literacies & Key Skills

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.4.2.CT	Critical Thinking and Problem-solving
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Career Ready Practices

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  - **Stem in Action :**
  - **Stem Career: Statistician CJ talks about her aspirations to be a statistician.**
  - **CJ works with money: CJ uses strategies for counting coins to figure out how much change everyone has in their pockets.**

- 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.