Unit 3: Money and Time

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is for students to name, find values and show different amounts with coins and dollar amounts. Students will also be able to tell and write time.

ESSENTIAL QUESTIONS

Module 7- Coins

- How can we name and find the value of coins?

- How can we show different amounts using coins?

Module 8- Dollar Amounts

- How can we relate the the value of coins to one dollar?

- How can we make different money combinations using dollars?

Module 9- Time

- How can we tell and write time?

- How can we determine A.M. and P.M.?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1
2.NBT.A.1.a
100 can be thought of as a bundle of ten tens — called a “hundred.”
2.NBT.A.1.b
The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or

nine hundreds (and 0 tens and 0 ones).

2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

MA.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MATH.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”
MATH.2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MA.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
MA.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.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).
PFL.9.1.2.FP.2	Differentiate between financial wants and needs.
PFL.9.1.2.PB.2	Explain why an individual would choose to save money.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.

PRE-ASSESSMENTS

Module 7- Coins, Are you ready?, pg. 164

Module 8- Dollar Amounts, Are you ready?, pg. 188

Module 9- Time, Are you ready?, pg. 206

INSTRUCTIONAL PLAN

MODULE 7

Module 7: Coins

LESSON 7.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	7.1- We are learning to explore the relationship between place value and coins (dimes and pennies).
Student Learning Strategies	Students will: - use base-ten blocks and play coins (dimes and pennies) to name coins and solve word problems.
Success Criteria	I can show and write money amounts using tens and ones.

Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 165-166 • Check for understanding, pg. 167 • On your own, pg. 168
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 165B and Spark your learning pg. 165D **Mini Lesson:** Build Your Understanding, pgs. 165-166 **Guided Practice**: Check Understanding, pg. 167 **Independent Practice:** On Your Own & Exit Ticket pg. 168 **Resources:** Into Math Teacher Edition Module 7
Suggested Modifications	**Small Group Options-** Page 165c • On Track • Almost There • Ready for More **Math Center Option-** Page 165c • On Track- More practice for 7.1/Interactive Glossary/Poggles MX: Addition and Subtraction, Level 20, Pennies and Dimes • Almost there-Reteach 7.1/ RtI Tier 3 Skill 12: Explore place value to 100 • Ready for more- Challenge 7.1 **Differentiation Options-** • Reteach & Challenge pg. 167

MA.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

LESSON 7.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	7.2- We are learning to identify and find the total value of combinations of quarters, dimes, nickels, and pennies.

Student Learning Strategies	Students will: - use play coins to name coins and solve word problems.
Success Criteria	I can identify and find the total value of a group of coins.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 169-170 • Check for understanding, pg. 172 • On your own, pg. 173-174
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 169B and Spark your learning pg. 169D **Mini Lesson:** Build Your Understanding, pgs. 169-170 **Guided Practice**: Check Understanding, pg. 172 **Independent Practice:** On Your Own & Exit Ticket pg. 173-174 **Resources:** Into Math Teacher Edition Module 7
Suggested Modifications	**Small Group Options-** Page 169c • On Track • Almost There • Ready for More **Math Center Option-** Page 169c • On Track- More practice for 7.2/Interactive Glossary/My learning summary/Poggles MX: Addition and Subtraction, Level 29/Reader: Coin Trick • Almost there-Reteach 7.2/ RtI Tier 2 Skill 23: Count Money • Ready for more- Challenge 7.2 **Differentiation Options-** • Reteach & Challenge pg. 172

MA.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

LESSON 7.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	7.3- We are learning to order combinations of coins by value and then find the total value.
Student Learning Strategies	Students will: - use a paper bag and play coins to name coins and solve word problems.
Success Criteria	I can order coins to find the total value of a group of coins.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 175-176 • Check for understanding, pg. 177 • On your own, pg. 178
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 175B and Spark your learning pg. 175D **Mini Lesson:** Build Your Understanding, pgs. 175-176 **Guided Practice**: Check Understanding, pg. 177 **Independent Practice:** On Your Own & Exit Ticket pg. 178 **Resources:** Into Math Teacher Edition Module 7
Suggested Modifications	**Small Group Options-** Page 175c • On Track • Almost There • Ready for More **Math Center Option-** Page 175c • On Track- More practice for 7.3/Fluency Biulder: Addition level 3/Interactive Glossary/Poggles MX: Addition and Subtraction, Level 29/Reader: Coin Trick • Almost there-Reteach 7.3 • Ready for more- Challenge 7.3 **Differentiation Options-** • Reteach & Challenge pg. 177

	digits, using >, =, and < symbols to record the results of comparisons.
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

LESSON 7.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	7.4- We are learning to identify and apply the relative values of the different coins to each other.
Student Learning Strategies	Students will: - use play coins to name coins and show different values.
Success Criteria	I can use different coins to show the same money amount in different ways.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 179-180 • Check for understanding, pg. 182 • On your own, pg. 183-184
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 179B and Spark your learning pg. 179D **Mini Lesson:** Build Your Understanding, pgs. 179-181 **Guided Practice**: Check Understanding, pg. 182 **Independent Practice:** On Your Own & Exit Ticket , pg. 183-184 **Resources:** Into Math Teacher Edition Module 7
Suggested Modifications	**Small Group Options-** Page 179c • On Track • Almost There • Ready for More **Math Center Option-** Page 179c • On Track- More practice for 7.4/My learning summary/ Reader: Coin Trick • Almost there-Reteach 7.4/Poggles MX: Addition and Subtraction, Level 29, Pennies, Nickels and Dimes • Ready for more- Challenge 7.4

	Differentiation Options- • Reteach & Challenge pg. 182

MA.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

MODULE 8

Module 8: Dollar Amounts

LESSON 8.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	8.1- We are learning to show the value of one dollar in different ways using coins.
Student Learning Strategies	Students will: - use play dollars and play coins to solve word problems and show one dollar in a variety of ways.
Success Criteria	I can solve word problems that relate a combination of coins to one dollar.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 189-191 • Check for understanding, pg. 191 • On your own, pg. 192
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 189B and Spark your learning pg. 189D **Mini Lesson:** Build Your Understanding, pgs. 189-190 **Guided Practice**: Check Understanding, pg. 191 **Independent Practice:** On Your Own & Exit Ticket , pg. 192 **Resources:** Into Math Teacher Edition Module 8

Suggested Modifications	**Small Group Options-** Page 189c • On Track • Almost There • Ready for More **Math Center Option-** Page 189c • On Track- More practice for 8.1/Interactive glossary • Almost there-Reteach 8.1/Poggles MX: Addition and Subtraction, Level 23 • Ready for more- Challenge 8.1 **Differentiation Options-** • Reteach & Challenge pg. 191

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

LESSON 8.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	8.2- We are learning to use the value of different bill denominations to find the total value for a combination of bills and solve problems involving bills.
Student Learning Strategies	Students will: - use play bills to create a variety of combinations.
Success Criteria	I can find the total value of a combination of dollar bills.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 193-195 • Check for understanding, pg. 195 • On your own, pg. 196
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 193B and Spark your learning pg. 193D **Mini Lesson:** Build Your Understanding, pgs. 193-194 **Guided Practice**: Check Understanding, pg. 195

	Independent Practice: On Your Own & Exit Ticket , pg. 196 **Resources:** Into Math Teacher Edition Module 8
Suggested Modifications	**Small Group Options-** Page 193c • On Track • Almost There • Ready for More **Math Center Option-** Page 193c • On Track- More practice for 8.2/Poggles MX: Addition and subtraction, Level 33, Pennies, Nickels, Dimes, and Dollars • Almost there-Reteach 8.2/RtI Tier 3 Skill 21: Pennies and Dimes • Ready for more- Challenge 8.2 **Differentiation Options-** • Reteach & Challenge pg. 195

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

LESSON 8.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	8.3- We are learning to use strategies to solve word problems involving money.
Student Learning Strategies	Students will: - use dollars and coins to solve word problems.
Success Criteria	I can solve word problems involving coins and bills.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 198 • Check for understanding, pg. 199 • On your own, pg. 200-202
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 197B and Spark your learning pg. 197D

	Mini Lesson: Build Your Understanding, pgs. 197-198 **Guided Practice**: Check Understanding, pg. 199 **Independent Practice:** On Your Own & Exit Ticket pg. 200-202 **Resources:** Into Math Teacher Edition Module 8
Suggested Modifications	**Small Group Options-** Page 197c • On Track • Almost There • Ready for More **Math Center Option-** Page 197c • On Track- More practice for 8.3/Fluency builder: Addition level 3/Fluency builder: Addition level 4/My learning summary/Poggles MX: Addition and subtraction Level 44, Dollars and cents/Standard practice: solve world problems involving bills or coins • Almost there-Reteach 8.3/RtI Tier 3 Skill 25: Relate the value of coins to one dollar • Ready for more- Challenge 8.3 **Differentiation Options-** • Reteach & Challenge pg. 199

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

MODULE 9

Module 9: Time

LESSON 9.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.1- We are learning to tell and write time from analog and digital clocks to the nearest 5 minutes.

Student Learning Strategies	Students will: - use analog clocks with movable hands to tell and write the time to the nearest 5 minutes.
Success Criteria	I can draw hands on a clock and write time on a clock to the nearest 5 minutes.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 207-208 • Check for understanding, pg. 209 • On your own, pg. 210
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 207B and Spark your learning pg. 207D **Mini Lesson:** Build Your Understanding, pgs. 207-208 **Guided Practice**: Check Understanding, pg. 209 **Independent Practice:** On Your Own & Exit Ticket pg. 210 **Resources:** Into Math Teacher Edition Module 9
Suggested Modifications	**Small Group Options-** Page 207c • On Track • Almost There • Ready for More **Math Center Option-** Page 207c • On Track- More practice for 9.1/Interactive glossary/Poggles MX: Addition and Subtraction, Level 49, Count by 5s to tell time • Almost there-Reteach 9.1/RtI Tier 2 Skill 9: Time to the half hour/ RtI Tier 2 Skill 26: Time to the hour/Game: Story Time • Ready for more- Challenge 9.1 **Differentiation Options-** • Reteach & Challenge pg. 209

MATH.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”
MA.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

LESSON 9.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.2- We are learning to read digital and analog clocks, and use phrases to describe times to five minutes.
Student Learning Strategies	Students will: - use analog clocks with movable hands to tell and write time.
Success Criteria	I can use different ways to write and say the time shown on a clock.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 211-212 • Check for understanding, pg. 214 • On your own, pg. 215-216
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 211B and Spark your learning pg. 211D **Mini Lesson:** Build Your Understanding, pgs. 211-213 **Guided Practice**: Check Understanding, pg. 214 **Independent Practice:** On Your Own & Exit Ticket pg. 215-216 **Resources:** Into Math Teacher Edition Module 9
Suggested Modifications	**Small Group Options-** Page 211c • On Track • Almost There • Ready for More **Math Center Option-** Page 211c • On Track- More practice for 9.2/Interactive glossary/My learning summary/Poggles MX: Addition and Subtraction, Level 49 • Almost there-Reteach 9.2/Game: Story Time • Ready for more- Challenge 9.2 **Differentiation Options-** • Reteach & Challenge pg. 214

MATH.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”
MATH.2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

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

LESSON 9.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.3- We are learning to practice telling and writing time to the nearest five minutes.
Student Learning Strategies	Students will: - use an analog clock with movable hands to tell and write time multiple ways.
Success Criteria	I can tell and write time to the nearest 5 minutes in three different ways.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 217-218 • Check for understanding, pg. 218 • On your own, pg. 220
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 217B and Spark your learning pg. 217D **Mini Lesson:** Build Your Understanding, pgs. 217-218 **Guided Practice**: Check Understanding, pg. 218 **Independent Practice:** On Your Own & Exit Ticket pg. 220 **Resources:** Into Math Teacher Edition Module 9
Suggested Modifications	**Small Group Options-** Page 217c • On Track • Almost There • Ready for More **Math Center Option-** Page 217c • On Track- More practice for 9.3/Fluency builder: Subtraction level 3/Poggles MX: Addition and Subtraction, Level 49 • Almost there-Reteach 9.3 • Ready for more- Challenge 9.3

	Differentiation Options- • Reteach & Challenge pg. 218

MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

LESSON 9.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.4- We are learning to practice telling and writing time, using a.m. and p.m.
Student Learning Strategies	Students will: - use analog clocks with moveable hands to tell him and determine a.m. or p.m.
Success Criteria	I can tell and write time to the nearest five minutes using a.m. and p.m.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 221 • Check for understanding, pg. 222 • On your own, pg. 223-224
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 221B and Spark your learning pg. 221D **Mini Lesson:** Build Your Understanding, pgs. 221-222 **Guided Practice**: Check Understanding, pg. 222 **Independent Practice:** On Your Own & Exit Ticket pg. 224 **Resources:** Into Math Teacher Edition Module 9
Suggested Modifications	**Small Group Options-** Page 221c • On Track • Almost There • Ready for More

Math Center Option- Page 221c

- On Track- More practice for 9.4/Interactive glossary/My learning summary/Standards practice: Tell and write time to the nearest five minutes
- Almost there-Reteach 9.4/Game: Story Time
- Ready for more- Challenge 9.4

Differentiation Options-

- Reteach & Challenge pg. 222

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

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.