Unit 3a-Work With Time And Money

Content Area: **Mathematics**
Course(s): **Math 2**
Time Period: **Marking Period 3**
Length: **MP3 Topic 8 8-1 to 8-8**
Status: **Published**

Essential Questions

- How can you solve problems about counting money or telling time to the nearest 5 minutes?

Big Ideas

- **Coins:** Students will compare the value of coins.
- **Bills:** Students will learn to find the value of a set of bills by beginning with the bill that has the greatest value and counting on the bills of decreasing values in order.
- **Different Ways to Make a Total:** Students will reason about the values of coins and bills to find different ways to make the same total value.
- **Tell Time to the Nearest 5 Minutes:** Students will use analog and digital clocks to tell time to the nearest 5 minutes.
- **Tell Time Before and After the Hour:** Students will use analog and digital clocks to tell time before and after the hour.
- **Use A.M. and P.M.:** Students will tell time and use reasoning to determine if an event occurs in the a.m. or p.m.
- **Use Tools to Solve Problems:** Students will represent problems using drawings, coins, and clocks.

Diversity Integration

Objective: Students will be able to identify the time on a clock in various countries.

Activity: Students will look up the time in three different countries and write them down. They will also draw a picture of what the clock looks like. Students will then compare the times across the countries.

CSDT Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Activity:

Students will learn about different time zones. As they "travel the world" and see the different times on the clocks they will record their answers on a graphic organizer.

CRLLKS- 21st Century

9.1.2.FI.1-Differentiate the various forms of money and how they are used

Connection:
Students will learn how to count and identify money. Integrate career education by talking about the importance of saving and spending money responsibly.

Enduring Understandings

Operations and Algebraic Thinking

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. Students may make sense of the ideas that plants need water and light to grow and that climate change affects the health of plants, animals, and people. In this unit, there would be an opportunity to measure variables and use the date to add and subtract within 100.

Number and Operations in Base Ten

2.NBT.A.2 (M) Count within 1000; skip-count by 5s, 10s, and 100s.

Measurement and Data

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. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Mathematical Practices Focus

2. Reason abstractly and quantitatively.