






Trimester	Unit Title	Recommended Instructional Days
2	Money and Time	9-11 Days
Domain		
<p>Strand:</p> <p> 2.MD.C.7- Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p> 2.MD.C.8- Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>  Major Cluster  Supporting Cluster  Additional Cluster </p>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit

Essential Questions:

- Lesson 7.1- How do you find the total value of a group of dimes, nickels, and pennies?
Lesson 7.2- How do you find the total value of a group of coins?
Lesson 7.3- How do you order coins to help find the total value of a group of coins?
Lesson 7.4- How do you choose coins to show a money amount in different ways?
Lesson 7.5- How can you show the value of one dollar with coins?
Lesson 7.6- How do you show money amounts greater than one dollar?
Lesson 7.7- How does acting it out help when solving problems about money?
Lesson 7.8- How do you tell time to the hour and half hour on a clock?
Lesson 7.9- How do you tell and show time to five minutes?
Lesson 7.10- What are the different ways you can read the time on a clock?
Lesson 7.11- How do you use A.M. and P.M. to describe time?

Essential Understandings:

- Lesson 7.1- Find the total values of collections of dimes, nickels, and pennies.
Lesson 7.2- Find the total values of collections of quarters, dimes, nickels, and pennies.
Lesson 7.3- Order coins in a collection by value and then find the total value.
Lesson 7.4- Represent money amounts less than a dollar using two different combinations of coins. Lesson 7.5- Show one dollar in a variety of ways.
Lesson 7.6- Find and record the total value for money amounts greater than \$1.
Lesson 7.7- Solve world problems involving money by using the strategy act it out.
Lesson 7.8- Tell and write time to the hours and half hour.
Lesson 7.9- Tell and write time to the nearest five minutes.
Lesson 7.10- Practice telling time to the nearest five minutes.
Lesson 7.11- Use concrete models to measure the lengths of objects in inches.

Vocabulary

- A.M.
- cent sign (¢)
- decimal point
- dime
- dollar
- dollar sign (\$)
- hour
- midnight
- minute

- noon
- nickel
- penny
- p.m.
- quarter
- quarter past

Suggested Activity Description:

Personal Math Trainer, Tutorial Videos, Vocabulary Game, Reading Grab and Go Activity, Explore and Guided/Independent Practice related to the NJSL, Evaluation Online Activity, Essential Question Discussion and Check –In, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Success for English Learners Activity, Performance Task

Interdisciplinary Connections:

STEM Activity: In Chapter 7, children extend their understanding of time by learning about the hours in a day and by modeling a clock. These same topics are used often in the development of various science concepts and process skills. Help children make the connection between math and science through the S.T.E.M. activities and activity worksheets found at Think Central.

In Chapter 7, children connect math and science with the S.T.E.M. Activity Turn, Turn, Turn and the accompanying worksheets (page 103 and 104). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 7 concepts and skills with various times of day including computing hours in a day. Children will also discover the overall role that math plays in science. It is recommended that this S.T.E.M. Activity be used after Lesson 7.11.

Science:

1. Have children work in small groups. Ask groups to make observations about each coin. Children can record their observations on a sheet of paper. Invite groups to discuss similarities and differences in the observations they made.

2. Set up stations for children to explore properties of coins. Have children record the information on paper. • Ask children to: • describe the shape, color, and texture of the outer edge on the coins. • check the coins to see if they are magnetic. • determine how many pennies it takes to make a stack of pennies that is as tall as 1 connecting cube. Instruct children to place the cube with the connector side facing to the right. Have them repeat to find how many nickels and how many dimes it takes to make stacks as tall as 1 connecting cube. • Allow children to compare their findings. Children may be surprised to find that the coins are not magnetic.

Social Studies:

1. Point out to children that the front of the dime, nickel, and penny show the heads of former presidents of the United States. The dime shows Franklin D. Roosevelt, the thirty-second president. The nickel shows Thomas Jefferson, the third president. Abraham Lincoln, the sixteenth president, is shown on the penny. • Explain that the backs of these coins show American symbols. The dime shows an olive branch, torch, and oak branch symbolizing peace, liberty, and victory. The nickel shows Monticello, Thomas Jefferson's home. The penny shows the Lincoln Memorial, which was built in honor of Abraham Lincoln.

2. Tell children that the coins they are learning about are used in the United States. Explain that other countries have different coins. • Allow pairs of children to research the history of coins from ancient times and the coins other countries use today, and to share their findings with the class.

Language Arts:

1. Vocabulary Builder pg. 465 - **Visualize It** Point out to children the beginning term count on. Explain that they are to give two examples of a number they can use to count on by. Next, they should give two examples of counting on by each number they chose. **Understand Vocabulary** Review the meaning of the word pattern with children. Ask children to tell you some counting patterns they know (for example, counting by tens).

On the board, write the following numbers:

10

5

11

Ask children to count by tens starting at 10, count by fives starting at 5, and count by ones starting at 11.

2. Coin Trick -(From the Grab and Go Differentiated Center Kit)

3. Time to Go Shopping - (From the Grab and Go Differentiated Center Kit)

4. All the Time - (From the Grab and Go Differentiated Center Kit)

Spot Light On: *Seek multiple perspectives and different answers to questions.*

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills.

**Grade 2 Mathematics
Unit 7 Money and Time**

September
2022

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, IXL, ST MATH 60 minutes a week, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST Math special projects, G& T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments
Supplemental Resources			
Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Creativity and Innovation	
	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	9.4.2.CT.2 Identify possible approaches and resources to execute a plan
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management.	

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	<p>Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>