

Unit 3: Time and Money

Content: Math

Grade: 2

Date: _____

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Daily Activities	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/ Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
	I can tell and write time from an analog and digital clock to the nearest 5 minutes using a.m. and p.m. Why display data in different ways?	Clock Concentration (Everyday Math Game Masters, pg. 53-45)	Analog Digital a.m. p.m.	Personal Response: Students show a time of their choice on a demonstration clock, partner reads time Authenticity: Students use coins in their real lives. Clear Modeled Expectations: Students have a clear understanding of what they are expected to do.	<i>Tuesday</i> by David Wiesner (in library) Students play time match and then choose 4 times that relate to them. Students write about what they are doing at those times, reinforcing a.m. and p.m.	Telling Time Formative Assessment: http://math.about.com/od/tellingtime/worksheets/ss/TimeTo5mins.htm	T- Students work with times to the 5 minute G-Students work with times to the minute S-Students work with times to the hour and half hour	Math Whizz Smart Board lesson (Under resources) http://www.brainpopjr.com/math/time/timetothequarterandhalfhour/preview.weml
	I can fluently add and subtract numbers to 20.	Addition and Subtraction Fluency Game: http://www.softschools.com/math/games/mad_minute_math/	Fluently	Novelty and Variety: Students play games to practice facts instead of seat work.	<i>Mission: Addition</i> by Lorren Leedy http://books.google.com/books?id=ovgy3FNeU1UC	Mad Minutes Create your own worksheet: http://www.softschools.com/math/worksheets/addition	T- Students work with sums to 10 G-Students work with sums to 20 S- Student work with sums to 5	Brain Pop Jr. http://www.brainpopjr.com/math/additionandsubtraction/basicadding/preview.weml

	<p>Addition Top It, Subtraction Top It (Everyday Math)</p> <p>Math Fact Sort http://www.teacherspayteachers.com/Product/Doughnut-Addition-Fact-Practice</p> <p>Domino Facts (attached)</p>		<p>Work with others: Students work with their peers to make connections and practice math facts</p> <p>Personal Response: Students explain their strategy for adding facts</p>	<p>&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false</p> <p>Students write some of the fast facts that they know and relate it to something real-life. (6+6=12, I have practiced this with dice.)</p>	worksheets.jsp		
<p>I can identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies.</p> <p>Why is counting money important in my life?</p>	<p>Lesson 3.2: Spinning for Money</p> <p>Money Dice (Everyday Math Game Masters, pg. 55)</p> <p>Coin Top-It (Everyday Math Game Masters, pg. 56)</p> <p>Shopping Activity: Students “shop” through sale ads and create an order form for their purchases. (attached)</p>	<p>Dollar Quarter Dime Nickel Penny</p>	<p>Personal Responses: Students write about why it is important for me to know how to count money?</p> <p>Novelty and Variety: Students are engaged through game play instead of seatwork.</p> <p>Learning with Others: Students work with classmates to solve problems.</p>	<p><i>If You Made a Million</i> by Steven Kellogg</p>	<p>Name Value Formative Assessment</p>	<p>T- Students work with amounts up to \$1.00 G-Students work with amounts greater than \$1.00 S- Students work with amounts up to \$0.50</p>	<p>Math Whizz Smart Board Lesson (under resources)</p> <p>http://www.brainpopjr.com/math/money/countingcoins/preview.html</p>

	<p>I can use the \$ and the ¢ symbols correctly.</p> <p>Why display data in different ways?</p>	<p>Using both symbols activity: http://www.teacherspayteachers.com/Product/Multiple-Representations-of-Amounts-to-50-Cents</p> <p>Many-Name Scramble (Math Master p. 296)</p>	<p>symbol</p>	<p>Personal Response: Students write about when it is useful to use both symbols, and write a real-word example.</p> <p>Novelty and Variety: Students use manipulative coins to tell values of coin groups. Students work with partner to discuss how they counted the coins.</p> <p>Authenticity: Students use coins and money and their symbols in the real world.</p>	<p>Students count coins and record the amount. They write the amount using both symbols. Students write about times when they would use one symbol instead of the other.</p>	<p>Check all formative assessments to ensure that students are recording money values using both symbols.</p>	<p>S- Use a foldable to determine appropriate symbols T- Students choose one symbol to use G- Demonstrate how to use both symbols</p>	<p>Brain Pop Jr. http://www.brainpopjr.com/math/money/dollarsandcents/preview.weml</p>
	<p>I can solve word problems using dollars and coins.</p> <p>Should I use addition or subtraction to solve problems?</p>	<p>Money Word Problems Sheet (attached)</p> <p>Counting Coins (attached)</p> <p>Shel Silverstein Poem activity (attached)</p>	<p>Solve</p>	<p>Smart by Shel Silverstein (poem)</p> <p>Students write their own story problems with coin</p>	<p>Students explain their reasoning behind counting coin amounts in their math notebook.</p>	<p>Money Word Problem Formative Assessment (attached)</p>	<p>T- Students work with amounts up to \$1.00 G- Students work with amounts greater than \$1.00 S- Students work with amounts up to</p>	<p>Berenstain Bears: Trouble With Money http://www.youtube.com/watch?v=X0OUV5rTBno</p>

		Berenstain Bears Worksheet (attached)		amounts. Students switch to solve with a partner. Brain Pop Jr. Write about it: You want to take \$0.75 from your piggy bank. Write a paragraph that tells the different coin combinations you could take out.			\$0.50	
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