# Unit Map 2012-2013

***Monroe #2 - Orleans BOCES (Regional Collaboration)***

***Collaboration / Math 2* / Grade 2 (Math Regional Curriculum)***

Wednesday, October 31, 2012, 4:07PM

**Standard/Module: Proficiency with Measurement 2.MD.8** (Week 33, 4 Weeks)

## Stage 1: Desired Results

### Standards Focus

- Additional (10%) connects to 2.MD.7

### Standards

**NYS: CCLS:Mathematics, NYS: 2nd Grade , Measurement & Data**
2.MD Work with time and money.

- 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?

| Enduring Understandings | Essential Questions |
|---|---|
| The penny is the smallest American monetary unit and all other values can be composed from pennies. | What does the ¢ symbol mean?<br><br>What does the $ symbol mean? |
| All coins can be composed of other coin values to make equivlanet amounts. | How can you count combinations of coins and bills?<br><br>How can you decompose a coin into more coins/bills with smaller values? |
| Money can be used as a way to solve problems. | How can you compose a coin out of lots of coins/bills with smaller values? |

### Critical Content

This standard calls for students to solve word problems involving either dollars or cents. Since students have not been introduced to decimals, problems should either have only

dollars or only cents. Students use their knowledge of composing and decomposing numbers to solve problems involving composing or decomposing monetary amounts.

| Skills | Vocabulary |
|---|---|
| I can identify coins and their corresponding values.<br><br>I can skip count by 5's, 10's, 20's and 25's.<br><br>I can build equivalent expressions (such as 25 = 10 | Tier 2: problems, symbols, appropriately |

| | |
|---|---|
| + 10 + 5)<br><br>I can determine the value of combinations of coins and bills | Tier 3: dollar bills, nickels, dimes, pennies, quarters |

## Stage 2: Assessment Evidence

**Assessments**

**Money Money Money!**
**Formative: Performance: Skill Demonstration**

Students demonstrate their money skills in a mock store or some type of semi-authentic situation where they would need to produce the correct amount of money using combinations of coins and bills.

## Stage 3: Learning Plan

| Learning Activities | Resources |
|---|---|
| **Example:**<br><br>What are some possible combinations of coins (pennies, nickels, dimes, and quarters) that equal to 37 cents?<br><br>**Example**:<br><br>What are some possible combinations of dollar bills ($1, $5 and $10) that equal 12 dollars?<br><br>Since money is not specifically addressed outside of grade 2 (except to identify coins and values in 1st grade), students should have multiple opportunities to identify, count, recognize, and use coins and bills in and out of context. They should also experience making equivalent amounts using both coins and bills.<br><br>Dollar bills should include denominations up to one hundred ($1.00, $5.00, $10.00, $20.00, $100.00).<br><br>Students should solve story problems connecting the different representations. These<br><br>representations may include objects, pictures, | www.illuminations.nctm.org<br><br>www.illustrativemathematics.org |

| | |
|---|---|
| charts, tables, words, and/or numbers. Students should communicate their mathematical thinking and justify their answers. An interactive whiteboard or document camera may be used to help students demonstrate and justify their thinking.<br><br>**Example:**<br><br>Sandra went to the store and received 76¢ in change. What are three different sets of coins she could have received? | |

**Differentiation Opportunities**

Students who typically struggle with money concepts do so because they are struggling with number sense in some respects. For example, the physical motion one does of counting coins or bills is the same motion used in 1:1 correspondence when children are first learning to count. Later we use that same motion to skip-count coins and bills showing them that one piece of paper is equivalent to $5 for example, and continue a skip-counting sequence by 5's. This may be hard for students to understand. Try exchanging a $5 for five $1 and doing the skip counting sequence with piles of five $1. This visual may be a good intervention to help students bridge to carrying a $5 bill is easier than carrying lots of $1 but that they are equivalent amounts.

Sometimes students will record twenty-nine dollars as 29$. Remind them that the dollar

sign goes in front. The cent sign goes after the number and there is no decimal point

used with the cent sign.

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