

Unit 5: Time and Money

Unit #:	APSDO-00017519	Duration:	15.0 Day(s)	Date(s):	02-01-2016 to 02-01-2016
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Team:
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Grades:

2

Subjects:

Mathematics

Unit Focus

In this unit, students will focus on time and money. Students will learn how to tell and write time up to the nearest five minutes using both analog and digital clocks for A.M. and P.M times. Students will be able to recognize the currency of dollar bills, quarters, dimes, nickels and pennies and their values. Students will count mixed collections of coins to find total value and record using dollars and cents and cents notation using symbols appropriately. Students will also solve word problems involving time and money. Primary instructional materials for this unit include On Core and Everyday Mathematics.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer		
<p>Common Core <i>Mathematics: 2</i></p> <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <i>CCSS.MATH.CONTENT.2.MD.C.7</i> • 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? <i>CCSS.MATH.CONTENT.2.MD.C.8</i> 	<p>T1 (T30) Describe, classify, and compare objects. T2 (T31) Represent, summarize, and interpret data to clarify and solve problems or to make informed decisions. T3 (T50) Based on an understanding of any problem, initiate a plan, execute it and evaluate the reasonableness of the solution. T4 (T53) Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense. T5 (T51) Examine alternate methods to accurately and efficiently solve problems. T6 (T52) Use appropriate tools strategically to deepen understanding of mathematical concepts.</p>		
	Meaning		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">Understandings</td> <td style="width: 50%; text-align: center; border: none;">Essential Questions</td> </tr> </table>	Understandings	Essential Questions
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<ul style="list-style-type: none"> Attend to precision. <i>CCSS.MATH.MP.6</i> Construct viable arguments and critique the reasoning of others. <i>CCSS.MATH.MP.3</i> Make sense of problems and persevere in solving them. <i>CCSS.MATH.MP.1</i> Use appropriate tools strategically. <i>CCSS.MATH.MP.5</i> 	<p>U1 (U300) Every measurement has a unit in which it is expressed.</p> <p>U2 (U303) Measurements with the same unit can be compared and combined.</p> <p>U3 (U502) Effective problem solvers identify and apply an appropriate model, tool, or strategy.</p> <p>U4 (U520) Effective arguments are based on logical mathematical thinking.</p> <p>U5 (U540) The choice of a mathematical tool depends upon the information you have and the information you want.</p> <p>U6 (U550) Attention to detail, such as specifying units of measure and labeling, leads to clarity in expressing mathematical information.</p>	<p>Q1 (Q300) What properties of the object am I trying to measure? How do I measure them?</p> <p>Q2 (Q301) How precise do I need to be in my measurement?</p> <p>Q3 (Q302) How do I compare/combine measurements of objects?</p> <p>Q4 (Q552) Does my solution make sense?</p> <p>Q5 (Q541) How do I use tools to solve problems?</p> <p>Q6 (Q550) Did I use clear language (symbols, labels, terms, units of measure and significant digits) to explain my reasoning to others?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
		<p>S1</p> <p>Identify currency (dollar bills, quarters, dimes, nickels, and pennies) and their values</p> <p>S2</p> <p>Recognize and use dollar (\$) and cent (¢) symbols appropriately</p> <p>S3</p> <p>Count sets of bills and coins</p> <p>S4</p> <p>Solve word problems involving currency (including making change)</p> <p>S5</p> <p>Tell and write time to the nearest five</p>

		minutes using analog and digital clocks, using a.m. and p.m.
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