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| 2nd Trimester | Grade: 2 | Unit Number: 3 |
| Unit Overview: Place Value, Money, and Time     Unit 3 continues the review and extension of topics introduced in first grade: numeration and place value, money, time, and data collection and analysis.  Few children will have mastered these concepts as a result of their first grade experiences.  As usual, activities will be lively and at a brisk pace.  These topics will be brought up repeatedly in review exercises and in other opportunities throughout the school day. Unit 3 has four main areas of focus:* To review place value in 2-digit and 3-digit numbers
* To review coin values and exchanges among coins
* To tell time and to write time in digital clock notation
* To gather data by counting and to analyze data
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| Essential Question: How can you apply your knowledge of money and time on a daily basis? |
| Academic Vocabulary: place value, expanded form, greater than, less than, equal to, analogue clock, digital clock, a.m./p.m, dollars, cents, quarters, dimes, nickels, pennies |
| Lesson | Standard | Guiding Questions | Additional Resources  | Differentiation | Students Learning Goals |
| 3.1 | **2.NBT.1a,**2.NBT.2**, 2.NBT.3,****2.NBT.4** |

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| How might base-10 blocks be used to show numbers?

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| Why is it helpful to be able to show numbers in different ways?

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| Describe a time when you’ve helped someone else in math.  |

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 |  |  | I can…* Describe a hundred as a bundle of ten tens. (2.NBT.1)
* Explain that the digits of a 3-digit number represent amounts of hundreds, tens, and ones. (2.NBT.1)
* Recognize a number in the hundreds. (2.NBT.1)
* Read and write numbers up to 1,000 using a number (635), a number name (six hundred thirty five), or in expanded form (600+30+5). (2.NBT.3)
* Compare two 3-digit numbers based on the digits in the hundreds, tens, and ones place. (2.NBT.4)
* Use the symbols <, >, = to describe the comparison of two 3-digit numbers. (2.NBT.4)
* Tell and write time from analog and digital clocks to the nearest five minutes using the terms a.m. and p.m. (2.MD.7)
* Understand the use of special terms such as half past, quarter after/past, quarter to, minutes to, and minutes after/past. (2.MD.7)
* Identify and give the value of dollar bills, quarters, dimes, nickels, and pennies. (2.MD.8)
* Use $ (dollar) and cents symbol appropriately. (2.MD.8)
* Solve a word problem with dollar bills, quarters, dimes, nickels, and pennies. (2.MD.8)
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| 3.2 | 2.NBT.2, **2.MD.8** |

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| How could it be helpful to solve problems in more than one way?

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| Describe a time when you had to count coins in real life.  |

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| 3.3 | 2.OA.2**, 2.MD.7** |

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| When do you use a clock during the day?  |

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| 3.4 | 2.NBT.3, 2.G.1 |

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| How could you get better at explaining how you solve problems?  |

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| 3.5 | **2.MD.10** |

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| Why are graphs helpful for showing data?  |

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| 3.6 | 2.OA.1, 2.MD.6 |

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| When else have you used growing patterns in math?

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| Why do we check our answers to see if they make sense?  |

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| 3.7 | 2.OA.1,2.NBT.1a, 2.NBT.2,**2.MD.8** |

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| How are tools helpful when solving math problems?  |

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| 3.8 | 2.OA.1**, 2.MD.8** |

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| Describe a time when you might need exact change to pay for something.  |

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| AssessmentsUnit 3 Progress Check |