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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 | | | | | | |
| 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** | |  |  |  | | --- | --- | --- | | How might base-10 blocks be used to show numbers?   |  |  | | --- | --- | | Why is it helpful to be able to show numbers in different ways?   |  | | --- | | Describe a time when you’ve helped someone else in math. | | | |  | |  | 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) |
| 3.2 | 2.NBT.2, **2.MD.8** | |  |  | | --- | --- | | How could it be helpful to solve problems in more than one way?   |  | | --- | | Describe a time when you had to count coins in real life. | | |  | |  |
| 3.3 | 2.OA.2**, 2.MD.7** | |  | | --- | | When do you use a clock during the day? | |  | |  |
| 3.4 | 2.NBT.3, 2.G.1 | |  | | --- | | How could you get better at explaining how you solve problems? | |  | |  |
| 3.5 | **2.MD.10** | |  | | --- | | Why are graphs helpful for showing data? | |  | |  |
| 3.6 | 2.OA.1, 2.MD.6 | |  |  | | --- | --- | | When else have you used growing patterns in math?   |  | | --- | | Why do we check our answers to see if they make sense? | | |  | |  |
| 3.7 | 2.OA.1,  2.NBT.1a, 2.NBT.2,  **2.MD.8** | |  | | --- | | How are tools helpful when solving math problems? | |  | |  |
| 3.8 | 2.OA.1**, 2.MD.8** | |  | | --- | | Describe a time when you might need exact change to pay for something. | |  | |  |
| Assessments  Unit 3 Progress Check | | | | | | | |