



## Unit Plan

## 2.6 Geometry, Time, and Money

Chester / Littleville Elementary / Grade 2 / Mathematics

[↗](#) Week 24 - Week 28 | 4 Curriculum Developers | Last Updated: Apr 20, 2023 by Hyjek, Linda[Style Guide](#)

## What is the purpose of the unit? What are the major take-aways?

## Standards

## MA: Mathematics (2017)

## MA: Grade 2

## Operations &amp; Algebraic Thinking

## 2.OA Represent and solve problems involving addition and subtraction.

- 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

## Number &amp; Operations in Base Ten

## 2.NBT Understand place value.

- 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
- 2. Count within 1000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.

## 2.NBT Use place value understanding and properties of operations to add and subtract.

- 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

## Measurement &amp; Data

## 2.MD Measure and estimate lengths in standard units.

- 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 3. Estimate lengths using units of inches, feet, centimeters, and meters.

## 2.MD Work with time and money.

- 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10), using \$ and ¢ symbols appropriately and whole dollar amounts. Example: If you have 2 dimes and 3 pennies, how many cents do you have? If you have \$3 and 4 quarters, how many dollars do you have?

## Geometry

## 2.G Reason with shapes and their attributes.

- 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes. [Show Details](#)
- 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

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## Enduring Understandings

Students reason with shapes and their attributes and partition shapes into equal shares, building a foundation for fractions. They relate halves, fourths, and skip-counting by 5 to tell time, and solve story problems involving the values of coins and dollars.

## Essential Questions

## Content

In this unit, students transition from place value and numbers to geometry, time, and money.

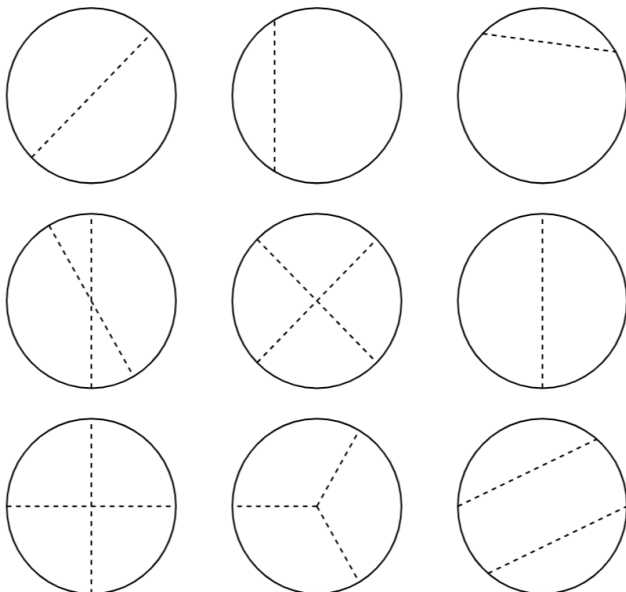
In grade 1, students distinguished between defining and non-defining attributes of shapes, including triangles, rectangles, trapezoids, and circles. Here, they continue to look at attributes of a variety of shapes and see that shapes can be identified by the number of sides and vertices (corners). Students then study three-dimensional (solid) shapes, and identify the two-dimensional (flat) shapes that make up the faces of these solid shapes.

Next, students look at ways to partition shapes and create equal shares. They extend their knowledge of halves and fourths (or quarters) from grade 1 to now include thirds.

Students compose larger shapes from smaller equal-size shapes and partition shapes into two, three, and four equal pieces.

As they develop the language of fractions, students also recognize that a whole can be described as 2 halves, 3 thirds, or 4 fourths, and that equal-size pieces of the same whole need not have the same shape.

*Which circles are not examples of circles partitioned into halves, thirds, or fourths?*



## Skills

## Section A Goals

- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

## Section B Goals

- Partition rectangles and circles into halves, thirds, and fourths and name the pieces.
- Recognize 2 halves, 3 thirds, and 4 fourths as one whole.
- Understand that equal pieces do not need to be the same shape.

## Section C Goals

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

## Section D Goals

- Find the value of a group of bills and coins.
- Use addition and subtraction within 100 to solve one- and two-step word problems.

Later, students use their understanding of halves and fourths (or quarters) to tell time. In grade 1, they learned to tell time to the half hour. Here, they relate a quarter of a circle to the features of an analog clock. They use “quarter past” and “quarter till” to describe time, and skip-count to tell time in 5-minute intervals. They also learn to associate the notation “a.m.” and “p.m.” with their daily activities.

To continue to build fluency with addition and subtraction within 100, students conclude the unit with a money context. They skip-count, count on from the largest value, and group like coins, and then add or subtract to find the value of a set of coins. Students also solve one- and two-step story problems involving sets of dollars and different coins, and use the symbols \$ and ¢.

Throughout the unit

Throughout this unit, students experience Number Talk routines that allow them to continue to develop fluency with addition and subtraction within 100, using strategies based in place value and the properties of operations. These routines also support the work in the unit as students can relate the numbers used to adding the values of quarters, dimes, nickels, and pennies together.

Here are the Number Talk activities throughout the unit.

<b>Lesson 5</b>	<b>Lesson 8</b>	<b>Lesson 9</b>
$5+30+550+30+550+5+30+5500+30+5$	$25-1540-1565-2560-35$	$20+10+10+530+2535+1515+25+15$

<b>Lesson 17</b>	<b>Lesson 19</b>	<b>Lesson 20</b>
$25+10+10+525+2525+25+2525+25+25+25$	$18+3228+3228+3438+35$	

**How will you gauge student learning?**

**Assessments**

2.6 End-of-Unit Assessment | Summative | Written Test

[Grade2-6-End-of-Unit-Assessment-assessment.pdf](#)

5 State Standards Assessed

**How will students learn?**

**Learning Activities**

Differentiated Instruction

Technology Integration

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21st Century Skills

Positive Behavior

CASEL

Collaborative for Academic, Social, and Emotional Learning

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### Resources

History of telling time: (big picture- intro) [https://www.youtube.com/watch?v=ggvRga\\_JqXw](https://www.youtube.com/watch?v=ggvRga_JqXw)

Time to the Minute: <https://www.youtube.com/watch?v=NlxkrxkIXKU> Brainpop Jr.

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### Teacher Notes and Reflections

 Math Unit Six Adjustments/Notes  

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