



Marietta City Schools
District Unit Planner

Second Grade

Unit Name	Unit 7: Measuring Time and Money	Unit duration (Days)	2-3 Weeks
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[GA K-12 Standards](#)

In this unit, students will continue to develop their understanding of, and facility with, money. Count with pennies, nickels, dimes, and dollar bills. Represent a money amount with words or digits and symbols (either cent or dollar signs). Tell time to the nearest 5 minutes and using a.m. and p.m. using both analog and digital clocks. Continue to develop their understanding of and facility with addition and subtraction. Add up to 4 two-digit numbers. Use a variety of models (base ten blocks- ones, tens, and hundreds only; diagrams; number lines; place value strategies; etc.) to add and subtract within one thousand. Become fluent by mentally adding or subtracting 10 or 100 to a given three-digit number. Demonstrate fluency with addition and subtraction. Understand the relationship between addition and subtraction (inverse operations). Represent three-digit numbers with a variety of different models (base ten blocks- ones, tens, and hundreds only; diagrams; number lines; place value strategies; etc.). Recognize and use place value to manipulate numbers.

2.MDR.6: Solve real-life problems involving time and money.

- **2.MDR.6.1** Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.
- **2.MDR.6.2** Find the value of a group of coins and determine combinations of coins that equal a given amount that is less than one hundred cents, and solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000. **Teacher Note: 2nd grade should only be adding and subtracting tens and hundreds to 3 digit numbers and not any 3 digit with any 3 digit****

- **2.NR.2.1** Fluently add and subtract within 20 using a variety of mental, part-whole strategies.
- **2.NR.2.2** Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.
- **2.NR.2.3** Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies
- **2.NR.2.4** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

- **2.PAR.4.1** Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.
- **2.PAR.4.2** Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

- **2.MDR.5.4:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.
- **2.MDR.5.5** Represent whole-number sums and differences within a standard unit of measurement on a number line diagram

2.MP. 1-8 Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.

- **2.MP.1** Make sense of problems and persevere in solving them.
- **2.MP.2** Reason abstractly and quantitatively.
- **2.MP.3** Construct viable arguments and critique the reasoning of others.
- **2.MP.4** Model with mathematics.
- **2.MP.5** Use appropriate tools strategically.
- **2.MP.6** Attend to precision.
- **2.MP.7** Look for and make use of structure.
- **2.MP.8** Look for and express regularity in repeated reasoning.

The [Framework for Statistical Reasoning](#) and the [Mathematical Modeling Framework](#) should be taught throughout the units. The [K-12 Mathematical Practices](#) should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.

Essential Questions/ I CAN Statements

- I can tell and write time to the nearest half hour and hour.
- I can tell and write time to the nearest five minutes.
- I can estimate and measure elapsed time using a timeline to the hour and half hour on the hour or half hour.
- I can identify the values of pennies, nickels, dimes, and quarters and find a value of a group of coins no more than 100 cents.
- I can solve applicable, mathematical problems that involve either only dollars or only cents.
- I can use the \$ and ¢ symbols appropriately.

Tier II Vocabulary Words- High Frequency Multiple Meaning

Tier III Vocabulary Words- Subject/ Content Related Words

estimate, elapsed, time, value

[K-12 Mathematics Glossary](#)

analog clock, digital clock, half hour, hour, cent symbol, dollar bill, dime, nickel, penny

Assessments

Formative Assessment(s):

- MCS K-5 Activity & Assessment Collection
- Unit 7 Assessment

*It is the responsibility of each schools' grade level PLC to identify appropriate instructional lessons and resources, based on data and student needs, using the suggested **pacing duration**. The following learning tasks have been vetted to align to the standards included in this unit. The GA Dept. of Education strongly recommends that any additional tasks, resources, and/or assessments used for instruction should be vetted using the [Quality Assurance Rubric](#), to ensure alignment to the state standards.*

Objective or Content	Learning Experiences		Differentiation Considerations
<p>2.MDR.6.1 Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.</p>	<p style="text-align: center;"><u>GA DOE Learning Plans</u></p> <p><u>Building a Number Line Clock (1-2 Days)</u> <i>In this learning plan, students will create a number line counting by 5s and create a clock.</i></p> <ul style="list-style-type: none">● Teacher Guidance● Student Materials <p><u>The Case of the Bed Time Liar (2-3 Days)</u> <i>In this learning plan, students will engage with real- life scenarios to help support the importance of telling time.</i></p> <ul style="list-style-type: none">● Teacher Guidance● Student Materials <p><u>The Case of the Bed Time Liar (2-3 Days)</u> <i>In this learning plan, students will solve word problems using Three Read Protocol.</i></p> <ul style="list-style-type: none">● Teacher Guidance● Student Materials	<p style="text-align: center;"><u>MCS Curriculum Resources</u></p> <p><u>SAVVAS enVision Topic 8: Work with Time and Money</u></p> <ul style="list-style-type: none">● Lesson 8-6: Tell and Write Time to Five Minutes● Lesson 8-7: Tell Time Before and After the Hour● Lesson 8-8: A.M. and P.M. <p><u>MIP Module 11: Exploring Time</u> <i>The key ideas focused on in this module include telling and writing time to the nearest five minutes on a digital and analog clock, and understanding A.M. and P.M.</i></p> <ul style="list-style-type: none">● Characteristics of an Analog Clock pg. 249-250● Make a Human Clock pg. 250-251● Telling Time to the Quarter and Half Hour pg. 251-252● Understanding A.M. and P.M. pg. 257-258● Additional Ideas for Practice pg. 259-263 <p><u>3rd Grade MIP Module 11: Exploring Time</u> <i>The key ideas focused on solving problems about elapsed time including a start time, elapsed time, or end time.</i></p> <ul style="list-style-type: none">● Elapsed Time with a Number Line pg. 247-249● Elapsed Time with an Open Number Line pg. 249-251	

<p>2.MDR.6.2 Find the value of a group of coins and determine combinations of coins that equal a given amount that is less than one hundred cents, and solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>	<p><u>Exploring Coins (1-2 Days)</u> <i>In this learning plan, students will count coins to a dollar, then separate groups of coins.</i></p> <ul style="list-style-type: none"> • Teacher Guidance • Student Materials <p><u>What I Have and What I Need (1-2 Days)</u> <i>In this learning plan, students will continue to develop their understanding of money by counting pennies, nickels, dimes, and quarters and represent money with words or digits.</i></p> <ul style="list-style-type: none"> • Teacher Guidance • Student Materials <p><u>It All Adds Up (1-2 Days)</u> <i>In this learning plan, students will engage in a 3-Act Task.</i></p> <ul style="list-style-type: none"> • Teacher Guidance • Student Materials <p><u>Coins in My Pocket (2-3 Days)</u> <i>In this learning plan, students will have the opportunity to demonstrate their understanding of various mathematical skills.</i></p> <ul style="list-style-type: none"> • Teacher Guidance • Student Materials <p><u>I Have a Story (1-2 Days)</u> <i>In this learning plan, students will apply various problem-solving strategies.</i></p> <ul style="list-style-type: none"> • Teacher Guidance • Student Materials 	<p><u>SAVVAS enVision Topic 8: Work with Time and Money</u></p> <ul style="list-style-type: none"> • Lesson 8-1: Solves Problems with Coins • Lesson 8-2: Continue to Solve Problems with Coins • Lesson 8-3: Solve Problems with Dollar Bills <p><u>MIP Module 11: Exploring Money</u> <i>The key ideas focused on in this module include counting sets of unlike coins, showing monetary about using the dollar and cent symbols, and solving word problems related to money.</i></p> <ul style="list-style-type: none"> • Ten Frame Pennies pg. 268-270 • Counting the Value of Unlike Coins pg. 270-271 • Exploring Monetary Symbols pg. 273 • Exploring Coin Combinations with Number Lines pg. 274-275 • Using Number Bonds to Explore Coin Combinations pg. 277-278 • Making Trades pg. 278-279 • Addition Ideas for Support and Practice pg. 279-283 • Who Has More pg. 285 • Solving Problems with Number Bonds pg. 285-287 	
<p>2.NR.2.2 Find 10 more or 10 less than a given three-digit number and find 100</p>			<p>Number Fans to 1000 State the forwards and backwards number word sequences in the range 0– 100</p>

more or 100 less than a given three-digit number.			and know which number is 1 more/1 less and 10 more/10 less
2.PAR.4.1 Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.			<p>Number Path State the forward and backward number word sequence in the range 0 –100 for twos, fives, and tens</p> <p>Smiley Face Solving multiplication and division problems using skip counting by twos, fives, and tens</p> <p>Three’s Company Solve multiplication problems by using repeated addition</p>

Content Resources

MCS Links:

- [MCS 2nd Grade Math Curriculum Map](#)
- [MCS Math Instructional Framework](#)

GA DOE Links:

Access all GADOE Curriculum Resources at the following site: [GaDOE Inspire](#).

Additional Resources: