






**Grade 2 Mathematics**  
**Unit 11: Money**

Updated August 2024

Trimester	Unit Title	Recommended Instructional Days
2	Money	6 - 9 days
<b>Domain: Measurement</b>		
<p><b>Strand:</b></p> <p> <b>2.M.C.8</b> 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?</p> <p align="center">  <b>Major Cluster</b>                <b>Supporting Cluster</b>                <b>Additional Cluster</b>                <b>Climate Change Opportunity</b> </p>		
<p><b>Progress Indicator:</b> ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit</b>		
<p><b>Essential Questions:</b></p> <p>Lesson 11.1: What are the different values for quarters, dimes, nickels and pennies?</p> <p>Lesson 11.2: What are the different values for quarters, dimes, nickels and pennies?</p> <p>Lesson 11.3: How can you show the value of a dollar using coins?</p> <p>Lesson 11.4: Can you identify the values for \$1, \$5, and \$10 bills?</p>		

Lesson 11.5: How can you find the value for more than one bill?

Lesson 11.6: Can you solve real-world problems with money?

**Essential Understandings:**

Lesson 11.1: Find the total value of a group of coins.

Lesson 11.2: Solve a problem by acting it out.

Lesson 11.3: Show the value of a dollar with coins.

Lesson 11.4: Name the values of \$1, \$5, and \$10 dollar bills.

Lesson 11.5: Find the value of a group of bills.

Lesson 11.6: Solve problems involving money.

**Vocabulary**

- Quarter
- Dollar
- Dollar sign
- One-dollar-bill
- Five-dollar-bill
- Ten-dollar-bill
- \$

**Suggested Activity Description:**

Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSL, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

**Interdisciplinary Connections:**

**Science:**

1. Your class is starting a small garden, and you have \$10 to buy seeds. Here are the different seeds you can buy:

- Sunflower Seeds: \$3 per packet
- Tomato Seeds: \$2 per packet
- Carrot Seeds: \$1.50 per packet
- Pea Seeds: \$2.50 per packet

2. You decide to buy one packet of sunflower seeds and one packet of carrot seeds.

3. How much money will you spend? How much money will you have left after buying the seeds?

<p><b>Social Studies:</b>            1. Your class is planning a special trip to visit the Statue of Liberty in New York City. Each student needs to save \$10 to help pay for the bus ride. You've already saved \$4 from your allowance.            2. How much more money do you need to save to reach your goal?            3. If you get \$1 each week for allowance, how many weeks will it take to save the rest of the money?</p> <p><b>Language Arts:</b>            1. Coin Trick - (From the Differentiated Centers Kits Grab and Go)</p> <p><b>Spot Light On:</b> Define "include" with examples.</p>	
<p><b>Social and Emotional Learning: Competencies</b></p>	<p><b>Social and Emotional Learning: Sub-Competencies</b></p>
<p>SEL Competencies:            • Self- awareness            • Social Awareness            • Self- Management            • Relationship Skills            • Responsible Decision-Making</p>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b>            • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</p>	<p><b>Benchmarks &amp; Summative Assessments:</b>            Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</p>

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Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments
Supplemental Resources			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

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	provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s): Critical Thinking and Problem-Solving</b>		
	<b>Core Ideas:</b>	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	
	<b>Performance Expectation/s:</b>	9.4.2.CT.3 Use a variety of types of thinking to solve problems	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<p>Act as a responsible and contributing community member and employee.            Attend to financial well-being.            Consider the environmental, social and economic impacts of decisions.            Demonstrate creativity and innovation.            Utilize critical thinking to make sense of problems and persevere in solving them.            Model integrity, ethical leadership and effective management.            Plan education and career paths aligned to personal goals.            Use technology to enhance productivity, increase collaboration and communicate effectively.            Work productively in teams while using cultural/global competence.</p>		

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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