



UNIT 6: Time & Money

35 days of math lesson plans, PowerPoints & activities

UNIT 6: TIME & MONEY at a glance

Day 1 Time to the Hour	Day 2 Time to the Hour	Day 3 Time to the Half Hour	Day 4 Time to the Half Hour	Day 5 Time to the Quarter Hour
Day 6 Time to the Quarter Hour	Day 7 Time to Five Minutes	Day 8 Time to Five Minutes	Day 9 Time to Five Minutes	Day 10 Telling Time
Day 11 Telling Time	Day 12 Word Problems	Day 13 Word Problems	Day 14 Review	Day 15 Penny, Nickel, Dime
Day 16 Penny, Nickel, Dime	Day 17 Penny, Nickel, Dime	Day 18 Quarters	Day 19 Quarters	Day 20 Coins
Day 21 Coins	Day 22 Equal Values	Day 23 Equal Values	Day 24 Equal Values	Day 25 Making a Dollar
Day 26 Making a Dollar	Day 27 Dollars and Cents	Day 28 Dollars and Cents	Day 29 Dollars and Cents	Day 30 Word Problems
Day 31 Word Problems	Day 32 Word Problems	Day 33 Review	Day 34 PBL	Day 35 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 2.MD.7 and 2.MD.8

Easily see your whole week at a glance with the unit pacing guide.



UNIT 6: TIME & MONEY at a glance

Day 1 Time to the Hour	Day 2 Time to the Hour	Day 3 Time to the Half Hour	Day 4 Time to the Quarter Hour	Day 5 Time to the Quarter Hour
				Day 10 Telling Time

6.17 PENNY, NICKEL, & DIME

<u>I CAN STATEMENT</u> I can determine the value of pennies, nickels and dimes.	<u>MATERIALS</u>	<u>VOCABULARY</u>
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6.10 TELLING TIME

<u>I CAN STATEMENT</u>	<u>MATERIALS</u> 6.10 PPT 6.10 printouts	<u>VOCABULARY</u> analog clock hour hand minute hand digital clock a.m. p.m.
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6.17 MEET THE TEACHER

Teacher and students, scissors.

MATERIALS FOR TEACHER: journal, glue, pencil

MATERIALS FOR STUDENTS: Model hour student manne

APPROACHING	Model how to quickly show your journal pages. Complete the journal pages.
ON TRACK	Model how to quickly show your journal pages. Scaffold the journal pages for students, and then have them complete the journal pages.
MASTERCED	Model how to quickly show your journal pages. Ask students to show their journal pages and review their answers.

NOTES:

6.10 MEET THE TEACHER

Teacher and students, scissors, glue.

MATERIALS FOR TEACHER: journal page for students, scissors, glue.

MATERIALS FOR STUDENTS: scissors, glue.

APPROACHING	Model how to quickly show your journal pages. Complete the journal pages.
ON TRACK	Model how to quickly show your journal pages. Scaffold the journal pages for students, and then have them complete the journal pages.
MASTERCED	Model how to quickly show your journal pages. Ask students to show their journal pages and review their answers.

NOTES:

6.25 MAKING A DOLLAR

<u>I CAN STATEMENT</u> I can use coins to make a dollar.	<u>MATERIALS</u> 6.25 PPT 6.25 printouts	<u>VOCABULARY</u> penny nickel dime quarter dollar
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MINI LESSON

Spend the first few minutes of the lesson completing the fact fluency slides. These slides allow students to practice mastering fact fluency facts within 5.

Using the PPT, complete the warm-up with students. The warm-up questions are a review of coin values and equalities.

Using the PPT, review the following vocabulary terms: penny, nickel, dime, quarter, and dollar. Then, introduce the vocabulary term dollar to the students.

Tell the students that today we are going to use our knowledge of pennies, nickels, dimes, and quarters to make a dollar.

Model how to use the coins to make a value that is equivalent to a dollar.

<u>INTERVENTION</u> Allow students to reference the coin anchor charts as needed.	<u>EXTENSION</u> Challenge the students to complete the Level Up sheet for more challenging problems involving money.
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WRAP-UP

Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together, and allow time for student feedback.

6.10 TELLING TIME TO THE FIVE MINUTES

<u>I CAN STATEMENT</u>	<u>MATERIALS</u> 6.7 PPT 6.7 printouts	<u>VOCABULARY</u> analog clock hour hand minute hand digital clock a.m. p.m. quarter
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MINI LESSON

Spend the first few minutes of the lesson completing the fact fluency slides to practice adding doubles plus one.

Using the PPT, complete the warm-up with students. The warm-up questions are a review of the minute hand pointing to the five, ten, and quarter.

Using the PPT, review the following vocabulary terms: analog clock, hour hand, minute hand, and quarter.

Model how to use the clock to the quarter hour, half hour, and hour. Represented on the clock at 1:25. Skip discuss how the hour hand is between 1 and 2. This means it is still the first hour.

EXTENSION

Have students also write the time as a quarter till or a quarter past.



Includes whole group and differentiated small group lesson plans with activities.

Time to the Five Minutes

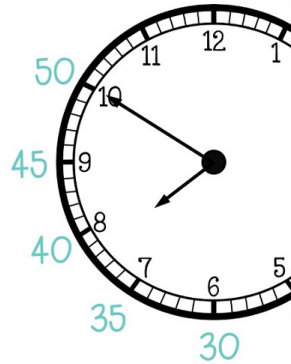
Let's skip count by 5 to determine the minutes represented.



Time to the Five Minutes

Determine the hour.

:50

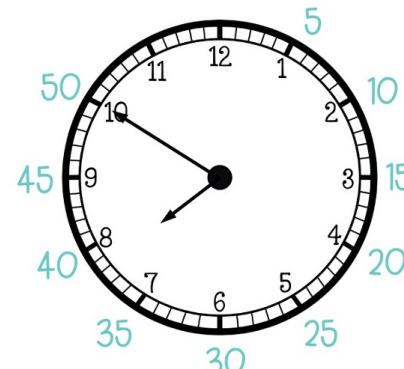


:50

NOT SO WIMPY TEACHER

Time to the Five Minutes

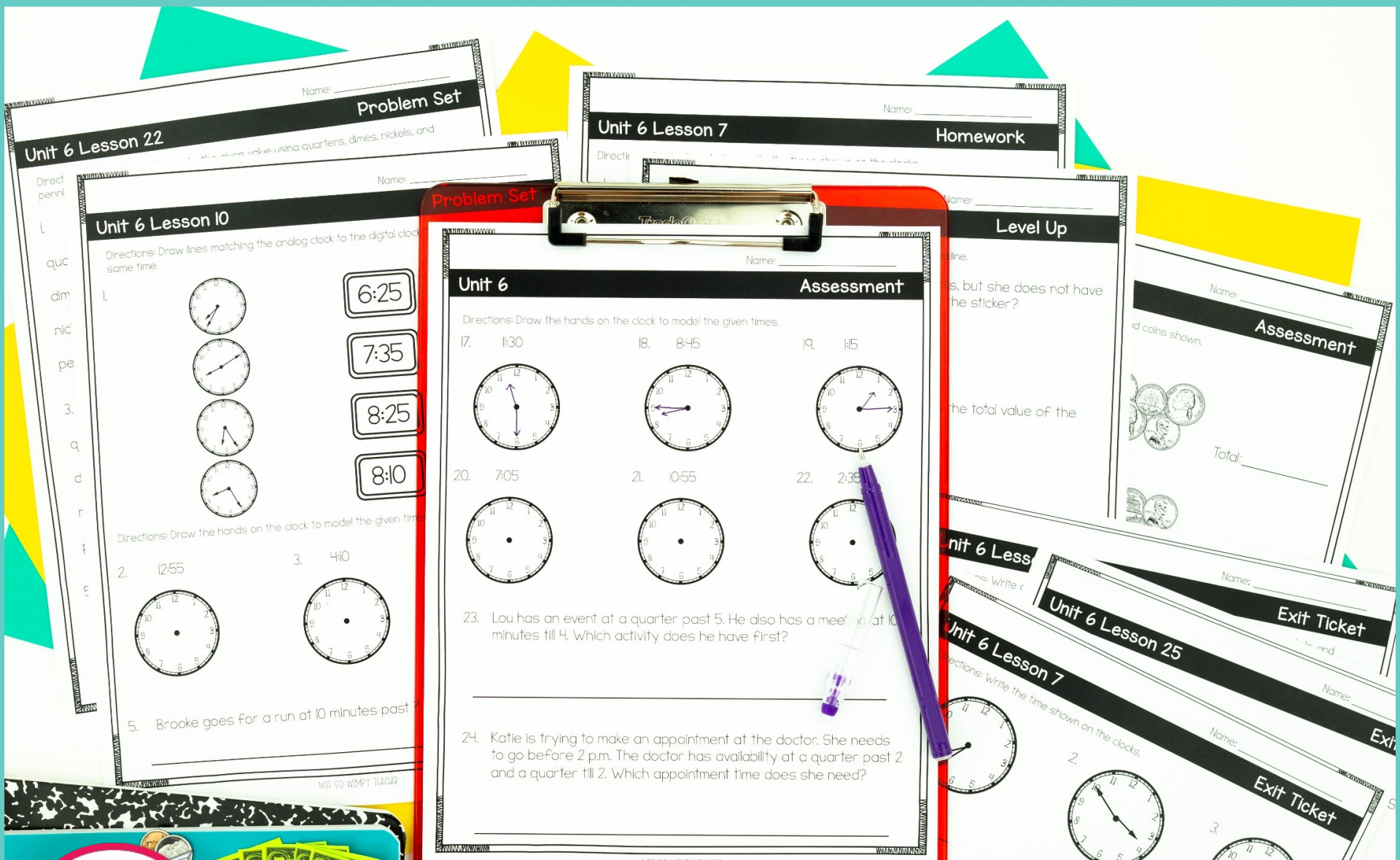
The hour hand is past the 7, but not quite to the 8. It is still the 7th hour.



7:50

Deliver great lessons with step-by-step PowerPoints for teaching math skills.





Includes problem sets, homework, and exit tickets for each day.



TELLING TIME

half past 6 	5 minutes till 10
quarter till 4 	quarter past 9
3:05	half past 7
10 minutes till 12 	20 minutes past 1

EQUAL VALUES

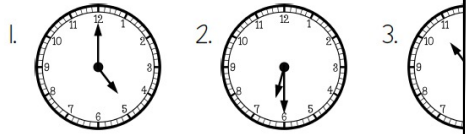
Counting Coins

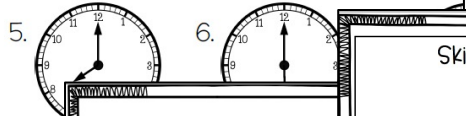


Get hands-on with interactive notebooks!

Unit 6

Directions: Write the times shown on the clocks on _____





Directions: Read and solve each problem.

Unit 6

Directions: Read and solve each problem.

36. Mallec has 2 quarters and 5 pennies. What is the total value?

2 quarters = 50¢
5 pennies = 5¢
Total: 65¢

37. Melanie has 3 dollars, 2 quarters, 4 dimes, and 9 pennies. What is the total value?

3 dollars = \$3.00
2 quarters = 50¢
4 dimes = 40¢
9 pennies = 9¢
Total: \$4.09

38. Christopher has \$3.34. How many one-dollar bills and how many of each coin does he have?

\$1.00 \$1.00
\$1.00

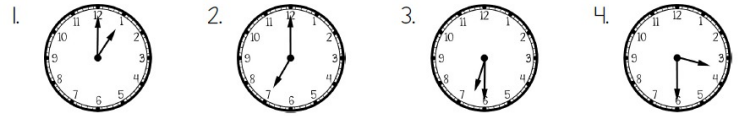
Unit 6

Directions: Find the total value of the bills and coins shown.



Unit 6

Directions: On the lines below, write the times shown on the clocks.






Name: _____

Assessment

Assessment Answer Key

27. 
Coin: nickel
Value: 5¢


One dollar
Value: \$1.00

Skill	Telling Time to the Hour and Half Hour	Telling Time to the Quarter Hour	Telling Time to the Five Minutes	A.M. and P.M.	Writing Time to the Half and Quarter Hour	Writing Time to the Five Minutes	Making Sense of Time
Student	1-4	5-8	9-12	13-16	17-19	20-22	23-24
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2
	___ / 4	___ / 4	___ / 4	___ / 4	___ / 3	___ / 3	___ / 2



Track student progress with pre- & post-assessments and recording sheet.

MAKING A DOLLAR

100 pennies =
\$1.00

20 nickels =
\$1.00

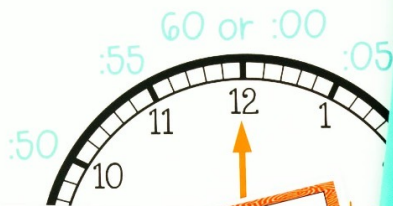
Coins

COINS

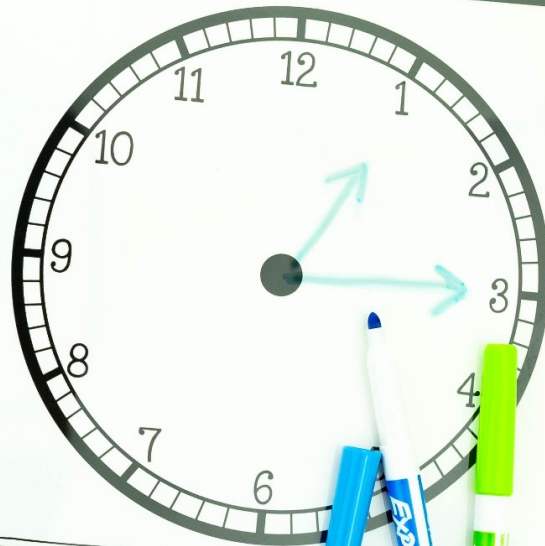
pennies



TELLING TIME



Large Blank Clock



DIGITAL CLOCK



HOUR HAND

PENNY

one cent that is equal
to 1 hundredth of a dollar



Cement learned skills with the included vocabulary cards, anchor charts & tools.

TEACHER DIRECTIONS

Prep:

- Divide of qu
- Cut c on te
- Cut c on f
- Get
- Prin yec
- Put

Directi

Have th
Read o front o

GAME RULES

Materials:

- answer cards
- question cards
- game piece for each player
- game board
- one die
- paper to work out problem

Directions:

The question cards and answer player will pick up the first ques
the answer card. If the fi
that that m...
the piece in the s
he or she moves the
e moves back that m
next player v

CARD 4:

CARD 6:

Find the total value of the group of coins and bills.



2.

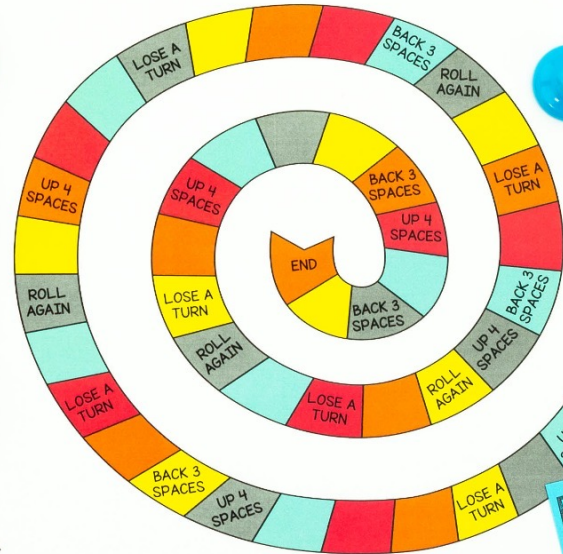
28¢

3.

dim

1¢

REVIEW BOARD GAME



CARD 14:

Find the total value of the group of coins.



CARD 2:

Find the value of the

CARD 1:

what type of coin is shown?



TALENT SHOW

SNACK STAND

GIFT SHOP

At the show, people can buy gifts for
Follow the directions on the next page

Annie bought Mona a flower for 5
She used exactly 5 coins.

Madama bought him a cup
Use any dimes or pennies



SHOW TIME!

Use the clues below to fill in the missing information on the previous page.

The magic act

Laura's act is

The guitar act

AUDITIONS

must audition. Auditions take place throughout the

TICKET SALES

the show get to purchase discounted tickets for
much did each performer spend on tickets?

Laura



Total:

Paige



Total:

PBL ACTIVITY

TALENT SHOW

A PROJECT-BASED
LEARNING ACTIVITY
FOR 2ND GRADE



Includes a talent show-themed project-based learning activity.





Teach with confidence; each day is fully planned for you with all the tools you need!



UNIT 5: Foundations of Multiplication & Division

10 days of math lesson plans, PowerPoints & activities.

Name: _____

Level Up

Unit 4 Lesson 10

Directions: Solve each problem.

1. Appleton Apple Orchard sold 419 apples the first week of fall. During the second week of fall, the orchard sold 378 apples. How many apples did the orchard sell in the first two weeks of fall?

4.10 SUBTRACTION: NUMBER LINES

I CAN STATEMENT
I can subtract numbers using number lines.

MATERIALS
3.15 PowerPoint
3.15 printouts
place value blocks

VOCABULARY
subtraction
difference
minuend
subtrahend

Cut along the scissor lines. Glue the flaps into your notebook. Write the addition and subtraction equations for the problem.

WORD PROBLEM

Addition and Subtraction

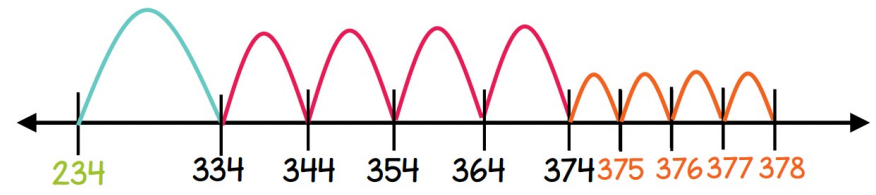
Lydia saved \$56 for a gift for her brother. The gift she picked cost \$75. How much more money does she need to buy the gift?

Harrison bought a pack of gum. He shared the gum with 4 friends. How much gum did each friend get?

NUMBER LINE: ADDITION

$$234 + 124 = 378$$

STEP 1:	STEP 2:	STEP 3:	STEP 4:
Place the first addend on the number line	Add the hundreds of the other addend	Add the tens of the other addend	Add the ones of the other addend and find the sum



Change each number to expanded form and then add.

$$\begin{array}{r} 526 \\ + 376 \\ \hline \end{array}$$

Rosalina was making kites. She put 309 sequins on the right side. She put 543 sequins on the left side. How many sequins did her kite have on both sides?

DAY 3- TEN MORE & TEN LESS

I CAN STATEMENT I can add and subtract 10.	MATERIALS Day 3 PPT Day 3 activity one crayon per student (any color)	VOCABULARY sum difference ten
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MINI LESSON
Use the PPT to review how to use a hundreds chart ten.
Encourage students to notice the pattern of moving down the hundred chart to subtract and moving up the hundred chart to add. Encourage students to participate in modeling adding and subtracting ten.

At the end of the PPT, each student will write a rule at the bottom of the chart. It says ten more than or ten less than. When the students are done, have them share their rules with a partner.

INTERVEN
Have students work in pairs to help each other understand the concept.

DAY 5- TELLING TIME

I CAN STATEMENT I can tell time to the hour and half hour.	MATERIALS Day 5 PPT Day 5 activity	VOCABULARY clock minute hand hour hand
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DAY 1- MATH ABOUT ME

I CAN STATEMENT I can use math to describe parts of my life.	MATERIALS Day 1 PPT Day 1 activities	VOCABULARY portrait time
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MINI LESSON
Use the PPT to review the skills covered on the "Math About Me" worksheet. You can fill out the PPT with all your information to help the students get to know you better while modeling what the students will do.



Whole group plans with activities ready to teach.



9.2 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING	Model how to quickly cut and glue the journal pages. students show you that they can do the same in a timely manner using their journal pages. Complete the first problem with the students to walk you through how to solve the problem. Have students solve the remaining problems on their own.
ON TRACK	Model how to quickly cut and glue the journal pages. students show you that they can do the same in a timely manner using their journal pages. Model how to solve the first problem with the students to walk you through how to solve the problem. Have students sit quietly until everyone is finished. Have students solve the remaining problems on their own.
MASTERED	Model how to quickly cut and glue the journal pages. students show you that they can do the same in a timely manner using their journal pages. Have students complete the line plot on their own. When they finish, have them check their work.

9.11 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING	Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages. Work together with students to make a line plot that models that data. Discuss where to put a title, how to number the number line, how to determine how to order the numbers, etc.
ON TRACK	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages. Have student work in pairs to make a line plot that represents the data. Check each group's work as they finish. Reteach where necessary.
MASTERED	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages. Have students complete the line plot on their own. When they finish, have them check their work.

9.18 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING	Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages. Then, allow the next problem. Have students solve the problem on their own and check their work.
ON TRACK	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages. Have student work in pairs to make a line plot that represents the data. Check each group's work as they finish. Reteach where necessary.
MASTERED	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages. Have students complete the line plot on their own. When they finish, have them check their work.



Includes differentiated small group/meet the teacher lesson plans.