

2nd Grade Math Curriculum Bundle # 5

Title	Suggested Dates
Money	November 16 - December 4 (12 days)



Big Idea/Enduring Understanding	Guiding Questions
Coins have a value or equivalent worth	<p>What are the values of individual coins?</p> <p>How is money used everyday?</p> <p>What strategies can you use to count a collection of coins?</p> <p>What symbols are used to describe the value of a collection of coins?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS	
<p>2.3 The student adds and subtracts whole numbers to solve problems.</p> <p>2.3D Determine the value of a collection of coins up to one dollar.</p> <p><i>Note: Adding coins is introduced in second grade.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Represent the collection of coins using cent symbol, dollar symbol and decimal point • Make sure both sides of coins are represented (using old and new currency) • Use coin counting strategies such as grouping coins from largest to smallest amount, skip counting by 25, 10, 5 • Represent various ways to make values up to \$1.00 	<p><u>Counting Coins and Combinations</u> Unit 1</p> <p>Investigations 2 Session 4, pages 84-89</p> <p><u>Stickers, Number Strings, and Story Problems</u> Unit 3</p> <p>Investigation 3 Session 5, pages 148-152</p> <p><u>How Many Tens? How Many Ones?</u> Unit 6</p> <p>Investigation 3</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Name the Money Amount # 112 What is the Value of the Money # 113 Count the Money # 114 Grocery Coupons # 115</p> <p><u>Kamico</u> Making Sense Out of Cents, pages 106-109 How Much Is That? Pages 113-114</p>

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		Session 2, pages 105-109 Session 5, pages 119-122	
<p>2.3 The student adds and subtracts whole numbers to solve problems.</p> <p>2.3E Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.</p> <p>Note: Only use a decimal with a dollar sign, not a cent sign. Decimal indicates part of a whole \$1.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use the same value of money and represent it in several ways using symbols. Ex: thirty five cents, 35¢, \$0.35 • Use the same type of coins and represent it in several ways using dollar sign and decimal. Example: 12 dimes is \$ 1.20, 6 quarters is \$ 1.50. 		