

Jay Curriculum: Unit Cover Page

Unit title: Money

Grade Level: 2

Content Area(s): Math

Date Created:

Designed By: Grade 2 Team

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 4

- Full Implementation
- Benchmarks Established

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Standard(s)/Performance Indicators:

F 2
I 1

Unit: Money

Brief Summary of Unit/Topic

Summary:

Identification and counting groups of coins including pennies, nickels, dimes, quarters and half dollars.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Identification of coins.

Counting coin combinations

Making change

Students will know:

- Value of coins
- Characteristics of coins (identification)

Students will be able to:

- Identify penny, nickel, dime, quarter, half dollar
- Count coin combinations (up to one dollar)
- Determine coins necessary to purchase given items

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Identify coins, count coin combinations. Discuss attributes of coins.	F2			
Solve problems by making a list of coin quantities.	I2			
QUIZZES, TESTS, PROMPTS:				
Chap. 6 Quiz Sections A & B				
Cumulative Review Chap. 6				
Chap. Test P. 224 SFAD				
OTHER:				
Teacher observations				
Coin "Flash cards"				
Play money				
Class discussion				
Assessment rubrics (p. 199,201)				
STUDENT SELF ASSESSMENT:				
Daily journal				
Ability to create a coin value chart				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Find value of a group of dimes, nickels & pennies through 99¢
- Identify quarters and find value of a group of coins through 99¢ Literature: Pigs Will Be Pigs
- Identify half dollar
- Create lists to find coin combinations = to given amount money
- Identify fewest coins necessary for given amount
 - Activity Bank 204A SFAW – “Go For Seventy-Five”; “Make Another”; “Trades”
 - Literature The Go-Around Dollar
- Solve problems by making change up to 5¢

REFERENCES: