Measuring Time and Money

What are the units of time? Hours, minutes, days, weeks, months, years.

How do we read the clock?

Morning (AM) - Noon - Midnight - PM

Analog clocks have hands for hours, minutes, and seconds.

How do we read the analog clock?

- Hours: Look at the longer hand. What number is it near?
- Minutes: Look at the shorter hand. What number is it near?
- Seconds: The needle is moving faster than the minute hand.

When was your last activity? 3:15 PM


What did you like best about the day? Playing outside.

Do you like math problems? Yes, but I need more examples.

I do not like science experiments. They are too messy.

Do you like math problems? Yes, but I need more examples.

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This week's assignment is to solve word problems about money.

We will practice in solving word problems about money.

We will use skip counting to count money. Expected reading.

We will tell time to the nearest 5 minutes by analogy.
**AIM4S™**

**CCSSM - Measurement and Data Second Grade**

<table>
<thead>
<tr>
<th>APS Units of Study</th>
<th>UNIT PLANNING TOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 9.10: Time and Money</td>
<td>Math Practices being emphasized:</td>
</tr>
<tr>
<td>CCSSM: NBT 1.2, 3, 4; MD 1.2, 3, 4; MDAD 1.2, 3; MDAD 1.2, 3</td>
<td></td>
</tr>
<tr>
<td>NBT 1.2: Count with 1,000; Skip count by 5s, 10s, 100s</td>
<td>#1 Sense of problems and perseverance</td>
</tr>
<tr>
<td>MD 1.2: Tell and write time to nearest 5 minutes, using am and pm.</td>
<td>#2 Reason abstractly and quantitatively</td>
</tr>
<tr>
<td>MDAD 1.2: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using standard and symbols using</td>
<td></td>
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</tbody>
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**Essential Questions**

- Why is it important to know about time (or money)?
- How do you know what time it is?
- What strategies can you use to solve word problems involving money?

<table>
<thead>
<tr>
<th>Pre and Post Assessments</th>
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</thead>
<tbody>
<tr>
<td>Pre</td>
</tr>
<tr>
<td>Past</td>
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</tbody>
</table>

**Key Concepts**

- Understand a.m. and p.m.
- Identify and use values of coins
- Power of skip counting when counting money
- Equivalent coin collections
- Applying understanding of money and time to word problems

**Visual Models of Concepts**

- Analog: digital
- AM: PM
- Minute hand only
- A little past 60
- Past

**Algorithms/Diagrams/Visuals**

- How long do these activities take? (minutes) Here: 6-9
- Value, money: 55¢ = 5 dimes
- Hands tell (larger probability)
  - 25¢ quarter
  - 10¢ dime
  - 5¢ nickel
  - 1¢ penny
- Word problem: write numbers

**Connections (Real World Applications)**

- Daily schedule: What time is recess? Library? Dismissal?
- About how long do different activities take? (Brushing teeth vs. reading a book)
- Paying for something at a store - Counting your money

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*Answer: Explanation*
**Language Functions/Structures**

<table>
<thead>
<tr>
<th>Compare</th>
<th>I counted the coins by —</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe</td>
<td>It is — thirty.</td>
</tr>
<tr>
<td>identity</td>
<td>It is half past —.</td>
</tr>
<tr>
<td>justify</td>
<td>It is — forty-five.</td>
</tr>
<tr>
<td>What time is it?</td>
<td>It is a quarter 'til —.</td>
</tr>
<tr>
<td>It is — o'clock</td>
<td>It is a.m. pm because —.</td>
</tr>
<tr>
<td>It is — fifteen</td>
<td>I solved the problem by —.</td>
</tr>
<tr>
<td>It is a quarter after —.</td>
<td>The — hand is on the —.</td>
</tr>
</tbody>
</table>

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**Vocabulary**

<table>
<thead>
<tr>
<th>half past</th>
<th>minute hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost</td>
<td>analog clock</td>
</tr>
<tr>
<td>a little after/ before</td>
<td>digital clock</td>
</tr>
<tr>
<td>a quarter 'til</td>
<td>noon</td>
</tr>
<tr>
<td>a quarter after</td>
<td>midnight</td>
</tr>
<tr>
<td>hour hand</td>
<td>am pm</td>
</tr>
</tbody>
</table>

**Focus and Motivation**

- **Literature:** *Time* by Henry Ploufrose
- **Discovery Ed:** Tell Time W/ Analog and Digital
- **Chant:** I'm a Clock by Laura Curry
- **Activity:** matching approximate times to activities (use pictures)
- **Am/PM - YouTube Tick Tick Minutes**
- **Money:**
  - Buy/sell coins or items from an ad
  - Which ones are more or less?
  - Skip counting game - Count - Paired - Skip Count by other number (ie 2, 5, 8, 10, 12, 15, 16, 18, 20, 22, 25, 28, 30, 32, 35, 38, 40, 42, 45, 48, 50, 52, 55, 58, 60, 62, 65, 68, 70, 72, 75, 78, 80, 82, 85, 88, 90, 92, 95, 98, 100, 102, 105, 108)

**Discovery Ed tools**
- Spinning for Money - EDM game

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**Other Resources**

- [www.georgiastandards.org](http://www.georgiastandards.org) - Second Grade Unit 3
- Language Focus - Using Hours and Minutes Together to Tell Time (Discovery Ed)
- Arts Performance Tasks - Unit 9 Once Upon A Time
- Unit 10 - Susan's Choice
- Spelling Money

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