

CULMINATING TASK: Money in My Pocket

Approximately 1 Day



STANDARDS FOR MATHEMATICAL CONTENT

MCC2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

MCC2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

MCC.2.MD.8 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?*

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

*****Mathematical Practices 1 and 6 should be evident in EVERY lesson.*****

BACKGROUND KNOWLEDGE

Based on their choices from the Tic Tac Toe chart students will have the opportunity to demonstrate many of the following concepts:

- continue to develop their understanding of and facility with addition and subtraction
- add up to 4 two digit numbers
- demonstrate fluency with addition and subtraction
- recognize and use place value to manipulate numbers
- continue to develop their understanding of and facility with money
- count with pennies, nickels, dimes, and dollar bills
- represent a money amount with words or digits and symbols (either cent or dollar signs)
- represent and interpret data in picture and bar graphs

ESSENTIAL QUESTIONS

- Why is it important to be able to count amounts of money?

MATHEMATICS • GRADE 2 • UNIT 4: Applying Base Ten Understanding

Georgia Department of Education

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Georgia Department of Education
Common Core Georgia Performance Standards Framework
Second Grade Mathematics • Unit 4

- What are the different ways we can represent an amount of money?
- How do we know if we have enough money to buy something?

MATERIALS

- Coin stamps
- Coins
- Construction paper

GROUPING

Small Group, Partners, or Individual

TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

While this task may serve as a summative assessment, it will also be useful to guide the teaching and learning in your classroom. It is important that all elements of the task be addressed throughout the learning process so that students understand what is expected of them.

Display the Coins in My Pocket story on the overhead or smart board. Read through it with students. Post the sheet somewhere in the room so students can refer back to it.

Be sure to allow several days for students to work on this task. It could be placed in a center or station for several days, or it could be presented to the class as a project that they work on independently (or with a partner or in small groups) over a given period of time. However you decide to use this task, be sure to allow students enough time to complete 3 of the 9 activities. Remind them to pay attention to the fact that their choices must connect three squares in a row. The activities students complete may be made into a “Coins In My Pocket” book that can be shared with classmates.

Coins In My Pocket

I just pulled my raincoat out of the closet.
It hasn't been worn since the last time it
rained. I reached into my pocket and found
10 coins.



Without looking at them, I try to guess how
much money I have.

A sample of a Tic-Tac-Toe board that could be used with this activity is shown below:

Coins In My Pocket Tic-Tac-Toe		
<p>List two of your combinations. Write the value of each combination. List the possible things you could buy with those amounts of money.</p>	<p>Use coin stamps or drawings to make a visual of at least three different groups of coins you could have found. Label each group with its total value.</p>	<p>Create a pocket and coins out of construction paper to represent the combination of coins found in your pocket. Label your pocket with the amount of money.</p>
<p>Write a song / rap/ poem about your money. It should tell the combination of coins and have the total amount of money in the song.</p>	<p>Make a picture graph to show one combination of coins. Develop three questions that could be answered using your data. Make sure to include the answers to your questions.</p>	<p>Make a pattern with the coins that you found in your pocket. Create another pattern if possible. Draw your patterns on a piece of paper and label them with the amount of money represented.</p>
<p>Create a table to organize possible combinations that you discover.</p>	<p>Make a bar graph to show one combination of coins. Develop three questions that could be answered using your data. Make sure to include the answers to your questions.</p>	<p>Write a story about the coins you found, the amount of money, and how you spent your money.</p>

FORMATIVE ASSESSMENT QUESTIONS

- Why is it important to be able to count amounts of money?
- What are the different ways we can represent an amount of money?
- How do we know if we have enough money to buy something?

DIFFERENTIATION

Extension

- Students may complete more than 3 activities.

Intervention

- Have students work with a partner to complete 3 of the tasks.