



San Diego Unified School District

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**Instructional Module to Enhance the Teaching of**

**H A R C O U R T**

**Math**

**California Edition**

**Grade 2**

**Module 3 - Revised**

**Money and Time**

– WORK IN PROGRESS –

# Harcourt Math – Grade 2

## MODULE 3

### Money and Time 12 Days

Key Mathematical Concepts:

- Count on to find total amounts
- Count mixed collections of coins
- Use notation and symbols
- Identify different ways to make the same amount
- Compare amounts to prices
- To tell time
- Solve a problem by using an appropriate strategy

<p><b>Chapter 7 Counting Money</b></p> <p>Lesson 7.1: Pennies, Nickels, and Dimes                  Lesson 7.2: Quarters and Half-Dollars                  Lesson 7.3: Count Collections                  Lesson 7.4: One Dollar                  Lesson 7.5: Problem Solving: Draw a Picture</p>	<p><b>Chapter 9 Telling Time</b></p> <p>Lesson 9.1: Tell Time to the Hour                  (in book: Tell Time to 5 Minutes)                  Lesson 9.2: Tell Time to Half-Hour                  (in book: Tell Time to Half-Hour)                  Lesson 9.3: Tell Time to Quarter Hour                  (in book: Time Before the Hour)                  Lesson 9.4: Tell Time to 5 Minutes                  (in book: Practice Telling Time)                  Lesson 9.5: Practice Telling Time                  Lesson 9.6: Before and After the Hour                  (in book: Time Before the Hour)                  Assessment</p>
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<b>Day 1</b> Unit 2 Lesson 7.1	<b>Day 2</b> Unit 2 Lesson 7.2	<b>Day 3</b> Unit 2 Lesson 7.3	<b>Day 4</b> Unit 2 Lesson 7.4	<b>Day 5</b> Unit 2 Lesson 7.5
<b>Day 6</b> Unit 2 Lesson 9.1	<b>Day 7</b> Unit 2 Lesson 9.2	<b>Day 8</b> Unit Lesson 9.3	<b>Day 9</b> Unit 1 Lesson 9.4	<b>Day 10</b> Unit 1 Lesson 9.5
<b>Day 11</b> Unit 2 Lesson 9.6	<b>Day 12</b> Unit 2 Assessment			

Grade 2  
Order of Units  
2003-2004 School Year  
TRADITIONAL CALENDAR

September October	Module 1: Addition and Subtraction Strategies and Facts, Place Value, and Graphing. Chapters 6, 1-4, 5	25 days
October	Module 2: Geometry Chapters 17 and 18	11 days
October November	Module 3: Money and Time Chapters 7 and 9	12 days
November	Module 4: 2-Digit Addition and Subtraction Chapters 11-13	15 days
December	Module 5: Measurement Chapters 19 and 20	13 days
January February	Module 6: 2-Digit Addition and Subtraction Chapters 14 - 16	20 days
February	Module 7: Number Sense and Fractions Chapters 21 and 22	10 days
February March	Module 8: Multiplication and Division Chapters 28 - 30	15 days
March April	Module 9: 3-Digit Addition and Subtraction Chapters 25 and 26	16 days
April	Module 10: Number Sense and Fractions Chapters 23 and 24	11 days
April May	Module 11: Money and Time Chapters 8 and 10	11 days
May	Module 12: 3-Digit Addition and Subtraction Chapter 27	10 days
	Days to be used throughout the year (at teacher's discretion) when more time is necessary to make meaning of a concept.	12 days

GRADE 2  
Order of Units  
2003-2004 School Year  
YEAR ROUND CALENDAR

September October	Module 1: Addition and Subtraction Strategies and Facts, Place Value, and Graphing. Chapters 6, 1-4, 5	25 days
October	Module 2: Geometry Chapters 17 and 18	11 days
October November	Module 3: Money and Time Chapters 7 and 9	12 days
November	Module 4: 2-Digit Addition and Subtraction Chapters 11-13	15 days
December	Module 5: Measurement Chapters 19 and 20	13 days
January February	Module 6: 2-Digit Addition and Subtraction Chapters 14 - 16	20 days
February March	Module 7: Number Sense and Fractions Chapters 21 and 22	10 days
March April	Module 8: Multiplication and Division Chapters 28 - 30	15 days
April May	Module 9: 3-Digit Addition and Subtraction Chapters 25 and 26	16 days
May June	Module 10: Number Sense and Fractions Chapters 23 and 24	11 days
May June	Module 11: Money and Time Chapters 8 and 10	11 days
June July	Module 12: 3-Digit Addition and Subtraction Chapter 27	10 days
	Days to be used throughout the year (at teacher's discretion) when more time is necessary to make meaning of a concept.	12 days

DAY 1  
Chapter 7: Counting Money  
LESSON 7.1  
TE P. 97A

<b>LESSON FOCUS:</b>	<b>Pennies, Nickels, and Dimes</b>
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 5.0</b> Students model and solve problems by representing, adding, and subtracting amounts of money.
<b>Purpose of Lesson:</b>	<b>Understands the value of dimes, nickels and pennies. Uses skip counting to find sums of money.</b>
<b>Routine</b>  <b>Materials:</b> • Coins	<b>Suggestion: Number of the Day</b> Students write equations using money ( $25\text{¢} + 10\text{¢} + 1\text{¢} + 1\text{¢} = 37\text{¢}$ )
<b>LAUNCH</b>	<b>Introducing: Pennies, Nickels, and Dimes</b> <ul style="list-style-type: none"> <li>• List the numbers 10, 5 and 1 on the board, in descending order. Choose two adjacent numbers (10 and 5/5 and 1).</li> <li>• Point to the larger of the two and have students count aloud. Raise your hand to signal a transition and point to the smaller number.</li> <li>• Students continue to count on from where they left off, now counting on by the smaller quantity. For example: Teacher points to the 10 and says, “count by 10s each time I touch the 10.” The teacher touches the 10 four times, and students count, 10, 20, 30, 40.</li> <li>• The teacher moves to point to the 5. Students begin counting by 5’s, 45, 50, 55, 60, 65 (5 times). Teacher points to the 1. Students count on by ones, as the teacher points to the 1, a certain number of times, 66, 67, 68 ...Repeat.</li> <li>• Discuss: What does this type of counting have to do with money? Why did we always start counting by the larger number?</li> </ul>
<b>EXPLORE</b>  <b>Materials:</b> • Coins	<b>How Many Ways?</b> <ul style="list-style-type: none"> <li>• Review the size, color and value of a dime, nickel and penny.</li> <li>• Students use coins to find the number of ways to make 5¢ and 10¢, recording their thinking with words, numbers and pictures.</li> </ul>
<b>PRACTICE</b>	As time allows: Pgs. 97 and/or 98.
<b>SUMMARIZE</b>	Closure: <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> <li>• Students share their work from Explore.</li> </ul>
<b>Homework</b>  <b>Materials</b> • Newspaper ads and/or grocery store mail flyers • Coins	Suggestion: <ul style="list-style-type: none"> <li>• Search for coupons in newspapers and mail flyers. Cut them out.</li> <li>• Can you build a collection of coins that is equal to the amount of the coupon?</li> <li>• Record the coupon amount and the coins you used. Repeat.</li> <li>• Bring your coupons to school tomorrow.</li> </ul>

DAY 2  
 UNIT 2: MONEY AND TIME  
 Chapter 7: Counting Money  
 LESSON 7.2  
 TE P. 99A

<b>LESSON FOCUS:</b>	<b>Quarters and Half-Dollars</b>
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 5.0</b> Students model and solve problems by representing, adding, and subtracting amounts of money.
<b>Purpose of Lesson:</b>	<b>Understand the relationships between the values of coins (i.e. 5 pennies makes a nickel, 2 nickels make a dime).</b>
<b>Routine</b>  <b>Materials:</b> • Coins	<b>Suggestion: Number of the Day</b> Students write equations using money ( $10¢ + 10¢ + 10¢ + 5¢ + 1¢ + 1¢ + 1¢ = 38¢$ )
<b>LAUNCH</b>  <b>Materials:</b> • Coins	<b>Coupon Collections</b> <ul style="list-style-type: none"> <li>• Have students share homework from Module 3, Day 1, Lesson 7.1.</li> <li>• Locate coupons that are of the same amount. Were the same coupons always represented with the same coins? Why or why not?</li> </ul> <b>Introducing: Quarters and Half-Dollars</b> <ul style="list-style-type: none"> <li>• List the numbers 50, 25 and 10, 5 and 1 on the board, in descending order.</li> <li>• Choose two or three adjacent numbers (e.g., 50/25, 25/10/5).</li> <li>• Point to the larger of the two/three and have students count aloud.</li> <li>• Raise your hand to signal a transition and point to the smaller number.</li> <li>• Students continue to count on from where they left off, now counting on by the smaller quantity.</li> <li>• Repeat. Discuss: What does this type of counting have to do with money? Why did we always start counting by the larger number?</li> </ul>
<b>EXPLORE</b>  <b>Materials:</b> • Coins (50 pennies, 4 dimes, 10 nickels for Race for a Quarter/50 pennies, 10 dimes, 10 nickels for Race for a Half-Dollar) in a baggie per pair of students • One die 6-section spinner labeled 1 – 6 (p. TR 107) per pair of students	<b>Race for a Quarter/Half-Dollar</b> <ul style="list-style-type: none"> <li>• Review the size, color and value of a half-dollar, quarter, dime, nickel and penny.</li> <li>• Demonstrate how to play Race for a Quarter/Half-Dollar.</li> <li>• Students play in pairs/small groups, taking turns. On each turn, a student rolls a die, taking that many pennies. Before passing the die, the student trades coins for a coin of equal value (e.g., 5 pennies for a nickel, 10 pennies/2 nickels/5 pennies and 1 nickel for a dime). The winner of the game is the student who is first to trade for a quarter/half-dollar.</li> </ul>
<b>PRACTICE</b>	As time allows: Pgs. 99 and/or 100.
<b>SUMMARIZE</b>	Closure: Revisit purpose of the lesson with students. <ul style="list-style-type: none"> <li>• What did you notice about playing the game?</li> <li>• What was easy? What was difficult?</li> <li>• What did you learn as a result of playing the game?</li> </ul>

<p><b>Homework</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Coins (50 pennies, 4 dimes, 10 nickels for Race for a Quarter/50 pennies, 10 dimes, 10 nickels for Race for a Half-Dollar)</li><li>• One die or 6-section spinner labeled 1 – 6 (pg. TR 107)</li></ul>	<p>Suggestion:</p> <ul style="list-style-type: none"><li>• Teach someone at home how to play Race for a Quarter/Half-Dollar.</li><li>• Use a 6-section spinner</li></ul>
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DAY 3  
 UNIT 2: MONEY AND TIME  
 Chapter 7: Counting Money  
 LESSON 7.3  
 TE P. 101A

<b>LESSON FOCUS:</b>	<b>Count Collections</b>
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 5.0</b> Students model and solve problems by representing, adding, and subtracting amounts of money.
<b>Purpose of Lesson:</b>	<b>Use the value of coins to solve problems.</b>
<b>Routine</b>	<p><b>Suggestion: Practice with Pennies, Nickels, Dimes, Quarters and Half-Dollars</b></p> <ul style="list-style-type: none"> <li>• Repeat counting practice: list the numbers 50, 25 and 10, 5 and 1 on the board, in descending order.</li> <li>• Choose two or three adjacent numbers (e.g., 50/25, 25/10/5).</li> <li>• Point to the larger of the two/three and have students count aloud.</li> <li>• Raise your hand to signal a transition and point to the smaller number.</li> <li>• Students continue to count on from where they left off, now counting on by the smaller quantity. Repeat.</li> <li>• Discuss: what does this type of counting have to do with money? Why did we always start counting by the larger number?</li> </ul>
<p><b>LAUNCH</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Coins (50 pennies, 4 dimes, 10 nickels for Race for a Quarter/50 pennies, 10 dimes, 10 nickels for Race for a Half-Dollar)</li> <li>• one die or 6-section spinner labeled 1 – 6 (pg. TR 107)</li> <li>• Coins (for How Many Ways and Coin/Coupon Match)</li> <li>• Coupons from homework, Module 3, Day 1</li> </ul>	<p><b>Introduce: Money Choices</b>                  Explain the following three choices:  <u>Race for a Quarter/Half-Dollar:</u></p> <ul style="list-style-type: none"> <li>• See Explore, Module 3, Day 2, Lesson 7.2</li> </ul> <p><u>How Many Ways to Make a Quarter:</u></p> <ul style="list-style-type: none"> <li>• See Explore, Module 3, Day 1, Lesson 7.1.</li> <li>• Have students repeat with a quarter.</li> <li>• Have them find the number of ways to make 25¢.</li> <li>• Record with words, numbers and pictures.</li> </ul> <p><u>Coin/Coupon Match:</u></p> <ul style="list-style-type: none"> <li>• Students use coupons from Homework, Module 3, Day 1, Lesson 7.1.</li> <li>• They select coupons and match one or more collections of coins to the coupons selected.</li> </ul>
<b>EXPLORE</b>	<b>Money Choices</b> Students work on one or more of the choices from Launch.
<b>PRACTICE</b>	As time allows: Pgs. 101 and/or 102.

<b>SUMMARIZE</b>	Closure: Revisit purpose of the lesson with students. <ul style="list-style-type: none"><li>• What did you notice about the activity choices?</li><li>• Which did you like? Why?</li><li>• What mathematics did you learn as a result of these activities?</li></ul>
<b>Homework</b> <b>Materials:</b> <ul style="list-style-type: none"><li>• Coins</li></ul>	Suggestion: <ul style="list-style-type: none"><li>• While one partner's back is turned, the other selects some coins and tells the total value of the money and how many coins she or he has.</li><li>• The partner guesses which coins the other is holding.</li><li>• Exchange roles and repeat.</li></ul>

DAY 4  
 UNIT 2: MONEY AND TIME  
 Chapter 7: Counting Money  
 LESSON 7.4  
 TE P. 103A

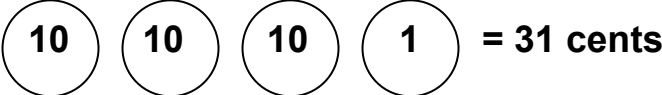
<b>LESSON FOCUS:</b>	<b>One Dollar</b>																				
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 5.2</b> Know and use the decimal notation and the dollar and cents symbols for money.																				
<b>Purpose of Lesson:</b>	<b>Use the different values of coins to show the value of \$1.00.</b>																				
<b>Routine</b>  <b>Materials:</b> • Coins	<b>Suggestion: Number of the Day</b> Students write equations using money ( $25\text{¢} + 10\text{¢} + 5\text{¢} = 40\text{¢}$ ) <b>Practice: Pennies, Nickels, Dimes, Quarters and Half-Dollars</b> <ul style="list-style-type: none"> <li>• Repeat counting practice: list the numbers 50, 25 and 10, 5 and 1 on the board, in descending order.</li> <li>• Choose one number. Point to the number and have students count aloud to 100.</li> <li>• Repeat with other numbers.</li> </ul> Discuss: <ul style="list-style-type: none"> <li>• What does this type of counting have to do with money?</li> <li>• What did you notice about the ending number?</li> <li>• What does 100 have to do with money?</li> </ul>																				
<b>LAUNCH</b>  <b>Materials</b> <ul style="list-style-type: none"> <li>• Coins (50 pennies, 20 nickels, 10 dimes, 2 quarters, 1 half-dollar) per pair/small group</li> <li>• How Many Ways? worksheet</li> </ul>	<b>How Many Ways?</b> Have pairs/small groups of students make a collection of coins equal to one dollar. Use a chart to record the number of each type of coin used: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Pennies</th> <th>Nickels</th> <th>Dimes</th> <th>Quarters</th> <th>Half-Dollar</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50</td> <td></td> <td></td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">20</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Pennies	Nickels	Dimes	Quarters	Half-Dollar	50			2			20								
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	20																				
<b>EXPLORE</b> <b>Materials:</b> <ul style="list-style-type: none"> <li>• Coins (50 pennies, 4 dimes, 10 nickels for Race for a Quarter/50 pennies, 10 dimes, 10 nickels for Race for a Half-Dollar)</li> <li>• one die or 6-section spinner labeled 1 – 6 (TR 107)</li> <li>• Coins (for How Many Ways and Coin/Coupon Match)</li> <li>• Coupons from homework, Module 3, Day 1</li> </ul>	<b>Money Choices</b> Students work on one or more of the choices from Launch, Day 3, Lesson 7.3																				
<b>PRACTICE</b>	As time allows: Pgs. 103 and/or 104																				

<b>SUMMARIZE</b>	Closure: Revisit purpose of the lesson with students. <ul style="list-style-type: none"><li>• What are the fewest number of coins used to make a dollar? The greatest?</li><li>• How can you make a dollar only using nickels and pennies? Only dimes and pennies?</li></ul>
<b>Homework</b>  <b>Materials:</b> <ul style="list-style-type: none"><li>• Coins (optional)</li><li>• FA 28</li></ul>	Suggestion: Family Involvement Activities, Pg. FA 28.



DAY 5  
 Chapter 7: Counting Money  
 LESSON 7.5  
 TE P. 105A

<b>LESSON FOCUS:</b>	<b>Problem Solving: Using coins to solve money problems in context</b>																														
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 5.0</b> Students model and solve problems by representing, adding and subtracting amounts of money.																														
<b>Purpose of Lesson:</b>	<b>Use the value of coins to solve problems in more than one way.</b>																														
<b>Routine</b>  <b>Materials:</b> • Quart jar filled with objects or other manipulatives	<b>Suggestion: Making Estimates</b> <ul style="list-style-type: none"> <li>• Fill a quart jar with the some objects or manipulatives.</li> <li>• Ask students to estimate the number of cubes in the jar, based on the number that was in the half-filled jar. Discuss the range of estimates.</li> <li>• Ask students how they might figure out the actual number of cubes; take suggestions of counting in different ways (2s, 5s and 10s), having students demonstrate counting with the whole class observing.</li> <li>• Discuss the differences between some of the estimates and the actual number of cubes.</li> </ul>																														
<b>LAUNCH</b>  <b>Materials</b> • Coins • Money in the Bank overhead	<b>Introduce: Money in the Bank</b> <ul style="list-style-type: none"> <li>• Divide the class into two teams.</li> <li>• Tell students how much money you have “in the bank” (e.g., 16¢).</li> </ul> As teams: <ul style="list-style-type: none"> <li>• Students discuss possible coin combinations equal to the amount, using coins at their tables to problem-solve.</li> <li>• Their guesses are recorded on a chart.</li> <li>• If the team guess is not equal to the amount in the bank, the team receives zero points. If the team guess is equal to the amount in the bank but not the actual coins, the team receives one point. If the team guess is equal to the amount in the bank and is also the actual coins, the team receives two points.</li> <li>• Play until the actual coins are guessed. It is possible for a team to win without guessing the actual coins. For example, given the amount of 16¢ made with one dime and six pennies, here are some possible guesses and corresponding point values:</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Quarters</th> <th>Dimes</th> <th>Nickels</th> <th>Pennies</th> <th>Team 1</th> <th>Team 2</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>16</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td></td> <td>3</td> <td></td> <td></td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>3</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>1</td> <td></td> <td>6</td> <td></td> <td>2</td> </tr> </tbody> </table> <p>This would have been a tie game: Team 1 has the same number of points as Team 2, even though Team 2 guessed the actual coins “in the bank.”</p>	Quarters	Dimes	Nickels	Pennies	Team 1	Team 2				16	1				3			0			3	1	1			1		6		2
Quarters	Dimes	Nickels	Pennies	Team 1	Team 2																										
			16	1																											
		3			0																										
		3	1	1																											
	1		6		2																										
<b>EXPLORE</b>	Different Coins, Equal Amounts: Work through an example with the whole class. <ul style="list-style-type: none"> <li>• Write 31¢ on the board. Ask the children to make this amount at their table.</li> <li>• Have one solution shared with the group(i.e., 3 dimes and 1 penny). Talk about how much each coin is worth and how you would count it (10, 20, 30, 31).</li> </ul>																														

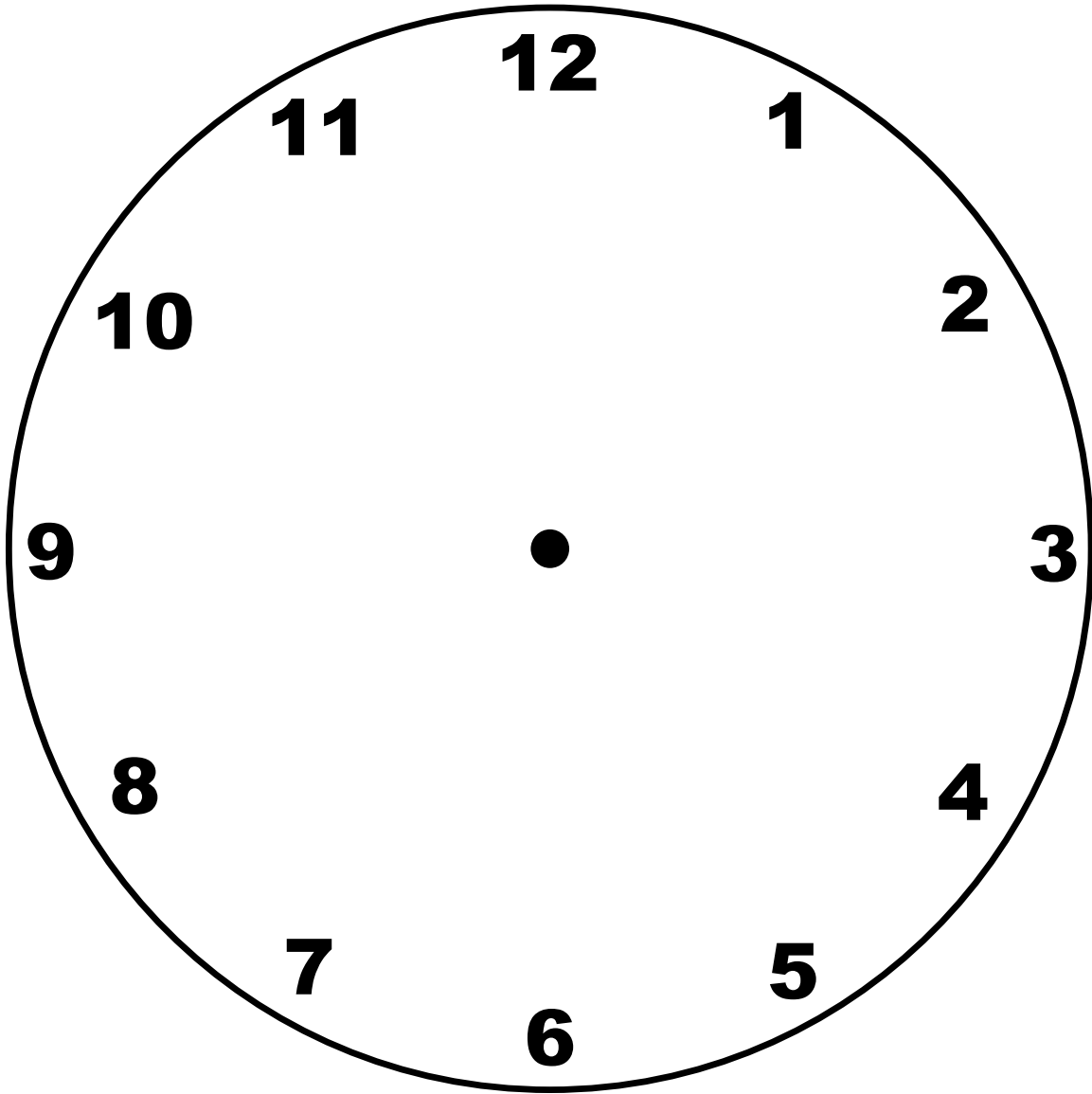
	<ul style="list-style-type: none"> <li>• Ask if there is another way to make 31¢? Repeat process.</li> <li>• Point out how the amounts are equal despite the different amounts used.</li> <li>• Have students repeat at their tables with different amounts (10¢, 18¢, 25¢, 28¢, 40¢, 43¢, 50¢).</li> <li>• To record their solutions, students can draw circles and put the amount of cents inside the circle to indicate the coins used.</li> <li>• Have each pair, or each student write at least two different combinations for each.</li> </ul> <p>For example:  = 31 cents</p> <p>This activity is also referenced as: Alternative Teaching Strategy, Intervention Strategies and Activities, pg. IS 198.</p>
<b>PRACTICE</b>	As time allows: pgs. 105, 106.
<b>SUMMARIZE</b>	<p>Closure: Revisit purpose of the lesson with students.</p> <ul style="list-style-type: none"> <li>• Students discuss strategies used from Different Coins, Equal Amounts.</li> <li>• Ask, What did you notice about your two different solutions?</li> <li>• If you used 3 dimes for one solution, how many nickels would you use for a different solution?</li> <li>• What other patterns did you see?</li> <li>• Are there any amounts that can only be made one way?</li> </ul>

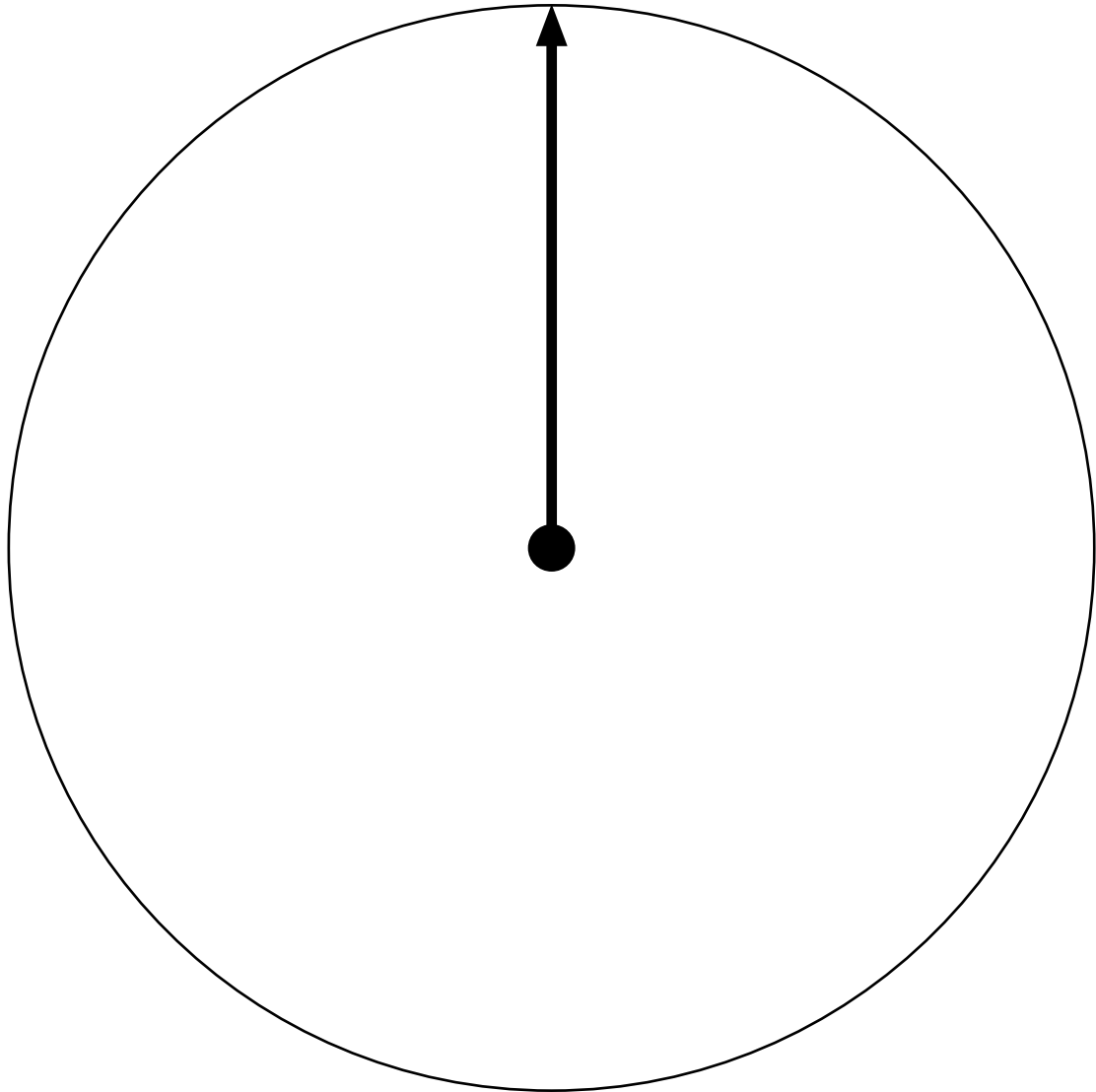


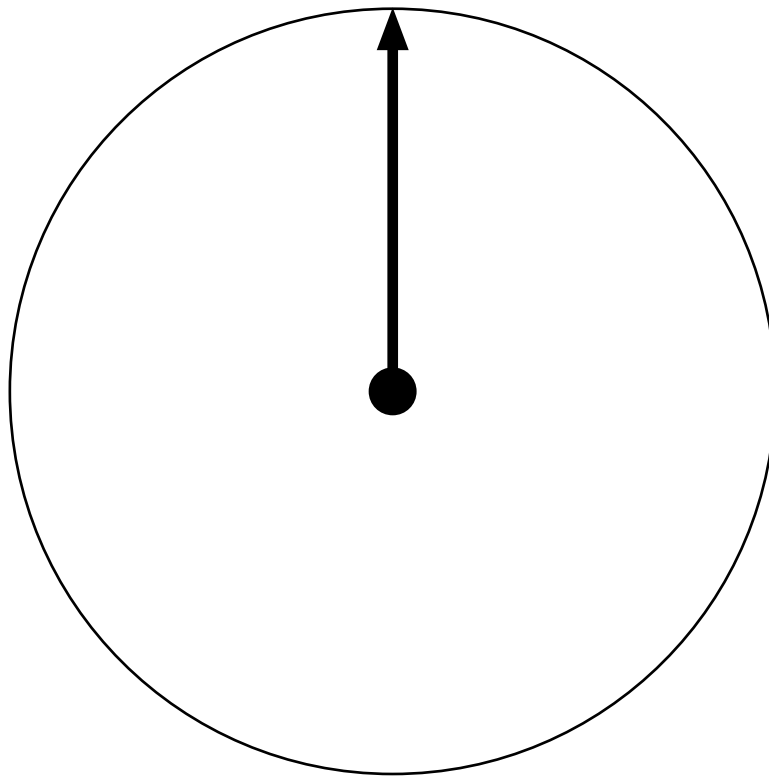
DAY 6  
 UNIT 2: MONEY AND TIME  
 Chapter 9: Telling Time  
 LESSON 9.1

Intervention Strategies and Activities, Pgs. 261, 262

<b>LESSON FOCUS:</b>	<b>Tell Time to the Hour</b>
<b>CALIFORNIA STANDARD:</b>	<b>Measurement and Geometry: 1.4</b> Tell time to the nearest quarter hour and know relationships of time.
<b>Purpose of Lesson:</b>	<b>Tell time to one hour.</b>
<b>Routine</b>  <b>Materials:</b> • Timer	<b>Suggestion: Throughout the Day</b> Set a timer to ring “on the hour.” Write both the analog and digital times. Students make observations at the end of the day.
<b>LAUNCH</b>  <b>Materials</b> • Acetate or transparencies • Brad	<b>Approximating Time</b> <ul style="list-style-type: none"> <li>• Make an overhead clock, using three sheets of acetate.</li> <li>• Draw a clock face on one, without hands.</li> <li>• Cut out two circles from the other sheets, each with a radius equal to the length of the two clock hands; draw a clock hand on each, extending from the center to the outside edge of the circle.</li> <li>• Cut small holes in the center of each. For this lesson, place the smaller circle over the overhead clock and fasten with a brad.</li> </ul> Approximate time to the hour by using the one-handed clock. Move the circle to show times such as the following: “about 4 o’clock”, “halfway between 1 and 2 o’clock”, “a little past 8 o’clock.” Use approximate language.
<b>EXPLORE</b>  <b>Materials:</b> • Clock with movable hands • Clock hands, brads and scissors for each student (see pg. TR 105)	<b>Making and Using Model Clocks</b> Do Using Skill 49, Examples 1 and 2 in Intervention Strategies and Activities, pg. IS 261. Follow with Alternative Teaching Strategy, Intervention Strategies and Activities, pg. IS 262.
<b>PRACTICE</b>  <b>Materials:</b> • Pgs. IS 263, 264	As time allows: Intervention Strategies and Activities and Activities, pgs. IS 263, 264.
<b>SUMMARIZE</b>	Closure: Revisit purpose of the lesson with students. Students show various times on their clocks and explain how they determine the placement of the hands.
<b>Homework</b>  <b>Materials</b> • TR 77	<b>Suggestion:</b> <ul style="list-style-type: none"> <li>• Locate the clocks in your home. Are there more digital or more analog clocks?</li> <li>• Record things you do on a typical day, on the hour: 8:00, 9:00, 10:00 and so on. Have an adult help you think of ideas.</li> <li>• Record the time and events on clock faces (see Teacher’s Resource Book, pg. TR 77).</li> </ul>







DAY 7  
 UNIT 2: MONEY AND TIME  
 Chapter 9: Telling Time  
 LESSON 9.2

Intervention Strategies and Activities, Pgs. 265, 266

<b>LESSON FOCUS:</b>	<b>Tell Time to the Half Hour</b>
<b>CALIFORNIA STANDARD:</b>	<b>Measurement and Geometry: 1.4</b> Tell time to the nearest quarter hour and know relationships of time
<b>Purpose of Lesson:</b>	<b>Tell time to the half hour.</b>
<b>Routine</b>	<b>Suggestion: Throughout the Day</b> Set a timer to ring “on the half hour.” Write both the analog and digital times. Students make observations at the end of the day.
<b>Materials:</b> • Timer	
<b>LAUNCH</b>	<b>Clock Hand Relationships</b>
<b>Materials:</b> • Overhead clock from Module 3, Day 6, Lesson 9.1	<ul style="list-style-type: none"> <li>• Approximate time to the hour by using the one-handed clock. Move the circle to show times such as the following: “about 4 o’clock”, “halfway between 1 and 2 o’clock”, “a little past 8 o’clock.” Use approximate language.</li> <li>• Using the same model, placing the larger circle on first (making a clock with two hands) or another type of “teaching clock”, talk about what happens to the big hand as the little hand moves from hour to hour.</li> <li>• Focus the discussion on what happens when the hour hand is halfway between hours.</li> <li>• Discuss where the minute hand would be if the hour hand is a little before or past (approximately 15 minutes) an hour.</li> </ul>
<b>EXPLORE</b>	<b>Using Model Clocks</b>
<b>Materials:</b> • Clock with moveable hands	Do Using Skill 50 in Intervention Strategies and Activities, pg. IS 265. Follow with Alternative Teaching Strategy, Intervention Strategies and Activities, Pg. IS 266.
<b>PRACTICE</b>	As time allows: Intervention Strategies and Activities and Activities, pgs. IS 267, 268.
<b>Materials:</b> • Pgs. IS 267, 268	
<b>SUMMARIZE</b>	Closure: revisit purpose of the lesson with students. Students show various times on their clocks and explain how they determine the placement of the hands.
<b>Homework</b>	Suggestion:
<b>Materials:</b> • TR 77	<ul style="list-style-type: none"> <li>• Locate the clocks in your home. Are there more digital or more analog clocks?</li> <li>• Record things you do on a typical day, on the half hour: 8:30, 9:30, 10:30 and so on. Have an adult help you think of ideas.</li> <li>• Record the time and events on clock faces (see Teacher’s Resource Book, pg. TR 77).</li> </ul>

DAY 8  
 UNIT 2: MONEY AND TIME  
 Chapter 9: Telling Time  
 LESSON 9.3

<b>LESSON FOCUS:</b>	<b>Tell Time to the Quarter Hour</b>
<b>CALIFORNIA STANDARD:</b>	<b>Measurement and Geometry: 1.4</b> Tell time to the nearest quarter hour and know relationships of time
<b>Purpose of Lesson:</b>	<b>Tell time to the quarter hour.</b>
<b>Routine</b>  <b>Materials:</b> • Timer	<b>Suggestion: Throughout the Day</b> Set a timer to ring “on the quarter hour.” Write both the analog and digital times. Students make observations at the end of the day.
<b>LAUNCH</b>  <b>Materials:</b> • Overhead clock from Module 3, Day 6, Lesson 9.1	<b>Clock Hand Relationships</b> <ul style="list-style-type: none"> <li>• Use the overhead clock (Module 3, Day 6, Lesson 9.1)</li> <li>• Continue to focus the discussion on what happens when the hour hand is halfway between hours.</li> <li>• Discuss where the minute hand would be if the hour hand is a little before or past (approximately 15 minutes) an hour.</li> </ul>
<b>EXPLORE</b>  <b>Materials:</b> • Homework from Module 3, Day 6, Lesson 9.1 and Day 7, Lesson 9.2 • Scissors	<b>A Typical Day</b> <ul style="list-style-type: none"> <li>• Students cut apart these clock faces and order them to represent important events in their typical days.</li> <li>• Partners compare important times during their typical days, discussing whether events are earlier or later.</li> <li>• Students may even discuss how much earlier or later these events occur.</li> </ul>
<b>PRACTICE</b>  <b>Materials:</b> • TR 77 • Transparency of TR 77	As time allows: <ul style="list-style-type: none"> <li>• On a transparency of TR 77, record analog times for some clocks and have students record the digital times.</li> <li>• Record digital times for some clocks and have students record the analog times.</li> </ul>
<b>SUMMARIZE</b>	Closure: <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> <li>• Students discuss their work from Explore, comparing similar events and when they occur. What is “typical”?</li> </ul>
<b>Homework</b>	Suggestion: <ul style="list-style-type: none"> <li>• Students gather things from home which have to do with time, clocks and timers of various types.</li> </ul>

DAY 9  
 UNIT 2: MONEY AND TIME  
 Chapter 9: Telling Time  
 LESSON 9.4  
 TE P. 125A

<b>LESSON FOCUS:</b>	<b>Tell Time to Five Minutes</b>
<b>CALIFORNIA STANDARD:</b>	<b>Measurement and Geometry: 1.4</b> Tell time to the nearest quarter hour and know relationships of time
<b>Purpose of Lesson:</b>	<b>Tell time to five minutes.</b>
<b>Routine</b>  <b>Materials:</b> • Timer	<b>Suggestion: Throughout the Day</b> <ul style="list-style-type: none"> <li>• Set a timer to ring “at five minute intervals” at different points throughout the day.</li> <li>• Write both the analog and digital times. Students make observations at the end of the day.</li> </ul>
<b>LAUNCH</b>	<b>Homework Sharing</b> Students share homework from Module 3, Day 8, Lesson 9.3. <b>Counting by Five Minute Intervals</b> <ul style="list-style-type: none"> <li>• Do Counting by Five Minute Intervals, TE, pg. 125A.</li> <li>• Rather than focusing on the minute hand pointing on the 7, encourage students to express that it is about 35 minutes after the hour.</li> <li>• Suggest that students always look at the hour hand to learn the approximate time, and then focus on the minute hand.</li> </ul>
<b>EXPLORE</b>  <b>Materials:</b> • TR 77 • Model clocks, one per pair of students	<b>Model Clock Practice</b> <ul style="list-style-type: none"> <li>• Have students use page from Teacher’s Resource Book, pg. TR 77.</li> <li>• Give them times to both model and record.</li> <li>• Students choose a time to show on their clocks; partners “read” the time and record the digital and analog times.</li> </ul>
<b>PRACTICE</b>	As time allows: Pgs. 125 and/or 126.
<b>SUMMARIZE</b>	Closure: <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> <li>• See Assess, TE, pg. 126. Give students a variety of times to choose from and have them write about more than one.</li> </ul>
<b>Homework</b>	Suggestion: <ul style="list-style-type: none"> <li>• Students have an adult time them to see what they can do in one minute.</li> <li>• Suggested activities include doing jumping jacks, hopping on one foot, saying the ABCs, and drawing stars.</li> <li>• Students predict and then do.</li> <li>• What is the difference between your prediction and what you could actually do?</li> </ul>

DAY 10  
 UNIT 2: MONEY AND TIME  
 Chapter 9: Telling Time  
 LESSON 9.5  
 TE P. 131A

<b>LESSON FOCUS:</b>	<b>Practice Telling Time</b>
<b>CALIFORNIA STANDARD:</b>	<b>Measurement and Geometry: 1.4</b> Tell time to the nearest quarter hour and know relationships of time
<b>Purpose of Lesson:</b>	<b>To practice telling time.</b>
<b>Routine</b>	<b>Suggestion: Throughout the Day</b> <ul style="list-style-type: none"> <li>• Set a timer to ring at different points throughout the day.</li> <li>• Write both the analog and digital times.</li> <li>• Students make observations at the end of the day.</li> </ul>
<b>LAUNCH</b>  <b>Materials:</b> • Clock with moveable hands	<b>Homework Sharing</b> Students gather and compare data from homework from Module 3, Day 9, Lesson 9.4. <b>Predicting Readings</b> Shown an analog clock, students predict what a digital clock will look like and vice versa.
<b>EXPLORE</b>  <b>Materials:</b> • Slips of paper or index cards, 10 per pair of students • Model clock per student	<b>Modeling Times</b> <ul style="list-style-type: none"> <li>• Do Alternative Teaching Strategy, TE, Pg. 132A.</li> <li>• Children write different times on slips of paper/cards (e.g., 7:30, 10:15, etc.).</li> <li>• Partners exchange papers/cards and read the times.</li> <li>• Partners work together to make the time on their model clock.</li> </ul>
<b>PRACTICE</b>	As time allows: Pgs. 131 and/or 132.
<b>SUMMARIZE</b>	Closure: <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> <li>• See Assess, TE, Pg. 126.</li> <li>• Give students a variety of times to choose from and have them write about more than one.</li> </ul>
<b>Homework</b>	Suggestion: <ul style="list-style-type: none"> <li>• Students have an adult time them to complete various tasks, such as taking out the trash, putting away the dishes, making a bed, or brushing teeth.</li> <li>• Take turns with the adult.</li> <li>• Record data.</li> </ul>

DAY 11  
 UNIT 2: MONEY AND TIME  
 Chapter 9: Telling Time  
 LESSON 9.6  
 TE P. 131A (more practice)

<b>LESSON FOCUS:</b>	<b>Practice Telling Time</b>
<b>CALIFORNIA STANDARD:</b>	<b>Measurement and Geometry: 1.4</b> Tell time to the nearest quarter hour and know relationships of time
<b>Purpose of Lesson:</b>	<b>To practice telling time.</b>
<b>Routine</b>  <b>Materials:</b> • Clock with moveable hands	<b>Suggestion: Throughout the Day</b> <ul style="list-style-type: none"> <li>• Set a timer to ring at different points throughout the day.</li> <li>• Write both the analog and digital times.</li> <li>• Students make observations at the end of the day.</li> </ul>
<b>LAUNCH</b>  <b>Materials:</b> • Clock with moveable hands • Index cards or slips of paper (for the teacher)	<b>Homework Sharing</b> Students gather and compare data from homework from Module 3, Day 10, Lesson 9.5. <b>Predicting Readings</b> Shown an analog clock, students predict what a digital clock will look like and vice versa. <b>Before and After the Hour</b> See Time After the Hour, TE, P. 129A. Downplay or omit competitive game, instead focusing on having students interpret and explain problems.
<b>EXPLORE</b>  <b>Materials:</b> <b>Before and After</b> • 10 slips of paper/index cards per pair of students, a different time written on each • Model clock per pair of students <b>Time Stories</b> • 10 slips of paper/index cards per pair of students • Model clock per pair of students	<b>Before and After</b> <ul style="list-style-type: none"> <li>• See Alternative Teaching Strategy, TE, Pg. 130A.</li> <li>• Partners take turns taking a paper/card, reading the time as before the hour and/or after the hour (e.g., 4:40: “40 minutes after 4 o’clock” and “20minutes before 5 o’clock”), and showing the time on a model clock.</li> </ul> <b>OR</b> <b>Time Stories</b> <ul style="list-style-type: none"> <li>• See Alternative Teaching Strategy, TE, Pg. 132A.</li> <li>• Children write different times on slips of paper/cards (e.g., 7:30, 10:15, etc.).</li> <li>• Partners exchange papers/cards and read the times.</li> <li>• Partners work together to make the time on their model clock.</li> </ul>
<b>PRACTICE</b>	As time allows: Pgs. 129 and/or 130.
<b>SUMMARIZE</b>	Closure: <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> <li>• See Assess, TE, Pg. 130.</li> <li>• Give students a variety of times to choose from and have them discuss and/or write about more than one.</li> </ul>
<b>Homework</b>  <b>Materials:</b> • FA 36 and 38	Suggestion: <ul style="list-style-type: none"> <li>• See Family Involvement Activities, FA 36 and FA 38.</li> </ul>

DAY 12  
 UNIT 2: MONEY AND TIME  
 Chapter 9: Telling Time  
 LESSON 9.6  
 TE P. 107, 108; 133, 134  
 Assessment

<b>LESSON FOCUS:</b>	<b>Assessment</b>
<b>CALIFORNIA STANDARD:</b>	<b>Measurement and Geometry: 1.4</b> Tell time to the nearest quarter hour and know relationships of time.
<b>Purpose of Lesson:</b>	<b>Assess understanding of money and time skills and concepts.</b>
<b>Routine</b>	<b>Suggestion: Throughout the Day</b> <ul style="list-style-type: none"> <li>• Set a timer to ring at different points throughout the day.</li> <li>• Write both the analog and digital times.</li> <li>• Students make observations at the end of the day.</li> </ul>
<b>LAUNCH</b>	<b>Review</b> <ul style="list-style-type: none"> <li>• Revisit the models and activities used during this module.</li> <li>• Refer to vocabulary generated.</li> </ul>
<b>EXPLORE</b>	<b>Sample Problems</b> <ul style="list-style-type: none"> <li>• Give students sample problems similar to those on pages 107, 108, 133, and 134.</li> <li>• Let students use familiar materials to model solutions to the problems.</li> <li>• Provide students opportunities to share solution strategies with their classmates.</li> </ul>
<b>PRACTICE</b>	As time allows: Pgs. 107 and 108; pgs. 133 and 134.
<b>SUMMARIZE</b>	Closure: <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> </ul>
<b>Homework</b>  <b>Materials:</b> • FA 38	Suggestion: <ul style="list-style-type: none"> <li>• Continue with Family Involvement Activities, FA 36 and FA 38.</li> </ul>