Dear Parents,
We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your ongoing support.

Sincerely,
Your Child's Teacher

Unit Name: Problem Solving with Money

North Carolina Content State Standards:

NC.2.MD.8 Solve word problems involving:

- Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately.
- Whole dollar amounts, using the $ symbol appropriately.

NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

- One-Step problems:
  - Add to/Take from - Start Unknown
  - Compare - Bigger Unknown
  - Compare - Smaller Unknown
- Two-Step problems involving single digits:
  - Add to/Take from - Change Unknown
  - Add to/Take From - Result Unknown

Math Language:

- Penny
- Cent
- Cent Symbol (¢)
- More
- Total
- Change
- Nickel
- Coin
- Dollar Symbol ($)
- Less
- Compare
- Decompose
- Dime
- Dollar
- Value
- Greater Than
- Equal
- Math Mountain
- Quarter
- Bills
- Cost
- Less Than
- Place Value
- Place Value Drawing

Unit Overview:

In this unit, students solve word problems involving either dollars or cents. Since students have not been introduced to decimals, problems focus on only whole dollar amounts or only amounts with cents within 99¢. In first grade, students identified coins by name and value. Students will need numerous experiences with the following skills:

- counting sets of coins (quarters, dimes, nickels, and pennies)
  - drawing on their prior knowledge of skip counting by 5s and 10s
- comparing two sets of coins
- making and recognizing equivalent collections of coins (same amount but different coin arrangements)
- selecting coins to represent a given amount
- making change
- using both the ¢ and $ signs correctly
- using coins to solve one and two step word problems
  - Coins within 99 cents
  - Whole dollar amounts

Skills/Strategies:

- Recognize and build coin and dollar combinations in a variety of ways
- Solve word problems relating to quarters, dimes, nickels, and pennies within 99¢ and whole dollar amounts
- Solve one and two step word problems relating to money within 100

Students will spend some time reviewing coin names and values. They will be introduced to the conversions between and among coins (ex: 5 dimes = 50¢ = 2 quarters). Students will apply their previous knowledge of place value to understanding money.

- For example, a number can be represented in different ways and still have the same value:
  - 38 can be represented as 3 tens and 8 ones; 2 tens and 18 ones; 1 ten and 28 ones
  - 38¢ can be represented as 3 dimes, 1 nickel, and 3 pennies; 1 quarter, 1 dime, and 3 pennies; 2 dimes, 2 nickels, and 3 pennies

This will take time and practice for students to develop working with coins, their values, and using a variety of coin combinations to represent an amount.

Video Support:

- No videos are referenced for this unit.

Additional Resources:

- NCDPI Additional Resources

Questions to Ask When Helping Your Child with Math Homework

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently. Some examples may include the following:

What is the problem you're working on?
What do the directions say?
What do you already know that can help you solve the problem?
What have you done so far and where are you stuck?
Where can we find help in your notes?
Are there manipulatives, pictures, or models that would help?
Can you explain what you did in class today?
Did your teacher work examples that you could use?
Can you go onto another problem & come back to this one later?
Can you mark this problem so you can ask the teacher for an explanation tomorrow?