



Bridging for Math Strength Resources

[Standards of Learning Curriculum Framework](#)

Standard of Learning (SOL) 2.7b Use the cent symbol, dollar symbol, and decimal point to write a value of money.



Student Strengths	Bridging Concepts	Standard of Learning
Students can determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.	Students recognize the symbols associated with recording values of money.	Students can use the cent symbol, dollar symbol, and decimal point to write a value of money.

Understanding the Learning Trajectory

Big Ideas:

- The value of some coins and bills can be represented as a combination of other coins.
- Combinations of coins and bills can be represented in different ways without changing the value.
- The cent symbol, dollar symbol, and decimal point are used to write a value of money.

Formative Assessment:

- VDOE [Just in Time Mathematics Quick Check 2.7b \(PDF\)](#)
- VDOE [Just in Time Mathematics Quick Check 2.7b \(Desmos\)](#)

Important Assessment Look Fors:

- Student can use two or more sets of coins to make the same value.
- Student uses the cent symbol to write the value of a combination of coins.
- Student uses the cent, dollar symbol and decimal point to write the value of a combination of coins and one dollar bill.

Purposeful Questions:

- How many ways could you receive change at the store if change is given in pennies or other coins.
- How many ways could you show this same amount with like coins?
- Can you write the value of this money combination using the cent and dollar symbol?

Bridging Activities to Support the Standard	Instructional Tips
Routine What's the Total? From Henrico County Public Schools	Student interactive Google slides that can be used as daily warm-ups.
Rich Task Comparing Coin Combinations From Portsmouth Public Schools	Students should have access to plastic/real coins to complete the task if needed. Encourage students to come up with other ways to show the total amount written in both ways. Whole group discussion is included around similarities and differences between coin combinations and how they relate/connect to skip counting.
Games Coin, Cent and Dollar Matching Game From Portsmouth Public Schools	Have students play a matching game that involves matching 3 sets of cards - coin cards, cards showing cent notation, and cards showing dollar notation.
Other Resources: ● Gr 2 Counting and Comparing Coins and Dollars (Henrico County Public Schools) ● VDOE Mathematics Instructional Plans (MIPS): ○ 2.7ab - Cool Coin Comparisons (Word) / PDF Version ○ 2.7ab - Race to a Dollar or Two! (Word) / PDF Version ● VDOE Word Wall Cards: Grade 2 (Word) (PDF) Learning Trajectory Resources: Charles, R. (2005). Big ideas and understandings as the foundation for elementary and middle school mathematics. <i>Journal of Mathematics Education Leadership</i>, 7(3), NCSM. Clements, D. H., & Sarama, J. (2019). Learning and teaching with learning trajectories [LT]2. Marsico Institute, Morgridge College of Education, University of Denver. https://www.learningtrajectories.org/ Common Core Standards Writing Team. (2019). Progressions for the Common Core State Standards for Mathematics. Tucson, AZ: Institute for Mathematics and Education, University of Arizona. Richardson, K. (2012). How Children Learn Number Concepts: A Guide to Critical Learning Phases. Bellingham: Math Perspectives Teacher Development Center. Van De Walle, J., Karp, K. S., & Bay-Williams, J. M. (2018). <i>Elementary and Middle School Mathematics: Teaching Developmentally</i>. (10th edition) New York: Pearson (2019:9780134802084) VDOE Curriculum Framework for All Grades - Standard of Learning Curriculum Framework (SOL)	