Unit 4 Applying Math in Real-World Contexts
Math 2

Last Update: August 1, 2026

Archdiocesan Curriculum > Grade 2 > Math > Length of unit 17 to 20 days

Stage 1: Desired Results

General Information

In this unit, students build fluency in understanding and applying concepts of money and time. They identify the value of coins and bills, represent dollar amounts, and solve real-world problems using money. Students also tell time to the nearest five and fifteen minutes, read and express time in multiple ways, and distinguish between a.m. and p.m.

Mathematical Practices

- MP2 – Reason abstractly and quantitatively
- MP4 – Model with mathematics
- MP5 – Use appropriate tools strategically
- MP6 – Attend to precision

Essential Question(s)

- How can you determine the total value of a group of coins or bills?
- What strategies help you solve real-world problems involving money?
- How do you read and write time in different ways?
- What tools and units help you measure and express time accurately?
- Why is it important to distinguish between a.m. and p.m.?

Enduring Understanding/Knowledge

Students will:

- Find the total value of a group of coins.
- Solve a problem by acting it out.
- Show the value of a dollar with coins.
- Name the values of $1, $5, and $10 dollar bills.
- Find the value of a group of bills.
- Solve problems involving money.

Review/Assess

- Tell time to 15 minutes on a clock.
- Tell and show time to five minutes.
- Read the time on a clock in different ways.
- Use a.m. and p.m. to describe times of day.

Review/Assess

Vocabulary

New	Review
• quarter • dollar • dollar sign • one-dollar bill • five-dollar bill • ten-dollar bill • $ • minutes • hour • quarter past • noon • midnight • a.m. • p.m. • elapsed time	• coin • bill • value • change • time • analog clock • digital clock • before • after • total • difference • model

Connections to Catholic Identity / Other Subjects

Religion/Catholic Identity:

- Daily Time Management: Show how we can divide time between school, prayer, helping others, and rest
  → “There is a time for everything…”
  —Ecclesiastes 3:1
- Prayer Schedules: Practice telling time by scheduling prayer, Mass, or acts of kindness (e.g., “If we start our Rosary at 9:15 a.m. and pray for 20 minutes, what time will we finish?”)

Other Subject Here:

- **ELA:** Read and solve word problems involving daily routines and shopping **Write a Story**:

Differentiation

Enrichment

- **Solve Multi-Step Money Problems** – Provide scenarios involving purchasing multiple items with tax or change due.
- **Convert Between Time Units** – Have students convert between hours, minutes, and seconds using real-world scenarios.
- **Design a Classroom Store** – Let students create their own prices and use coins and bills to role-play transactions.
- **Create Daily Schedules** – Have students write detailed schedules using a.m./p.m. and solve elapsed time challenges.

Support

- **Use Real or Plastic Money** – Give students hands-on experience with identifying and counting

Students write a short story about a trip to a store—include what they bought, how much it cost, and what time they went • **Social Studies:** Learn about community helpers and discuss how people earn and spend money Create daily or historical timelines to practice sequencing events by time	coins and bills. • **Time Matching Games** – Use analog and digital clock cards to match, read, and build time fluency. • **Chunk Counting for Coins** – Teach skip-counting by 5s, 10s, and 25s to support coin counting strategies. • **Use Visual Schedules with Clocks** – Reinforce a.m. and p.m. concepts using visual daily routines with times attached. • **Draw and Label Time** – Support understanding of "quarter past," "half past," and "o'clock" using drawings.

Standards & Benchmarks

Money:

2.MD.8
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. For example, if you have 2 dimes and 3 pennies, how many cents do you have?
2.MD.C.8
Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using $ and ¢ appropriately.

Time:

2.MD.7
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.C.7
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MC.AOB.1
Estimate and calculate elapsed time to the hour and half hour (e.g. If the school day begins at 8am and ends at 3 pm, the school day lasts 7 hours).

Teaching Ideas/Resources

Websites/Resources:

- Counting Money Printables
- Telling Time Printables **(This includes elapsed time).**
- Elapsed Time Printables
- Elapsed Time Video