

# School-Home Letter

## Dear Family,

My class started Chapter 7 this week. In this chapter, I will learn about the values of coins and how to find the total value of a group of money. I will also learn how to tell time on analog clocks and digital clocks.

Love, \_\_\_\_\_

### Vocabulary

**penny** a coin with a value of 1 cent

**nickel** a coin with a value of 5 cents

**dime** a coin with a value of 10 cents

**quarter** a coin with a value of 25 cents

**dollar** an amount equal to 100 cents

**minute** a unit of time

### Home Activity

With your child, set up a play store together. Use objects such as food items or small toys. Put price tags on each object, using amounts less than one dollar. On a sheet of paper, have your child write the price of an object and then draw a group of coins that has that as its total value. Take turns doing this for several objects.

### Literature

Reading math stories reinforces ideas. Look for these books at the library.

**A Dollar for Penny**

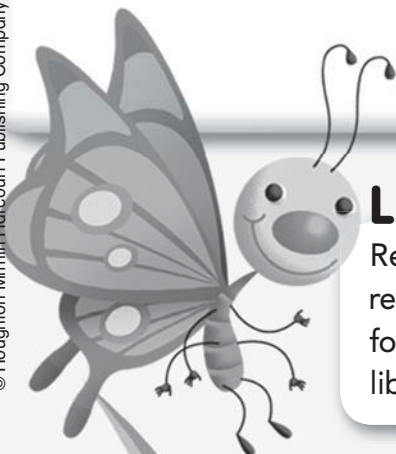
by Julie Glass

Random House Books for  
Young Readers, 2000

**What Time Is It,  
Mr. Crocodile?**

by Judy Sierra

Gulliver Books, 2004



# Carta para la casa

## Querida familia:

Mi clase comenzó el Capítulo 7 esta semana. En este capítulo, aprenderé sobre el valor de las monedas y cómo hallar el valor total de una cantidad de dinero. También aprenderé a decir la hora usando relojes analógicos y relojes digitales.

Con cariño, \_\_\_\_\_

### Vocabulario

**moneda de 1¢** una moneda con un valor de 1 centavo

**moneda de 5¢** una moneda con un valor de 5 centavos

**moneda de 10¢** una moneda con valor de 10 centavos

**moneda de 25¢** una moneda con valor de 25 centavos

**dólar** una cantidad igual a 100 centavos

**minuto** una unidad de tiempo

### Actividad para la casa

Junto a su hijo, jueguen a que están en una tienda. Use objetos tales como artículos de comida o juguetes pequeños. Coloque etiquetas en cada artículo con un precio menor a un dólar. En una hoja de papel, pida su hijo que escriba el precio de un objeto y que dibuje un grupo de monedas que muestren ese valor. Túrnense para repetir la actividad con diferentes objetos.

### Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busque estos libros en la biblioteca.

#### A Dollar for Penny

por Julie Glass.  
Random House Books for  
Young Readers, 2000.

#### What Time Is It, Mr. Crocodile?

por Judy Sierra.  
Gulliver Books, 2004.

Name \_\_\_\_\_

# Dimes, Nickels, and Pennies



**COMMON CORE STANDARD—2.MD.8**  
Work with time and money.

Count on to find the total value.



\_\_\_\_\_

total value



\_\_\_\_\_

total value



\_\_\_\_\_

total value



\_\_\_\_\_

total value

## Problem Solving Real World

Solve. Write or draw to explain.

5. Aaron has 5 dimes and 2 nickels.  
How much money does Aaron have?

\_\_\_\_\_

## Lesson Check (2.MD.8)

1. What is the total value of this group of coins?



\_\_\_\_\_

## Spiral Review (2.OA.2, 2.OA.4, 2.NBT.1, 2.NBT.2)

2. Hayden is building toy cars.  
Each car needs 4 wheels. How  
many wheels will Hayden use to  
build 3 toy cars?

\_\_\_\_\_ wheels

3. What is the value of the  
underlined digit?

429

\_\_\_\_\_

4. Lillian is counting by fives. What  
numbers did she say next?

40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. Sophie has 12 grapes in  
her lunch bag. She shared  
7 grapes with her sister. How  
many grapes does she have?

$12 - 7 =$  \_\_\_\_\_

**Quarters**



**COMMON CORE STANDARD—2.MD.8**  
Work with time and money.

Count on to find the total value.

1.




total value

2.




total value

3.




total value

**Problem Solving**



Read the clue. Choose the name of a coin from the box to answer the question.

4. I have the same value as a group of 2 dimes and 1 nickel.  
What coin am I?

- |         |       |
|---------|-------|
| nickel  | dime  |
| quarter | penny |

\_\_\_\_\_

## Lesson Check (2.MD.8)

1. What is the total value of this group of coins?



\_\_\_\_\_

## Spiral Review (2.OA.1, 2.OA.3, 2.NBT.3, 2.NBT.4)

2. Circle the odd number.

8      14      17      22

3. Kai scored 4 points and Gail scored 7 points. How many points did they score altogether?

$4 + 7 =$  \_\_\_\_\_ points

4. There were 382 chairs in the music hall. Write a number greater than 382.

\_\_\_\_\_

5. Write the number 61 using words.

\_\_\_\_\_

# Count Collections



COMMON CORE STANDARD—2.MD.8  
Work with time and money.

Draw and label the coins from greatest to least value. Find the total value.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

## Problem Solving



Solve. Write or draw to explain.

4. Rebecca has these coins. She spends 1 quarter. How much money does she have left?



\_\_\_\_\_

## Lesson Check (2.MD.8)

1. What is the total value of this group of coins?



\_\_\_\_\_

## Spiral Review (2.OA.2, 2.NBT.1, 2.NBT.3, 2.NBT.8)

2. What number is 100 more than 562?

\_\_\_\_\_

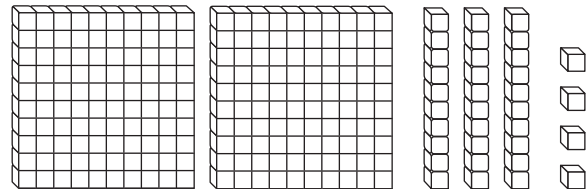
3. Describe 58 as a sum of tens and ones.

\_\_\_\_\_

4. Pete helps his grandmother gather pecans. He finds 6 pecans on his left and 3 on his right. How many pecans did Pete find altogether?

$$6 + 3 = \underline{\quad} \text{ pecans}$$

5. What number do the blocks show?



\_\_\_\_\_



Name \_\_\_\_\_

## Show Amounts in Two Ways



**COMMON CORE STANDARD—2.MD.8**  
*Work with time and money.*

Use coins. Show the amounts in two ways.  
Draw and label the coins.

1.

39¢

2.

70¢

3.

57¢

### Problem Solving

4. Madeline uses fewer than 5 coins to pay 60¢. Draw coins to show one way she could pay 60¢.

## Lesson Check (2.MD.8)

1. Circle the group of coins that has the same total value.



## Spiral Review (2.OA.2, 2.NBT.1, 2.NBT.3)

2. Write the number 31 as a sum of tens and ones.

2 tens \_\_\_\_ ones

3. Write 13 tens as a sum of hundreds and tens.

\_\_\_\_ hundreds \_\_\_\_ tens

4. What is the value of the underlined digit?

28

\_\_\_\_\_

5. Baylie's softball team scored 5 runs in the first inning and 6 runs in the second inning. How many runs did her team score?

5 + 6 = \_\_\_\_ runs



## Lesson Check (2.MD.8)

1. Which group of coins has a value of \$1.00?



## Spiral Review (2.OA.3, 2.NBT.2, 2.NBT.3, 2.MD.8)

2. Write 692 using words.

\_\_\_\_\_

3. Keith ate 7 almonds, then ate 7 more. Is the total number of almonds even or odd?

$$7 + 7 = \underline{\quad} \text{ almonds}$$

\_\_\_\_\_

4. What is the total value of 1 quarter and 3 nickels?

\_\_\_\_\_

5. Kristin is counting by tens. What numbers does she say next?

230, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_

Name \_\_\_\_\_

# Amounts Greater Than \$1



COMMON CORE STANDARD—2.MD.8  
Work with time and money.

Circle the money that makes \$1.00. Then write the total value of the money shown.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

## Problem Solving Real World

Solve. Write or draw to explain.

4. Grace found 3 quarters, 3 dimes, and 1 nickel in her pocket. How much money did she find?

\_\_\_\_\_

## Lesson Check (2.MD.8)

1. Julie has this money in her bank. What is the total value of this money?



\_\_\_\_\_

## Spiral Review (2.OA.2, 2.NBT.5, 2.NBT.8)

2. There are 79 squash plants and 42 pepper plants in Julia's garden. How many vegetable plants are in Julia's garden altogether?

$$\begin{array}{r} 79 \\ + 42 \\ \hline \end{array}$$

3. What is the difference?

$$\begin{array}{r} 61 \\ - 27 \\ \hline \end{array}$$

4. What number is 100 less than 694?

\_\_\_\_\_

5. Write an addition fact that has the same sum as  $6 + 5$ .

$$10 + \underline{\hspace{2cm}}$$

Name \_\_\_\_\_

## PROBLEM SOLVING Lesson 7.7

### Problem Solving • Money



**COMMON CORE STANDARD—2.MD.8**  
*Work with time and money.*

Use play coins and bills to solve.  
Draw to show what you did.

1. Sara has 2 quarters, 1 nickel, and two \$1 bills.  
How much money does Sara have? \_\_\_\_\_

- 
2. Brad has one \$1 bill, 4 dimes, and 2 nickels  
in his bank. How much money does Brad  
have in his bank? \_\_\_\_\_

- 
3. Mr. Morgan gives 1 quarter, 3 nickels, 4 pennies,  
and one \$1 bill to the clerk. How much money  
does Mr. Morgan give the clerk? \_\_\_\_\_

## Lesson Check (2.MD.8)

1. Lee has two \$1 bills and 4 dimes. How much money does Lee have?

\_\_\_\_\_

2. Dawn has 2 quarters, 1 nickel, and one \$1 bill. How much money does Dawn have?

\_\_\_\_\_

## Spiral Review (2.OA.2, 2.NBT.3, 2.NBT.4, 2.NBT.8)

3. What is the value of the underlined digit?

56

\_\_\_\_\_

4. Cecilia collected 342 pennies for her class's penny drive. Marked collected 243 pennies. Use  $<$ ,  $>$ , or  $=$  to compare. Who collected more?

342 \_\_\_\_ 243

\_\_\_\_\_ collected more.

5. Brooke's dog has 15 treats. Then he ate 8 of them. How many treats does he have left?

$$15 - 8 = \underline{\hspace{2cm}}$$

6. What is the next number in this pattern?

225, 325, 425,  
525, \_\_\_\_\_



Name \_\_\_\_\_

# Time to the Hour and Half Hour



COMMON CORE STANDARD—2.MD.7  
Work with time and money.

Look at the clock hands. Write the time.

1.



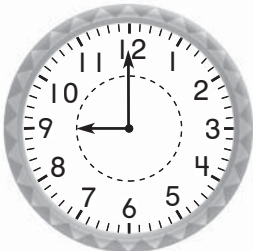
2.



3.



4.



5.

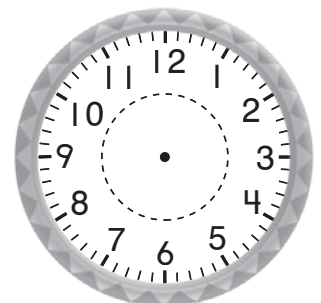


6.



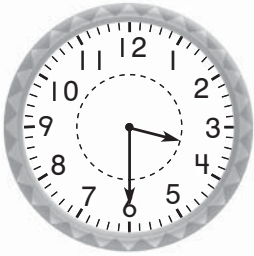
## Problem Solving

7. Amy's music lesson begins at 4:00.  
Draw hands on the clock to show  
this time.



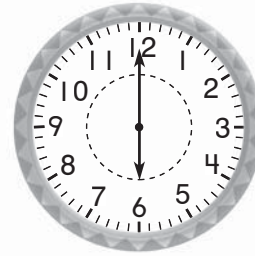
## Lesson Check (2.MD.7)

1. What is the time on this clock?



\_\_\_\_\_

2. What is the time on this clock?



\_\_\_\_\_

## Spiral Review (2.OA.3, 2.NBT.1, 2.NBT.4, 2.MD.8)

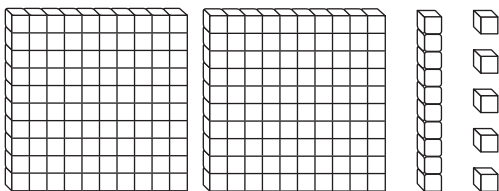
3. Rachel has one \$1 bill, 3 quarters, and 2 pennies. How much money does Rachel have?

\_\_\_\_\_

4. Write  $<$ ,  $>$ , or  $=$  to compare 260 and 362.

260 \_\_\_\_ 362

5. What number is shown with these blocks?



\_\_\_\_\_

6. Circle any even numbers.

1      3      4      5

**Time to 5 Minutes**



**COMMON CORE STANDARD—2.MD.7**  
Work with time and money.

Look at the clock hands. Write the time.

1.



2.



3.



4.



5.



6.

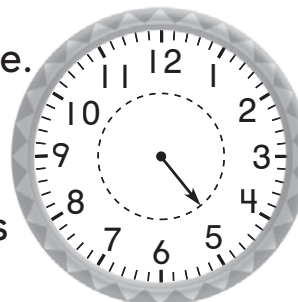


**Problem Solving**



Draw the minute hand to show the time.  
Then write the time.

7. My hour hand points between the 4 and the 5. My minute hand points to the 9. What time do I show?



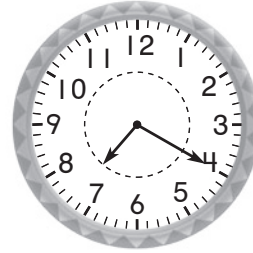
## Lesson Check (2.MD.7)

1. What is the time on this clock?



\_\_\_\_\_

2. What is the time on this clock?



\_\_\_\_\_

## Spiral Review (2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.1a, 2.NBT.1b)

3. What is the sum?

$$1 + 6 + 8 = \underline{\quad}$$

4. Which number has the same value as 30 tens?

\_\_\_\_\_

5. Steven has 3 rows of toys.  
There are 4 toys in each row.  
How many toys are there?

\_\_\_\_\_ toys

6. Jill has 14 buttons. She buys  
8 more buttons. How many  
buttons does Jill have?

$$\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$$

\_\_\_\_\_ buttons

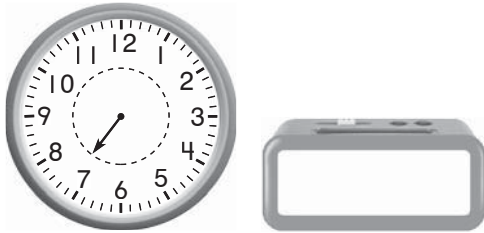
**Practice Telling Time**



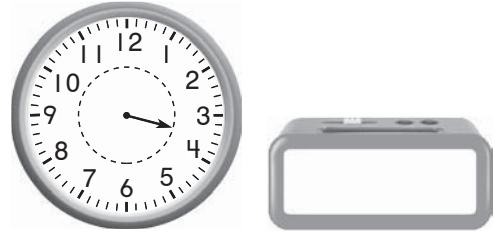
**COMMON CORE STANDARD—2.MD.7**  
Work with time and money.

Draw the minute hand to show the time. Write the time.

1. quarter past 7



2. half past 3



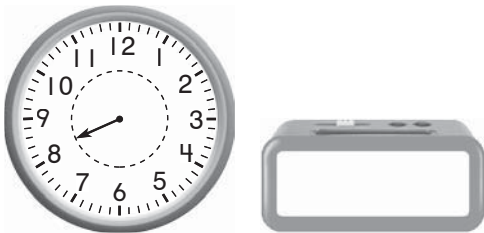
3. 50 minutes after 1



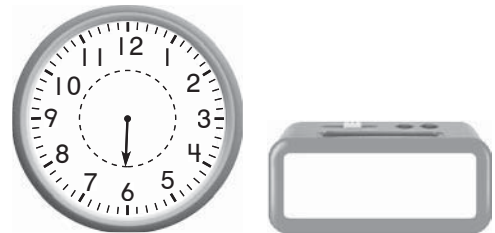
4. quarter past 11



5. 15 minutes after 8



6. 5 minutes after 6

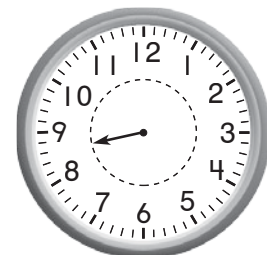


**Problem Solving**



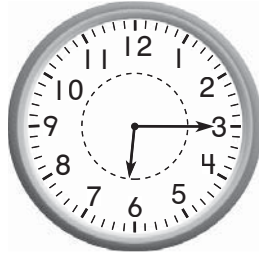
Draw hands on the clock to solve.

7. Josh got to school at half past 8.  
Show this time on the clock.



## Lesson Check (2.MD.7)

1. Write the time on this clock using words.



\_\_\_\_\_

## Spiral Review (2.OA.4, 2.NBT.3, 2.MD.7, 2.MD.8)

2. What is the value of this group of coins?



\_\_\_\_\_

3. What time is shown on this clock?



\_\_\_\_\_

4. Write six hundred forty-seven using numbers.

\_\_\_\_\_

# A.M. and P.M.



COMMON CORE STANDARD—2.MD.7  
Work with time and money.

Write the time. Then circle A.M. or P.M.

1. walk the dog



A.M.  
P.M.

2. finish breakfast



A.M.  
P.M.

3. put on pajamas



A.M.  
P.M.

4. read a bedtime story



A.M.  
P.M.

## Problem Solving



Use the list of times. Complete the story.

5. Jess woke up at \_\_\_\_\_. She got on the bus at \_\_\_\_\_ and went to school. She left school at \_\_\_\_\_.

3:15 P.M.  
8:30 A.M.  
7:00 A.M.

## Lesson Check (2.MD.7)

1. The clock shows when the soccer game ended. What time was it?



\_\_\_\_\_

2. The clock shows when Dad gets up for work. What time is it?



\_\_\_\_\_

## Spiral Review (2.NBT.3, 2.NBT.7, 2.MD.7, 2.MD.8)

3. What coin has the same value as 25 pennies? Draw your answer.

4. Describe 72 as a sum of tens and ones.

\_\_\_\_\_ + \_\_\_\_\_

5. At the beginning of the school year there were 437 2nd graders at Woods Elementary. Over the course of the year, 24 students joined. How many 2nd graders are there at the end of the year?

$$\begin{array}{r} 437 \\ + 24 \\ \hline \end{array}$$

2nd graders

6. What time is quarter past 3?

\_\_\_\_\_



Name \_\_\_\_\_

# Units of Time



**COMMON CORE STANDARD—2.MD.7**  
Know relationships of time.

Use the calendars to answer the questions.

July						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1. List the months that each have greater than 30 days.

\_\_\_\_\_

2. What is the date of the fifth Monday in September?

\_\_\_\_\_

3. In July, there are 4 weeks and \_\_\_\_\_ days.

\_\_\_\_\_

4. Name an event that would be measured in days.

\_\_\_\_\_

## Problem Solving



Solve. Write or draw to explain.

5. Cal's dog is 60 weeks old. Jin's dog is 1 year old. Which is the greater amount of time?

\_\_\_\_\_

## Lesson Check (2.MD.7)

6. At the end of school, Omar was at home for 5 days. Then he went to camp for 1 week. Which is the greater amount of time?

\_\_\_\_\_

7. Rosie's cat stayed with Rosie's aunt for 40 days. It stayed with Rosie's grandma for 1 month. Which is the lesser amount of time?

\_\_\_\_\_

## Spiral Review (2.NBT.7, 2.MD.8, 2.NBT.2, 2.NBT.7)

8. Ana's class sold 176 tickets to a show. There were 482 tickets for sale to begin. How many more tickets were there to sell?

\_\_\_\_\_ more tickets

9. Joe used 5 quarters and 4 dimes to pay for a pen. How much money did he use?

\_\_\_\_\_

10. Vicki used 5 buttons on each shirt. She made 3 shirts. Then she used 2 more buttons. How many buttons did Vicki use?

\_\_\_\_\_ buttons

11. On Friday, 294 children rode the fair ride. On Saturday, 358 children rode the fair ride. How many children rode the fair ride on the two days?

\_\_\_\_\_ children