# Just In Time Quick Check
## Standard of Learning (SOL) 2.7b

| **Strand:** Measurement and Geometry |
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### Standard of Learning (SOL) 2.7b
*The student will use the cent symbol, dollar symbol, and decimal point to write a value of money.*

### Grade Level Skills:
- Use the cent (¢) and dollar ($) symbols and decimal point (.) to write a value of money which is $2.00 or less.

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## Just in Time Quick Check Teacher Notes

### Supporting Resources:
- 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 Co-Teaching Mathematics Instruction Plans (MIPS)
    - 2.7 - Coin Collection Comparisons (Word) / PDF Version
- VDOE Word Wall Cards: Grade 2  (Word)  |  (PDF)
    - Penny
    - Nickel
    - Nickel= Five Pennies
    - Dime
    - Dime= Ten Pennies
    - Quarter
    - Quarter= Twenty-Five Pennies
    - Dollar
- VDOE Rich Mathematical Tasks
    - 2.7ab Coins in Pocket Task Template (Word) / PDF Version
    - 2.7ab Coins in Pocket Student Version of Task (Word) / PDF Version
    - 2.7ab Coins in Pocket  Anchor Papers (Word) / PDF Version
    - 2.7ab Coins in Pocket Anchor Papers Scoring Rationales (Word) / PDF Version

### Supporting and Prerequisite SOL:  2.7a, 1.8, K.7

# SOL 2.7b - Just in Time Quick Check

1. John has forty cents.

    a. Use the cents symbol to show "forty cents." _____

    b. Use a dollar sign and a decimal point to show "forty cents." _____

2. Manuel has one hundred sixty-two pennies.

    a. Use the cents symbol to show this amount. _____

    b. Use a dollar sign and a decimal point to show this amount. _____

3. Indya has one dollar and seven cents.

    a. Use the cents symbol to show "one dollar and seven cents." _____

    b. Use a dollar sign and a decimal point to show "one dollar and seven cents."


    _____

# SOL 2.7b - Just in Time Quick Check Teacher Notes
## Common Errors/Misconceptions and their Possible Indications

1. John has forty cents.

   a. Use the cents symbol to show "forty cents." _____

   b. Use a dollar sign and a decimal point to show "forty cents." _____

*Some students may misplace the cents symbol (¢40) or may write .40 and omit the dollar sign or use the dollar and cent sign together ($0.40¢).  Other students may write $0.4 or $4.0, which may reflect confusion with place value and/or confusion with using the dollar and decimal notation appropriately. In each of these instances, students would benefit from more experiences representing a given amount of money using both types of notation and reading aloud amounts of money represented with this notation.*

2. Manuel has one hundred sixty-two pennies.

   a. Use the cents symbol to show this amount. _____

   b. Use a dollar sign and a decimal point to show this amount. _____

*Students may combine both types of notation and write 1.62¢ or $1.62¢. Students may be able to write the amount correctly using the dollar sign and decimal point but be unable to write the amount as 162¢. Students would benefit from more experiences using both types of notation to represent given amounts of money presented orally or as words.*

3. Indya has one dollar and seven cents.

   a. Use the cents symbol to show "one dollar and seven cents." _____

   b. Use a dollar sign and a decimal point to show "one dollar and seven cents."

   _____

*Students may write $1.7, $1.007, $1.07¢. Students may have a difficult time correctly writing the given value based on what is read or heard, and students may mix both types of notation. Dollar amounts that require a zero in the tenths place may be especially challenging for students. Students would benefit from more experiences hearing, reading, representing, and writing a variety of money amounts that include a zero in one or more places when dollar/decimal notation is used. Opportunities to work with peers and represent the same value of money in more than one way will be beneficial as students build understanding for the similarities and differences among the different representations.*

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