**Strands of MPIs** **developed by ACS BRES 2nd grade teachers:** **Dedra Buchanan,
Courtney Eller, Jada Mast, Heather Parsons, Kayla Rash, and Kathy Evans, ESL**

**ELD STANDARD: The Language of Mathematics EXAMPLE TOPIC: Money**

**GRADE: 2**

**CONNECTION: CCSS.Math.Content.2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will recognize and count the value of coins in a word problem.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **ANALYZE** word problem involving money**.** |
| **DOMAIN: Reading/Writing** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| After reading *The Coin Counting Book*, teacher models identifying coins of different values. After teacher demonstration, students match the names of coins to the actual coins and their values using realia. In partners, students act out the word problem and physically select coins, write the values, and solve the word problem with teacher and peer support. | After reading *The Coin Counting Book*, teacher models identifying coins of different values. After teacher demonstration, students match the names of coins to the pictures of the coins and their values. In partners, students act out the word problem and physically select coins, write the values, and solve the word problem with peer support. | After reading *The Coin Counting Book*, teacher models identifying coins of different values. After teacher demonstration, students locate the names of coins in the word problem and write the value above the coin in the word problem. In partners, students draw the coins, write the values, and solve the word problem with peer support. | After reading *The Coin Counting Book*, teacher models identifying coins of different values. Students locate the names of coins in the word problem and write the value above the coin in the word problem. In partners, students draw the coins, write the values, solve the word problem, and write a sentence explaining steps used to solve it. | After reading *The Coin Counting Book*, teacher models identifying coins of different values. Students locate the names of coins in the word problem and write the value above the coin in the word problem. Students draw the coins, write the values, solve the word problem, and write a sentence explaining method used and why. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **coins, values, penny, nickel, dime, quarter, skip counting, explain, method, total, word problem** |