

Lauren Pcola
Grade: 2

Math-Time
4/18/06

Standards: Early Childhood Continuum Indicators-2.3 Measurement and Estimation, 1-2

D. Read and represent time to the nearest half-hour and in 5 minute intervals.

Objectives:

- The students will be able to tell time in 5 minute intervals.
- After telling the students a time, they will be able to show it on a clock.
- The students will be able to write time in the correct way.
- The students will know the difference between the hour and minute hand.

Cross-curricular Integration: Writing and speaking

Material: a clock for every student, a recording paper for every two students,
chalkboard, chalk

New Vocabulary: minute hand, hour hand

Instructional Procedure:

- Anticipatory Set- Tell the students that today we are going to be learning about time. Ask the students what tool we use to tell what time it is. Ask the students why we need to know what time it is and why we need a clock in our daily lives.
- Developmental Activity- *Draw a clock on the chalkboard. Tell students that there are numbers that go around the clock that help us tell time. Start with 12 on the top of the clock and go around the clock. Have the students say the numbers with you as you go around the clock. *Tell the students that these are the numbers that tell what hour it is and the hand that tells us what hour it is is the hour hand. Put the hour hand on the clock. *Tell the students that we also need to know the minutes when telling time. Tell them there are 60 minutes in an hour and that each number on the

clock is 5 minutes. *Draw little dashes between the numbers and tell students that each dash represents a minute. Tell the students that they should count by fives and have them count with you around the clock. *Tell students that the minute hand is the hand that points to what minute it is. Put the minute hand on the clock. *Give the students their clocks and tell them they have one minutes to look at the clock and play with it. Tell them they are not allowed to talk to each other while they are playing with their clock. *Tell students you will put a time on the clock on the board and they should put the same time on their small clock. Then ask students to tell you the time. Write the time on the board and show students that the hour goes on the left side and then two dots then the minutes go on the right side. Do a five more examples on the board. *Tell the students that now they are going to be using their clocks to make up a daily schedule of things they do. Tell them they are going to be working with partners and they are only to be talking to their partner and no one else and they should use inside voices. They should work cooperatively and take turns giving a task to write down and take turns drawing on the clocks. Give them an example like “Wake up, 8:00” then draw 8:00 on the board. *Break students in to pairs and give each pair a recording sheet. Tell them they have 15 minutes to work on the paper. While the students are working, walk around the room and make sure the students are on task and they understand the material.

- Closure- Have the students come up to the front of the class and present their schedules and show the students the times on their clocks. Review how many minutes are in an hour and how you count the minutes. Review the hour hand and the minute hand.

Assessment: Observe the students as they copy the time on their own clock. Observe their answers to the questions and also collect their schedules to make sure they are writing the time correctly and that they are also representing the time correctly on the clocks.

Special Needs Adaptations: For a gifted child in my room I would give them information on the difference between a.m. and p.m. I would also let them figure out times that weren't in 5 minute intervals.

Extension/Enrichment: Have students make their own clock. Have them draw pictures of what they are doing at different times in the day. They could write a story in chronological order using time in it.

Reference: I came up with this idea on my own.