

Lesson Plan: Telling Time

PREPARATION

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Course: Mathematics

Topic (Unit): Measurement and Data

Lesson: Telling Time

Big Idea: Telling and writing time by using an analog and digital clock

Standards:

- **2.3.1.C:** Tell time on an analog and digital clock to the nearest hour and half hour.
- **CC.2.4.1.A.2:** Tell and write time to the nearest half hour using both analog and digital clocks.
- **CC.2.4.2.A.2:** Tell and write time to the nearest five minutes using both analog and digital clocks.

Objectives:

A1 (Audience): Second grade students

B1 (Behavior): telling time

C1 (Condition): matching game (picture attached)

D1 (Degree): with 100% accuracy

Given a matching game with clocks and digital times, second grade students will be able to match the pieces with 100% accuracy.

A2 (Audience): Second grade students

B2 (Behavior): write time

C2 (Condition): using a hula-hoop clock and paper watches (picture attached)

D2 (Degree): by the end of the lesson

Given the manipulatives “Hula-Hoop Clocks and Paper Watches (analog),” second grade elementary students will be able to correctly write time (nearest hour and half hour) by the end of the lesson without any errors.

Essential Questions:

- Why is it important to tell time?
- What do you need to tell time?
- What are some important activities you need to do at a specific time?

Materials/Resources:

- Hula-Hoop
- Whiteboard/Chalkboard
- Dry Erase Marker/Chalk
- Paper Watches (see picture)
- Plastic Eggs (see picture)
- Worksheet (This will be the homework assignment)
- *The Grouchy Ladybug* by Eric Carle
- Cut out clocks that go along with *The Grouchy Ladybug* (see picture)
- Crumpled Paper with clocks drawn on them (see picture)

Vocabulary:

- **Analog Clock-** a clock that shows the time and uses hands
- **Digital Clock-** a type of clock that displays the time digitally
- **Minute Hand-** longer clock hand: the longer pointer on a watch or clock that indicates the minutes
- **Hour Hand-** short hand on an analog clock: the shorter wider hand that indicates the hour

UDL Considerations:

- Level 1 (Entering): ELP.1.L.PK-K.1.1: Follow simple oral commands with visual cues.
 - Make the clock read a certain time (ex. 3:30)
- Level 3 (Developing): ELP.1.L.PK-K.3.1: Follow oral commands to show simple spatial relations with real life objects as a group.
 - Have the students work in pairs and utilize the manipulatives (hula-hoop clock, egg matching, and paper watches)
- Level 5 (Bridging): ELP.1.L.PK-K.5.1: Follow sequential commands with visual or non-verbal cues.
 - Have the students work with English proficient students

PRESENTATION

Introduction:

Write the essential question on the board, “Why is it important to tell time?” Have the students write their answers on a mini white board. Start off with a class discussion about why it is important to tell time. Ask the students what time they go to bed, what time they eat dinner,

and what time they wake up for school. This will help the students become engaged and involved within the lesson.

Instructional Strategies:

Time	Teacher will...	Students will...
5 minutes	Have the essential question written on the chalkboard. Observe and walk around the classroom. If a student is having trouble coming up with an answer, talk them through it.	Write their reply on the white board. When they are finished, have them put their white board face down so the teacher knows when the students are ready to move on.
5 minutes	Ask students to share their response and ask them what time they go to bed, what time they eat dinner, and what time they get up to get ready for school. Use the popsicle stick method to call on students so each student gets the opportunity to share his/her answer.	If called on, the student will answer the question.
10 Minutes	Teach the students about the parts to the clock (analog, digital, minute hand, second hand, hour, minute)	Students will follow along with a worksheet. On the worksheet they will label the parts of the clock.
10 Minutes	Read <i>The Grumpy Ladybug</i> by Eric Carl and while reading, have the students to follow along with the times stated in the book using the provided	Students will listen to the book and follow along using the provided clocks.

	clocks.	
15 Minutes	<p>Stations:</p> <ul style="list-style-type: none"> • Hula-Hoop Clock- practice telling and writing time with an analog clock (nearest hour and nearest half hour) • Paper Watch- practice telling time with a paper watch (nearest hour and nearest half hour) • Egg Matching- match the digital clock time with the correct analog clock time 	Students will spend 5 minutes per station. There will be 3 stations. This will help the student practice telling and writing time.
15 Minutes	<p>Closing activity could take place in the gym or outdoors. There will be a “snowball fight” with crumpled up pieces of paper. These papers will have pictures of clocks drawn on them. When each child has a snowball, the students will regroup and sit in a circle. At circle time, each student will share what time his or her snowball has on it.</p>	Students will partake in the snowball fight and then when in circle time they share what time their snowball has.

Total Time: 1 hour

EVALUATION

Student Closure:

As a student closure assignment, students will partake in the snowball fight and circle time.

Assessment:

The assessment will be a simple test where they have to write the time according to what the analog and digital clock says. This will see if the children achieved the objectives of being able to correctly write and tell time.

Homework:

To reinforce what the students learned from this lesson, they will complete a worksheet. The next day, the teacher will go over the worksheet and go over any problems the students have.

Teacher Reflection:

OMIT

Formative Assessment:

To be able to accomplish the set objectives, the teacher will travel around the classroom to make sure that the children are grasping the lesson and don't have any questions. In addition, writing on whiteboards and partaking in the stations are some examples of formative assessments included in this lesson plan.

How will you assess performance, provide feedback, correct, practice (formal and informal), ensure retention, and provide provisions for transferability?

With much practice writing and telling time, the student will be given plenty of opportunities to master telling and writing time. To provide feedback, the teacher will go over the homework assignment and let the students know what they need more help on.

PICTURES:

