**Name:** Andrea MacMurray **Grade/Developmental Level:** 2nd Grade

**Subject Area:** Mathematics (Telling Time)

**Length of Time:** 15 Minutes **Date Taught:** 10/28/10

**Purpose:** To reinforce the concept of telling time.

**Curriculum Standards:** Communications, Connections, and Representations

M:CCR:2:1 **Students will communicate their understanding of mathematics** and be able to:

• Demonstrate mathematical communication through discussion, reading, writing, listening, and responding, individually and in groups.

• Discuss relationships between everyday language and mathematical language and symbols (e.g., words that mean something different in mathematics and in everyday life).

• Explain conclusions, thought processes, and strategies in problem-solving situations.

• Discuss, illustrate, and write about mathematical concepts and relationships.

• Draw pictures and use objects to illustrate mathematical concepts.

**Objectives:**

1. The children will be seeing reinforcing the concept of telling digital time and telling time on a clock.
2. The children will be moving the hour and minute hand around the clock.

**Background Knowledge Needed:** Have the children worked with time before? How much? Have they done hours, half hours, quarters, and minutes? Where are they lacking?

**Materials Needed:**

1. Small Clocks (Enough for all the children)
2. White board
3. Large Judy Clock ®

**Student Grouping:** 2nd Graders

**Preparation for Experience:**

1. Have Judy Clock ® readily available
2. Write on the white board “Show me \_\_\_\_\_ : \_\_\_\_\_”

**Outline of Experience:**

**Introduction:** Please go to your tool kit and get out your clocks.

**Body of the Lesson**:

We are going to practice telling time.

Please show me:

8:00, 1:30, 5:15, 9:45, 10:30, 11:15

After the children show me the time on their clocks I will show them the time on the large Judy Clock ®. If I sense that these times are too easy I will ask them more specific times like the conclusion.

**Conclusion**: Here is a tricky one: please show me 3:05

**Assessment Plan**:

I will know my objectives have been met through observation of the students during the clock activity. I will be able to see who is able to move the hands around the clock to the proper time. I will be able to see if they understand the concept of hours, half hours, and quarters. The conclusion will help me assess if they are beginning to understand minutes.

**Child Guidance/Classroom Management Plan:** If students get off track I will remind them that their job is to show me on their clocks what time it is. I will reinforce this by moving to the area of the room that I am most needed. I will use verbal and nonverbal cues to help certain students.

**Extension Plan:** You could extend this activity by instead of writing the digital time on the board use the Judy Clock ® and asking the students to write the time.