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

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

**Length of Time:** 25 Minutes **Date Taught:** 11/4/10

**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 matching three aspects of telling time together (digital, 12 hour, words)
2. The children will be physically putting the pieces together to see if they fit.

**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. Matching Game Pieces

**Student Grouping:** 2nd Graders (3 children in each group)

**Preparation for Experience:**

1. Have the game pieces handy.

**Outline of Experience:**

**Introduction:** We are going to work on telling time some more today. This is a quick warm up activity that you’re going to work with two other people on. When we work in groups what are some things that we need to remember? (Take turns, etc)

**Body of the Lesson**:

Group 1 Group 2

Ethan Emerson

Haley C. Hailey T.

Andrew JoDee

Group one please go find a spot on the floor to spread out your game pieces. Group two please do the same. You have enough time to play a couple of rounds.

**Conclusion**: I will make sure to give the students a heads up to when the activity will be ending. For instance “Students you have five more minutes.” “It is time to clean up the game pieces and return to your desks.”

**Assessment Plan**:

I will know my objectives have been met through observation of the students during matching game activity. I will be walking around seeing if the children are all matching the game pieces together. I will be able to witness the interaction between the students. I will be able to take some notes about the interactions between their peers.

**Child Guidance/Classroom Management Plan:** I will be walking around, involving myself in each group. I will be posing thinking questions to help the students contemplate. If I notice a group getting off track I will join that group and help them refocus by posing questions and my presence.

**Extension Plan:** The children could come back to this activity by themselves and play it. This activity could also be used as an assessment. I could do this activity individually with students and take notes. I would be able to see if the student is understanding all three aspects (digital, 12 hour and words). This could be an activity that the class works together to create and then take home to practice.