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

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

**Length of Time:** 20 Minutes **Date Taught:** 11/2/10

**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 writing the time shown on the worksheet under each clock face.
2. The children will be coloring in the amount of elapsed time on each clock face.

**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. What Time Is It? Worksheet
2. Colored Pencils

**Student Grouping:** 2nd Graders Individual Activity

**Preparation for Experience:**

1. Have 6 Copies of the worksheet
2. Have colored pencils handy

**Outline of Experience:**

**Introduction:** Today we are going to work on telling time so more. You are going to complete this worksheet. There are two parts to the directions. “\_\_\_\_\_\_\_\_\_\_\_ can you read the first sentence of the directions please.” (Write the time below each clock) “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ could you tell me what that means we need to do.” “\_\_\_\_\_\_\_\_\_\_\_\_\_ will you read the next sentence to the class.” “\_\_\_\_\_\_\_\_\_\_\_\_ what does that mean we need to do?” “Does anyone have any questions about the worksheet?”

**Body of the Lesson**:

The children will be completing the worksheet. I will be walking around observing the children as they reinforce their concept of time.

**Conclusion**: You have two more minutes to finish up your worksheets. If you are done please hand it to me. If you are not done please put it in your fix and finish folder.

**Assessment Plan**:

I will know my objectives have been met through observation of the students during this activity as well as the completed worksheet. I will be able to see what areas the student really understands and where they need more practice in. I will be able to see if they understand the concept of elapsed time through the worksheet aspect when they color in the amount of elapsed time.

**Child Guidance/Classroom Management Plan:** I will be walking around observing each students progress. If students are getting off track, I will remind them as a class or individually that this is a “Red Time,” and they have a job to do which is to complete the worksheet.

**Extension Plan:** The children could use this sheet as a reference sheet. They could refer back to this sheet when they are having trouble figuring out what time it is. This activity could be extended into them creating their own times of day. Another worksheet could be generated asking question such as: Show me what time you go to bed? What time you eat lunch? What time do you go to soccer? What time do you wake up in the morning? Etc…