

Small Group Center Resource: Time Measurement

Grade: 3rd		Subject: Math	
Materials: Whiteboards, BINGO wksts (alternative formative assessment), shapes for quarter increments, whiteboard markers, wksheets for summative assessment		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input checked="" type="checkbox"/> Small Group Explain: The lesson plan focuses on a small group center activity for students having difficulty with some parts of the telling of time. <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 3.MD.7 Tell and write time to the nearest five minutes (including quarter after and quarter to) with a.m. and p.m. using analog and digital clocks.		Differentiation Below Proficiency: Students will fail to write time to the nearest five or “quarters” as well as fail to differentiate am and pm while drawing in times on a clock. Above Proficiency: Students will successfully write time to the nearest five or “quarters” as well as differentiate am and pm while drawing times on a clock. The student will be able to express these objectives both verbally and visually. Approaching/Emerging Proficiency: By the end of the small group center session, students will be able to draw out times of the day on a clock with the understanding and implementing of a.m/p.m as well as the proper counting of “quarters” within an hour.	
Objective(s) By the end of the unit, students will be able to draw out times of the day on a clock with the understanding and implementing of a.m/p.m as well as the proper counting of “quarters” within an hour. Bloom’s Taxonomy Cognitive Level: Application		Modalities/Learning Preferences: Visual, Oral, Kinesthetic	
Classroom Management- (grouping(s), movement/transitions, etc.) Because this is only a twenty minute session, students need to keep up at a consistent		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to stay on task for the entire duration of the session. Minimal discussion will happen one-on-one for the partners, as this is crucial time for direct instruction for the whole group.	
Minutes	Procedures		
5	Set-up/Prep: Large, paper or foam movable clock, whiteboards and markers, bingo charts, play squares (that are labeled fifteen)		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Instructor will pull out two different forms of telling time (watch and a cell phone). The instructor will say “We are very used to reading what time it is off of our phones, but we need to know how to both read the time properly from the phone, from a watch, and from a clock” “What form of time will you see the most in school? How about at home?” (Let the students have a few seconds to share) -Today, we are all going to make sure we can write and verbally say what time it is in increments of five and in quarters, and know what it’s AM (morning) or PM (evening).		
2	Explain: (concepts, procedures, vocabulary, etc.) What makes up an hour? A minute? <ul style="list-style-type: none"> • Students will have whiteboards and markers reading. When instructor says so, the students will mimic the teacher’s actions • “Students, I want you to write this answer down on your white boards and keep the answer to yourself.. how many seconds are in one minute? (Check for formative assessment and nod head if the student’s board is correct- the students will know that the nod is a sign of approval for them to move on to the next thing) • “How many minutes are in an hour?” (These questions are just for review) 		

Small Group Center Resource: Time Measurement

	<ul style="list-style-type: none"> What pattern do you see in these two answers? (Let the students respond) answer= they both are 60; 60 seconds in a minute, 60 minutes in an hour.
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Increments and Patterns of 5 and 15 practice:</p> <ul style="list-style-type: none"> 2nd graders, 60 is a big big number! I want to show you the way we split the number 60 up in time to equal one hour.. we call them quarters! 2nd graders, what do you think of when you think of quarters? You think of money! In money, quarters equal out to be 25 cents... but pause! When thinking about time, on a watch, clock, or on a phone, we have to think of quarters in increments of 15. Clarification: Increments means sequence. Now, a sequence of 15 is bit difficult to start off with, so let's make it from 5 to 60 in sequence of 5s. Let me get you started, and then I want to see what you can do. Model me, and then keep going until you get to 60. Students will pull out whiteboards, and instructor will say, write and repeat after me "5,10,15,20..." Students will then continue the pattern up to 60- technique for scaffolding Instructor will check the boards once again to make sure that students are understanding the pattern and can get up to sixty. For those that complete the task earlier than the rest, they will be holding and looking at the objects for the next activity. <p>Patterns of 15:</p> <ul style="list-style-type: none"> Each student will be given four cubic squares, representing 15 for each square (the cubic squares will be labeled on the individual cubic squares). Teacher will explain the pattern of 15 up to 60, asking the students to repeat the pattern as the numbers go up. Students will also mimic by writing down the numbers. "15,30,45,60" CLARIFICATION: Once the pattern is understood, explain to students that you would never say sixty or write it out.. 60 is equal to one hour, which is equal to on hour, or 1.00. This will give the students distinction. Now when I say a quarter (15 minutes) AFTER 2, does that mean we start a little after to or a little before 2? (it is obvious that students are going to have trouble understanding how 45 and 15 works). To explain this, go back to what the instructor said about 60 equaling 1 hour. One quarter (fifteen) after (plus) 2 (2:00) = 2:15. -Do a couple of problems like this for practice, letting the students solve. EXAMPLE: a quarter before 6PM, a quarter after 3PM, a quarter before noon. <p>AM+PM:</p> <ul style="list-style-type: none"> This will be covered in the midst of the examples provided above with quarter after and quarter to before.
	<p>Review (wrap up and transition to next activity): Alright students, today we reviewing patterns for telling time- let's repeat aloud the patterns for fifteen! What about 5? Great job today! I encourage you to be more watching of the clock in the room and practice during your transitions- now it is TIME for reading!</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Clarification on quarters; this is especially confusing as coin counting an collecting is apart of one of the second grade standards.</p> <ul style="list-style-type: none"> Whiteboard activity for patterns of 5 and 15 in the hour Repetition, mimicking, and completion of patterns <p>• Consideration for Back-up Plan: Time-telling bingo- students will learn the patterns as they play- the reason this is a backup is because the students need to be set in stone in proficiency before a game can happen, but it is an option if the student finish sooner than later</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will complete Quarter Till vs. Quarter Past worksheet independently. Once the assignment is completed, student will then be given sentences by instructor to determine if each problem is AM or PM in timing. In addition, student will be drawing out a clock next to the problems with digital clocks (this summative will take a few days but will cover what they have learned).</p> <p>Test assessment can be seen at the end of lesson below.</p>

Small Group Center Resource: Time Measurement

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I think that this lesson plan went very well. I was surprised how responsive the kids were to it, because they have struggled with morning math and specifically work with a clock. I think the one thing that could have been added to the lesson plan was time for small group if necessary. Because there is a summative assignment, it would have been good for the students to have individual work time with me. The lesson overall was very engaging and required the class to stay interested.

Small Group Center Resource: Time Measurement

B i N G O

				
		FREE!		
				

Teach Starter.com

B i N G O

				
		FREE!		
				

Teach Starter.com

Small Group Center Resource: Time Measurement

12:00	05:30	02:30
03:00	06:30	05:00
03:15	12:15	11:00
08:15	02:00	09:00
07:30	11:30	06:15
08:30	05:15	11:15



Quarter Till vs. Quarter Past

Quarter till means there are 15 minutes left until the next hour.

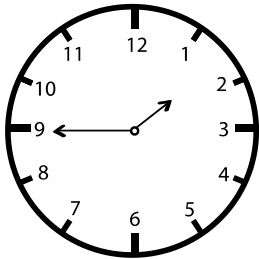
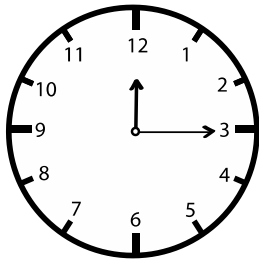
Quarter past means it is 15 minutes past the hour.

Look at the times below and write if the time is a quarter till or a quarter past the hour.

10:15

9:45

12:45



Read the conversation below and answer the question.



Michael: What time is it now?

Lucy: It's a quarter to eleven.

Michael: Oh great! I still have time.

Lucy: When does the show start?


Michael: At a quarter past eleven.




What time is the show? Write the time in digital form.

Name: _____ # _____


Time Assessment



Hour _____
Minute _____
Time _____:_____



Hour _____
Minute _____
Time _____:_____



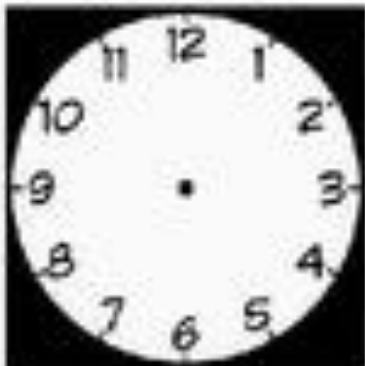
Hour _____
Minute _____
Time _____:_____



Hour _____
Minute _____
Time _____:_____



2:30



7:00



3:45

One hour before One hour after



_____:_____ _____:_____

One hour before One hour after



_____:_____ _____:_____



4:30



8:15

