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| **Grade 4** |
| **Grade: 4 Subject: Math**  **Unit: Measurement Time**  |
| **Learning Target:** Use elapsed time to express how much time has passed |
| Curriculum Outcomes: Mo1.02 – Express the time orally an numerically from a 12-hour analog clockM01.04 – Express time orally and numerically from a 12-hour digital clockM01.06 – Explain the time orally as “minutes to” or “minutes after” the hour |
| **Screencast support:** [Telling Time elapsed time](https://www.youtube.com/watch?v=NhYaE0yw3kQ) |
| **Resources/AT Tips:** Screencast – Telling Time elapsed time mini assessment, [interactive whiteboard analog clock](http://www.teacherled.com/resources/clockspin/clockspinload.html)Math Makes Sense 4 page 137 Kids clock appEnrichment – [Elapsed Time (pink hair)](https://www.youtube.com/watch?v=5bu14OfrbLE) screencastShowbie Elapsed time clock – NSVS – Math commons 4-6 |
| **Lesson Procedure** | **21st Century Skills** |
| **I do:** * Activate prior knowledge – using whiteboard clock review parts of the clock and vocabulary used for telling time. Give examples of different times and have students tell you what time it is.
* Ask students how you know how long you have spent on an activity? The amount of time from the start to the end of an activity is the elapsed time. To find elapsed time in minutes we count on by 5’s.
* Show screencast of [Telling Time elapsed time](https://www.youtube.com/watch?v=NhYaE0yw3kQ)
 |  find, validate remember, understand  collaborate, communicate analyze, synthesizecritical thinking evaluate, leverage create, publish citizenship |
| **We do:** * Do a variety of examples with the interactive analog clock. Show the counting by 5’s and then counting on strategy. All examples should be less than 1 hour.
* Students work in groups of 2 using iPad and kids clock to answer questions 1-10 on page 137 Math Makes Sense 4. Continuously circulate talking with students and checking for understanding and giving feedback.
 |  Notes |
| **You do:** Work on extra practice sheet found below. This should be passed in using the app showbie. |  |
| **We share:**Bring students back together to review elapsed time. We have been working within one hour. Explain that there is another way to find elapsed time over a period of hours. Allow them all to watch the enrichment video [Elapsed Time (pink hair)](https://www.youtube.com/watch?v=5bu14OfrbLE) a few may have seen it through enrichment activities. |   |
| **Differentiation** |
| **Adaptations:** Have struggling students watch the screencast Telling Time to the minute.Give one on one attention to struggling students. Have them us manipulative clock and practice making time to the hour and describing that time | **Enrichment:** Students that clearly understand within the hour can move ahead to elapsed time over a variety of hours. Have them watch the screencast [Elapsed Time (pink hair).](https://www.youtube.com/watch?v=5bu14OfrbLE) Provide situations in which they would use the T-chart method to answer elapsed time over a period of hours. |
| **Notes:** |
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### Elapsed Time

1. Neetu began to watch television at 7:15.
She watched television for 45 minutes.
What time did Neetu stop watching television? Draw a clock to help, a T-chart or your iPad clock.
2. Complete this chart that shows the schedule of activities at
Wild World Park.

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| --- | --- | --- | --- | --- |
|  | Activity | Start Time | End Time | Elapsed Time |
| a) | Parrot Show | 10:00 a.m. | 10:40 a.m. |  |
| b) | Seal Show | 11:15 a.m. |  | 50 minutes |
| c) | Dolphin Show |  | 2:00 p.m. | 45 minutes |

### Isaac takes 25 minutes to get from his home to Wild World Park. Isaac wants to arrive in time to see the Seal Show.

### When should Isaac leave home?