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| **Math 4** | | |
| **Grade: 4 Subject: Math**  **Unit: Measurement - Time** | | |
| **Learning Target:** Telling Time to the hour – O’clock | | |
| **Curriculum Outcomes: M01.02** Express the time orally and numerically from a 12-hour analog clock. | | |
| **Screencast Support:** [Telling Time to the hour](https://www.youtube.com/watch?v=udjxRPppOgo) | | |
| **Resources/AT Tips:** [**Analog Clock**](http://www.teacherled.com/resources/clockspin/clockspinload.html) **for the whiteboard, clock for kids app Thaw Space:ssrsb:Desktop:Screen Shot 2015-07-02 at 1.23.15 PM.png** | | |
| **Lesson Procedure** | | **21st Century Skills** |
| **I do:** Activate prior knowledge – students have been previously taught there are 60 seconds in a minute 60 minutes in an hour.  Ask students,   * What is something you can do in a second? In a minute? * What is something you can do about 10 times in a minute? In an hour?   Access the interactive [analog clock](http://www.teacherled.com/resources/clockspin/clockspinload.html) found on teacherled.com  - Where do you see clocks? Why do we use them?  What are the parts of the clock? Have students answer.  Describe parts of the clock – Face, hands. Identify minute hand and hour hand. What do they tell us?  Today we will use the vocabulary of O’clock.  - Put a time to the hour on the whiteboard clock.  Describe how we know it is 9 o’clock – write it as 9:00 as well.  - Show a few more times to the hour on the interactive clock. Having students tell me what time it is. | | find, validate  remember, understand |
| **We do:** Open textbooks Math Makes Sense to page 128. Read the connect section together. This will be reinforcement to the I Do. Explain that we are focusing on telling time to the hour. | | find, validate  remember, understand  collaborate, communicate |
| **You do: Thaw Space:ssrsb:Desktop:Screen Shot 2015-07-02 at 1.23.15 PM.png**  Have students access clock for kids app on their iPads. Go to practice – Hour – Play “The Time Is?”  With your tablemate continue to practice telling time to the hour. One student will put a time to the hour on the iPad and the other student will tell the time to the hour. As you circulate watching, listening and helping listen for the specific vocabulary of o’clock.  Have students put iPads away. | | understand  collaborate, communicate  analyze, synthesize  critical thinking |
| **We share:**  Come back together as a group. Show 5 different times one at a time on the interactive whiteboard. Give students 5 seconds and then have the whole class answer at the same time. | | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| **Differentiation** | | |
| **Adaptations:**  **Have struggling students watch the screencast Telling Time: to the hour**  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 have a strong grasp of this can move onto the 2nd lesson in the series and begin by watching the screencast on Telling Time: to the half hour | |
| **Evaluation:**  Continuously assess students. Take anecdotal notes of students, watching for struggling students. This unit is heavy on scaffolding students need to understand each before they move on. | | |
| **Teacher Reflection:** | | |