**Telling Time Unit Overview**

Lesson 1: Introduction to Clocks

Lesson 2: Reading and Analog Clock

Lesson 3: Time in Daily Life

Context:

The setting where this unit will be implemented is in the Michigan area, along the outskirts of a larger city. The community's population is largely Hispanic, followed by a large African American population. Many of the Hispanic individuals in the community have immigrated to the United States in search of opportunity. A large number of African Americans historically lived in this area of the city before the Hispanic population moved in as well. The students who attend the school come almost entirely from the local community. This school is a public elementary school that goes from pre-school to grade five. The school has around four hundred students attending. Within this school setting, this unit will be taught within a second grade classroom, where students are around age seven. Half of the students in this class are male and the other half are female. The classroom also has a variety of cultural backgrounds represented. Half of the class is Hispanic, about one-third is African American, and the rest of the class is Caucasian, with the exception of one student from India. The primary languages and dialects of these students include Spanish, African American English, English, and Hindi. The socioeconomic backgrounds of these students also represent a wide range, from a lower level to middle class level. The students also come from diverse ability levels. Several of the students who do not have English as their primary language are about a year behind in their language abilities. They are also slightly behind in their content knowledge as a result. In contrast to this, a few of the students are performing above grade level expectations, and need more of a challenge provided in the classroom.

Theme, Description, and Outline:

The unifying topic through this math unit is telling time. The first lesson of this unit will introduce students to the two types of clocks we use in the United States, both analog and digital. Students will gain knowledge and vocabulary revolving around the different parts of an analog clock. The parts of an analog clock we will look at include the hour hand, minute hand, second hand, and clock face. The parts of a digital clock we will look at include the number that represents the hour, the number that represents the minutes after the hour, and the colon that separates them. A pre-assessment will also take place during this lesson where students discuss how these parts might work together to help keep track of time. Students will then be introduced to how the hour hand on a clock operates to let us know what hour of the day it is closest to. The second lesson will be about telling time on an analog clock with both the hour hand and the minute hand. The third lesson will be about the importance of telling time in daily life. The students will connect time to the daily routines they go through in the classroom and come to understand how time structures life in the United States.

One major concept that will be highlighted throughout these lessons is that clocks help us divide and organize daily life. Students will then learn about how different cultures divide and organize time in different ways. Students will come to understand that the method of time they are learning is the United State's procedure for structuring time. Students will also gain a greater understanding of how time structures and organizes their daily lives, and will leave questioning and further exploring how time plays an active role in their lives.

Goals and Objectives:

Content and Language Objectives:

* (Content Objective) Students will be able to identify the two types of clocks used in the United States.
* (Content Objective) Students will be able to tell time on a digital clock to the nearest five minutes.
* (Content Objective) Students (with a partner) will be able to predict how the features of an analog clock work together to tell time.
* (Language Objective) Students will be able to develop content and instruction related vocabulary including analog clock, digital clock, clock face, hour hand, minute hand, second hand, and predict.
* (Content Objective): Students will be able to tell and write time from an analog clock to the nearest five minutes.
* (Language Objective): Students will practice conversational skills revolving around asking and answering what time it is.
* (Content Objective) Use what they know about reading time on analog and digital clocks to create a timeline of their typical school day.
* (Language Objective) Discuss, with a partner, specific examples of what the ladybug (in the book "The Grouchy Ladybug") does at specific times during the story.

Common Core Standards:

Common Core Math:

[CCSS.Math.Content.2.MD.C.7](http://www.corestandards.org/Math/Content/2/MD/C/7): Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Common Core Language Arts:

[CCSS.ELA-Literacy.SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.2.1a](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.2.1b](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others’ talk in conversations by linking their comments to the remarks of others.

[CCSS.ELA-Literacy.SL.2.1c](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.

[CCSS.ELA-Literacy.RL.2.1](http://www.corestandards.org/ELA-Literacy/RL/2/1/) Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

Michigan Grade Level Content Expectations (GLECS):

Social Studies:

1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

WIDA ELD Standards:

-Standard 2:English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

-Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

SIOP Features:

1. Content objectives clearly defined, displayed, and reviewed with students.

2. Language objectives clearly defined, displayed, and reviewed with students.

9. Key Vocabulary Emphasized (e.g., introduced, written, repeated, and highlighted for students to see.)

15. Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.

17. Grouping configurations support language and content objectives of the lesson.

Assessments:

Group and partner work is consistently used during this lesson. As a result, the teacher will be formatively assessing each lesson through questioning and observation. If the teacher notices that several individuals in the class are struggling in a specific area, than this concept will be addressed and re-explained to the entire class. If individuals or groups are struggling with certain material, than the teacher will be able to use group work time to help further clarify idea for these students. Several of the places in the lesson, where the teacher should make sure the students understand the material before moving on, are written within the lesson plan outlines.

The summative assessment of this unit is included in the materials for lesson three. The assessment will have a written portion and an oral portion. The written assessment will have students both tell and write out times on an analog clock. It will also have students tell what time is being shown on a digital clock. A section will also be included on vocabulary, having students label the parts of an analog clock. The last section will have students write two sentences on what they learned about clocks. The oral portion of this test will have students find the time requested by the teacher from a group of analog and digital clock pictures. One of the times will be off of an analog clock and one will be off a digital clock to test student ability in both areas. During this oral assessment the teacher will be able to help the students through guided thinking if necessary. An assessment recording tool is located at the back of this unit binder to help the teacher record student progress towards the unit objectives.