

Time – Mini Unit

Related SOLs: 3.15/3.16

3.15 - The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.

3.16 - The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.

Day 1 – What is time?

Objectives: After lecture/review, students will be able to identify:

- How many days are in a week
- How many months are in a year
- How many days are in each month
- How many days are in a normal/leap year

Activities:

- Brainstorm what we know about time
- Identify time-telling tools in the room (calendar, analog/digital clocks)
- Introduction to the calendar (calendar poem)

Assessment:

- Informal – questions during class/review
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Day 2 – How do I use a calendar?

Objectives: After lecture/activity, students will be able to:

- Explain how to use a calendar to tell time
- Explain the difference between the day and the date
- Use a calendar to tell time

Activities

- Model use of the calendar
- Guided/independent practice finding days and dates

Assessment

- Informal – questioning during class/review

Day 3 – How can I use a clock to tell time?

Objectives: After lecture/activity, students will be able to:

- Use analog clocks to tell time, using clock manipulatives
- Say the time correctly
- Write time correctly
- Use A.M. and P.M. to differentiate between morning and afternoon

Activities:

- Lecture – hour and minute hand, saying time
- Model how a clock works on large teacher clock
- Lecture – morning/afternoon
- Write times on white board modeled on teacher clock
- Independent practice – worksheet

Assessment:

- Review of independent practice, informal questioning throughout lesson
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Day 4 – How can I use a clock to tell time? What is a reasonable amount of time to complete daily tasks? How can I tell how much time has passed?

Objectives: After lecture/activity/review, students should be able to:

- Calculate elapsed time
- List reasonable amounts of time to complete daily tasks, such as: eating, homework, etc.
- Use a digital clock to tell time

Activities:

- How long is a minute? (Students silently raise hands when they think that a minute has passed.)
- Reasonable time – worksheet
- Elapsed time – short lecture, guided practice with questions

Assessment:

- Review of reasonable time, review of guided practice.
- Questions during review