Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 2* / Grade 2 (Math Regional Curriculum)

Monday, October 15, 2012, 2:11PM

Standard/Module: Proficiency with Measurement 2.MD.7 (Week 3, 37 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) Connects to 2.NBT.2

Standards

NYS: CCLS:Mathematics, NYS: 2nd Grade , Measurement & Data
2.MD Work with time and money.

- 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Enduring Understandings	Essential Questions
This standard calls for students to tell (orally and in writing) and write time after reading analog and digital clocks. Time should be to 5 minute intervals, and students should also use the terms a.m. and p.m. A clock is simply a curved number line and can be treated in much the same way as a straight number line.	Why do I skip count by 5's when reading an analog clock? How is a clock like a number line? What are the differences between AM and PM? What are the similarities between AM and PM?

Critical Content

Teachers should help students make the connection between skip counting by 5s (2.NBT.2) and telling time on an analog clock.

In first grade, students learned to tell time to the nearest hour and half-hour. Students build on this understanding in second grade by skip-counting by 5 to recognize 5-minute intervals on the clock. They need exposure to both digital and analog clocks. It is important that they can recognize time in both formats and communicate their understanding of time using both numbers and language. Common time phrases include the following: quarter till ___, quarter after ___, ten till ___, ten after ___, and half past ___. Students should understand that there are 2 cycles of 12 hours in a day - a.m. and p.m.

Skills	Vocabulary
Tell and write time to the nearest 5 minutes from an analog clock Tell and write time to the nearest 5 minutes from a digital clock	Tier 2: analog, digital, minutes

	Tier 3: AM, PM

Stage 2: Assessment Evidence

Assessments

Telling Time
Formative: Test: Written

Students write the time shown on digital and analog clock faces. Student draw what the clocks (both analog and digital) would look like given a specified time.

Stage 3: Learning Plan

Learning Activities	Resources
Recording their daily actions in a journal would be helpful for making real-world connections and understanding the difference between these two cycles. An interactive whiteboard or document camera may be used to help students demonstrate their thinking. Second graders expand their work with telling time from analog and digital clocks to the nearest hour or half-hour in Grade 1 to telling time to the nearest five minutes using a.m. and p.m.	www.illustrativemathematics.com www.illuminations.nctm.org

Differentiation Opportunities

Some students might confuse the hour and minutes hands. For the time of 3:45, they say

the time is 9:15. Also, some students name the numeral closest to the hands, regardless

of whether this is appropriate. For instance, for the time of 3:45 they say the time is 3:09

or 9:03. Assess students' understanding of the roles of the minute and hour hands and

the relationship between them. Provide opportunities for students to experience and

measure times to the nearest five minutes and the nearest hour. Have them focus on the

movement and features of the hands on real or geared manipulative clocks.

<< Previous Year

Last Updated: Thursday, September 27, 2012, 2:42PM

Atlas Version 7.2.6
© Rubicon International 2012. All rights reserved