

MEASUREMENT (TIME)

10.16.2018

Subject

Basic Science

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Instruments for Measuring Time.
2. Units of Measuring Time.

Teacher Guide

Day 1/Lesson 1- 25 Mins

1. Place the students at their desk to work.
2. Each student should have a paper plate with an analog clock face already drawn on the plate.
3. Each student should have a pre-cut hour hand, a pre-cut minute hand, and a brass fastener.
4. Tell the students to place the hour and minute hands on top of each other so that the punched holes align.
5. Have the students put the brass fastener through the punched holes on the minute and hour hand. Then have the students put the brass fastener through the paper plate clock face.
6. In the event you wish to save time, each clock may be pre-assembled.
7. Ask the class to set the clocks at 12 o'clock, as previously modeled by you.
8. Ask the students to demonstrate various times on the hour.
9. Walk around the room to check in with students as they use this manipulative.

Guided Practice

Day 2/Lesson 2- 15 mins

1. Divide the class into 3 groups; pass out the cardboard papers, markers, and small analog clocks to each student.
2. Explain to the students that they will be practicing writing down time on their cardboards and showing time using their analog clocks.
3. Show a time on the analog clock, ask the students to write the time on their cardboards.
4. Ask the students to check their answer with their group members before holding up the cardboards.
5. Repeat a few times.

Materials Required

- Paper plate
- Analog clock
- Cardboards
- Markers
- Small analog clocks
- Recording notes/ exercise books

Additional Resources

- <https://www.teachervision.com/measurement-time-0>
- <https://busyteacher.org/3639-how-to-telling-time.html>
- <https://www.scholastic.com/teachers/posts/genia-connell/10-quick-easy-and-ways-practice-time-skills/>
- <https://www.weareteachers.com/5-ways-to-teach-telling-time/>
- <https://study.com/academy/lesson/measurement-time-activities.html>
- <https://www.pinterest.com/lauracandl/measurement-teaching-resources/>
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Additional Notes

Information/Instruction

1. Show a few times on the analog clock. Write down the times on the whiteboard as you show the times on the analog clock.
 2. Some examples could be: 3:00, 4:05, 4:20, 1:15, 2:30, 3:45, 5:30, 12:00, etc.
 3. Explain to the students that when the time changes to a new hour, you must write the time with two zeros in the minutes.
 4. Show examples on the clock and write the examples on the whiteboard.
 5. Show a few more times on the analog clock.
 6. Call on a few student volunteers to come up and write down the times on the whiteboard so they can practice using the colon to separate the hours from the minutes.
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Assessment Activity

1. Assess the independent work of
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Teacher Guide

Day 3/Lesson 3- 15 Mins

1. Pass out analog clocks to the students (still in the previous groups).
 2. With the digital time of 2:15 written on the board, ask students to show this time using their analog clocks.
 3. Students will compare their clocks to the demonstration clock.
 4. Repeat with 4:35, 6:40, and 7:10.
 5. Ask the class to show you their lunch time. Allow time for student responses.
 6. Model the times on the demonstration clock and record the digital times on the board.
 7. Ask students, "Do I write a.m. or p.m. behind our lunch time?"
 8. Ask students to share what they learned in today's lesson.
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Assessment Activity

1. Provide reinforcement by assigning homework or another opportunity to
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Guided Practice

Day 4/Lesson 4- 15 Mins

1. Write down a time on the whiteboard.
 2. Ask the students to show the time on their analog clocks.
 3. Rotate around the room and check the student's work
 4. Ask the students to share their answers when they are finished.
 5. For a quick review, students can use the demonstration clock to show different times.
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	Teacher Guide	Guided Practice
the students.	master the concept the next lesson.	
2. Mini-conference with students who scored low.	2. Observe students as you rotate around the room to check for understanding.	
Summary		