DATE AND TIME ON THE CLOCK

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Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Date
2. Time on the clock

Objectives

Students should be able to;

1. Tell time on the clock.
2. Use number line to model an analog clock.
3. Give date in month and year.

Activity Starter/Instruction

1. Call the students together as a group.
2. Ask the students what item is used to tell time.
3. Take responses by raised hands.
4. Inform the students that clocks come in all shapes and sizes.
5. Inform the students that today they will be using an analog clock, or a clock that has rotating hands.

Teacher Practice

Day 1, Lesson 1-25 Mins

1. Show the class the demonstration clock and tell them it is called an analog clock.
2. Pointing to the short hand, ask students, "What is the name of this hand?" If necessary, remind students that it is called the hour hand. Inform the students that the hour hand moves slowly around the clock, and that it takes 12 hours to make a full rotation.

Activity Starter/Instruction

1. Tell students a calendar is a very important tool in our everyday lives.
2. Ask students to start thinking about holidays they celebrate.
3. Express that not everyone celebrates the same holidays because of different cultures and religions.

Guided Practice

Lesson 1-15 Mins

1. Pass out analog clocks chart or the pre-assembled clock to the students.
2. With the digital time of 2:15 written on the board, ask students to show this time using their analog clocks. Students will compare their clocks to the demonstration clock. Repeat with 4:35, 6:40, and 7:10.
3. Ask the class to show you their lunch time. Allow time for student responses. Model

Materials Required

-Chart clock

-Real clock

-Pre-assembled clock(a paper plate with an analog clock face already drawn on the plate, a precut hour hand, a precut minute hand, and a brass fastener)

-Calendar

Additional Resources

https://www.scholastic.com/teachers/articles/18/2-3-lesson-telling-time

-https://www.time-for-time.com/lesson3.htm

-https://www.time-for-time.com/lesson2.htm

-https://www.time-for-time.com/lesson1.htm

-https://www.education.com/lesson-plan/el-support-lesson-telling-time-using-skip-counting

-https://www.turtlediary.com/lesson/reading-a-calendar.html

Additional Notes

Assessment Activity

1. Challenge students to guess how long 1 minute is. They close their eyes and lay down their heads while you watch the clock. Each student raises a hand when he or she thinks 1 minute is up. Tell students that you will put their hands back down if they are too early. Clap your hands when the minute is up. Have children watch as the second hand goes around the clock once. Challenge them to try again to guess when the minute is up.
2. Have each student make a paper plate clock face. Using a brad fastener, attach tag board or construction paper hands to the center of the plate or distribute the pre-assembled clock. For example, as you call out a time, the students show the correct time on their clocks. This activity can be adapted to a team game. Divide the classroom into teams. When the teacher calls a time, the first person to correctly display the times on the demonstration clock and record the digital times on the board.
3. Repeat by pointing to the long hand and identifying it as the minute hand. Tell the students that a minute hand moves more quickly around the clock, and that it takes it one hour to make a rotation.
4. Inform the students that an hour is 60 minutes long while it takes 60 seconds to equal one minute.
5. Moving the minute hand on the demonstration clock, count aloud the five minute intervals with the class.
6. Set the clock to 1:30. Remind the class that before telling the time, they must look at the hour hand first. Ask students to tell the time shown on the clock and write the digital time on the board. Repeat using 2:00, 3:30, 4:15.
7. Next, ask a student to set the clock to show when school begins.
8. Write the digital time on the board with the words "a.m." or "p.m." next to it.
9. Explain that a.m. means ante meridiem, or before midday, and p.m. means post meridiem, or after midday.
10. Ask the students, "Which one should I circle?" Have students explain why.
11. Show the time that school ends, and have a student read and record the time on the board. Ask the class if a.m. or p.m. should be written.
4. Ask students, "Do I write a.m. or p.m. behind our lunch time?"
5. Ask the class to set the clocks at 12 o'clock, as previously modeled.
6. Then have students move the minute hands of their clocks, counting the minutes by fives as the hands pass each number until they get to 15.
7. Ask "What time is it now?" 12:15
8. Write 12:15 on board and fifteen minutes after 12 on the board. Students continue moving the minute hands around the clocks and counting by fives, stopping at each quarter hour and saying the time.

USING SKIP COUNTING

9. Introduce a number line which contains the numerals one through twelve. Bend the number line into a circle to resemble a clock face. Provide a worksheet with a large circle.
10. Explain to the students that they will use skip counting to place the numerals inside the circle to make a clock face.
11. Provide a real life scenario of an instance when you would have to check on something every five minutes for 15–30 minutes (e.g. checking on a pizza in the oven, checking on a cake to make sure it doesn't burn, waiting for bread to rise when you aren't sure how long it will take to double, etc.)

his/her clock gains a point for his/her team. Take the Time Quiz.

Guided Practice

Day 2, Lesson 1-25 Mins

1. Ask students who can tell what today's date is?
2. Wait for answers and write the date on the board in the order of day-month-year

1. Display a large Calendar in front of the class
2. Tell the students, by reading the calendar, we can know what year, month, and day it is.
3. While showing them, tell them each year is divided into 12 months: January, February, March, April, May, June, July, August, September, October, November, December.
4. Ask "What is the 10th month of the year?" (Tell them it is October as you count each month in numbers)
5. Now ask, if Alex's birthday is in March. Sara's birthday is 2 months later. In which month does Sara's birthday fall? (Guide them to understand that March is the 3rd month and May is 2 months later than March.)
6. Explain that each month is divided into approximately 4 weeks and each week is divided into 7 days: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.
7. Tell them each day in a month is assigned a specific number and all months do not have the same number of days.

Summary 1. Ask students to share what they learned in today's lesson and discuss what some important times in their day are?	2. Close by completing a quick whip-around-pass, asking students to complete the following sentence frame: Time is important because ____.	