# GO MATH: Flow of a Lesson

| Class **Self-Contained** 3rd/4th | **Date:** |
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| **Unit:**<br>Time, Length, Liquid Volume, and Mass | **Lesson Title:**<br>**10.1** Time to the Minute<br>**part 2** |

**Content Standard Alignment:**
CCSS.MATH.CONTENT.3.MD.A.1
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

## Lesson Objectives/Instructional Outcomes:

- Students will write a time to the nearest minute after reading an analog clock.

**Concept Prerequisites:**
List all key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.

- Relate addition and subtraction to length
- Addition and subtraction skills with whole numbers
- Reason with shapes and their attributes to describe parts into equal shares or parts
- Knowledge of multiplication and division facts
- Counting by 5s
- Vocabulary: minute, hour, analog clock

**Instructional Materials/Resources:**

- vocabulary sheet
- clock counters
- paper and pencil
- question sheets for group activity
- counting by 5s
- Online Resources: iReady, ABii, GoMath Interactive Student Edition
- measuring time board game with game pieces
- computers
- ABii

**Differentiation According to Student Needs:**

- Teacher/Student modelling
- Use of variety of manipulatives
- song/video on concept
- Different optional activities to practice concepts through ABii, iReady, math online games
- Concept board games
- Reteach, fluency worksheets
- arithmetic tables
- one to one practice

**Vocabulary:**

- after
- minute
- hour
- analog clock

**Anticipated Student Misconceptions:**

- when to use fraction vocabulary as part of time, half and quarter
- counting back and count on by 5s
- counting by 5s then count on by 1s
- differentiate hour hand and minute hand
- clocks with second hand confused as minute or hour hand
- position of hour hand closer to next hour

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| **Introduction- Anticipatory Set:** | Jack Hartmann song: Let's Learn About the Clock |
| **ENGAGE:** (5 Min) | **How can you write time to the nearest minute from an analog clock?**<br>• What is an analog clock?<br>• Students tell what they know about telling time<br>□ longer hand is the minute hand<br>□ shorter hand is the hour hand<br>• Where are the hands pointing when it is 8:00?<br>□ hour hand is pointing at…. 8<br>□ minute hand is pointing at… 12<br>• Students use clock counters to display 8:00<br>• Students write the time. |
| **EXPLORE:** (10 - 15 Min) | **(I DO): Unlock the Problem** using mats<br>10.1 page 561<br>What is the problem?<br>What information do we need to solve it?<br>Show work.<br><br>**(WE DO): Unlock the Problem:** (Second half)- **Guided Practice**<br>10.1 page 562<br>What is the problem?<br>What information do we need to solve it?<br>Show work. |
| **SHARE & SHOW**: (5-10 Min) | **Quick Check- Formative Assessment.** Use questions with  to determine the differentiated groups below.<br>page 563 # 1-3<br>Write what time is on the analog clock |
| **EXPLAIN/EL ABORATE:** 20 Min | **Math Centers (YOU DO):** -Differentiated Group: based on Quick Check which change daily. Groupings below: tier 3, tier 2, tier 1, and enrich task<br>1. Reteach 10.1 (0-1 / 3 correct small group reteach, 2/3 correct independent reteach)<br>2. p 563 # 5 – 11 (3/3 correct complete independently)<br>Work on following after #1 or #2 complete:<br>3. Math Playground: Puzzle Pic Clock under Math Games: Money and Time Games<br>4. count by 5s ice cream craft<br>5. count by 5 task cards<br>6. Telling time worksheets |

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| **EVALUATE:** | **Wrap-it-up** |

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| **5** Min | How can you read and tell time to the nearest minute on an analog clock?<br>• Name the hour, and then count by fives to where the minute hand is pointing.<br>• Demonstrate a time on analog clock counter of a time<br>• Post - Assessment |

**Assessment (Formative and Summative):** *(Framework Domain 1f: Assessing Student Learning)*
May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available submitted along with the lesson plan as attachments.

Students will be assessed through their response to the discussion question beginning and end of lesson. Assess student responses to instructional activities and group activity. Assess students on use of manipulates, counters, and understanding of activities. Assess students through their use of concept related vocabulary.