

# Lesson Plan

Time - 6:00 to six o'clock 5 minutes - Matching Analog

Second (2) - Math

## LEARNING TARGET

- Students will be able to read and interpret time on analog clocks to the nearest five-minute interval.
- Students will be able to match analog clocks with the corresponding time to the nearest five-minute interval.
- Students will be able to explain how to read and match analog clocks.

## LEARNING PROGRESSION

### PREREQUISITE SKILL

Time - Six o'clock to 6:00 in 5 min. - Matching Digital

### EXTENSION SKILL

Time - Digital and Analog Clock 5 minutes - Matching

### DURATION

45 minutes

### MATERIALS

- Analog clock displays
- Clock face templates with movable hands
- Worksheets with clock faces and times to match
- Whiteboard and markers
- Vocabulary cards with "analog clock," "hour hand," "minute hand," "five-minute intervals."

### VOCABULARY

- Analog clock
- Hour hand
- Minute hand
- Five-minute intervals

## INTRODUCTION

1. Begin by explaining that telling time to the nearest five-minute interval is an important skill in everyday life.
2. Show examples of analog clocks and their hour and minute hands.
3. Explain that the minute hand moves in increments of five minutes and that it takes twelve increments to complete one full rotation of the clock.
4. Demonstrate how to read the hour and minute hand on an analog clock to the nearest five-minute interval.

## **INSTRUCTION**

1. Using a whiteboard and markers, draw an analog clock and label the hour and minute hands.
2. Explain how the minute hand moves in increments of five minutes and how it points to a multiple of five on the clock.
3. Demonstrate how to read times to the nearest five-minute interval, such as 5:05, 5:10, and 5:15.
4. Provide examples of different times on analog clocks and ask students to identify the time to the nearest five-minute interval.

## **GUIDED PRACTICE**

1. Distribute clock face templates with movable hands.
2. Ask students to set their clocks to various times as you say them out loud to the nearest five-minute interval.
3. Have students write the corresponding time for each clock on a sheet of paper.

## **INDEPENDENT PRACTICE**

1. Distribute a worksheet with different times shown on analog clocks.
2. Have students match the analog clock with the corresponding time to the nearest five-minute interval.
3. Provide individual support and guidance as needed.
4. At this stage, students may need reminders on how to read the clocks, so allowing paired work may be an appropriate scaffolding method.

## **HOMEWORK**

1. Assign students to tell time on various analog clocks around their homes and record it in their journals.
2. Encourage them to use five-minute intervals to reinforce their learning.

## **EXIT TICKET**

1. Provide each student with an exit card that contains several time-related word problems.
2. Instruct students to solve each problem and explain their thought processes.
3. Collect the exit cards to quickly assess students' understanding of the concept.

## **SUMMATIVE**

1. Provide each student with an assessment sheet that contains several analog clocks with times to match to the nearest five-minute interval.
2. Instruct students to match the analog clock with the corresponding time and explain their thought process.
3. Collect the assessment sheets to evaluate students' understanding of the concept.

## CLOSING

1. Review the main concepts covered in the lesson, such as how to read and match analog clocks to the nearest five-minute interval.
2. Emphasize the importance of being able to tell time to the nearest five-minute interval in everyday life.
3. Encourage students to share their thoughts about the lesson and any challenges they faced.

## TEACHING TIPS

- Use visual aids, such as pictures or diagrams, to help students understand the concepts.
- Provide extra practice problems that gradually increase in difficulty.
- Offer one-on-one guidance during independent practice to address individual needs.

## MISCONCEPTIONS

- Students may confuse the hour hand with the minute hand.
- Students may struggle with the concept of the minute hand moving in increments of 5.
- Students may have difficulty matching analog clocks to the correct time.

## EXTENSION

1. Provide students with time-related word problems involving quarter-hour and half-hour intervals, and ask them to solve these problems using analog clocks.
2. In pairs, have students create their own time-related word problems that involve specific times and durations, using analog clocks to match the times.
3. Using analog clocks, introduce the concept of elapsed time by having students calculate the duration of events or activities, such as a soccer game or a movie.
4. Then, have them practice finding the difference between two times to determine the elapsed time.

## INTERVENTION

For students who struggle with fine motor skills:

- Provide larger clock face templates and clock hands for them to use during guided and independent practice.

For students needing extra support:

- Provide additional practice problems that gradually increase in difficulty to help build their skills.
- Offer one-on-one guidance during independent practice to address individual needs.

For visual learners:

- Utilize visual aids, such as pictures or diagrams, to help them understand the concepts.
- Provide visual examples of time-related word problems to support their learning.

**COMMON CORE STANDARD**

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

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