

Lesson Plan

Time - Telling Time AM and PM - Word Problems

Second (2) - Math

LEARNING TARGET

- Students will be able to read and interpret time on analog and digital clocks.
- Students will be able to solve time-related word problems.
- Students will be able to identify if the time is AM or PM.
- Students will be able to explain their thought processes when solving time-related word problems.
- Students will be able to differentiate between AM and PM.

LEARNING PROGRESSION

PREREQUISITE SKILL

Time - Telling Time to 5 minutes - Read and Write

EXTENSION SKILL

Time -

DURATION

45 minutes

MATERIALS

- Analog and digital clock displays
- Clock face templates with movable hands
- Worksheets with clock faces and digital time displays
- AM/PM sorting activity cards
- Vocabulary cards

VOCABULARY

- Analog clock
- Digital clock
- Hour hand
- Minute hand
- AM
- PM

INTRODUCTION

1. Begin by reviewing the concepts of telling time on analog and digital clocks from the previous lesson.
2. Explain that today, students will learn how to determine if the time is AM or PM when reading and solving time word problems.

INSTRUCTION

1. Demonstrate how to read the hour and minute hand on an analog clock.
2. Demonstrate how to read a digital clock.
3. Show examples of different times on both analog and digital clocks.
4. Introduce the concepts of AM and PM.
5. Explain that AM refers to the time from midnight to noon, while PM refers to the time from noon to midnight.
6. Show examples of different times in the morning and afternoon on both analog and digital clocks.
7. Provide an overview of how to solve time-related word problems.

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.
3. Have students write the corresponding time for each clock and determine if it is AM or PM.
4. Use AM/PM sorting activity cards to demonstrate and reinforce the difference between AM and PM.

INDEPENDENT PRACTICE

1. Distribute a worksheet with different times shown on both analog and digital clocks.
2. Have students write the correct time for each clock and determine if it is AM or PM.
3. Provide individual support and guidance as needed.

HOMEWORK

1. Assign students to tell time on various clocks around their homes and record it in their journals.
2. Encourage them to use both analog and digital clocks to reinforce their learning.
3. Have them identify whether the time is AM or PM.

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 and determine if the time is AM or PM.
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 time-related word problems.
2. Instruct students to solve each problem and explain their thought process and determine if the time is AM or PM.
3. Collect the assessment sheets to evaluate students' understanding of the concept.

CLOSING

1. Review the main concepts covered in the lesson, such as reading and solving time-related word problems, and identifying if the time is AM or PM.
2. Emphasize the importance of being able to differentiate between AM and PM.
3. Encourage students to share their thoughts about the lesson and any challenges they faced.

TEACHING TIPS

- Use real-life scenarios to make time concepts relatable.
- Encourage students to explain their thought process out loud.
- Provide extra practice for students who struggle with reading comprehension.

MISCONCEPTIONS

- Misunderstanding the difference between hour and minute hands on an analog clock.
- Confusing AM and PM.
- Difficulty determining elapsed 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 and digital clocks and determine if the time is AM or PM.
2. In pairs, have students create their own time-related word problems that involve specific times and durations and then exchange them with their partner to solve and determine if the time is AM or PM.

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 and AM/PM sorting activities to support their learning.

For students who struggle with reading comprehension:

- Simplify the language used in the instructions and word problems.
- Provide additional support and guidance during independent practice to address individual needs.

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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