

Date:

Grade: 2 nd		Subject: Math	
Materials: bingo cards, timelines, scissors, glue, pencils		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.MD.7 Tell and write time to the nearest five minutes (including quarter after and quarter to) with a.m. and p.m. using analog and digital clocks. Social Studies 2.1.4 Identify events on a simple time line.		Differentiation Below Proficiency: Focus on reading time to the nearest hour with bingo and the timeline. Above Proficiency: Have students work on more specific times with the bingo game with a different sheet to organize, but they would still play the game with everybody else. Give them the events and times and have them place them on the timeline before they answer questions. Once again with more specific times. Approaching/Emerging Proficiency: Students will complete the activity as is. Modalities/Learning Preferences: Visual – clocks, bingo, timeline Auditory – class discussion, reading of times Kinesthetic – making bingo cards, working with the timeline	
Objective(s) By the end of the lesson, the students will utilize telling time using phrases quarter to, quarter after, half past, etc., with am and pm using analog and digital clocks. By the end of the lesson, the students will apply time telling skills to identify what time events on a time line occurred. Bloom's Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be moving between the carpet, their spots, and then around the room. The will be released by calling table groups and rows.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be engaged in the lesson and participating. During bingo students will be expected to stay in control of their bodies and play in a respectful, responsible way. While working with a partner on the timeline students will be expected to both be working using a level 2 voice.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> Gather materials. Make timeline and questions. Make bingo cards and analog/digital clocks. 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> "We have been working on telling time to the nearest hour on our analog clocks. Which hand shows us the hour?" <ul style="list-style-type: none"> The small hand "Let's practice telling time using my big clock. Tell me what hour it is when the small hand is here." <ul style="list-style-type: none"> Using the big clock go through multiple examples where students will review telling time to the nearest hour. 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> "Now that we are experts at reading the small hand to tell us the hour, we are going to start looking at the long hand, which is called the minute hand to tell us more specific times. When I move the minute hand half way around the clock, so that it is pointing toward the six, that means that it is half past the nearest hour (show using a specific number). When the big hand is pointed at the six, we know that it means 30 minutes have passed. When I say half past one, it means the same as 1:30. Let's practice" <ul style="list-style-type: none"> Continue saying half past times and the students will respond by saying 2:30, 3:30, etc. "When I say it is 3:30, that means that it is half past 3. When I say it is 4:30, it is half past what?" <ul style="list-style-type: none"> Continue asking questions in this format "Now that you are getting a lot better at telling time and you can be even more specific when you are reading the clock, we are going to play a game. How many of you have played bingo before?" "Today we are going to be playing time bingo, but before we can play, we have to make our bingo cards. I am going to hand out a sheet with many different analog clocks. Your job is to write the digital time below the clock. When I give you the paper, you may stand up and walk back to your desk." <ul style="list-style-type: none"> Hand out papers "Let's do the first one together." 		

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	<ul style="list-style-type: none">○ Complete one or two clocks together.● “Once you have finished leave your paper at your desk, and come back to the carpet.”<ul style="list-style-type: none">○ When all students have returned, we will move on.● “Now, we are going to finish making our bingo cards by cutting out the clocks and gluing them onto the blank bingo card that I will hand out. You may place them wherever you would like, because it is important that all of our bingo cards are different.”<ul style="list-style-type: none">○ Show them the example that you have created. Dismiss them by carpet rows to go back to their desk and begin completing the bingo cards. While students are working pass out bingo chips.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">● Once students have finished, we will play bingo.● “Now that we are all ready to play bingo, I will call out times and you will find the time that I have called out and place your bingo chip on that clock. Your goal is to get a bingo, which is five in a row. You can get straight across horizontally, vertically, or diagonal. “<ul style="list-style-type: none">○ When explaining getting five in a row, show students each of those ways on a card with the document camera. Play a few games of bingo.● After the last game of bingo. “Your job now is to have one person at your table bring the chips up to the bucket. Put them on someone’s bingo card and carefully walk up and drop them in. When I call your table you may walk and put your bingo card in the tray and go to the carpet.”
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none">● “Now that we have learned a little more about telling time and we have practiced that with our bingo game, we are going to look at how we can apply that to timelines. I want you to think for a minute on the question, what did you do yesterday?” Give students a minute to think. “So with that question, what were you thinking? What is the first thing that you thought of?” Allow students time to respond. “Most of you probably thought through your day in the order that it happened, so you woke up, ate breakfast, came to school, etc.”● “Timelines show us a chronological list of events. That is a big word chronological, turn and talk with your partner what you think it means. I’ll have your attention in 3,2,1.” Call on some students to share. “Right chronological means in the order that they happened, so beginning to end. Timelines show us the events in the order that they happened, just like you may be thought of your day.”● “When we see a timeline it typically looks like this. It is a graph that shows us the passage of time on a straight line. Timelines can be horizontal or vertical. On the line are dates with a short description of the event that occurred. Timelines may be dated with years, months, days, or even hours. It depends on what the information they are showing is. Think of if you have ever seen a timeline, what was it of? Or if you haven’t seen one, what could one be used for? Turn and talk with your partner.” Allow students time to talk. Have some students share. Discuss different uses for timelines (events history, someone’s life, inventions, etc.)<ul style="list-style-type: none">○ Have an example time line on the board (one that is similar to the one that the students will be using) while discussing this.●
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">● “We are going to practice identifying some of the different events on the timeline. With a partner you are going to be given a timeline and some questions that you will answer using the timeline. Your timeline is going to be a timeline of one day. Since it is one day, the events are organized by the time they occurred. There will be an analog clock you will use to tell the times.<ul style="list-style-type: none">○ “The question may ask you at what time did a certain event occur, you will find that time on the timeline and then write what event occurred. It may say what event occurred at half past 4. What time would you look at?” 4:30○ “It also may ask at what time did ___ occur. You would then find that event and look at the time that it occurred.”○ The time line would consist of times that were half past and on the hour. Students will be reading analog clocks and converting it to digital or writing it as half past.● “For this activity you and your partner may choose a spot in the room to work. When I hand you your timeline and questions, you may get started.”● Teacher will be walking around the room checking on students and asking them reflective questions. “How did you know they event happened at half past 3?” “If I said the time 2pm (a time that isn’t on the timeline) would you know what the person was doing before and after?” (yes because timelines are in chronological order.)● Give students a 5 and 2-minute warning to finish.
	<p>Review (wrap up and transition to next activity):</p>

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- Bring students back to the carpet.
- “Today we talked about what it means when the minute hand is pointed to the six. What term did we use?”
 - 30 or half past
- “We also talked about timelines and practiced reading a timeline and identifying the events on a timeline. What does a timeline show us?”
 - Events that occurred in chronological order.

Formative Assessment: (linked to objectives, during learning)

• **Progress monitoring throughout lesson (how can you document your student’s learning?)**

- Questioning throughout lesson.
- Teacher will check to see if the student wrote the correct digital time to match the analog clock.

Summative Assessment (linked back to objectives, END of learning)

- Using a checklist with names, as teacher is calling times, she will monitor which students are able to mark the correct time.
- Identification of timeline events.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

- Were the students understanding what I was saying?
- Did the students understand how to complete the activity?
- Did the students understand the terms I used?
- Which students need more practice?
- What could I have done differently to help striving learners to understand me better?