

## Grade 2 Mathematics – Unit 5: Time

### Phoenixville Area School District

Stage 1 Desired Results	
<p><b>PA Core Standards:</b> CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p>	<b><i>Transfer</i></b>
<p><b>TRANSFER GOALS</b> <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• <i>Number Sense:</i> Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns.</li> <li>• <i>Problem-Solving:</i> Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems.</li> <li>• <i>Mathematical Vocabulary:</i> Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.</li> </ul>	
<b><i>Meaning</i></b>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Patterns exhibit relationships that can be extended, described, and generalized.</li> <li>• Mathematics is used to make informed decisions about problems in everyday life</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is the pattern here? How do I represent it?</li> <li>• How is mathematics used to quantify and compare situations, events and phenomena?</li> </ul>
<b><i>Knowledge and Skills Acquisition</i></b>	
<p><b>KNOWLEDGE</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Tell time using the minute and hour hands</li> <li>• Show time using the minute and hour hands</li> <li>• A.M. and P.M. to show morning, afternoon, and night</li> <li>• Order events by time</li> </ul>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Writing a time in hours and minutes using five-minute increments (e.g. 5:45, 12:05) using a colon to separate the hour and the minutes past an hour.</li> </ul>

	<p>VOCABULARY</p> <ul style="list-style-type: none"> <li>• Hour</li> <li>• Minute</li> <li>• Analog Clock</li> <li>• Digital Clock</li> <li>• O'clock</li> <li>• A.M. and P.M.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally telling the time in hours and minutes using words such as 'o'clock' and 'half past' (four o'clock).</li> <li>• Telling time orally and in writing using A.M. or P.M. to denote whether a time is in the morning, afternoon, and night.</li> <li>• Ordering events by time using A.M. and P.M. to show what event occurred first and what event occurred last through writing the times from earliest to latest.</li> </ul>
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**Stage 2 – Evidence**

<b>Code A/M/T</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
M	<p>Uses mathematics vocabulary and notation concisely and correctly.</p> <p>All representations are clear and labeled accurately.</p> <p>Valid conclusions are made based on given/ implied/ found information.</p>	<p><b>PERFORMANCE TASK(S)</b>  <i>Students will demonstrate understanding (meaning-making and transfer) through complex performance by...</i></p> <p><b>Planning a Vacation Day</b>            This task challenges students to apply the concepts of elapsed time, showing time on an analog clock, writing time in numbers and words, and A.M. and P.M. to plan out a day on vacation.</p> <ul style="list-style-type: none"> <li>• <i>Goal:</i> Your task is to create a schedule of activities for a day of a family vacation.</li> <li>• <i>Role/Audience:</i> You have been asked by your family to plan out one of the days of a family vacation. Your target audience is a family with adults and children.</li> <li>• <i>Situation/Product:</i> You will create a written schedule of activities from a bank of possible activities in the form of a bulleted list.</li> <li>• <i>Success Criteria:</i> Your schedule must include the activities you plan to participate in and the start time. You will either write the digital time or draw the hands on the analog clock. Your written times must include A.M. or P.M. Finally, you will order the times.</li> </ul>	<p>Differentiation Considerations:</p> <p>[Work on this section after completing Stages 1-2 of all units]</p>
A	<p>Valid conclusions are made based on given/ implied/ found information.</p>	<p><b>OTHER EVIDENCE</b></p>	

Differentiation Considerations:

[Work on this section after

	<p>All representations are clear and labeled accurately.</p> <p>Solution is clearly identified; appropriate units are provide.</p> <p>Uses mathematics vocabulary and notation concisely and correctly.</p>		completing Stages 1-2 of all units]
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