

### Lesson Plan Form

**Teacher: Ms. Samantha Green**

**Unit Name: Telling Time**

**Lesson Title: Fun with Math and Time**

**Grade Level: 2<sup>nd</sup> Grade**

Standards	Objective(s)	Assessment
<p><b>CCSS:</b> <b>Math:</b> 2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.</p>	<p>TSWBAT recall list of events using characters and plot from the book <i>Pigs on a Blanket: Fun with Math and Time</i> by telling the time of the events in sequential order.</p>	<p>The students will use events from <i>Pigs on a Blanket: Fun with Math and Time</i> to complete a graphic organizer listing 17 out of 17 (100%) times (from analog and digital clocks) and their corresponding events.</p>
<p><b>Materials and Resources:</b> <i>Pigs on a Blanket: Fun with Math and Time</i> by: Amy Axelrod for each student 12x12 Dry Erase Board Dry Erase Marker Dry Erase Eraser</p>		
<p><b>Lesson Introduction</b> *How will you engage your students in the topic?</p>	<ul style="list-style-type: none"> <li>• At the beginning of the lesson, the teacher will tell the class that each student needs to go to the back of the room and get one 12x12 dry erase board, one dry erase marker, and one dry erase eraser.</li> <li>• The teacher will introduce the lesson by gathering all students in the group learning area.</li> <li>• After each student is seated on the carpet, the teacher will pass out <i>Pigs on a Blanket: Fun with Math and Time</i> by Amy Axelrod to each student.</li> <li>• The students will be instructed to take a book walk through their book and examine the illustrations. They will sit quietly for approximately one minute observing the illustrations in the book.</li> <li>• After approximately one minute, the teacher will tell the students to close their books.</li> <li>• Once the class is silent and looking at the teacher, the teacher will tell the students to pair and share their thoughts with a neighbor.</li> </ul>	
<p><b>Procedure</b></p>	<ul style="list-style-type: none"> <li>• First the teacher will tell the students that she</li> </ul>	

<p>*Be specific... give step-by-step instructions</p>	<p>is not a crazy person she knows that second graders will not write in the book with their dry erase marker. She will ask the entire class if they understand and visually look over the class to see if anyone does not understand.</p> <ul style="list-style-type: none"><li>• The teacher will ask questions to the class about the front cover and what do they think is going to happen in the book based on the front cover. The teacher will call on students who raise their hand.</li><li>• The teacher will tell the students to take their white board and draw a T-chart. On the left column, label it "Time", and on the right column, label it "Event".</li><li>• The teacher will explain that this is an interesting book about a family and telling time. The students are to write down the time and corresponding event that happened whenever they come across it in the book. The teacher will tell the students that there is 15-20 times they will tell, so make sure that they do not write too big and leave room for all the times.</li><li>• The teacher will begin to read the book.</li><li>• The teacher will stop whenever a time is displayed in the book. The teacher will tell the students that they need to look at the book and record the time and the event that occurred.</li><li>• (The teacher will not tell the students exactly what to write on their white board. The students are to use their own book and list the time and event that happened at that time.)</li><li>• Total, the teacher should stop and allow the students to write on their dry erase board 17 times. ***See T-chart below for the example of what the students are supposed to write on their white board***</li><li>• After the teacher has finished reading the book to the class, the students will be instructed to return to their quiet workspace.</li><li>• The teacher will walk around the room checking each student's T chart to ensure they understood the elapsed time.</li><li>• Students who have not completed their T chart correctly will be guided as to where their T</li></ul>
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	<p>chart is not correct so the student can fix it.</p> <ul style="list-style-type: none"> <li>Once the student has finished their T chart and it is correct, the student will erase their board and place in the back of the classroom where they got it. The teacher will give the student a sticky note.</li> <li>The student will be instructed on the sticky note to put their name and numbers 1 and 2.</li> <li>They will be instructed to answer the two questions that are on the board.</li> <li>They will give the sticky note to the teacher when they have answered both questions.</li> </ul>	
<p><b>Lesson Closure</b> *How will you summarize the lesson?</p>	<ul style="list-style-type: none"> <li>The teacher will put on the board these questions:</li> <li>“How long does it actually take the Pigs to arrive at the beach?”</li> <li>Answer: 6 hours</li> <li>“How long does Mrs. Pig decide that the Pigs have to wait before they can ride the waves?”</li> <li>Answer: 50 minutes</li> <li>The student will be given a sticky note to write their answer on. This will be the exit slip before the class transitions into another core subject area.</li> <li>After the student has turned in their exit slip, they will be instructed to start their silent reading until the rest of the class has finished with their T chart and exit slip.</li> </ul>	
<p><b>Differentiation</b> How else could your students demonstrate proficiency? What other products could they create?</p>		
<p><b>Differentiation (A)</b></p>	<p>The students will create their own clock out of construction paper. The student will reread the book Pigs on a Blanket: Fun with Math and Time silently and use their clock to skip count to tell time. (And to model elapsed time)</p>	<p><b>What intelligences are met?</b> Visual-Spatial Intrapersonal Bodily-Kinesthetic Linguistic <b>What level of Bloom’s is expected? Include the verbs that indicate the level of Bloom’s.</b> Create</p>
<p><b>Differentiation (B)</b></p>	<p>The students apply their knowledge of telling time to will work in small groups to complete the</p>	<p><b>What intelligences are met?</b> Interpersonal Linguistic</p>

	<p>“What time is it?” worksheet. The students will be instructed complete the story by writing the time with an analog clock.</p>	<p><b>What level of Bloom’s is expected? Include the verbs that indicate the level of Bloom’s.</b> Applying</p>
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\* This lesson was observed in my EDEL: 455 Clinical 1 classroom setting at Wellford Academy of Science and Technology in Spring 2014. Mrs. Monica Connelly of second grade taught this lesson. Permission was granted to use this lesson for future use, commercially or privately, by Samantha Green. \*

Time	Event that Occurred
1. 11.30am	Pigs decided to go to the beach
2. 11:40am	The kids were ready
3. 11.45am	Mrs. Pig was ready
4. 12:30pm	Mr. Pig was ready
5. 12:45pm	The pigs were in the car, couldn’t find the keys
6. 1:45pm	Found the keys and left the house
7. 2:30pm	Reached rail road crossing
8. 2:55pm	The train passed
9. 3:00pm	Bathroom break
10. 3:15pm	Mr. Pig was pulled over by police
11. 3:30pm	Arrived at the beach
12. 4:30pm	Mr. Pig got the family food
13. 4:40pm	Finished eating their food
14. 5:00pm	Sandwich to digest
15. 5:10pm	Chips to digest
16. 5:30pm	Lemonade & Brownies to digest
17. 5:30pm	Beach closes

Name: \_\_\_\_\_

# WHAT TIME IS IT?

It was  when the pigs decided to go to the beach. The kids were ready in ten

minutes . Mrs. Pig was ready in

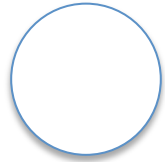
fifteen minutes . But Mr. Pig took

one hour to get ready . The pigs

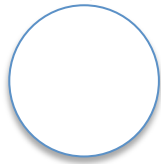
were in the car by  but they could not find the keys. He found the keys after the

pigs looked for one hour . The pigs drove for forty-five minutes until they reached the railroad crossing and

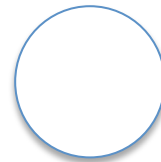
stopped. Twenty-five minutes later  
the train passed and the pigs drove on. At



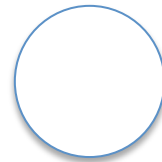
the pigs needed a bathroom break.



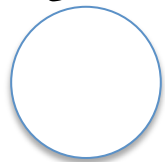
Finally at the pigs arrived at the  
beach. Mr. Pig went to the concession  
stand to get food and got stuck in a big line.



He returned with the food at . They



ate their food in ten minutes . They  
waited fifty minutes for their food to  
digest. The pigs relaxed on the beach until



, but that was the time the beach  
closed. The pigs were out of time!

Name: \_\_\_\_\_ **ANSWER KEY** \_\_\_\_\_

# WHAT TIME IS IT?

11:30

It was \_\_\_\_\_ when the pigs decided to go to the beach. The kids were ready in ten

11:40

minutes \_\_\_\_\_. Mrs. Pig was ready in

11:45

fifteen minutes \_\_\_\_\_. But Mr. Pig took

12:30

one hour to get ready \_\_\_\_\_. The pigs

12:45

were in the car by \_\_\_\_\_ but they could not find the keys. He found the keys after

1:45

the pigs looked for one hour \_\_\_\_\_. The pigs drove for forty-five minutes until they reached the railroad crossing and

2:55

stopped. Twenty-five minutes later the train passed and the pigs drove on. At

3:00

the pigs needed a bathroom break.

3:30

Finally at the pigs arrived at the beach. Mr. Pig went to the concession stand to get food and got stuck in a big line.

4:30

He returned with the food at . They

4:40

ate their food in ten minutes . They waited fifty minutes for their food to digest. The pigs relaxed on the beach until

5:30

, but that was the time the beach closed. The pigs were out of time!