

# April Gr.2 Unit 10: Time

Content Area: **Math**  
Course(s):  
Time Period: **April**  
Length: **2-4 Weeks**  
Status: **Published**

## Unit Overview

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This unit teaches students how to read and measure time with an analog and digital clock.

## Enduring Understandings

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Students will make sense of time quantities and their relationship in problem situations. They will solve time related problems by considering the units involved and attending to the meanings of the quantities, not just how to compute them. Students will reason abstractly as they represent time symbolically by adding numbers to find when events take place at later times.

## Essential Questions

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How do we measure, read and interpret time?

## Instructional Strategies & Learning Activities

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### My Math Chapter 10

- **Pacing Guide**  
**Suggested Pacing**

Instruction	9 days
Review/Assessment	2 days
Total*	11 days

- \*Includes additional time for remediation and differentiation.
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Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 593-598</i> <b>Time to the Hour</b>	Read and write time to the nearest hour.	• manipulative clocks	<b>analog clock</b> <b>hour hand</b> <b>hour</b> <b>digital clock</b> <b>minute hand</b>	2.MD.7  <b>Supporting Cluster</b>

		<b>minute</b>		<b>MP</b> <b>1, 2, 3, 6, 8</b> 2.MD.7
Lesson 2 <i>pp. 599-604</i> <b>Time to the Half Hour</b>	Recognize time to the nearest half hour.	<ul style="list-style-type: none"> <li>• number cubes</li> <li>• manipulative clocks</li> </ul>	<b>half hour</b> <b>half past</b>	<b>Supporting Cluster</b>
Lesson 3 <i>pp. 605-610</i> <b>Problem-Solving Strategy: Find a Pattern</b>	Find a pattern to solve problems.			<b>MP</b> <b>1, 2, 3, 4, 6, 7, 8</b> 2.MD.7 <b>Supporting Cluster</b>
<b>Check My Progress</b> Lesson 4 <i>pp. 613-618</i> <b>Time to the Quarter Hour</b>	Use a clock to tell time to the quarter hour.	<ul style="list-style-type: none"> <li>• manipulative clocks</li> <li>• paper plates</li> <li>• connecting cubes</li> </ul>	<b>quarter hour</b>	<b>MP</b> <b>1, 2, 3, 7, 8</b> 2.MD.7 <b>Supporting Cluster</b>
Lesson 5 <i>pp. 619-624</i> <b>Time to Five-Minute Intervals</b>	Skip count by fives to tell time.	<ul style="list-style-type: none"> <li>• manipulative clocks</li> </ul>		<b>MP</b> <b>1, 2, 3, 6, 8</b> 2.MD.7 <b>Supporting Cluster</b>
Lesson 6 <i>pp. 625-630</i> <b>A.M. and P.M.</b>	Use A.M. and P.M. when telling time.	<ul style="list-style-type: none"> <li>• crayons or colored pencils</li> <li>• prepared note cards</li> </ul>	<b>A.M.</b> <b>P.M.</b>	<b>MP</b> <b>1, 3, 5, 6, 7, 8</b> 2.MD.7 <b>Supporting Cluster</b>
<b>My Review and Reflect</b>				<b>MP</b> <b>2, 3, 6, 7, 8</b>

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## Integration of Career Readiness, Life Literacies and Key Skills

	public.
TECH.9.4.2.CT	Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  Brainstorming can create new, innovative ideas.  Individuals should practice safe behaviors when using the Internet.
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  Different types of jobs require different knowledge and skills.

## Technology and Design Integration

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Students will interact with SmartBoards, iPads, Chromebooks and the document camera.

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.  Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
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## Interdisciplinary Connections

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LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

## Differentiation

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Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

## **Modifications & Accommodations**

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EP and 504 accommodations will be followed.

## **Benchmark Assessments**

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AIMSWeb

## **Formative Assessments**

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Teacher observation

Student conferences

Discussion

Activities

Whiteboard

Games

Homework

## **Summative Assessments**

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My Math chapter assessments

## **Instructional Materials**

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See materials listed in above plans.

## **Standards**

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MA.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.