

Jay Curriculum: Unit Cover Page

Unit title: Time

Grade Level: 3

Content Area(s): Math

Date Created:

Designed By:

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

F 1, 2

Unit: Time

Brief Summary of Unit/Topic

Summary:

Students will tell time to the nearest 5 minutes, quarter hour, and half hour, and explore time to the nearest minute. They will find elapsed time, use ordinal numbers and the calendar, and make a schedule.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- Time as a life skill (scheduling, calendars, a.m., p.m.)
- Time is valuable
- Time can be measured
- Various ways to communicate time (digital, through words – example: half past, 30 min. past, quarter to, quarter past)
- Passage of time
- That time can be communicated in various ways

Students will know:

Students will be able to:

Tell time to the nearest 5 min, min, half hour, and quarter of.

Students will find ending time and the time between events

Students will read a calendar and ordinal numbers

Students will be able to differentiate between a.m. and p.m.

Students will be able to explore and understand time constraints in day, life

Enduring Understanding/s:

F1 Solve and justify solutions to real life problems

F2 Involving the measurement of time, using appropriate tools

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Individual Clocks – demonstrate ability to show a specific time using clocks				
Judy Clock or Classroom Clock – modeling specific time via 5 min/min				
Digital Clock – to show another way to write hr and min				
Stop watch – time themselves doing an activity in a min.				
Calendars – create personal calendar and schedule – morning calendar				
Time lines – inventions – simple machines – 1800's				
Word cards – ordinal numbers given to students for them to line up in order				
Flash cards – students use independently to quiz themselves, or to use to play Around the World				
Time Bingo – concept reinforcement activity				
Time Memory – match digital time to clock time				
QUIZZES, TESTS, PROMPTS				
Alternative Assessment Resource book from Addison Wesley				
OTHER:				
Math journals				
Oral performances				
Check lists				
Teacher observation				
Rubric				

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Interview				
STUDENT SELF ASSESSMENT				
Written responses				
Oral communication - demonstration				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Time Bingo Game (Telling Time Quizmo)
- Individual student clocks (purchased)
- Child created paper plate clocks
- Overhead Transparency clocks
- Student created calendars
- Telling time to the minute: How many blinks per minute, how many times can you say your name in a minute, etc.
- Counting by 5's
- Create a table/schedule of daily events to illustrate a.m./p.m.
- Verbal expressions – quarter to, etc.
- Problem of the Day
- Integrate Plant Unit – how long does it take a seed to sprout

REFERENCES:

Literature Connection: Melisande by Nesbit