

# Jay Curriculum: Unit Cover Page

**Unit title:** Time

**Grade Level:** K

**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 Math  
1

**Unit:** Time

**Brief Summary of Unit/Topic**

**Summary:**

Students will be introduced to the concept of telling time, using clocks to tell time to the hour.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

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

Students will recognize the clocks/watches are instruments for telling time. Students will recognize that digital and analog clocks look different.

**Students will know:**

- A clock shows what time it is
- How to tell time to the hour
- How to locate numbers 1-12 on an analog clock face

**Students will be able to:**

- Tell time to the hour
- Identify the hour hand
- Identify the minute hand

**Enduring Understanding/s:**

## 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: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <u>aligned scoring guide</u> .)
When shown a clock, students will be able to identify numbers 1-12, identify the hands on a clock and tell time to the hour.	F1			
OTHER				
Student performance/ Demonstration in telling time to the hour				
Teacher checklists				
Worksheet samples				
STUDENT SELF ASSESSMENT				
Successful completion of worksheets on telling time to the hour				

\*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):**

- Toy clocks
- Worksheets
- Literature books about time
- Different ways of measuring time (sand timer, cuckoo clock, grandfather clocks, relay watches, alarm clocks, timers)
- Chart where clocks are found in homes and schools
- Numbering Time (Game) p. 293 H-B
- Daily Routine Graph p. 365 H-B

### **REFERENCES:**