

**Section 2 – Telling time**

This book belongs to: \_\_\_\_\_ Block: \_\_\_\_\_

Section	Due Date	Questions I Find Difficult	Marked	Corrections Made and Understood

**Self-Assessment Rubric**

Category	Sub-Category	Description	
Expert	6	Work meets the objectives; is clear, error free, and demonstrates a mastery of the Learning Targets	“You could teach this!”
	5	Work meets the objectives; is clear, with some minor errors, and demonstrates a clear understanding of the Learning Targets	“Almost Perfect, one little error.”
Apprentice	4	Work almost meets the objectives; contains errors, and demonstrates sound reasoning and thought concerning the Learning Targets	“Good understanding with a few errors.”
	3	Work is in progress; contains errors, and demonstrates a partial understanding of the Learning Targets	“You are on the right track, but key concepts are missing.”
Novice	2	Work does not meet the objectives; frequent errors, and minimal understanding of the Learning Targets is demonstrated	“You have achieved the bare minimum to meet the learning outcome.”
	1	Work does not meet the objectives; there is no or minimal effort, and no understanding of the Learning Targets	“Learning Outcomes not met at this time.”

**Learning Targets and Self-Evaluation**

Learning Target	Description	Mark
2 – 1	<ul style="list-style-type: none"> <li>Understanding time and the conversions between minutes and hours</li> <li>Emphasis and understanding of a twelve hour clock</li> </ul>	
2 – 2	<ul style="list-style-type: none"> <li>Converting between digital clock time to analog clock</li> <li>Converting between hours and minutes at set intervals</li> </ul>	

### Competency Self-Evaluation

A valuable aspect to the learning process involves self-reflection and efficacy. Research has shown that authentic self-reflection helps improve performance and effort, and can have a direct impact on the growth mindset of the individual. In order to grow and be a life-long learner we need to develop the capacity to monitor, evaluate, and know what and where we need to focus on improvement. Read the following list of Core Competency Outcomes and reflect on your behaviour, attitude, effort, and actions throughout this unit.

Rank yourself with a check mark: E (Excellent), G (Good), S (Satisfactory), N (Needs Improvement)

		E	G	S	N
<b>Personal Responsibility</b>	• I <b>listen</b> during instruction period and come to class ready to ask questions				
	• I am <b>fully prepared</b> for the class, with all the required supplies				
	• I am <b>fully prepared</b> for Quizzes				
	• I <b>follow</b> instructions and <b>assist</b> peers				
	• I am <b>on task</b> during work blocks				
	• I <b>complete</b> assignments <b>on time</b>				
<b>Self-Regulation</b>	• I keep track of my <b>Learning Targets</b>				
	• I take <b>ownership</b> over my goals, learning, and behaviour				
	• I can <b>solve problems</b> myself and know when to ask for help				
	• I can <b>persevere</b> in challenging tasks				
	• I <b>take responsibility</b> to be actively engaged in the lesson and discussions				
	• I only use my phone for school tasks				
<b>Classroom Responsibility and Communication</b>	• I am <b>focused</b> on the discussion and lessons				
	• I <b>ask questions</b> during the lesson and class				
	• I give <b>my best effort</b> and <b>encourage</b> others to work well				
	• I am polite and communicate questions and concerns with my peers and teacher				
<b>Collaborative Actions</b>	• I can <b>work with others</b> to achieve a common goal				
	• I make <b>contributions</b> to my group				
	• I am <b>kind</b> to others, can work collaboratively and <b>build relationships</b> with my peers				
	• I can <b>identify</b> when others need support and provide it				
<b>Communication Skills</b>	• I present informative <b>clearly</b> , in an organized way				
	• I <b>ask and respond</b> to simple direct questions				
	• I am an <b>active listener</b> , I support and encourage the speaker				
	• I <b>recognize</b> that there are different points of view and can disagree respectfully				
	<b>Overall</b>				
<b>Goal for next Unit</b> – refer to the above criteria. <b>Please select</b> (underline/highlight) <b>two areas</b> you want to focus on					

**Pre-Unit Questions**

Please answer the following questions before we get started:

1. Do you struggle with reading the time? Why or why not?

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2. What skills do I have going into this unit?

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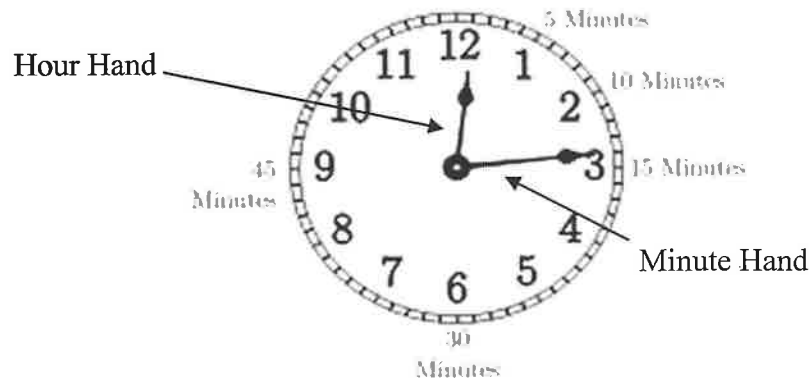
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While this is a short unit in response to our need to use analog clocks, this is still a key skill that we need to master (especially in this building where we only have analog clocks and no digital clocks).

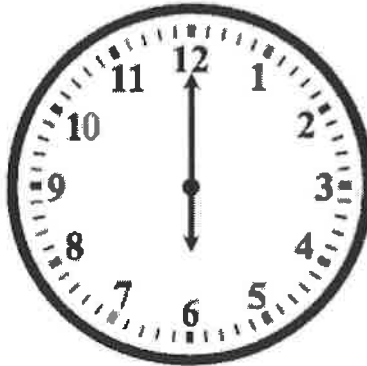
## Reading an analog clock

- How many **minutes** are in an **hour**?
  - Analog clocks show **minutes 1 – 60** on the face of the clock
    - that's what each little line between numbers on the circle of the clock stand for
  - From **one number to the next = 5 minutes**
    - Example: between 12 o'clock and 1 o'clock is 5 minutes
  - So to count the number of minutes, **count by 5's** and then add the remaining small ticks
  - The **longer line**, or "hand", is the "**minute hand**"
    - That '**hand**' is how we calculate the **number of minutes**
- How many **hours** are in a **day** and how is that shown on an analog clock?
  - There are **24 hours** in the day.... But only **12 hours on a clock**
  - In **North America**, we use a **12 hour clock**. So it **goes around twice**.
    - You just need to know if it's before or after lunch!
- How **many hours** are in a **12 hour clock**?
  - The answer is in the name: 12 hours!
  - **A.M.** is the first 12 hours
    - from the Latin phrase "ante meridiem", which means "before midday"
  - **P.M.** is the second 12 hours
    - comes from the Latin phrase "post meridian", which means "after midday"
  - The **shorter "hand"** is called the "**hour hand**"

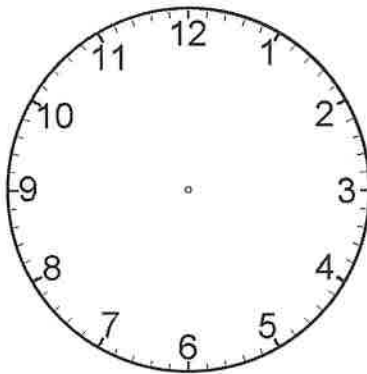


"12:14"

- So with this in mind, what time is it on the clock if it a.m.?



- How would I show 4:25 p.m. on an analog clock?



Let's give reading and writing the time on analog clocks a try!

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

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

What Time Is It ?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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\_\_\_\_\_



\_\_\_\_\_



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

Score : \_\_\_\_\_

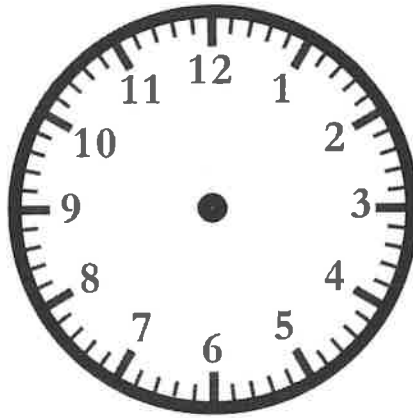
Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

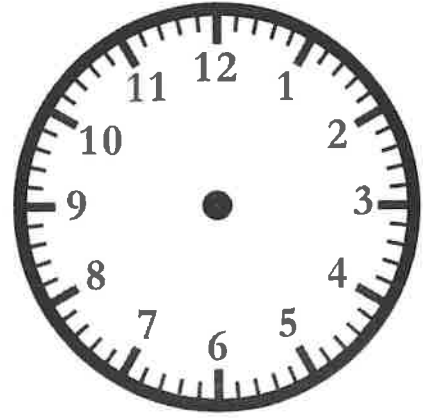
Draw the Hands on the Clock Face



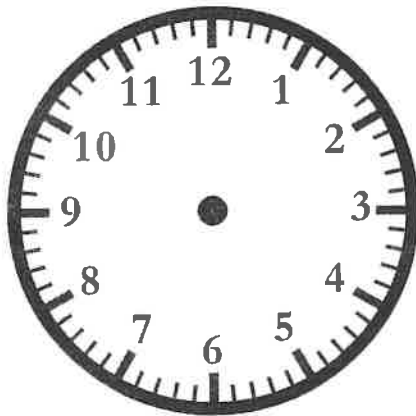
9:05



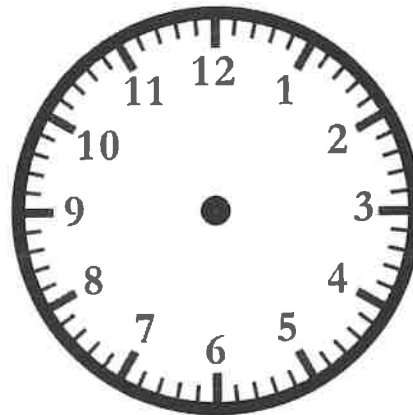
10:10



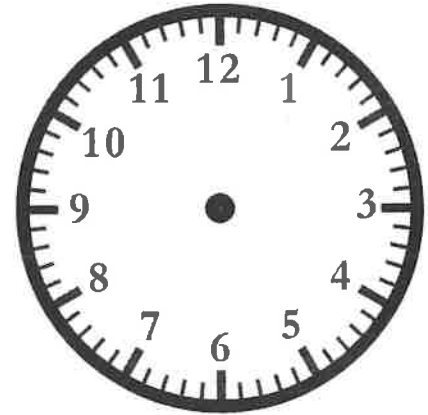
11:15



12:30



1:35



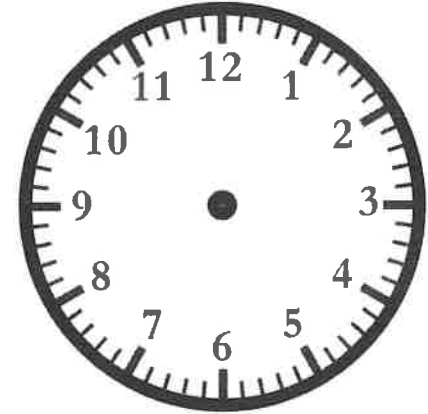
2:40



3:45



4:50



5:55



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

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

### Filling In Time On Clocks

Fill out each missing clock based off the time of its pair.





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

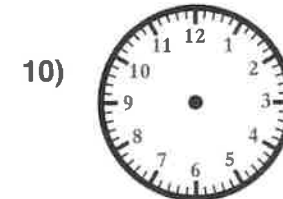
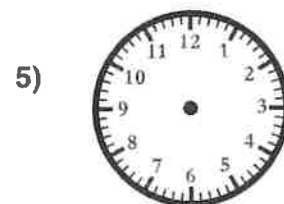
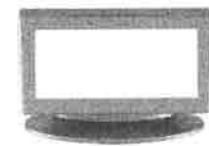
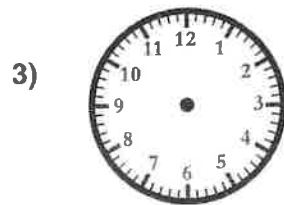
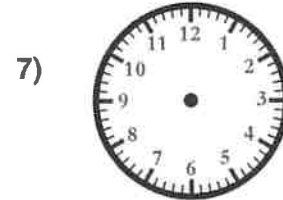
Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

### Filling In Time On Clocks

Fill out each missing clock based off the time of its pair.



**Section Reflection**

How did this section on telling time on analog clocks go? Please circle the number that you think best describes how this section went:

1	2	3	4	5	6	7	8	9	10
(Not well at all)				(OK)					(Awesome!)

Please explain why you think it went the way it did:

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What was one process you struggled with in this section?

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What do you plan to do differently in the next section?

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