

Section 2 – Telling timeThis book belongs to: KEY 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"> Understanding time and the conversions between minutes and hours Emphasis and understanding of a twelve hour clock 	
2 – 2	<ul style="list-style-type: none"> Converting between digital clock time to analog clock Converting between hours and minutes at set intervals 	

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

Pre-Unit Questions

Please answer the following questions before we get started:

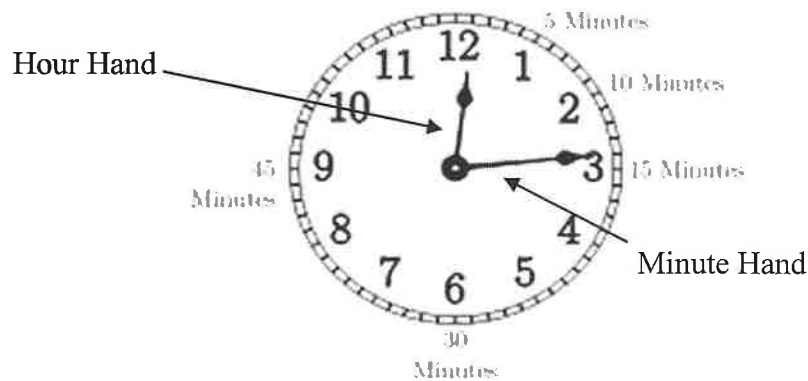
1. Do you struggle with reading the time? Why or why not?

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

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).

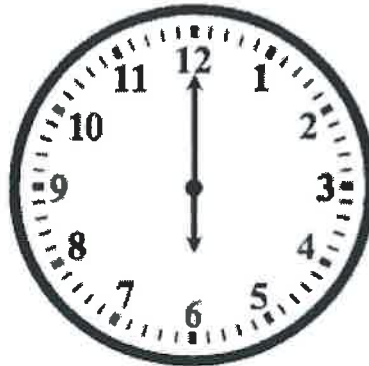
Reading an analog clock

- 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**"



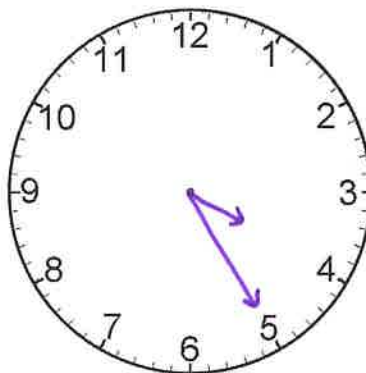
"12:14"

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



6:00 am

- 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 : KEY

Score : _____

Teacher : _____

Date : _____

What Time Is It ?



12:00



1:40



3:00



10:20



9:20



8:40



5:40



4:20



2:00



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.

