

Teaching Unit C (Continued)

Math Background

Telling Time

In Unit C, children discuss the features and functions of clocks, discussing how clocks are tools for measuring time in hours, minutes, and sometimes seconds.

By labeling the numbers on an analog clock face, children see that clocks, like all measuring tools, are comprised of iterated units. Children begin developing their skills in telling time by reading time to the hour and drawing hands on clock faces for times to the hour. Children then examine how we use the numbers on a clock face to tell the number of minutes after the hour. The scale for minutes is different from that of hours; each sector represents 5 minutes. Using their 5s count-bys, children tell time to 5 minutes and draw hands on clock faces for times to 5 minutes. They observe that the hour hand moves with the minute hand, though at this grade they are not expected to note exact placement of the hour hand for times after the hour. In Lesson 3, children's skills are extended to reading time to the minute and reading times as before and after the hour. Throughout the unit, children link times to daily activities.

Elapsed Time

After several lessons of reading time to the nearest hour, 5 minutes, and minute, children are introduced to finding elapsed time from a start time and an end time. In this unit, children measure elapsed time in hours and half-hours and apply these skills to real-world problems. To find elapsed time, they count the sectors through which the clock hands travel, thereby reinforcing the principle that clocks are comprised of iterated units.

Using a Calendar

In Lesson 5, children use a calendar to explore how a year is divided into months, weeks, and days. They use ordinal words to say dates and to refer to days, weeks, or months in position; for instance, they are asked to name the day of the week as the third Tuesday of the month. To help consolidate their understanding of calendars, children identify number patterns on calendars.

Function Tables

In the final activity of this unit, children use function tables to continue patterns and solve problems. This work provides an important foundation for future algebraic thinking.

