

Title: Math Unit: Telling Time

Learning Intention/Description of Learning Activity:

This assessment is for a math unit, which focused on the topic of Telling Time. This involved learning about the shorter hour hand and the longer minute hand. Students learned that if the short hand is pointing at a number and the minute hand is pointing at the 12 then we can tell the time by the hour (i.e. it is 8 o'clock, it is 2 o'clock, etc.) Students continued on with learning about how if the minute hand is pointing straight down at the six then it is 30 minutes past the hour. The short hour hand will be between two numbers as it is half way between travelling to the next number on the clock face. Students could make use of small paper clocks with moveable hands to show the time, and they drew hands on clocks on the worksheet pages.

As children learn to tell time, they become more independent and can manage their own time. Telling time is a fundamental math skill and is important for understanding more complex concepts such as fractions, decimals, and measurements. Mastering the clock helps children develop crucial cognitive skills. Reading an analog clock requires mental calculations, as they need to understand the relationship between the hour and minute hands. This process enhances their problem-solving abilities, spatial reasoning, and critical thinking skills.

Teacher Comments/Feedback:

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE struggled to demonstrate the ability to tell time to the hour even with support.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on

completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown. HE/SHE was then able to demonstrate the ability to tell time to the hour and half with some additional support.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown. HE/SHE was then able to tell time to the hour and half independently.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes. HE/SHE was then able to demonstrate the ability to tell time to the hour and half hour as well as, to the minutes independently at higher skill levels than required.

Unfortunately, NAME was absent for most or all this theme unit. There is insufficient data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance, so

support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

Next steps:

Continue to practice telling time on an analogue clock by the hour and half hour. Draw images of clocks and have the student draw in the hands to tell time by the hour and half hour. Note when showing the half hour, the hour hand would be halfway between the two numbers on the face of a clock. Compare the time on a digital clock to that on a clock with hands.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards. Emerging is not failing	Demonstrating learning in relation to learning standards with growing consistency. Developing is not failing	Showing competence and consistency when demonstrating learning in relation to the learning standards. Proficient is not perfect.	Showing increasing depth and complexity and demonstrating learning in a variety of contexts. Extending is not bonus or accelerated work.

Emerging	Developing	Proficient	Extending
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