

<p>2(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time.</p>	<p>2(9)(G) The student is expected to read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.</p>
<p>Materials</p> <ul style="list-style-type: none"> • Analog clock • Pictures representing time on analog and digital clocks 	
<p>Procedure: Show the student an analog clock or picture of analog or digital clocks.</p> <p>What time does the clock show? For the Analog clock: Write the time shown on the clock.</p> <p><i>Repeat using various times.</i></p>	
<p>Check Student’s Responses:</p>	<p>Check Student’s Strategies:</p>
<p>1. Time: _____ Analog Digital <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect _____ Writes Time: <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect _____</p> <p>2. Time: _____ Analog Digital <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect _____ Writes Time: <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect _____</p> <p>3. Time: _____ Analog Digital <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect _____ Writes Time: <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect _____</p>	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Used skip counting to determine time <input type="checkbox"/> Said time without pointing or counting <input type="checkbox"/> Other: <p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Used skip counting to determine time <input type="checkbox"/> Said time without pointing or counting <input type="checkbox"/> Other: <p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Used skip counting to determine time <input type="checkbox"/> Said time without pointing or counting <input type="checkbox"/> Other:
<p>Notes:</p>	

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Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **correctly read and wrote the times shown.** This student may have the foundational skills necessary to solve problems involving time.
- The student **confused the hours and minutes.**

A teaching strategy might include working with analog faces that are on the hour and half hour so the student gains practice corresponding the small hand with the hour and the large hand hour or half hour. Once they are more comfortable with recognizing what each hand represents, move on to quarter hours, then five-minute intervals. It may be beneficial to review skip counting by fives as you point and count around the face of the clock.