

A Collaborative Project Between the University of Louisville and JCPS
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Prepared by Susan White, Fellow, and Brad Nance, Sanders Elementary Teacher
Scwhit02@louisville.edu bnance1@jefferson.k12.ky.us

Lesson: *Measuring Elapsed Time*

Content Vocabulary: *elapsed time*

Concepts/ Skills/ Core Content:

Given a start time and an end time, students will be able to determine the amount of elapsed time.

Core Content:

5.2.2 Students will convert units within the same measurement system..., and determine elapsed time.

Materials:

*Overhead projector
Marker Boards
Marker Board Pens
Marker Board Erasers
Math Notebooks*

Preparation necessary:

None

Classroom/ Materials Management:

How will students be grouped?

*Students will be working independently.
Designated students will pass out marker boards, markers, and erasers.
Individuals will be responsible for own notebooks.*

Thinking Through the Lesson:

Introduction –

Review previous lesson regarding basic time concepts, including equivalent units of time.

Read excerpts from time books.

Have students close eyes and raise their hands when they believe one minute has passed.

Record these.

The Lesson:

Brainstorm list of daily activities with class.

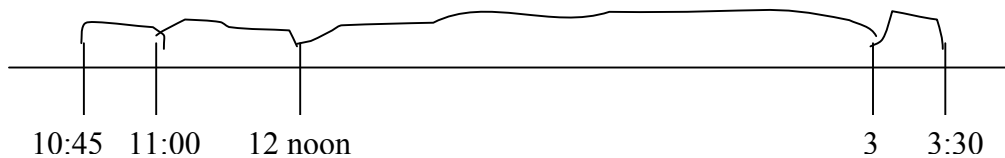
Choose an activity and list start/finish times.

Introduce the timeline and discuss two ways of using timeline based on activity from list.

(See Fig. 9.12, p. 271, Van de Walle and Lovin):

How long is it between lunch at 10:45 and when you get out of school at 3:30?

$$:15 + 1:00 + 3:00 + :30 = 4:45$$



If the game begins at 11:30 and lasts 2:45, when does it end?

Choose activities from list generated at start of lesson. After each activity is chosen, have entire class use markerboards to determine elapsed time.

After each activity has been worked, ask a student to demonstrate at overhead projector.

Closure –

Given an activity with beginning and ending time, students will demonstrate on their markerboards the amount of time elapsed using timelines as teacher circulates and questions to probe for understanding.

Assessment:

How will you assess whether all students have learned what was expressed in the lesson goals?

Teacher will leave post-it notes with comments in students' math journals.

Teacher will check HW the following day.

Literacy Connection:

In the Next Three Seconds, by Rowland Morgan

In One Day, by Tom Parker

Homework:

Students will choose five daily activities from their own schedules and demonstrate elapsed time using timelines.

Reference: *John A. Van de Walle and LouAnn H. Lovin, Teaching Student-Centered Mathematics, Grades 3-5, Pearson Education, Boston, 2006. pp. 269-271*