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| **Subject:** Math  | **Unit Title:** Sequencing through *Time* | **Dates of Instruction:** January 2019 |
| **Unit Overview:** This unit will begin with reinforcing students’ knowledge of numbers 1 though 12. They will then explore analog and digital clocks through hands on activities and identify time by the hour and half hour. Teachers will focus on what activities typically take place in the morning, afternoon, and evening/night. Sequencing will be introduced as early as possible in the unit as students will be asked to connect typical activities to the order in which they occur. For example, 'What must we do to get ready for school in the morning?’ ‘What do you do after arriving home from school/’. Teachers will have students incorporate sequencing words ---first, next, (then), last---- as activities are listed. Additionally, vocabulary words such as before and after, early and late will be included in lessons and activities.After compiling a list, the students can create a schedule detailing how much time to allow for each activity. *Assessments:* The suggested assessments are to be used as a guide. You must tailor them to your class and the specific lesson you are creating. **Attainment Resources:** Explore Math- 36-39, 75-78, 110-113, 144-146Explore Math 2- 16-23, 42-45, 70-73, 92-95, 116-119, 136-139, 142-144, 174-175, 180, 187, 192-195, 202 |
| **Standards:** MS- EE.6.RP.1- Demonstrate a simple ratio relationship.  HS- EE.N-Q.1-3; Express quantities to the appropriate precision of measurement; EE.A-SSe.1- Identify an algebraic expression involving one arithmetic operation to represent a real-world problem. |
| **Vocabulary:**Analog, digital, clock, morning, afternoon, evening, night, A.M., P.M., sequence, order, first, next, then, last, before, after, early, late, timetable |
| **H.O.T.Q:** |
| *1- Remembering**~*Locate/Find/Touch an analog clock/digital clock/ picture of specific activity …*~*What is the definition of sequence? | *2 – Understanding**~*How is an analog clock like a digital clock? How are they different?~Explain the difference between AM and PM? | *3 – Applying**~*How would you use a movie timetable to plan your Saturday?~Can we change the order of our morning routine and still be ready for school on time? |
| *4 – Analyzing**~* Why is it important to know the time?~ What would happen if we didn’t follow a sequence, or order, for certain activities?  | *5 – Evaluating**~* Do you agree that it is important to know the time …. activity (bus pick up time, time of job interview)?~Why is it important for bus timetables to be clear and easy to read? | *6 – Creating**~*How would you design the timetable for the Staten Island Ferry so it be easier to read? *~*If you were designing a sequence of your friend’s daily activities, what would it look like? |
| **Learning Targets – I can...** | **Suggested Instructional Activities:** | **Suggested Assessments:** |
| 1. Define unit vocabulary.
2. Identify numbers 1 though 5.
3. Identify numbers 6 though 12.
4. Recognize analog clocks.
5. Recognize digital clocks.
6. Describe the differences between analog and digital clocks.
7. Label times using an analog clock.
8. State times using a digital clock.

 9. Collect and display pictures of activities that typically occur in the morning. 10. Collect and display pictures of activities that typically occur in the afternoon.11. Collect and display pictures of activities that typically occur in the evening/night. 12. Construct a sequence of events that occur in the morning using the terms first, next, then, last.13. Construct a sequence of events that occur in the afternoon of evening using the terms first, next, then, last.14. Describe the difference between AM and PM. 15. Describe the sequencing of steps necessary to set an alarm using a digital clock.16. Predict what might happen if the sequence is changed as you prepare for school or work.17. Read the timetable for the Staten Island Ferry to interpret its frequency during a Monday morning work day.18. Apply concepts learned to reading a bus and Ferry timetable, determining their frequency.19. Create a sequential plan in which you will use a local bus to go to the Ferry terminal, given that you must be on the Ferry for a specific departure time.20. Explain your plan to your peers.21. Critique your peers’ plans.  | * Have students work in teams to play a number identification card game: select a card from the deck, identify the number, and find a matching number card.
* Introduce pictures of activities and have students' sort by AM or PM.
* Scavenger Hunt-Place pictures of activities, clocks, etc. around the classroom. Have students work in teams to ‘Find pictures of activities we usually do after school’; ‘Find pictures of clocks showing 2:00’, etc.
* Have students create analog clocks and then have them move the clocks’ hands as their peers call out different times.
* Have pictures of standard routines (getting ready for school; school schedule, getting ready for bed, etc.), and have students place them in sequential order.
* Have students practice setting an alarm on an alarm clock or phone
* Use the internet to find timetables for a movie, bus, etc.
* Read a movie, bus or ferry timetable.
* Formulate a ‘backwards design’ schedule (If I want to board the 8:00 AM ferry, and it takes you 40 minutes to get to the ferry terminal, what time should you leave your house?)
 | * Have students sort pictures of AM or PM activities into columns, charts, baskets, etc.
* Peers and/or Paras can record answers using a checklist.
* Peer to Peer- Students can be asked if their peer placed the picture in the correct place, and mark a checklist using a bingo marker, etc.
* Have students ask their peers to recognize various times on a digital or analog clock (Show me 9:00 AM, 2:00 PM)
* Peers and/or Paras can record answers using a checklist.
* Peer to Peer- Students can have an ‘answer key’ and see if their peer’s work matches the answer key.
* Have students sequence an activity morning routine, school arrival, etc.).
* Peers and/or Paras can record answers using a checklist.
* Peer to Peer- Students can have an ‘answer key’ and see if their peer’s work matches the answer key.

INDIVIDUAL:Students will answer the following questions:1. What is one thing I learned in today’s lesson?
2. Did I participate in my small group activity?
3. Did I demonstrate my best behavior?
4. Did I use my communication skills?
5. Do I have more questions about something we learned about today?
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| **SANDI/Focus Skill:** |
| *Level One:*Looks at or turns toward a familiar person (Re. 1)Visually follows a familiar person for 5 seconds (Re. 7)Visually follows object for 5 seconds (Re. 8)Shows interest in an object for 1 min (Re. 10)Connects objects with familiar events (Re. 14)Responds to environmental cues (Re. 15)Connects spoken words with familiar events (Re. 16)Turns pages of a book one at a time (Re. 24)Completes an ABAB puzzle (Re. 28)Holds and explores an object (Wr. 3)Picks up small objects (Wr. 6)Uses hand/eye coordination to place items in a container (Wr. 10)Follows left to right sequence when writing (Wr. 13)Recognizes and reacts to familiar sounds (CD. 7)Responds to simple requests (CD. 16)Follows 5 one-step directions (SE. 27)Gives items to people in a group (Ma. 10)Makes sets of items (Ma. 11)Orders items according to characteristic (Ma. 13)Writes numbers in proper sequence (Ma. 21) | *Level Two:*Matches symbols/pictures to activities (Re. 29)Follows a daily schedule (Re. 30, 78)Re-tells a story (Re. 36)Recites the alphabet (Re. 48. 49)Names letters (Re. 50, 51)Follows instructions to perform actions (Re. 66)Completes/Extends an ABC puzzle (Wr. 28)Sequences picture cards left to right (Wr. 36)Writes/dictates events about things that happened (Wr. 38, 45-47)Performs actions to comply with directions (CD. 38)Takes turns during structured group activity (SE. 35)Completes a set of activities independently using visual cues (SE. 43)Shows 1:1 correspondence using 5 identical sets of real objects (TE.4)Completes a multi-step classroom job (TE. 6)Follows picture/word schedule to complete tasks in a work system (TE. 8)Follows safety rules (TC. 18)Identifies today, yesterday, and tomorrow (Ma. 71) | *Level Three:*Describes sequence of a text (Re. 79)Sequences pictures to show events of a story including beginning, middle, endAssembles a model with directions (Re. 87)Writes based off story starter (Wr. 48)Writes an opinion piece (Wr. 57)Writes 3 paragraph letter (Wr. 60)Performs actions to comply with directions (CD. 56)Participates in conversations with peers (CD. 57)Recounts events to a peer (CD. 65)Uses if/then to support an argument (CD. 68)Gives multi-step directions to get around location (CD. 75)Gives sequential steps for a task (CD. 80)Identifies personal goal with steps/describes progress made toward a personal goal (SE. 73, 74)Completes a multi-step assembly/packaging routine (TE. 15)Identifies start times of events (Ma. 84)Extends ABAB pattern using symbols (Ma. 86) |