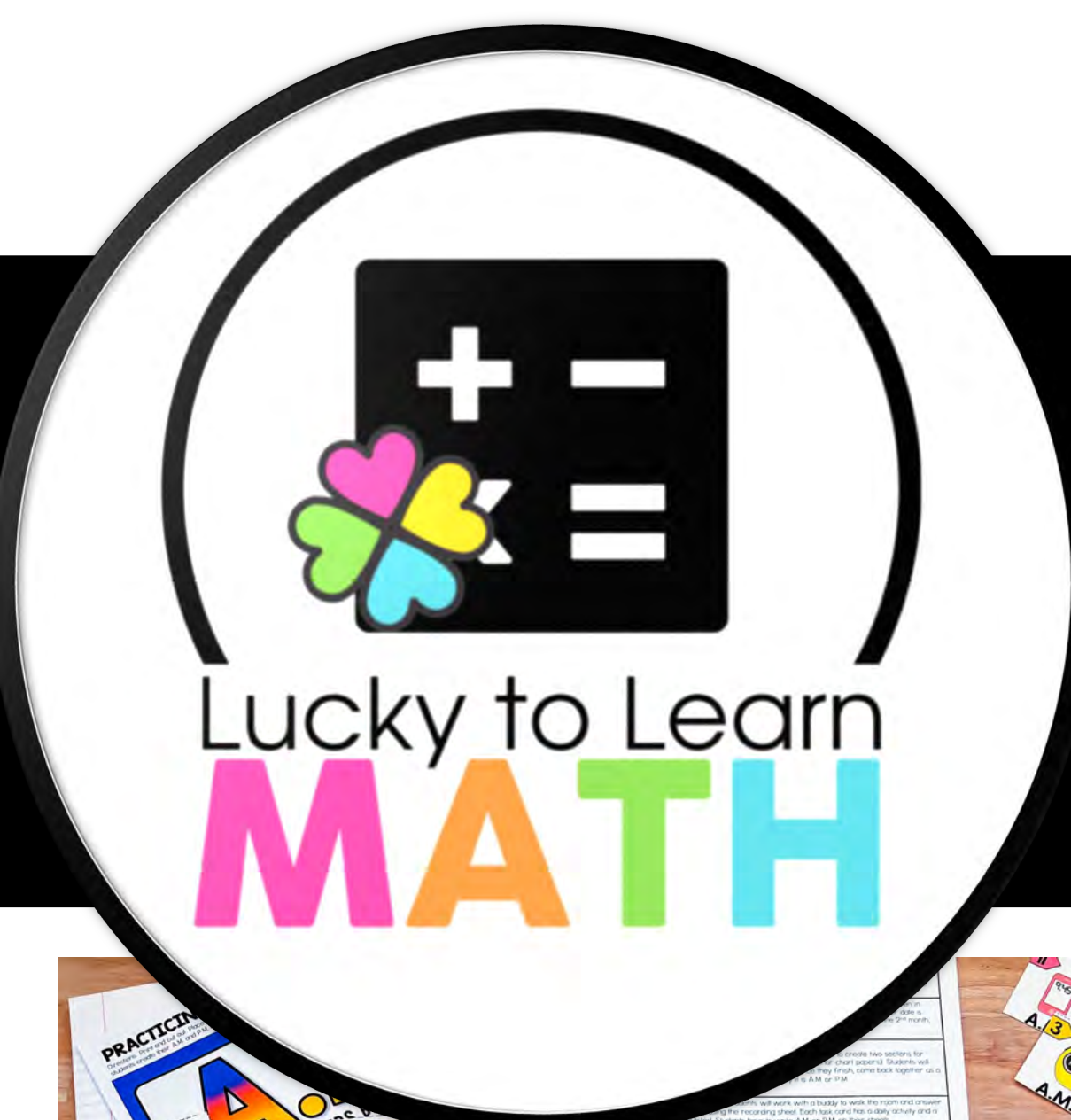


SECOND GRADE

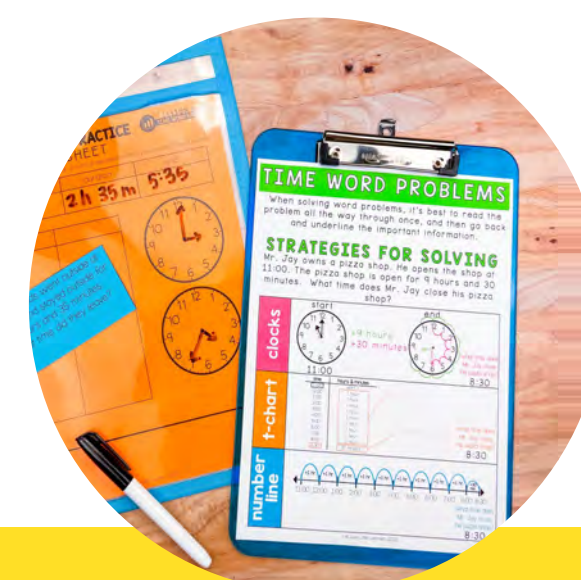
UNIT FIVE

TIME



Why?

This is the hands-on, standards-aligned, collaborative, and engaging time unit you've been looking for! This resource can also be used as a supplement to other math programs.



Is your current math curriculum dull and lifeless?

This unit is so engaging! It has hobby - themed lessons to pique student interest, while also ensuring they master the math.

Looking for resources that are easy to prep?

The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.

Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

PERFECT FOR

Name _____

RACE TO THE END ZONE

Directions: Read each analog clock on the cards. Write the time.

(A) (B) (C) (D)
(E) (F) (G) (H)
(I) (J) (K) (L)
(M) (N) (O) (P)
(Q) (R) (S) (T)
(U) (V) (W) (X)

Name _____

RACE TO THE END ZONE

Directions: Move your counter across each letter as you solve the problem on your recording sheet. The first person to reach the end zone wins! Trade cards and counters to race again!

team ←

A	Z
B	Y
C	X
D	W
E	V
F	U
G	T
H	S

MATH BLOCK

Name _____

TIME DOMINOES

Directions: Connect like dominoes! Begin with the domino that says "quarter to five".

quarter past five

quarter to

quarter to five o'clock

quarter to nine o'clock

HALF

quarter to

5:45

4:30

quarter past two

NUMBER TALKS

Name Henry

COLOR BY CODE HOCKEY

Directions: Look at the clocks in each space and color according to the code below.

Color Light Blue	Color Dark Blue	Color Red	Color Brown
quarter past	quarter to	half past	o'clock

gray

3:45

6:45

10:15

11:30

Name Tricia

GAME TIME-BATTER UP!

Directions: Write the time on the digital clock to match the analog clock. Color the picture using the code once you have the answers.

12:15 (yellow)

8:05 (gray)

10:10 (light blue)

6:00 (orange)

10:10 (pink)

Name _____

BASEBALL TEAM LINE-UP

Directions: Find the cards around the room to see what time each player arrived at the game. Draw the clock to show the time.

OUTFIELD 4:15

2ND BASE

SHORTSTOP

PITCHER

UMPIRE

TELL TIME TO 5 MINUTES

hour →

minute →



STEP 2:

- Look at the minute hand (the long one).
- Start at the top of the clock and count by fives until you reach the minute hand.

SUPPLEMENTAL PRACTICE

Name Brett

CHECK FOR UNDERSTANDING

Directions: Use the calendar to answer the questions.

- How many Thursdays are there in April? four
- What is the date of the 4th Friday? April 22
- The last day of the month is what day of the week? Saturday
- What month comes next? May

APRIL 2022						
SUN	MON	TUE	WED	THUR	FRI	SAT

LESSON 5.1

UNIT 5: TIME

LESSON 5.1

Concept of time on a calendar

Understand the concept of time within the calendar (days, weeks, months).

Step It Game: Everyone stands in a circle. Count by ones going around the circle but when you get to a MULTIPLE OF TEN (10, 20, 30, 40, etc.) you keep going (not starting over).

month

There are 12 months in a year.

January February March April May June July August September October November December

Name Dalila

TIME WITHIN A YEAR

Write each day in the boxes below.

1	SUNDAY
2	MONDAY
3	TUESDAY
4	WEDNESDAY
5	THURSDAY
6	FRIDAY
7	SATURDAY

Write each month in the boxes below.

1	January
2	February
3	March
4	April
5	May
6	June
7	July
8	August
9	September
10	October
11	November
12	December

There are 24 hours in a day.

There are 7 days in a week.

There are 12 months in a year.

There are 365 days in a year.

There are 7 days in a week.

There are 52 weeks in a year.

2023

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY

LESSON 5.1

UNIT 5: TIME

LESSON 5.1

Calendar Course

INTERVENTIONS

WHAT'S INCLUDED?

- Teaching slides
- Lesson plans
- Warm-ups
- Math chats
- Mini lessons
- Collaborations
- Worksheets
- Differentiation
- And so much more!



SKILLS INCLUDED

Aligned to CCSS & TEKS



TIME

UNIT OVERVIEW

	BASICS OF TELLING TIME		
WEEK ONE	<ul style="list-style-type: none"> Understanding Time Within the Calendar (years, months, days, etc.) Sort and Classify AM and PM Parts of a Clock Telling Time to the Hour Telling Time to the Half Hour Telling Time to the Quarter Hour 	CC: 2.MD.7 2.NBT.2	TEKS: 2.9g 2.4c
	TELLING TIME TO FIVE MINUTES		
	<ul style="list-style-type: none"> Telling Time to Five Minutes Analog clocks Digital clocks Time Words 	CC: 2.MD.7 2.NBT.3	TEKS: 2.9g 2.2b
	TELLING TIME TO ONE MINUTE		
WEEK THREE	<ul style="list-style-type: none"> Telling Time to the Minute Adding Hours and Minutes Elapsed Time 	CC: 2.MD.7 2.NBT.5 2.OA.1	TEKS: 2.9g 2.7c
	TELLING TIME REVIEW		
WEEK FOUR	<ul style="list-style-type: none"> Time Word Problems Sort and Classify Units of Time Timeline and Schedules Time Unit Review and Assess 	CC: 2.MD.7 2.OA.1	TEKS: 2.9g 2.7c

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UNIT MATERIALS

CLOCK ROOMS
Each hour has a room. When the hour hand is in that room, that is the time's hour!
THE TIME IS 1:45 BECAUSE THE HOUR HAND IS POINTING TO THE 1:00 ROOM.

A.M. AND P.M.
Our 24-hour day is divided into two 12-hour halves.

A.M.
midnight to noon

P.M.
noon to midnight

Anchor charts

Binder cover

Lucky to Learn **MATH**

UNIT 5 **TELLING TIME**

KIDS IN ACTION: TIME FOR HOBBIES

Lucky to Learn **MATH**

UNIT 5 **TELLING TIME**

KIDS IN ACTION: TIME FOR HOBBIES

MATH CHAT EXPECTATIONS

- 1 BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- 2 THINKING TIME**
When a problem is shown, we won't shout about it yet. We will use silent thinking time to think the problem on our own.
- 3 TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn.
- 4 STRATEGIES**
When you think of a way to solve the problem, thumbs-up at your chest. Keep thinking of more ways and raise more fingers for more strategies.
- 5 LET'S CHAT!**
Once we have had plenty of silent thinking time, we will share our strategies with the class and just like all answers are shared and talked about by everyone.

MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

Math Chat posters

Name _____ Date _____

TELLING TIME ASSESSMENT A

TELLING TIME ASSESSMENT

Use the calendar to answer the two questions.

What is the date of the 3rd Monday?

The last day of the month is what day of the week?

Circle if these events would happen in the A.M. or the P.M.

Go to track practice. **4:00** A.M. or P.M.

Plant flowers. **1:45** A.M. or P.M.

Write the digit time and the time in words for each analog clock.

Fill in the missing parts for each time shown.

quarter to six o'clock

Unit assessments

MAKE A CLOCK

Directions: Cut around the outside of the clock. Cut out the hour arrow at the bottom. Cut on the dotted lines just to the center ring between each number. Flip over and put glue in the center circle (not on the number tabs). Glue onto the minutes clock.

MAKE A CLOCK

Directions: Cut around the outside of the clock. Cut out the minute arrow at the bottom. After putting glue on the hour clock, glue onto this, making sure that your hours and minutes line up. Poke a hole through the center and hole-punch the arrows. Use a brass fastener to hold all of the pieces together.

Craftivities

second
There are 60 seconds in a minute.

half hour
There are 30 minutes in a half hour.

half past
When the minute hand is point to the 6, it is half past the hour.

quarter
There are 15 minutes in a quarter hour.

calendar
A calendar shows the months, days, and weeks in a year.

season
There are 4 seasons in a year. There are 4 seasons in a year.

date
A date is a specific day including the month and year.

Vocabulary cards

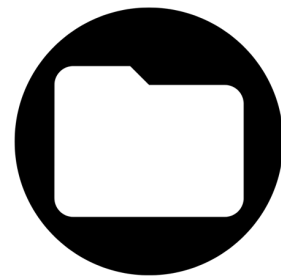
MATH UNIT ICONS

These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

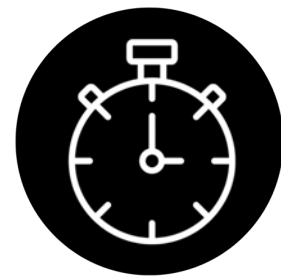
ICON KEY



OBJECTIVE



MATERIALS



WARM UP



MINI LESSON



MATH CHAT



HANDS-ON
COLLABORATION



INDEPENDENT
PRACTICE



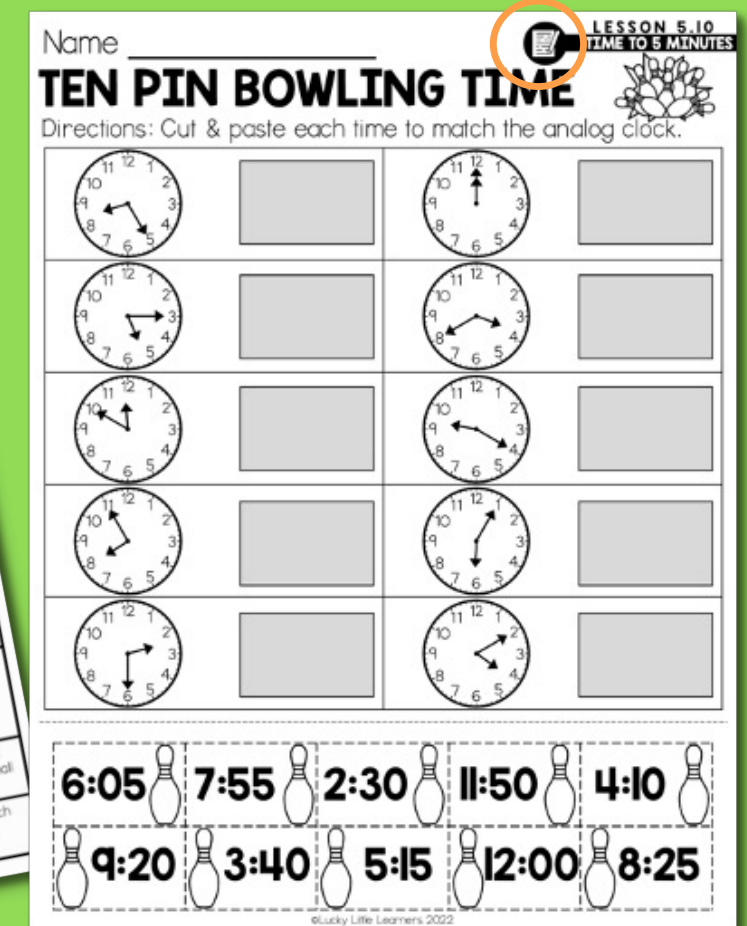
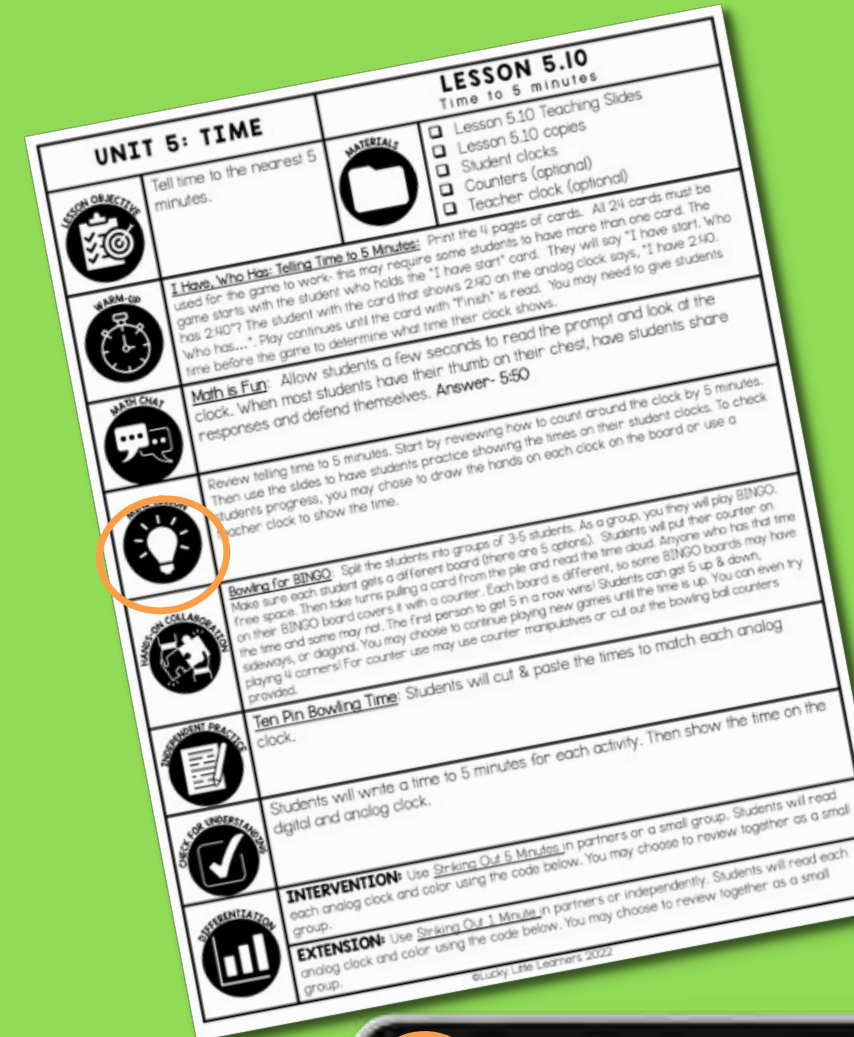
CHECK FOR
UNDERSTANDING



DIFFERENTIATION



BONUS



LESSON PLANS

Clear lesson objective

List of materials

Teaching slides included for each part of the lesson

Math chat (number talk) in each lesson

Quick warm-up in each lesson

Collaborative hands-on tasks

Skill-focused mini lesson

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

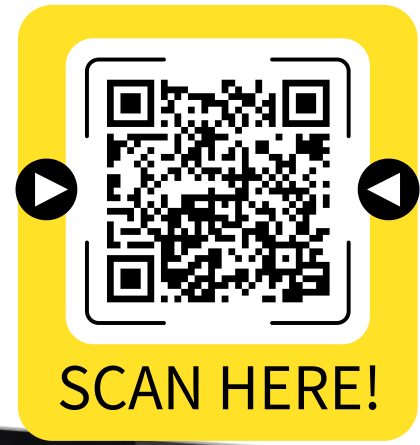
Differentiation options

UNIT 5: TIME		LESSON 5.10 Time to 5 minutes	
	Tell time to the nearest 5 minutes.		<input type="checkbox"/> Lesson 5.10 Teaching slides <input type="checkbox"/> Lesson 5.10 copies <input type="checkbox"/> Student clocks <input type="checkbox"/> Counters (optional) <input type="checkbox"/> Teacher clock (optional)
	I Have, Who Has: Telling Time to 5 Minutes: Print the 4 pages of cards. All 24 cards must be used for the game to work- this may require some students to have more than one card. The game starts with the student who holds the "I have start" card. They will say "I have start. Who has 2:40"? The student with the card that shows 2:40 on the analog clock says, "I have 2:40. Who has...". Play continues until the card with "Finish" is read. You may need to give students time before the game to determine what time their clock shows.		
	Math is Fun: Allow students a few seconds to read the prompt and look at the clock. When most students have their thumb on their chest, have students share responses and defend themselves. Answer- 5:50		
	Review telling time to 5 minutes. Start by reviewing how to count around the clock by 5 minutes. Then use the slides to have students practice showing the times on their student clocks. To check students progress, you may choose to draw the hands on each clock on the board or use a teacher clock to show the time.		
	Bowling for BINGO: Split the students into groups of 3-5 students. As a group, you will make a BINGO board. Make sure each student gets a different board (there are 5 options). Students will play BINGO on their BINGO board covers it with a counter. Each board is different, so some BINGO numbers will be in different positions. The first person to get 5 in a row wins! Students can get up & down, sideways, or diagonal. You may choose to continue playing new games until the time is up. You can even try playing 4 corners! For counter use may use counter manipulatives or cut out the bowling ball counters provided.		
	Ten Pin Bowling Time: Students will cut & paste the times to match each analog clock.		
	Students will write a time to 5 minutes for each activity. Then show the time on the digital and analog clock.		
	INTERVENTION: Use <i>Striking Out 5 Minutes</i> in partners or a small group. Students will read each analog clock and color using the code below. You may choose to review together as a small group.		
	EXTENSION: Students will solve the puzzle by matching converted units of time (e.g., 1 hour = 60 minutes, 1 month would match with 4 weeks).		

UNIT 5: TIME		LESSON 5.18 Sort and classify units of time	
	Sort and classify activities based on units of time.		<input type="checkbox"/> Lesson 5.18 teaching slides <input type="checkbox"/> Lesson 5.18 copies <input type="checkbox"/> Dice <input type="checkbox"/> Game pieces <input type="checkbox"/> Bingo chips
	One Minute Exercises: Since the lesson will be covering units of time today, doing exercises for 1 minute will help them understand how long a minute is. Do as many exercises as you would like for 1 minute each. Five exercises.		
	Word Problem: "Jay wants to go to the skate park with his friends. His mom asks him how long he will be there. Which unit of time do you think would be the best answer? About one minute, about one hour, or about one day". Answer: About one hour. Discuss with the students why it wouldn't be one minute or one whole day.		
	Introduce the term units of time and review how we measure time in minutes, hours, days, etc. Rolling Through Units of Time: As a class, you will look at 6 different activities on the teaching slides. Students will write which unit of time would best fit each activity. After each problem, there will be a drawing step for students to draw the activity. When they are done, they can decorate and color the roller skate they drew.		
	Skating Rink Race: Students will play this board game with a partner. They will roll the die and move that many spaces. Reading the activity on the space, they will use a bingo chip to cover the unit of time that activity would best match on their units of time strip. The first player to cover all 4 units of time wins the game!		
	Skate and Sort: Students will cut and glue the time cards with the event cards that would take about that much time. There is 1 set of blank cards that students will write their own time and activity on.		
	Students will demonstrate their understanding of units of time by choosing whether each activity would take about a second, a minute or an hour.		
	INTERVENTION: Students will sort picture cards by the unit of time the activity would take (seconds, minutes or hours).		
	EXTENSION: Students will solve the puzzle by matching converted units of time (e.g., 1 month would match with 4 weeks).		

Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with our weekly newsletter created just for teachers like you.



**RESEARCH DRIVEN
MUST-HAVES**

SEASONAL FUN

VIRAL FAVES

DECOR & MORE

About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.