

CONT933 Common Tech Lesson Template

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Title of Lesson: How long is a minute?

	Mathematics	Applied Design, Skills, and Technologies
Grade Level:	3	3
Big Idea(s):		Skills can be developed through play.
Curricular Competencies:	<p><i>Reasoning and analyzing:</i> Model</p> <ul style="list-style-type: none"> • acting it out, using concrete materials, drawing pictures <p><i>Understanding and solving:</i></p> <ul style="list-style-type: none"> • visualize to explore mathematical concepts <p><i>Communicating and representing:</i></p> <ul style="list-style-type: none"> • communicate mathematical thinking in many ways <p><i>Connecting and reflecting:</i></p> <ul style="list-style-type: none"> • connect mathematical concepts to each other and to other areas and personal interests 	<p>Applied Skills:</p> <ul style="list-style-type: none"> • Use materials, tools, and technologies in a safe manner in both physical and digital environments. • Develop their skills and add new ones through play and collaborative work <p>Applied Technologies:</p> <ul style="list-style-type: none"> • Explore the use of simple, available tools and technologies to extend their capabilities
Curriculum Content:	<p><i>Time Concepts:</i></p> <ul style="list-style-type: none"> • understanding concepts of time (e.g., second, minute, hour, day, week, month, year) • understanding the relationships between units of time • telling time is not expected at this level. 	<p><i>Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K-3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.</i></p>

Purpose:	To introduce time as a measurement; focusing on standard units of time.
Description of Activity:	<p>Define a minute = a minute is equal to 60 seconds or 1/60 of an hour</p> <p>Activate and Engage: Students put their heads down on the desk and raise their hand when they think a minute is up. Using the clock in the classroom keep track of each time a student raises their hand; or using internet stop watch, use the lap button. (http://www.multistopwatch.com/) Discuss as a class.</p> <p>Explore and Discover: (Hand out mini whiteboards) Set a the timer on the SMARTBoard for one minute for all students to see. Ask students to estimate how many jumping jacks they think they can do in one minute. Ask them to write this number down on the whiteboard in front of them. READY, SET, START the timer. After one minute, stop the timer and ask students to write down the number of jumping jacks they have completed. Give students an opportunity to share their experience.</p> <p>Organize and Integrate: With their elbow partner, students discuss and choose an activity/task to do in one minute. They record this activity in their math journal, estimating what they think their results will be. (Highlight constraints with the class, and provide sentence starters to support all learners.) Partners perform the task/activity that they have chosen and record the results in their math journals.</p> <p>Closure: Students share their experiences with the rest of the class.</p>
Assessment Methods:	<p>Formative assessment</p> <ul style="list-style-type: none"> • observation of whiteboard recordings (estimation of time) • discussion and selection of activity/task (does the student understand the task) • math journals (reveals what the student has learned during this activity)

Resource:

Small, M. (2017). *Making math meaningful to Canadian students, K-8*. Toronto:

Nelson Education.