

























Technology-Connected Lesson Plan

Title:	Just In Time (Lesson on Elapsed Time)
Grade Levels:	4 th - 6 th
Curriculum Areas:	🖥️ Math
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW use elapsed time to find solve for start time and end time 🖥️ TLW apply the use of elapsed time to a real life schedule 🖥️ TLW communicate their answers orally and written 🖥️ TLW construct and solve word problems involving elapsed time
LA Content Standards:	<ul style="list-style-type: none"> 🖥️ M-1-M - applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences 🖥️ M-2-M - demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures) 🖥️ M-6-M - demonstrating the connection of measurement to the other strands and to real-life situations.
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> 🖥️ Measurement - Set up, solve, and interpret elapsed time problems (M-2-E) (M-5-E) 🖥️ Measurement - Recognize the attributes to be measured in a real-life situation (M-2-E) (M-5-E)
K12 Educational Technology Standards:	<ul style="list-style-type: none"> 🖥️ Technology Problem-Solving and Decision-Making Tools (<i>Problem Solving Foundation Skill</i>) Students use appropriate technology resources for solving problems and making informed decisions. 🖥️ Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>) Students use technology tools to enhance learning, increase productivity, and promote creativity. 🖥️ Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>) Students use technology tools to process

	data and report results.												
Technology Connection:	<ul style="list-style-type: none">  Computer w/TV-scan converter (presentation station)  http://www.cyberbee.com/games/clock.htm  http://www.time-for-time.com/swf/myclox.swf  http://www.harcourtschool.com/activity/elab2002/grade_3/018.html  http://www.shodor.org/interactivate/activities/clock3/ 												
Procedures:	<ul style="list-style-type: none">  Prior Knowledge <ul style="list-style-type: none"> • How many minutes are in an hour? • How many minutes are in a half hour? • What time is shown on the 3 different clocks? (Draw 3 clocks showing time on the hour, time at 5 minutes after an hour, and time 22 minutes before the hour) • How many hours and minutes are in 92 minutes?  Review telling the correct time using the following interactive clocks using the presentation station. <ul style="list-style-type: none"> http://www.cyberbee.com/games/clock.htm http://www.time-for-time.com/swf/myclox.swf  Problem of the Day: Discuss with whole class. Write on overhead or board: This morning you arrived at school at 9:00 AM. Math begins at 1:00 PM. how much time has passed?  Give students think time. Ask for responses—prompt—how did you figure that out? With large clock on board, have a student move the hands to show how much time has passed. Introduce concept of start time, end time, and time passed. Draw the following chart on the board <div style="text-align: center; margin: 10px 0;"> <table border="1" data-bbox="613 1329 1393 1423"> <thead> <tr> <th>Start Time</th> <th>End Time</th> <th>Time Passed</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> </div>  Tell the students the definition of elapsed time: the amount of time taken to go from start to finish. Can I erase one of these categories and rename it "elapsed time." Explain.  Change "Time Passed" to Elapsed Time on chart. Then, fill in 9:00 AM under Start Time; 1:00 PM under End Time; then fill in Elapsed time. <div style="text-align: center; margin: 10px 0;"> <table border="1" data-bbox="613 1738 1393 1833"> <thead> <tr> <th>Start Time</th> <th>End Time</th> <th>Elapsed Time</th> </tr> </thead> <tbody> <tr> <td>9:00 AM</td> <td>1:00 PM</td> <td>4 hours</td> </tr> </tbody> </table> </div>  Continue chart. Fill in 1:00 PM under Start Time. (Time math lesson started). Can anyone tell me what time it is now? (Students should look at a clock). Teacher fills in under end 	Start Time	End Time	Time Passed				Start Time	End Time	Elapsed Time	9:00 AM	1:00 PM	4 hours
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	<p>time the time students report. For example: "It is 1:12 PM." How much time has elapsed since this math lesson has elapsed? Student can come to board and fill in 12 minutes under Elapsed Time. Student moves hands on large clock 12 minutes.</p> <ul style="list-style-type: none">  Give each student a copy of the Elapsed Time Recording Sheet. Complete numbers 1-3 together.  Go to Harcourt School Website (this part of the lesson would work great in a computer lab setting) http://www.harcourtschool.com/activity/elab2002/grade_3/018.html Allow students to complete the remaining problems on the recording sheet using the interactive clock.  Prompt students to look over their charts. Ask students to use "elapsed time" in a sentence to describe their chart.  If time, allow students to go to the following web site to practice more elapsed time using another interactive clock. http://www.shodor.org/interactivate/activities/clock3/
Materials:	<ul style="list-style-type: none">  Print out and have a copy for each student of the elapsed time recording sheet located at http://www.harcourtschool.com/activity/elab2002/grade_3/018.html  Large cardboard clock  Elapsed Time Worksheet
Assessment:	 Have students complete the Elapsed Time Worksheet.
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