

Long and Short Time Durations.

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Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

LONG AND SHORT TIME DURATIONS.

EXPLICIT TEACHING PLAN OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES: EQUIPMENT FOR ACTIVITIES, PENCIL, PAPER

WHAT COULD WE DO?

Children:

- listen to the story of the hare and the tortoise.
- record which animal took a long time and a short time, for example,

more time	less time
hare	tortoise

- record other activities as taking a long time or a short time, for example,

more time	less time
hare	tortoise
3 circles	count 20

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children

- ask one another questions about long and short time durations, for example:
 - ▶ Which animal took a long time?
 - ▶ Which animal took a short time?

- ▶ What activity takes a long time?
- ▶ What activity takes a short time?

LONG AND SHORT TIME DURATIONS.

EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

WHAT COULD WE DO?

Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.

Read the children a story involving time duration, for example, The Hare and The Tortoise

Record 2 columns with headings 'more time' and 'less time', and record 'hare' in the 'more time' column and 'tortoise' in the 'less time' column, for example,

more time	less time
hare	tortoise

Select 2 children, one to draw 3 circles and 1 to count to 20

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

- ▶ Today brings an investigation about time.
- ▶ What do you know about time?
- ▶ Talk about time with a friend.
- ▶ Is anyone ready to share what they are thinking about time?

- ▶ Who took more time, the hare or the tortoise?

- ▶ How could we record this?
- ▶ Could we make 2 columns with one heading 'more time' and the other heading 'less time'?
- ▶ Could we record the hare in the 'more time' column and the tortoise in the 'less time' column?

- ▶ Let's investigate other things that take more time and things that take less time.
- ▶ Which do you think will take more time, drawing 3 circles or counting to 20? Let's investigate!
- ▶ Who would like to draw the 3 circles?
- ▶ Who would like to count to 20?

Record (for example) 3 circles in the more time column and (for example) count 20 in the less time column, for example,

more time	less time
hare 3 circles	tortoise count 20

Record (for example) 3 circles in the more time column and (for example) count 20 in the less time column, for example,

more time	less time
hare 3 circles 10 jumps	tortoise count 20 write 1 to 5

- ▶ Which took more time?
- ▶ Which took less time?
- ▶ How could we record this?
- ▶ Could we record the (for example) 3 circles in the 'more time' column and the (for example) count 20 in the 'less time' column?
- ▶ Let's investigate some other things that take more time and things that take less time
- ▶ Which do you think will take more time, jumping 10 times or writing the numbers 1 to 5? Let's investigate!
- ▶ Who would like to jump 10 times?
- ▶ Who would like to write the numbers 1 to 5?
- ▶ Which took more time?
- ▶ Which took less time?
- ▶ How could we record this?
- ▶ Could we record the (for example) 10 jumps in the 'more time' column and the (for example) write 1 to 5 in the 'less time' column?

Other activities could include:

- drawing 3 triangles / squares / rectangles
- say the alphabet
- count forwards / backwards to 10 / 20
- sing a song, for example, 'happy birthday'
- stamp 10 times
- tie your shoelace
- make a tower of 10 blocks
- write your name
- start from 6 and write the numbers to 10
- jump 10 times
- put on your jacket / jumper
- wash your hands
- bounce a ball 10 times
- throw a ball in the air a catch it 5 times
- run to a post and back
- make a model using blocks