

SUBJECT: MATHEMATICS**LESS ON PLAN****TOPIC: TIME GOES ON...****CHAPTER NO : 7**

<u>PRE CONTENT / CONTENT / POSTCONTENT</u>	<u>LEARNING OUTCOME / OBJECTIVES</u>	
<u>TIME GOES ON...</u>	<u>GENERAL</u>	<u>SPECIFIC</u>
<u>PRE-CONTENT</u> Brain storming and interactive session will be conducted by asking following questions : Q1) Why do we use clock? Q2) How many types of clocks you see in your surroundings? <u>CONTENT</u> • Units of time • Year Calendar • Reading a clock <u>POST CONTENT</u> Students will be able to read the clock correctly and tell time.	Students will be able to :- • recall the purpose of using clocks. • identify the various types of clocks used in daily life. • enlist the different units of time and various terms which relates to time. • recognize months having 30 and 31 days. • read and write dates in 2 different ways. • create different ways of reading and writing time • apply the concepts in daily life	Students will be able to :- • list the various situations where clock is used. • classify the different types of clocks. • differentiate between various units of time and relationship between each unit • analyze the calendar to explore a particular day and date • observe patterns in calendar of any month. • relate their daily routine with time and write them in both ways. • develop punctuality and understand the value of time

Home Work / Assignments

- Problems from Math Magic.

AND PROGRESS**MONTH : AUGUST****CLASS – III**

<u>TEACHER'S ACTIVITY</u>	<u>STUDENT'S ACTIVITY</u>	<u>TEACHER'S OBSERVATION & REMEDIAL</u>
Teacher will : introduce the topic by showing a video which shows how clocks can be used in different situations. conduct a quick quiz to distinguish between day to day activities and relate it to different units of time. demonstrate how to read the calendar using calendar. apply simple addition and subtraction in the calendar given in the book and compute some calendar tricks. explain how to read the time by using following words: quarter past, half past and quarter to (next hour) . <u>ANNEXURE7</u> conduct an activity which enables them to understand the concept of reading and writing time in words and digital form both (12 hour format).	Students will : observe the different situations where time can be used. Also paste pictures of different types of clocks used in their surroundings. complete the list of activities in the book on Pg – 96 & 97. draw or paste the calendar of any particular month in the notebook and make a list of important occasions of that month. understand and observe the patterns and tricks shown in the calendar given in NCERT book Pg – 105 & 106. draw clocks depicting different times like quarter to , half past etc. in the notebook. <u>ANNEXURE7</u> participate in the activity and assimilate the concept of reading time from clock and writing it in both ways.	Teacher will write his/her observations after the completion of the topic/s.

Teaching aids – Smart board , Internet , Calendar, Textbook – Math Magic , Coloured cards etc.

Methodology – Deductive Method , Peer learning , Activity method, Digital Technology and Integrating Art.

Interdisciplinary Links – Develop value for time and punctuality.

Coordinator

HOD

Headmistress

Principal

ANNEXURE 7**TIME GOES ON....**

SUBJECT	MATHEMATICS
CLASS	III
CHAPTER/UNIT	TIME GOES ON ...
TOPIC	READING AND WRITING TIME IN DIGITAL FORMAT
TIME	30 MINUTES
NATURE OF ACTIVITY	GROUP

What will I learn(Learning Outcome)?

Applying the knowledge of reading and writing time in digital format to decode a 10 letter word.

Skills: Applying, Analyzing, Creating , Critical Thinking

What I have to do?

To decode a meaningful 10 letter word.

What do I require?

A4 size sheet , Clock chart depicting different clocks with different times (Resource attached as Annexure A) ,4 set of different colored cards depicting the digital time on them(resource attached as Annexure B) , ruler, pencil and eraser.

What do I need to know?

Reading time using a clock and writing it in digital format, knowledge of 12 hour format.

➤ Teacher's Activity :

The teacher will divide the class in groups of 10 members each but will give the authority to each team to choose their team leader, display the Clock chart on the board (so that everyone can see it clearly), prepare the coloured cards or take their prints on coloured sheets beforehand, explain the gist of the activity and distribute the coloured cards to the team leaders.

How will I proceed ?**Student's Activity :**

- 1) Chose your team leader and the team leader will distribute the cards given by the teacher(10 cards of same color to each member) in sequence.
- 2) Each member will read the time depicted on their card and note the corresponding clock alphabet from the clock chart (shown by the teacher).
- 3) Record the clock's alphabets in the observation table to decode and make a meaningful 10 letter word.
- 4)The first team to decode the 10 letter word will be the winner of the game and the whole class will applaud for them.

What have I observed ?

Team _____ (Mention the colour of your cards)

<u>MEMBER NO.</u>	<u>DIGITAL TIME ON THE CARD</u>	<u>CLOCK CODE</u>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

The 10 letter word : _____

What have I learnt?

To apply the knowledge of reading and writing time from the clock in the digital format.

What am I curious to know?

Can I play the same game by reading and writing time in words?

Let me evaluate myselfQ1) Match the following.

(a) Quarter past 12

(i) 2 : 45

(b) Half past 6

(ii) 8 : 45

(c) Quarter to 9

(iii) 7 : 00

(d) 7 o' clock

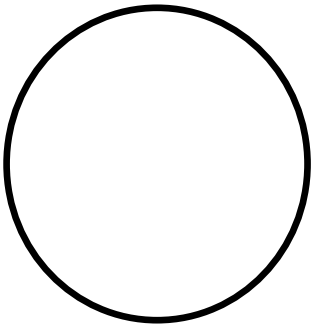
(iv) 12 : 15

(e) Quarter to 3

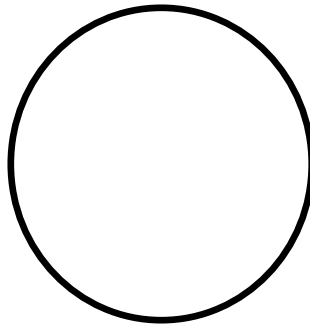
(v) 6 : 30

Q2) Draw the clocks in the circles given below showing the given time.

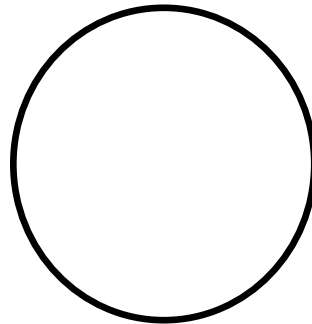
1) 4: 00



2) 5 : 30

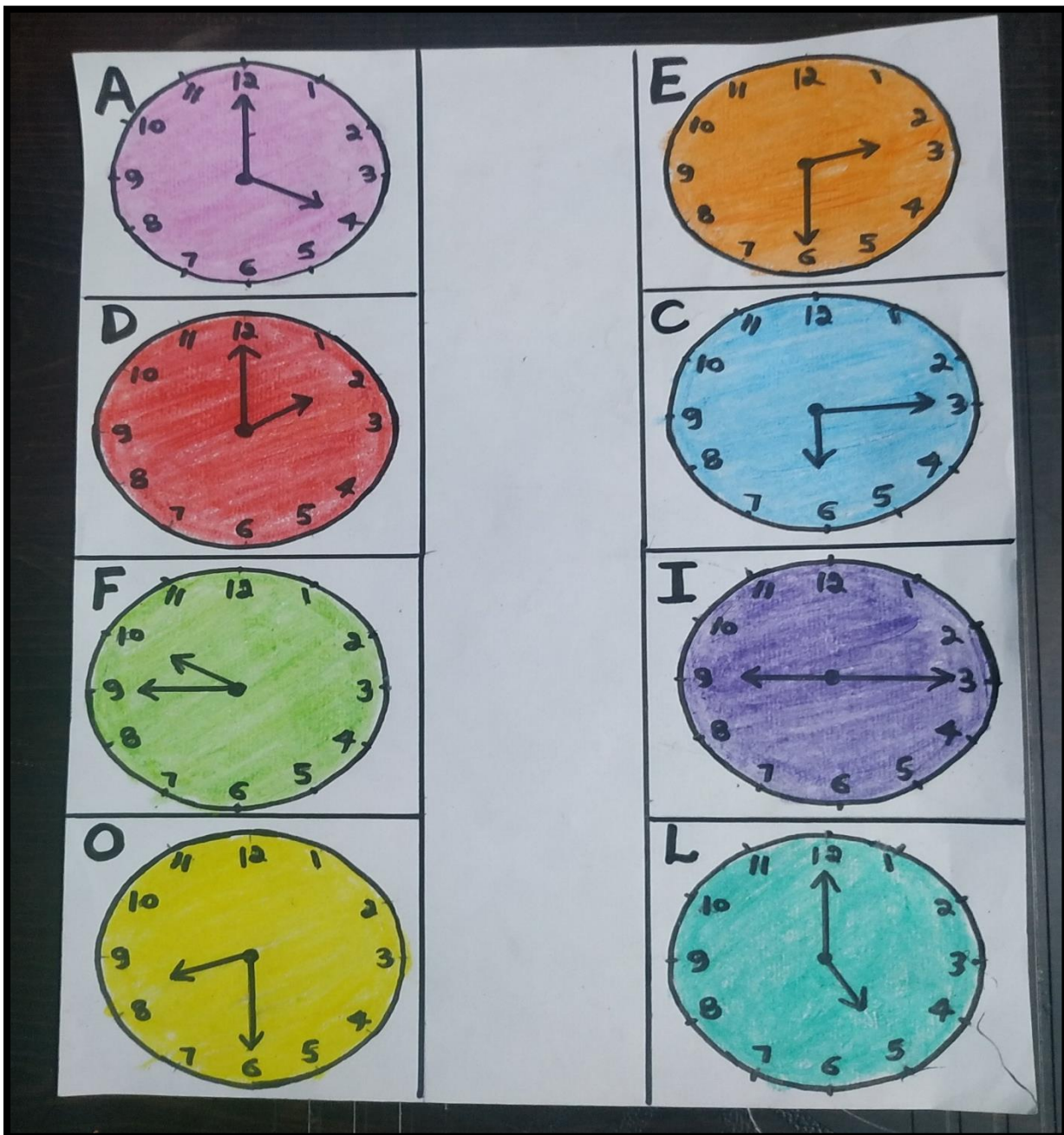


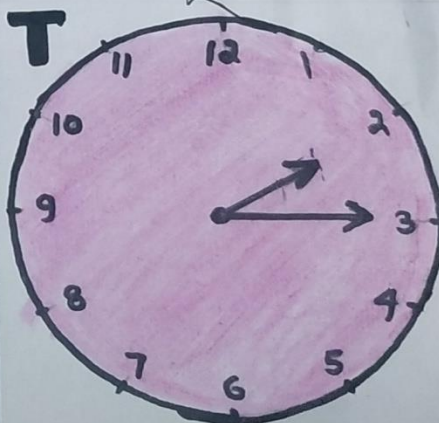
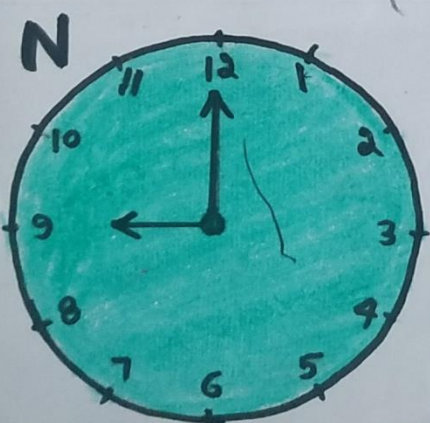
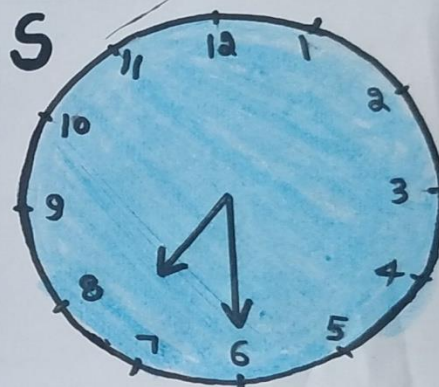
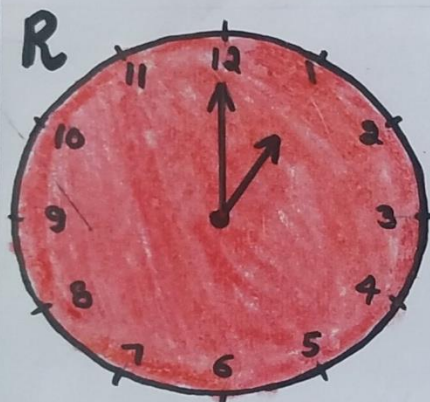
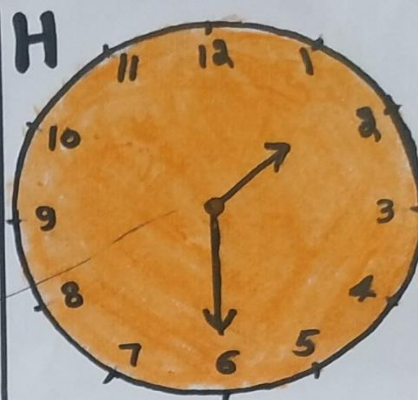
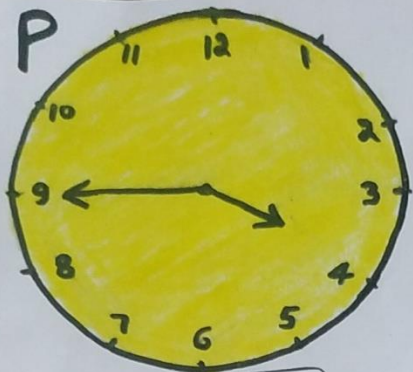
3) 11:30



ANNEXURE A
(CLOCK CHART)

(Take print or draw the clock chart and then display it in the class for the students)



ANNEXURE A(CONTINUED)(CLOCK CHART)

ANNEXURE B

(Take print and color all the cards Red /Take printout on Red sheet and then cut each card along the boundary.)

Team Red**Card for Member 1****3:45****Card for Member 2****2:30****Card for Member 3****1:00****Card for Member 4****9:45****Card for Member 5****2:30****Card for Member 6****6:15****Card for Member 7****2:15****Card for Member 8****9:15****Card for Member 9****8:30****Card for Member 10****9:00**

ANNEXURE B (Continued)

(Take print and color all the cards Pink/Take printout on Pink sheet and then cut each card along the boundary.)

Team Pink**Card for Member 1**

2:00

Card for Member 2

9:15

Card for Member 3

7:30

Card for Member 4

6:15

Card for Member 5

9:15

Card for Member 6

3:45

Card for Member 7

5:00

Card for Member 8

9:15

Card for Member 9

9:00

Card for Member 10

2:30

ANNEXURE B (Continued)

(Take print and color all the cards Green/Take printout on Green sheet and then cut each card along the boundary.)

Team Green**Card for Member 1**

5:00

Card for Member 2

2:30

Card for Member 3

4:00

Card for Member 4

2:00

Card for Member 5

2:30

Card for Member 6

1:00

Card for Member 7

7:30

Card for Member 8

1:30

Card for Member 9

9:15

Card for Member 10

3:45

ANNEXURE B (Continued)

(Take print and color all the cards Yellow/Take printout on Yellow sheet and then cut each card along the boundary.)

Team Yellow**Card for Member 1**

6:15

Card for Member 2

8:30

Card for Member 3

9:00

Card for Member 4

9:45

Card for Member 5

9:15

Card for Member 6

2:00

Card for Member 7

2:30

Card for Member 8

9:00

Card for Member 9

6:15

Card for Member 10

2:30