Eureka Math

2nd Grade
Module 8
Lesson 15

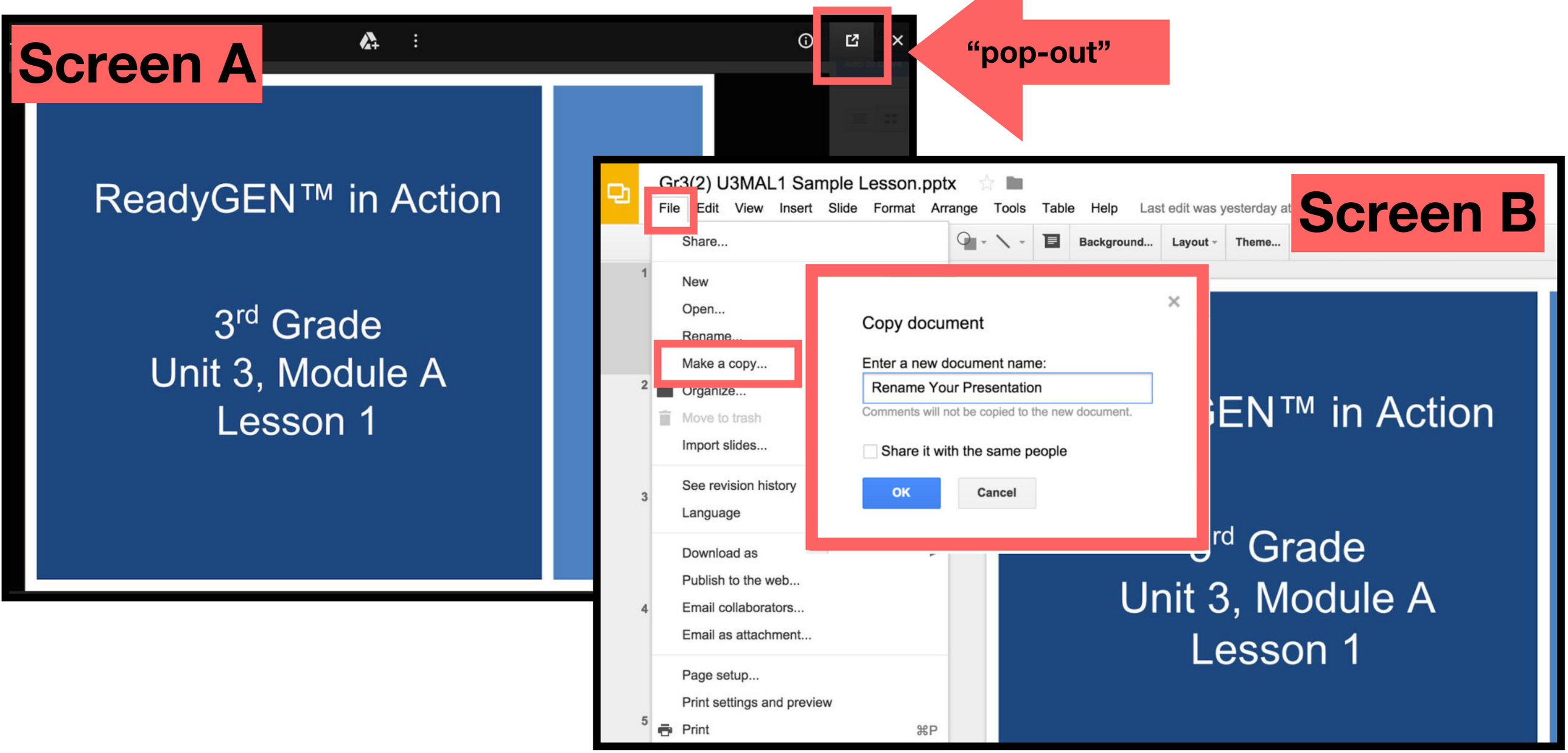
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- ➢ When the Google Slides presentation is opened, it will look like Screen A.
- ➢ Click on the “pop-out” button in the upper right hand corner to change the view.
- ➢ The view now looks like Screen B.
- ➢ Within Google Slides (not Chrome), choose FILE.
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.



Icons

Read, Draw, Write

Learning Target

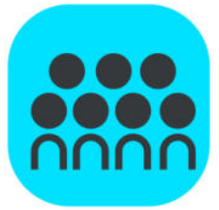
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

Materials:
Fluency - Core Fluencies, Personal White board
(Lesson 3 Fluency Template)

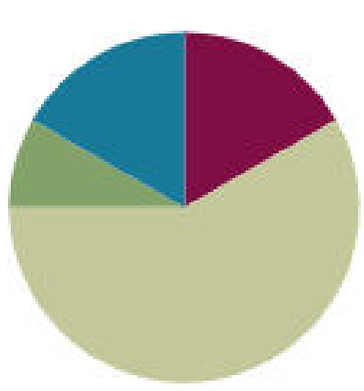
Concept Development:
(T) Telling time story (Template) as a display or booklet, document camera
(S) Telling time story (template) as a booklet, crayons/pencils

Lesson 15

Objective: Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can tell time to the nearest five minutes;relate *a.m and p.m*. to time of day

Fluency

Subtraction with Renaming

You solve on your whiteboard with with a place value chart, while recording the algorithm.

300-118=

500-276=

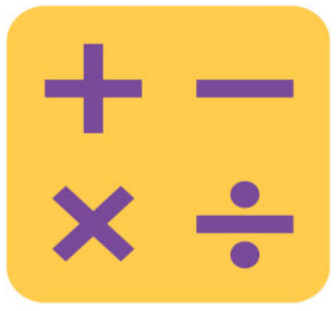
700-347=

803-239=

506-271=

800-108=

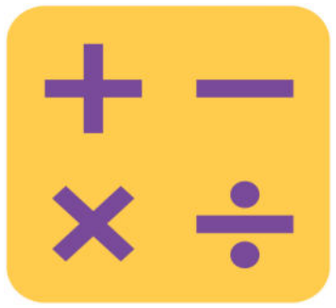
900-507=



Fluency

Happy Counting

We are going to Happy Count by 5’s!

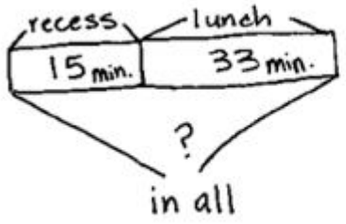


Fluency

Core Fluencies

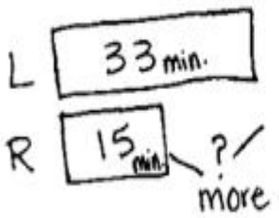
Application Problem

At Memorial School, students have a quarter hour for morning recess and 33 minutes for a lunch break. How much free time do they have in all? How much more time for lunch than recess do they have?



$33 \xrightarrow{+10} 43 \xrightarrow{+5} 48$

Students have 48 free minutes in all.



$33 \xrightarrow{-10} 23 \xrightarrow{-3} 20 \xrightarrow{-2} 18$

Students have 18 more minutes for lunch than recess.

Concept Development

Look at the classroom clock. What time is it now?

Where does the clock tell us if it is morning or night?

Will the clock look like this again today?

I’m going to show the time we do things during our school day.

Concept Development

Which comes first in the alphabet? A or P?

That is how you can remember **a.m. and p.m**

We use **a.m.** as a short way to talk about the time between 12:00 midnight and 12:00 noon, or morning.

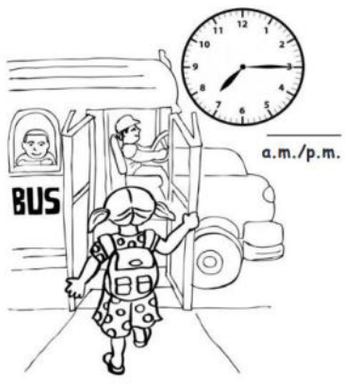
We use **p.m.** as a way to talk about the time between 12:00 noon and midnight.

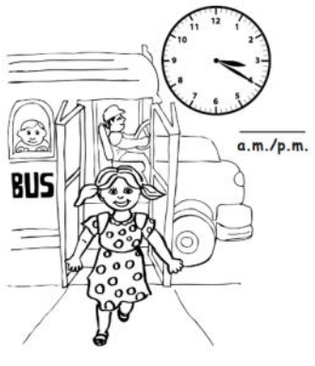
Remember the digital clock shows the time like we are used to writing it. Turn and talk….why do you think it is called a digital clock?

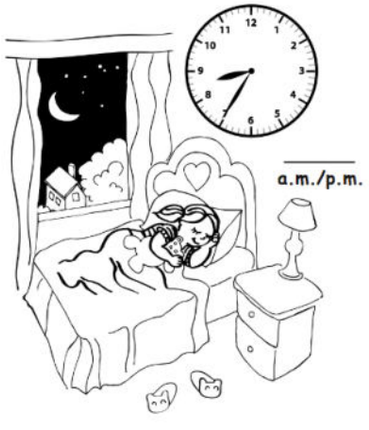
Concept Development

Let’s practice putting these pictures in order.

We’ll look for clues in the weather/sun/moon, as well as the activities that are happening.







Now it’s your turn to put the story together on your own.

Name _____ Date _____

1. Decide whether the activity below would happen in the a.m. or the p.m. Circle your answer.

   a. Waking up for school **a.m. / p.m.**

   b. Eating dinner **a.m. / p.m.**

   c. Reading a bedtime story **a.m. / p.m.**

Debrief

Review your solutions for the Problem Set

For Problem 2(a), how did you determine where to place the minute hand?

For Problem 2(b), where did you draw the hour hand? Why?

Explain to your partner the difference between **a.m.** and **p.m.**

What is the difference between 12 a.m. and 12 p.m.? What might you be doing at those times?

When you are sleeping at night, are you sleeping during a.m. or p.m.? Explain your thinking?

Exit Ticket

Name _____ Date _____

Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m. or p.m.** based on the description given.

1. The sun is rising.

6:10	**a.m. or p.m.**