

# Elapsed Time – A Co-Teaching Lesson Plan

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## Co-Teaching Approaches

A “(Y)” in front of the following list items indicates the approach is outlined in the lesson. An “(N)” in front of the following list items indicates the approach is not outlined in the lesson.

- (N) Parallel Teaching
- (Y) Team Teaching
- (N) Station Teaching
- (N) One Teach/One Observe
- (N) Alternative Teaching
- (Y) One Teach/One Assist

## Subject

Grade 5 Mathematics

## Strand

Measurement

## Topic

Determining the amount of elapsed time

## SOL

5.11 The student will solve practical problems related to elapsed time in hours and minutes within a 24-hour period.

## Outcomes

Students will be able to determine the amount of elapsed time in hours and minutes within a 24-hour period

## Materials

- Classroom demonstration clocks
- Classroom schedule
- Elapsed Time activity sheet (attached)

## Vocabulary

*elapsed time, hours, minutes*

## Co-Teacher Actions

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
<p><b>Anticipatory Set</b></p>	<p>One Teach/ One Assist</p>	<p>Have a discussion with classroom about the word <i>elapsed</i>. Brainstorm different definitions or synonyms of the word. Talk about what we do or how we used elapsed time in our daily lives.</p> <p>Because elapsed time within a 12-hour period is an SOL in Grade 4, check for prior knowledge and understanding of this concept. Have partners work through this problem and be ready to share their results (students may draw representations to solve this):</p> <p>Johnny left his house at 8:00 a.m. to go play in the park with his friends. They played on the swings until 8:40, then went to the basketball court. They played basketball until 10:15. After a 10-minute break, they played another basketball game until 11:50. Johnny had to leave the park at that time to be home by lunch. How much time did Johnny spend on each activity? Break his morning into time intervals for each activity.</p> <p>The GE monitors students as they work, asking questions about how and why</p>	<p>Rotate throughout the classroom prompting students to participate. If necessary, initiate the conversation with teacher to spring discussion.</p> <p>The SE monitors students as they work asking questions about how and why students are solving the problem. Select students with different solution strategies to share with the whole class.</p>

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		<p>students are solving the problem. Select students with different solution strategies to share with the whole class.</p> <p>The teachers are looking for students to share solution strategies using pictures of clocks, a number line approach showing jumps from one time to the next, a solution using numbers/arithmetic only, a solution using benchmark times (going to next hour or half-hour as reference point), etc. If one of these approaches is not used by a student, lead the class through a discussion of that strategy.</p>	
<b>Lesson Activities/ Procedures</b>	Team Teaching	<p>2. Create a scenario that involves</p>	<p>1. Create a simple scenario, such as how much time has passed since the school day started. Say, “The bell rang to start school at 7:40 a.m. It is now 1:20 p.m. How much time has elapsed? Because we don’t usually have clocks with movable hands available, we might want to use other methods to figure out elapsed time.” Show how this problem can be solved using a timeline or a T-chart (students may be more successful with one method over the other).</p> <p>Ask students to suggest a landmark time to</p>

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		<p>computing hours and minutes, such as the amount of time you are at school each day. For example, “You arrive at school at 7:35 a.m. each day. You leave school at 2:50 p.m. How long are you at school each day?” Use the timeline strategy for this problem.</p> <p>Begin marking the timeline, counting by hours, marking the new time and how many hours have elapsed. (It will be helpful to emphasize counting the “jumps” rather than the marks.)</p> <p>Allow students to work in pairs monitoring their discussions, listening for their strategies, and selecting several to share their thinking and strategies with the class.</p> <p>(On the timeline, students can count the six hours that have passed.</p> <p>Continue the timeline to count minutes. Below is one possible way minutes can be counted. Students can add up the total number of minutes on the timeline [38 minutes—emphasize easy numbers to use, such as counting by fives or tens].)</p> <p>Have students share their strategies with the class. Ask students to compare and</p>	<p>compute minutes in this problem. For example, adding 20 minutes will get us to the “on-the-hour” landmark of 8:00 a.m. Thus, mark 8:00 a.m. on the number line. Getting from 8 to 1:00 would require an additional 5 hours. By adding 20 minutes to the 1:00, we get to 1:20. Thus, the amount of elapsed time between 7:40 and 1:20 is 5 hours, 40 minutes. (Color coding can really support students here.)</p> <p>Monitor students as they work, listening for misconceptions, language learned, solution strategies. Select several students to share their thinking and solution strategies with the class.</p> <p>Support students with organizational strategies, if needed.</p>

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		contrast the strategies.	
<b>Guided/ Independent Practice</b>	Parallel Teaching	Students will complete the Elapsed Time activity sheet as independent practice.	Pull a small group of students to provide read-aloud and prompting throughout the independent practice.
<b>Closure</b>	Team Teaching	Have students return to whole group and review one last problem, having the time go over a 12-hour block. Model on the board and discuss as class.	Have students return to whole group and review one last problem, having the time go over a 12-hour block. Model on the board and discuss as class.
<b>Formative Assessment Strategies</b>	Team Teaching	While students work, participate and ask questions. Teachers are gaining insight into their understanding of the assignment. As the information is completed, the GE will prompt students in order to clarify any miscues.	Same as GE.
<b>Homework</b>	Team Teaching	Complete daily spiral homework assignment.	Same as GE.

### **Specially Designed Instruction**

- Teacher can “think aloud” and have students verbalize in choral fashion with teacher
- Chunk the learning into sections, such as hours, half hours, ten minute increments, etc.
- Use a model clock that the student can manipulate independently
- Color code the sections of the clock

### **Accommodations**

- Students with a calculator accommodation may use calculators.
- Read aloud the activity sheet, as needed

- Use laminated timelines for students to write on.

### **Modifications**

- For those students requiring a modified curriculum, focus on computing elapsed time only in hours or minutes.

### **Notes**

- “Special educator” as noted in this lesson plan might be an EL teacher, speech pathologist, or other specialist co-teaching with a general educator.

**The following pages are intended for classroom use for students as a visual aid to learning.**

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8. Write a story that shows an elapsed time of 10 hours, 23 minutes.