

## CLIL Lesson: Math, Time measurement

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Timing: 45-50 mins

Age of students: 9-10 years

Context and Prior Knowledge: Ss have basic knowledge about time measurement units, their value. Ss are able to perform 3 digit number addition and subtraction actions.

### Lesson Steps

<p>1. 5' 0 – 5'</p>	<p>Lead in and Connection to previous learning: <b>Worm-up, presentation of the topic of the lesson and its goals.</b> Teacher invites children to watch a short video about men rushing to the plane. <a href="https://www.youtube.com/watch?v=Mv7J2CLBYBk">https://www.youtube.com/watch?v=Mv7J2CLBYBk</a> T asks students what helps them not to get late for their school, meeting with friends etc. Answers are summarized by indicating the subject and objectives of the lesson.</p>
<p>2. 5' 5 – 10'</p>	<p><b>Time measurement unit revision. Group work.</b> T provides groups the envelopes with paper stripes with time measurement units. The units are presented in random order. Students fill in the time unit pyramid using given printouts. They use the stopwatch and track the time that is spent to complete the task.</p>
<p>3. 10' 10 – 20'</p>	<p><b>Analysing the logic of calendar, schedule.</b> Ss watch the presentation. <b>Slide 2</b> - Ss test their time unit pyramids in groups and are prised for their effort and results. In <b>slide 3</b> Ss are encouraged to revise their individual knowledge about the value of time units. They provide answers to given tasks orally or write them down on their individual mini whiteboards. <b>Slide 4</b> presents the analogue clocks indicating the time in three different capitals of the world. T asks Ss what is the type of the clock they see, where else they have or have seen this type of clocks. T encourage Ss to see what is the same in all three clocks (minute hand) and what is different (hour hand). The question is raised – how at the same time in different parts of the world the clocks show different time. Ss remember where in the world are the three cities – country, continent. The map of the world or the globe is used if available. T invites students to think about the distance between these cities. T and Ss together come to the conclusion that people in different parts of the world live in a different rhythm of the day. When in Europe there is a day, in North America - the night and vice versa, therefore the time difference is inevitable. T invites students to share their personal experience about the time difference while traveling. <b>Slide 5</b> presents the four digital clocks in four different capitals. Ss are asked to name the type of the clock and indicate whether the given time is morning - AM, or afternoon – PM. In <b>slide 6</b> Ss are asked to perform time counting actions. They individually provide answers to given tasks orally or write them down on their individual mini whiteboards. <b>Slide 7</b> introduces calendar. T explains, that in order to be in time it is not enough to know the time of the day, but also important to know the day of the week and month. Since ancient times people used calendars to know when to start their agricultural work or celebrate various holidays. T invites S to give few examples about when they use calendars in their everyday life. Ss are invited to practice their calendar reading skills by answering the given questions. <b>Slides 8, 9 and 10</b> introduces Ss with the concept of timetable. T explains that people have found the way to succeed in the world full of meetings and traveling. This way - is the help of timetables and schedules. Ss share their experience about the usage of bus, school, TV programme schedules. T invites to compare two airports – Atlanta (USA) and Vilnius (Lithuania). In 2016 almost 105 mln. people travelled through the airport in Atlanta. At the same year only approx. 4 mln. passengers used the airport in Vilnius. Still, Vilnius international airport offers</p>

	many different flights to choose from. Ss remember where did they fly to from this airport. They analyse the timetable from Vilnius international airport, name the destinations, the time of departure and the name of the airlines. Later they practice their timetable reading skills by individually answering questions orally or writing their answers on mini whiteboards.
5' 20– 25'	<b>Interactive game</b> Students play an interactive game and practice their time unit value changing skills. <a href="http://www.bbc.co.uk/skillswise/game/ma25time-game-hours-vs-minutes">http://www.bbc.co.uk/skillswise/game/ma25time-game-hours-vs-minutes</a>
5. 10' 25 – 35'	<b>Individual work</b> Ss complete worksheets. If Ss have a wish to take a little brake, teacher initiates the game “How long one minute lasts?”. Ss stand up, try to estimate the length of one minute and sit down when, according to them, it is over. T tracks this process with stop watch and helps to name Ss with the best feeling of the time flow.
6. 10' 35 – 45'	<b>Closure of the lesson - self-assessment.</b> Randomly selected Ss present answers of their task, share their insights about the difficulties and successes they experienced. Ss complete self- assessment worksheet with True and Falls questions listed in presentation slide 11 and indicate their level of lesson goals perception.