Unit 8
Time, Shapes, and Fractions as Equal Parts of Shapes

Grade 2
Math

Description: Students extend and apply knowledge of part-whole relationships by investigating, describing, and reasoning about the composition and decomposition of shapes. Students will tell and write time from the analog and digital clocks to the nearest five minutes. Students construct simple clocks to visualize the relationship of partitioning a circle into quarters and halves, while decomposing 60 minutes.

Louisiana Student Standards for Mathematics (LSSM)
Instructional Outcomes

Measurement and Data	
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Geometry	
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Number and Operations in Base Ten	
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s

Enduring Understandings:

- Geometric figures can be described.
- Geometric figures are found in our world.
- Telling time is an essential life skill.
- The length of time can be measured using standard units (seconds, minutes, hours, and days).
- An analog clock can be used to tell time to the nearest five minutes.

Essential Questions:

- How do we describe geometric figures?
- Where can we find geometric figures in the world around us?
- Is time important? Why?
- How can we tell if an estimate is reasonable?
- How do we show an equal part of something?
- How are numbers used to show fractions?
- How to use fractions in everyday life?

- Fractional parts are equal shares of a whole number, whole object, or a whole set.
- The more equal sized pieces that form a whole, the smaller the pieces (fraction) will be.

- How do we know how many fractional parts make a whole?