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| **Telling a Story Involving Time and Temperature Behaviours/Strategies** | | | |
| Student tells a story but does not include references to time and temperature. | Student is unsure how to read time to the hour on a digital clock.  “The time is two zero zero!” | Student reads time on a digital clock but struggles to read the time on an analogue clock (mixes up the hands or says “one six” instead of “one thirty”). | Student is unable to identify the season. |
| **Observations/Documentation** | | | |
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|  |  |  |  |
| Student knows some ordinal numbers but struggles with those that sound different from the counting numbers (i.e., first, second, third). | Student reads the date on a calendar but omits the month.  “It is Thursday the 16th.” | Student reads the date on a calendar but mixes up the order.  “It is March 16th Thursday.” | Student tells a story that matches the pictures and uses time and temperature words correctly with ease. |
| **Observations/Documentation** | |  | |
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| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can order events and communicate thinking using sequencing language.  **(Activity 16)** |  |  |  |  |  |  |  |  |  |
| Student can estimate, measure, describe, and compare the passage of time with non-standard units. **(Activity 17)** |  |  |  |  |  |  |  |  |  |
| Student can read and write time to the hour and half-hour on analogue and digital clocks. **(Activities 18, 21)** |  |  |  |  |  |  |  |  |  |
| Student can show time to the hour and half-hour on an analogue clock. **(Activity 18)** |  |  |  |  |  |  |  |  |  |
| Student can name the months of the year in order.  **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student can read the date on a calendar.  **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student can use ordinal numbers to thirty-first. **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student can relate temperature to experiences of the seasons.  **(Activities 19, 21)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Orders events and communicates thinking using sequencing language.  **(Activity 16)** |  |  |  |
| Estimates, measures, describes, and compares the passage of time with non-standard units. **(Activity 17)** |  |  |  |
| Reads and writes time to the hour and half-hour on analogue and digital clocks. **(Activities 18, 21)** |  |  |  |
| Shows time to the hour and half-hour on an analogue clock.  **(Activity 18)** |  |  |  |
| Names the months of the year in order.  **(Activities 20, 21)** |  |  |  |
| Reads the date on a calendar.  **(Activities 20, 21)** |  |  |  |
| Uses ordinal numbers to thirty-first.  **(Activities 20, 21)** |  |  |  |
| Relates temperature to experiences of the seasons.  **(Activities 19, 21)** |  |  |  |

Strengths:

Next Steps: