



## Mini-Map for M.EE.4.MD.2.a

Subject: Mathematics

Measurement and Data (MD)

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>M.EE.4.MD.2.a</b> Tell time using a digital clock. Tell time to the nearest hour using an analog clock.	<b>M.4.MD.2.a</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Show interest in and focused attention to a task, object, or any environment stimulus. Recognize that an object can share some or none of the attributes as other objects in a group, and recognize the object that does not share any attribute with other objects in a group as "different."	Recognize attributes or characteristics of an object that are measurable (e.g., length, weight, time).	Identify the hour and minute hands on an analog clock, with the understanding that each number on the clock represents a specific hour (e.g., when the hour hand is at 6, it represents 6 o'clock). Recognize hours and minutes on a digital clock, such that the numeral on the left side of the colon represents hours and the numeral on the	Tell time to the nearest hour (e.g., 3 o'clock, 6 o'clock) using both an analog and digital clock. Communicate the time shown on a digital clock.	Tell time to the nearest half hour (e.g., 4:30, 7:30) or quarter hour (e.g., 3:15, 6:45, 9:15) using both an analog and digital clock.

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
		right side of the colon represents minutes.		

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

In order to understand the passage of time, and ultimately to tell time and understand its relevance, students begin by learning to focus their attention and recognize when things in their environment change or are different. In the context of learning to tell time, educators can help students attend to what is happening and contrast it with what will happen next or what happened in the past. They can draw student's attention to changes and help them notice new and different things in the environment, especially when those new and different things are associated with the passage of time.

### *How is the Distal Precursor related to the Target?*

In the context of an Essential Element addressing the ability to tell time, recognizing measurable attributes refers to attributes that begin to mark time. For example, students recognize attributes such as the beginning and ending of an activity, things that are accomplished first then next, and specific time concepts such as day, night, today, tomorrow, and yesterday.

## Instructional Resources

Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

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