# Mini-Map for M.EE.5.MD.1.a

Subject: Mathematics
Measurement and Data (MD)
Grade: 5

## Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|---|---|
| **M.EE.5.MD.1.a** Tell time using an analog or digital clock to the half or quarter hour. | **M.5.MD.1.a** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. |

## 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 "different" as the object that shares some or none of the attributes as other objects in a group. | 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 right side of the colon represents minutes. | 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. | Communicate understanding (e.g., write, draw) of how hours and minutes are represented on analog and digital clocks to represent time in the standard format (e.g., 5:35). |

## 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 students' 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 |
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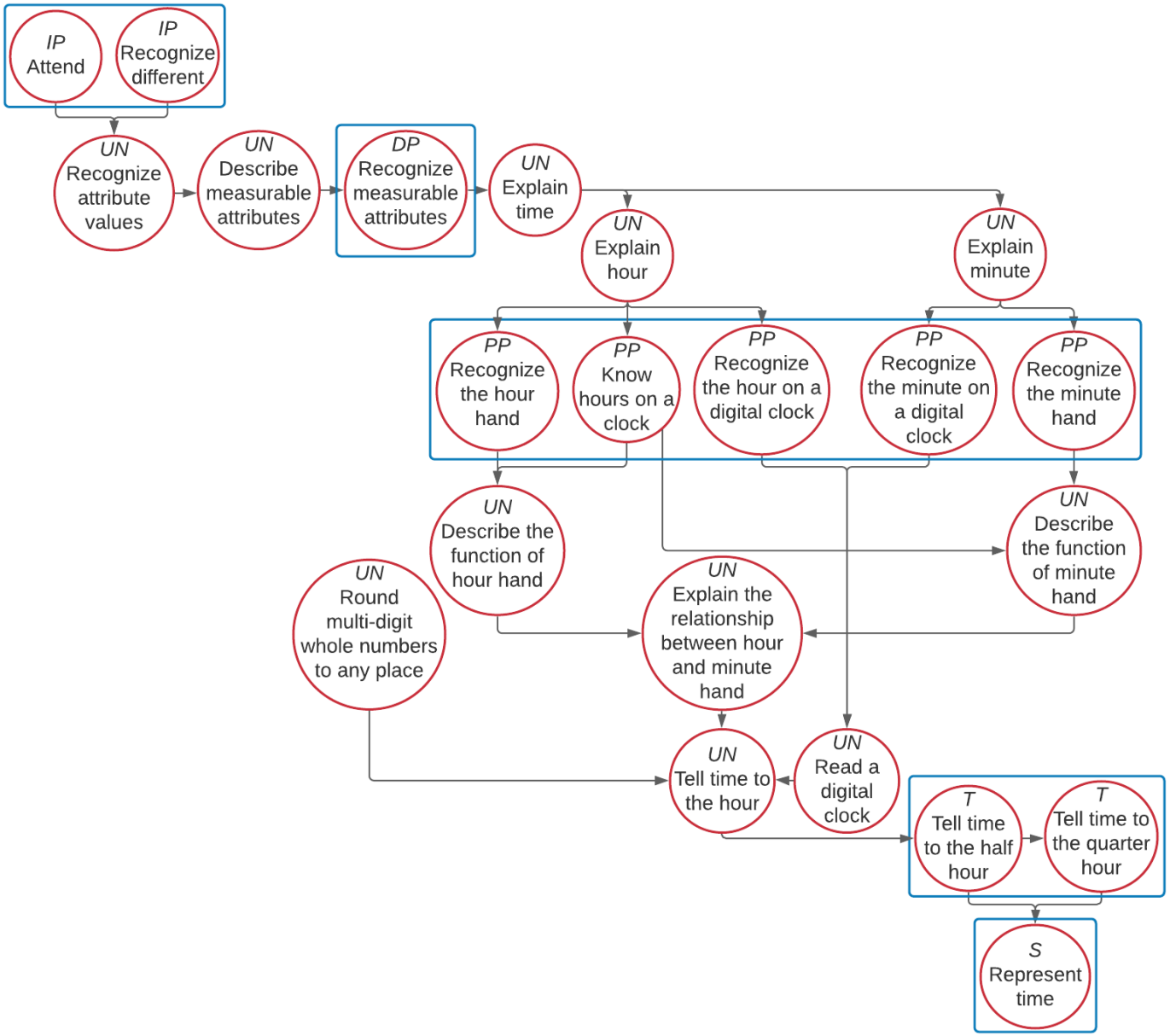
| See the Guide to Practice Activities and Released Testlets. |
| **Using Untested (UN) Nodes** |
| See the document Using Mini-Maps to Plan Instruction. |

## Link to Text-Only Map

**M.EE.5.MD.1.a** Tell time using an analog or digital clock to the half or quarter hour.




| Map Key | |
|---|---|
| **IP** | Initial Precursor |
| **DP** | Distal Precursor |
| **PP** | Proximal Precursor |
| **T** | Target |
| **S** | Successor |
| **UN** | Untested |

**Boxes** indicate tested nodes