

1st Grade Math Lesson: Measurement

Telling Time to the Half Hour

Lesson Plan Created by Carin Jordan

Summary: Lesson plan based on the Unit 4, Task 7: "It's Time?" lesson plan included in the Georgia Department of Education Common Core Georgia Performance Standards Framework. Students will learn to tell and write time to the half hour.

A. IDENTIFY/REFERENCE NATIONAL, STATE PERFORMANCE, LOCAL CURRICULUM STANDARDS:

National (NCTM) Standards:

Understand measurable attributes of objects and the units, systems, and processes of measurement.

Math Common Core Georgia Performance Standards:

MCC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Local Performance Standards:

MCC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

B. SPECIFY ESSENTIAL CONTENT/OBJECTIVES:

Enduring Understandings:

- Both analog and digital clocks help us tell time.
- The two hands on an analog clock help us tell the time.

Knowledge:

Students will:

- Distinguish between a digital and an analog clock.
- Identify the hour hand and the minute hand on an analog clock.
- Explain the role of the hour hand and the minute hand on an analog clock.

Skills:

After completing this lesson students will be able to:

- Move the hands on a model clock to accurately represent the times given by teacher.
- Write the time on an analog clock and a digital clock in words and numbers in the correct format.

Essential Questions:

- Why do we need to be able to tell time?
- What do the two hands on the clock tell us?

C. COLLECT A VARIETY OF MATERIALS/RESOURCES FOR STUDENT USE:

- Clocks/Telling Time Anchor Chart
- The Grouchy Lady Bug by Eric Carle
- Classroom set of small clocks
- Pre-Assessment

- “Must Do/Can Do” Display Signs for High & Medium Group Centers
- Paper Plate Clocks for centers
- QR Task Cards by Kristin Kennedy (High & Medium Groups)
- “I Have...Who Has” Time to the Half Hour Task Cards
- Lesson Attachments:
 - Time to the Half Hour QR Task Cards by Kristin Kennedy (Medium Group)
 - Time to Five Minutes QR Task Cards by Kristin Kennedy (High Group)
 - Student Response Sheet for QR Task Cards
 - “I Have...Who Has” Time to the Half Hour Task Cards by Nicole Chavanne
 - Post-Assessment
 - Student Observational Checklist

D. CONDUCT PRE-ASSESSMENT FOR STUDENTS TO DEMONSTRATE PRIOR KNOWLEDGE

The Thursday before to the lesson, teacher will administer a pre-assessment in order to determine student prior knowledge. The pre-assessment will consist of a combination of multiple choice and written/drawn responses for a total of 15 points. According to standard Hillside Elementary School 1st grade practice, the questions will be read-aloud to students whole group during the assessment.

D. (continued) ACTIVATE STUDENT PRIOR KNOWLEDGE:

Whole group discuss anchor chart.

Teacher will begin the day’s lesson by calling the students to the classroom rug. Teacher will show students the number line-turned-into-“clock” that they had previously created in the prior lesson. Teacher will then note that in order to learn to tell time accurately student must know about the different parts of a clock, what they are called, and what they do.

Teacher will show students an analog and digital clock and say something like *“These are both clocks, but do you know what the real names are for each kind of clock?”* (Allow for or prompt student responses of digital and analog clocks.) Teacher will continue discussion with the names for the parts of the clock including, clock face, hour hand, and minute hand.

Instructional Note: During the lesson Teacher will refer to anchor chart created in advance of the lesson uncovering parts as appropriate during the lesson. Teacher will hand out classroom set of small clocks. Students may generally play along with the clocks while teacher presents anchor chart information. As students explore and get familiar with the manipulatives during this phase of the lesson they will be ready to move the hands more intentionally during the next part of the lesson.

E. PROVIDE FOR NEW KNOWLEDGE ACQUISITION:

Read The Grouchy Lady Bug by Eric Carle. Students will manipulate the hands on the clocks in their hands along with book. Teacher will check for understanding by having students hold up their clocks and asking them to show neighbors. Because The Grouchy Ladybug story only includes one half hour time increment, teacher will wrap up the story with some times set to the half hour. Students will talk to their neighbors to evaluate where the hour hand is when the time is set to the half hour. Teacher will note on the anchor chart how half hour times on a clock are read.

Teacher will model the student practice activity to students prior to releasing them to their centers.

F. ADJUST ASSIGNMENTS FOR STUDENT APPLIED PRACTICE:

In order for students to practice what they have learned, they will move to centers and participate in some hands on and technology assisted time telling activities.

Groups created for this activity somewhat differently than the usual classroom groupings, based on the results of the previously administered pre-assessment as well as teacher knowledge of student need for teacher support.

Question	Student Totals	Percentage Correct
Shakira	15	100%
Toby	14	93%
Wendell	13.5	90%
Natalia	11	73%
Nick	11.5	77%
Sophie	9.5	63%
Jason	9	60%
Zia	9	60%
Estaban	8	53%
Manuel	8	53%
Theo	7	47%
Violet	7	47%
Acadia	6.5	43%
Jerome	6	40%
Santana	3.5	23%
Correct Responses out of 15 Students	138.5	66%

Group	Students	“Must Do” Differentiated Activity	“Can Do” Differentiated Anchor Activities
Highest	Shakira Toby Wendell	<p>Students in this group have demonstrated understanding of the first grade standard included in the pre-assessment. Therefore, these students will begin to work on part of the following second grade standard: MCC2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (Note: The strikethrough part will not be included in this lesson and is included for reference only.)</p> <p>Students will create a two layer paper plate associating the numbers on the clock used with the hour hand, with the five-minute intervals associated with the minute hand.</p> 	<p>Using the paper plates created in the “must-do” activity if needed, students will answer the questions on the “QR code” task cards checking answers after every 5 questions.</p>
Middle	Natalia?? Nick Sophie Jason Estaban Theo	<p>Students will label the hour and minute hand on their single layer paper plate clock as well as the hours on the clock face.</p>	<p>Students will answer 10 questions on the “QR Code” task cards checking answers after approximately every 5 questions. Students will write their responses in one column and then write correct answer if necessary in the next column. Students will also write the time in words.</p>
Lower	Zia Manuel Violet Acadia Jerome Santana	<p>With teacher support, students will label the hour and minute hand on their single layer paper plate clock as well as the hours on the clock face.</p>	<p>Students will answer 10 questions on the “QR Code” task cards checking answers after approximately every 5 questions. Students will write their responses in one column and then write correct answer if necessary in the next column. Students will also write the time in words.</p>

The lesson will conclude on the carpet with a wrap-up of key lessons learned. Students may be asked questions including:

- What was the most important thing that you learned today?
- What is this kind of clock called? (Hold up digital clock.)

- *What is this kind of clock called? (Hold up analog clock.)*
- *Which hand on the clock is read first? What is it called?*
- *Which hand on the clock is read next? What is it called?*

According to classroom procedure, the math lesson concludes with a wrap up on the classroom rug, followed by a brief game. Therefore, time permitting, students will engage in a game of “I Have... Who Has (Time to the Half Hour)” prior to lining up for lunch.

G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:

In order to determine student understanding has improved based on the lesson, students will be administered a post-assessment the day after the lesson. The post-assessment will consist of a combination of multiple choice and written/drawn responses to a total of 15 points. The post-assessment will be set up in exactly the same format as the pre-assessment using different times on clocks when appropriate. According to standard Hillside Elementary School 1st grade practice, the questions will be read-aloud to students as a whole group during the assessment.

Future lessons will be adjusted based on student competency demonstrated in post-assessment.

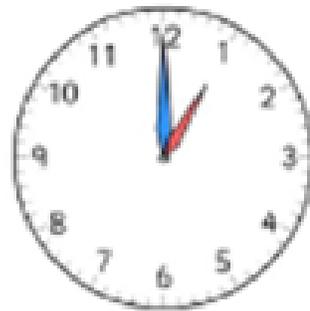
Pre-Assessment

_____/15 pts.

What time is it?

Name: _____

1. What time does this clock show?

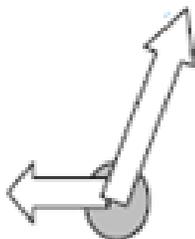


2. What type of clock does the picture show?

- A. Analog Clock
- B. Digital Clock
- C. Alarm Clock



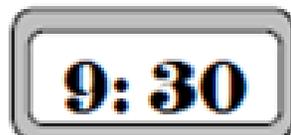
3. The longest hand on an Analog clock is called the ...



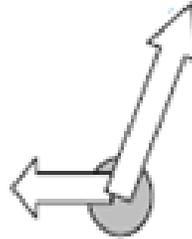
- A. Minute hand
- B. Hour Hand
- C. Big Hand

4. What time is it?

- A. Nine O'Clock
- B. Nine thirty
- C. Three minutes past nine



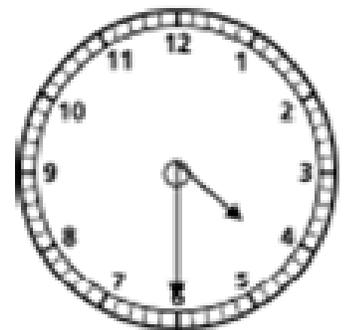
5. The shortest hand on an Analog clock is called the ...



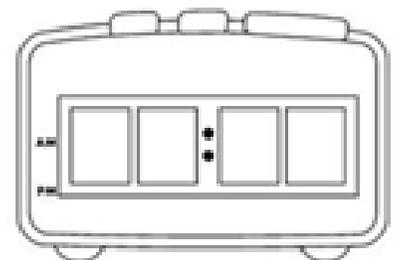
- A. Minute hand
- B. Hour Hand
- C. Little Hand

6. What time is it?

- A. 5:30
- B. 4:30
- C. 3:30



7. Write seven thirty on the digital clock below.

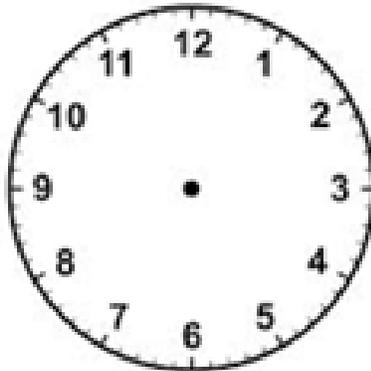


8. Jacob wants to meet Ethan at the park at 4:00. Circle the clock shows that time.

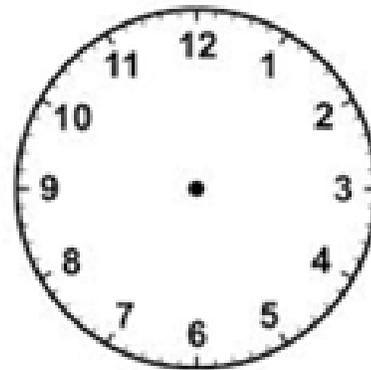


Somaia went to play at Shamira's house. She arrived at three o'clock. The girls played for two hours and then Somaia went home for dinner.

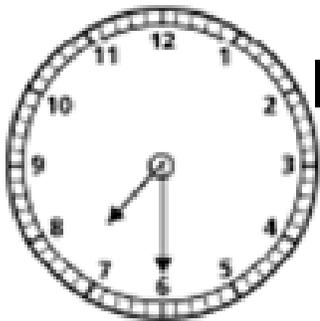
9. Draw the time that Somaia arrived at Shamira's house.



10. Draw the time that Somaia left Shamira's house.

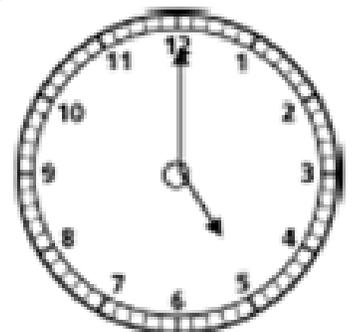
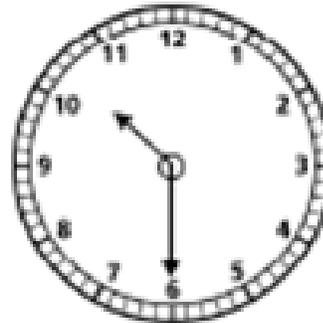
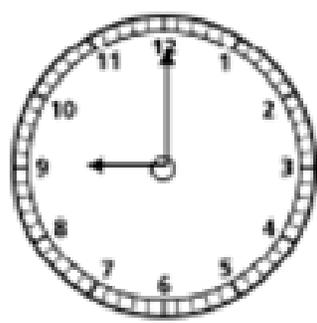
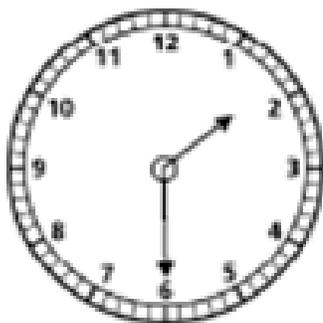


11. In the box, write the digital time that is shown on the analog clock.



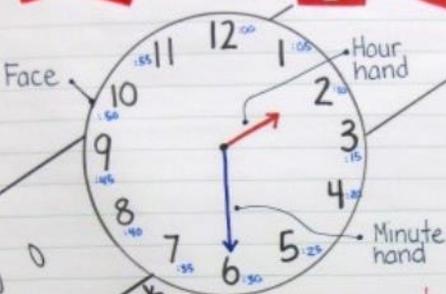
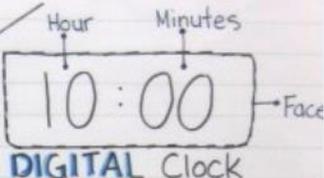
Now, write the time in words.

12. Match the analog and digital clocks each displaying the same time:



Time Anchor Chart

ALL ABOUT TIME

ANALOG Clock

DIGITAL Clock

We measure time using clocks.

Time: Hour
10:00



minute hand on the 12

Time: Half Hour
8:30



minute hand on the 6

1 hour = 60 minutes
 $\frac{1}{2}$ hour = 30 minutes

The short hand is the hour hand.
 The long hand is the minute hand.



4:00
4 o'clock



9:30
half past nine

Words: o'clock · half past · almost · about · before · after · hour hand · minute hand

Must Do: Paper Plate Clocks

1. Write "Hour Hand" on the hour hand and "Minute Hand" on the minute hand.
2. Label the hours on your paper plate clock on the back paper plate.
4. Lift the flaps and label the 5 minute intervals on the back plate.
5. Attach the hands to the clock.

Can Do: QR Code Task Cards

1. Choose 3 or 4 tasks cards at a time. Using your paper plate clock to help you, write the time shown on the clock on the recording sheet. Check your answers using the QR code scanner.
2. If somebody else is using the scanner, write answers for more cards. We can check them later!

REMEMBER:



Must Do: Paper Plate Clocks

1. Write your name on the back of your clock!!!!!!
2. Label the hours on your paper plate (look at a real clock if you need help).
3. Write "Hour Hand" on the hour hand and "Minute Hand" on the minute hand.
4. Attach the hands to the clock.

Can Do: QR Code Task Cards

1. Choose 3 or 4 tasks cards. Write the time shown on the clock on the recording sheet. Check your answers using the QR code scanner.
2. If somebody else is using the scanner, write answers for more cards. We will check them later!

REMEMBER:



QR Code Task Cards: Telling Time to the Hour & Half Hour

1. Write the time shown on the clock below.

2. Write the time shown on the clock below.

3. Write the time shown on the clock below.

4. Write the time shown on the clock below.

5. Write the time shown on the clock below.

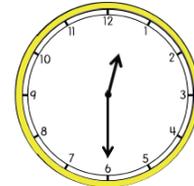
6. Write the time shown on the clock below.

7. Write the time shown on the clock below.

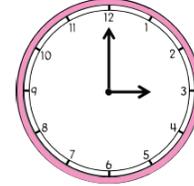
8. Write the time shown on the clock below.

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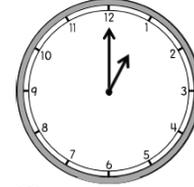
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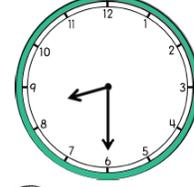
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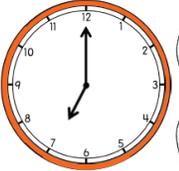
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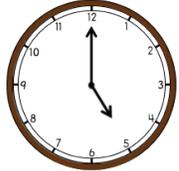
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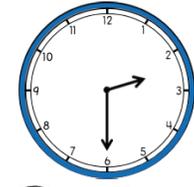
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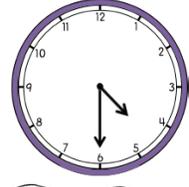
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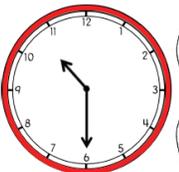
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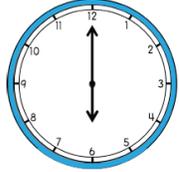
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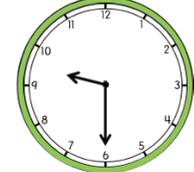
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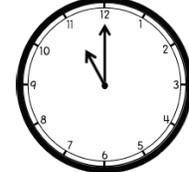
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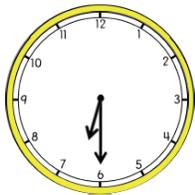
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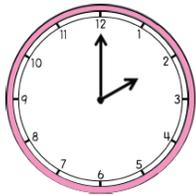
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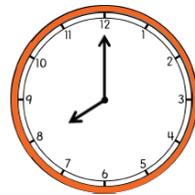
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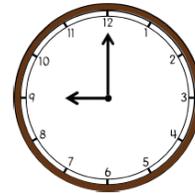
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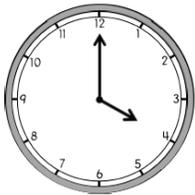
17. Write the time shown on the clock below.



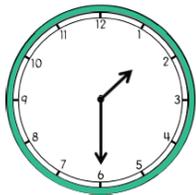
18. Write the time shown on the clock below.



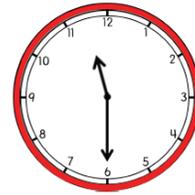
15. Write the time shown on the clock below.



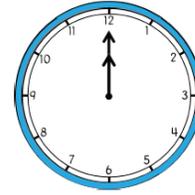
16. Write the time shown on the clock below.



19. Write the time shown on the clock below.



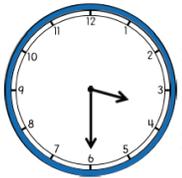
20. Write the time shown on the clock below.



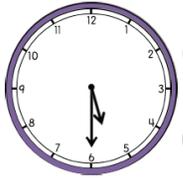
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21. Write the time shown on the clock below.



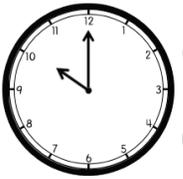
22. Write the time shown on the clock below.



23. Write the time shown on the clock below.

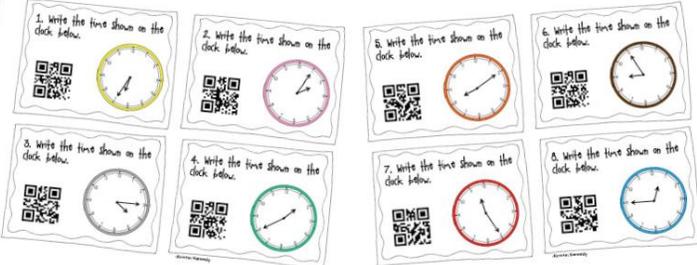


24. Write the time shown on the clock below.



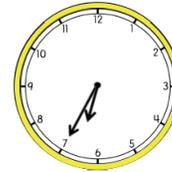
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QR Code Task Cards: Telling Time to the Nearest 5 Minutes

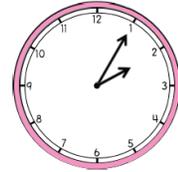


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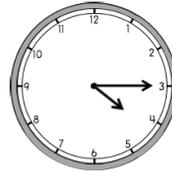
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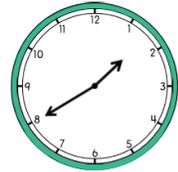
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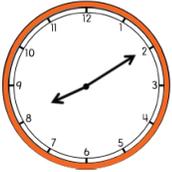


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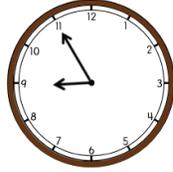


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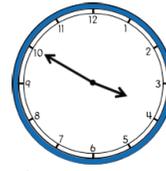
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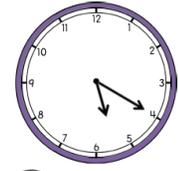
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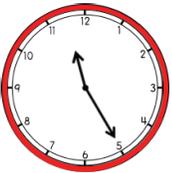
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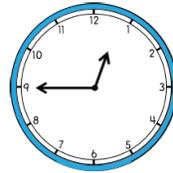
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8. Write the time shown on the clock below.



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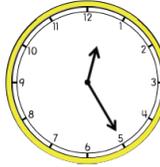
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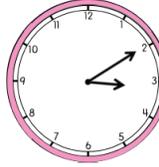
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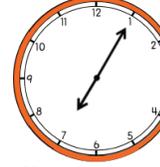
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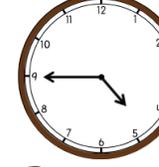
14. Write the time shown on the clock below.



17. Write the time shown on the clock below.



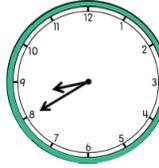
18. Write the time shown on the clock below.



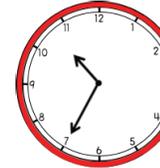
15. Write the time shown on the clock below.



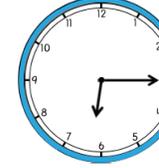
16. Write the time shown on the clock below.



19. Write the time shown on the clock below.



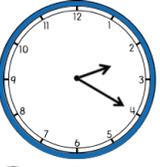
20. Write the time shown on the clock below.



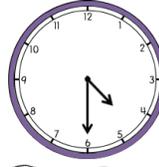
©Kristin Kennedy

©Kristin Kennedy

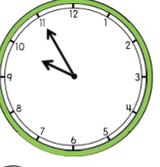
21. Write the time shown on the clock below.



22. Write the time shown on the clock below.



23. Write the time shown on the clock below.



24. Write the time shown on the clock below.



©Kristin Kennedy

Name: _____



QR Code Task Card Student Recording Sheet



Card Number	I think the time shown on the card is....	Scan the QR codes. ✓ if Correct or write the correct time.	Write the time in words:
Example	3:30	2:30	two thirty
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			



I have



Who has
12:00

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I have



Who has
4:00

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I have



Who has
7:30

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I have



Who has
9:00

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I have



Who has
1:30

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I have



Who has
3:30

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I have



Who has
10:00

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I have



Who has
11:30

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I have



Who has
6:30

©Wonders Learning Ltd 2014

I have



Who has
2:30

©Wonders Learning Ltd 2014

I have



Who has
1:00

©Wonders Learning Ltd 2014

I have



Who has
11:00

©Wonders Learning Ltd 2014

I have



Who has
4:30

©Wonders Learning Ltd 2014

I have



Who has
10:30

©Wonders Learning Ltd 2014

I have



Who has
6:00

©Wonders Learning Ltd 2014

I have



Who has
12:30

©Wonders Learning Ltd 2014

I have



Who has
5:00

©Whole Brain Learning Ltd 2014

I have



Who has
8:30

©Whole Brain Learning Ltd 2014

I have



Who has
9:30

©Whole Brain Learning Ltd 2014

I have



Who has
3:00

©Whole Brain Learning Ltd 2014

I have



Who has
8:00

©Whole Brain Learning Ltd 2014

I have



Who has
2:00

©Whole Brain Learning Ltd 2014

I have



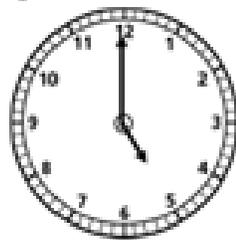
Who has
5:30

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What time is it?

Name: _____

1. What time does this clock show?

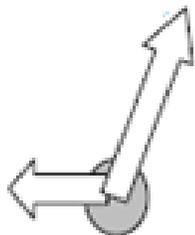


2. What type of clock does the picture show?

- A. Analog Clock
- B. Digital Clock
- C. Alarm Clock



3. The longest hand on an Analog clock is called the ...



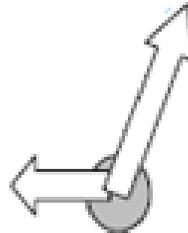
- A. Minute hand
- B. Hour Hand
- C. Big Hand

4. What time is it?

- A. Three O'Clock
- B. Three thirty
- C. Three minutes past three



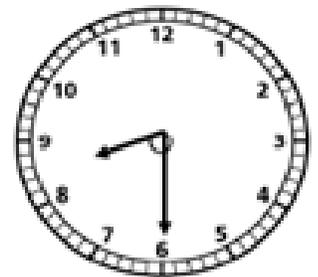
5. The shortest hand on an Analog clock is called the ...



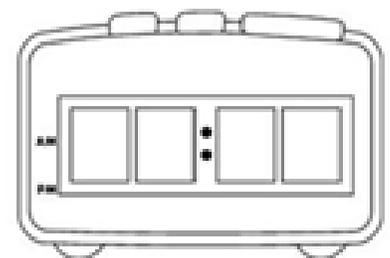
- A. Minute hand
- B. Hour Hand
- C. Little Hand

6. What time is it?

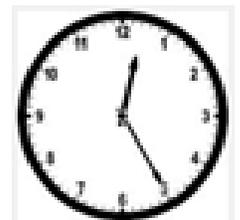
- A. 7:30
- B. 6:00
- C. 8:30



7. Write eight thirty on the digital clock below.

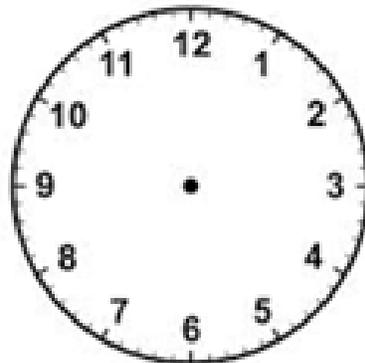


8. Tony wants to meet Wesley at the park at 5:00. Circle the clock shows that time.

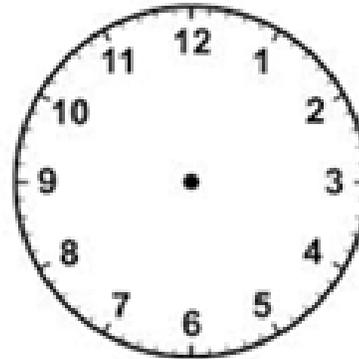


Zoe went to play dinosaurs at Noah's house. She arrived at two o'clock. They played for one hour and then Zoe went home for dinner.

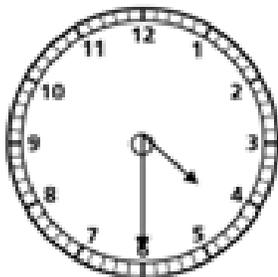
9. Draw the time that Zoe arrived at Noah's house.



10. Draw the time that Zoe left Noah's house.

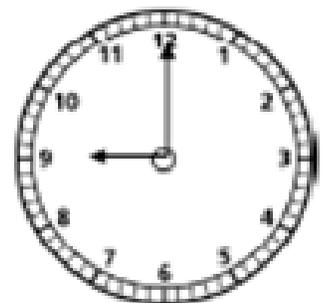
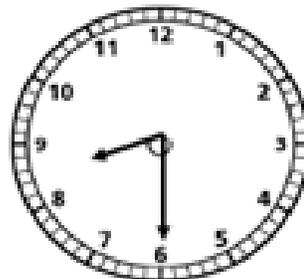


11. In the box, write the digital time that is shown on the analog clock.



Now, write the time in words.

12. Match the analog and digital clocks each displaying the same time:



Math Student Observational Data Log

Date: _____

Pink Group	
Shakira	
Toby	
Wendell	
Orange Group	
Natalia	
Nick	
Sophie	
Jason	
Estaban	
Theo	
Brown Group	
Zia	
Manuel	
Violet	
Acadia	
Jerome	
Santana	

