

TIME 8.6.2018

## Subject

Mathematics

## **Prepared By**

[Instructor Name]

### **Grade Level**

1

# Overview

This lesson plan covers teaching content for;

- 1. Reading clocks to the hour and to the half
- 2. Naming Days of the week
- 3. Arranging days of the week in order

## **Objectives**

Students should be able 4. to;

- Compare, describe and solve practical problems for time for example, quicker, slower, earlier, later.
- 2.To introduce the elements of a clock and explain their functions.
- 3.To teach telling time to the hour.

#### Teacher Guide

### Day 1, Lesson 1- 20 Mins

- 1. Show the students a large battery-operated analog clock.
- 2. Ask the students to count from one to twelve as you point out the numbers on the clock.
- 3. Draw an analog clock on the whiteboard.
- 4. Draw an hour hand on the clock.
- 5. Inform the students that the hour hand moves slowly around the clock, and that it takes 12 hours to make a full rotation.
- 6. Inform the students that an hour is 60 minutes long.
- 7. Draw a minute hand on the clock.
- 8. Tell the students that a minute hand moves more quickly around the clock, and that it takes it one hour to make a rotation.
- 9. Inform the students that 60 seconds is equal to one minute.
- 10. Show 12 o'clock on the analog clock.
- 11. Ask the students to repeat after you as you say "12 o'clock."
- 12. Show 1 o'clock and have the students repeat after you as you say "1 o'clock."

## **Teacher Guided Practice**

#### Day 2 Lesson 2-30 Mins

- 1.Ask your students these questions, when do you get up? When do you brush your teeth? When do you get on the bus for school? When do we do our reading lessons?
- 2.Have students put these into the appropriate categories of morning, afternoon, and night.
- 3.Tell students that we are going to get a little more specific. There are special times of day that we do things, and the clock shows us when. Show them the analog clock (the toy or the classroom clock) and the digital clock.
- 4.Set the time on the analog clock for 3:00. First, draw their attention to the digital clock. The number(s) before the: describe the hours, and the numbers after the: describe the minutes. So, for 3:00, we are exactly at 3 o'clock and no extra minutes.
- 5.Then draw their attention to the analog clock. Tell them that this clock can also show the time. The short hand shows the same thing as the number(s) before the: on the digital clock the hours.

## Materials Required

- Analog clock
- Digital clock
- Large one-handed clock
- Paper plates

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#### **Additional Resources**

https://www.educationworld.com/a less

- https://www.thoughtco.com/steps-to-t 4082425

http://www.k-5mathteachingresources.c measurement-and-data.html

http://www.teach-

nology.com/teachers/lesson plans/math

http://library.mtsu.edu/tps/lessonplans&

Telling Time with Analog Clocks.pdf

http://www.time-for-time.com/lesson1.l

https://www.weareteachers.com/5-hangtelling-time/

https://www.pinterest.com/pin/5511280

https://www.roythezebra.com/reading-gplans/high-frequency-words-days.html

## **Objectives**

### **Teacher Guide**

- 13. Continue this process until you get back to 12 o'clock.
- 14. Emphasize that the minute and hour hands move to the right, or clockwise, always.

#### Day 3, Lesson 3 – 15 Mins

- 1. Have students stand up. Have them use one arm to show where the long clock hand will be when it is at zero minutes.
- Their hands should be straight up above their heads. Have them move this hand rapidly around an imaginary circle to represent what the minute hand does.
- 3. Have them imitate the 5:00 short hand. Using their unused arm, have them put this out to the side so that they are imitating the hands of the clock. Repeat with 6:00 (do the analog clock first) then 9:00, then 12:00. Both arms should be straight above their heads for 12:00.
- 4. Change the digital clock to be 5:30. Show what this looks like on the analog clock. Have students use their bodies to imitate 3:30, then 6:30, then 9:30.
- 5. For the remainder of the class period, or at the introduction of the next class period, ask for volunteers to come up to the front of the class and make a time with their bodies for other students to guess.

### **Teacher Guided Practice**

- 6. Show them how the long hand on the analog clock moves faster than the short hand it is moving by minutes.
- 7. Have students come up and make the long hand move quickly around the circle to reach the 12 and zero minutes several times.

## Day 4 Lesson 4 - 10 Mins

- 1.Use a one-handed clock so that students get used telling the hour and seeing what happens to the hour hand from hour to hour.
- 2. Position the hour hand in various places during the discussion: on an hour, halfway between two hours, very near an hour, etc.
- 3. Ask the students about what time is it? Why do you think that?
- 4.Continue the activity giving them time to make sense of how the position of the hour hand can indicate the approximate time.
- 5. Make sure that students understand that it takes a whole hour to get to the next number on the clock face.
- 6.Let the students know that, there are two hands on a clock, the hour hand and the minute hand. It takes the minute hand one full rotation of the clock to get the hour hand to move to the next number.

### Introduction/Instruction

- 1. Call the students together as a group.
- 2.Ask the students what item is used to tell time.

## **Objectives**

- 3.Take responses by raised hands.
- 4. Inform the students that clocks come in all shapes and sizes.
- 5.Inform the students that today they will be using an analog clock, or a clock that has rotating hands.

## **Important Questions**

- 6. Why is it important to be able to tell time?
- 7. What does the hour hand tell us?
- 8. What does the minute hand tell us?
- 9. What is the difference between the two hands?
- 10. How do we use time throughout the day?
- 11.Time has distinct attributes that can be measured.
- 12.Being able to tell time is a critical life skill.
- 13. Time is often an integral part of our daily lives.

#### **Teacher Guide**

## Day 5 Lesson 5 - 15 Mins

- 1.Discuss the fraction ½ with the students.
  Using fraction circles or paper plates show what ½ looks like.
- 2. Now, look at the clock and discuss what ½ of the clock looks like.
- Tell the students that the minute hand would have to travel from its starting point at 12 to the 6 which is half way around the clock.
- When we write this time, it looks like \_\_\_\_\_:30. (at this point ask them to fill in the blank spaces)
- Practice making half hour times on the clock and being able to read and write them correctly.

## Day 7, Lesson 7 - 15 Mins

### (Days of the week)

- 1.The first step is to teach the students that every time they wake up, it's the start of a new day.
- 2.Teach the students that the names of the days of the week are; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. Tell him what today is.
- 3. Write the days of the week on flash cards and teach your child to rank them in the correct order.
- 4. Arrange them on a table or on the wall and practice together.
- 5.Explain to the students that seven days make one week. When one week is over, another one begins.

#### **Teacher Guided Practice**

#### Day 6, Lesson 6: 10 Mins

## (Time telling -Half Hours)

- 1. Discuss the fraction 1/2
- 2.Show 4 o'clock on a demonstration clock. Move the minute hand halfway around the clock to 6 while children count by fives.

#### 3.Ask;

- How many minutes have passed?
- Where does the minute hand point?
- Where does the hour hand point?
- What time is it?
- 4. Write four-thirty, 4:30 and half past 4 on the chalkboard.
- Continue moving the minute hand around the clock to 12 while children count by fives.

#### 6.Ask;

- How much time has passed?
- What time is it now?
- 7. Discuss the two ways to read time at the half hour. (4:30 and half past 4) Where is the minute hand at half past the hour?

#### Day 8, Lesson 8- 15 Mins

- Before class, prepare some colored rectangles of card and write the days of the week in thick marker pen on each rectangle of card.
- 2.You'll be putting students in pairs so make enough sets for each pair. Also, if each day can be written on a different colored card it

#### **Objectives Teacher Guide Teacher Guided Practice** 6. Although it can be confusing for them, try to will help the students to quickly identify explain to your students the difference each day. between yesterday, today and tomorrow. 3. Put your students in pairs and give each 7.Explain yesterday: Tell your students that pair a set of mixed up cards. By referring to yesterday was the day before today. Name the calendar, have the pairs put the days in it and connect it with what you were doing order on the floor or table. yesterday. 4. Then get everyone to touch each card and 8.Explain today. Tell your students that this is repeat after you as you chorus the days of the current day and try to connect it with the the week paying special attention to the activities that are planned for today. first letter of each word (e.g. "Th" for 9.Explain tomorrow. Explain that tomorrow "Thursday"). will come after today. Name that day and 5. Run through it a few times, getting faster emphasize the activities that will mark it. and faster. Finally, get the pairs to mix up the cards and tell them they are going to race to see which pair can put their cards in order first. 6.Say "Ready, steady, go!" and let the students put the cards in order. The winner pair finished first with the correct order. **Assessment Activity Assessment Activity Assessment Activity** 1. As a class review the 1. Display the time on a large clock. Divide the 1. activity with the clocks class into teams. and ask them questions 2. Each member must read the time on the about telling time by the clock in two ways: in standard notation and as " \_ minutes to \_\_" hour. 3. Score one point for each correct response. The team with the most points wins. Quiz

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Summary