

General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Introduction to Telling Time to the Hour
- Making a Clock (Project)

Subject(s)

- Measurement & Data: Tell and write time in hours and half-hours using analog and digital clocks (1MD.3)

Objective

- Students will identify the hour and minute hands.
- Students will read time on an analog clock to the hour.
- Students will read time on a digital clock to the hour.
- Students will make their own clock to tell time.

Materials

- pencils
- scissors, glue, brad fasteners (if not available, you do not need them)
- document camera or whiteboard
- large teaching clock or use “Clock Printable” (page 7)
- **Required:** printable “Student Clock Project” (page 8)
- **Optional:** printable “Exit Slip” (page 6)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 9)

Instructional Setting

- Seated with or near another student for partner work and in a group near whiteboard and/or document camera

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

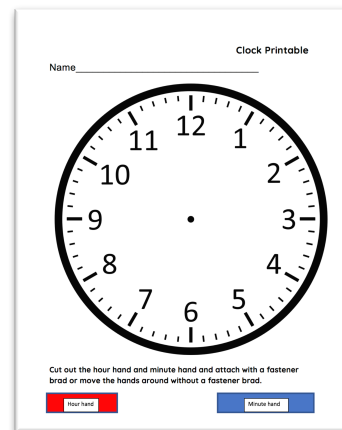
Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60 minutes

Have students seated on the rug or in a place where they can see the large teaching clock and the whiteboard.

Introduction

- T** Today we will be learning how to read a clock.
- T** The fancy name for this clock is an analog clock.
- T** But you can just call it a clock for our lesson today. **Show the large teaching clock to the students. If you do not have a large teaching clock available, use the clock printable to demonstrate. You must cut out the hands for the clock before the lesson.**
- T** Can you tell me what you notice on the clock or what you already know about a clock? **Call on students who have any answers.**
- T** There are numbers on the clock.
- T** Let's count the numbers out loud together.
- T** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. **Point to the numbers as you count.**
- T** These numbers tell us the hours and the minutes when telling time.
- T** There are also two hands on the clock.
- T** They aren't hands like we use to hold things.
- T** These hands move around the clock and point to the numbers to help us tell time.
- T** This shorter hand is called the hour hand. **Point to the hour hand.**
- T** The hour hand moves slowly around the clock and counts the hours.
- T** Let's read the numbers as the hour hand moves around the clock. **Move the hour hand around the clock starting at 12 and read the numbers out loud.**
- T** The longer hand is called the minute hand.
- T** The minute hand moves faster than the hour hand and counts the minutes on a clock.
- T** There are little lines on the clock that show us the minutes.
- T** Let's count the minutes as the minute clock hand goes around the clock. **Move the minute hand around the clock starting at 12, stopping at each minute marking and count out loud to 60.**
- T** There are 60 minutes in one hour!
- T** When we tell time on the clock we look at where the hour hand and minute hand is pointing.
- T** Today we are only going to learn how to tell time to the hour.
- T** Repeat the times after me and watch the clock hands as I move them. **Keep the minute hand on the 12 and move the hour hand around the clock starting on 1:00.**
- T** 1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00. **Have students repeat the time after you as you move the hour hand.**
- T** What did you notice about the hour hand and the minute hand as we read the times? **Call on students to answer.**
- T** The minute hand always pointed to the 12 and the hour hand moved around and pointed to the numbers.
- T** I'm going to teach a little rhyme to help us remember how to tell time to the hour.
- T** "When the long hand is at the top, it's one o'clock!" **Show the clock at 1:00 and point to the hands as you say the rhyme.**
- T** Let's try another one. "When the long hand is at the top, it's two o'clock!" **Show the clock at 2:00 and point to the hands as you say the rhyme.**



Do several examples saying the rhyme and show the time on the clock at the same time. Point to the hands as you say the rhyme. **Students should get the pattern and start saying the rhyme with you.**

T Great job!

T Now I'll show you how the time is written on a digital clock. **Write 1:00 on the whiteboard.**

- T* This says one o'clock.
- T* The first spot tells you the hour, and the second spot tells you the minutes. **Point to the hour and minute parts on the whiteboard.**
- T* Since there are no minutes for this time, there are zeros. **Write 4:00 on the whiteboard.**
- T* This says four o'clock.

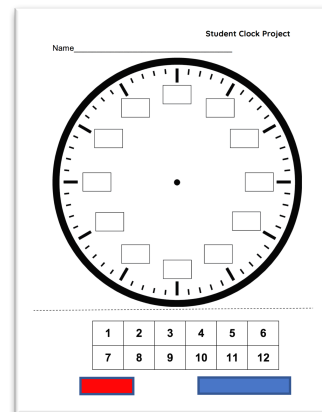
Write several more examples on the whiteboard and have the students tell you what the time says.

Project – “Making a Clock”

Have students sit at tables. Pass out student clock project printable.

- T* We are going to make our own clock to practice telling time.
- T* First, write your name at the top.
- T* Second, cut out the numbers and glue them in the correct spot around the clock.
- T* Third, cut out the hour hand and the minute hand.

Walk around the room and monitor the students to make sure they complete the project correctly. If they are finished cutting and gluing, you can fasten the hands on with the brad fasteners. If brad fasteners are not available, they can move the hands around freely.



Note:

Allow 10-15 minutes for them to complete the project. Then spend about 5 minutes practicing with the clock.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)

- T* Now that we are finished making our clocks, let's practice making times with them.
- T* What time does this say? **Write 5:00 on the whiteboard. Wait for students to answer.**
- T* Now make your clock show 5:00 and check your work with my clock when you are done. **Wait for the students to make 5:00 on their clocks and then show 5:00 on your demonstration clock for them to check. Walk around to help students if needed.**
- T* Let's make some more times on our clock.

Write several more times on the board to the hour and have students show the time on their clock.



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Practice Time

- T* Now I'm going to tell a story and I want you to change your clock to the time you hear in the story.

- T* This morning, I woke up at 6:00.
- T* Make your clock show 6:00. **Show 6:00 on your demonstration clock also. Help any students that may need help.**
- T* I went to the bathroom and brushed my teeth.
- T* I put on my clothes and went to the kitchen for breakfast.
- T* I looked at the clock and it was 7:00. **Signal the students to show 7:00 on their clocks and show 7:00 on your demonstration clock also. Help any students that may need help.**
- T* It was time to drive to school.
- T* It was a long drive, and I got to school at 8:00. **Signal the students to show 8:00 on their clocks and show 8:00 on your demonstration clock also. Help any students that may need help.**
- T* During the morning, we did a lot of reading, and at 10:00 we went out to recess. **Signal the students to show 10:00 on their clocks and show 10:00 on your demonstration clock also. Help any students that may need help.**
- T* After recess, we worked on our writing, and soon it was lunch time!
- T* At 11:00 we went to eat lunch and go out for recess. **Signal the students to show 11:00 on their clocks and show 11:00 on your demonstration clock also. Help any students that may need help.**
- T* When lunch recess was over, it was 12:00. **Signal the students to show 12:00 on their clocks and show 12:00 on your demonstration clock also. Help any students that may need help.**
- T* In the afternoon, we had math and learned about butterflies for science.
- T* We then started to get ready to go home and the bell rang at 3:00. **Signal the students to show 3:00 on their clocks and show 3:00 on your demonstration clock also. Help any students that may need help.**
- T* I went home and had a snack and did my homework.
- T* At 6:00 I had spaghetti and meatballs for dinner. **Signal the students to show 6:00 on their clocks and show 6:00 on your demonstration clock also. Help any students that may need help.**
- T* I watched some television and then got ready for bed.
- T* At 8:00 I read some books and went to bed. **Signal the students to show 8:00 on their clocks and show 8:00 on your demonstration clock also. Help any students that may need help.**
- T* Good night!

If time allows, have students work in partners to tell times to each other to make on their clocks. Walk around and monitor to check they are on task and making the correct times on their clocks.

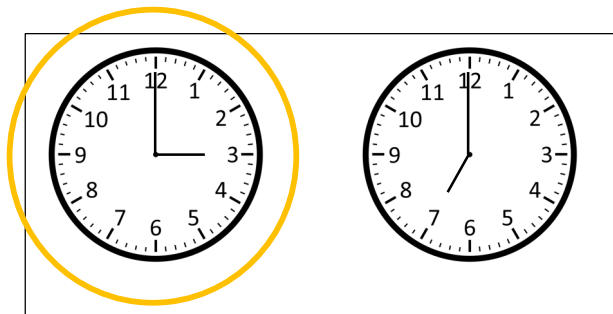
- T* Great job today!
- T* We will keep our clocks to use another day to practice telling time.

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 6), or simply have students copy the problems on a half sheet of paper.**

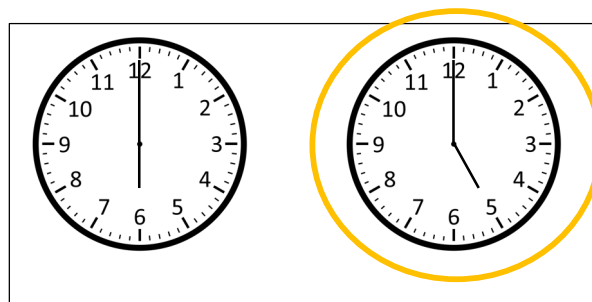
Name: __ **ANSWER KEY** ____ Date: _____

Exit Slip:

Circle the correct clock to match the time.



3:00



5:00



Make sure to “Break Up Your Day!”

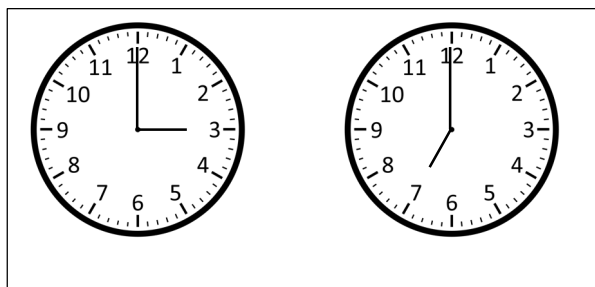


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See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)

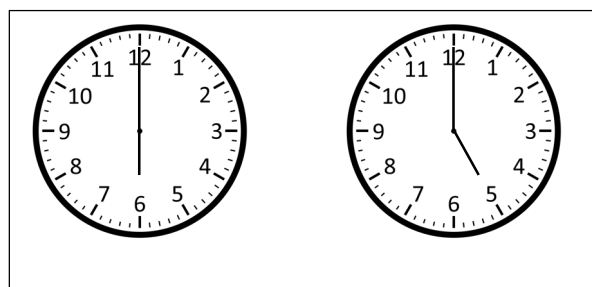
Name: _____ Date: _____

Exit Slip:

Circle the correct clock to match the time.



3:00

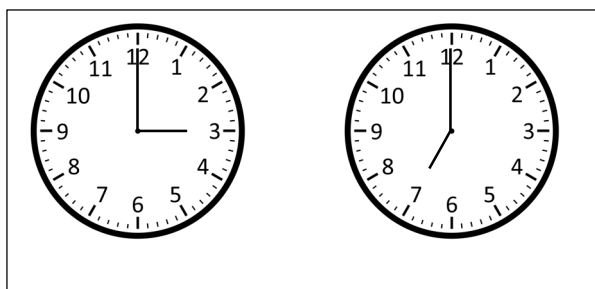


5:00

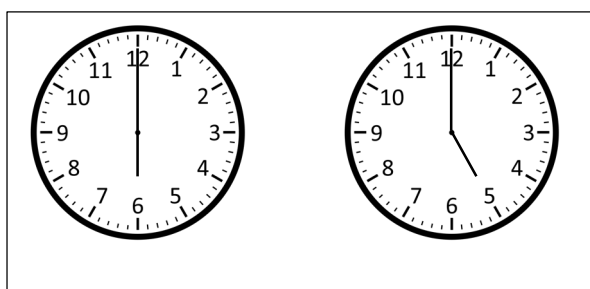
Name: _____ Date: _____

Exit Slip:

Circle the correct clock to match the time.



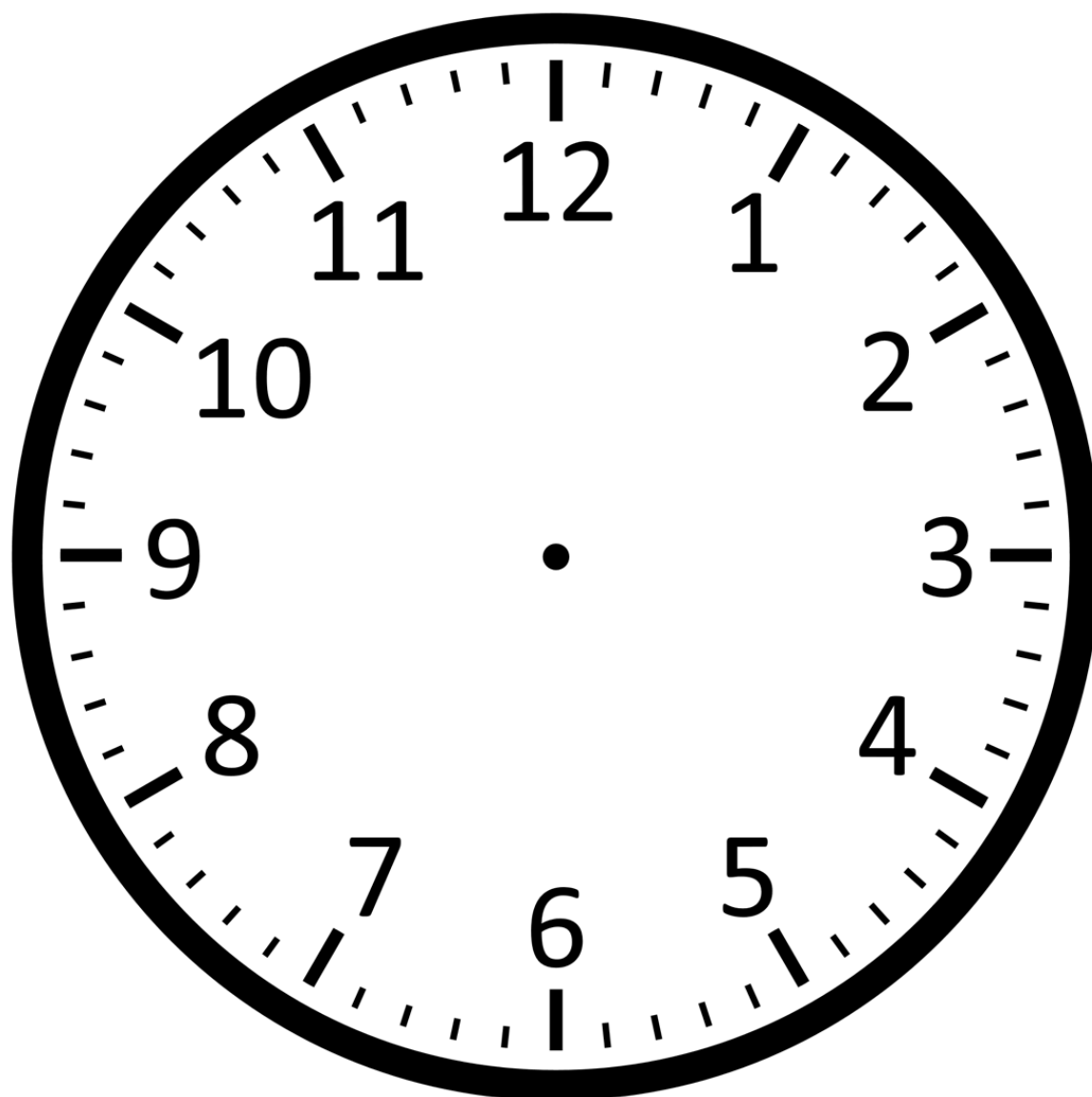
3:00



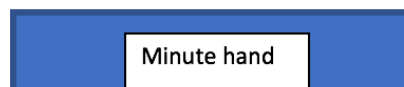
5:00

Clock Printable

Name _____

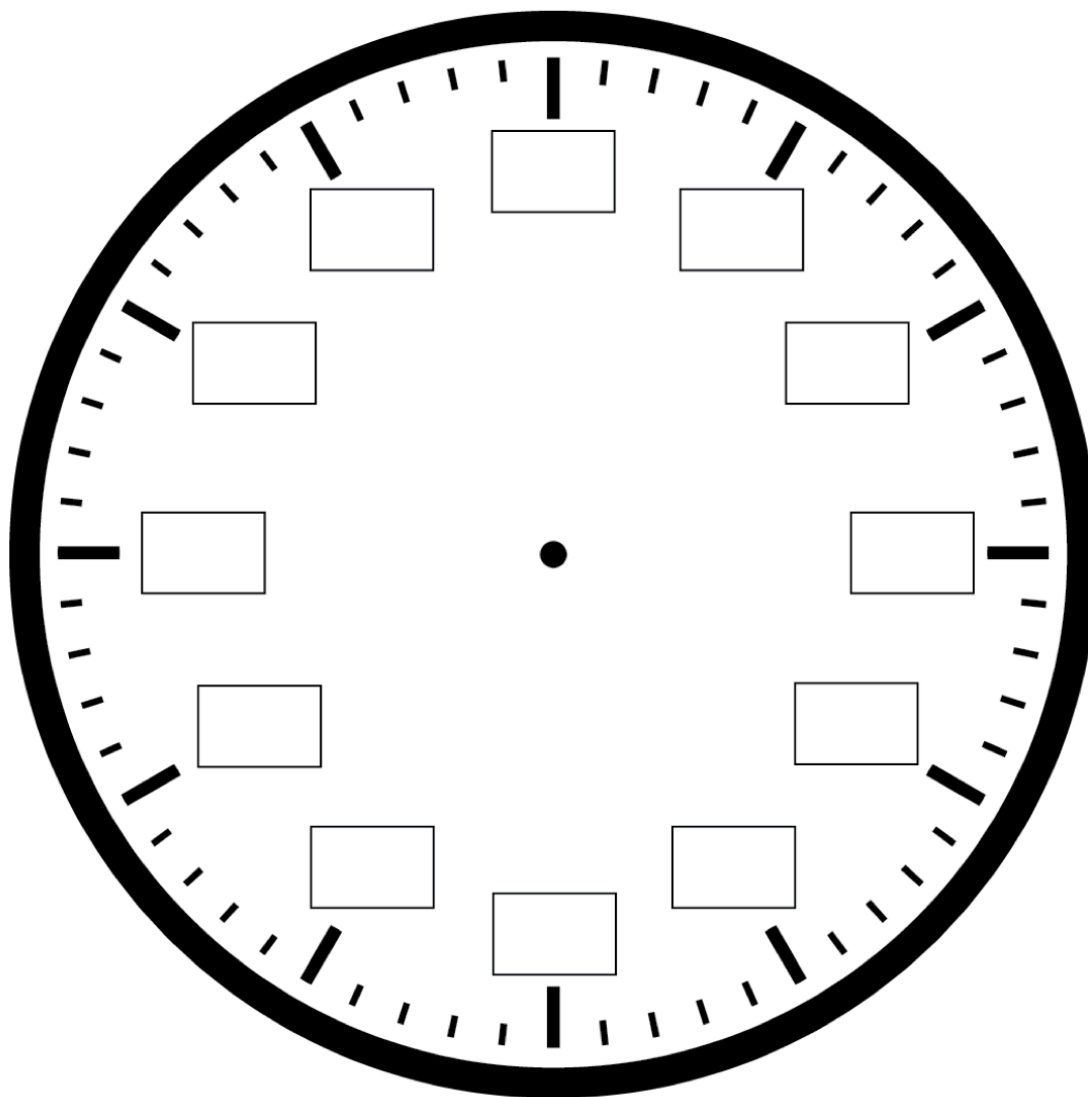


Cut out the hour hand and minute hand and attach with a fastener brad or move the hands around without a fastener brad.



Student Clock Project

Name _____



1	2	3	4	5	6
7	8	9	10	11	12



Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refo



Break Up Your Day: The Wiggles!



1. Let's get our wiggles out before we continue!
1. Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
2. Now shake the wiggles out of your right leg...FREEZE!
3. Now shake the wiggles out of your left leg...FREEZE!
4. Now shake all the wiggles out of your whole body....FREEZE!



Break Up Your Day: Body Stretches!



10 minutes

FORMATION: Standing at desks

1. Have students begin the day with a series of simple activities lasting 30 seconds or more: jumping jacks, knee lifts, flap arms like a bird, hopping, scissors (feet apart then cross in front, feet apart then cross in back)...
2. Follow each activity with a basic stretching movement:
3. Reach for the sky runner's stretch
4. Butterfly stretch (sit with bottom of feet together)
5. Knee to chest, rotate ankles, scratch your back

Hold stretches for 10 - 30 seconds. Repeat a different simple activity followed by a new basic stretch as many times as desired.



Break Up Your Day: Shakes!



1. Count and shake as you do the following:
2. Shake right hand 8 times
3. Shake left hand 8 times
4. Shake right foot 8 times
5. Shake left foot 8 times,
6. Shake right elbow like a chicken 8 times
7. Shake left elbow like a chicken 8 times
8. Shake your head 8 times
9. Shake your whole body 8 times.