

General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Drawing Hour and Minute Hands on a Clock & Writing Times

Subject(s)

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

Objective

- Students will draw the hour and minute hands on an analog clock to match the time.
- Students will write in the numbers on a digital clock to match the time.

Materials

- pencils and red and blue crayons/colored pencils
- document camera or whiteboard
- large teaching clock or use “Clock Printable” (page 4)
- small student clocks or use “Clock Printable” (page 4)
- **Required:** printable “Student Clock Practice Sheet” (page 5)
- **Required:** printable “Matching Time Game” (page 6) Pieces need to be cut out ahead of time and placed in a bag, or have students help cut out the pieces before playing the game.
- **Required:** printable “Matching Time Game Recording Sheet” (page 7)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 8)

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

Pass out student clocks and have the large teaching clock ready. If large teaching clock is not available, use the clock printable. You will need to cut out the hands to use with the clock before the lesson.

Introduction

T Today we will be practicing how to read the time on a clock and drawing the hour hand and minute hand on the clocks to match the time.

Note:
Spend about
5 minutes
reviewing.

Review

T I'll write a time on the whiteboard and I want you to read the time out loud and then show me the time on your clock.

T Ready? What does this time say? **Write 2:00 on the whiteboard.**

Listen for the students to say 2:00 and then instruct them to show 2:00 on their clock. Show 2:00 on the large teaching clock to show the answer. Monitor students to check if they are showing the correct time.

T Let's do another one.

T What time does this say? **Write 4:00 on the whiteboard.** Listen for the students to say 4:00 and then instruct them to show 4:00 on their clock. Show 4:00 on the large teaching clock to show the answer. Monitor students to check if they are showing the correct time.

Do more examples of this until students have a good handle on the skill.

Model and practice

Pass out the student clock practice sheet. You will need a copy as well to show on the document camera to do the activity with them.

T Now we are going to learn how to draw the hour hand and the minute hand on our clocks to match a time.

T Write your name at the top.

T Please get out a blue crayon and a red crayon.

T Remember, the hour hand is the short hand and the minute hand is the long hand.

T Write three o'clock under the clock. **Write 3:00 under the first clock and make sure students do the same.**

T Say the rhyme with me, "When the long hand is at the top, it's three o'clock!"

T Let's draw the hands for 3:00.

T The minute hand will be blue and it will be long.

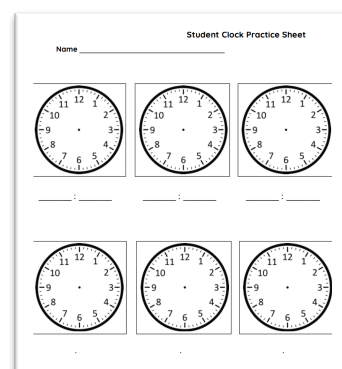
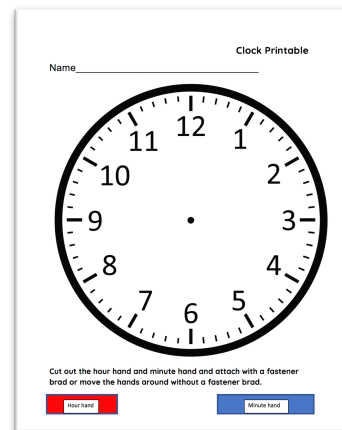
T Where does the minute hand point for 3:00? **Wait for students to respond.**

T It points to the top at the 12.

T Let's draw a long blue line for the minute hand pointing to the 12. **Draw the minute hand with blue crayon and check that students are also following along.**

T Now what number does the hour hand point to? **Wait for the students to respond.**

T It points to the 3.



Differentiation:

Students might need a lot of help with this. If some students are able to do it, you could have them help others around them.

- T* The hour hand will be red and it will be short.
- T* Let's draw a shorter red line for the hour hand pointing to the 3. Draw the hour hand with a red crayon and check that students are also following along.
- T* Great, let's do more.

Repeat the same directions for the rest of the sheet for the following times: 12:00, 6:00, 9:00, 5:00, 7:00. Once completed collect student papers and leave them for the teacher.



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 8)

Game

Put students in partners. If there is an odd number, there can be a group of three. Pass out 1 set of the matching time game to the partners. Pass out the matching time recording sheet to each student.

- T* We are going to play a matching game in partners.
- T* You and your partner will match the clock to the time.
- T* Then you will write the time and draw the hands on the clock on your recording sheet.

Don't forget to use blue for the minute hand and red for the

Differentiation:

Pair struggling students with a partner who understands the concept well.



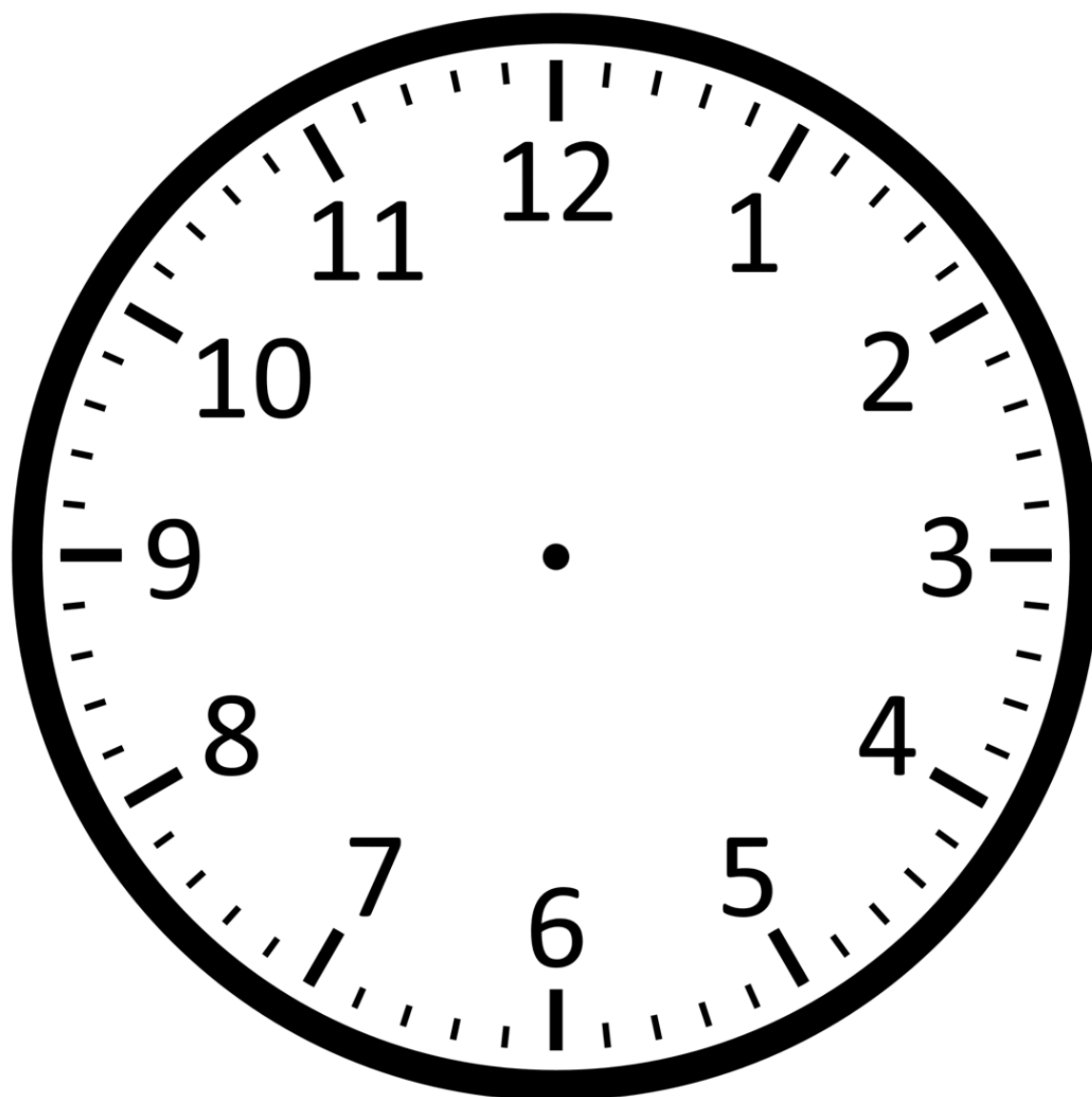
Make sure to "Break Up Your Day!"



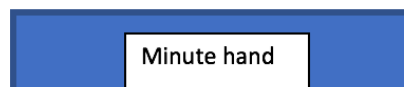
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Clock Printable

Name _____

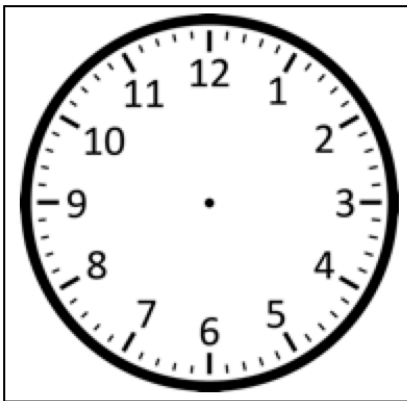


Cut out the hour hand and minute hand and attach with a fastener brad or move the hands around without a fastener brad.

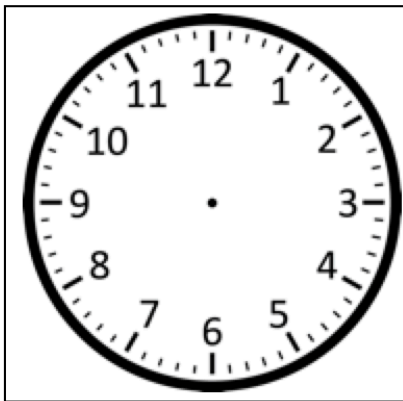


Student Clock Practice Sheet

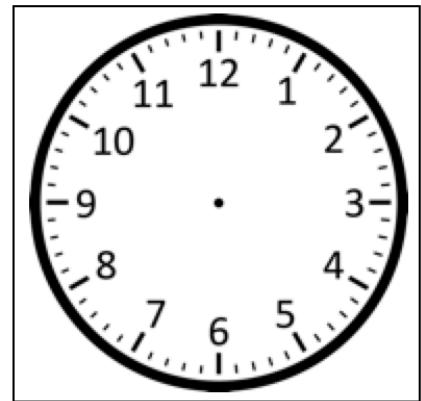
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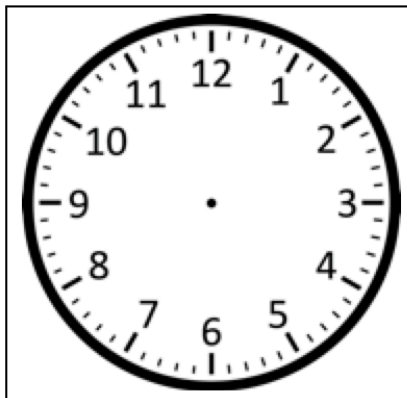
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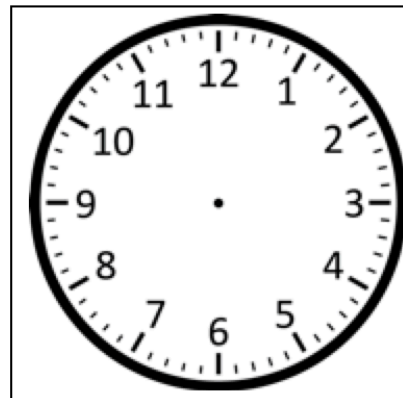
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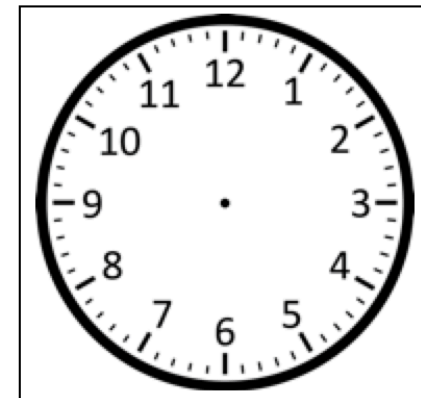
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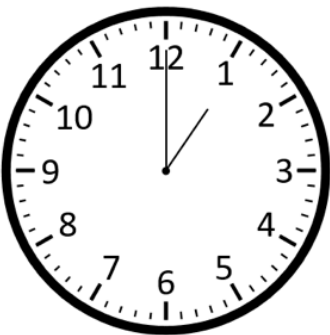
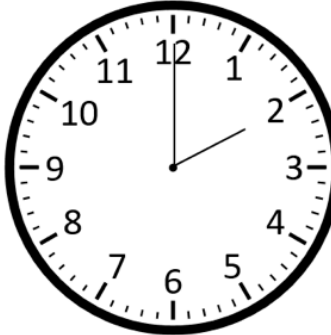
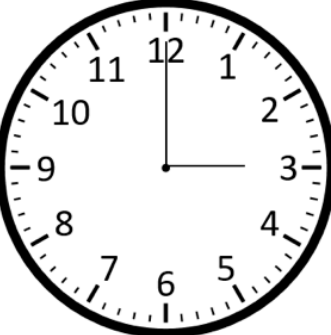
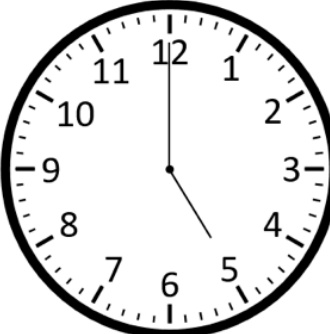
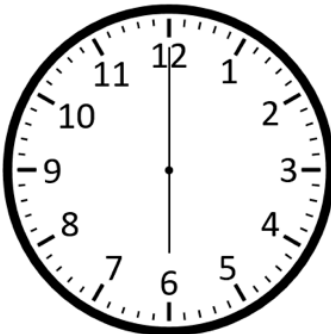
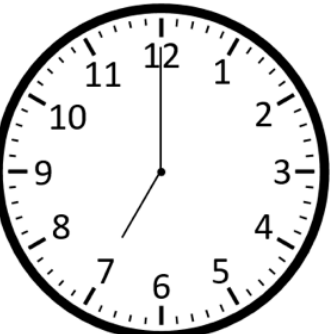
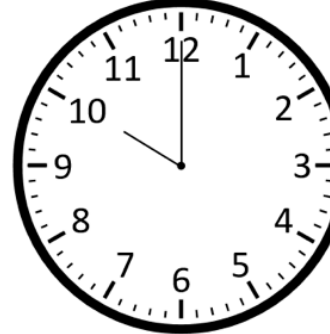
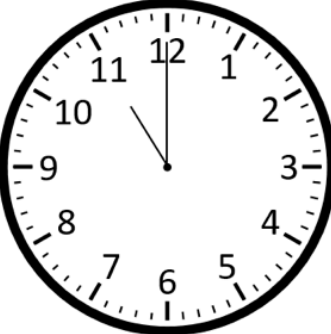
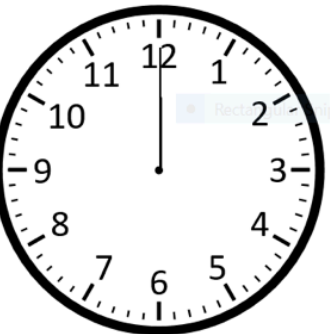
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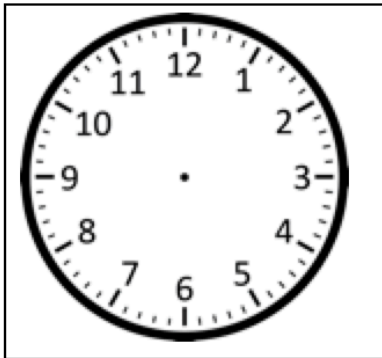
Matching Time Game

Cut out one set for each group before the lesson, or have the students cut them out.

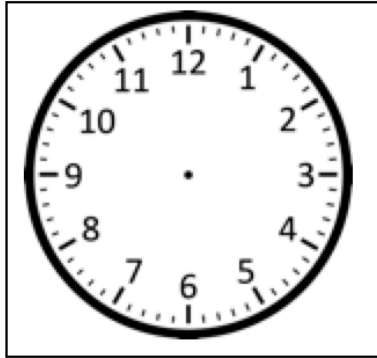
| | | |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
| 1:00 | 2:00 | 3:00 |
| 5:00 | 6:00 | 7:00 |
| 10:00 | 11:00 | 12:00 |

Matching Time Game- Recording Sheet

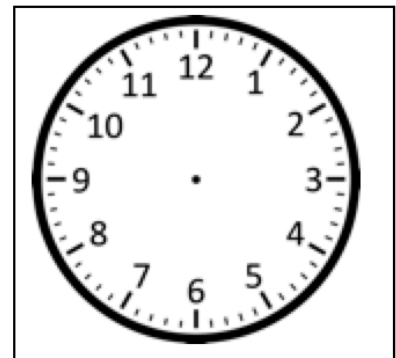
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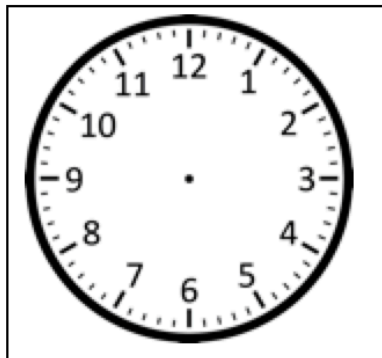
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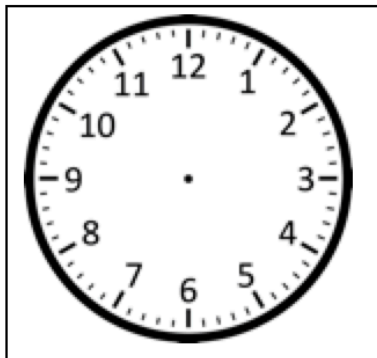
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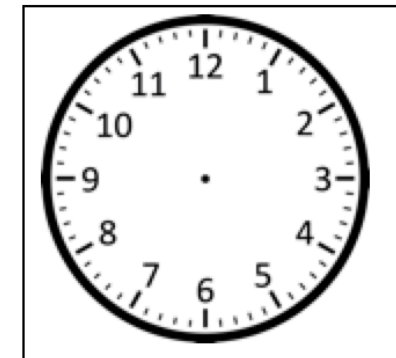
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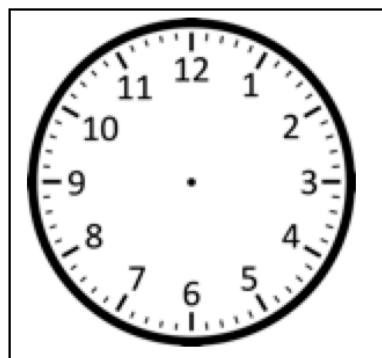
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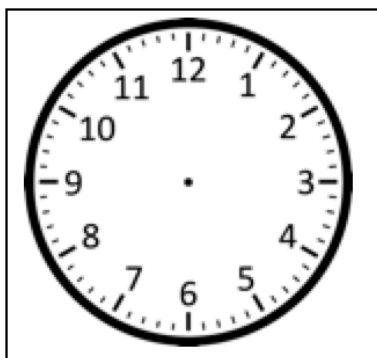
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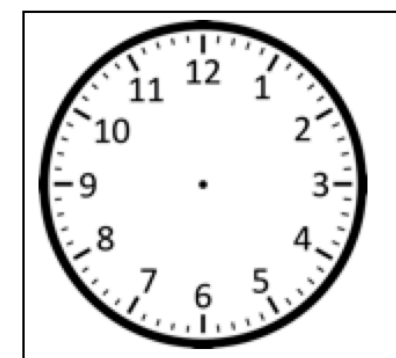
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Make sure to “Break Up Your Day!”

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 refocus!



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.