

# Lesson Plan

## Time - Digital Clocks and Time Matching

First (1) - Math

### LEARNING TARGET

### LEARNING PROGRESSION

### PREREQUISITE SKILL

Time - Digital Clocks and Times

### EXTENSION SKILL

Time - Match Analog Clocks and Times

### DURATION

### MATERIALS

- Whiteboard and markers
- Printed worksheets with digital clocks and written times
- Manipulatives (optional)
- Interactive clock app or website (optional)

### VOCABULARY

- Digital clock
- Analog clock
- Hour hand
- Minute hand
- Whole hour
- Half hour
- Standard notation

### INTRODUCTION

The teacher will introduce the lesson by asking students if they know how to tell time on a digital clock. The teacher will briefly explain the difference between analog and digital clocks. Then, the teacher will display a digital clock image on the board and ask students what time it shows.

### INSTRUCTION

The teacher will explain that digital clocks show the same information as analog clocks, but in a different format. The teacher will demonstrate how to read a digital clock image by identifying the hour digit(s) followed by the minute digit(s). The teacher will then provide examples of written times in standard notation (e.g. 2:30) and ask students to identify the matching digital clock image.

### GUIDED PRACTICE

The teacher will distribute printed worksheets with digital clocks and written times. The teacher will guide students through matching each written time with its corresponding digital clock image. If needed, manipulatives or an interactive clock app/website can be used for additional support.

## **INDEPENDENT PRACTICE**

Students will work independently on additional worksheets or online activities that reinforce their ability to match digital clock images to written times within whole and half hours.

## **HOMEWORK**

Students may be assigned homework that involves practicing telling time on a digital or analog clock at home. This could include setting alarms or timers throughout their day based on specific times.

## **EXIT TICKET**

Students will complete an exit card that requires them to match several written times with their corresponding digital clock images. This formative assessment helps the teacher gauge student progress towards meeting lesson objectives.

## **SUMMATIVE**

- Exit Card Formative Assessment
- Progress Monitoring Formative Assessment
- Summative Assessment 10 question worksheet 8/10 for mastery

## **CLOSING**

The lesson concludes with a brief review of key concepts covered during class, including vocabulary terms related to telling time on a digital clock.

## **TEACHING TIPS**

## **MISCONCEPTIONS**

Common misconceptions when telling time on digital clocks include:

- Confusing AM/PM: Students may not understand that the 12-hour clock system differentiates between morning (AM) and evening (PM). To address this, reinforce the concept of "before noon" and "afternoon/evening" when discussing time.
- Reading hour digits incorrectly: Students may confuse the hour digit(s) on a digital clock with the minute digit(s). Remind students to look for the larger digits first to determine the hour.
- Misreading half hours: Students may not understand that half hours are indicated by the ":30" on a digital clock. Emphasize this concept through examples and practice activities.

## **EXTENSION**

## **INTERVENTION**

**COMMON CORE STANDARD**

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

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