

Lesson Plan

Time - Read Clocks and Write Times

First (1) - Math

LEARNING TARGET

- Students will be able to read and write time in hours and half-hours using analog clocks.
- Students will understand the relationship between the hour and minute hands.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

Time -

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Analog clocks (1 per student or pair)
- Whiteboard and markers
- Worksheet with analog clock faces

VOCABULARY

- Analog clock
- Hour hand
- Minute hand
- Hour
- Half-hour

INTRODUCTION

1. Show an analog clock to the class and point out the hour and minute hands. Explain that they will be learning how to tell time using analog clocks.

INSTRUCTION

1. Explain how the hour hand shows the current hour and the minute hand shows the minutes.
2. Demonstrate how to read the time on the clock when the minute hand is at 12 (o'clock) and when it is at 6 (half-past).
3. Show examples of different times on the analog clock, focusing on hours and half-hours.

GUIDED PRACTICE

1. Divide the students into pairs and provide each pair with an analog clock.
2. Instruct the students to practice setting and reading the time in hours and half-hours.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Distribute a worksheet with analog clock faces showing various hours and half-hours.
2. Instruct students to write the correct time below each clock face.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to practice reading and writing time using analog clocks at home.
2. Encourage students to share their practice with family members.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Display an analog clock face with a specific hour or half-hour on the board.
3. Instruct students to write the correct time on their whiteboards.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor student progress and understanding.
2. The exit card and progress monitoring assessments will be used to determine students' mastery of the objective.

CLOSING

1. Review the concept of telling time using analog clocks and the meaning of the hour and minute hands.
2. Ask students to share one thing they learned during the lesson.

TEACHING TIPS

Use Time Travelers - Analog Clock Race as an extension activity after teaching the lesson on telling time with analog clocks. This engaging game reinforces the concepts taught, allowing students to apply their new skills in a fun and interactive way. Encourage students to work in teams, promoting collaboration and communication while practicing time-telling. By incorporating this game into your lesson, you'll boost students' confidence and enthusiasm for learning how to read analog clocks.

- Use a large analog clock model to demonstrate how the hour and minute hands move as time progresses. This will help students understand the relationship between the two hands.
- Encourage students to practice counting by fives to help them understand the increments on the clock face when learning quarter-hours and minutes.

MISCONCEPTIONS

- Students may confuse the hour and minute hands. Ensure they understand that the shorter hand is the hour hand and the longer hand is the minute hand.

EXTENSION

1. Students can practice reading and writing time in quarter-hours using analog clocks.
2. Students can compare and contrast analog and digital clocks.

INTERVENTION

1. For students who struggle with fine motor skills, larger and easier to grasp clock models can be used.
2. For students who need extra support, a visual aid or number line can be provided to help them understand the concept of time.

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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