OPSU Lesson Plan

Telling Time

Name: Heidi Oliver

Grade Level: 1st Grade

Topic: Telling Time

State Competency- PASS Standard 4.2a

Standard 4: Geometry and Measurement- The student will use geometric properties and relationships to recognize and describe shapes and use measurements skills to tell time, identify money and develop calendar concepts.

2. Measurement

a. Tell time on digital and analog clocks to the hour and half-hour.

Objectives:

1. Students will be able to put the correct numbers on an analog clock face.
2. Students will be able to tell time to the hour on a digital and analog clock.
3. Students will be able to tell time to the half-hour on a digital and analog.
4. Students will be able to label the clock to the correct time.
5. Students will be able to identify the minute hand on the clock.
6. Students will be able to identify the hour hand on the clock.
7. Student will know how to write the time when it is shown on a clock.
8. Students will be able to count by 5’s around the clock to 60.

Materials and Resources-

1. Classroom set of small clocks.
2. 1 large Classroom Clock
3. Time Centers-Variety of centers set up in the classroom
4. SmartBoard
5. Computer
6. Document Camera
7. Digital Camera
8. Time Worksheets
9. The Grouchy Ladybug Book By: Eric Carle
10. Teacher Resource Books to copy the worksheets
11. Construction Paper
12. Websites:
   a. www.unitedstreaming.com
   b. www.clickandlearn.com

**Instruction: Thematic Unit on Time**

1. I will spend 10 full days doing this complete Time Thematic Unit. I have several activities that can’t be taught in one or two days so we will spend 2 weeks working on time. I am not going to list each individual thing by day because classes may be different and can handle more in one day. I am listing the entire lesson plan and you can choose how you would divide it by day. In my classroom I just get as much done as I can then I stop.

2. The first thing the students will do is take a Pre-Test so I know what level they are at on the time concepts that I will be teaching. I am giving 2 types of pre-test. The first will be an actual test where they answer the questions on paper and then I will do a oral assessment with a rubric with each student at the round table. This is more accurate for the students in my classroom.

3. Introduction: I will show the book *The Grouchy Ladybug* to the students on the document camera. I will flip through the book and ask the children what they think the book is about. I will then ask them if they know what time it is. We will discuss time and I will talk about time and clocks to the students. I will have a discussion over the numbers shown on the clock face. The students will be given a blank clock face to write in the correct numbers on their clock as I model it on my clock that is displayed through the document camera.

4. I will introduce the word hour and minute to the students. I will talk about what each word means and we will look at the clock while talking as a class.

5. I will show the students the large classroom clock and we will talk about the different sizes of the hands on the clock. We will discuss the minute hand and the hour hand. I will explain that the hour hand is the short hand and the minute hand is the long hand. I will explain to the students that when they draw their hands on the clock they need to make sure they have the hour hand shorter than the minute hand. I will then have a couple of students come up to the SmartBoard and practice with the clocks I have displayed on the presentation to see if they understand drawing hour and minute hands on the clock for a given time. I will observe the students while they are doing this activity.

6. I will show the display on the SmartBoard of an analog clock and a digital clock. I will tell the class what each one is called and show them what it looks like. I will then show them how to draw the hand on the analog clock or how to write the numbers on the digital clock. We will practice on the SmartBoard and then will complete a worksheet on time.

7. I will display an analog clock on the SmartBoard and have the clock showing nine o’clock. I will ask the students what time it is. After having the students answer I will then ask them
how they knew what time the clock said. I will then tell the students that if the hour hand or the short hand is pointing to nine and if the minute hand or the long hand is pointing to twelve that we know it is nine o’clock. I will then pass out the classroom set of small clocks to each student. The students will show the correct time as I tell them a time orally. I will do this for each hour on the clock. I will say them randomly and have the students display that time on their clock. When the students are finished they will hold up their clock so that I can check their work.

8. I will do the same activity listed above with the digital clock.

9. I will read The Grouchy Ladybug aloud to the class while showing each page on the document camera. I will then have the students move the hands on their small student clocks to the time shown on each page of the book. I will observe to see if they are doing this correctly. We will discuss time to the hour and talk about how many hours are in one day. We will then do a clock activity worksheet in class.

10. I will talk about each number on the clock and tell students when we tell time that we can count by 5’s when moving the minute hand and remind them that the minute hand is the long hand. We will practice with our classroom clock and move the minute hand around the clock starting on 1 and counting by 5’s. I will then start this again and stop on the 6. I will ask the students what time they think the clock says when the minute hand is on 6 and the hour hand is on 8. I will observe to see if they know what it means to tell time to the half-hour.

11. I will start the class discussion with a clock on the SmartBoard. I will have the analog clock showing 8:00 and then change it to 8:30. We will discuss that telling time to the half-hour is a new concept that we will be learning. We will review counting by 5’s around the clock and see what number we stop on when we say 30. We will practice telling time to the half-hour in our time center stations. Students will be given a time worksheet to complete in class.

12. I will have a display of clocks on the SmartBoard and talk about the time that each clock shows. I will then ask students if they know how to write twelve o’clock. We will have already practiced showing twelve o’clock on the analog clock but will now learn how to write it on a digital clock. I will orally ask the students to come up to the SmartBoard and show me how they would write the different times that are displayed on the board. I will then teach them how to write each time on the digital clock. I will model writing the time on the 4 clocks displayed on the SmartBoard. Students will complete a time worksheet to practice the skills taught.

13. Students will review analog and digital clocks. I will show them on the document camera in the classroom and have students tell me which clock is digital and which is analog. The students will then do a digital and analog clock activity. The students will cut out both clocks and make each clock show the specific time I have given them. Each student has a different time so they will not all be the same. The students will then glue the clocks on a large construction paper sheet. I will check to see if their time displayed on both clocks match the time I have given to that student.

14. Students will watch the time videos from United Streaming. We will then discuss each video and what the video was about.
15. We will complete time centers during our center rotation time each day. I have several centers made for our 2 week Time Thematic Unit. The centers are listed below. We will work on the centers listed below each day during center time for 15 minutes. Each student will rotate to a new center each day. I will not introduce a center unless that concept has been taught. I will show the students how to do each center as a whole group then they will be familiar with the center when it is time to start the center rotation.
   a. Laminated Analog Clock Center
   b. SmartBoard Technology Time Center
   c. Computer Center-Technology (Click and Learn Software Program over time that our school district has purchased for us to use.)
   d. Partner Time Memory Game
   e. Learning Palette Time Game
   f. Time Flashcard Center
   g. Pocket Chart Time Center
   h. Classroom Display Board Time Station with worksheets to record data.

16. Whole Group Activities:
   a. SmartBoard Time Game
   b. Small Clock Activity
   c. Time Bingo
   d. Computer Lab Technology Time (Click and Learn Software Program on Time)

Center Description: I have 2 students at each center in my classroom. I walk around and monitor the centers and ask questions to the students about their center to see if they understand what they are doing. I will also help students when needed and answer questions if they have any.

1. Laminated Analog Clock Center-Tactile
   a. Students will be given a laminated clock and a stack of cards that have different times displayed on them. The students are to use a dry erase marker to make their clock say the correct time that they draw out of the pile.

2. SmartBoard Technology Time Center-Tactile, Auditory, and Visual
   a. Students will have a set of time cards and a digital and analog clock will be displayed on the SmartBoard. One student will have the cards and tell the other student the time to display on the SmartBoard Clock. They will then switch jobs until all of the times have been displayed on the SmartBoard Clock.

3. Computer Center-Auditory and Visual
   a. I have 2 Computer Center Stations in my classroom and I will have the Click and Learn Software Program set up on each one. The students will do the time activities at the computer center.

4. Partner Time Memory Game-Tactile, Auditory, and Visual
a. Students will be given an envelope of different times displayed on cards. The times on the cards are hour and half-hour. The clocks are analog and digital. The students have to turn all of the cards facedown then match a digital clock time to the same analog clock time. The students then have to orally tell the partner what time their clocks say if they have a pair. When a student gets a pair of times correct they keep that pair. The student with the most pairs wins the game.

5. Learning Palette Game-Tactile, Visual, and Auditory
   a. This is a center that is already made that is wonderful!! I purchased several of these for my classroom and went through to find the time cards when I began this lesson plan. The students will match the correct circle to their time and will have to orally tell their partner what time the clock says.

6. Time Flashcard Center-Tactile, Visual, and Auditory
   a. These are pre-made flashcards that each student has to look at and either say the time or write the time in. The clocks are digital and analog clocks and the students can practice writing the time or placing the hands of the clock in the appropriate place. They use a dry erase marker to display the correct time and tell it to their partner.

7. Pocket Chart Time Center-Tactile, Visual, Auditory
   a. This center is a set of cards that is put in the pocket chart. The students have to correctly match the correct time to each clock. When they have matched the times they have to tell their partner what time each clock says. This center contains digital and analog clocks.

8. Classroom Display Board-Tactile, Visual, Auditory
   a. The students will have a board with clocks displayed on the board. They will have a small clock that they have to make match the clocks displayed and tell their partner what time it says. They then will complete the time worksheet to practice telling time to the hour and half-hour.

Closure:

I will review each concept that was taught with the students. I will have the display of clocks on the SmartBoard and use oral questioning to see if the students learned the concepts taught. Students will come up to display the correct times on the clocks on display in the classroom. We will end the lesson by playing Time Bingo!!

Assessment:

Students will be given the final Post-Test to see if they mastered the concepts being taught. I will again give the oral assessment as well as the assessment on paper.
Modifications/Accommodations:

1. I have a couple of ELL students who don’t really understand what is going on so I will let a higher level student help that student and translate to that student what we are learning. I will also pair these students with higher level students for center rotation time.

2. I also have a student who has been diagnosed with ADD and Severe Depression. This student has poor work ethic without my help. If I am sitting right beside the student then the work is better but I must read and help him with everything. I obviously don’t have time to do this in the regular classroom setting so therefore he turns in papers that are poorly done. I would modify this lesson and some of these activities for him. I would possibly have to sit by him during some of the centers so that I know he was participating or I would have to sit by him during some of the seatwork activities so that I know he is doing them correctly. I would give fewer questions for this student on the papers and I would also allow him extra time if needed.

Reflection:

I feel that this lesson went pretty good. I loved all of the activities that I came up with to go with this Time Thematic Unit. The students seemed to really enjoy the activities and were very engaged in the learning with the technology. I had planned on doing my lesson over math facts but changed my mind when school started. I just had a great idea on time centers and all of the things I could do with time so I decided to go with the Time Lesson. I was very thankful that I had the document camera to display several of the activities, books, and worksheets on the SmartBoard. I also used the digital camera that I received last year at the Math-Ese Workshop to take pictures to display when I give my presentation at OPSU. I feel that the students really understood the concept of telling time to the hour, minute hand and hour hand, how many hours are in one day, displaying the correct time on a analog and digital clock, labeling the clock face with the correct numbers, and how to count the minutes on a clock by 5’s. I feel that the students had a hard time understanding telling time to the half-hour. I will continue to work on this concept and we will review it each day. Next time I think I would make the entire lesson shorter and I would have only chosen telling time to the hour instead of trying to cover all of the concepts taught in 2 weeks. I would probably have spent 2 weeks on telling time to the hour and then added the half-hour time. Overall I felt that the lesson went great and I am super excited to have all of this material in a file folder for the following years. I love all the centers that I came up with and will use them throughout the year to review the time concepts that they have learned.