

Name: Betty Kincannon

Grade Level/Subject: 1st Grade Math

Topic: Time Story Problems

Objectives:

Students will be able to tell time on an analog clock to the hour.

Students will be able to solve simple story problems about time using a model analog clock.

Objectives (P.A.S.S.):

Standard 4: Geometry and Measurement

2. Measurement

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

Materials: Model analog clock (one per student)

Large demonstration model analog clock

Introduction:

Begin by reviewing time on the hour on an analog clock. Review that a clock measures time and review the terms of clock face, hour hand, and minute hand. Hand out a model analog clock to each student. Call out various times that are on the hour and have the students set their clocks to demonstrate the time that was called out. Check their clocks to determine accuracy and understanding.

Instruction process:

1. Tell a story problem using time. Example: Johnna got home from school at 3:00. Her mother told her she could go to McKenna's house to play for 2 hours. What time will it be when

she has to come home? (I wrote the problem out on the chalkboard as I told it for visual learners.)

2. Demonstrate how to use an analog clock to solve the problem. As you demonstrate talk through what you are doing. Ask what time it was when Johnna got home. Then set the large demonstration clock at 3:00. Discuss the fact that the minute hand goes once around the clock face for every hour. Ask how many hours Johnna could play and show how you count the times you go from the twelve back to the twelve for every hour in time you want to advance. Move your minute hand completely around the clock two times since Johnna could play for 2 hours to determine what time she had to go home. Read the time on your clock to find your answer.
3. Continue giving similar problems. Have the students attempt to solve the problems by using their individual clocks. After each problem discuss the correct answer and how the students arrived at their solution.

Closure:

Give one final similar problem. Have the students solve it without any assistance. After each student has arrived at their own solution, discuss the correct answer and how the students arrived at that answer.

Assessment:

Check each student's answer on the final problem by looking at their clock for the correct time.

Modifications:

All students can participate in solving the problems by attempting to set their model clocks at the correct time. Special needs students may require one-on-one help to arrive at the correct time on their clock. This help should be accompanied by leading questions and detailed explanations of what they need to do and why they need to do it. Advanced students can be partnered with special needs students to provide that one-on-one help that is needed.

Reflection:

My most advanced students could do all the problems that I presented after I had done the first demonstration problem. However, a few of my students continued to set their clocks on the hour for the number of hours past (If the story problem said that in four hours something would be, they would set their clocks at 4:00). We continued to discuss each problem and offer one-on-one help until most everyone caught on to what we were doing. I really thought this would be an easy lesson since we had worked with clocks for about a week and everyone seemed to understand what we had been doing with the clocks so far. Also, I thought since we were doing the problems with the model clocks there would be no problems. However I discovered that several of my students needed more practice problems than I had anticipated. I felt that the lesson was successful in the end, even though it had taken more time than I had expected, because most everyone was able to successfully solve the final problem on their own.