

10 Days of Lesson
Plans and Activities

1st+
grade



THE MAGIC OF MATH
Unit **7**: **telling
time**

by Hope King and Amy Lemons

Unit Seven

TIME OVERVIEW

	FOCUS	STANDARD
WEEK 1	Time Introduction to Time, Time to the Hour	TEKS: 1.7E CC: 1.MD.B.3
WEEK 2	Time Time to the Hour and Time to the Half Hour	TEKS: 1.7E CC: 1.MD.B.3

intro to

TIME:

UNDERSTANDING

TIME AND TIME

TO THE HOUR

day 1

Minilesson: What Takes a Second, Minute, and Hour

What takes
ABOUT A SECOND
to do?


winking


smiling


sticking out tongue


jumping


frowning


pointing

What takes
ABOUT A MINUTE
to do?


eating an apple


flossing teeth


singing a song


brushing teeth


washing hands


drinking a glass of water

What takes
ABOUT AN HOUR
to do?


making dinner


building a snowman


going on a bike ride


watching a movie


going fishing




going swimming

Activity: Five in a Row Partner Game

Name: _____

FIVE IN A ROW

pinch	take out the trash	watch 2 TV shows	make a bed	cough
make dinner	blink	taking a nap	brush teeth	nod
baseball practice	wave	grocery shopping	swallow	wash hands
make a sandwich	going out to lunch	kick	clap	watching a soccer game
scream	tell a joke	sniff	a birthday party	floss teeth

Independent Work:
Things That Take
About...

Things That Take About...

S

A SECOND

M

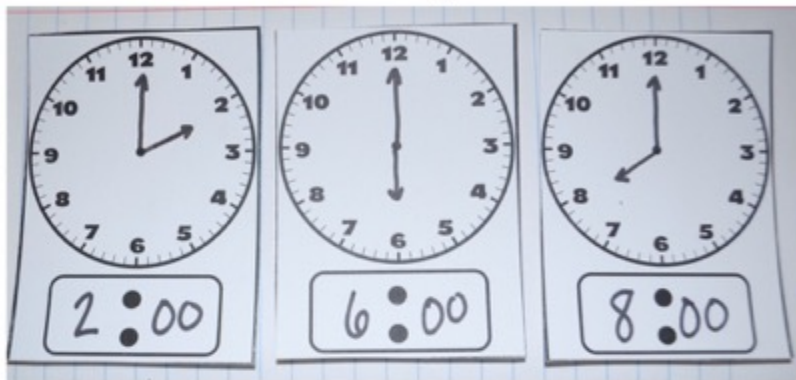
A MINUTE

Examples of activities written on cards:

- going to the park
- reading a book
- eating at a restaurant

day 3

Minilesson: Drawing Hands



Activity: I Spy Time!

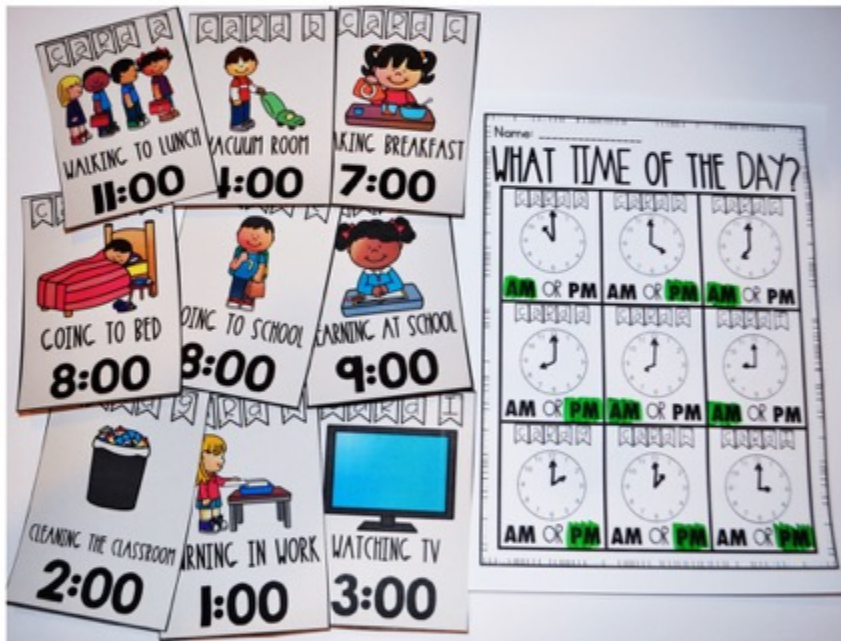
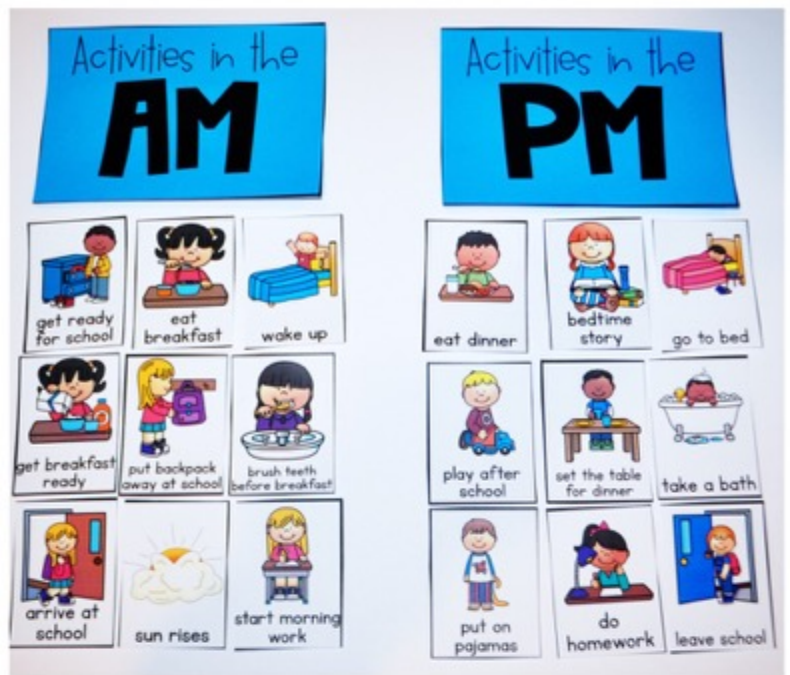


Independent Work: I Can Tell Time Pocket Book



day 4

Minilesson:
Introduce AM and PM



Activity: What Time of Day Scoot

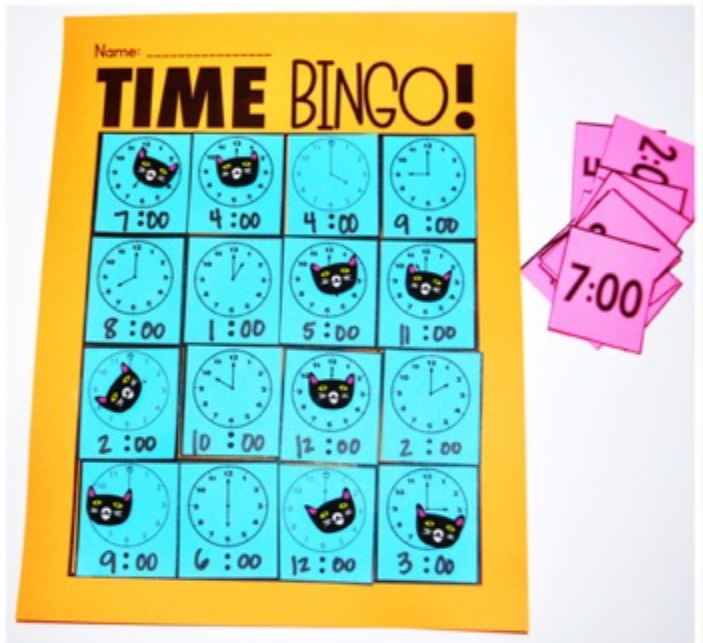
Interactive Notebook: A Day in My Life



day 5



Minilesson: I Have
Who Has



Activity: Time BINGO

TIME TO THE HOUR

Name: _____

1. What takes about a minute to do?
a. floss your teeth
b. snap
c. watch a movie

2. What takes about a second to do?
a. tying shoes
b. blinking

3. School starts at 8:00. Draw the time on the clock.

4. Reagan has soccer practice at 6:00. Circle the clock that shows 6:00.

5. Draw the hands on the clock for each time shown.

3:00	11:00
5:00	2:00

6. Write the times shown for each clock.

	1:00
	10:00
	9:00
	7:00

Assessment

more on

TIME:

TIME TO THE

HOUR AND HALF

HOUR

day 1

Minilesson: Create class clock and model telling time to the half hour.



Activity: Students use pipe cleaners or playdoh to practice making and telling time to the half hour.

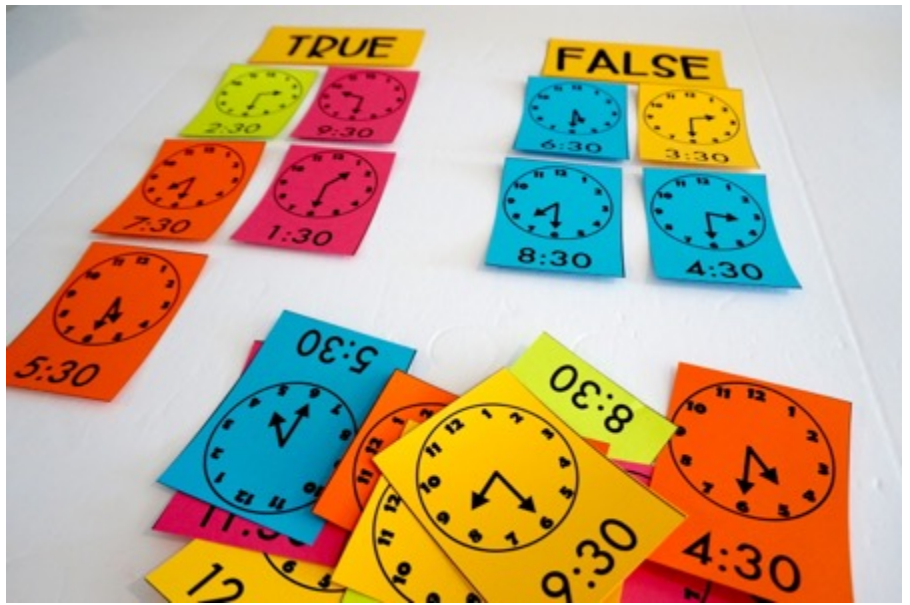


Independent Work:
Half Past Time - time to the half hour flaps.



day 2

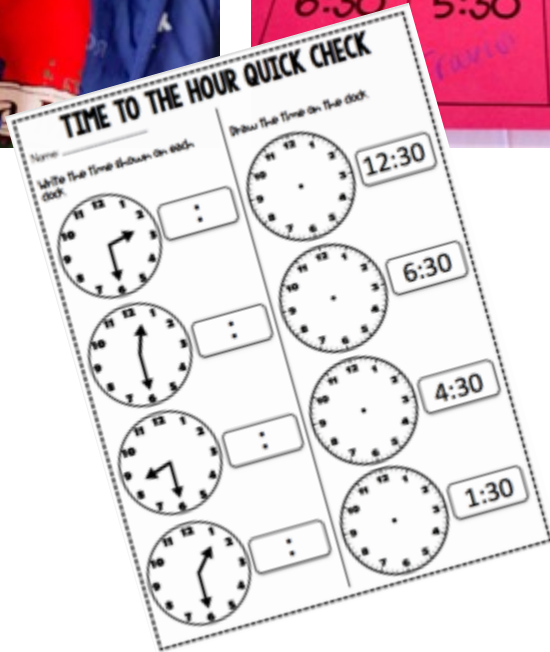
Minilesson: True or false time to the half hour sort.



Activity: Clock hats and reading clocks class game.



Independent Work: Time to the half hour quick check.

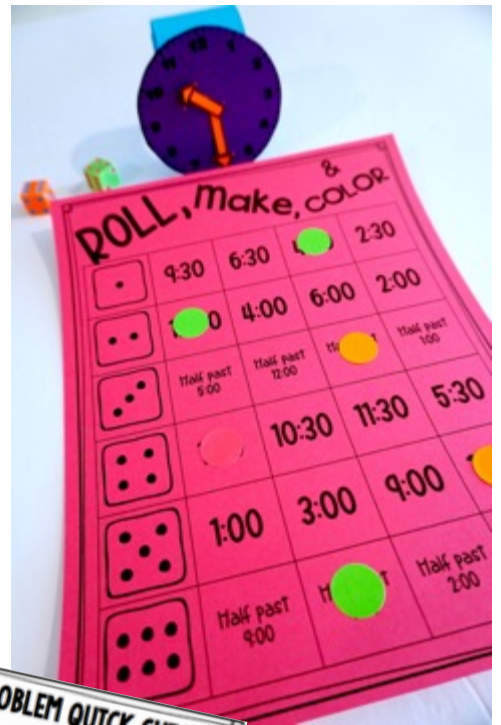


day 4

Minilesson: Rock around the clock - drawing the time on the clock.



Activity: Roll, make & color - time to the hour and half hour.





Independent Work: Telling time to the hour and half hour word problems quick check.


TIME WORD PROBLEM QUICK CHECK

Name: _____

Amelia leaves for school at 7:00. Write and draw to show 7:00.




On Nala's clock, the hour hand points to the 1. Which shows Nala's clock?





Which time is not the same. Circle it.

7:30
half past 7



The clock shows the time that Symphony gets up in the morning. What time does Symphony get up?



day 5

Minilesson: Solving time related word problems.



Activity: Word problem cover up! Solving time related word problems.



TIME TO THE HOUR AND HALF HOUR

Name: _____

1. Maya goes to school at 9:00 on Fridays. Which describes what the clock shows at 9:00?

a. hour hand at the 12, minute hand at the 9

b. hour hand at the 9, minute hand at the 12

2. It is 3:30. Another way to read this time is:

a. half past 30

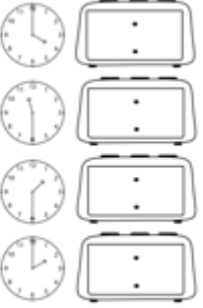
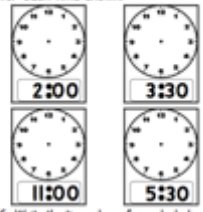
b. half past 3

3. Leo goes to work at half past 8 every morning. Draw the time on the clock.

4. Luke goes to football practice at half past 7 on Mondays. Draw the time on the clock.

5. Draw the hands on the clock for each time shown.

6. Write the times shown for each clock.



Independent Work: Time to the Hour and Half Hour Weekly Assessment.

DAILY LESSON PLANS

time to the Hour day 1

FOCUS	OBJECTIVE	MATERIALS
Understanding the concept of time	I can understand time.	paperclip

VOCABULARY
SECOND, MIN

time to the Hour day 2

MINILESSON	FOCUS	OBJECTIVE	MATERIALS
<p>Today we are going to introduce the concept of time to the students. They should have background knowledge from kindergarten, but we are going to begin with activities that take about a second, minute, and hour.</p> <p>Put the three chart header a pocket chart or on the board. Pass out the activity cards to the students. Students are going to bring a card to show the class. The class will decide if that activity will take a second, minute, or hour to do. If it is an activity that takes about a second, practice those together. Allow students to brainstorm even more activities that take a second, minute, or hour to do. Add those to your chart.</p>	Time to the Hour	I can tell time to the hour.	hula hoop (optional), dry erase pockets and Expo markers, paperclips

VOCABULARY
ANALOG CLOCK, DIGITAL CLOCK

time to the Hour day 3

MINILESSON	FOCUS	OBJECTIVE	MATERIALS
<p>Today we are going to introduce the parts of a clock and time to the hour. Use numbers and arrows to classroom clock either a hula hoop or on the board. Students to help you set if you are using a hula hoop. Pass the numbers to build the clock the way they think is right. Discuss misconceptions. Use the analog and digital clock cards to practice telling time.</p> <p>Use an actual clock or if provided to discuss the hour hand, second hand, minute hand, face of the clock, are only focusing on telling to the hour, but it's important that students understand other functions of the clock that they can see the older grades.</p>	Time to the Hour	I can tell time to the hour.	Dry Erase Pockets, Expo Markers

VOCABULARY WORDS	WORD PROBLEM
ANALOG CLOCK, DIGITAL CLOCK	

time to the Hour day 4

MINILESSON	FOCUS	OBJECTIVE	MATERIALS
<p>Drawing Hands Yesterday we introduced Time to the Hour started to use our Work-mat. Today we continue to use our mats, and the clock cards from yesterday. Today we will really be on counting around the clock and drawing minute and hour hands. Spend some time calling a time and having students draw the time on the clock.</p> <p>There are also four types of clocks that can be used in their interactive notes. Students draw and label the times on the four clocks.</p>	AM/PM		

VOCABULARY
AM, PM, N

time to the Hour day 5

MINILESSON	FOCUS	OBJECTIVE	MATERIALS
<p>Understanding AM and PM Clocks and Activities Use the AM/PM, activity clock cards to discuss AM/PM with your students. Still be focusing on telling to the hour, but we also want to understand that we have two parts to our day on time system.</p> <p>Put the AM/PM header after discussing when AM/PM occur. Pass out the cards. Students bring activity card to show to the class. Students discuss if that would have in the am or pm. Some of them can hop both, but most are probably definite. Practice telling reading the clock by putting "about time" with it. Example: Arrive At School 8:00AM.</p>	Review and Assess	I can tell time to the hour.	game pieces

VOCABULARY WORDS	WORD PROBLEM
ANALOG CLOCK, DIGITAL CLOCK, HOUR HAND, MINUTE HAND	Students write the times for the clocks shown.

MINILESSON	ACTIVITY	ASSESSMENT
<p>I Have Who Has: There are 12 cards, so you can put the students into pairs or split the class in half. If needed, students can share a card or one student can have more than one card.</p> <p>Students play the game of I Have Who Has to review time to the hour. This is a great time to practice math fluency! Playing more than once will help students to complete it in a shorter amount of time each time!</p> <p>Example: Student 1 says "Who has the hour hand at the 4 and the minute hand at the 12?" Student 2 says "I have 4:00. Who has the hour hand at the 6 and the minute hand at the 12?"</p>	<p>Time BINGO!</p> <p>Students need the blank sheet and the sheet of cards. Students will first write the time under each clock. 4 of the times repeat themselves. After students have written all of their times, they will cut out and arrange on their BINGO boards in whatever order they wish. The key is to have students arrange them differently so that students don't all have BINGO at the same time. Once all of the boards are arranged, the teacher uses the call-out cards. Students cover the clock called with a game piece or counter. The key is to get 5 in a row. Since 4 of the times repeat themselves, they just choose a clock to cover and leave the other one for the next time it is called out.</p>	<p>Students take an assessment on telling time to the hour.</p>

VOCABULARY CARDS

**ANALOG
CLOCK**



**DIGITAL
CLOCK**

AM

before noon



**HOUR
HAND**

PM



**MINUTE
HAND**

NOON



12:00

MIDNIGHT



12:00

HALF

30 minutes past any hour

PAST



HALF



HOUR

There are 30 minutes in every half hour.

HOUR

There are 60 minutes in every hour.



MINUTE

There are 60 seconds in every minute.



i CAN STATEMENTS

I CAN:



TELL TIME TO THE HOUR

2:00

USE A.M. AND P.M. CORRECTLY



TELL TIME TO THE HALF HOUR



1:30

READ DIGITAL CLOCKS



READ ANALOG CLOCKS



READ AND WRITE TIMES



DAILY WORD PROBLEMS

WORD PROBLEM- DAY ONE

Write the time displayed on each clock.



Write the time displayed on each clock.



Write the time on the



Write the time on the



Write the time on the



Write the time on the



WORD PROBLEM- DAY TWO

Cara is reading an analog clock. The hour hand is on the 6. The minute hand is on the twelve. What is the time?

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WORD PROBLEM- DAY THREE

Write the time on each clock. Then circle the correct way to say the time.



HALF PAST 1 OR HALF PAST 9



HALF PAST 6 OR HALF PAST 4

Write the time on each clock. Then circle the correct way to say the time.



HALF PAST 8 OR 11



WORD PROBLEM- DAY FOUR

Michelle is trying to show the time 2:30 on her analog clock. Explain where she should place each hand. Then draw a picture.

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WORD PROBLEM- DAY FIVE

George read the time half past 10 on the clock. Draw a picture to show what his clock looked like.

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