

Lesson Title: Telling Time to the Half Hour

Grade Level: 1st grade

Date: Wednesday, November 3rd 2010

Time: 45 minutes

Grade Level Content Expectations:

M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour

N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's starting from any number in the sequence

Objectives

Students will be able to identify the time by looking at an analog clock to the hour and half hour.

Students will be able to demonstrate their knowledge of time change using a software program: Smart Notebook

Materials

Smartboard and Smartboard Software with moving analog clock

Everyday Math Teacher's edition and student journals

Teacher's clock with or without gears

21 Personal student clocks

Anticipatory Setting

All students know how to tell time to the hour. They may have the understanding that when the minute hand is directly on the 12 that it is ___ o'clock depending on where the hour hand is positioned. Also, They have worked on a worksheet with: to the hour, half hour, quarter past and quarter til. They have worked on this worksheet at school and home with their parents. I will introduce my personal clock that I created which shows the hours and minutes positioned next to the numbers 1-12 around the clock.

Introduction

Gather students on the carpet and use personal teacher clock. I will start by asking the students how they know it is ___ o'clock. Once we have come up with a great way to figure out how to tell that type of time, I will position my clock to a time ending in :30. How do we know that this time is ___ :30? As we realize that the hour hand is placed in between two numbers any time the minute hand is pointing to 6, we will talk about why that happens and some ways to remember how to read the clock.

Procedure

We will break away from the carpet setting and move to our desks. The Smartboard will be set up with a functional clock for students to come up and model for the rest of the classroom. I will say a time ending in :30. Students will be called up to the Smartboard to show that time on the analog clock. We will use this website for our clock <http://www.time-for-time.com/swf/myclox.swf> Students will be able to use the

+ and – buttons to correctly show the time on the clock that I request. Once they feel they are correct, we will have the students show their agreement with a thumbs down, sideways or up motion. Then we will “show” the digital clock on the website to check our answer. As the student at the Smartboard is doing their job in the front of the class, I will encourage students at their desks to use their clocks to show what they feel the time should look like on their analog clocks.

Independent Practice

Students will turn to the appropriate journal page in their math books to complete as I continue with the Smartboard version of their journal page. I will call on students for the answers of each question. Once we have concluded that the answer is right, they will be able to write it on the Smartboard. The rest of the students will follow along.

Assessment

I will assess by walking around the room and make sure that students are following along in their journal. Also, making mental notes of who have mastered this concept and who needs individual attention. Because we have learned a little bit about reading a clock in previous weeks, I will make sure that I get responses from some of the students who need the extra help.

Differentiation

With our AI student, I will make sure that once we have made any progress in our journal, I will turn to him at his desk and remind him to write or draw what he needs in each area to be successful and engaged in the process.