

University of Mary Division of Education

Instructional Sequence

Ashley Towne

Grade Level: 1st Grade

Subject(s) Area: Math

Materials Needed:

- Masking Tape
- Time Telling Worksheet
- White board

Standards:

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks

Standard is from the North Dakota Department of Instruction

Objectives:

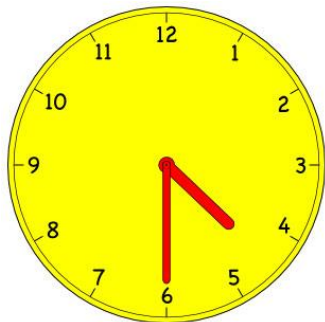
Students will be able to analyze a time given in digital format and be able to demonstrate how it will look in the analog format.

Students will know how to take a time from analog format to digital format

Students will be able to compare the difference between analog and digital.

Learning Activities:

- Before class begins put the desks in a circle, leaving the middle of the classroom open. With the masking tape make a big analog clock (only make the face to a clock, the students will be the hands). It should look like the picture below (without the hands).



- This section of class will begin with a music video called “[Hip Hop Around the Clock](#)”. This video can be found on the DVD attached to this. This DVD will be played through the dvd player and projected onto the whiteboard. This video is approximately 2:32. While the song is encourage the students to stand up, sing along, and dance.
- Have the students sit down after the song. As the students are sitting down, draw a clock on the whiteboard. This clock should look like the one taped to the floor.
- Explain to the students that a clock has two hands, a minute hand (long) and an hour hand (short). The minute hand is longer than the hour hand. Also explain that the numbers are in increments of 5. The students are only learning how to tell time on the hour and half-hour. Show them how to read the hour hand and the minute hand. Give the students three or four examples of each (hour and half-hour). When giving the examples, make sure to write it out in digital (12:00) format. Explain to the students the hours go on the left and minutes on the right (10minutes)
- Have a couple of students come up to the board and draw the clock hands for a specific time. (5 minutes)

Formative Assessment

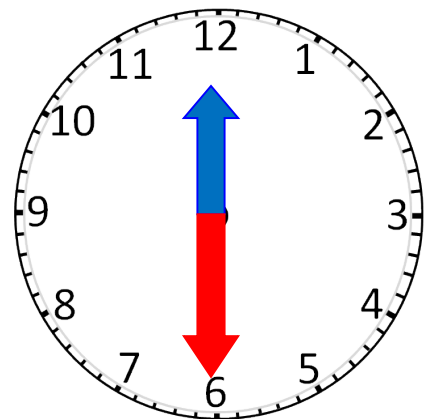
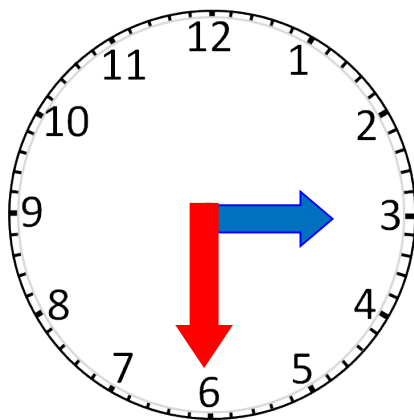
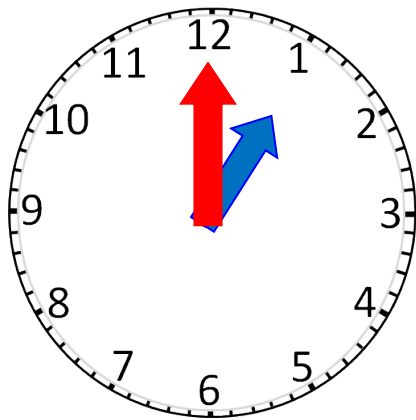
Before moving onto the next activity make sure students understand what is going on. Ask students if they understand what they were just taught and ask them to hold up a one or a two. The students should know that the one is “I understand and am ready to move on” and that the two is “I am a little confused, can you please go over it again”. Please give the student a reminder of what each number means. If half of the students put a two up, reteach. If there are only a few students who put up a two then move everyone on to the next activity and go back to those students to clarify what they do not understand.

- The next activity will be a “Human Clock” activity.
- The students will be able to choose their own partners for this activity. This should take less than a minute.
- The students in the pairs will decide who will be the minute hand and who will be the clock hand.
- Once the students have made a decision explain to them the rules as followed:
 - The teacher will call on a pair of students
 - The pair of students are given a time on a piece of paper. It will be in digital format. (make sure it is on the hour or half-hour)
 - The pair will lay down in the clock and the student who is the hour hand will lay down aligned to the hour. For example, if the time given was 3:30, the hour hand student will lay down in line in the 3; just like the hour hand on a clock would. The student that is the minute hand will also lay down on whatever minute is correct. For example, the time given is 3:30, the student will lay in line with the 6.

- If the students need help with this (like where they need to lay or how to read the digital time, help them).
 - After the students have gotten in the right position, have the other students figure out what time was given to the pair of students in the clock.
 - This will continue until every group has gone. (For 8 pairs this will take about 20 minutes) If there is a fewer number of groups then have the students go multiple times.
- After the “Human Clock” clock activity, the students are to be given the time telling worksheet.
- Have the students work on this sheet for about 7 minutes. Encourage the students to ask for help if they need it. Also tell them it is okay if they do not finish, it is going to be part of their homework.

Name: _____ Date: _____

Draw the hands on the clock to demonstrate the time shown below.



Draw hands on the clock, according to the time written below.

