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EDU 307

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15 Oct. 2018

Small Group Center Resource

Standards:

Below- 1.MD.3 Tell and write time to the hour and half-hour (including o'clock and half past) using analog and digital clocks.

On Track- 2.MD.7- Tell and write time to the nearest five minutes (including quarter after and quarter to) with a.m. and p.m. using analog and digital clocks.

Above- 3.MD.1- Tell and write time to the nearest minute and measure time intervals in minutes.

Solve elapsed time word problems on the hour and the half hour, using a variety of strategies.

Day 1

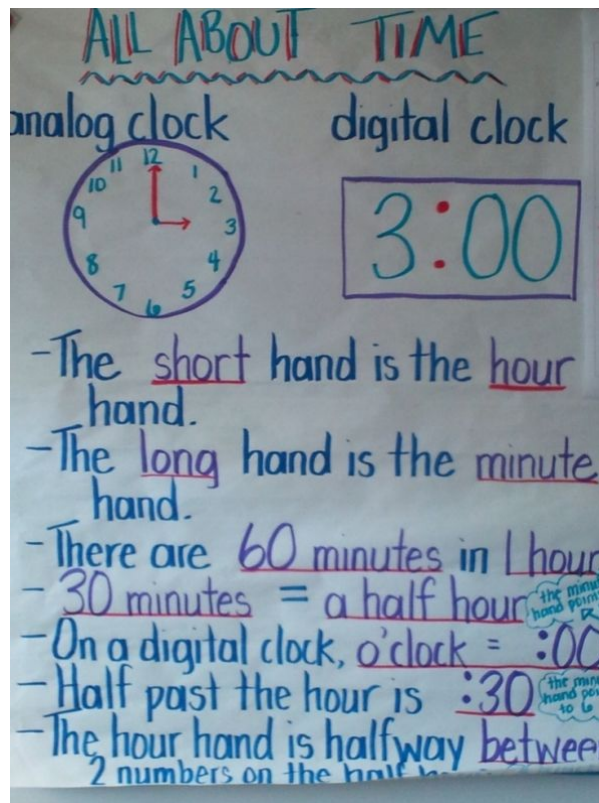
Day 1	<u>With Teacher</u>	<u>By Themselves</u>	<u>On Computer</u>	<u>Formative As.</u>
Below	Discuss and practice writing digital time to the hour and half hour	Grab bag digital times with hour and half hour times	http://www.abcya.com/telling_time.htm -Digital version	Exit slip- write in digital clock time after being read a time to the hour or half
On Track	Discuss and practice writing digital time to the nearest five minutes	Grab bag digital times to the nearest five minutes	http://www.abcya.com/telling_time.htm -Digital version	Exit slip- write in a digital clock time after being read a time to the nearest 5 mn.
Above	Discuss and practice writing digital time to	Grab bag digital times to the nearest minute	http://www.abcya.com/telling_time.htm	Exit slip- write in a digital clock time after being

	the nearest minute		-Digital Version	read a time to the nearest mn.
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Whole group:

Teach a whole group mini lesson before the students go to their stations so they will have the knowledge to assist them in their learning

- Discuss a digital clock with the group.
- The 3 in this anchor chart is in the hours place.
- The zero after that is the tens place.
- The final zero is the ones place.
- :00 = o'clock
- This means that if we were reading this clock it would be 3 o'clock (pointing finger as I read)
- There are 60 minutes in an hour (pointing to tens then hour place).
- Discuss with your shoulder partner after the clock hits 3:59 what does the clock turn to (guide finger to hours place)?
- 4:00 discuss why (60 mn in hour)
- 30 mn = a half hour (60 whole: 30 half)
- on a digital clock :30 = half past or 30



Below:

- Teacher- work with students on recording digital time to the hour and half hour. Each student will get a whiteboard, dry erase marker, and eraser.
 - I will discuss my mental process of figuring out different times (ex.- It is five o'clock. I am going to put a 5 in the hours place because it is five o'clock so we know we are on hour 5. Earlier, I remember that we learned that the :00 means o'clock. It is five o'clock so after the 5, I am going to put :00. This is how I know how to write out five o'clock as 5:00.)
 - Have the students write out the time and read it using their finger to follow along.
 - Do this with a :30 problem as well. Then give students some problems to write out with a thinking partner.
 - Stop and discuss places that students are having confusion.
 - Finally, move on to solo work.
 - At the end of this, students will complete an exit slip.
 - The times will be read to them, and they will fill out the times in the digital clock space below.

Name: _____

Four Thirty or Half Past Four Seven O'Clock

_____ : _____

_____ : _____

- By Themselves- grab bag digital hour and half hour times
 - Students will get a paper bag filled with written out times (ex. Ten o'clock, three thirty, etc.). Students will pull out the number and match it to the time on their laminated sheet (ex. 10:00, 3:30, etc.). After all of the times are matched students will check over their work to make sure it makes sense. If students finish early, they can grab a dry erase marker and write in how you would say the time without looking for the written out name in the bag.
 - *worksheet can be found on the next page

Four Thirty

Seven O'Clock

Four O'Clock

Six O'Clock

Half Past Two

Twelve O'Clock

Eleven Thirty

Nine O'Clock

Half Past Seven

Three O'Clock

Ten Thirty

Five O'Clock



Grab Bag Digital Clock Time Sheet

4:30

7:00

4:00

6:00

2:30

12:00

11:30

9:00

7:30

3:00

10:30

5:00

- On the Computer- http://www.abcya.com/telling_time.htm
Have directions up on the board for students to log on to this website.
Click on the red and white arrow.
Choose practice or level 1.
Click on the digital clock and then the red and white arrow.
Play the game! :)

Task: students will be setting a digital clock to the given time to the hour and half hour.

On Track:

- Teacher- work with students on recording digital time to the nearest five minutes. Each student will get a whiteboard, dry erase marker, and eraser.
 - I will discuss my mental process of figuring out different times (ex.- It is five twenty five. I am going to put a 5 in the hours place because it is the first number stated so we know that is the hours place. The next number place is the tens. In the number twenty five, the twenty would be in the tens place. This is how I know to put a 2 in the tens place. Finally, in the twenty five the 5 is in the ones place. This is how I know to put a five at the end. This is how I know how to write out five twenty five as 5:25.)
 - Have the students write out the time and read it using their finger to follow along.
 - Do this with a :35 problem as well. Go over a tens problem and an o'clock problem. Then give students some problems to write out with a thinking partner that are to the nearest five minutes or easier.
 - Stop and discuss places that students are having confusion.
 - Finally, move on to solo work.
 - At the end of this, students will complete an exit slip.

-The times will be read to them, and they will fill out the times in the digital clock space below.

Name: _____	
Six Fifteen	Half Past Twelve
<div style="border: 1px solid black; padding: 5px; width: 100px; margin: 0 auto;"> ____ : ____ ____ </div>	<div style="border: 1px solid black; padding: 5px; width: 100px; margin: 0 auto;"> ____ : ____ ____ </div>

- By Themselves: grab bag digital times up to the nearest five minutes
-Students will get a paper bag filled with written out times (ex. Ten Fifty Five, three thirty, etc.). Students will pull out the number and match it to the time on their laminated sheet (ex. 10:55, 3:30, etc.). After all of the times are matched students will check over their work to make sure it makes sense. If students finish early, they can grab a dry erase marker and write in how you would say the time without looking for the written out name in the bag.

*worksheet can be found on the next page

Four Thirty

Seven Fifteen

Four O'Clock

Six Twenty Five

Half Past Two

Twelve Forty

Eleven Fifty Five

Nine O'Clock

Half Past Seven

Three Fifteen

Ten Thirty

Five Thirty Five



Grab Bag Digital Clock Time Sheet

4:30

7:15

4:00

6:25

2:30

12:40

11:55

9:00

7:30

3:15

10:30

5:35

- On the Computer- http://www.abcya.com/telling_time.htm
Have directions up on the board for students to log on to this website.
Click on the red and white arrow.
Choose practice or level 1.
Click on the digital clock and then the red and white arrow.
Play the game! :)

Task: students will be setting a digital clock to the given time to the nearest five minutes. Students will get to their level quickly if they get the problems correctly.

Above:

- Teacher- work with students on recording digital time to the nearest minute.
 - Each student will get a whiteboard, dry erase marker, and eraser.
 - I will discuss my mental process of figuring out different times (ex.- It is five twenty two. I am going to put a 5 in the hours place because it is the first number stated so we know that is the hours place. The next number place is the tens. In the number twenty two, the twenty would be in the tens place. This is how I know to put a 2 in the tens place. Finally, in the twenty two the 2 is in the ones place. This is how I know to put a two at the end. This is how I know how to write out five twenty five as 5:22.)
 - Have the students write out the time and read it using their finger to follow along.
 - Do this with a :35 problem and a half past problem as well. Go over a tens problem and an o'clock problem. Then give students some problems to write out with a thinking partner that are to the nearest minute or easier.
 - Stop and discuss places that students are having confusion.
 - Finally, move on to solo work.
 - At the end of this, students will complete an exit slip.
 - The times will be read to them, and they will fill out the times in the digital clock space below.

Name: _____

Half Past Two Ten Fifty Seven

_____ : _____ _____ : _____

- By Themselves: grab bag digital times up to the nearest minute.
 - Students will get a paper bag filled with written out times (ex. Ten Fifty Two, three thirty, etc.). Students will pull out the number and match it to the time on their laminated sheet (ex. 10:52, 3:30, etc.). After all of the times are matched students will check over their work to make sure it makes sense. If students finish early, they can grab a dry erase marker and write in how you would say the time without looking for the written out name in the bag.
 - *worksheet can be found on the next page

Four Thirty

Seven Fifteen

Four O'Clock

Six Twenty Seven

Half Past Two

Twelve Forty

Eleven Fifty Five

Nine O'Clock

Half Past Seven

Three Fifty Nine

Ten Thirty

Five Thirty Five



Grab Bag Digital Clock Time Sheet

4:30

7:15

4:00

6:27

2:30

12:40

11:55

9:00

7:30

3:59

10:30

5:35

- On the Computer- http://www.abcya.com/telling_time.htm
Have directions up on the board for students to log on to this website.
Click on the red and white arrow.
Choose practice or level 1.
Click on the digital clock and then the red and white arrow.
Play the game! :)

Task: students will be setting a digital clock to the given time to the nearest minute. Students will get to their level quickly if they get the problems correctly.

Day 2

Day 2	<u>With Teacher</u>	<u>By Themselves</u>	<u>On Computer</u>	<u>Formative As.</u>
Below	Discuss hour hand and the minute hand at the hour on an analog clock.	Transfer time to the hour from digital to analog using clock and then recording.	http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/pup.shtml -Medium level	Analog clock worksheet- write time in digital to the hour
On Track	Discuss hour hand and the minute hand at the hour and half hour on an analog clock.	Transfer time to the half hour from digital to analog using clock and then recording.	http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/pup.shtml -Hard Level	Analog clock worksheet- write time in digital to the hour and half hour.
Above	Discuss the hour hand and the minute hand to the hour, half hour, and quarters on an analog clock.	Transfer time to the quarter from digital to analog using clock and then recording.	http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/pup.shtml -Extra Hard Level	Analog clock worksheet- write time in digital to the hour, half hour and quarters.

- Mini Lesson- Today we are going to be talking about analog clocks.
Point to an analog clock in the room.
The short hand on the clock tells the hours.

Right now, looking at the short hand on the clock, what hour is it? Discuss with students.

The clock goes this way (motion clockwise). It goes 12, 1, 2, 3... etc.

When the hour hand is between numbers it is still on the hour previous not after.

The long hand is the minute hand. This hand points to what minute out of 60 the time is on.

When it is exactly on the hour, the minute hand points to the 12.

You can tell what minute it is by first looking at the big numbers. For example, right now the big number is... (discuss). This is the number in the tens place of the minutes. To find out the ones place, you look at the little tick marks in between and count. For example right now it would be.... (discuss).

This is how you tell time using an analog clock.

Below

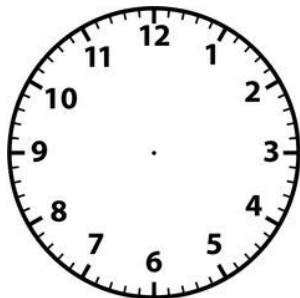
- Teacher- We are going to do some practicing with our clocks today. Give each student a clock. We have to be respectful with our clocks because they are tools for learning. If you can't be respectful with your clock, there is a sheet of paper that you will use instead. Put your finger on the hour hand. We are going to put our hour hand on the 8. Now the 3. If it is 8 o'clock where should the minute hand be? Three o'clock? Why is the minute hand on the twelve? (because the twelve can also kind of be a zero because that is the spot of a whole 60 minutes and the start of a new 60 minutes). Give the students a couple more practice problems with their partners. At the end, give students an assessment worksheet. They will read the digital times and write them as analog times, drawing the hands.
 - * Worksheet can be found below

- On their own- Complete the worksheet by figuring out the analog time from the digital using their clock and then recording it with their dry erase marker on the sheet. These times will be to the hour. If students finish, they can double check their times and then try a more difficult sheet after they ask a teacher.
 - Worksheet can be found below

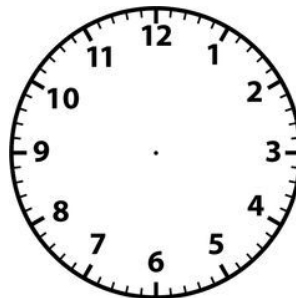
Assessing Digital to Analog Times!



8:00



12:00



3:00



1:00



11:00



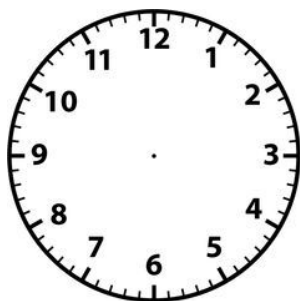
4:00



Digital to Analog Times!



7:00



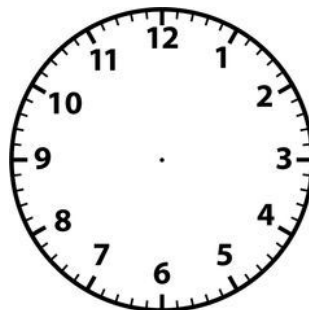
11:00



5:00



3:00



10:00



6:00



- On the Computer-
http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml
Students will play this game on the medium level. The game has students pick the time that the clock needs to be set to on the tower before it is too late. The times on the medium level are to the hour.

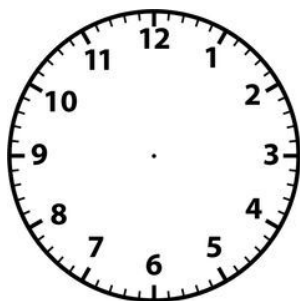
On Track:

- Teacher- Teacher- We are going to do some practicing with our clocks today. Give each student a clock. We have to be respectful with our clocks because they are tools for learning. If you can't be respectful with your clock, there is a sheet of paper that you will use instead. Put your finger on the hour hand. Now the minute hand. I am going to say a time and first I am going to find it on my clock, then you are going to find it on your clock. Right now I want all of the clocks on the table still except for mine. I am going to find two thirty. First, I know that the hour hand is going to have to go on the two. Next the minute hand has to be at thirty. I know that when the minute hand is at twelve that can be 60 minutes or the start of a new hour. If I want only half of an hour so I know that I want the hand to be half way. This would put the minute hand on the six. I also know this because the big numbers represent five minutes. I can count this by fives (5, 10, 15, 20, 25, 30). Now everybody pick up their clocks and put the hands on two thirty. I know Give the students a couple more practice problems. At the end, give students an assessment worksheet. They will read the digital times and write them as analog times, drawing the hands.
 - * Worksheet can be found below
- On their own- Complete the worksheet by figuring out the analog time from the digital using their clock and then recording it with their dry erase marker on the sheet. These times will be to the hour and half hour. If students finish, they can double check their times and then try a more difficult sheet after they ask a teacher.
 - Worksheet can be found below

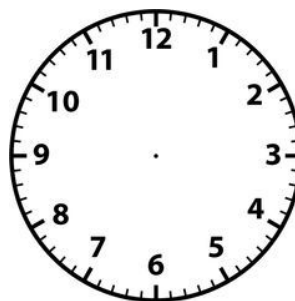
Assessing Digital to Analog Times!



8:00



12:30



3:30



1:00



11:00



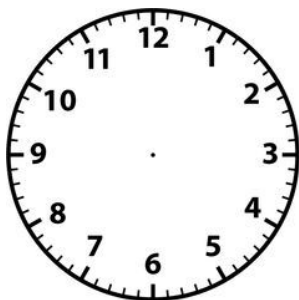
4:30



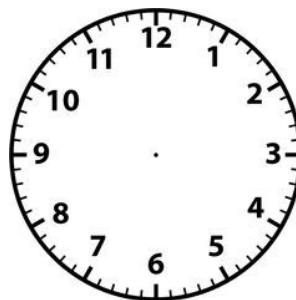
Digital to Analog Times!



7:30



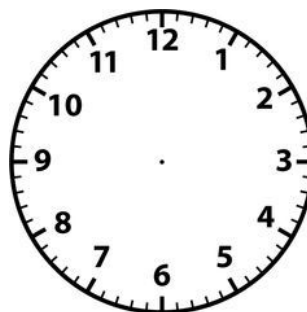
11:00



5:00



3:30



10:30



6:00



- On the Computer-

http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml

Students will play this game on the hard level. The game has students pick the time that the clock needs to be set to on the tower before it is too late. The times on the hard level are to the half hour.

Above:

- Teacher- We are going to do some practicing with our clocks today. Give each student a clock. We have to be respectful with our clocks because they are tools for learning. If you can't be respectful with your clock, there is a sheet of paper that you will use instead. Put your finger on the hour hand. Now the minute hand. I am going to say a time and first I am going to find it on my clock, then you are going to find it on your clock. Right now I want all of the clocks on the table still except for mine. I am going to find two thirty. First, I know that the hour hand is going to have to go on the two. Next the minute hand has to be at thirty. I know that when the minute hand is at twelve that can be 60 minute or the start of a new hour. If I want only half of an hour so I know that I want the hand to be half way. This would put the minute hand on the six. I also know this because the big numbers represent five minutes. I can count this by fives (5, 10, 15, 20, 25, 30). Now everybody pick up their clocks and put the hands on two thirty. Now we are going to find five fifteen or a quarter after five. Where would you put the hour hand? (Have students figure it out, on the five). We just learned that the minute hand for 30 goes on the 6. We need to find half of that. This would be the 3. I also know this is it because I can count by fives (5,10,15). Everybody find 5:15 on your clock. Give the students a couple more practice problems. At the end, give students an assessment worksheet. They will read the digital times and write them as analog times, drawing the hands.
 - * Worksheet can be found below
- On their own- Complete the worksheet by figuring out the analog time from the digital using their clock and then recording it with their dry erase marker on the sheet. These times will be to the hour, half hour, and quarter. If students finish, they can double check their times and then try a more difficult sheet after they ask a teacher.
 - Worksheet can be found below

Assessing Digital to Analog Times!



8:00



12:30



3:15



1:45



11:30



4:15



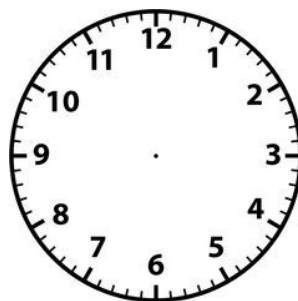
Digital to Analog Times!



7:15



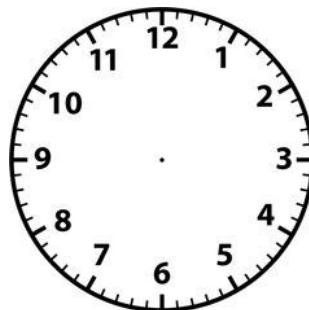
11:30



5:00



3:45



10:30



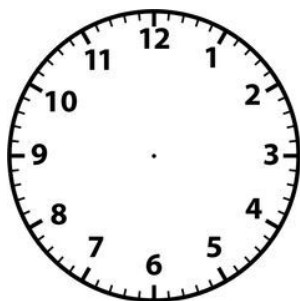
6:15



Digital to Analog Times Challenge!



7:05



11:35



5:10



3:45



10:35



6:15



- On the Computer-

http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml

Students will play this game on the very hard level. The game has students pick the time that the clock needs to be set to on the tower before it is too late. The times on the very hard level are to the five minutes and eventually minute.

Day 3

Day 3	<u>With Teacher</u>	<u>By Themselves</u>	<u>On Computer</u>	<u>Formative As.</u>
Below	Discuss hour hand and the minute hand at the hour and half hour on an analog clock	Transfer time to the half hour from digital to analog using clock and then recording.	http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml -Medium level	Analog clock worksheet- write time in digital up to the half hour
On Track	Discuss the hour hand and the minute hand to the hour, half hour, and quarters on an analog clock.	Transfer time to the quarter from digital to analog using clock and then recording.	http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml -Hard Level	Analog clock worksheet- write time in digital up to the quarter.
Above	Discuss the hour hand and the minute hand to five minute increments.	Transfer time to five minute increment times from digital to analog using a clock and then recording.	http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml -Extra Hard Level	Analog clock worksheet- write time in digital up to five minute increments.

Mini Lesson-

Talk with your partner about how much time they think the little tick marks in between the numbers are worth. Have students share out what they are thinking. Discuss with students that a tick represents one minute. How many ticks are there in the clock if a tick represents a minute? Have students discuss. Now we are going to review a little. How many minutes are in between every big number? Do you see a pattern (skip counting)? There is a big number every five minutes. This is information that will help us to tell time better.

Below-

- Teacher- We are going to do some practicing with our clocks today. Give each student a clock. We have to be respectful with our clocks because they are tools for learning. If you

can't be respectful with your clock, there is a sheet of paper that you will use instead. Put your finger on the hour hand. Now the minute hand. I am going to say a time and first I am going to find it on my clock, they you are going to find it on your clock. Right now I want all of the clocks on the table still except for mine. I am going to find two thirty. First, I know that the hour hand is going to have to go on the two. Next the minute hand has to be at thirty. I know that when the minute hand is at twelve that can be 60 minute or the start of a new hour. If I want only half of an hour so I know that I want the hand to be half way. This would put the minute hand on the six. I also know this because the big numbers represent five minutes. I can count this by fives (5, 10, 15, 20, 25, 30). Now everybody pick up their clocks and put the hands on two thirty. I know Give the students a couple more practice problems. At the end, give students an assessment worksheet. They will read the digital times and write them as analog times, drawing the hands.

- Assessment found on page 16
- On their own- Complete the worksheet by figuring out the analog time from the digital using their clock and then recording it with their dry erase marker on the sheet. These times will be to the hour and half hour. If students finish, they can double check their times and then try a more difficult sheet after they ask a teacher.
 - Worksheet can be found on page 17
- On the Computer-
 - http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml
Students will play this game on the medium level. The game has students pick the time that the clock needs to be set to on the tower before it is too late. The times on the medium level are to the hour and the half hour as students get farther.

On Track-

- Teacher- We are going to do some practicing with our clocks today. Give each student a clock. We have to be respectful with our clocks because they are tools for learning. If you can't be respectful with your clock, there is a sheet of paper that you will use instead. Put your finger on the hour hand. Now the minute hand. I am going to say a time and first I am going to find it on my clock, they you are going to find it on your clock. Right now I want all of the clocks on the table still except for mine. I am going to find two thirty. First, I know that the hour hand is going to have to go on the two. Next the minute hand has to be at thirty. I know that when the minute hand is at twelve that can be 60 minute or the start of a new hour. If I want only half of an hour so I know that I want the hand to be half way. This would put the minute hand on the six. I also know this because the big numbers represent five minutes. I can count this by fives (5, 10, 15, 20, 25, 30). Now everybody pick up their clocks and put the hands on two thirty. Now we are going to find five fifteen or a quarter after five. Where would you put the hour hand? (Have students figure it out, on the five). We just learned that the minute hand for 30 goes on the 6. We need to find half of that. This would be the 3. I also know this is it because I can count by fives (5,10,15). Everybody find 5:15 on your clock. Give the students a couple more

practice problems. At the end, give students an assessment worksheet. They will read the digital times and write them as analog times, drawing the hands.

- Worksheet can be found on page 19
- On their own- Complete the worksheet by figuring out the analog time from the digital using their clock and then recording it with their dry erase marker on the sheet. These times will be to the hour, half hour, and quarter. If students finish, they can double check their times and then try a more difficult sheet after they ask a teacher.
 - Worksheets can be found on page 20 and 21
- On the Computer-
 - http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml
Students will play this game on the hard level. The game has students pick the time that the clock needs to be set to on the tower before it is too late. The times on the very hard level are up to the quarter.

Above-

- Teacher- We are going to do some practicing with our clocks today. Give each student a clock. We have to be respectful with our clocks because they are tools for learning. If you can't be respectful with your clock, there is a sheet of paper that you will use instead. Put your finger on the hour hand. Now the minute hand. What is the pattern of the numbers on the clock that we identified earlier? (they skip by fives). Lets figure out what the eight represents on the clock. We are going to count the fives until we find out. Point to the corresponding clock numbers as you count. (5, 10, 15, 20, 25, 30, 35, 40). How many minutes does the 8 represent? (40). If it was seven forty, how would you put your clock? Have students work. Keep doing problems similar to this. Also review the quarter to and half past times. At the end, give students an assessment worksheet. They will read the digital times and write them as analog times, drawing the hands.
 - Assessment can be found below
- On their own- Complete the worksheet by figuring out the analog time from the digital using their clock and then recording it with their dry erase marker on the sheet. These times will be up to five minutes. If students finish, they can double check their times and then try a more difficult sheet after they ask a teacher.
 - Worksheets can be found below
- On the Computer-
 - http://www.bbc.co.uk/bitesize/ks1/maths/telling_the_time/play/popup.shtml
Students will play this game on the very hard level. The game has students pick the time that the clock needs to be set to on the tower before it is too late. The times on the very hard level are up to the minute.

Digital to Analog Times Assessment !



7:05



11:35



5:10



3:45



10:35



6:15



Digital to Analog Times!



7:25



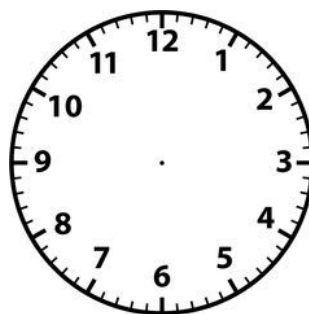
11:55



5:15



3:45



10:35



6:05

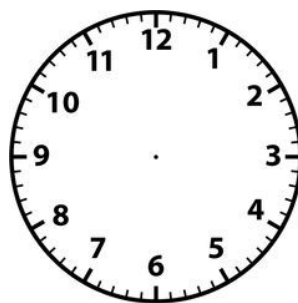


Digital to Analog Times Challenge!

7:02



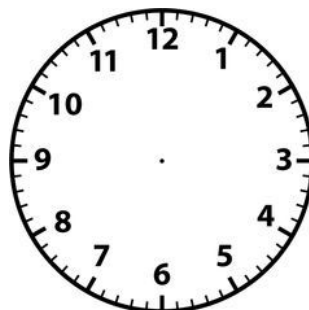
11:56



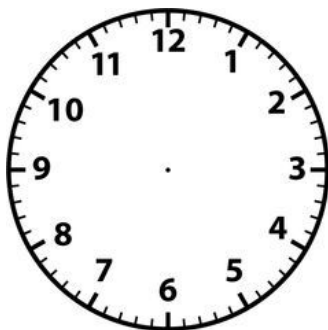
5:44



3:17



10:35

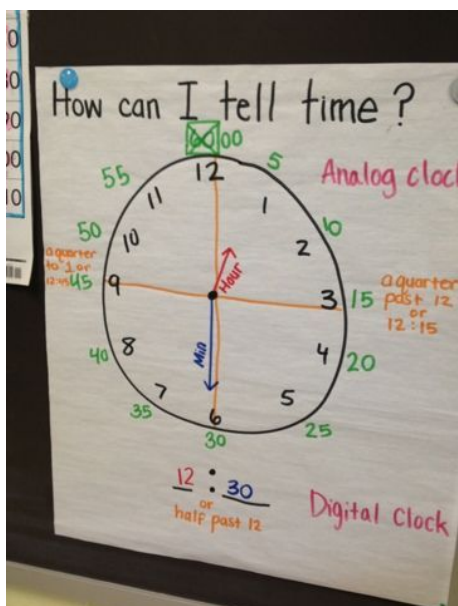


6:01



Day 4

Day 4	<u>With Teacher</u>	<u>By Themselves</u>	<u>On Computer</u>	<u>Formative As.</u>
Below	Discuss the hour hand and the minute hand to the hour, half hour, and quarters on an analog clock.	Complete worksheet where they write phrases in for the times on the clock up to the quarter to/past.	https://www.free-training-tutorial.com/math-games/telling-time-half-hour-stop.html	Select the time in words based on the clock-multiple choice To the quarter
On Track	Discuss the hour hand and the minute hand up to the nearest five minutes.	Complete worksheet where they write phrases in for the times on the clock up to the nearest five minutes.	https://www.education.com/game/telling-time-quiz/?gclid=EAIaIQobChMImrSe0cGG3gIVgxw_Ch15dg0PEAEYASACEgJ61PD_BwE	Select the time in words based on the clock-multiple choice To the nearest five minutes
Above	Discuss the hour hand and the minute hand up to the minute.	Complete worksheet where they write in phrases for the times on the clock up to the minute.	https://www.free-training-tutorial.com/math-games/telling-time-words.html	Select the time in words based on the clock-multiple choice To the minute



Mini Lesson- Today we are going to talk about phrases that are commonly used when discussing time. Use the anchor chart to help explain to students how the term ‘____ past’ refers to times past the 12 but before thirty. This is because these times are just past the 12 and not close enough to the next hour (less than $\frac{1}{2}$ way there). For example, I would say ten past five if it was 5:10. The term ‘____ to’ refers to when a time is more than halfway to the next hour. For example, I could say five to ten if it was 9:50. This is because there is only ten minutes to ten as $60-50=10$. We have talked about how times to the thirty minutes can be said by saying half past _____. (Discuss 12:30 as an example.) Finally, when we are discussing times where the minute hand is to the fifteen minutes, you can say quarter after, as it is a quarter ($\frac{1}{4}$) of the clock after. When we are discussing times where the minute hand is to forty five minutes, you can say quarter to as it is a quarter of the clock to the next hour. (Discuss a couple of examples: 3:15, 9:45). Ask if student need any questions/clarifications.

Below:

- Teacher- Review mini lesson in brief discussion and give an example of a 6:15 time on the clock and how you would write it on the whiteboard. Lead students in a practice of showing them a clock time and having them write the time in words. Discuss students’ understanding and possible confusions. Practice with different times (3:45, 10:15, 8:30, etc.) Give students their assessment of multiple choice questions.
 - Found on the next page

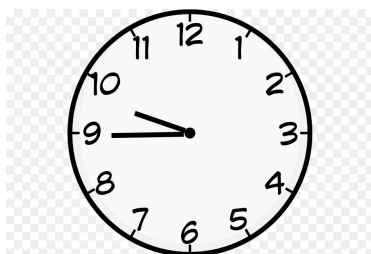
Name: _____

Telling Time (Quarters)



Directions: Circle the correct answer for each problem!

1.



A quarter past ten

A quarter to ten

A quarter to nine

2.

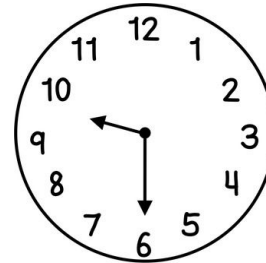


A. A quarter to two

B. A quarter past three

C. A quarter past two

3.



A. Half past ten

B. Half past nine

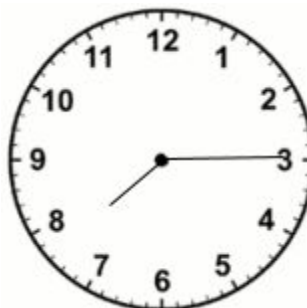
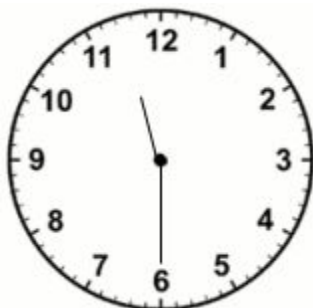
C. A quarter past nine

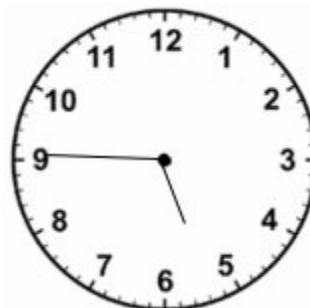
- On your own- Write the time in words under the clock (up to the quarter) using a dry erase marker. When students are finished, they can double check their work and then come get the answer sheet, located by the teacher. This will help students to recognize their mistakes. Then they will erase the answers that they did not get write and try them again.
 - Worksheet found below
- Computer: Students will go to the site <https://www.free-training-tutorial.com/math-games/telling-time-half-hour-stop.html> where they will play a game that has them practice telling time up to the quarter.

Name: _____

Time in Words (quarters)

Directions: Write the time in word on the lines below the clock

_____
__________
__________
__________
_____



On Track:

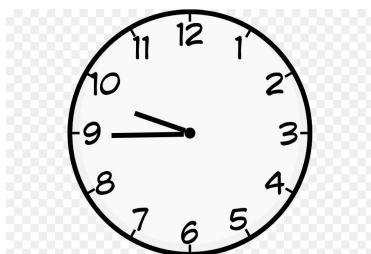
- Teacher- Review mini lesson in brief discussion and give an example of a 6:15 time on the clock and how you would write it on the whiteboard. Now discuss to the five and ten minutes. Discuss how for the '___ to' problems you can find the time by subtracting where the minute hand is by 60 (because there are 60 minutes in an hour) or counting back from the 12 to where the number hand is and it would be that much before the next hour. Lead students in a practice of showing them a clock time and having them write the time in words. Discuss students' understanding and possible confusions. Practice with different times (3:10, 10:55, 8:15, etc.) Give students their assessment of multiple choice questions.
-

Name: _____

Telling Time (5 min.)

Directions: Circle the correct answer for each problem!

1.



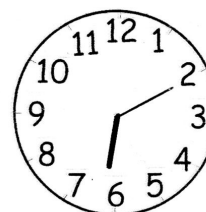
- A. A quarter past ten
- B. A quarter to ten
- C. A quarter to nine

2.



- A. five past two
- B. five to three
- C. five to four

3.



- A. ten after six
- B. ten to seven
- C. five after six

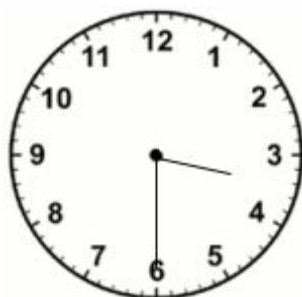
- On your own- Write the time in words under the clock (up to the nearest five minutes) using a dry erase marker. When students are finished, they can double check their work and then come get the answer sheet, located by the teacher. This will help students to recognize their mistakes. Then they will erase the answers that they did not get write and try them again.
 - Worksheet found below
- Computer- Students will go to the site below and play the game that will help them to practice telling time to the nearest five minutes.

https://www.education.com/game/telling-time-quiz/?gclid=EAIaIQobChMImrSe0cGG3gIVgxw_Ch15dg0PEAEYASACEgJ61PD_BwE

Name: _____

Time in Words (5 min.)

Directions: Write the time in word on the lines below the clock

_____
__________
__________
__________
_____



Above:

- Teacher- Review mini lesson in brief discussion and give an example of a 6:15 time on the clock and how you would write it on the whiteboard. Now discuss to the ten, five, and minute places. Discuss how to count out the minute places (by ticks after the large clock number). Discuss how for the '___ to' problems you can find the time by subtracting where the minute hand is by 60 (because there are 60 minutes in an hour) or counting back from the 12 to where the number hand is and it would be that much before the next hour. Lead students in a practice of showing them a clock time and having them write the time in words. Discuss students' understanding and possible confusions. Practice with different times (3:07, 10:55, 8:15, etc.) Give students their assessment of multiple choice questions.

Name: _____

Telling Time (minute)



Directions: Circle the correct answer for each problem!

2.



- B. Eight forty seven
B. Seven thirty seven
C. Seven forty seven

2.



- A. five past two
B. five to three
C. five to four

3.



- A. seven past eight
B. seven to eight
C. seven past seven

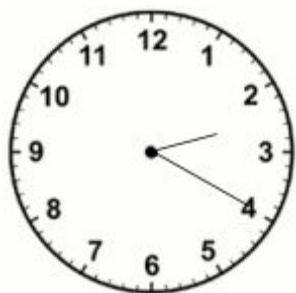
- On your own- Write the time in words under the clock (up to the nearest minute) using a dry erase marker. When students are finished, they can double check their work and then come get the answer sheet, located by the teacher. This will help students to recognize their mistakes. Then they will erase the answers that they did not get write and try them again.
 - Worksheet found below
- Computer- Students will go to the site below and play the game that will help them to practice telling time to the nearest five minutes.

<https://www.free-training-tutorial.com/math-games/telling-time-words.html>

Name: _____

Time in Words (minute)

Directions: Write the time in word on the lines below the clock

_____
__________
__________
__________
_____



Day 5

Day 5	<u>With Teacher</u>	<u>By Themselves</u>	<u>On Computer</u>	<u>Formative As.</u>
Below	Discuss times to the nearest five minutes.	Complete worksheet where students draw in hand times to the nearest five minutes. Roll dice to fill in blank numbers.	https://www.education.com/game/telling-time-quiz/?gclid=EAIaIQobChMIImrSe0cGG3gIVgxw_Ch15dg0PEAEYASACEgJ61PD_BwE	Final assessment-draw hands on clock up to five minutes
On Track	Discuss times the nearest five minutes and do some one minute challenges.	Complete worksheet where students draw in hand times to the nearest five minutes and minutes. Roll dice to fill in blank numbers	https://www.education.com/game/telling-time-quiz/?gclid=EAIaIQobChMIImrSe0cGG3gIVgxw_Ch15dg0PEAEYASACEgJ61PD_BwE	Final assessment-draw hands on clock up to five minutes
Above	Discuss the hour hand and the minute hand up to the minute.	Complete worksheet where students draw in hand times to the nearest five minutes and minutes. Roll dice to fill in blank numbers.	https://www.free-training-tutorial.com/math-games/telling-time-words.html	Final assessment-draw hands on clock up to five minutes

Mini Lesson- Discuss the numbers on the clock and review how we can count by fives to help determine the time in a faster way. This can help us figure out times where the minute hand is to the fives as well. Discuss outloud finding 6:25 on the clock. First I put the hour hand to the six. Next, I will count by fives clockwise until I find 25 for the minute hand (5,10,15,20,25) (point to the corresponding clock numbers while doing so). Practice a couple more problems (4:55, 10:05, etc.).

- Teacher- Review what was discussed during the mini lesson. Do some problems having students record their answer using their clocks. (6:55, 7:15, 10:25, etc.) Discuss problems

that the students are having and techniques that they can use to help them to problem solve and find a solution. At the end, have students complete their final assessment.

- Final Assessment found below

- On your own- Students will play game by rolling dice and filling in blanks. Then they will draw the hands on the clock to make the times that they rolled with the dice. These times will be to the nearest five minutes.
 - Worksheet found below

- Computer- Play this game to practice times to the nearest five minutes.

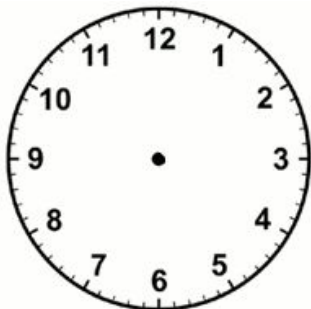
https://www.education.com/game/telling-time-quiz/?gclid=EAIaIQobChMImrSe0cGG3gIVgxw_Ch15dg0PEAEYASACEgJ61PD_BwE

Name: _____

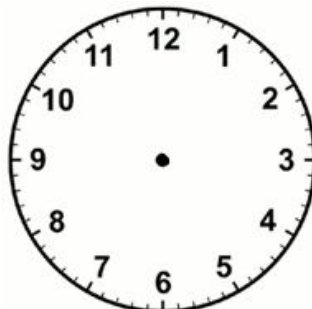
Clocks Final Assessment



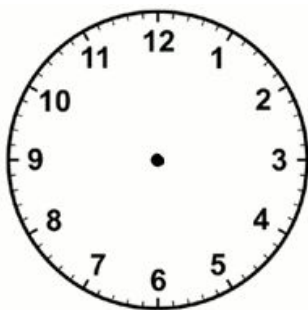
1. 5:15



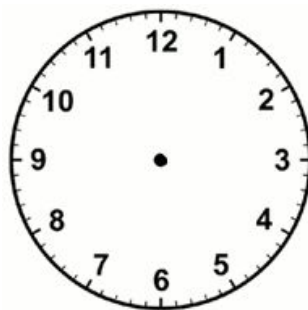
2. 9:05



3. 7:30



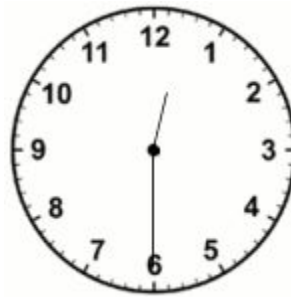
4. 10:55



5. _:_



6. _:_



Digital to Analog Times (5 min) With Dice !

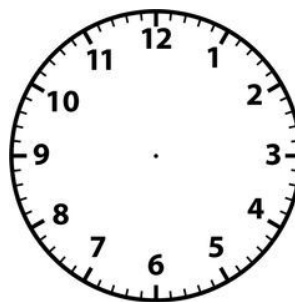


Directions: Roll dice and fill in blanks with number rolled (if its a six, roll again), then fill out the hands on the clocks with the time.

7:_5



11:_0



_: _0



3:45



10:35



6:_5



On Track:

- Teacher- Review what was discussed during the mini lesson. Do some problems having students record their answer using their clocks. (6:55, 7:15, 10:25, etc.) Then also discuss how there are little tick marks in between the numbers. Each tick represents a minute and can be used to count to the exact minute. For example, to find 6:14 you would find the six and put the hour hand on it. Then to find 14 you would find the ten minutes (5,10) and then count four more ticks. Do some practice problems (5:23, 9:48, etc.) Discuss problems that the students are having and techniques that they can use to help them to problem solve and find a solution. At the end, have students complete their final assessment.
 - Final Assessment found on page 40
- On your own- Students will play game by rolling dice and filling in blanks. Then they will draw the hands on the clock to make the times that they rolled with the dice. These times will be to the nearest minute.
 - Worksheet found below
- Computer- Play this game to practice times to the nearest five minutes and minute if they feel they have mastered the first game.

https://www.education.com/game/telling-time-quiz/?gclid=EAIaIQobChMImrSe0cGG3gIVgxw_Ch15dg0PEAEYASACEgJ61PD_BwE

<https://www.free-training-tutorial.com/math-games/telling-time-words.html>

Digital to Analog Times (5 min) With Dice !

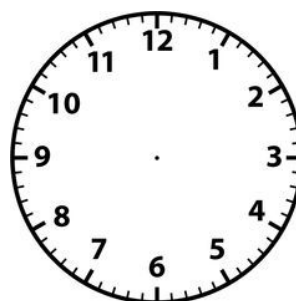


Directions: Roll dice and fill in blanks with number rolled (if its a six, roll again), then fill out the hands on the clocks with the time.

7:_5



11: __



_: _0



3:4_



10:3_



6: _5



Above-

- Teacher- Review what was discussed during the mini lesson. Do some problems having students record their answer using their clocks. (6:55, 7:15, 10:25, etc.) Then also discuss how there are little tick marks in between the numbers. Each tick represents a minute and can be used to count to the exact minute. For example, to find 6:14 you would find the six and put the hour hand on it. Then to find 14 you would find the ten minutes (5,10) and then count four more ticks. Do some practice problems (5:23, 9:48, etc.) Discuss problems that the students are having and techniques that they can use to help them to problem solve and find a solution. At the end, have students complete their final assessment. (move through this instruction at a pace students are at, can go faster)
 - Final Assessment found on page 40

- On your own- Students will play game by rolling dice and filling in blanks. Then they will draw the hands on the clock to make the times that they rolled with the dice. These times will be to the nearest minute.
 - Worksheet found below

- Computer- Play this game to practice times to the nearest minute.
<https://www.free-training-tutorial.com/math-games/telling-time-words.html>