

Math Lesson – 3/17

Introduction to Telling Time

SOL Objective: SOL Math 1.8 The student will tell time to the half-hour, using analog and digital clocks.
(Reviewing - K.9 The student will tell time to the hour, using analog and digital clocks.)

Student Objective: The students will review (or be introduced to the concept if they went to a school outside of Virginia) the concept of telling time, real world application, and telling time to the hour.

Materials:

- Book – “What Time is it Mr. Crocodile”
- Laptop with Brain Pop, Jr. video pulled up
- Model clock with movable hands
- Plates
- Clock face w/s
- Cardstock (orange and pink)
- Minute and hour hand outlines
- Gluesticks
- Fasteners
- Pencils
- Activity paper

Engage:

- Ask the students what they know about time (point out concepts like hours and minutes, reasons why we tell time, what we use to tell time, etc.). Use laminated cards.
- Read “What time is it Mr. Crocodile?”, asking the students to listen for times mentioned in the story

Explore: Introduce clocks

- Ask the students:
Why do we need to tell time (possible make a list on the board),
Have the students make connections of time to their own lives (limit this discussion or it will go on too long),
Give examples of telling time (times during the day, lunch, etc.)

Explain:

- Show the Brain Pop, Jr. regarding time.
- Use the model clock with movable hour and minute hands to show the hour hand (short) and the minute hand (long) on the 12 (to demonstrate *o'clock*).
- Show examples of different times (ex: 1 o'clock) – point out how the short hand tells us the hour while the longer hand is on the twelve, which tells us *o'clock*.

Elaborate:

- Make the plate clocks – Pass out the clock face worksheets first, pointing out the twelve hours before

letting the students cut them out. Pass out the plates and have the students glue the faces on the plates (sitting the plates like we would eat off of them). Pass out the orange cardstock with hour hand outlines to each table (tables will share). I will punch a hole in the middle of the plates as they are tracing and cutting out their hour hands, in which I will also punch a hole in when it is done.

-Practice telling time together as a class

Evaluate: If there is time, do the activity paper together as a class and collect to evaluate understanding – (to the hour); if not use the whole group practice telling time with the clocks as informal evaluation.