Grade 1	Lesson: 13 Understanding the Ho Hands		Reference to English	
Math Standard(s): 1.MD.3 Domain: Measurement and Data				
Content Objective(s):		Language Objective(s):		
Students will solve addition problems by recognizing and recording its parts in small groups.		Students will speak the words inside, outside and in all while adding parts.		
I can solve addition problems by recognizing and recording its parts with a small group.		I can speak the words inside, outside and in all while adding parts.		
Essential Understanding:		Academic Vocabulary:		
The hour had tells the hour and the minutes hand tells the		Listen:		
number of minutes after the hour.		Read:		
` /)		Write:		
		Speak:		
		Sentence Frame:		
Materials:		Language and Word Wall:		
Geared Demonstration Clock		Hour hand, hour, minute hand, minute, o'clock		
Lesson:		Instruction	Instructional Time: 25 minutes	

Opening: (2 minutes)

- T: "You have learned to describe objects such as by length or weight. Today you will learn to use a clock to describe time."
- Show the students a geared demonstration clock.
- T: "Why do people use clocks?"
- S: will respond, "time" or "to tell time"
- T: "You are right, we use clocks to tell time."

Introduction to New Material (Direct Instruction): (5 minutes)

- T: "Look at this clock. What can you tell me about the clock? What do you see on this clock?'
- S: will respond, "numbers" or "hands" or "colors"
- T: "How many numbers do you see?"
- S: will respond, "12 numbers"
- T: "How many hands do you see"
- S: will respond, "2 hands"
- T: "How are the hands different?"
- S: will respond, "big and small" or "one is big and one is small"
- T: "We use the hands and numbers to show the time. The short hand tells the hours. So it is an hour hand."
- T: "Look at the clock right now. What number is the short hand pointing at?"
- S: will raise their hand and respond, "4"
- T: "Yes, the hour hand or short hand is pointing at the 4. That means it is 4 o'clock. I will write 4 o'clock."
- Move the hour hand around the clock pointing at different numbers and have the students tell you what time it is.
- T: "Now lets look at the long hand. That is the minute hand. This shows how many minutes."
- Set the clock to 2 o'clock.
- T: "What number is the hour hand pointing at?"
- S: will respond, "2"
- T: "What number is the minute hand pointing at?"
- S: will respond, "12"
- T: "You are right, when the minute hand is point at the 12 you will say o'clock. What time is it?"
- S: will respond, "2 o'clock"
- T: "Yes, the clock says 2 o'clock. I will write 2 o'clock."

Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

- Pass out white boards, markers and erasers.
- T: "I am going to draw 4 clocks on the board with different times. You will need to write those times on your white board and tell your neighbor the time of each clock."

1 Students Does with Teacher:

- T: "I need a student to come up and show me how it needs to be done."
- Teacher will choose a student.
- Teacher will draw a clock on the board with the time being 4 o'clock.
- T: "I have drawn a clock on the board, will your please write the time and tell me what time it says."
- S: will write and respond, "4 o'clock"
- If the student doesn't know the time, guide them by asking them where the hour hand is pointing. Then saying that number. Later adding the o'clock.
- T: "Good job it is 4 o'clock. Thanks for your help, sit down."

Two Students Do:

- T: "I need 2 students to come up and show us how to take turns."
- Teacher will choose 2 students.
- T: "I will draw 2 clocks on the board. I need student #1 to say the time of clock #1 and write it. Then Student #2 will say the time for clock #2 and write it. Begin."
- S: will take turns saying the time.
- T: "Good job, I loved the way you took turns writing and telling the time of the clocks. You may sit down."

All Students Do:

- T: "I have drawn 4 clocks on the board. I need you to take turns with your partner writing the time on your white board and saying the time."
- S: will turn to their neighbors by writing and say the time for each clock.
- T: "Now, let's write the times underneath each clock. I need 4 helpers to write the time."
- Teacher will choose 4 students to come up and write the time underneath each clock.
- T: "Thank you for your help. Let's say them together."
- Teacher and students will say each of the times.

Independent Practice: (7 minutes)

- T: "Now it is your turn. I will give each of you a paper to do independently. We will do the first problem together, then you will do the rest at your desk."
- Draw problem 1 on the board.
- T: "Look at the clock on the board. What number is the hour hand pointing at?"
- S: will raise their hands and say, "4".
- T: "Good, it says 4 o'clock. So you will write 4 below the clock like this."
- T: "Good job, you may go to your desk and begin. You are doing problems 2-6."
- S: will collect their papers and go to their desk to complete problems 2-6.
- Teacher will clap their hands to bring the students back together.
- T: "Let's do 1 problem together before we start the next set of problems. Let's do number 4."
- Go through problems 4 the same way you went through problem 1.
- T: "Now let's do problem 7. This time you will draw the hour and minute hands. The time is written below it. Up on the board there is a clock with no hands. The times is 10 o'clock. I need one student to come up and draw the time."
- Teacher will choose one student to draw the time on the clock.
- T: "Good job, the hour hand or short hand is pointing at the 10 and the minute hand is pointing at the 12."
- T: "Now you need to go back to your desk and finish problems 8-13."
- S: will go back to their desks and finish their work.
- Bring the students back together.
- T: "Let's do problem 11 together. What times is it?"
- S: will respond, "6 o'clock"
- T: "Yes it is 6 o'clock. Where do we want the hour hand to point?"
- S: will respond, "at the 6"
- T: "I will draw the hour hand pointing at the hour hand. What number should the minute hand point at?"
- S: will respond, "at the 12"
- T: "Yes, the minute hand will point at the 12. Good job today."

Closing: (3 minutes)

- · Hand out white boards, eraser and markers.
- T: "Great! Now let's do problem 14. First you need to draw a clock with no hands on your board."
- S: will draw a clock with no hands on their board.

- T: "Sarah wakes up at 7 o'clock. Draw the hands on the clock to show 7 o'clock."
- S: will draw the hands on their clock.
- T: "When you have drawn the hands on your clock raise it up so I can see it."
- S: will show the teacher their clocks.
- Go through problems 15 and 16 with the class the same way you have gone through 10.

Assessment:

Guided Practice