



**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 you 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 time 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**