

Grade 1	Lesson: 13-3 Telling and Writing Time to the Half Hour	Reference to English
<b>Math Standard(s): 1.MD.3</b>		<b>Domain: Measurement and Data</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will solve addition problems by recognizing and recording its parts in small groups. <i>I can solve addition problems by recognizing and recording its parts with a small group.</i>		Students will speak the words inside, outside and in all while adding parts. <i>I can speak the words inside, outside and in all while adding parts.</i>
<b>Essential Understanding:</b> Time can be given to the half hour.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b> ____:30
<b>Materials:</b> <ul style="list-style-type: none"> <li>Geared Demonstration Clock</li> <li>Analog Clock Face (teaching tool 17) – 1 per pair</li> <li>Blunt-tipped scissors</li> <li>Paper fasteners</li> <li>Time cards to the half hour (one set for each pair)</li> </ul>		<b>Language and Word Wall:</b> Half hour
<b>Lesson:</b>		<b>Instructional Time: 30 minutes</b>
<p><b>Opening: (3 minutes)</b></p> <p><b>T:</b> “You have learned to tell and write time to the hour. I have 3 clocks draw on the board, what time does the 1<sup>st</sup> one say?”</p> <p><b>S:</b> <i>will respond</i></p> <p><b>T:</b> “Say it as I write it. What time does the 2<sup>nd</sup> clock say?”</p> <p><b>S:</b> <i>will respond</i></p> <p><b>T:</b> “Say it as I write it. What time does the 3<sup>rd</sup> clock say?”</p> <p><b>S:</b> <i>will respond.</i></p> <p><b>T:</b> “Say it as I write it. Today we are going to learn how to tell time to the half hour.”</p> <p><b>T:</b> “When you do things at school do you always begin on the hour? Do you go to lunch at 1:00, or recess at 10:00?”</p> <p><b>S:</b> <i>will respond, “no”</i></p> <p><b>Introduction to New Material (Direct Instruction): (4 minutes)</b></p> <ul style="list-style-type: none"> <li>Use the Geared Demonstration Clock, and an online digital clock.</li> </ul> <p><b>T:</b> “Look at this clock. When the long hand or minute hand is pointing at the 6, it is the half hour.”</p> <p><b>T:</b> “When you look at the digital clock the half hour is shown by 30 minutes. Half hour means 30 minutes.”</p> <p><b>T:</b> “Look at this clock. What time is it?”</p> <p><b>S:</b> <i>will respond.</i></p> <ul style="list-style-type: none"> <li>If the students don’t know the time, explain it to them.</li> </ul> <p><b>T:</b> “The minute hand is pointing at the 6, the hour hand is between the 2 and the 3. That means it is 2:30. Let’s do it again.”</p> <ul style="list-style-type: none"> <li>Go through at least 5 different times to the half hour. Explain them the same ways 2:30 was explained.</li> <li>Allow students to tell each other the time.</li> </ul> <p><b>T:</b> “Now let’s look at the digital clock. Tell your neighbor the time on the clock.”</p> <p><b>S:</b> <i>will tell their neighbor the time.</i></p> <p><b>T:</b> “Good, the time is ____:30.”</p> <ul style="list-style-type: none"> <li>Go through 5 different times on the digital clock.</li> </ul> <p><b>Guided Practice: (8 minutes)</b></p> <p><i>Use the modeling cycle:</i></p> <p><b>Teacher Does:</b></p> <p><b>T:</b> “Now I want you to work in pairs. You will be given cards with clocks on them (both digital and analog). One person will hold up the cards and the other will say the time. Then you will switch.”</p> <p><b>1 Students Does with Teacher:</b></p> <p><b>T:</b> “I need a helper.”</p> <ul style="list-style-type: none"> <li>Teacher will choose a student.</li> </ul>		

**T: "I will hold up the cards, and you will say the time."**

*S: will say the time as the teacher goes through them, "\_\_\_:30"*

**T: "Perfect, now let's switch. You hold the cards and I will say the time."**

*S: will hold the cards and go through them as the teacher says the time.*

**T: "Thanks for your help."**

2 Students Do:

**T: "Now I need 2 helpers to demonstrate."**

- Teacher will choose 2 students to demonstrate how to do the activity.

**T: "Student #1 you will hold the cards. Student #2 you will say the time. Then you will switch."**

*S: will demonstrate the activity.*

All Students Do:

**T: "Now it is your turn. I will separate you into groups of 2. When I call your names you can begin. You will have 5 minutes."**

*S: will do the activity.*

- Teacher needs to walk around the room helping the students as necessary.

**Independent Practice: (8 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 between?"**

*S: will raise their hands and say, "7 and 8".*

**T: "Good, let me write that on the board. What number is the minute hand pointing at?"**

*S: will respond, "6"*

**T: "Right, let me write six in the blank. So, what time is it?"**

*S: will say "7:30"*

**T: "Correct, it is 7:30, I will write on the digital clock."**

**T: "Now you may go to your desk and begin. You are doing problems 2-8."**

*S: will collect their papers and go to their desk to complete problems 2-8.*

- Teacher will clap their hands to bring the students back together.

**T: "Let's do problems 3 and 7 together."**

- Go through problems 3 and 7 with the whole class the same way you have done through problem 1.

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**Closing: (5 minutes)**

- Hand out white boards, eraser and markers.

**T: "Great! Now let's do problem 9. 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: "Sandy walked her dog at 3:00. She walked for 30 minutes. What time did she get home? Draw the clock hands and write the time."**

*S: will draw the hands on their clock and write the time.*

**T: "What time was it? Show me your boards. Every one please say the time together."**

*S: will say "3:30"*

- Go through problems 15 and 16 with the class the same way you have gone through 10.

**Assessment:**

**Guided Practice**