UNIT PLANNING TOOL

Planning Focus: 1st Grade - Time

CCSSM: 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

Mathematical Practices being emphasized: Use appropriate tools strategically. Look for and make use of structure. Construct viable arguments and critique the reasoning of others. (Explain.)

Essential Questions

How do tell time on different clocks?
How long is a second, a minute, and an hour?
Why is it important to know how to tell time?

Key Concepts

- Understand how long a second, a minute, and an hour are.
- Know the difference between a digital and analog clock and how each represents minutes and hours.
- Read digital and analog clocks to the hour and half-hour and know what language we use for each.

Visual Models/ Algorithms/ Diagrams for Compendium

See attached Compendium.

Pre and Post Assessments

Preassessment

1) Count to 12 1, ___, 3, 4, ___, ___, ___, ___, ___, ___, ___, ___
2) Draw a clock.
3) What can you do in a second?
   What can you do in a minute?
   What can you do in an hour?

Formative Assessment

Observation - Students using clocks.
iReady student pages.

Post assessments

iReady Lesson quiz – lesson 23
End of unit assessment

Connections (Real World Applications)

Read the clock in the classroom to know when recess is, lunch is, art, etc.

Know when to get up in the morning or go to bed.

Know about how long it will take to brush your teeth, play a game, read a story, etc.

Read a parent/ guardian's phone for the time.

Be able to sequence when things will happen.

Language Functions/Structures

It's ___ o'clock.	It's half past _____.	It's ____ thirty.
It's almost ____.	It's a little past ____.	
What time is _____?	The minute hand is longer.	The hour hand is shorter.
I can ____ in a second.	I can _____ in a minute.	I can ____ in an hour.

Vocabulary

digital clock	analog clock	o'clock
hour hand	minute hand	half hour
hour	second	minute
almost	just past	a little past
morning	afternoon	night

Focus and Motivation

Just a Minute by Teddy Slater

Acting out or a picture sort – How long does this activity take? (a second, a minute, an hour)

Chant – Time Yes Ma'am

What time is it? – Set an alarm once or twice a day and when it goes off the students need to tell the time on the class clock.

1st grade

Time

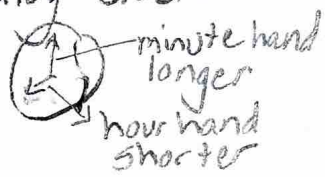
How do we measure time?

second	minute	hour
clap	tie a shoe	TV show
snap	sing Happy Birthday	soccer game
blink	wash your hands	art class
jump	run across the gym	grocery shopping

(pics of each)

Types of clocks

analog clock



digital clock

5:00

hour | minutes

colon

Where do we see clocks?

Classroom ☐ 1 pic

Watch ☐

Computer ☐

alarm clock ☐

phone ☐

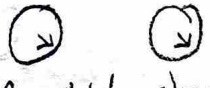
(ideally kids spot these and they are added)

How do we read the hour hand?

(use copies of clocks with numbers)

4 O'clock

a little past 4



half past 4 almost 5

☐ o'clock

a little past ☐

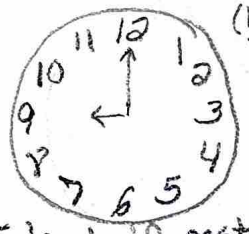
half past ☐

almost ☐

(interactive, laminate or use clocks with brads and post it notes)

How do we read the minute hand?

It's — o'clock



(hands you can move)

It's half past —.

It's — thirty.

Mathematical Standards and Practices

1) We will explain how long a second, a minute, and an hour are.

2) We will use a clock to tell time to the hour and half hour.

Inquiry Chart time

What we know about time?	What we want to learn about ___?

Is This a Clock?

by Ms. Meyer

Is this an analog clock?	Yes, of course
Is this an analog clock?	Yes, of course
How do you know?	A short hour hand
How do you know?	A long minute hand
What time does this read?	____ o'clock
What time does this read?	Half past _____
Is this a digital clock?	Yes, of course
Is this a digital clock?	Yes, of course
How do you know?	Numbers in a line
How do you know?	Has a colon
What time does this read?	____ o'clock
What time does this read?	____ thirty