Math: Unit 11 Telling Time to the half hour January 27-31, 2014

(1 out of a 2 Week Duration)

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| **Content Objective:**   * [1.MD.3](https://www.dropbox.com/s/eba8b2e627nk17j/1.MD.3%20Unwrapped%20document.docx?dl=1). Tell and write time in hours and half-hours using analog and digital clocks. * [1.G.3](https://www.dropbox.com/s/4y0ucje7zjxipur/1.G.3%20Unwrapped%20document.docx?dl=1). Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. |
| **WARM UP: (problem of the day, etc) 10-15 MIN.**  TW guide students to complete calendar activities: (using complete sentences) day of the week, month of the year, discuss specials of the day, sing songs about the days of the week and months of the year, quick images, counting incorporating tallies and/or graphs |
| **COMPUTATIONAL FLUENCY PRACTICE/Discussions: 10-15 MIN.**  Skip counting by 2s, 5s, and 10s forwards and backwards and Number of the Day – Students discuss number patterns explaining using complete sentences how problem of the day was solved.  Unit 11 Review, Week 1, Days 1-5 |

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| **Materials Needed:**  Study guides: Telling Time/How Much Time 1,2,3,4,5,  Youtube: Hip Hop Around the Clock song <http://www.youtube.com/watch?v=biann2PWqIA> Music Time with SteveSongs | Let's Tell the Time | PBS KIDS <http://www.youtube.com/watch?v=_SKxayr1_DA>  Review week 1 packet  **Children’s Related Literature Sampling:**  [Midnight Fright](http://astore.amazon.com/k5matteares-20/detail/0545044448)   by Kathryn Heling  [It's About Time! (MathStart 1)](http://astore.amazon.com/k5matteares-20/detail/0060557699)   by Stuart J. Murphy  [Clocks and More Clocks](http://astore.amazon.com/k5matteares-20/detail/0689717695)   by Pat Hutchins  [Telling Time with Big Mama Cat](http://astore.amazon.com/k5matteares-20/detail/0152017380)   by Dan Harper  [What Time Is It, Mr. Crocodile?](http://astore.amazon.com/k5matteares-20/detail/0152058508)   by Judy Sierra  [The Clock Struck One: A Time-telling Tale (...](http://astore.amazon.com/k5matteares-20/detail/0822590670)   by Trudy Harris  [A Second Is A Hiccup](http://astore.amazon.com/k5matteares-20/detail/0439831067)   by Hazel Hutchins  [Five Minutes' Peace (Large Family)](http://astore.amazon.com/k5matteares-20/detail/1406320838)   by Jill Murphy |

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| **Anchor Chart** | **Focus: Telling time to the hour and half hour** | |
| **Vocabulary:**   * analog clock * digital clock * hour * half-hour * half past * a.m. * p.m. |  |

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| **Mathematical Practices:**  MP1: Make sense and preserve  MP2:Abstract/quantitative reasoning  MP 3: Construct arguments  **MP 4: Model with math**  **MP 5: Use appropriate tools**  MP 6: Attend to precision  MP 7: Make use of structure  MP8: Regularity/repeated reasoning |

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| |  | | --- | | **Teacher Background:**   * Within a day, the hour hand goes around a clock twice (the hand moves only in one direction). * When the hour hand points exactly to a number, the time is exactly on the hour. * Time on the hour is written in the same manner as it appears on a digital clock. * The hour hand moves as time passes, so when it is half-way between two numbers it is at the half hour. * There are 60 minutes in one hour; so halfway between an hour, 30 minutes have passed.   Half hour is written with “30” after the colon.   * Questions to ask: What is the difference between the hour hand going once around the clock face and the minute hand going once around the clock face? * What are the different ways we represent time?   **MISCONCEPTIONS:**   * The biggest source of confusion for students will be the fact that the analog clock uses one scale (the clock face) to measure two different activities (the movement of the hour hand and the movement of the minute hand). * Students must understand that in the course of one hour, the hour hand moves from one number to the next number, while the minute hand makes one complete rotation around the clock. * It is important for students to understand that at the beginning of each hour, the hour hand points directly to the number that indicates that hour.  Then, it moves very slowly toward the next number.  Thus, halfway through the hour, the hour hand will be pointing halfway between the two numbers on the clock face. * Teachers must draw attention to this movement and teach children to look for the position of the hour hand when telling time.  In addition, the minute hand begins the hour by pointing to the 12 on the clock face and makes one complete circle in an hour.  Therefore, in half an hour, it has only completed half of a rotation around the clock face.   **Beginning (Introduction/Knowledge Building):**  **Monday**  Begin anchor chart and review daily [to review the parts of the clock (hour hand & minute hand), the function of hands, what an hour is (60 minutes/a **whole** hour), and how to write and read time to the hour. Teacher will teach time to the half hour using explicit vocabulary such as **half past and half hour** (30 minutes).  Students should recognize the half hour as when the hour hand is halfway between hours and draw it accordingly. Continue adding to the concept chart throughout the week.](https://www.dropbox.com/s/p6r8n2qcontxqoh/%23%2012%20Summative%20Task.docx?dl=1)  **Tuesday**   1. Revisit Activities telling time to the hour if necessary. 2. [Start unit with a class discussion about the meaning of one minute, **half hour**, and one hour. Set a timer for one minute. Ask students if that is a short or a long amount of time. Let them know they would have to set the timer 60 times to make one hour and 30 times to make a half hour. Meanwhile set an hour timer and a half hour timer.   Represent an hour, half hour, and minute visually for students. Examples could be:](https://www.dropbox.com/s/p6r8n2qcontxqoh/%23%2012%20Summative%20Task.docx?dl=1)    1. [Represent an hour with 60 snap cubes, a half hour with 30 snap cubes, and a minute as one snap cube.](https://www.dropbox.com/s/p6r8n2qcontxqoh/%23%2012%20Summative%20Task.docx?dl=1)    2. [Use a length of receipt tape to illustrate an hour and a half hour. Add 60 post-it notes to represent the minutes within an hour. You can partition the post-it notes into equal parts to show the half hour.](https://www.dropbox.com/s/p6r8n2qcontxqoh/%23%2012%20Summative%20Task.docx?dl=1) 3. [The students will make their own clock. They should use resources in the classroom (i.e. clocks, anchor charts, number lines, etc.) to help them complete the clock correctly. Helpful Hint: Have the students color code the hands on the clock so that they can easily distinguish the two hands.](https://www.dropbox.com/s/p6r8n2qcontxqoh/%23%2012%20Summative%20Task.docx?dl=1)   **Wednesday**  Discuss what happens to the hour hand as the minute hand goes from one hour to the next. When the minute hand is at 12, the hour hand is pointing exactly to a number. If the hour hand is about halfway between numbers, about where would the minute hand be?  **Thursday/Friday**  Use two real clocks (if able to ), one with only an hour hand and one with the minute and hour hands. (Break off the minute hand from an old clock.) Cover the two handed clock. Periodically during the day, direct attention to the one handed clock. Discuss the time in approximate language. Have students predict where the minute hand should be. Uncover the two handed clock and check. | | | **Student Engagement Strategies**  T-P-S  Manipulatives  CFU( check for understanding)  TPS |
| **Middle (Investigating/Exploring):**  **Monday:**  Complete study guide: Telling Time/How Much Time? Worksheet 1  **Tuesday:**  Complete study guide: Telling Time/How Much Time? Worksheet 2  **Wednesday:**  Complete study guide: Telling Time/How Much Time? Worksheet 3  **Thursday:**  Complete study guide: Telling Time/How Much Time? Worksheet 4  **Friday:**  Complete study guide: Telling Time/How Much Time? Worksheet 5   |  |  |  |  | | --- | --- | --- | --- | | **Level 5: Distinguished Command** | **Level 4: Strong Command** | **Level 3: Moderate Command** | **Level 2: Partial Command** | | Writes time to the nearest hour and half hour based on an analog clock face, **and draws time to the nearest hour and half on an analog clock face.** | Writes time to the nearest hour **and half hour** based on an analog clock face. | Writes time to the nearest hour based on an analog clock face, **and draws time to the nearest hour on an analog clock face.** | Writes time to the nearest hour based on an analog clock face. | | | **Student**  **Engagement Strategies**  T-P-S  Manipulatives  CFU( check for understanding) |
| **End (Summary): (ex. Exit ticket, quick write)**  TW show time 7:30 or 9:00 and student will correctly tell the time. | Student Engagement:  T-P-S, Whole group response, partners, independent  work | |

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| 4 Hour ELD Weekly Lesson Plan | | | | | | | **Week of Lesson:** | | January 27-31, 2014 |
| Time of Daily Lesson: | 9:25-10:05 | | | Grade Level: | | | 1st Grade | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **Il** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **B** | **I** |  | |  | |
| **Time Allocation: 30 min.** | | | | **Oral English Conversation** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:** | | | | **II-LS-1-HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one’s thoughts**  **II-LS-2-HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression** | | | | | |
| **Vocabulary:**   * analog clock * digital clock * hour * half-hour * half past * a.m. * p.m. | | | |  | | | | | |
| **Materials:** | | | | -Vocabulary pictures  Youtube: Hip Hop Around the Clock song <http://www.youtube.com/watch?v=biann2PWqIA> Music Time with SteveSongs | Let's Tell the Time | PBS KIDS <http://www.youtube.com/watch?v=_SKxayr1_DA> | | | | | |
| LESSON DELIVERY | | | | | | | | | |
| **Monday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Tuesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Wednesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song  SW sing the song using correct pronunciation  TW ask “what is your favorite part of the song?’  SW respond using “My favorite part is \_\_\_. I like it because \_\_\_\_. | | | | | |
| **Thursday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song once  SW sing the song using correct pronunciation  TW ask “what did you notice about the video today (graphics)?’  SW respond using “I noticed that \_\_\_\_. | | | | | |
| **Friday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song once  SW sing the song using correct pronunciation  TW ask “what did you notice about the video today (graphics)?’  SW respond using “I noticed that \_\_\_\_. | | | | | |
| **ASSESSMENT:** | | | | Observation (can students respond using complete sentences, are students responding using correct tense, are students using correct pronunciation when they are singing and speaking. | | | | | |

Content Objective

[1.MD.3](https://www.dropbox.com/s/eba8b2e627nk17j/1.MD.3%20Unwrapped%20document.docx?dl=1). Tell and write time in hours

and half-hours using analog and

digital clocks.

*I can tell and write time in hours and half-hours using a clock.*

[1.G.3](https://www.dropbox.com/s/4y0ucje7zjxipur/1.G.3%20Unwrapped%20document.docx?dl=1). Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

*I can divide shapes into parts. 1.G.3*

Language Objective

II-LS-1-HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one’s thoughts

II-LS-2-HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression