Telling Time: Lesson Plan: The Digits

Telling Time:
Telling time is a life skill. It is also a skill that is difficult for some children. The following lesson plan is designed as a beginning lesson for telling time. It includes pre and post assessments, suggested activities and step by step procedures. There are extensions for advanced learners and practice for those needing more time. Ok then, time to get working.

Required Materials
Pre assessment, post assessment, a math journal (it can just be 3-4 sheets of paper stapled together with a construction paper cover,) access to You Tube channel for Telling time with The Digits episode 1 The Clockopus, (5:12), You Tube access to The One Minute Long Song, (1:21) blank clock faces (two for each student), paper for making hands, brads, to attach hands to clock face, worksheet for practice activity, (TAG needs direction for how much time… see day 2 activities. Almost there group needs 10 times written down for each partner to find and additional help needs a written example of clock. See day 2). one completed clock for each group to use as a model for students to self- check their work, 12 pieces of 11 x 17 cardstock or similar heavy weight paper with each one containing a number from 1-12 for living clock, area large enough to create a classroom living clock, tape to use for minute markings on living clock.

Who are The Digits:
The Digits are the greatest unknown rock band in the galaxy. Pavi, an earth girl, leads an alien drummer (Gorgolax) and a nervous robot (Ray Ray) through their adventures. They use math every day to help them solve problems, and to defeat their enemy, Marwwell Doomfinger III.

Time: 3-4 days
Lesson Plan Title: Time to tell time
Concept: Students will tell time to the hour, the half hour and the 5 minute interval.

Standards Addressed: 1. Common Core State Standards Grade 2, Measurement and Data, Work with time and money, Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m. 2. Technology standard

General Goals: Students will understand time as a measure. Students will see the relevance of learning to tell time.

Specific Objective: Students will recognize time on an analog and digital clock to the hour, half hour and 5 minutes.

Vocabulary:
Analog clock-a clock that has moving hands and hours marked with numbers 1-12.
Digital clock-a clock that shows time with number displayed and does not have hands.
Clockwise-movement as a clock starting right
Counterclockwise/anticlockwise-movement opposite of a clock starting left
A.M.-ante meridian-before noon, the time from 12:01 after midnight until 11:59 before noon.
P.M.-post median-after noon, the time from 12:01 after noon until 11:59 before midnight.
Midnight-is said as 12 midnight divides the day, is neither a.m. nor p.m.
Noon-is said as 12 noon-midday-, is neither a.m. nor p.m.

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Youtube Links:
Telling Time: http://www.youtube.com/watch?v=v2leRJl3KDM
1 Minute Long song: http://www.youtube.com/watch?v=v2leRJl3KDM
Day 1

Gathering data before a lesson will inform your instruction. This pre assessment will help to determine the groupings for telling time instruction. There will be six opportunities for the students to demonstrate the necessary skills needed to correctly tell time. In addition, there is space for them to write the numbers, counting by 5's, from 5-60. This vital skill can be written or done orally. However, the ability to recognize and write the numbers in written form will yield more data. **Remind the students that a pre assessment is just a way for you to gather some facts about how much each one knows about telling time. It is not graded but it is very important to do their own work.**

1. Administer the pre assessment. Give each child a sheet that contains 6 clock faces. You can make up your own story to tell the students about time. Making a relevant connection to this lesson on time will give the students the idea that this is important.

In your story, include 2 opportunities to demonstrate knowledge by drawing clock hands to show hours, 2 opportunities to demonstrate knowledge of the half hour and 2 opportunities to demonstrate knowledge of 5 minutes on the clock. When the story has been completed, ask students to turn their papers over. 

1. **Telling time uses some initials A.M. and P.M. How can you tell if it is A.M. or P.M.?**
2. **Write the numbers, counting by 5's, from 5-60.** This completes the pre assessment.

The data collected will determine the groupings for tomorrow.

**Question 1- Why is time important to you?**

**Question 2- What do you use to tell time?**

2. Introduce the vocabulary for this lesson. Let the students know that math has a secret language. When they learn the language of math it makes it easier to understand. Gathering the students around for vocabulary gives you a better chance to see the students writing the words and also to answer questions. Show the word and its definition to the students. Have them write it in their journal. The eight words listed above should be used throughout the lesson. You can reward the students when they use the words by simply drawing a star next to the word in their journal each time it is used correctly. Two stars for using it outside of math class. Review with students that there is 24 hours in a complete day. That means it takes two times around the clock for an entire day. The first 12 hours, from 12:01 right after midnight until 11:59 right before noon, is A.M. The second 12 hours, from 12:01 right after noon until 11:59 right before midnight, is called P.M. This is the point in telling time that will confuse some students.

**Homework:**

Have the students take their journals home and ask everyone at home or daycare 2 questions. The student can write the answers of the person being questioned can write the answers.

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Day 2

Using the data from your pre assessment will allow you to group students for the lesson. Those students who have shown mastery, knowledge of the hour, half hour, 5 minutes and counting by 5's, can be a group. This cluster grouping will satisfy the TAG, Talented and Gifted, requirement. Those students who need some intervention with counting by 5's can be a group and those with some knowledge but not mastery can be in a group. Groups can be flexible and you know your students and what is best for them.

1. Review the vocabulary words and the homework. A list can be made to record the answers to the 2 questions.

2. Give an introduction to the video they will be watching, Telling Time with The Digits, Episode 1, The Clocktopus. (5:12)

Today Gorgolax is confused about time. He has written a song about time and it isn’t right. Pavi and Ray Ray help him to understand the difference between hours and minutes. Look for answers to these questions.

   b. How did they tell time?
   c. What do the hands on a clock tell us?
   d. Why do you think The Digits need to tell time? Watch the video, answer the questions, record any questions the students might have for The Digits.

3. Have students write in their journal the big hand shows the minute and the little hand shows the hour. Assign the groups and let them decorate the front of their journals.

4. Each group will be working on a different activity based on the pre assessment

4a. TAG group  Give each student two clock faces. Have them create 2 analog clocks. Attach the hands with the brad in the middle. Have them work with a partner or 3's and play a game of How much time will it take if...? They must write down a starting time of an activity and an ending time to complete the activity. Their partner must set their first clock to the starting time, the second clock to the ending time and figure out how much time it took to complete the activity. The person asking the question must decide if the answer is correct. Give a point for each correct answer. Switch the roles. Have the next partner give a beginning and ending time. Repeat. Students can also time each other and see who gets the most correct in the fastest time. A challenge for the partners is to use the indicators a.m. and p.m. Those problems can be awarded two points for a correct answer. These directions should be written down and given to this group to work independently.

4b. Almost there group just needs more practice with clocks. Give each student a clock face. Give each group the example of the clock face. Give each student the worksheet with the times they need to find. Have them write the numbers in on the clock and attach the hands. With a partner, have partner 1 point to each number and tell the time. Ex.: Point to the number 1 and say 5 minutes after, point to the 2 and say 10 minutes after, point to the 3….and so on. When they get to the 12 they need to say noon first and the second time around they say midnight. Then partner 2 will do the same practice. After each student has had an opportunity to say the time, have partner 1 give the time 1:00 o'clock. Partner 2 must set their clock hands to show 1:00 o'clock. If it is correct, have partner 2 give a time for partner one to set on their clock. Repeat until all times have been correctly located.

4c. Intervention group will need the most direction. If help is needed with counting by 5's have a sheet of paper with the correct numbers written down. 5,10,15,20… Have each student practice reading the numbers aloud to listen for accuracy. Challenge them to memorize the numbers. Give each student a clock face that is filled in with the numbers on the clock. Model for the students that each number on the clock matches with the numbers they are counting by 5. Write the number 5 in a different color outside the number 1. Show them the 4 little marks between the 12 and the 1. This will help with understanding of why the first number is 5. Write a 10 by the 2 and so on. Now have the students point to the numbers on the clock and use the newly written numbers to go to count to 60.

5. This is enough for the first day of practice. Have students return to their places. Have everyone count by 5’s to 60. Have everyone repeat, the big hand tells the minute the little hand tells the hour. Have volunteers stand up and demonstrate what 12 midnight of 12 noon would look like, using their hands. Have volunteers show 3 o clock. Ask if the students would be sleeping at 2:30 P.M. thumbs up for yes, down for no. Ask similar questions to end the class.

Homework: Have the students take their clocks home and practice telling time with someone at home. Bring back tomorrow for a star on their journals.

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Day 3
Before class make sure you have room for a very large circle to be drawn or taped off to make a gigantic clock face.

Begin by showing the class the One Minute Long Song. Have students take out their signed clocks and journals and award stars. Review counting by 5's, big hand tells the minutes, little hand tells the hour.

Today the class will participate in a living clock. Assign 12 students to hold the clock numbers, assign 3 students to be the big hand, assign 2 students to be the little hand. Depending on class size, you could have two clocks. The little hands stand behind each other with their hands on the shoulders of the student in front of them. The first in line will extend their hand to point at a number. The same procedure for the big hands. Have the students take their places around the clock if they are numbers. Have the hands enter the circle, clock and have the last person in line stand close to the middle. Have each number call out its clock name. 5, 10 15…and so on. Have at least 5 students write down 3 times each. One at a time they call out the time and the hands must align correctly. The students who call a time must check to see if it is correct. If correct the next student calls a time and the hands continue. If the hands are not correct, the caller must give hints to assist them. The hands will only have two hints before the caller or teacher points them in the right direction. Rotate students to new positions as the game proceeds. Challenge the students to get x amount correct in say 5 minutes. Have a timer watch the clock.

Day 4
Administer the post assessment. In order to have a comparison to the pre assessment you can tell a story and have the students fill in the clock face with the correct time. Use the same ratio of 2 opportunities for hour half hour and 5 minute. Include a matching game for the vocabulary and a place for students to write the numbers, counting by 5’ to 60. Be sure to include the questions about A.M. and P.M.

Technology Standard Notes:
The Digits is a digital interactive series and interacting with it can satisfy Educational Technology Standards.

A. Digital Citizenship
   A. Encourage students to watch the video again and ask pertinent questions of the characters. Select among the questions to post one as a comment. Wait for response the video creator to read aloud to the classroom.

B. Creativity and Innovation:
   B. Have students decorate their clock models, either similar to the Clocktopus or remixing colors and designs. Discuss original works as a means of personal and group expression.