Title: First Grade Math

Subject Matter Emphasis and Level: Application of measurement concepts of Time in First Grade

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Brief Description of the Lesson/Unit:

Students will construct a clock and will demonstrate how to use the hour and minute hands to show time.

SD Content Standards: 1 M.1.1 Students are able to tell time to the half-hour using digital and analog clocks.

Stage 1: Identify Desired Results

1. What enduring understandings are desired? Students will understand the use of the hour and half hour hands of a standard clock. They will also name the times correctly and tell what length of time is shorter or longer.
2. What essential questions will guide this unit and focus teaching/learning? Do they have a understanding of the passage of time? Do they understand the sequence of time?

3. What key knowledge and skills will students acquire as a result of this unit? They will be able to make times correctly. They will understand the passage and sequence of time.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit? Students will name time to the hour and half hour. Students will be able to tell about the sequence of a day and which would happen throughout the day.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:

Students will align hour and half hour hands in the correct place on the face of a clock to show times independently.

Other Evidence:

*Quizzes, Tests, Prompts, Work Samples (summarized):*

Construction of paper plate clock and the ability to use a standard individual clock to make certain teacher directed times. Workbook pages and end of chapter test will also be given.
Unprompted Evidence: (observations, dialogues, etc.)

Observation and asking students questions as teacher walks around the room.

Student Self-Assessment

Students will write in their math journal. The topic will be telling time. Students will independently show times requested by the teacher. The rubric will be:

- 3 points: showing times correctly 5 out of 5 times
- 2 points: showing times correctly 3 out of 5 times
- 1 point: showing times correctly 1 out of 5 times

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Students will be given materials to construct a standard clock with guidance from teacher in small group format.

Materials & Resources (technology & print):

Paper plates, brass fasteners, paper clock face, scissors, glue, markers and pre-cut hour and minute hands.

Management:

Whole group general directions will be given to the students and the students will be broken down into small groups. Each group will be given different materials based on the groups needs.
Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

One of the group will glue the face of a clock onto a paper plate and use a brass fastener to attach hour and half hour hands. The other two groups will use markers to print the clock numbers in the appropriate place on the paper plate.

**Differentiated Content:**

This lesson will be differentiated because the time expected from each group will not be the same. One group will tell time to the hour, one group will tell time to hour and half and the other group will also be introduced to 5 minute intervals.
Differentiated Product:

At the end of the lesson each child will have a paper plate clock to practice at home.