

EDU 307
 Small Group Center Resource
 Kaylee Tollerud
 10/8/10

Math Standards:

Lower Level: 1.MD.3 Tell and write time to the hour and half-hour (including o'clock and half past) using analog and digital clocks.

On Track: 2.MD.7 Tell and write time to the nearest five minutes (including quarter after and quarter to) with a.m. and p.m. using analog and digital clocks.

Upper Level: 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes.

Day 1	Teacher	By self	Computer	Formative Assessment
Low	Paper Plate Clocks	Make a Clock (with partner)	https://www.splashmath.com/time-games (Tell Time to the Hour)	Time Telling Worksheet
On Track	Paper Plate Clocks	Make a Clock (with partner)	http://www.ictgames.com/mobilePage/hickoryDickory/	Time Telling Worksheet
Upper	Time Telling Race	Cryptic Clock	https://www.mrnussbaum.com/clockworks/ (Advanced)	Time Telling Worksheet
Day 2				
Low	Wipe Clock Paddles	Time Catcher Partner Game	http://www.adaptedmind.com/p.php?tagId=1078 (Easy)	Time Telling Worksheet
On Track	Wipe Clock Paddles	Time Catcher Partner Game	http://webcdn.abcya.com/games/telling_time.htm	Time Telling Worksheet
Upper	Time Bingo	Time Catcher Partner Game	http://www.adaptedmind.com/gradelist.php?grade=1 (Advanced)	Time Telling Worksheet
Day 3				
Low	Playdough Activity	Just in Time Partner Game	https://www.education.com/game/clock-match/	Time Telling Worksheet

On Track	Playdough Activity	Time Telling Legos	https://www.education.com/game/clock-match-five-minutes/	Time Telling Worksheet
Upper	Playdough Activity	Time Telling Legos	http://coolsciencelab.com/stop_the_clock_easy.html	Time Telling Worksheet
Day 4				
Low	Time Bingo	Telling Time Egg Match Up	https://www.education.com/game/time-in-the-sky/	Time Telling Worksheet
On Track	Time Bingo	Telling Time Egg Match Up	https://www.education.com/game/am-and-pm-quiz/	Time Telling Worksheet
Upper	I have, Who has Cards	Telling Time Egg Match Up	https://www.iknowit.com/lessons/c-time-nearest-minute.html	Time Telling Worksheet
Day 5				
Low	Hula Hoop Clocks	LEGO Clock	https://www.education.com/game/what-time-game/	Summative Assessment Worksheets
On Track	Hula Hoop Clocks	LEGO Clock	http://www.roomrecess.com/mobile/TimeTeller/play.html (Nearest Five Minutes)	Summative Assessment Worksheets
Upper	Hula Hoop Clocks	Analogue vs. Digital	https://www.khanacademy.org/math/cc-third-grade-math/cc-third-grade-measurement/cc-third-grade-telling-time/e/telling-time-to-the-nearest-minute	Summative Assessment Worksheets

Day 1

Whole Group:

- Review –
- Short hand points to the hour.
- Long hand points to the minute.
- (Do examples on rainbow clock)
- Use the rainbow clock to have some discussion about minutes.
- Review –
- 60 seconds in a minute.
- 60 minutes in an hour.
- Count the minutes on the rainbow clock with the students.
- Then do the same on the classroom clock.



- Go over poster
- Give examples of 1 second too
- Have examples of digital clocks and analogue clocks.
- Group students so that lower and upper learners are together and have students go on a scavenger hunt with their iPads to find analogue clocks and digital clocks. Have the students take pictures when they find one and have groups share out what they find.

Lower Level:

- Teacher (small group)
 - Paper Plate Clocks-
 - Have paper plates made
 - Have the students fill in the numbers on the clock for practice.
 - Go over the short hand and long hand for quick review.
 - Have the students count by fives and move their finger along the plate.
 - Explain that they'll only be using the :00 for now.

- Ask students to show the time.
- Only use hourly examples.
- Explain how students would write the time.
- Have students right the digital time.
- By self (with partner)
 - Make a clock-
 - Have the students make the cut out the clock pieces, color them, and glue them to the correct spots.
 - (Use clock in the classroom if they need a visual.)
 - Students will pair up in twos.
 - One partner will ask the other to show a time. (only hourly examples.)
 - The partner will see if it is correct.
 - Next persons turn.
- Computer
 - Website- <https://www.splashmath.com/time-games> (Tell time to the Hour)
 - Task- Listen to the speaker and select the multiple-choice answer that answers the question.

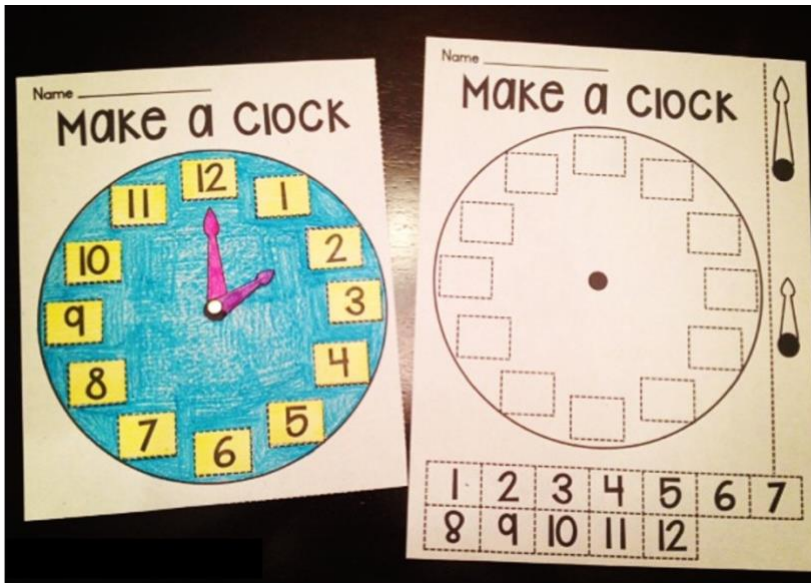
On Track:

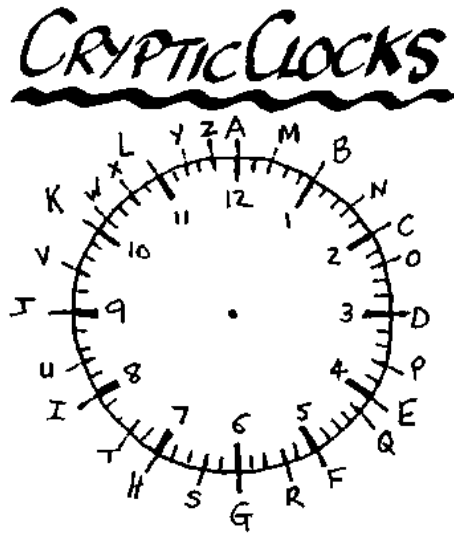
- Teacher (small group)
 - Paper Plate Clocks-
 - Have paper plates made
 - Have the students fill in the numbers on the clock for practice.
 - Go over the short hand and long hand.
 - Have the students count by fives and move their finger along the plate.
 - Ask students to show the time.
 - Only use hourly, half hour, quarter to and quarter after examples.
 - Explain how the students would write the time.
 - Have the students write the digital time.
- By self (with partner)
 - Make a clock-
 - Have the students make the cut out the clock pieces, color them, and glue them to the correct spots.
 - (Use clock in the classroom if they need a visual.)
 - Students will pair up in twos.
 - One partner will ask the other to show a time. (only quarter after and quarter to examples.)
 - The partner will see if it is correct.
 - Next persons turn.
- Computer
 - Website- <http://www.ictgames.com/mobilePage/hickoryDickory/>
 - Task- Read the direction at the bottom of the game and select the right analogue clock to go with the direction.

Upper Level:

- Teacher (small group)

- Time Telling Race-
 - Use the rainbow clock.
 - Go over hours and minutes.
 - Show a time.
 - Have students try to figure out what it is.
 - Repeat until next rotation.
- By self
 - Cryptic Clock Activity-
 - Students will decode the numbers using the clock and figure out the hidden message.
- Computer
 - Website- <https://www.mrnussbaum.com/clockworks/>
 - Task- Select Advanced. Move the hands on the clock to tell the time it says.





8 12 51 57 12 42 10 0 8 42 32 20 37 35

20 10 55 12 10 50 2 60 50 20 42 18 57







12 42 27 12 51 8 2 20 32 32 0 30 20

Formative Assessment: Lower level

Name: _____ Date: _____

Telling time Worksheet

Write the time.







<p>1 a.</p>  <p>_____ : _____</p>	<p>1 b.</p>  <p>_____ : _____</p>
<p>2 a.</p>  <p>_____ : _____</p>	<p>2 b.</p>  <p>_____ : _____</p>
<p>3 a.</p>  <p>_____ : _____</p>	<p>3 b.</p>  <p>_____ : _____</p>

Formative Assessment: On Track level

Name: _____ Date: _____

Telling time Worksheet

Write the time.







<p>1 a.</p>  <p>_____ : _____</p>	<p>1 b.</p>  <p>_____ : _____</p>
<p>2 a.</p>  <p>_____ : _____</p>	<p>2 b.</p>  <p>_____ : _____</p>
<p>3 a.</p>  <p>_____ : _____</p>	<p>3 b.</p>  <p>_____ : _____</p>

Formative Assessment: Upper level

Name: _____ Date: _____

Telling time Worksheet

Write the time.

<p>1 a.</p>  <p>_____ : _____</p>	<p>1 b.</p>  <p>_____ : _____</p>
<p>2 a.</p>  <p>_____ : _____</p>	<p>2 b.</p>  <p>_____ : _____</p>
<p>3 a.</p>  <p>_____ : _____</p>	<p>3 b.</p>  <p>_____ : _____</p>

Day 2

Whole group Review:

- Go over the digital time and analogue clocks.
- Use Rainbow clock for a visual.
- Recap what the short hand and long hand point to.
- Go over the minutes on a clock. (Have them count by ones then fives)
- Explain the concept of AM and PM.
- Give visuals and examples of AM and PM.
- AM & PM activities.

Lower Level:

- Teacher (small group)
 - Wipe Clock Paddles-
 - Introduce half hours now using rainbow clock. :30
 - Explain how they would write the time.
 - Have the students show and right down the time I am saying.
 - Only use half hour and hour times.
 - Have students show their answers.
 - Help who is stuck.
- By self (with a partner)
 - Time Catcher Activity (with a partner)-

- Their time catcher papers will have analogue clocks with the time in hour and half hour.
- Students will follow directions wrote on the whiteboard
- Have students cut out a Time Catcher.
- Cut along the edges
- Fold along both bases
- Open it up to show four squares
- Fold each edge to the middle
- Unfold
- Flip over
- Fold each edge to the middle
- Put fingers in each square
- To play the game-
- 1 partner picks a clock on the catcher.
- 2 partne says the time
- Go back and forth until all the clocks have been used and said.
- Computer
 - Website- <http://www.adaptedmind.com/p.php?tagId=1078> (Easy)
 - Task- Select easy and work your way to the treasure. Choose the right answer to the question.

On Track:

- Teacher (small group)
 - Before activity explain the concept of AM and PM
 - Give visuals and examples of AM and PM
 - Wipe Clock Paddles-
 - Have the students show nearest 5-minute right down the time I am saying.
 - Focus on quarter to and quarter after times.
 - Have students show their answers.
 - Help anyone that is stuck.
- By self (with a partner)
 - Time Catcher Activity (with a partner)-
 - Their time catcher papers will have analogue clocks with the time in five-minute intervals, quarter to, and quarter past.
 - Students will follow directions wrote on the whiteboard
 - Have students cut out a Time Catcher.
 - Cut along the edges
 - Fold along both bases
 - Open it up to show four squares
 - Fold each edge to the middle
 - Unfold
 - Flip over
 - Fold each edge to the middle
 - Put fingers in each square
 - To play the game-
 - 1 partner picks a clock on the catcher.

- 2 partner says the time
- Go back and forth until all the clocks have been used and said.
- Computer
 - Website- http://webcdn.abcya.com/games/telling_time.htm
 - Task- Read the direction and move the hands on the clock to the right time. Choose analogue then go back and do digital.

Upper Level:

- Teacher (small group)
 - Time Bingo-
 - Have bingo sheets printed out.
 - Mix up all the time cards (time in minutes.)
 - Draw a time card at a time.
 - Have the students place a bingo marker on the time that was drawn.
 - Keep drawing until someone has bingo'd.
 - Give a piece of candy to the winners.
 - Place until next rotation.
- By self (with a partner)
 - Time Catcher Activity (with a partner)-
 - Their time catcher papers will have analogue clocks with the time in nearest minute.
 - Students will follow directions wrote on the whiteboard
 - Have students cut out a Time Catcher.
 - Cut along the edges
 - Fold along both bases
 - Open it up to show four squares
 - Fold each edge to the middle
 - Unfold
 - Flip over
 - Fold each edge to the middle
 - Put fingers in each square
 - To play the game-
 - 1 partner picks a clock on the catcher.
 - 2 partner says the time
 - Go back and forth until all the clocks have been used and said.
- Computer
 - Website- <http://www.adaptedmind.com/gradelist.php?grade=1> (Advanced)
 - Task- Select advanced and work your way to the treasure. Choose the right answer to the question.



The first part of the day goes from midnight to noon. It is the morning.



We call the time between midnight and noon **A.M.**

A.M. comes from a Latin phrase that means “before noon.”

OUR DAILY ROUTINE



Bathroom:

- Potty
- Wash hands & face
- Brush teeth
- Comb hair
- Sunscreen



Make bed



Get dressed



Put dirty PJs in hamper



Eat breakfast



Take vitamins



Goodbye hugs



Pick up toys & tidy room



Pack backpack



Put on PJs



Put dirty clothes in hamper



Bathroom:

- Tub time
- Potty
- Wash hands & face
- Brush teeth

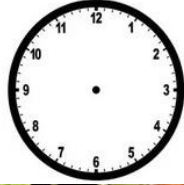
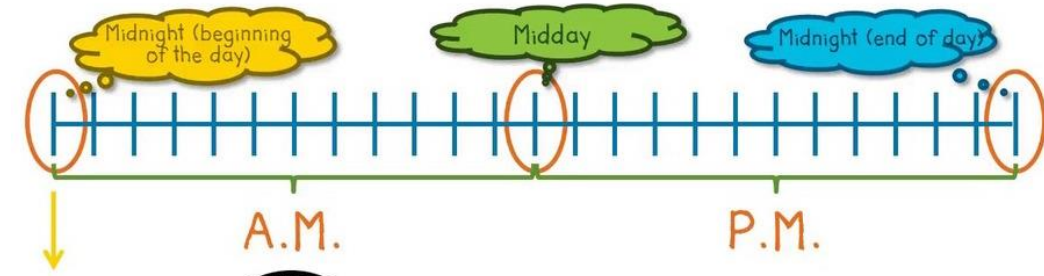


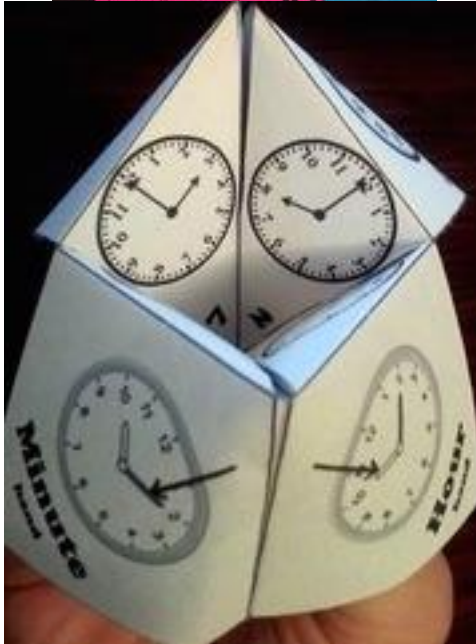
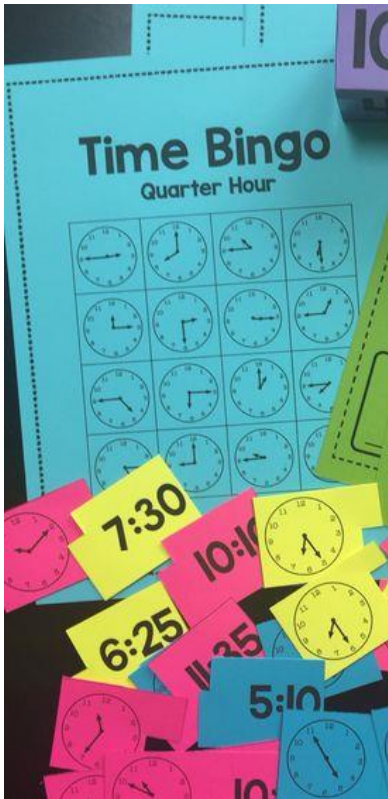
Read for 15 minutes



Lights out

How does this work on a clock?











Formative Assessment: Lower level







Telling time Worksheet

Write the time.

1 a.  : : _____	1 b.  : : _____
2 a.  : : _____	2 b.  : : _____
3 a.  : : _____	3 b.  : : _____







Formative Assessment: On Track level

Write the time.

1 a.  : : _____	1 b.  : : _____
2 a.  : : _____	2 b.  : : _____
3 a.  : : _____	3 b.  : : _____

Formative Assessment: Upper level

Draw the hands on the clock.

<p>1 a.</p>  <p>2:59</p>	<p>1 b.</p>  <p>4:57</p>
<p>2 a.</p>  <p>1:43</p>	<p>2 b.</p>  <p>7:57</p>
<p>3 a.</p>  <p>6:34</p>	<p>3 b.</p>  <p>9:35</p>

Day 3

Whole Group Review (Review):

- Explain the concept of AM and PM.
- Give visuals and examples of AM and PM.
- AM & PM activities.

Lower Level:

- Teacher (small group)
 - Playdough activity-
 - Have students form a short hand and long hand the analogue clock.
 - Have students right down the time you say and show the time on the analogue clock using the playdough to show where the long hand and short hand should be.
 - Give time examples to the nearest hour and half hour.
- By self (with a partner)
 - Just in time Partner Game-
 - Player 1 rolls the dice and moves forward to land on a clock.
 - Player 1 must read the time.
 - If player 1 read the time incorrectly Player 1 moves back to the start.
 - When answered, it is now player 2's turn.
 - Play continues until all players have reached the end.
- Computer
 - Website- <https://www.education.com/game/clock-match/> (half hour)
 - Task- Students must match each digital clock to the analog clock. When done, play again.

On Track:

- Teacher (small group)
 - Playdough activity-
 - Have students form a short hand and long hand the analogue clock.
 - Have students right down the time you say and show the time on the analogue clock using the playdough to show where the long hand and short hand should be.
 - Give time examples using a quarter to, quarter after, and five-minute intervals.
- By self
 - Time Telling Legos (quarter to, quarter after, 5-minute intervals) -
 - Students will have to piece together the cutouts to correctly match all the time examples.
 - Once they are finish have a peer check them.
- Computer
 - Website- <https://www.education.com/game/clock-match-five-minutes/>
 - Task- Students must match each digital clock to the analog clock. When done, play again.

Upper Level:

- Teacher (small group)
 - Play dough activity-
 - Have students form a short hand and long hand the analogue clock.
 - Have students right down the time you say and show the time on the analogue clock using the playdough to show where the long hand and short hand should be.
 - Give time examples using a nearest minutes, quarter to, quarter after, half past, and to the hour.
- By self
 - Time Telling Legos (nearest minute, quarter to, quarter after, half past, and to the hour cutouts) -
 - Students will have to piece together the cutouts to correctly match all the time examples.
 - Once they are finish have a peer check them.
- Computer
 - Website- http://coolsciencelab.com/stop_the_clock_easy.html
 - Task- Match the right digital clock with the correct analogue clock. When done, select Main, and click Play.



CLOCK Playdough Mats

Open-Ended Learning & Play



Formative Assessment: Lower level

Name _____ Date _____
Read the time below each clock. Draw the hands on the clock to match the time given.



2:30 9:00 4:00 11:30 8:30



6:00 7:30 10:30 1:00 3:00

Formative Assessment: On Track level

Name: _____

Telling Time

Write the time shown.

a.



b.



c.



d.



e.



f.



g.



h.



i.



Super Teacher Worksheets - www.superteacherworksheets.com

Formative Assessment: Upper level

Name

Date

TELLING THE TIME TO 1 MINUTE SHEET 1

Draw lines to match the correct digital time to each clock.



8:28



6:12



9:04



3:42



11:49

Day 4

Whole Group Review (Review):

- Explain the concept of AM and PM.

- Give visuals and examples of AM and PM.
- AM and PM activities.

Lower Level:

- Teacher (small group)
 - Time Bingo-
 - Have bingo sheets printed out.
 - Mix up all the time cards (time in hour and half hour.)
 - Draw a time card at a time.
 - Have the students place a bingo marker on the time that was drawn.
 - Keep drawing until someone has bingo'd.
 - Give a piece of candy to the winners.
 - Place until next rotation.
- By self
 - Telling Time Egg Match Up-
 - These eggs will be in hour and half hour.
 - Have the times and clocks on the eggs ready to go.
 - The students have too match up the top half of the eggs to the bottom half.
 - A partner nearby will check them when they are finished.
- Computer
 - Website- <https://www.education.com/game/time-in-the-sky/>
 - Task- Listen to the speaker and choose what clock shows the time the speaker is saying. When done, select play again.

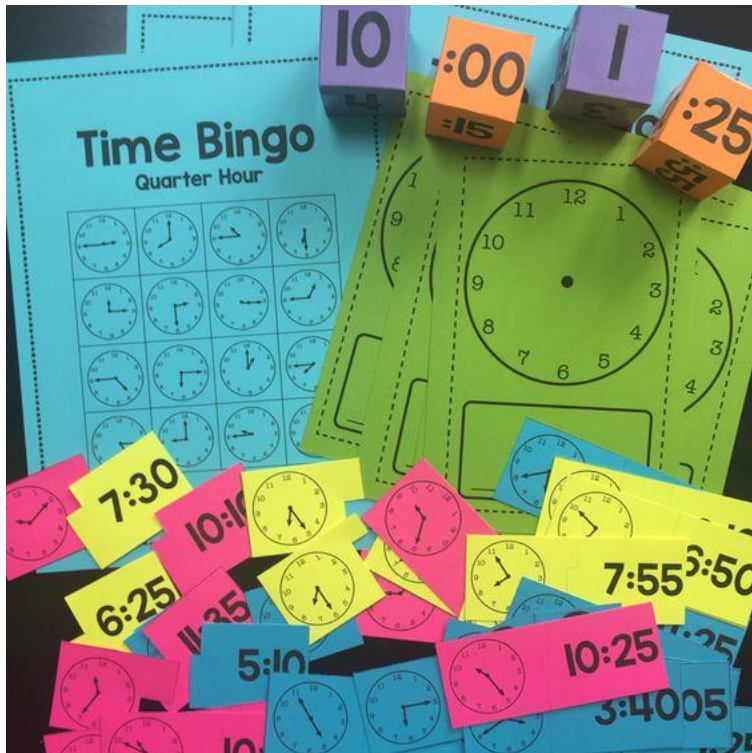
On Track:

- Teacher (small group)
 - Time Bingo-
 - Have bingo sheets printed out.
 - Mix up all the time cards (5 minutes, quarter to, and quarter past).
 - Draw a time card at a time.
 - Have the students place a bingo marker on the time that was drawn.
 - Keep drawing until someone has bingo'd.
 - Give a piece of candy to the winners.
 - Place until next rotation.
- By self
 - Telling Time Egg Match Up-
 - These eggs will be in 5 minutes, quarter past, and quarter to.
 - Have the times and clocks on the eggs ready to go.
 - The students have too match up the top half of the eggs to the bottom half.
 - A partner nearby will check them when they are finished.
- Computer
 - Website-
 - <https://www.education.com/game/am-and-pm-quiz/>

- Task- Listen to the speaker read the question, then answer the question either choosing AM or PM. When done, select play again.

Upper Level:

- Teacher (small group)
 - I have, Who has activity-
 - Each student will get 7 cards.
 - I will hold up the digital time and the students will have to go through their cards to find who has the matching time on an analogue clock.
- By self
 - Telling Time Egg Match Up-
 - These eggs will be in minutes.
 - Have the times and clocks on the eggs ready to go.
 - The students have to match up the top half of the eggs to the bottom half.
 - A partner nearby will check them when they are finished.
- Computer
 - Website- <https://www.iknowit.com/lessons/c-time-nearest-minute.html>
 - Task- Answer what time is shown on the clock and hit submit.



Telling Time match up



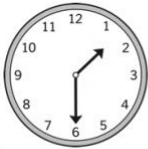



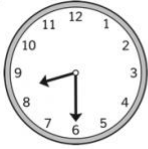

Formative Assessment: Lower level

Name: _____

It's spring time!











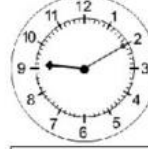
Directions: Choose the correct time.

	<p>1:30</p> <p>2:30</p> <p>3:30</p>		<p>4:30</p> <p>5:30</p> <p>6:30</p>
	<p>4:00</p> <p>5:00</p> <p>6:00</p>		<p>10:00</p> <p>11:00</p> <p>12:00</p>
	<p>8:30</p> <p>9:30</p> <p>10:30</p>		<p>7:00</p> <p>8:00</p> <p>9:00</p>

Formative Assessment: On Track level


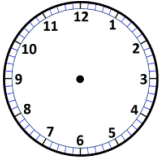
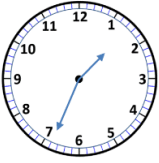
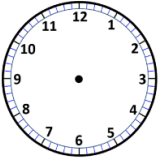
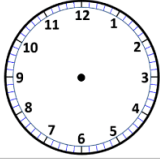

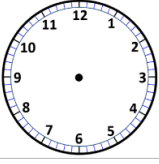


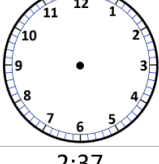
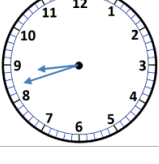
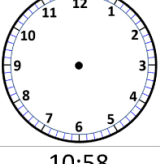
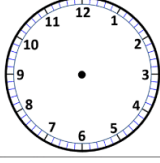

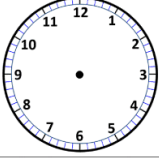
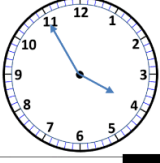

Telling Time
Analog To Digital - 5 Minute Intervals

name _____

 : <input type="text"/>	 : <input type="text"/>	 : <input type="text"/>
 : <input type="text"/>	 : <input type="text"/>	 : <input type="text"/>
 : <input type="text"/>	 : <input type="text"/>	 : <input type="text"/>

Formative Assessment: Upper level

For each time, you need to either draw in the hands or write the time.

			
	7:28		9:53
			
12:17		6:13	
			
	2:37		10:58
			
1:04		5:34	

Day 5

Whole group:

- Review lessons
- Go over what they have learned.

Lower Level:

- Teacher (small group)
 - Hula Hoop Clocks-
 - I will have the hula hoops and times on the white boards for the students.
 - The students will have to draw the short hand and long hand to the hour and minute correctly for the time I say. (hour and half hour)
 - I will check the student's times when finished.
- By self
 - Lego Clock-
 - Students will put together their Lego clock.
 - I will say different times (hour and half hour)
 - The students are expected to show the time on their clock.
 - They will hold up their clock, like a whiteboard, and I will check them.
- Computer

- Website- <https://www.education.com/game/what-time-game/>
- Task- Listen to the speaker and choose what clock shows the time the speaker is saying. When done, select play again.

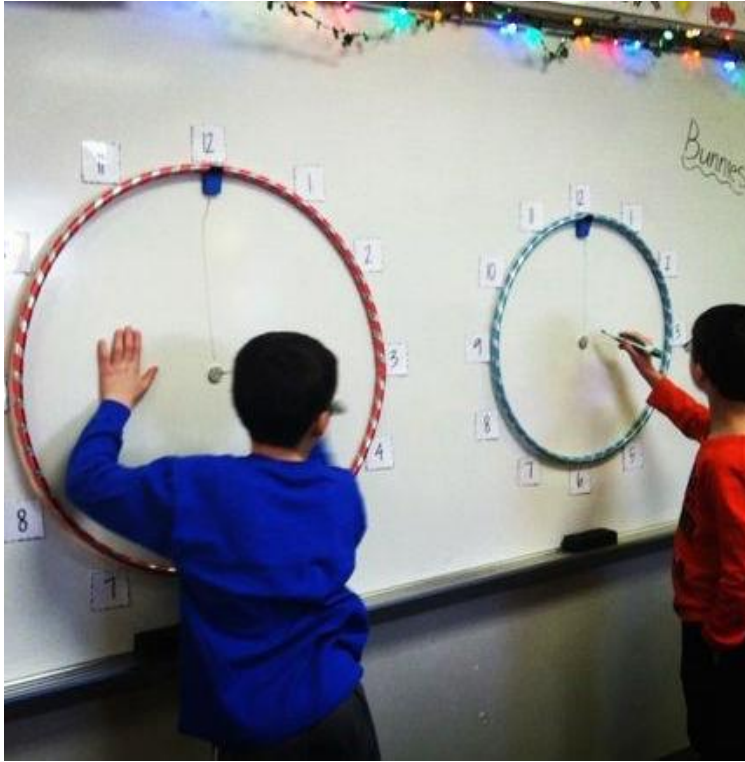
On Track:

- Teacher (small group)
 - Hula Hoop Clocks-
 - I will have the hula hoops and times on the white boards for the students.
 - The students will have to draw the short hand and long hand to the hour and minute correctly for the time I say. (5 minutes, quarter to and quarter past)
 - I will check the student's times when finished.
- By self
 - Lego Clock-
 - Students will put together their Lego clock.
 - I will say different times (5 minutes, quarter to, and quarter after)
 - The students are expected to show the time on their clock.
 - They will hold up their clock, like a whiteboard, and I will check them.
- Computer
 - Website-
 - <http://www.roomrecess.com/mobile/TimeTeller/play.html>
 - (Nearest Five Minutes)
 - Task- Read the question as the top of the screen and select the digital clock on the side that answers the question correctly.

Upper Level:

- Teacher (small group)
 - Hula Hoop Clocks-
 - I will have the hula hoops and times on the white boards for the students.
 - The students will have to draw the short hand and long hand to the hour and minute correctly for the time I say. (in minutes)
 - I will check the student's times when finished.
- By self
 - Analogue vs Digital (partner game)-
 - One partner will roll one of the minute dice and the hour dice.
 - The second partner will show the time player 1 rolled on the analogue clock.
 - Partner 1 will check partner 2's answer.
 - Partner 2 will roll.
- Computer
 - Website- <https://www.khanacademy.org/math/cc-third-grade-math/cc-third-grade-measurement/cc-third-grade-telling-time/e/telling-time-to-the-nearest-minute>

- Task- Write the time shown on the clock and hit check when finished.



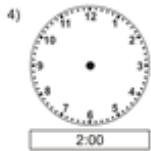
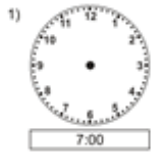


There will be more than one “minute dice”

Summative Assessment: Lower level

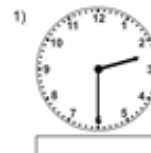
Telling time - whole hours (draw the clock)

Draw the time shown on each clock.



Telling time - half hours

Write the time below each clock.












Summative Assessment: On Track level

Telling time - quarter hours (draw the clock)

Grade 2 Time Worksheet








Draw the time shown on each clock.

1.  <input type="text" value="11:45"/>	2.  <input type="text" value="6:15"/>	3.  <input type="text" value="10:00"/>
4.  <input type="text" value="12:45"/>	5.  <input type="text" value="5:00"/>	6.  <input type="text" value="4:00"/>
7.  <input type="text" value="9:15"/>	8.  <input type="text" value="4:30"/>	9.  <input type="text" value="6:45"/>

Telling time - 5 minute intervals

Grade 2 Time Worksheet













Write the time below each clock.

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>
4.  <input type="text"/>	5.  <input type="text"/>	6.  <input type="text"/>
7.  <input type="text"/>	8.  <input type="text"/>	9.  <input type="text"/>

Summative Assessment: Upper level

Telling time Worksheet













Draw the hands on the clock.

1 a.  5:54	1 b.  6:56	1 c.  7:59
2 a.  11:47	2 b.  9:00	2 c.  3:14
3 a.  11:18	3 b.  3:51	3 c.  2:03
4 a.  11:40	4 b.  3:40	4 c.  1:36

Name: _____ Date: _____

Telling time Worksheet

Write the time.

<p>1 a.</p>  <p>_____ : _____</p>	<p>1 b.</p>  <p>_____ : _____</p>	<p>1 c.</p>  <p>_____ : _____</p>
<p>2 a.</p>  <p>_____ : _____</p>	<p>2 b.</p>  <p>_____ : _____</p>	<p>2 c.</p>  <p>_____ : _____</p>
<p>3 a.</p>  <p>_____ : _____</p>	<p>3 b.</p>  <p>_____ : _____</p>	<p>3 c.</p>  <p>_____ : _____</p>
<p>4 a.</p>  <p>_____ : _____</p>	<p>4 b.</p>  <p>_____ : _____</p>	<p>4 c.</p>  <p>_____ : _____</p>

List of Materials:

Computers
Playdough
Laminated Blank Time Sheets
Time Catcher Cut out
Scissors
Cryptic Clock sheets for lower level, on track, and upper level
Large paper plates
Small paper plates
Foam numbers
Foam paper
Brads
Crayons
Time Bingo Sheets
Time Bingo Cards
Easter eggs
Permanent marker

Hula hoops
Laminated clock numbers
LEGO numbers
LEGO backdrop
Brown boxes