

L

esson 12

numbering a clock face *determining elapsed time (one hour)*

lesson preparation

materials

large demonstration clock

Master 2-12

Fact Sheet A 2.0

in the morning

- Write the following on a paper strip and post it on the bulletin board:



Answer: $\hexagon, \hexagon, \triangle, \triangle, \hexagon, \hexagon, \triangle, \triangle, _, _, _, _$

- Write the following on chart paper or on the chalkboard:

Today _____ is the Student of the Day.

_____ 's birthday is _____.

Today's number is _____.

Three number sentences for _____ are:

_____, _____, and _____.

We have _____ today at ____:____.

There are _____ more days until _____.

- Collect homework from the previous day. Correct and review errors with the children individually.

THE MEETING

- Children should be seated so that all can see the Meeting Bulletin Board, the teacher, and each other easily.

calendar

“Today _____ is Student of the Day.”

“Each day the Student of the Day will have special jobs.”

“During The Meeting, the Student of the Day will lead the count, set the clock, report and graph the weather, and report the lunch and attendance information from our graph.”

“Let’s begin with the calendar. Yesterday was the ____th of (month).”

“What do you think today’s date is?”

- Ask a child to write the date on the tag.
- Ask the child to put the date tag on the calendar.

“What day of the week is it today?”

“Let’s read the days of the week together.”

- Point as all of the children say the days of the week.

*“Now we will write today’s full date. What will we write first?” **the month***

“What month is it?”

“How do we spell (month)?”

- Write the month on the paper strip.

“What is the date?”

“What digits will we use to write the date?”

- Write the date on the paper strip.

“What is the year?”

“What digits will we use to write the year?”

- Record the year on the paper strip and post the strip on the bulletin board in the space marked “Today’s date is _____.”

“Let’s say the date together.”

- Point as the children read “Today’s date is (month, date, and year)” from the date strip.

“Let’s read the names of the months together.”

- Point as all of the children say the months.

“What is the second month of the year? What is the last month of the year?”

patterning

“Today’s pattern is a different repeating pattern.”

*“What shapes do you see?” **hexagon, triangle***

“Who would like to read the first part of our pattern?”

*“Let’s read the first part of our pattern together.” **hexagon, hexagon, triangle, triangle, . . .***

*“What shape do you think will come next?” **hexagon***

- Fill in the next shape on the pattern strip.
- Repeat for the rest of the blanks.

“Let’s read our shape pattern together.”

“Let’s read our pattern using letters.” A, A, B, B, A, A, B, B, A, A, B, B

counting

“The Student of the Day will lead today’s count.”

“Today we will count forward and backward from 37 to 59.”

- Ask the Student of the Day to point to the numbers on the hundred number chart as the children count together.

“Let’s all count by 10’s to 100.”

“If you can count by 10’s without looking at the numbers on the counting strip, close your eyes as we count together.”

weather graph

“Today (Student of the Day) will be the weather reporter.”

- Ask the Student of the Day to describe how the weather felt.

“When you came to school today, what did the weather feel like outside?”

“Why do you think it feels _____?”

“(Student of the Day) will put the tag on our graph for today’s weather.”

“What color tag will he/she use?”

- Ask the Student of the Day to place (glue) the tag on the graph.

“What kind of weather have we had most often?”

“How many warm days have we had?”

“How many more _____ days have we had than _____ days?”

clock

“Today (Student of the Day) will show us a time on the clock.”

“The time will need to be a time on the hour.”

- Ask the Student of the Day to set the clock. Make sure that the clock is set on the hour.

“Now the Student of the Day will show us the clock and ask us the time and ask us how to write the digital time.”

- The Student of the Day shows the children the clock and asks the children the following questions:

“What time is it?”

“How will I write the digital time?”

- The Student of the Day writes the digital time on a tag and posts it on the bulletin board.

lunch/attendance graph

“The Student of the Day will report the information from our lunch and attendance graph.”

“How many children are in this class?”

“How many children are absent today?”

“How many children are present today?”

“How do you know?”

“How many children are buying the school lunch today?”

“How many children brought their lunch from home?”

“Let’s fill in that information on our chart.”

- The Student of the Day fills in the information on the bulletin board.

graph questions

“Who would like to ask a question about our birthday graph?”

- Allow several children to ask questions.

chart story

- Write the Student of the Day’s name on the chart.

- Fill in the Student of the Day’s birthday on the chart.

“Today’s number will be the (Student of the Day)’s birth date.”

- Today’s number is the Student of the Day’s birth date. For example, if the child was born on June 14th, the number of the day will be 14.

“Each day we will write three number sentences that equal the Student of the Day’s birth date.”

“I will write one number sentence.”

- Make up a number sentence for the number of the day.

“Who can think of another number sentence for ____?”

- Record the three number sentences on the chart.

“Each day we will record on our chart something that will happen during the school day.”

- Write the name of an activity and the time it will occur on the chart.

“At what time will _____ occur?”

- Choose an upcoming special event or holiday. Place a special tag (marker) on the calendar.

“I put a special tag (marker) on our calendar to show when _____ will be.”

“Let’s count together to find the number of days until _____.”

- Count with the children the days until the special event will occur. Record the number of days on the chart.

- Ask the Student of the Day the following:
“Is there something special that you would like to share with us today?”
- A sentence that summarizes what the child has shared can be added to the chart. If the chart has been written on chart paper, allow the Student of the Day to take the chart home.
- The money strip is not used today.

THE LESSON

Numbering a Clock Face Determining Elapsed Time (One Hour)

“Today you will learn how to number and show the time on a clock face.”

“You will also learn how to find the time one hour ago and one hour from now.”

- Use a large demonstration clock. Refer to the current time.
“It’s almost _____ o’clock now.”
- Ask a child to set the demonstration clock to show that time.
“Where does the hour hand point?”
“Where does the long hand point?”
“It’s been just about an hour since we _____.”
- Refer to something the class did one hour ago.
“What time was it an hour ago?”
“Who would like to show that time on my demonstration clock?”
“Which way does the hour hand move when we find the time one hour ago?”
“We said before that it’s almost _____ o’clock now.”
- Set the demonstration clock to show that time.
“In one hour from now we will _____.”
- Refer to something that will happen one hour from now.
“What time will it be when we _____?”
“Who would like to show that time on my demonstration clock?”
- Ask a child to set the clock.
“Which way does the hour hand move when we find the time one hour from now?”
“Now let’s pretend that it is nine o’clock in the evening.”
- Ask a child to set the clock.
“What kinds of things do people do at nine o’clock in the evening?”
“If it is nine o’clock in the evening, one hour from now I will go to bed.”
“Who would like to show us that time on my clock?”

- Ask a child to set the clock.
“Which way does the hour hand move when we find the time one hour from now?”
“Now let’s pretend that it is seven o’clock in the morning.”
- Ask a child to set the clock.
“What kind of things do people do at seven o’clock in the morning?”
“If it is seven o’clock in the morning now, I got out of bed one hour ago.”
“Who would like to show us that time on my clock?”
- Ask a child to set the clock.
“Which way does the hour hand move when we find one hour ago?”
- Repeat with several examples of one hour ago and one hour from now, if necessary.
- Draw a large circle on the chalkboard to represent the clock face.
“What numbers do we see on the clock face?”
“What number is at the top of the clock face?”
- Draw a small line at the top and write “12” beneath it.
“What number is at the bottom of the clock face?”
- Draw a small line at the bottom and write “6” above it.
- Draw a small line where “3” and “9” are located.
“What numbers will I write next to these marks?”
- Write “3” and “9” on the clock.
“When we number a clock face it is easiest to fill in these numbers first.”
“What numbers do I need to put on my clock face now?”
- Fill in all of the other numbers as the children describe their placement.
- Pass out **Master 2-12**.
“We will write the numbers on the first blank clock face.”
“What number will we write on the clock face first?” **12**
“Where will we write the 12?” **at the top**
“What number will we write on the clock face next?” **6**
“Where will we write the 6?” **at the bottom**
- Repeat for 3 and 9.
“Fill in the other numbers on your clock face.”
“Fill in the next two clock faces.”
- Check as the children number the clock faces.
- Write “4:00” on the chalkboard.
“What time is this?”
“Point to the clock in the middle of your paper.”

“Write this digital time next to the middle clock face.”

“Now we will draw the hands on the clock to show four o’clock.”

“Where will the long hand point?”

“The long hand goes through the 12 and touches the mark on the edge of the clock.”

“Show that on your clock.”

“Where will the hour hand point?”

“The hour hand stops just before the number of the hour.”

“Show that on your clock.”

“If it is four o’clock now, what time was it one hour ago?” **three o’clock**

“Who would like to show us how to write ‘three o’clock’ using digital time?”

- Ask a child to write the digital time on the chalkboard.

“Point to the clock at the top of the paper.”

“Write the digital time next to the clock face at the top of the paper.”

“Now we will draw the hands on the clock to show three o’clock.”

“Where will the long hand point?”

“The long hand goes through the 12 and touches the mark on the edge of the clock.”

“Show that on your clock.”

“Where will the hour hand point?”

“The hour hand stops just before the number of the hour.”

“Show that on your clock.”

“If it is four o’clock now, what time will it be one hour from now?”

- Ask a child to write the digital time for 5:00 on the chalkboard.

“Point to the clock at the bottom of the paper.”

“Write the digital time next to the clock face at the bottom of the paper.”

“Now we will put the hands on the clock to show five o’clock.”

- Repeat steps for putting the hands on the clock.
- Check children’s work as they complete the clocks.

CLASS PRACTICE

- Pair children for 4–5 minutes of fact card practice.

“Today we will do another fact sheet. Take out a pencil and a crayon.”

“When I pass out the paper, put your name on the front and turn over your paper until I say go.”

- Pass out **Fact Sheet A 2.0**.
- Time the children for one minute.

- Review correcting procedures, if necessary.
- Read the examples and the answers slowly.

“Count the number of examples you answered correctly before I said stop.”

“Write this number at the bottom of your paper.”

“Did anyone get 15 or more examples correct?”
- Collect the fact sheets and record the scores.
- Allow the children to take the completed fact sheets home. Encourage children who are having difficulty to practice the facts at home.

WRITTEN PRACTICE

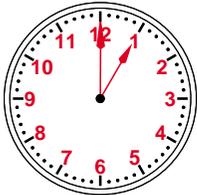
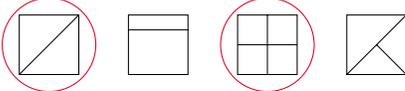
- Distribute **Worksheet 12A/12B**.
- Read the directions for each example as the children complete Side A.
- Circulate around the room checking children’s papers.

“When you finish your homework, ask someone at home to check it for you and share with them what you learned today in math.”

“Remember to bring the paper back to school tomorrow to show me your work.”

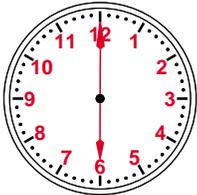
“Who would like to share with us something you learned in math today?”
- Provide 2–3 minutes for sharing. Allow as many children as possible to respond. Provide appropriate feedback and reinforcement.

Name _____ **LESSON 12A**
Date _____ **Math 2**

- There were 10 children at the bus stop. Two more children joined them.
What type of story is this?
Circle one: Some, some more Some, some went away
- Circle the number that is one more than 31.
Draw a square around the number that is one less than 31.
28 29 31 30 32 27
- Number the clock face.
Show 1:00 on the clock.

- Circle the squares that have equal size pieces.

- Write these numbers using digits.
thirty-seven 37 forty 40 sixteen 16
- Find the answers.
 $6 + 1 = \underline{7}$ $8 + 8 = \underline{16}$ $1 + 8 = \underline{9}$ $6 + 6 = \underline{12}$

2-12Wa Copyright © 1991 by Saxon Publishers, Inc. and Nancy Larson. Reproduction prohibited.

Name _____ **LESSON 12B**
Date _____ **Math 2**

- There were 10 children on the bus. One child got off the bus.
What type of story is this?
Circle one: Some, some more Some, some went away
- Circle the number that is one more than 26.
Draw a square around the number that is one less than 26.
27 29 26 24 28 25
- Number the clock face.
Show 6:00 on the clock.

- Circle the circles that have equal size pieces.

- Write these numbers.
twenty-seven 27 eighty 80 thirteen 13
- Find the answers.
 $7 + 7 = \underline{14}$ $1 + 7 = \underline{8}$ $9 + 9 = \underline{18}$ $5 + 1 = \underline{6}$

2-12Wb Copyright © 1991 by Saxon Publishers, Inc. and Nancy Larson. Reproduction prohibited.