# CONSTRUCTING TASK: It's Time – Part II


*Approximately 3-4 days*

## STANDARDS FOR MATHEMATICAL CONTENT

**MCC1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.

## STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## BACKGROUND KNOWLEDGE

Children at this stage are usually shown the time set exactly to the hour or half hour. Be sure to show children that when the time is shown to the half-hour, that the hour hand is actually between the current hour and the next hour (for example: if the time is 4:30, the hour hand is set between the $4^{th}$ and $5^{th}$ hour.). This will help students understand the functions of the two hands on a clock. The little hand indicates an approximate time (nearest hour), and the big hand indicates time (minutes) before or after an hour. When we look at the hour hand, we focus on where it is pointing. With the minute hand, the focus is on the distance that it has gone around the clock or the distance yet to go for the hand to get back to the top (Van de Walle & Lovin 2006).

## ESSENTIAL QUESTIONS

- What does the hour hand on a clock tell us?
- Why do we need to be able to tell time?
- What do the two hands on the clock tell us?

## MATERIALS

- "It's Time!" Student clock sheet, one per student printed on cardstock
- "It's Time!" Student recording sheet (copy only 1 sheet per pair of students and cut in half)
- Brass fasteners (one per student)
- *The Grouchy Lady Bug* by Eric Carle, or similar book
- Flip book (one for each child), each page stamped with an analog clock face

## GROUPING

Large or small group

## TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

**Part I**
Prior to the lesson, set out a digital clock and an analog clock for display. Review with students the similarities and differences among each of the two clocks and ways in which we use them. Allow students to share where they have seen each of the two different types of clocks.
Tell students that you are going to make a clock much like an analog clock. Distribute the "It's Time!" task sheet and help each student make their own clock (Rather than giving them a clock with numbers already printed, allow students to write the numbers in the correct positions.) and attach the hour hand **only** with a brass fastener. Using approximate language, give students several opportunities to make the time to the hour on their clock (ex: "It's about 7 o'clock." "It's a little past 9 o'clock."). Ask these sample questions as you give students this practice opportunity:

- *What hour are we in now?*
- *How do you know we are still in the _____ hour?*

**Part II**
After practicing with clocks, read *The Grouchy Ladybug* and have students move the hand of their clocks to match the time in the story. Make sure to have the students notice and talk about how the display of time is different when the ladybug meets the whale (it shows time in 15 minute increments instead of hour increments, but students may not be aware of this.). Students may mention that the other hand, or minute hand, has moved. If the discussion does not naturally lend itself to discussion of the minute hand, use these questions as a guide:

- How did the movement of the clock hands change in this part of the story?
- What do you notice about the hands at each hour? What is the minute hand doing? What is the hour hand doing?
- What can happen during the duration of an hour or in one minute?

Give students "It's Time!" recording sheet with clock faces and an analog clock. Students should draw the hour hand on the clock faces and write the digital time to match the event described above each ladybug. Again, stress that the hour hand is the shorter hand and does not normally touch the numbers on the face of the clock that mark the hours.

**Part III**
Students will make a flipbook. In the flipbook they will write a time story similar to *The Grouchy Lady Bug*. Show students an example of a flipbook to give them an idea for their own time story. On the front will be the title, your name and an illustration (ex: The Busy Bee). Inside, students will draw/stamp a clock and draw the hands of the clock. The student will write a sequenced story like the one from *The Grouchy Ladybug.* In your example, be sure to continue to use approximate language (example: At about 6:00, the Busy Bee…), so that students will not always show the hour hand exactly on the hour, but in between hours as well.

## FORMATIVE ASSESSMENT QUESTIONS

- *If the time was about ____ o'clock. Where would the hour hand be?*
- *I see that you started your story with ____ o'clock. What time will it be three hours in to your story?*
- *Since your story starts at ___ o'clock, what time of day does it start? What time of day will it end?*

## DIFFERENTIATION

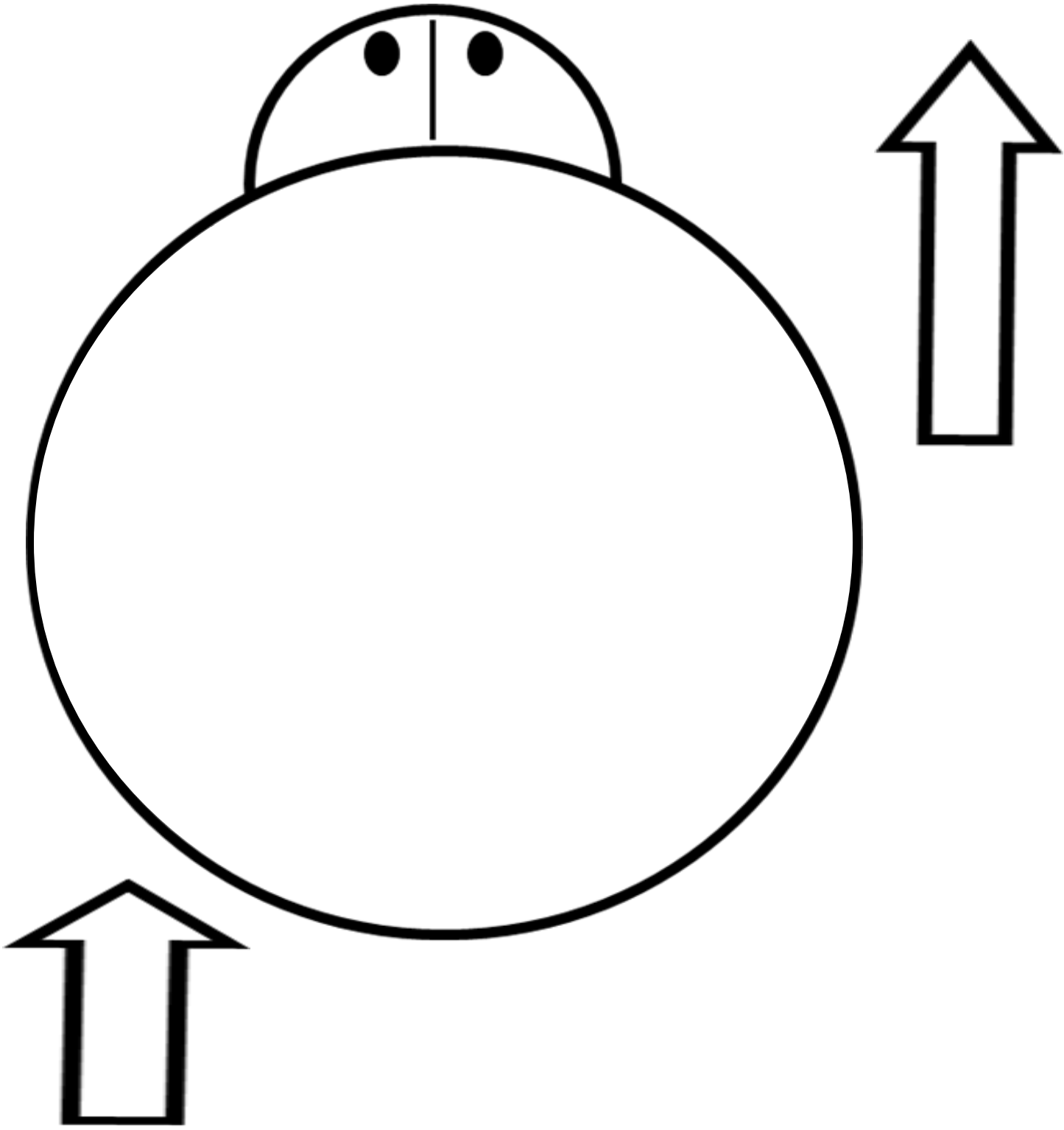
### Extension

- Make a list of times that reflect a normal school day. Example: At 8:00, we listen to the morning announcements. At 9:00, we read together. Use these ideas to create a class book about time.

### Intervention

- Have times and events recorded on index cards that the student can use as a guide when making their flipbook. Have the student put these in order according to the story.
- **"Favorite Time of the Day"** This could be done independently or in a center. Students will identify their favorite time, record that time on a printout of an analog and digital clock, and write to tell why that is their favorite time of day. You could also put these times in order and make a class book.

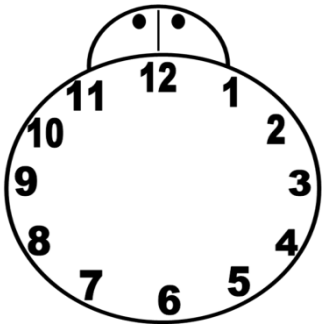
## It's Time! (Part II)



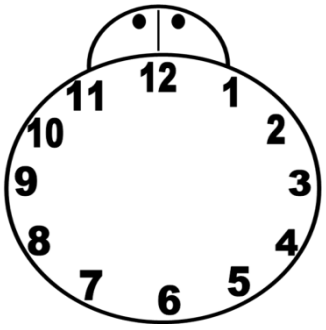
Name:_____ Date:_____

## It's Time! Part II

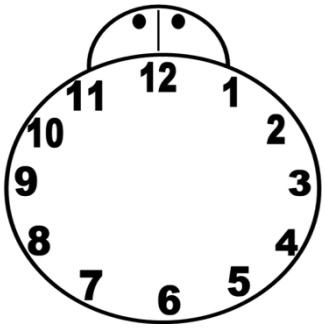
Breakfast



Lunch



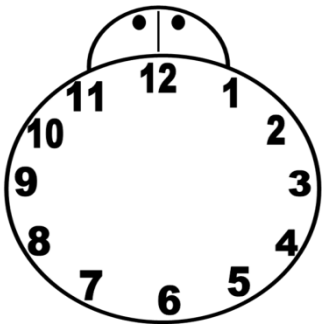
Dinner



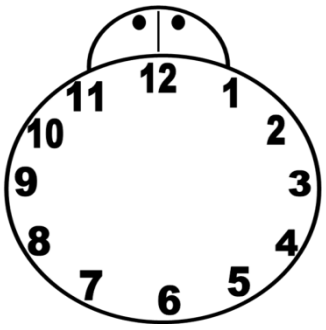
Name:_____ Date:_____

## It's Time! Part II

Breakfast



Lunch



Dinner