

LESSON 2

Unit: How can I help?

Theme: What time is it?

Introduction: During this week lessons the student will learn about the time, recognizing the function of the big and small hand of the clock.

Objective: During the week the student will learn to use the clock correctly and apply the use of the clock in their daily life.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

1.L.1e Listen and participate in rhymes, songs, chants, etc.

Writing

1.W.1 Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.

Remember every day to practice the daily routines. Days of the week, months of the year, the weather and the alphabet. Write the date on the board and the weather.

Day 1

The teacher introduces the vocabulary words to the student. The student writes the words in his/her notebook.

Vocabulary words: time, hour, minute, minute hand (big hand), hour hand (small hand), analog clock, digital clock.

Discuss the vocabulary with the student.

Time- Continuous events that occurs in succession.

Minute- A minute has 60 seconds and 1 hour has 60 minutes.

Hour- an hour has 60 minutes.

VOCABULARY CARDS

EL SUPPORT LESSON PLAN: TELLING TIME USING SKIP-COUNTING

analog clock



a clock that has moving hands to show the time

digital clock



a clock that shows the time with numbers

hour hand



the short hand on the clock that shows the hour

minute hand



the longer hand on the clock that shows the minutes

Day 2

The teacher reads with the student and discuss the poem The Faces of the Clock. Using the pictures of the clock from day 1 show to the student the parts of the clock mentioned in the poem.

The Faces Of The Clock

The Big Hand is busy
But the Small Hand has power.
The large one counts the minutes.
But the Little One names the hour.
When both Hands stand at the top together,
It's sure to be Twelve O'clock. But whether
That's twelve at noon or twelve at night
Depends on if it's dark or light.

Ask the student:

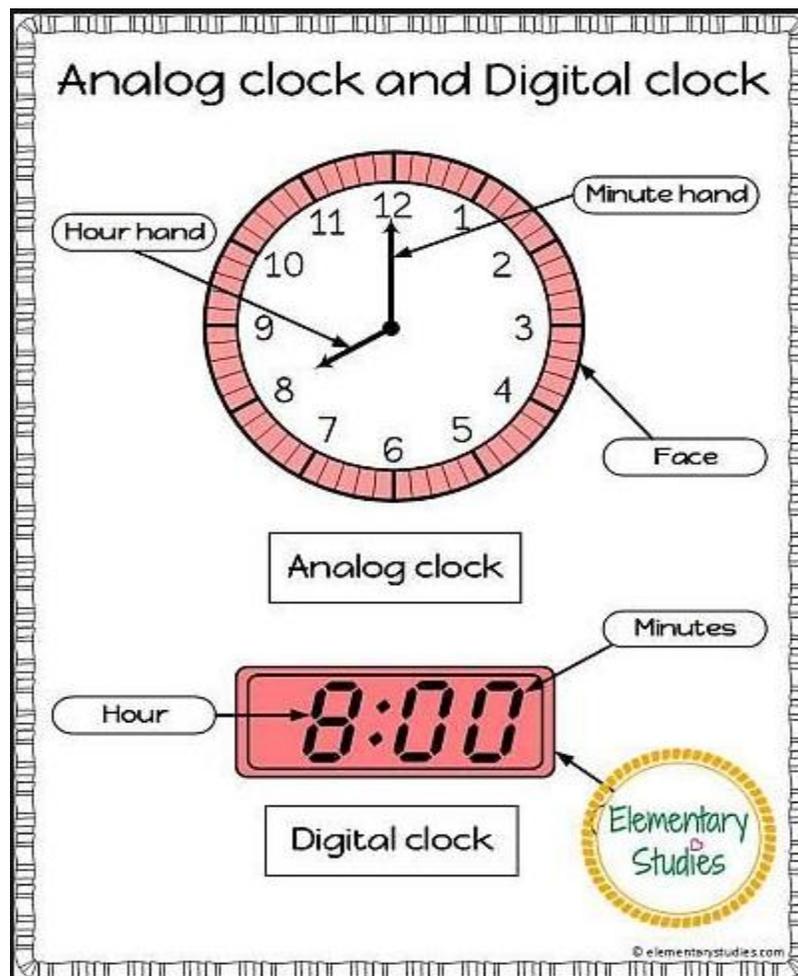
What the big hand counts?

What the little hand names?

When both hands are together, what time it is?

Day 3

Show the student the differences between a digital and analog clock and review with the students the parts of the clock shown on day 1. Make the student aware that the time on the analog clock is the same time at the digital clock.



Activity:

Practice writing the correct time in the space provided.

Name _____ Date _____

Print the correct time under each clock.

 10:20 _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____

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Day 4

The student completes the activity below. Make the student aware of the digital time and the analog time.

Name _____

I can
Write The Time



Write the digital time.	Draw the minute hands.
 : _____	 3:30
 : _____	 7:00
 : _____	 3:00
 : _____	 4:30
 : _____	 10:00

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Day 5

In the space provided write the correct time and draw the small and the big hand on the clock. This exercise helps the student to practice the use of the clock and learn a timeline.

MY SCHEDULE

Write the time on the space provided and draw the small and big hand on the clock.

<p>The time I wake up:</p> <p>_____</p>		<p>When I eat dinner:</p> <p>_____</p>	
<p>The time school starts:</p> <p>_____</p>		<p>When I do my homework:</p> <p>_____</p>	
<p>When I eat lunch:</p> <p>_____</p>		<p>The time my favorite TV show starts:</p> <p>_____</p>	
<p>The time school ends:</p> <p>_____</p>		<p>My bedtime:</p> <p>_____</p>	

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