Introduction
Title: Telling Time

Grade: 2nd grade

Targeted Group: Mainstream class with integrated ELL students

Source of Materials:
Houghton Mifflin Math Expressions, Dr. Karen Fuson, Houghton Mifflin, P. 445-466

Source of Lessons:
Teacher’s Guide Math Expressions 2nd Grade Volume 1, P. 445-466

Goals:
I want my students to know the differences between analog and digital clock.
I want my students to know how to tell time to the hour and 5 minutes.
I want my students to know how to read time as after the hour and before the hour.

Lessons:
Lesson one: Hours on the clock
Lesson two: Hours and Minutes
Lesson three: More on Telling Time

Special Note: This unit of study has a total of five lessons. Lesson four is elapsed time and the fifth one is about using the calendar. For the purpose of this assignment, I have revised the first three lessons to make the content more comprehensible for second language learners.
Lesson 1
Table of Content Lesson One

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Lesson 1
Unit: Telling Time

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
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</table>
| 1. Determine differences between analog and digital clock. | 1a. Listen and follow direction to create an analog clock.  
1b. In a small group activity, students will orally compare and contrast an analog and a digital clock.  
1c. Write individually a description of two sentences stating the differences and/or similarities between an analog clock and a digital clock. |
| 2. Identify the minute hand and hour hand in an analog clock. | 2. Draw and circle the minute and hour hand. |
| 3. Tell time to the nearest hour | 3. Show, tell and write the time to the nearest hour using an analog clock. |

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking, listening and Writing</td>
<td>Determine two differences between analog and digital clock</td>
<td>In small group, students will discuss, identify and write two sentences describing the differences and/or similarities between analog and digital clocks by leading the discussion</td>
<td>In small group, students will discuss and write two short sentences to share two differences and/or similarities between analog and digital clock.</td>
<td>In small group, students will discuss and complete two sentence starters to identify differences and/or similarities between analog and digital clock.</td>
<td>In small group, students will determine two words from a word bank to describe differences or similarities between an analog and digital clock. (Suggest words prompted by teacher)</td>
<td></td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>Identify the minute hand and hour hand in an analog clock</td>
<td>Students will identify the minute and hour hand by drawing the appropriate hand.</td>
<td>Students will identify the minute or hour hand by drawing the appropriate hand.</td>
<td>Students will identify the minute or hour hand by circling the appropriate hand.</td>
<td>Students will identify the minute or hour hand by pointing and circling the appropriate hand.</td>
<td></td>
</tr>
<tr>
<td>Speaking, listening and writing</td>
<td>Tell, show and write time to the nearest hour</td>
<td>Student will be able to write, read and show in a clock face the appropriate time.</td>
<td>Student will be able to write, read and show in a clock face the appropriate time.</td>
<td>Student will be able to write, read and show in a clock face the appropriate time by filling the blanks.</td>
<td>Student will match a given time with the appropriate way to write or show that time in a clock face and will check their answers with a peer. (A student in level 5)</td>
<td>Student will match a given time with the appropriate way to write or show that time in a clock face and will check their answers with a peer. (A student in level 5)</td>
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</table>
Lesson one: Language Function Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Word/phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Compare/Contrast | Difference between analog and digital clock   | • The 1 ______ clock has (a) 2 _______   
• Both analog and digital clock 3 _______ | 1. Analog, digital  
2. Face, Hands, numbers  
3. Have numbers, give the hour | Nouns, capitalization and punctuation.                                      |
| Identify and explain | Identify and explain the minute hand and hour hand in an analog clock | • This is the 1 ______ hand because it is 2 _______ | 1. Minute, hour  
2. Long, short | Adjectives                                                      |
| Determine hour  | Tell, show and write time to the nearest hour | • It is 1 ______ o’clock.                                                      | 1. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) | Nouns                                  |
**Revised Lesson Plan 1**

**Date:** Day One  
**Grade/Class/Subject:** Second/2nd/Math  
**Unit/Theme:** Telling Time/Measurement  
**Lesson Topic:** Hours on the Clock  
**Lesson Time:** 60 minutes

### Key Vocabulary
- Analog clock, digital clock, minute hand, hour hand, o'clock, short, long, same, different

### Supplementary Materials
- 5 Digital clocks, 5 analog clocks, prong fasteners, paper plates, scissors, glue, sentence strips, chart paper

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
</table>
| _x_ Adaptation of Content  
_x_ Links to Background  
_x_ Links to Past Learning  
_x_ Strategies incorporated  
--- Reading  
--- Writing  
--- Speaking  
--- Listening  
--- Comprehensible input  
--- Independent practice  
--- Guided practice  
--- Modeling  
--- Hands-on  
--- Assessment  
--- Promotes engagement  
--- Meaningful  
--- Linked to objectives  
--- Whole class  
--- Small groups  
--- Independent  
--- Partners  
--- Individual  
--- Group  
--- Oral |

--- **Scaffolded Instruction Features**

<table>
<thead>
<tr>
<th>Grouping Options</th>
</tr>
</thead>
</table>
| _x_ Whole class  
_x_ Small groups  
--- Independent  
--- Partners  
--- Individual  
--- Group |

--- **Lesson Sequence Overall:**

1. **Warm up**  

   **Time:** 5min

   a) T: "Today we are going to begin talking about telling time. Before we begin our learning, I want you to read the following sentences/statements and think about whether each of them is true or false." Write on the board True = T and False = F. Explain, "Let me give you an example, my name is ... True or False, yes true, so I would write T. Now, another sample; "We are going to go to lunch now," yes it is false, so I will write F on the line."

   b) Distribute the papers to the students according to their level. While passing the papers, ask a level 5 student to restate what they are about to do. Then, ask an intermediate level student to restate what the previous student said. Finally, ask level 1 or 2 students, "What do I write if I think it is true? Yes, T. Where do I write it? Yes, on the line. How about false?"

   c) Ask students to complete the warm up. Appendix 1Page 8.

   d) Circulate as students answer to provide assistance for those students in level 1 and 2.

   e) Read each statement and ask students to raise their hands if they think it is true, then false.

   f) T: "Based on what you read, what do you think we are going to learn about today." Ask them to turn and talk with a partner. Then, ask students to share in group.

   g) T: "Yes, we are going to learn about digital, analog clocks, reading, telling, showing and writing time to the nearest hour." Go over the content and language objectives.

   h) Ask students to put their Warm up page in their desk. T: "We will look at this page at the end of today's lesson."

   i) Now let's create an analog clock.

2. **Creating an analog clock**  

   **Time:** 10min

   a) Show students the analog clock and the digital clock. T: "You will have an opportunity to find similarities and differences." Point to them that they will be creating their own analog clock.

   b) Show students each material as you ask some students to pass them. T: "Student's name is passing the paper plates. is passing the prong fasteners." Then,
ask them to look into their tool boxes and take out the scissors and glue. Finally, the teacher will pass the make a clock page. Appendix 6, page 13.

c) Write on paper chart the steps on making the analog clock. See Appendix 2, page 9. As teacher is explaining how to create the analog clock. He or she should point out each part being use.

d) Guide students step by step on creating their analog clock.

e) Discuss, “What do you see in this analog clock? Yes, it has two hands, one is a minute hand, which is long and the other is the hour hand, which is short. I see numbers on its face.” “Why do you think the clock has two hands?”

3. **Comparing and contrasting: Analog/Digital Clock**

   Time: 10 min

   a) Explain: “Now, we are going to have an opportunity to look closely at both a digital clock and analog clock.

   b) Make five groups of students: Pass out the analog clock first and then the digital clock. Ask students to look closely at both and try to find similarities and differences. T: “You will be looking at both clock to see how they are the same and different.”

   Students should know the word ‘same’ and ‘different’

   c) Level 5 students should lead the discussion. Review with students the sentence starters they will use during this discussion. Appendix 3, page 9.

   d) Pass out the Compare and Contrast sheet. Appendix 4.a and 4.b. page 10 and 11. Go over the instructions for the assignment. Remind them, “You will complete the compare and contrast sheet individually.”

   e) Once, students have finished their compare and contrast sheet. Discuss as a whole class, T: Level 4-5 students’ question: “Describe how an analog and digital clock are similar and different?

   Level 3 Students’ question: “List How an analog clock and a digital clock are similar and different?”

   At this point you should have already written on chart paper the statements comparing and contrasting the analog and digital clock.

   For level 1 and 2 students ask them to come up and circle a difference or similarity between an analog and digital clock.

   f) Collect students compare and contrast sheet.

4. **Identifying hour and minute hand**

   Time: 7 min

   a) Bring students to the carpet

   b) Show students the two hands. Appendix 5, page 12. Explain, “These two hands are on the face of an analog clock.”

   c) Look at this clock. “Telling Time” Appendix 7, page 14. T: “The hour hand is short and always tells the hour. The minute hand is long and tells the minutes.” T: “I am going to point to one of the hands. If you think it is the minute hand I want you to say, “Minute”. However, if you think it is the hour hand you are going to say, “Hour” Do this a couple of times. Then ask students at level 4 and 5 to explain orally, “Why do you think it is the minute hand? Hour hand?”

   d) T: “Now, you are going to identify the hour hand and minute hand in the face of an analog clock.”

   e) Ask students to take out their analog clocks. T: “Now you are going to work in pairs. You will explain to each other, which is the minute/hour hand? Why?” When you do this I want you to use the following sentence: “This is the _______ hand because it is _______.” Write that sentence on the board for students to refer to as they talk to their partner.

**Tell, show and write time to the nearest hour**

   Time: 15 min

   a) T: “Now that we know this is the minute and hour hand. (Point to them on the clock)

   We also know that we use the clock to measure time.”
b) Draw a large circle on the board. Explain, “This is the analog clock face. How many numbers are on the face of an analog clock? Encourage students to guide you as you add the numbers to the clock on the board. Where should I place the number 12? Where should I place the number 1? Continue until you have all the numbers on the clock face. What is this face missing?” “For the hour hand to move one number to the next, it takes the minute hand to travel around the clock face once.”

c) Now point to the clock on the appendix 7 “Telling Time.” Ask: “Can you tell whether it is 6 o’clock or 12 o’clock?” Prompt to students to say what time it is and why they think that way? Ask students to share their answers.

d) Show other times using a student analog clock and repeat step C.

e) T: “Can one of you tell me a time?” Show this time on the clock. “What do you notice? Where do I place my minute hand? Where is my hour hand?” Repeat this step two more times. Finally, ask students to use their analog clocks to show you a given time. Repeat the questions you asked before during this step.

f) T: “We have learned to tell and show time to the nearest hour. Are you ready to learn how to write it?” Ask a student to tell you a time, show it on the clock. T: “Now, I am going to write it. There are two ways; “One is _____ o’clock” say, “O’clock Explain: “In the line we write the number the hour hand is pointing to.” That is for an analog clock. In terms of the digital clock we write it this way. (write the time on the board as if it were a digital clock) the number on the left shows the hour and the number on the right shows the minutes after the hour.”

Repeat step F using other times.

h) Explain to them that now they will have an opportunity to show and write times. They will get an opportunity to tell time later.

i) Distribute Telling time sheet. Level 5 and 4 Appendix 8a and 8b, pages 15 and 16. Level 3 Appendix 8c and 8d, pages 17 and 18. Level 1 and 2 appendix 8e and 8f, pages 19 and 20. Go over instruction on the sheet and then ask students to complete individually. Pull level one and two and go over their instructions again. If needed review how to tell, show, write time and identify the minute and hour hand.

j) Ask students at level 1 and 2 to circle the minute hand and hour hand respectably. You might want to work with this group. The other groups should draw the hands.

k) Pair students and ask them to compare answers and tell each other the times they wrote.

l) Collect students work

5. **Closure**

   Time 7

   a) Ask students to take out their Warm Up sheet. Appendix 1, page 8.

   b) T: “Reread the sentences/statements and think about what we learn today. You might have changed your mind about some statements. On the last column under the word Reaction you will make your mark.” (Repeat the directions stated on the Warm Up activity, section a.) Go over the correct answers to the sheet.

   c) Go over the objectives: Clearly state what was learned and how was it accomplish.

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**Assessment:**

1. **Math Journal Entry**

   Time 6

   a) Ask students to generate a Journal Entry answering the following question (Write them on the board): Level 4-5 students: “Write three things you learn today along with two samples.” Level 3: “Make a list of three things you learned today. You might want to draw an example.” Level 1-2: “Look at your Warm Up sheet. Circle three things you learned today.”

   b) As students answer the question. Go around and staple the Warm Up to their Math Journal.

   c) Individual ongoing assessment and anecdotal records will be kept according to the performance indicator.
Appendix

Appendix 1

Level IV and V -- Warm Up

Instructions: Read each statement; decide whether it is true or false. If you think it is true write a T, if you think it is false write an F on the line.

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The analog clock has two hands, one short and one long.</td>
<td></td>
</tr>
<tr>
<td>2. A digital clock is the same as an analog clock.</td>
<td></td>
</tr>
<tr>
<td>3. Analog and digital clocks have numbers and give the time.</td>
<td></td>
</tr>
<tr>
<td>4. The minute hand is short and the hour hand is long.</td>
<td></td>
</tr>
<tr>
<td>5. I go to sleep at 2:00 o’clock</td>
<td></td>
</tr>
<tr>
<td>6. 7 o’clock in a digital clock is written like this: 7:00</td>
<td></td>
</tr>
</tbody>
</table>

Level III -- Warm Up

Instructions: Do you think each sentence is true or false? If you think it is true write a T, if you think it is false write an F on the line.

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The analog clock has two hands.</td>
<td></td>
</tr>
<tr>
<td>2. A digital and analog clock is the same.</td>
<td></td>
</tr>
<tr>
<td>3. Analog and digital clocks have numbers and tell time.</td>
<td></td>
</tr>
<tr>
<td>4. The minute hand is short and the hour hand is long.</td>
<td></td>
</tr>
<tr>
<td>5. I go to sleep at 2:00 o’clock</td>
<td></td>
</tr>
<tr>
<td>6. 7 o’clock in a digital clock looks like this: 7:00</td>
<td></td>
</tr>
</tbody>
</table>

Level I and II -- Warm Up

Instructions: If you think the sentence is true write a T, if you think it is false write an F on the line.

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The analog clock has two hands.</td>
<td></td>
</tr>
<tr>
<td>2. A digital clock is the same as an analog clock.</td>
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<td>3. The minute hand is short and the hour hand is long.</td>
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<td>5. I go to sleep at 2:00 o’clock.</td>
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<td>6. 7 o’clock in a digital clock looks like this: 7:00</td>
<td></td>
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</table>
Appendix 2

How to make an Analog Clock

1. Cut out the clock face and the two hands
2. Glue the face on the center of the plate
3. Ask teacher or assistant to help you place the hands on the clock
4. Write your name on the back of your clock
5. Decorate the outside of your clock

Appendix 3

Sentence Starters for compare and contrast talk

• The _____ clock has (a) _________

• Both analog and digital clock have numbers

• Both analog and digital clock give the hour.

Word Bank:  Analog, digital, face, Hands, numbers
Appendix 4.a

**Level IV and V Compare and Contrast**

**Instructions:** Look closely at both clocks, the analog and digital clock. Discuss in your group: How are they similar? How are they different? Then, write two to three sentences stating the comparisons.

1. 
2. 
3. 

Label each clock:

![Clocks](image)

**Level III Compare and Contrast**

**Instructions:** Look closely at both clocks, the analog and digital clock. Discuss in your group: How are they similar? How are they different? Then, write complete the three sentences stating the similarities and differences?

1. The ________ clock has ________
2. The ________ clock has ________, ________, and ________
3. Both the ________ and ________ clock have ________ and give the ________

Label each clock:

![Clocks](image)
Level I and II Compare and Contrast

Instructions: Look at the two analog and digital clocks. Discuss in your group: How are they similar? How are they different? Then, use the words on the box to complete the sentences.

<table>
<thead>
<tr>
<th>Time</th>
<th>hands</th>
<th>numbers</th>
</tr>
</thead>
</table>

1. The digital clock has __________

2. The analog clock has __________, numbers and a face.

3. Both the analog and digital clocks have numbers and give the __________

Use the words in the box and label each clock.

**Digital Clock**

**Analog Clock**
Make a Clock

Attach the clock hands using a prong fastener.
Telling Time

6 o'clock

6:00

____ before ____ is ____ after ____

from ____ to ____ is ____ h ____ min
Write Time

On a **digital clock**, the number on the left shows the hour and the number on the right shows the minutes after the hour.

Write each time in two different ways.
Draw Clock Hands

Draw the hands on each analog clock and write the time on each digital clock below.

9. (Analog clock with hands on 2 and 3) 10. (Analog clock with hands on 5 and 6) 11. (Analog clock with hands on 1 and 2)

11 o'clock

7:00 (Digital clock) 2:00 (Digital clock)

12. (Analog clock with hands on 10 and 3) 13. (Analog clock with hands on 7 and 6) 14. (Analog clock with hands on 9 and 3)

3 o'clock 10 o'clock

5:00 (Digital clock)
Class Activity

Write Time

On a digital clock, the number on the left shows the hour and the number on the right shows the minutes after the hour.

![Digital Clock Image]

Write each time in two different ways by filling in the blanks.

1. 7 o'clock
2. 9 o'clock
3. 10 o'clock
4. 6:00
5. 12 o'clock
6. 7:00
7. 9:00
8. 10:00

Vocabulary

digital clock

Level III
Draw Clock Hands

Draw the hands on each analog clock and write the time on each digital clock below.

7 o'clock

2 o'clock

5 o'clock

3:00

10:00
I. Match!

Name: ____________________________

Analog Clock

- 2 o'clock
- 7 o'clock
- 5 o'clock
- 12 o'clock
- 9 o'clock
- 11 o'clock

II. Circle the minute hand.
Level I  Telling Time to the Nearest Hour

III. Match!

Name:

Analog Clock

- 10:10
- 11:12
- 12:10
- 1:10
- 2:10

Digital Clock

- 3:00
- 8:00
- 5:00
- 4:00
- 11:00
- 2:00

IV. Circle the hour hand.
In this lesson, I made changes to make the content comprehensible for English Language Learners. Within a group of students, one can find, ELLs who have different English Language Proficiency levels. Those levels are visual, early emergence, developing, expanding and bridging. When making those changes, I took into consideration what a student at each of these levels is able to do linguistically in order to show mastery of content objectives.

One of the biggest changes I made was: I modified the work load according to the student English Proficiency level. You will find that the work students are being asked to produce varies, however, the focus is always on demonstrating mastery of the content objectives. Therefore, the expectations are not lower for any of the students. The work provides an opportunity for all of the students to internalize the concept, actively engage in gaining knowledge, and be successful in the classroom.

At the beginning of the lesson, for a warm up which is also used as a closure activity, I decided to use an Anticipation/Reaction Guide. This activity helps students activate their prior knowledge by making predictions about what they will be learning. It also helps them create a focus for their learning. In addition, when used as a closure activity at the end of the lesson, it helps the students recognize what they have learned. This activity can be easily modified by adding pictures or making the statements shorter.

In order to be able to make content comprehensible, I used creating an analog clock as a shared history activity to promote engagement and a visual representation of the concept at hand. In addition, this is a hands-on activity that promotes listening, following directions and language development.

I also provide a variety of opportunities for students to negotiate meaning through small group discussions and turn and talks. I provided discussions questions based on the English language proficiency levels. Students at level II and I were provided with sentence starters and word banks. This helps students engage in discussions and promotes student motivation to complete the work. Providing with the opportunity to look at real clocks and
pictures is another modification. This is call realia. It helps students make a connection between the vocabulary word and the real object or picture. It helps makes it clear for them to understand an unknown word.

Explicit model, repetition and opportunities for students to practice the concept are just some other modifications made to the lesson. All of these strategies help students with clear samples and opportunities to explore the concept. This will lead to a deeper understanding of the concept. Moreover, I used take a stand to check for understanding. This activity also promotes the practice of listening skills while assessing the students.

Finally, I used student journals. This activity helps ELL reflect on their learning after a lesson. It will also provides an opportunity for students to go back in the future and review what they learned in previous lessons. Additionally, it helps the teacher assess what students are learning. Therefore, understanding where the students are linguistically and academically will help to proceed to the next lesson.
Lesson 2
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<td>4. Appendix</td>
<td>7-15</td>
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<tr>
<td>5. Original Lesson Plan  <em>At the end of pdf</em></td>
<td>16-19</td>
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### Lesson 1
Unit: Telling Time

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<tr>
<th>Content Objectives</th>
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<tbody>
<tr>
<td>1. List what they learned about telling time</td>
<td>a) Use the following sentences to state and share with a partner what they learned</td>
</tr>
<tr>
<td></td>
<td>during the lesson. &quot;I learned that ...&quot;</td>
</tr>
<tr>
<td>2. Tell time to the nearest five minutes</td>
<td>b) Show, tell and write the time to the nearest hour using an analog clock</td>
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<tr>
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<th>Level 1</th>
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<tbody>
<tr>
<td>Speaking, listening</td>
<td>Speaking, listening</td>
<td>Student will be able to share with a partner and write three detail sentences stating what they learned about telling time.</td>
<td>Student will be able to share with a partner and write three short sentences stating what they learned about telling time.</td>
<td>Student will be able to list and share with a partner three sentences stating what they learned about telling time by filling in the blanks from a word bank.</td>
<td>Student will be able to circle three short sentences stating what they learned about telling time. Student will check answers with a partner.</td>
<td>Student will be able to circle three short sentences stating what they learned about telling time. Student will check answers with a partner.</td>
</tr>
<tr>
<td>writing</td>
<td>writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State what they learned about telling time.</td>
<td>Tell, show and write time to the nearest 5 minutes.</td>
<td>Student will be able to write, read and show in a clock face the appropriate time.</td>
<td>Student will be able to write, read and show in a clock face the appropriate time.</td>
<td>Student will match a given time with the appropriate way to write or show that time in a clock face and will check their answers with a peer. (A student in level 5)</td>
<td>Student will match a given time with the appropriate way to write or show that time in a clock face and will check their answers with a peer. (A student in level 5)</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Word/Phrases</td>
<td>Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stating</strong></td>
<td>State three sentences telling what was learned about time during the lesson</td>
<td>• I learned that 1 ________ ________ _________.</td>
<td>1. A minute has 60 seconds; an hour has 60 minutes, tell time to the nearest 5 minutes, I can count by 5s to determine the time to the nearest 5 minutes.</td>
<td>Past tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td>Tell, show and write time to the nearest five minutes</td>
<td>• It is 1 _____ : 2 _____ o’clock.</td>
<td>1. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) 2. Five, ten, fifteen, twenty, twenty five, thirty, thirty five, forty, forty five, fifty, fifty five. (5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55)</td>
<td>Nouns</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Revised Lesson Plan 2

Date: Day Two
Grade/Class/Subject: Second/2nd/Math
Unit/Theme: Telling Time/Measurement
Lesson Topic: Telling time to the nearest 5 minutes.
Lesson Time: 60 minutes

Key Vocabulary
Analog clock, digital clock, minute hand, hour hand, o'clock, short, long, 5-minutes interval, seconds, minute, near

Supplementary Materials
Students analog clocks from previous lesson, demonstration clock.

Preparation
- _x_ Adaptation of Content
- _x_ Links to Background
- _x_ Links to Past Learning
- _x_ Strategies incorporated
Integration of Processes
- _x_ Reading
- _x_ Writing
- _x_ Speaking
- _x_ Listening

Sheltered Instruction Features
- _x_ Scaffolding
  - _x_ Modeling
  - _x_ Guided practice
- _x_ Independent practice
- _x_ Comprehensible input
- _x_ Application
  - _x_ Hands-on
  - _x_ Meaningful
  - _x_ Linked to objectives
  - _x_ Promotes engagement
- _x_ Grouping Options
  - _x_ Whole class
  - _x_ Small groups
  - _x_ Partners
  - _x_ Independent
  - _x_ Assessment
    - _x_ Individual
    - _x_ Group
    - _x_ Written
    - _x_ Oral

Lesson Sequence Overall:

1. **Warm up/Review**
   - Time 15 min
     a) T: “Students today we are going to continue to learn about telling time. I want you get out your Student Journal and read your entry from yesterday. Then you are going to talk to your partner about what you learned yesterday.”
     b) Go over the objectives. Read the beginning of each objective and then ask students to fill in the blanks.
     c) T: “Now, we are going to take a few minutes to write down what we know and what we want to learn about time/telling time. You will work independently. Then we are going to share all together.”
     d) Make sure to pause to let students think about what they want to say. Use appendix 1b, page 8. “KWL chart level I and II. T: “First, look at our K-W-L chart.” IT SHOULD NOT BE FILLED IN. “Let’s write what we know about time on this first column.” Ask students to share what one. “I know that…” Ask students, “Where should I write that?” Write the statement in the chart under the first column. T: “You are going to write everything you think you know on this first column.” Give students three minutes to write what they think they know
     e) T: “Ok, now, we are going to write what we want to learn about time.” Write student suggestion. “I want to learn…” T: “You are going to write all you want to learn about time in the second column. Give students three minutes to write what they want to know. Use appendix 1a and 1b, pages 7 and 8.
     f) Ask students to get together in their pairs and share with each other what they know and what they want to learn. Remind students to use (write on the board)”I know that….” “I want to know….” Let them share for two minutes.
     g) Now, ask students to share in group and write their suggestions on the KWL chart that you started in step C.
     h) Do a choral reading with students. Make sure to use appropriate sentences starter.

2. **How long are 1 minute and 1 hour**
   - Time 10 min
     a) Show students the demonstration clock and review the minute hand and hour hand:
“What does the hour hand tell us? What does the hour hand tell us? How do we know which is the hour and which is the minute hand?”

b) Let’s find out how long a minute is. T: “I want you to start jumping as soon as I say go. Then I will say stop once a minute has gone by.” Model for them jumping. T: “Go” after a minute, say “Stop” T: “Now, let’s take out a book from our book boxes. We are going to read for one minute.” Use Go and Stop the same way you did for the jumping exercise.

c) Discuss: T: “Does a minute seem like a long time or short time?” “What are other things we can do for one minute?” “If you were to describe a minute, how would you do it?” “Now, a minute is 60 seconds.” Ask them to repeat how long a minute is. Write it on the board. “1 minute is 60 seconds long.”

d) T: “If that is how long a minute is, an hour is 60 minutes long.” Write it on the board. Demonstrate on the clock by moving the minute hand through the face how long an hour is. Ask them to take out their analog clocks and show each other what needs to happen with the minute hand for an hour to go by. T: “The minute hand has to go around the clock face once for another hour to go by.” Model once again and ask, “When the minute hand goes all the way around the clock, what happens to the hour hand?” S: “It moves ahead by 1 number.” T: “What activities can we do for an hour?” “Why do you think that would be a good activity?”

e) Give out to students the “Student Journal Entry” appendix 2, page 9. Ask them to complete it and then paste it in their math journal.

f) Do a repetition activity, T: “If I say minute, you say 60 seconds. If I say hour you say 60 minutes.” Do this activity about three times each statement.

3. **Telling time to the nearest 5 minutes**

Time __25 min__

a) Show students the 5 minute interval poster. Appendix 3b, pages 11. (Use level III) Pass to students their copy of the 5-minute interval poster. Appendix 3a, 3b, and 3c, pages 10, 11 and 12.

b) Ask students to observe this poster and try to figure out, “How many minutes are there between 12 and 1 on the clock face?” S: “5 minutes” T: “How did you figure that out?” Then ask them to observe again and tell you: “How many minutes are there between 12 and 2 on the clock face?” S: “10 minutes” T: “Ok, how did you figure that out?”

c) T: “That was great! What do you notice about the numbers in the squares?” S: “the numbers are increasing by 5s. T: “Ok, so we can count by 5s when the minute hand is on a number. Now, we are going to fill in the rest of the numbers on the squares outside the clock face and then we will begin telling time to the nearest 5 minutes.” Point to the squares. When students complete the listening guide on 5 interval poster. Ask them to count with you by 5s as we point to each square. Then, T: “how many minute in an hour?” T: “This means what we can count by 5s to figure out the time to the nearest five minutes.” Repeat activity of counting by 5s. Make sure to pause and that students are pointing. Ask a student to come up to the board and use a pointer to point to the numbers as the class is counting.

d) T: “the word near means close. I am near _____. What would be the opposite for near? Ok, I am far from _____. T: “I want you to come near the teachers chair on the carpet and start a circle. Some of you will be far away from the teacher, but that is ok. Please bring your analog clocks. Work through several examples of reading time to the nearest five minutes. Write times on the board. Teacher should model a few then have students do some more with you. Emphasize the minute hand in your discussion, but keep in mind that children need to understand that the hour hand moves between two numbers as the minute hand travels around the clock.

e) Discuss: Show 4:25 on the demonstration clock. T: “When the minute hand points to 5, how many minutes after the hour is it?” S: “25 minutes” Ask the class to count by 5s to 25 as you point to each number. T: “What time does the clock show?” “How do
we know?” “Where is the hour hand?” Repeat this discussion with other times such as 6:35, 3:55, 2:05, etc.

f) T: “We are going to draw hands on the clock for a given time that is to the nearest 5 minutes.” Write on the board 10:35 and model the position of the hands. T: “The hour hand is between 10 and 11, I now it is 35 minutes after the hour because I counted by 5s as I pointed to each number, I ended up with 35 minutes.” Repeat other samples, then invite students what to do. Use turn and talk before taking students explanations. (They should talk to each other)

g) T: “You are going to get a chance to write, show and tell time to the nearest 5 minutes. I am going to give you “Read and show time to 5 sheets” Appendix 4a, 4b, and 4c, pages 13, 14 and 15. T: “you will work on this individually, but at the end I am going to partner you up so that you can compare answers and tell each other times.”

h) After students have completed the work go over it as a group.

4. **Closure**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

   a) T: “So today we learned to ________.” “Ok, how do we do that?” What else did we learn” Go back to the objectives and go over them to see if you have accomplish them and how.

   b) Ask students to take out their KWL chart. Appendix 1a and 1b. T: “You will complete the last column.” Point to it. T: “You will write what you learned today.”

   c) Go over students answers and write them down on the KWL chart

---

**Assessment:**

1. **Ongoing Assessment** Time: Independent practice, pair activities and group discussions

   a) Individual ongoing assessment and anecdotal records will be kept according to the performance indicator.
Appendix
Appendix 1a  K-W-L Chart (Level IV and V)

TIME

Instructions: Think about what you know about telling time or time in general. Then, complete the first two columns of the chart. You will fill in the last column at the end of the lesson.

<table>
<thead>
<tr>
<th>What do I THINK I know?</th>
<th>What do I want to Learn?</th>
<th>What did I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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K-W-L Chart (Level III)

TIME

Instructions: Fill in the blanks under "What do I think I know?" and "What do I want to learn?" You will fill in "What did I learn?" at the end of the lesson. Use the following words when completing your K-W-L chart:

<table>
<thead>
<tr>
<th>Analog clock</th>
<th>o'clock</th>
<th>Minute</th>
<th>60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital clock</td>
<td>long</td>
<td>numbers</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Minute hand</td>
<td>short</td>
<td>time</td>
<td>count by 5s</td>
</tr>
<tr>
<td>Hour hand</td>
<td>hour</td>
<td>60 seconds</td>
<td>clock face</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>What do I THINK I know?</th>
<th>What do I want to Learn?</th>
<th>What did I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that</td>
<td>I want to learn</td>
<td>I learned that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think that</td>
<td>I want to learn</td>
<td>I learned that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know that</td>
<td>I want to learn</td>
<td>I learned that</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
K-W-L Chart (Level II and I)

This chart will also be used by teacher to model how to complete the chart.

**TIME**

*Instructions:* Read each sentence under “What do I think I know?” then circle the statements that show what you know about time. After, read the sentences under “What do I want to learn?” Circle three sentences that tell what you want to learn about time. At the end of the lesson you will circle three sentences that tell what learned during the lesson.

<table>
<thead>
<tr>
<th>What do I THINK I know?</th>
<th>What do I want to Learned?</th>
<th>What did I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that an analog clock has two hands.</td>
<td>I want to learn to tell time to the nearest 5 minutes.</td>
<td>I learned that a <strong>minute</strong> is 60 seconds long.</td>
</tr>
<tr>
<td>I know that the long hand is called “the minute hand”</td>
<td>I want to learn how long <strong>1 minute</strong> is.</td>
<td>I learned that an <strong>hour</strong> is 60 minutes long.</td>
</tr>
<tr>
<td>I know that the short hand is called “The hour hand”</td>
<td>I want to learn how long <strong>1 hour</strong> is.</td>
<td>I learned to tell time to the nearest 5 minutes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I learned to count by <strong>5s</strong> to know what time it is.</td>
</tr>
<tr>
<td>Level IV and V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>How long is a minute?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How long is an hour?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the following phrases: 60 seconds, 60 minutes</td>
<td></td>
</tr>
<tr>
<td>How long is a minute?</td>
<td></td>
</tr>
<tr>
<td>A minute is __________ long.</td>
<td></td>
</tr>
<tr>
<td>How long is an hour?</td>
<td></td>
</tr>
<tr>
<td>An hour is __________ long.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level I and II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Match how long a minute and an hour is:</td>
<td></td>
</tr>
<tr>
<td>1 minute is</td>
<td>60 minutes long.</td>
</tr>
<tr>
<td>I hour is</td>
<td>60 seconds long.</td>
</tr>
</tbody>
</table>
5-Minute Intervals

1. Count by 5s around the clock.
5-Minute Intervals

1. Count by 5s around the clock.
5-Minute Intervals

1. Count by 5s around the clock.
- Read and Show Time to 5 Minutes

Write the time on the digital clocks.

2. [Clock Image]
3. [Clock Image]
4. [Clock Image]
5. [Clock Image]

6. [Clock Image]
7. [Clock Image]
8. [Clock Image]
9. [Clock Image]

Draw hands on the analog clocks to show the time.

10. [Clock Image]
11. [Clock Image]
12. [Clock Image]
13. [Clock Image]
Read and Show Time to 5 Minutes

Write the time on the digital clocks.

2. 5:15  3. 7:00  4. 2:00  5. 3:00

6. 7:00  7. 10:00  8. 4:00  9. 4:00

Draw hands on the analog clocks to show the time.

10. 10:35  11. 9:20  12. 2:25  13. 4:50

Hours and Minutes
Match!

Name: ____________________

- 12:15
- 7:30
- 4:45
- 5:00
- 10:15
- 9:30

Appendix 4C
Level II
and II
I made the content in this lesson more comprehensible for second language learners by scaffolding the lesson as much as possible. I broke down the steps on how to figure out the time to the nearest 5 minutes further. I continue to use visuals and explicit modeling of the concept.

I started the lesson by requiring students to use their Student Journal as a tool for review and to help them recall on what they learned in the previous lesson. I find this tool effective to build a connection between what was previously learned and what is about to be learned. It also provides students with a starting point to promote meaningful talk. Then, I proceeded to use a graphic organizer called KWL chart. This organizer helps second language learners identify what they learn and wonder what they want to learn. At the end of the lesson, I used the KWL chart to assess what students had learned during the lesson. This also allows students to be reflective, but it also breaks down the information and presents it in an organized, not threatening and more meaningful way.

I continue to use realia, illustrations and specific models of what expected content wise as well as language is concern. The incorporation of guided practice and opportunity for interactions within pairs and whole group provides a great opportunity for repetition, which is very important when teaching second language learners. I tried to focus a lot on providing opportunity for students to have more than a teacher-student-teacher interaction. I strategically, incorporated questions and reactions for the teacher to use. This will allow students to build upon their ideas and deepen their conversations. I included phrases such as “Ok, what makes you think of that? How do you know?” In addition, I included speech pacing and wait time for the teacher to be aware that second language learners benefit a lot from these strategies. Second language learners need time to create and organize their thought in a meaningful way. This type of interactions promotes students higher order thinking.

In this lesson, one will also find listening guides for students to complete as they listen to the teacher discussion. In this activity students are able to use listening as well as written skills. It also provides students with the information in an organized way, which makes it more accessible and easier to understand. In addition, I used most of this guides to help students carry out conversations that are focus and promotes language usage.
Lastly, I intentionally modify the text and work load to make it more meaningful for students. I looked at the five levels of language proficiency to determine the modifications. These worksheets are used to make content comprehensible, moreover to help students demonstrate mastery of the content and language objectives of the lesson. This also promotes the usage of the vocabulary purposely selected for this lesson in an oral and written form.
Lesson 3
# Table of Content Lesson Three

<table>
<thead>
<tr>
<th>Title</th>
<th>Page number</th>
</tr>
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<tbody>
<tr>
<td>1. Content and Language Objectives/Performance Indicator</td>
<td>2</td>
</tr>
<tr>
<td>2. Language Function Table</td>
<td>3</td>
</tr>
<tr>
<td>3. Revised Lesson Plan</td>
<td>4-5</td>
</tr>
<tr>
<td>4. Appendix</td>
<td>6-12</td>
</tr>
<tr>
<td>5. Original Lesson Plan</td>
<td>13-18</td>
</tr>
<tr>
<td>6. Narrative</td>
<td>19</td>
</tr>
</tbody>
</table>
Lesson 1  
Unit: Telling Time

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read time as after the hour and before the hour</td>
<td>a) Use the following sentences to read time.</td>
</tr>
<tr>
<td></td>
<td>&quot;it is _____ minutes before the hour&quot; &quot;it is _____ minutes after the hour&quot;</td>
</tr>
<tr>
<td></td>
<td>b) Read a contextualized sentence that includes ‘before’ or ‘after’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and writing</td>
<td>Read time as after the hour and before the hour</td>
<td>Student will be able to read and write time as after the hour and before the hour.</td>
<td>Student will be able to read and write time as after the hour and before the hour.</td>
<td>Student will be able to circle the correct word (before or after) to read and write time as before the hour and after the hour.</td>
<td>Student will be able to circle the correct word (before or after) to read and write time as before the hour and after the hour.</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Word/phrases</td>
<td>Grammar</td>
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<td>--------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling time</td>
<td>Read time as after the hour and before the hour</td>
<td>• It is 1____ minutes 2______ 3______.</td>
<td>1. Five, ten, fifteen, twenty, twenty five, thirty, thirty five, forty, forty five, fifty, fifty five. (5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55)</td>
<td>Transition words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Before, after</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
**Revised Lesson Plan 3**

Date: Day three  
Grade/Class/Subject: Second/2nd/Math  
Unit/Theme: Telling Time/Measurement  
Lesson Topic: Telling time to the nearest 5 minutes.  
Lesson Time: 60 minutes

### Key Vocabulary
- Analog clock, digital clock, minute hand, hour hand, o'clock, short, long, 5-minutes interval, seconds, minute, near, after the hour, before the hour.

### Supplementary Materials
- Students analog clocks, demonstration clock, sentence strip, chart paper, vocabulary folders (or journal) Cards with time to the nearest 5 minutes, small boards, erasers and markers.

### Sheltered Instruction Features
- **Scaffolding**
  - x Modeling  
  - x Guided practice  
  - x Independent practice  
  - x Comprehensible input  
  - Application
- **Grouping Options**
  - x Whole class  
  - Small groups  
  - Partners  
  - Independent  
  - x Individual  
  - Group  
  - Written  
  - Oral

### Integrated Processes
- x Reading  
- x Writing  
- x Speaking  
- x Listening

### Lesson Sequence Overall:

1. **Warm up/Review**
   - Time 15min
   - a) Ask students to gather in the carpet or group area. Go over yesterday’s KWL chart. Ask questions such as: “What did we learn yesterday?” How do we tell time to the nearest 5 minutes?” “Give me an example of what we learned yesterday?” “Tell your partner how to tell time to the nearest 5 minutes.” Write on the board: “1 minute is 60 seconds. One hour is 60 minutes.” T: “Now we are going to do every student gets a chance.” Ask volunteers to read the two statements on the board. Every student that feels comfortable reading the statement should do it.
   - b) T: “Today we are going to learn about telling time in two different ways.” Go over objectives for the lesson. “But before we do that, let’s look at some vocabulary.”
   - c) The first word is “after” (write it on sentence strip) Give students samples of what after means without giving the definition. T: “After _____ we go to _____” “____ is in line after _____”
   - d) T: “The opposite of the word ‘after’ is the next vocabulary word. It is ‘before’ For example, _____ is before in line than _____ Before _____ comes _____”
   - e) T: “Today we are going to do a 4 corner vocabulary map.” Show students what that is (appendix Ia, Ib and 1c, pages 6, 7 and 8) Go over how to fill it out. T: “You will make an illustration, write a sentence, and write an antonym and a synonym.” EACH students gets 4-corner vocabulary map at their level. Point out to students each box as you go over the instructions.
   - f) Show them a model Use Level I and II 4-corner vocabulary appendix 1c, page 8.
   - g) After they have finished go over their work and create complete the two of them in chart paper for students to see. Ask students to place their work in their Vocabulary Journal.

2. **Time to the nearest minutes review**
   - Time 10 min
   - a) T: “Now we are going to play a game. This is what we are going to do: half of you will seat on the carpet in a circle facing out. (Level I, II and some III ELL)” You will have a deck of time cards, appendix 2, pages 9. The other half of the class is going to seat in the outside circle facing the inside circle. (model this for students) Then will
have their analog clocks.” Instruct students to do this. (You should divide them into the two groups)

T: “Well done, here is what we are going to do. Write this on the board: 1) the inner circle is going to show the outside partner a time card. 2) The outside partner will read that time. 3) The outside circle will show it in the analog clock. 4) You will both check answers. 5) Repeat all the steps until teacher says to ‘stop’ (great time for ongoing assessment.

b) Ask partner to trade the deck of cards and the analog clock. Then repeat the instructions on how to play the game.

c) Collect the decks of time cards.

3. **Telling before and after the hour**

   Time: ______ 25 min ______

   a) Ask students to seat in rows in the carpet, they should all have their analog clock.

   b) Write on the board: “It is _____ minutes after ______.” “It is _____ minutes before ______.” Read those statements for the students. T: “These are the sentence starters we are going to use today to time.”

   c) Show 4:20 using your demonstration clock and writing the time in digital form. (see appendix 5, page 12) Explain to children that they can read this time as the time after the hour or as the time before the next hour. Draw an arrow from 12 to 8 to outline the minutes after the hour. Draw a second arrow with a different color marker in the opposite direction from 12 back to 8 to outline the minutes before the next hour. Then, T: “Let me think, what time after the hour? Well, I am going to count by 5s to figure out the minutes. 5, 10, 15... 40. Now, I am going to look at the hour hand. What numbers is it between. It is between 1 and 2. The hour hand is after the 1. So, it is 40 minutes after one.” Write it on the board. (point to the sentence as you say the time) Ask students to repeat the how to say the time as a group, and then tell them to tell it to a partner.

   d) T: “I am going to say the time using before. Let’s see! The hour hand is between 1 and 2. The hour hand is before the 2. Now, how many minutes. When I read time as before the hour. I need to start at 12 and count backwards by 5 minutes. So, let me see, (point to 12 then 11, 10 and so on until 8) 5, 10... 20. Ok, so it is 20 minutes before two.” Write it on the board. Ask students to read it with you, and then read it to a partner. Repeat step c and d using other times one more time.

   e) With students do two more samples of telling time as before and two as after.

f) Tell them that now they will have a chance to read and write times as before the hour and after the hour.

   g) Ask them to make the same inner and outside circle as before. Ask the inner circle to take the analog clocks. Give the outside circle a small board, marker and eraser. Explain to students the following steps: (write them on the board.) 1) inner partner shows a time on the analog clock. 2) Outside partner write the time as before the hour and after the hour. 3) The outside partner says it the two ways they wrote it. 4) Check answers 5) Repeat step 1-4 two more times. The White boards should look like (see Appendix 3, page 10)

h) After a while change students roles and repeat step g.

4. **Closure**

   Time: ______ 10 ______

   a) T: “So today we learned to ______.” “Ok, how do we do that?” What else did we learn?” Go back to the objectives and go over them to see if you have accomplish them and how.

**Assessment:**

1. Teacher will conduct ongoing assessments to monitor students’ progress and mastery. (see appendix 4, page 11)
Appendix
Appendix 1a
4-Corner vocabulary (Level IV and V)

Instructions: Write the word the teacher has given you. Then create an illustration, write a sentence using the word, write an antonym for the word and a synonym.
Instructions: Fill in vocabulary map, then find a partner to go over your answers.

1. I put my shoes on _______ my socks.

2. I brush my teeth _______ I go to sleep.
Instructions: Fill in vocabulary map, then find a partner to go over your answers.

Sentence:
I put my shoes on after my socks.

Sentence:
I brush my teeth before I go to sleep.
## Inside-outside Circle

Time to the nearest 5 minutes Cards

<table>
<thead>
<tr>
<th>10:35</th>
<th>9:45</th>
<th>6:30</th>
<th>4:55</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td>10:15</td>
<td>12:05</td>
<td>1:20</td>
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<tr>
<td>5:25</td>
<td>11:15</td>
<td>8:50</td>
<td>9:10</td>
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<tr>
<td>11:45</td>
<td>12:50</td>
<td>6:25</td>
<td>3:15</td>
</tr>
</tbody>
</table>
Appendix 3

White Board Lay out

Level IV and V students should not have anything written in them.

Level III

<table>
<thead>
<tr>
<th>Word Bank: after, before</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is _____ minutes _____ o’clock</td>
</tr>
<tr>
<td>It is _____ minutes _____ o’clock</td>
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</tbody>
</table>

Level I and II

<table>
<thead>
<tr>
<th>Circle:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is _____ minutes before/after _____ o’clock</td>
</tr>
</tbody>
</table>
Appendix 4

**Chart to monitor students mastery**

<table>
<thead>
<tr>
<th>Student name</th>
<th>Id hour hand and minute hand</th>
<th>Tell time to the nearest hour</th>
<th>Tell time to the nearest 5 minutes</th>
<th>Tell time as after the hour and before the hour</th>
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<tbody>
<tr>
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</table>
Telling Time

before

1:40

after

o'clock
In this last lesson, I made modification and use strategies that I do not normally use in my daily teaching. I wanted to push my thinking forwards and try to make sense on how to best use some of those strategies to instruct second language learners.

I continue to use explicit instruction because at this point I believe second language learners need that specific modeling of new concepts. They need that constant repetition, not only from the teacher, but from their peers. It is very important for them to be able to negotiate meaning. I incorporated many opportunities for them to do that. They need to be able to make sense of the content they are being taught. There are plenty of opportunities for them to interact and have a meaningful talk.

I also used 4-corner vocabulary. It is very important for second language learners to gain new vocabulary in order for them to understand the content. I decided not to include definition as part of the squares because there are many definitions for the words cover in this lesson. Besides, I thought it was more important for my students to be able to form their own meaning without having to memorize or recite a definition. I consider far more important for them to be able to use them in context. Giving them the opportunity to create their own illustration, sentence, synonym and antonym, I believe will provide them with a deeper understanding on how to use those two words later in the lesson.

As you can notice, I used the same activity ‘Inside-outside Circle’ because I find this activity to be a powerful one: It promotes practice of concepts, but most importantly it develops oral language. However, I decided not to rotate them as it is suggested because I wanted them to spend more time talking and practicing the concepts. Moreover, by the second time, the students will be able to focus more on the concept rather than the directions on how to place themselves. In addition, using the white boards provides a hand on activity that will engaged students in the activity and putting into practice the new concept.

In conclusion, I included lots of repetition, modify the text, and age a lot of opportunity for students to use language orally and in a written form.
Checklists
# Grammar and Function Checklist

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<tr>
<th>Grammar</th>
<th>Lesson</th>
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<td>1,2</td>
</tr>
<tr>
<td>Capitalization</td>
<td>1</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1</td>
</tr>
<tr>
<td>Past Tense</td>
<td>2</td>
</tr>
<tr>
<td>Transition words</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast</td>
<td>1</td>
</tr>
<tr>
<td>Identify and explain</td>
<td>1</td>
</tr>
<tr>
<td>Determine</td>
<td>1</td>
</tr>
<tr>
<td>Stating</td>
<td>2</td>
</tr>
<tr>
<td>Name</td>
<td>2</td>
</tr>
<tr>
<td>Telling</td>
<td>3</td>
</tr>
</tbody>
</table>
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<th>SHELTERED STRATEGIES</th>
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<th>Lesson 2</th>
<th>Lesson 3</th>
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<td></td>
<td></td>
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<td>p.4</td>
<td>p.4.5</td>
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<tr>
<td>1.B. Develop Vocabulary</td>
<td>p.5,6</td>
<td>p.4.5</td>
<td>p.4.5</td>
</tr>
<tr>
<td>1.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>P.5,6</td>
<td>P.4.5</td>
<td>P.4.5</td>
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<tr>
<td>1.D. Model (Instructions, Processes)</td>
<td>p.6,7</td>
<td>p.5,6</td>
<td>p.5</td>
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<tr>
<td>1.E. Create Opps. To Negotiate Meaning/Check Understanding</td>
<td>P.5,6,7</td>
<td>P.4.5,6</td>
<td>P.4.5</td>
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<tr>
<td>II. Make Text Comprehensible</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>P.4</td>
<td>P.4,5</td>
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<tr>
<td>II.B. Modify Written Text</td>
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<td>P.4,5,6</td>
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<tr>
<td>III. Make Talk Comprehensible</td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>p.6,7</td>
<td>p.4.5</td>
<td>p.4.5</td>
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<tr>
<td>III.B. Use of Listening Guides</td>
<td>P.5</td>
<td>P.4</td>
<td></td>
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<tr>
<td>III.C. Use of Word Walls</td>
<td>P.6</td>
<td>P.4,5</td>
<td>P.4.5</td>
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<tr>
<td>II.D. Frame Main Ideas</td>
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<tr>
<td>III.E. Check for Understanding</td>
<td>P.5,6,7</td>
<td>P.5,6,7</td>
<td>P.4,5</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
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<td></td>
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</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
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<td>P.4,5</td>
<td>P.4.5</td>
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<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>P.6,7</td>
<td>P.4,5,6</td>
<td>P.4.5</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations,</td>
<td>P.6,7</td>
<td>P.4,5,6</td>
<td>P.4.5</td>
</tr>
<tr>
<td>activities, and assessments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>V.B. Give Students Voice</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VI. A. Challenge students to produce extended talk</td>
<td>P.5</td>
<td>P.5</td>
<td></td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>P.5,6,7</td>
<td>P.4,5,6</td>
<td>P.4.5</td>
</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>P.5,6</td>
<td>P.4,5,6</td>
<td>P.4.5</td>
</tr>
</tbody>
</table>
Student: Manuel Zaldivar
Class: FLA 518 Content-based Instruction for English Language Learners
Professor: Dr. Lorrie Stoops Verplaetse
Assignment: Final Reflection Narrative

As I conclude learning about making content comprehensible for second language learners, I cannot resist thinking about all the different strategies that I will be able to incorporate into my daily teaching. This course has given name to many strategies I continually use in my classroom practices. However, it has also provided me with many more thoughtful strategies to use in my practice. Not only have I gained knowledge about strategies to use in my teaching, but I have also deepen my understanding in terms of helping second language learners acquire English proficiency and master content standards.

First and for most, I am going to determine the level of English proficiency for my students, so that I can plan activities to make content comprehensible to all levels of English Proficiency. As well as, creating a performance indicator based on the content and language objectives, so that I can assess students’ mastery of those objectives. It is important to mention that creating clear content and language objectives is the first and most important preparation strategy that I will use. In addition to coming up with a language function chart to promote language usage and helping students reach their full potential.

The list of strategies is endless in terms of what I will be implementing. I will mention a couple that I consider important and most useful.

To build background, I want to do activities that will promote shared stories. Activities such as field trips, using K-W-L charts to help them draw on their background knowledge, however, one of my favorite is the Anticipation and Action Activity. This activity helps students determine what they know and make a guess about what they will be learning prior to the lesson. At the end of the lesson, this activity helps them recognize what they have learned. I am a true believer that all students should reflect in their learning and have a place where they can refer back to review previous concepts learned, therefore, I will be using Students Journals, using this activity will help students track their learning. I have always use visuals such as realia, photos and illustrations, but I have learned to use them in a more meaningful way so that students are able to make connections between their first language and second language.
It is very important to promote conversation and interaction in the classroom. I have learned that a T: teacher (invitation), S: student (response), T: teacher (evaluation/feedback) interaction is not effective, as a teacher this is a very comfortable place to be, however, it is very important sometimes as a teacher to be a facilitator that wonders and listens with some evaluation. I tend to talk a lot during class or small group discussions, so I will definitely use this strategy. I plan on coming up with key questions during the planning stages of my lessons that are authentic: questions that require their opinion, questions that are high order thinking, and questions that allow all students to answer. I want to make questions that are based in the students’ answers or clarification questions to promote students talk and interactions.

I have learned and plan on using, modifying text. Previous to this class, I thought I was able to do this in an effective way. However, I always run into trouble using it because somehow, my students became more confused with my rewritten text, this happens because I used to focus on too many details. As I learned, I need to focus on the main idea and a few details that support the main point in the text. Also, modifying the instructions and worksheets is crucial to helping students demonstrate mastery of content and language objectives.

The use of hands on activities and a variety of visuals will continue to be a part of my lessons, even more now that I know how important those are when making content more comprehensible for second language learners.

Overall, this course has enhanced my teaching repertoire, but furthermore it has broadened my knowledge about making content comprehensible for second language learners. I cannot wait to teach the three lessons I improved and plan for future ones in the upcoming school year.
Original Lessons
Lesson Objectives

- Describe analog and digital clocks.
- Define A.M. and P.M.
- Link times to daily activities.
- Tell time to the hour.

The Day at a Glance

<table>
<thead>
<tr>
<th>Today's Goals</th>
<th>Materials</th>
<th>Going Further</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Teaching the Lesson</strong> A1: Discuss the features and functions of clocks. A2: Show the time by drawing hands on a clock and read time to the hour.</td>
<td>Lesson Activities Student Activity Book pp. 195–202 (includes Paper Clock, Family Letter) Homework and Remembering pp. 129–130 Demonstration clock or Time Poster Dry-erase markers Scissors Paper plates Prong fasteners Analog clock</td>
<td>Activity Cards 6-1 MathBoard materials Clocks Math Journals</td>
</tr>
<tr>
<td><strong>2 Going Further</strong> ▶ Differentiated Instruction</td>
<td></td>
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<tr>
<td><strong>3 Homework</strong></td>
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Keeping Skills Sharp

<table>
<thead>
<tr>
<th>Daily Routines</th>
<th>English Language Learners</th>
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</thead>
<tbody>
<tr>
<td>Math Mountains for 100 or 2-Digit Numbers Using the MathBoard, Using Dimes and Pennies (See p. xxvi.) ▶ Led by Student Leaders</td>
<td>Draw an analog clock that shows 10:00. Write analog on the board. • <strong>Beginning</strong> Say: Analog clocks have hands. This analog clock has 2 hands. Have children repeat. • <strong>Intermediate</strong> Say: Analog clocks have hands. Ask: How many hands does this analog clock have? 2 • <strong>Advanced</strong> Have children tell about a place they have seen an analog clock.</td>
</tr>
<tr>
<td>Money Routine Using the 120 Poster, Using the Money Flip Chart, Using the Number Path, Using Secret Code Cards (See pp. xxiii–xxv.) ▶ Led by Student Leaders</td>
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</table>
Introduce Time and Clocks

Activity 1

Goal: Discuss the features and functions of clocks.

Materials: Student Activity Book pages 195–196, demonstration clock or Time Poster and dry-erase markers

NCTM Standards:
- Measurement
- Connections

Features of Clocks

Begin a class discussion about the purpose of clocks.

- Why do we have clocks? Answers will vary. Possible answers: Clocks tell us when to get up in the morning; they tell us when to go to school.
- How is a clock like a ruler or a scale? Clocks are used to measure.
- What do clocks measure? They measure time in hours and minutes, and sometimes in seconds.

Have children complete exercise 1 on Student Activity Book page 195. When they are finished, discuss their answers together. Be sure that children identify that analog clocks have faces, hands, and numbers, and that digital clocks have only numbers.

Draw a large circle on the board. Point out that people often say that analog clocks have faces.

- How many numbers are on the face of an analog clock? 12 numbers

Encourage children to guide you as you add the numbers to the clock on the board.

- Where should I place the number 12? at the top of the clock
- Where should I place the number 1? to the right of number 12

Continue until you have filled in all of the numbers on the clock face.

Have children complete exercises 2–4 to practice labeling a clock face with numbers.

Add an hour hand and a minute hand to the clock on the board. Point to the hour hand and ask children to tell you its name. Answers will vary. Possible answers: short hand, small hand, hour hand

Point to the minute hand and ask children to tell you its name. Answers will vary. Possible answers: long hand, big hand, minute hand

Have children practice identifying the minute hand and the hour hand by completing exercises 5–10.

Teaching Note

What to Expect from Students. In your discussion about the hands on a clock, some children may mention the second hand on an analog clock.
Time to the Hour

**Goal:** Show the time by drawing hands on a clock and read time to the hour.

**Materials:** Paper Clock (Student Activity Book pages 197–198), Student Activity Book pages 199-200, scissors (1 pair per child), prong fasteners (1 per child), paper plates, demonstration clock or Time Poster, analog clock

**NCTM Standards:**
Measurement
Connections

**Make a Clock** **WHOLE CLASS**
Have student helpers distribute scissors, prong fasteners, and paper plates to children and refer the class to Student Activity Book page 197. Have them use this page to create their own analog clock. Assist children as necessary, particularly in attaching the clock to the paper plate and then attaching the clock hands with the prong fastener. Tell children that they will be using their clocks in many of the upcoming activities.

**Class Management**

**Looking Ahead** Have children store their analog clocks in a safe place. They will be using their clocks in activities throughout this unit. If necessary, children can create another clock using Paper Clock (TRB M69).
Times of Daily Activities

Display 6:00 on a demonstration clock or draw clock hands on the Time Poster. Tell children that we say this time as "6 o'clock."

- When you look at the clock, can you tell whether it is 6 o'clock in the morning or 6 o'clock in the evening? No

Explain to children that the clock's hour hand moves in a complete circle twice each day. Tell them that we say A.M. for times after midnight and before noon (morning) and P.M. for times after noon and before midnight (afternoon and evening).

Refer children to Student Activity Book page 196. Ask them to complete exercise 11 on their own and discuss their answers as a class.

Teaching Note

Language and Vocabulary The abbreviation A.M. stands for ante meridiem and the abbreviation P.M. stands for post meridiem. These are Latin words: ante means "before," post means "after," and meridiem means "noon." Note that we do not use either A.M. or P.M. for midnight or noon.
**Teli Time to the Hour**  
**WHOLE CLASS**

Display 7:00 on a demonstration clock or on the Time Poster. Invite children to set this time on their own analog clocks. Write 7 o’clock and the digital notation on the poster.

- How does the clock show that it is 7 o’clock? The hour hand points to the 7 and the minute hand points to the 12.

Change the time on the clock to 8 o’clock, and ask children to do the same on their clocks.

- What time is it now? 8 o’clock
- How do you know? The hour hand is pointing to 8.
- How much time has passed since 7 o’clock? 1 hour

Point out to children that the hour hand moves from one number to the next during the time it takes the minute hand to travel around the clock once. Use a demonstration clock or one of the children’s clocks to demonstrate this concept. Move the minute hand in one complete circle so the hour hand travels from 8 to 9.

- Do both hands on a clock move in the same direction? yes

Sketch a circle with arrows pointing in a clockwise direction on the board.

Emphasize for children that the hands on a clock move in the same direction as the numbers on the face increase.

**Alternate Approach**

Analog Clocks Some children will benefit from moving the hands of a real analog clock to see that as they rotate the minute hand in a complete circle, the hour hand moves to the next number.

**Write Time**  
**INDIVIDUALS**

Refer children to Student Activity Book page 199 and discuss as a class how time appears on a digital clock.

Invite children to complete exercises 12–19 individually.

**Assessment**

5 min
**Draw Clock Hands**

Invite children to help you draw hands on a clock to show a time to the hour. Use the Time Poster or draw a clock face on the board. Explain to children that you want to draw hands to show 6 o'clock.

- Where should I draw the hour hand? The hour hand should point to 6.
- Should I make the hour hand long or short? Short.
- Where should I draw the minute hand? The minute hand should point to 12.
- Why? At 6 o'clock, there are no minutes past the hour.

Have children work in pairs to complete exercises 20–25 on Student Activity Book page 200.

**Differentiated Instruction**

**Advanced Learners** Some children may benefit from making a connection between the rotations of the hour hand on an analog clock and the rotations of the earth. Tell children that the earth is always turning. Explain that at any moment, part of the earth is facing toward the sun and part of the earth is facing away from the sun. Point out that it takes 24 hours for the earth to make one complete turn. Ask children how many times the hour hand goes around the clock in 24 hours.

Tell children that some countries tell time using 24 hours instead of 12 hours twice a day. Discuss what the afternoon hours would be called on a 24-hour clock.

**Teaching Note**

**Language and Vocabulary** Help children remember that the short hand is the hour hand and the long hand is the minute hand by drawing a short arrow around the shorter word hour and a long arrow around the longer word minute.
Lesson Objectives
- Experience how long a minute is.
- Define an hour.
- Tell time to 5 minutes.

The Day at a Glance

Today's Goals

1 Teaching the Lesson
   A1: Time 1-minute activities and mark numbers for 5-minute intervals on a clock.
   A2: Read and show time to 5 minutes.

2 Going Further
   Defined: Differentiated Instruction

Materials

Lesson Activities
   Student Activity Book pp. 203–204
   Homework and Remembering pp. 131–132
   Clocks from Lesson 1
   Demonstration Clock or Time Poster
   MathBoard Materials
   Sticky notes

Going Further
   Activity Cards 6-2
   Clocks from Lesson 1
   MathBoard Materials
   Math Journals

Keeping Skills Sharp

Daily Routines

Math Mountains for 100 or 2-Digit Numbers
   Using the MathBoard, Using Dimes and Pennies (See p. xxvi.)
   Led by Student Leaders

Money Routine
   Using the 120 Poster, Using the Money Flip Chart, Using the Number Path, Using Secret Code Cards (See pp. xxiii–xxv.)
   Led by Student Leaders

English Language Learners

Draw a digital clock that shows 7:15. Write digital on the board. Say: Digital clocks do not have hands. Digital clocks have numbers only.
- Beginning Say: The digital clock shows the numbers 7 and 15. Have children repeat.
- Intermediate Ask: What numbers does the digital clock show? 7 and 15
- Advanced Have children say where, at home, they might have a digital clock.
Hours and Minutes

Goal: Time 1-minute activities and mark numbers for 5-minute intervals on a clock.

Materials: Demonstration clock or Time Poster, clocks from Lesson 1, Student Activity Book page 203, sticky notes, MathBoard materials

NCTM Standards:
- Measurement
- Connections

How Long Are 1 Minute and 1 Hour?

Ask for Ideas: Have children do different activities for a minute to help them develop a sense of the duration of 1 minute.

Ask children to jump up and down for 1 minute. Indicate exactly when they should start and stop. Invite them to then sit quietly for 1 minute.

Does a minute seem like a long time or a short time? Answers will vary. Possible answers are shown. When I was busy jumping, the minute went by quickly. When I was sitting quietly, the minute seemed to take a longer time.

Ask children to think about how an hour feels.

What are some activities you do that take 1 hour to finish? Answers will vary. Possible answers are shown. Play at lunchtime, watch a television show, do my homework.

Hours and Minutes on a Clock

WHOLE CLASS

Display 1 o'clock on a demonstration clock or on the Time Poster. You can ask children to follow along using their handmade clocks from Lesson 1. Write 1 o'clock and the digital notation on the poster.

- Which hand on an analog clock tells the hour? Short hand, hour hand
- Which number or numbers on a digital clock tell the hour? Number(s) on the left

Advance the hands on the analog clock to show 2:00.
- When the minute hand goes all the way around the clock, what happens to the hour hand? It moves ahead by 1 number.

Show 2:20 on the analog clock and digital clock.
- Which numbers on a digital clock tell the minutes after the hour? Numbers on the right
- Which hand on an analog clock tells the minutes after the hour? Long hand, minute hand

Emphasize for children that on a digital clock we read “20 minutes after 2”; on an analog clock, we can see that the minute hand points to the number 4.

Tell children that most analog clocks don't show the number for each minute. Explain that clocks typically show the number for each hour, but we can use these numbers and the tick marks to help tell the number of minutes after the hour as well.
5-Minute Intervals

Refer children to Student Activity Book page 203.

Explain that the small numbers shown around the outside of the clock face tell the number of minutes after the hour.

- How many minutes are there between 12 and 1 on the clock face? 5 minutes
- How many minutes are there between 12 and 2 on the clock face? 10 minutes

Have children fill in the boxes with the number of minutes after the hour in 5-minute intervals.

When they are finished, ask them how many minutes are on the clock. 60 minutes
- How many minutes are in 1 hour? 60 minutes

Alternate Approach

Clock Poster: Display the Time Poster in the classroom and have children help you label the 5-minute intervals with sticky notes.

Encourage children to practice counting by 5s by reading the minutes on a clock. Ask how many minutes pass when the minute hand moves from 12 to 1. 5 minutes
- How many minutes pass when the minute hand moves from 12 to 2? 10 minutes
- How many minutes pass when the minute hand moves from 12 to 3? 15 minutes

Continue until you reach 12 again.

Ask for Ideas: Discuss with children what they already know about the relationship between seconds and minutes and between hours and days.
- How many seconds are in 1 minute? 60 seconds
- How many minutes are in 1 hour? 60 minutes
- How many hours are in 1 day? 24 hours

Ongoing Assessment

Ask children to draw an analog clock on their MathBoards and to include numbers from 1 to 12. Have them write the number of minutes after the hour in 5-minute intervals around the outside of the clock.
Activity 2

Tell Time to 5 Minutes

Goal: Read and show time to 5 minutes.

Materials: Demonstration clock or Time Poster, Student Activity Book page 204

NCTM Standards:
- Measurement
- Connections

Read and Show Time to 5 Minutes

Math Talk

Work through several examples of reading time to 5 minutes. Emphasize the minute hand in your discussion, but keep in mind that children need to understand that the hour hand moves between two numbers as the minute hand travels around the clock.

Show 4:25 on a demonstration clock.
- When the minute hand points to 5, how many minutes after the hour is it? 25 minutes
- Have the class count by 5s to 25 minutes. 5, 10, 15, 20, 25
- What time does this clock show? 4:25
- Where is the hour hand? between 4 and 5

Repeat this series of questions with 5:00 and 6:30. Then have children complete exercises 2-9 on Student Activity Book page 204.

Teaching Note

Watch For! Some children may mistakenly read a time like 4:55 as 5:55 because the hour hand is so close to 5. Explain that when the hour hand is between two numbers, the hour is always the smaller number. Other children may not know the direction in which the clock hands move. Remind children that the clock hands travel in the same direction as the numbers on the clock increase.

Draw Hands on a Clock Write 10:35 on the board and show how to position the hands on a clock face.
- How many minutes after the hour is this time? 35 minutes

Count by 5s to 35, keeping track with your fingers.
- How many fingers am I holding up? 7 fingers
- Where should I place the minute hand? It should point to 7.
- Between which two numbers should I place the hour hand? between 10 and 11
- How do you know? 10:35 is between 10 and 11 o'clock.

Have children work through exercises 10-13 in pairs. Note that some children may not place the hour hand in an exactly accurate position. At this point, simply ensure that they position the hour hand between the correct two numbers.
Lesson Objectives
- Observe how the hour hand moves with the minute hand.
- Position the hour hand to reflect the number of minutes after the hour.
- Tell time to 1 minute.
- Read time as after the hour and before the hour.

The Day at a Glance

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More on Telling Time
Teaching the Lesson

Activity 1

The Hour Hand

Goal: Observe how the hour hand moves with the minute hand.

Materials: Clocks from Lesson 1, Student Activity Book page 205

✓ NCTM Standards:
  Measurement
  Connections

► Act It Out ✅ WHOLE CLASS ✅ Math Talk (2)

Scenarios Invite five volunteers to stand in a line at the front of the class with the analog clocks they made in Lesson 1 or they can use Paper Clock (TRB M69). Ask the first volunteer to show 4:00.

Have the third volunteer show 4:30.

• How many minutes after 4:00 does Manoj’s clock show? 30 minutes
• How do you know by looking at the clock? I counted by 5s to 6, which is 30.
• Where is the hour hand? The hour hand is exactly halfway between 4 and 5.

Emphasize for children the way in which the hour hand moves with the minute hand around the clock. Explain that 30 minutes is exactly halfway between 0 minutes and 60 minutes, so at 4:30 the hour hand is right in the middle, between 4 and 5.

Continue the activity for 4:45 and 5:00.

Have the fourth volunteer show 4:45 and the fifth volunteer show 5:00 on their clocks. Continue asking similar questions like the ones before. It will help children see how the clock hands move around the clock.

The Learning Classroom

Scenarios This structure can be used to demonstrate mathematical concepts in a visual and memorable way. A group of children is called to the front of the classroom to act out a particular situation. Scenarios are especially useful when a concept is introduced for the first time, and they are particularly helpful to English learners.
Math Talk

Once you have completed the five clocks to 5:00, invite children to consider how the position of the hour hand changes as the minute hand travels around the clock.

- When the minute hand is 15 minutes past the hour, where is the hour hand? just after 4
- When the minute hand is 30 minutes past the hour, where is the hour hand? exactly halfway between 4 and 5
- When the minute hand is 45 minutes past the hour, where is the hour hand? closer to 5
- Where would you place the hour hand for 4:55? just before 5

Estimate Time

Have children display 1:40 on their clocks. Explain that sometimes you can estimate time to the nearest half hour. Look for the closest time in a 30-minute interval.

- Between what half-hour times is 1:40? 1:30, 2:00
- Is 1:40 closer to 1:30 or 2:00? How do you know? 1:30; the minute hand is closer to 6 than to 12

When the time is 1:40, you can say that the time is about 1:30.

- Show a time on your clock that is about 8:00.

Children may show times between 7:46 and 8:14. Invite children to show their clocks and explain why their clock shows a time that is about 8:00.

- What do you notice about the hour hand for times that are close to 8:00? The hour hand is closer to 8 than to 7 or 9.

Differentiated Instruction

**Advanced Learners** You might introduce the terms quarter past the hour and half past the hour to advanced children in your class (unless your state or district specifies this topic as a required goal for all learners). You can connect time with fractions by linking these terms to a quarter-hour and half-hour by showing a clock face divided into fourths.

More on Time to 5 Minutes

Have children complete exercises 1–12 on Student Activity Book page 205.

Teaching Note

**What to Expect from Students** Children should recognize that the hour hand moves with the minute hand. Knowing the exact position of the hour hand, however, is not a goal for this grade.
Different Ways to Read Time

**35 MINUTES**

**Goals:** Read and show time to 1 minute. Read time as before and after the hour.

**Materials:** Demonstration clock or Time Poster, Student Activity Book page 206

✓ **NCTM Standards:**
  - Measurement
  - Connections

**Read and Show Time to 1 Minute**

**WHOLE CLASS**

Show 9:28 on a demonstration clock or on the Time Poster.

Invite children to count aloud the minutes around the clock. 1, 2, 3, 4, 5 ... 28

Is there a faster way to count the number of minutes after the hour? You can count by 5s.

Ask children to count together by 5s until they reach the 5-minute interval before 28. 5, 10, 15, 20, 25

Then have children count by 1s to 28. 26, 27, 28

Together, work through several examples to allow children further opportunity to practice counting the minutes by 5s and 1s.

How do you know when to stop counting by 5s and start counting by 1s? I know to stop counting by 5s when I get to the last 5-minute interval before the minute hand.

Refer children to Student Activity Book page 206 and have them complete exercises 13–15.

When children are finished, write the time 6:17 on the board, and demonstrate how to show time to 1 minute on an analog clock. Work together as a class to correctly position the hands.

Where do I place the hour hand? Place the hour hand between 6 and 7 but closer to 6.

Count aloud by 5s to determine the number of 5-minute intervals after the hour. 5, 10, 15

Point to 3 on the clock and together count on by 1s to 17. Position the minute hand at 17 minutes after the hour.

Ask children to complete exercises 16–18 on their own.
Time Before and After the Hour

WHOLE CLASS

Display 1:40 on a demonstration clock or on the Time Poster and write the time digitally.

Explain to children that they can read this time as the time after the hour or as the time before the next hour. Draw an arrow from 12 to 8 to outline the minutes after the hour. Draw a second arrow in the opposite direction from 12 back to 8 to outline the minutes before the next hour.

What is the time after the hour? 40 minutes after 1
How do you know that it is 40 minutes after the hour? I counted by 5s from 12 to 8. That's 5, 10, 15, 20, 25, 30, 35, 40 minutes.

Write the time “40 minutes after 1” on the board.

Demonstrate how to read the time as before the hour. Explain to children that when you read time as before the hour, you start at 12 and count back by 5-minute intervals. For 1:40, you count by 5s from 12 to 11, 11 to 10, 10 to 9, and 9 to 8 for a total of 20 minutes.

Write the time “20 minutes before 2” on the board.

Teaching Note

Language and Vocabulary Some children may not know that the words past and passed have different meanings even though they sound the same. Explain that past means “after” while passed means “moved by.” When we read time, we say “20 minutes past 2” or “20 minutes after 2.”

Activity continued

More on Telling Time 463
Teaching the Lesson (continued)

**Time to the Minute Before and After the Hour**
On a demonstration clock or the Time Poster show how to read the time 3:38 as before the hour and after the hour. Begin by reading the time after the hour.

![Clock Diagram]

Write “38 minutes after 3” on the board.

Next, read the time before the hour.

![Clock Diagram]

Point out for children that you can read time to the minute before the hour just as you do after the hour, counting by 5s and 1s. The only difference is that to read time to the minute before the hour, you count back from 12.

Write “22 minutes before 4” on the board.

Work through several examples together, until children are comfortable counting on from 12 for time after the hour and back from 12 for time before the hour.

Provide further opportunity for practice by writing four different times on the board and having children work in pairs to write each time as before the hour and after the hour on their MathBoards.

Then have children complete exercises 19 and 20 on Student Activity Book page 194.

**Teaching Note**

*Watch For!* Some children may not use the correct hour when telling time before and after the hour. Remind them to use the previous hour when they tell minutes after the hour and the next hour when they tell minutes before the hour.

**Ongoing Assessment**

Write these times on the board:

9:50  1:55  4:37

Have children show each time on a clock. Then, ask them to read each time as before the hour and after the hour.

[Handwritten note: 10 min]