

NATIONAL MATHEMATICS TEAM

GRADE 1 PLANNING TEMPLATE

Strand: Measurement			
Topics/Objectives	Main Concept	Teaching/Learning Activities	Assessment/Homework Activities
<ol style="list-style-type: none"> Tell time on the hour, half an hour on a digital and analog clock. Show time given orally on the clock face. Associate time on the hour or half hour with daily events. Use estimation to compare times spent on various activities. Associate months with school activities and holidays 	<ul style="list-style-type: none"> Telling Time Hour Half Clock Months Weeks Days Long Short Minutes 	<p>Objective 1</p> <p>Allow students to listen to the following verse.</p> <p style="padding-left: 40px;">“Hickory Dickory Dock</p> <p style="padding-left: 40px;">My name is Grandpa Clock</p> <p style="padding-left: 40px;">On my face you can see the time</p> <p style="padding-left: 40px;">It’s now (insert o’clock time here)”</p> <p>Each time the verse is said, display the time on an analog clock.</p> <p>Students will soon pick up the pattern and will be able to complete the verse as the time is displayed.</p> <p>After a satisfactory period of time doing the verse, have discourse with students.</p>	<p>Objective 1</p> <p>Have students play the game “Time Tic-Tac-Toe”. <i>See page 2 of the Resource Document.</i></p> <p>ICT inclusion</p> <p><u>Activity 1</u></p> <p>Have students play the game found on the web link below. The game requires students to set the time on the analog clock according to the digital clock displayed. The game has different levels, so it is suitable for students working at various paces.</p> <p>http://www.sheppardsoftware.com/mathgames/earlymath/on_time_game1.htm</p>

	<p><u>Guided Questions:</u></p> <p><i>What do you notice about the numbers on the clock? How many numbers are there? What can you say about the hands on the clock? What happened to the hands when the clock showed 12 o'clock, 2 o'clock? Where should the long hand be if it is 5 o'clock? What about the short hand?</i></p> <p><u>ICT inclusion</u></p> <p>Have students do the activity found on the web link below. http://www.teachingtime.co.uk/draggames/sthec1.html</p> <p>The activity requires the students to match times on the hour and half an hour shown on analog clocks to times shown on digital clocks.</p> <p><u>Objective 2</u></p> <p>Have each student make a paper plate clock face. Using a fastener, attach cardboard or construction paper hands to the center of the plate. Calls out a time and have students show the correct time on their clocks.</p> <p>This activity can be adapted to a team game. Divide the classroom into teams. When the teacher calls a time, the first person to correctly display his/her clock gains a point for his/her team. <i>See page 4 of the Resource Document for instructions on How to Make a clock.</i></p>	<p><u>Activity 2</u></p> <p>Allow students to play the game found on the web link below.</p> <p>The game requires that students set the time on a clock face according to the oral time given.</p> <p>http://www.iboard.co.uk/iwb/Set-the-Clock-Getting-Started-1432</p> <p><u>Objective 2</u></p> <p>Have students play the game "Who is Coming Next". <i>See page 3 of the Resource Document for game details.</i></p>
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Label the board with headings second, minute, hour. Give students cards labeled with activities. Have students place the cards under the headings based on how much time they think it takes to do the activities. Example of activities: Counting backgrounds from 20, writing your whole name, touch your toes 20 times, writing the alphabet, etc.

Have students actually do some of the activities and time them to get the actual time it would take.

Objective 5

Have students work in groups. There should be 12 groups. Assign each group a month. Each group will research activities that take place in that month. Students will collect items (pictures, poems, etc) which are associated with certain dates of the month they are given.

Each group will prepare one page of a calendar (teacher will decide the size of cartridge paper and the orientation). Where the students have items associated with a particular date, the item will replace the number on the calendar.

For example, a picture of Bob Marley could replace February 6 with a notation that says "Bob Marley's Birthday. Allow each group to make a presentation of their month. (Should prove to be interesting. The group that does August could maybe do a little "Brukins" dance for August 1.) At the end of all the presentations, a full calendar will be made and placed in the class.

Objective 5

Have students prepare picture books using pictures to depict the activities that would take place at school during the various months. Pictures should be pasted in books and a brief description written about each picture and how it relates to school activities during a particular month.

For example:



This is a picture of cheerleaders at Sports Day. Sports Day takes place in the month of FEBRUARY.