

Telling Time to the Minute – A Co-Teaching Lesson Plan

Co-Teaching Approaches

A “(Y)” in front of the following list items indicates the approach is outlined in the lesson. A “(N)” in front of the following list items indicates the approach is not outlined in the lesson.

- (Y) Parallel Teaching
- (Y) Team Teaching
- (N) Station Teaching
- (Y) One Teach/One Observe
- (N) Alternative Teaching
- (Y) One Teach/One Assist

Subject

Grade 3 Mathematics

Strand

Measurement

Topic

Telling time to the nearest minute

Standards

- 3.9 The student will
- a) tell time to the nearest minute, using analog and digital clocks.

Outcomes

Students will be able to independently tell time to the hour, half-hour and nearest five-minutes and/or minute.

Materials

- Large wall clock with a second hand
- Two-teacher demonstration analog clock (i.e., Judy Clock)
- Student demonstration clocks (i.e., miniature Judy clocks)
- Time Telling Board Game and Rules (attached)
- Wipe-on/wipe-off clocks (may be a large photocopied clock on laminated paper)

- Dry-erase markers, erasers

Vocabulary

analog clock, digital clock, hour hand, hours, minute hand, minutes, second hand, seconds

Co-Teacher Actions

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
Anticipatory Set	One Teach/ One Assist	<p>Review the representation of time using an analog clock. Show students the hour hand (short hand), and minute hand (long hand) with a plastic clock. Have students identify the hour hand, minute hand and, if possible, a second hand using the wall clock in the classroom.</p> <p>Talk about the concept of elapsed time to the minute. Students should understand that time has passed or will pass and that a clock is a way of measuring how much time has passed. Review the equal measurements of time (60 minutes equals 1 hour; 60 seconds equals 1 minute).</p> <p>While looking at the wall clock, ask students to watch the second hand as it moves one rotation around the clock face. This is easier if you direct them to look as the hand is passing the 12. Ask students to tell what happened with the other two hands of the clock. They should be able to see slight movements of the minute hand; if you can repeat this throughout</p>	<p>Assist students in identifying the different hands of the analog clock.</p> <p>Create an anchor chart with a picture of a clock face/hands. Include on the chart the equal increments of time.</p>

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
		the hour, they will be able to see that the hour hand has also moved.	
Lesson Activities/ Procedures	Parallel Teaching	<p>Set a demonstration clock to show 9:00. After having a student identify the time, advance the clock to 9:05. Ask students to identify the time and talk about what the “05” means (five minutes after the hour of 9 o’clock. Clarify for any students who may read the clock as “nine-five” and remind student of how we write time using the colon to separate the hour and the minutes. Talk about why we write five as “05.”</p> <p>Now ask students what time it would be in two minutes (9:07). Show the time and ask students how this looks different from 9:05. Repeat this several more times until students are seeing that the minute hand tells us precisely how many minutes past an hour is shown on the clock.</p> <p>Explain to students that they will be practicing reading times to the precise minute. Practice together by setting the clock to show five-minute increments and having students read the time as you are writing the times digitally. You need to make a connection between the analog and digital time.</p> <p>Repeat the previous step, only this time set the minute hand to be one minute or two minutes</p>	<p>Same as GE, with modifications for students needing assistance with this concept.</p> <p>Bring this group of students back to the whole group for the next activity and assist them as needed.</p>

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
		<p>beyond the five-minute intervals (e.g., 5:05 to 5:06, 5:10 to 5:12, etc.).</p> <p>Distribute individual clocks to students and have them work with a partner to set a time for their partner to read. Walk around the groups and check to see whether students can read the times correctly.</p> <p>After 10 minutes, bring the group together. Display a digital time for all students to make on their individual clocks. After all students reveal their clocks, show the correct time on the teacher demonstration clock.</p> <p>Repeat several more times, being sure to have times to the minute read around the clock. This is particularly important for times between the half-hour and the next hour.</p>	
Guided/Independent Practice	Team Teaching	<p>Assist students in choosing partners to play a board game in which they will practice telling times with clocks.</p> <p>Quickly explain the directions and begin the Telling Time board game with a student.</p> <p>Have students play the game for about 15 minutes.</p>	<p>SE will make sure everyone has a partner and the materials needed to play the game (dice, board game, dry-erase markers, erasable clock, game piece for the board).</p> <p>Read aloud the game board words to students.</p> <p>Clarify and repeat directions as needed.</p>
Closure	One Teach One Observe	The GE will walk around with a clipboard to check for understanding to check students' clocks as they justify their answers. The GE	Show students three questions from the game board on the classroom board. Have them respond with their answers on the clocks they

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
		will quickly check off students who are/are not grasping the concept of time.	created.
Formative Assessment Strategies		Over the next several days, stop frequently between all lessons/activities and have a student identify the time on the classroom wall clock. Ring a bell or some signal, randomly select a student (perhaps from names in a jar). After they tell the time, randomly select another student to verify the answer. (This way, all students will be trying to read the clock.)	Pull students to a separate table for a small-group setting; read aloud for exit ticket. Provide Judy clocks for students to help with determining the exact time when being assessed.
Homework		In the next 24 hours, look all around you and see how many different places you see clocks. Where were they located?	Same as GE.

Specially Designed Instruction

- Teacher can “think aloud” to determine the correct time and have students verbalize in choral fashion with teacher
- Chunk the learning into sections, such as hours, half hours, ten minute increments, etc.
- Use a model clock that the student can manipulate independently
- Color code the sections of the clock

Accommodations

- Clarify or repeat directions.
- Read aloud any material as needed.
- Model how to correctly use a clock.

- FM headset transmitters (The students hear the speaker's words directly in their ears, without any distracting background noise, allowing them to enjoy and participate fully in class.)

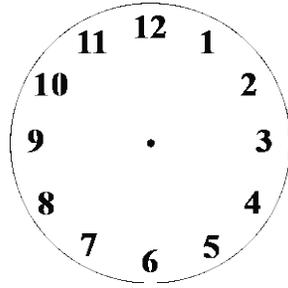
Modifications

- For those students requiring a modified curriculum, the content could be modified to include telling time to the nearest hour or half hour.

Notes

- “Special educator” as noted in this lesson plan might be an EL teacher, speech pathologist, or other specialist co-teaching with a general educator.

Note: The following pages are intended for classroom use for students as a visual aid to learning.



Telling Time Board Game Rules

Each player will need a wipe-on/wipe-off analog clock, a dry-erase marker, a cloth for wiping off drawn hands, and a game piece to move on the game board.

1. Each player rolls the die. The player with the largest number goes first.
2. Player 1 rolls the die and moves their game piece that number of spaces on the game board.
3. Player 1 reads the time written on the game board space.
4. Player 1 must draw hands on their analog clock to show the time that matches the time on the space. Player 2 uses the “Answer Clocks” sheet to determine whether Player 1 has correctly drawn the time. (Look for the letter on the board, and match it to the “Answer Clock” letter.)
5. If the time is drawn correctly, Player 1 gets to stay on that space. If the time is drawn incorrectly, Player 1 loses a turn.
6. The game continues until a player reaches the END.
7. If there are any disagreements between players, the teacher is the judge.

Time Telling Board Game

START			
5 Minutes Past 2 A		11:05 M	Quarter Till 11 O'Clock N
3:25 B		Half Past 7 O'Clock L	Quarter Till Eight O'Clock P
10 Minutes Before 1 O'Clock C		12:35 K	5:20 Q
6:45 D		Quarter Past 5 O'Clock J	Quarter Till 6 O'Clock R
25 Minutes Till 4 O'Clock E		4:10 I	10:55 S
1:15 F	Five Thirty-Five in the Evening G	20 Minutes After 5 O'Clock H	If It Is 3:30, What Time Will It Be in 15 Minutes? T
END			