**Lesson Title:** Introduction to Hours & Minutes

(In this lesson students will construct a take-home time chart. They will use it for 1 full day: 24 hours, both at home and school to record their activities)

**Teacher:** Snyder

**Subject(s):** Math

**Date:**

**Time:** 45 minutes

**Objective(s):**

*Students will gain proficiency in using a clock to tell time to the hour and determine how many minutes are in an hour.*

**Technology:**

*Smartboard
*Internet

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**Standard:**

**Content Standards: Ohio- Math, Grade 1**

**Standard:** Measurement Standard

**Benchmark B- Measurement Units:** Select appropriate units for length, weight, volume (capacity), and time using:

**Indicators:**

2. Tell time to the hour and half hour on digital and analog (dial) timepieces

**Content Standards: Ohio- Social Studies, Grade 1**

**Standard:** History Standard

**Benchmark A– Chronology:** Use a calendar to determine the day, week, month, and year

**Indicators:**

2. Place events from one's own life in chronological order

**Technology Standards: Ohio- Technology, Grade 1**

**Standard 3:** Technology for Productivity Applications

**Benchmark C- Research Tools:** Use productivity tools to produce creative works

**Indicators:**

2. Use technology resources with teacher assistance (e.g., pre-selected Web sites, launching applications, educational software).

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**Materials:**

**Teacher-** soup pot, “play food”, o’clock labels (i.e. 6:00, 7:00), *Bunny Day: Telling Time from Breakfast to Bedtime* by Rick Walton, *Telling Time with Big Mama Cat* by Dan Harper

**Student-** Student “Time Traveler Chart” (Appendix B)

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**Procedure:**

1. Introduce hours by completing the Cloze poem “Hickory, Dickory, Dock” (Appendix A) [http://fi.edu/time/Journey/OnceUponATime/hickory.htm](http://fi.edu/time/Journey/OnceUponATime/hickory.htm)

2. Read *Bunny Day: Telling Time from Breakfast to Bedtime* by Rick Walton OR Read *Telling Time with Big Mama Cat* by Dan Harper, use these stories to discuss hours

3. Make a group book using the model of *When This Box Is Full*. In the book fill a soup pot. Since you would make soup in a day instead of a year, use times of the day in the story instead of months. Here is a story:

   **When This Pot Is Full**
   By the boys and girls of Room 4

   This pot is empty but not for long. We will fill it with ...

   - water at 6:00
   - carrots at 7:00
   - chicken at 8:00
   - broccoli at 9:00
   - noodles at 10:00

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**Intelligence:**

1. Verbal, Visual, Musical

2. Verbal, Visual, Intrapersonal, Interpersonal

3. Verbal, Mathematical, Visual, Intrapersonal, Bodily-Kinesthetic
<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>potatoes</td>
</tr>
<tr>
<td>12:00</td>
<td>tomatoes</td>
</tr>
<tr>
<td>1:00</td>
<td>mushrooms</td>
</tr>
<tr>
<td>2:00</td>
<td>cheese</td>
</tr>
<tr>
<td>3:00</td>
<td>pickles</td>
</tr>
<tr>
<td>4:00</td>
<td>lettuce</td>
</tr>
<tr>
<td>5:00</td>
<td>pepper</td>
</tr>
<tr>
<td>6:00</td>
<td>turkey</td>
</tr>
<tr>
<td>7:00</td>
<td>hot pepper sauce</td>
</tr>
<tr>
<td>8:00</td>
<td>onions</td>
</tr>
<tr>
<td>9:00</td>
<td>spaghetti</td>
</tr>
</tbody>
</table>

Eat it at 10:00.
It tastes good!

4. Go to Snapdragon Set the Clock to practice telling time to the hour
   [http://www.bbc.co.uk/wales/snapdragon/yesflash/time-1.htm](http://www.bbc.co.uk/wales/snapdragon/yesflash/time-1.htm)

5. Partner work on an hour worksheet, use clocks from Lesson #4 to practice showing hours

### Assessments:

1. Teacher can individually assess using the Snapdragon game

2. Telling time with Dosiety Worksheets (Appendix C)

3. Take the “Time Traveler Chart” home to record the time that activities are done. (Save for Lesson #6 & #8)

4. Interactive time quiz on hours at [http://www.fi.edu/time/Journey/JustInTime/hour_quiz.html](http://www.fi.edu/time/Journey/JustInTime/hour_quiz.html)

5. Time worksheet with a partner, teacher, etc. (Appendix D)

### Intelligence

1. Verbal, Mathematical, Bodily-Kinesthetic, Visual

2. Interpersonal, Bodily-Kinesthetic

3. Intrapersonal

4. Visual

### References:

- Dosiety- [http://www.dositey.com/math/time.htm](http://www.dositey.com/math/time.htm)
- [http://www.bbc.co.uk/wales/snapdragon/yesflash/time-1.htm](http://www.bbc.co.uk/wales/snapdragon/yesflash/time-1.htm)

Just in Time- [http://www.fi.edu/time/Journey/JustInTime/hour_quiz.html](http://www.fi.edu/time/Journey/JustInTime/hour_quiz.html)

### Reflection:

How did the technologies used accommodate the intelligences you identified?
If the technologies used were not effective, what can you recommend as an alternate application to use with this lesson the next time it is taught?
How did the intelligences identified improve student mastery of the objective(s)?
What other intelligences could be included in this lesson?
Appendix A

Hickory, Dickory, Dock

Directions:
Can you fill in the missing words to this poem? When you are finished, click on the correct button to see how you have done.

1. Hickory, dickory, __________,

2. The mouse ran up the __________.

3. The clock struck __________,

4. The mouse ran __________.

5. Hickory, dickory __________.

Grade: ________
What do you do as you travel through your day? Have you ever wondered how much time you spend doing an activity such as getting ready for school, watching TV, or eating dinner? Well here is your chance to figure it out. You are going to be a time traveler! Use this chart to record all the fun stuff you do in one day. (24 hours) Begin when you get up in the morning and record the start and stop time of everything you do. Don’t forget to bring this chart to school so your teacher can help you record your adventures at school! (You are going to use this chart to help you with a project later.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start Time</th>
<th>Stop Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Getting Up for School</td>
<td>6:00 a.m.</td>
<td>7:00 a.m.</td>
<td>60 minutes or 1 hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Circle the clock in each row that shows the time written on the left.

8:00

5:00

Read the times. Draw the hands on the clocks.

2:00  12:00  7:00
Circle the clock in each row that shows the time written on the left.

1:00

3:00

Read the times. Draw the hands on the clocks.

4:00  6:00  10:00

--- www.dositey.com ---
Write the times

2 o'clock  3 o'clock  6 o'clock  8 o'clock  10 o'clock  12 o'clock

Draw a line between the clock and the time it tells.

--- www.dositey.com ---
Appendix D

Draw the hands on the clock to show the correct time.

8:00  6:00  4:00  2:00

3:00  5:00  7:00  1:00

9:00  11:00  10:00  12:00

Just In Time- Telling Time Worksheet #1

http://www.fi.edu/time/Journey/JustInTime/worksheet.html