

November: Time

November Numeracy: Time

Read digital clocks; draw hands on analog clocks; learn the vocabulary of telling time; solve time word problems

Materials include:

1. General explanation of unit
2. Terms for curriculum for all levels
3. Goals for each level
4. Suggested schedule for numeracy*
5. Content for teacher's "mini-lesson" per level
6. Worksheets per level
7. Instructions for class activity per level

General Explanation:

This month's numeracy lessons provide practice telling time using both digital and analog clocks. The lessons are concerned with both the functional ability to tell time, and also the practice of language in telling time. Language use and expectations primarily distinguish the varying levels.

Again, there may be a wide spectrum of ability in your classroom. Offer the appropriate levels to your students. Choose and target your mini-lessons to the level of the majority of the class OR feel free to divide the class into two sections (or more) and offer two mini-lessons if there is a need to do so.

November: Time

Terms for Curriculum for All Levels

Basic Numeracy Schedule: The schedule is designed as a four week unit. The teacher is responsible for configuring the schedule to the current month and year. Reviews, computer slots, and worksheet days are merely a suggestion. Adjust accordingly to meet the needs of your class.

mini-lesson: (ml) : Provided lesson plans for a short introduction to the material.

worksheet: (ws): Provided material for students; 3 per month.

Operation box: (ob): VSS worksheets in addition, subtraction, multiplication, and division**

10 minute review: Teacher picks a regular time every class for ten minutes of numeracy review. It is meant to be a quick practice of numeracy, primarily focused on receptive and expressive language. Teacher/student reads numbers or problems. Students transcribe. Class checks together.

The beginning of class or the end of class can be effective times. The teacher can have students turn to a clean notebook page, use their “math” notebook, or can have pre-cut papers ready to hand out.

Teacher reads: T reads and the class transcribes numbers

Student reads: S reads and the class transcribes (gives students practice speaking)

Checking Review Work: Students check their work. This can be a simple or creative process depending on time availability. Written answers are necessary in checking since the focus of the review is receptive/expressive language. This is also a time for practice with pronunciation or memorization of numbers/concept.

** Operation Boxes: (Continuation of October’s numeracy focus) I recommend that as a program you create four file boxes that contain practice worksheets for each of the functions (addition, subtraction, multiplication, division). It is best to offer a wide range of choices starting at very beginning levels and ending with more advanced worksheets. Students can then self-pace and work their way through the boxes during the year. Worksheets can come from websites offering free printables or workbooks.

November: Time

Level 1

L1 Goals: Read digital clocks and be able to draw hands on analog clocks: 15 minute increments; learn a basic vocabulary of telling time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads 3 whole hour times; students write	Computer	10 min review: operations box worksheet	ml 1; ws 1	10 min review: T reads 3 whole hour times; students write
Week 2	10 min review: T reads 3 times (:15); students write	Computer	10 min review: operations box worksheet	ml 2; ws 2	10 min review: T reads 3 times (:30); students write
Week 3	10 min review: T reads 3 times (:45); students write	Computer	10 min review: operations box worksheet	ml 3; ws 3	10 min review: T reads 3 times (mixed); students write
Week 4	10 min review: S reads 3 times (mixed); students write	Computer	10 min review: operations box worksheet	ml 4: class race	10 min review: S reads 3 times (mixed); students write

November: Time

Level 1: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

Mini-lesson Content:

1. The Parts of a clock

- Use a clock to model -- or draw an analog clock on the board with the numbers (1-12).
- Count the numbers on the clock (only 1-12)
- Show the small hand of the clock: the “hour hand” –practice saying and identifying it.
- Show the big hand of the clock: the “minute hand” –practice saying and identifying it.

2. Reading a clock

- Only using the whole hour (o'clock) time increments, practice as a class putting the minute hand on the 12 and the hour hand on different numbers.
- Practice reading whole hour time increments by calling on volunteers.

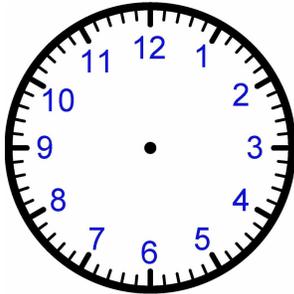
3. Reading the time

- Write “2:00” on the board. Show students the first time is the hour hand and the “00” is the minute hand. Specifically show students how to draw the “:”
- Ask a volunteer to come up and move (or draw) the correct hands on the clock.
- Practice several more times.

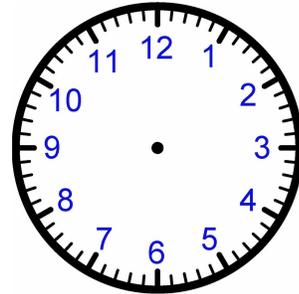
Name _____

Time 1

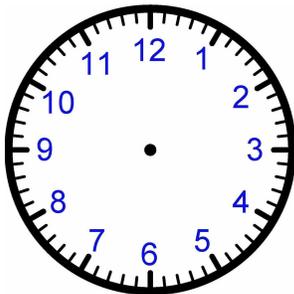
Draw the hands.



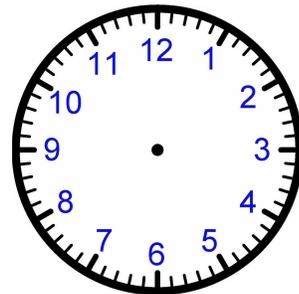
1. 9:00



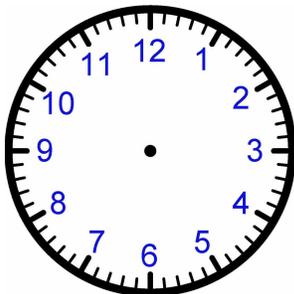
2. 4:00



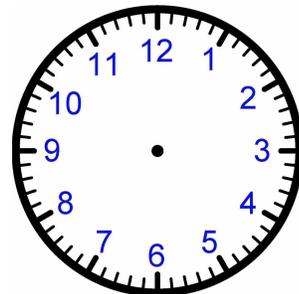
3. 2:00



4. 11:00



5. 1:00



6. 3:00

November: Time

Level 1: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

Mini-lesson Content:

1. Reading a clock (:15)

- Move (or draw) the hands of the clock to 1:00
- Ask the class to read the time together. Ask a volunteer to identify the hour hand (small) and the minute hand (big).
- Change the minute hand so that the clock reads 1:15.
- *Depending on the level and interest of the students, you can explain the concept or not. You can talk about 60 minutes in an hour—and 5 minute increments around the clock. Or, you can just say, “This is how you read it.”
- Write different digital times on the board using :15 and ask volunteers to come up and move (or draw) the hands to the correct positions.

2. Reading a clock (:30)

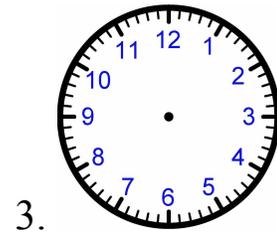
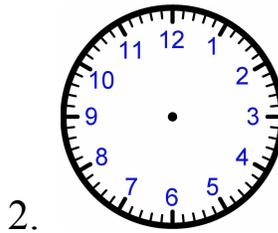
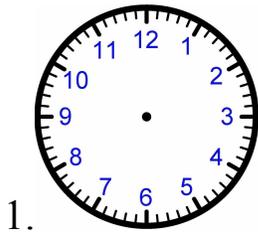
- Change the minute hand so that the clock reads 5:30.
- Ask a volunteer to read the time. Explain the 6 on the clock is read “30”
- Write different digital times on the board using :30 and ask volunteers to come up and move (or draw) the hands to the correct positions.

Name _____

Time 2

Partner A

Listen. Draw the hands on the clock.



Read the time.

4. 4:15

5. 9:30

6. 2:15

Check your work.

Name _____

Time 2

Partner B

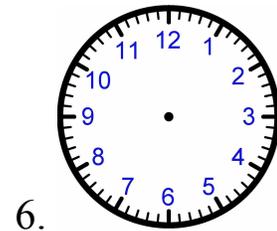
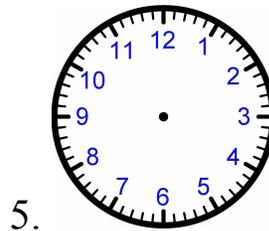
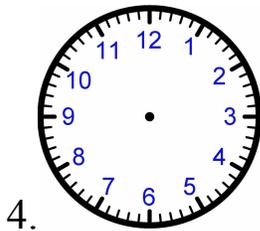
Read the time.

1. 11:30

2. 8:15

3. 12:30

Listen. Draw the hands on the clock.



Check your work.

November: Time

Level 1: Mini lesson 3

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

Mini-lesson Content:

1. Reading a clock (:45)

- Move (or draw) the hands of the clock to 5:00
- Ask the class to read the time together. Ask a volunteer to identify the hour hand (small) and the minute hand (big).
- Change the minute hand so that the clock reads 1:45. Ask if a volunteer can read the time.
- **Note how the hour hand is not pointing to the hour directly, but is almost to the next number.
- Practice reading different :45 times on the board together as a class.

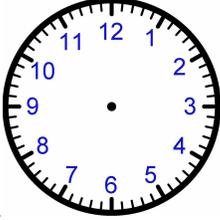
2. Moving (or drawing) the hands

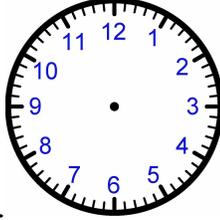
- Write different digital times on the board using :45 and ask volunteers to come up and move (or draw) the hands to the correct positions.
- If time, practice with :00, :15, and :30 (or any combination of those).

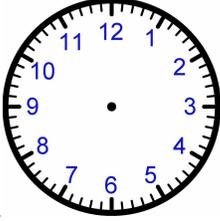
Name _____

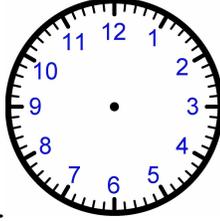
Time 3

Draw the hands.

1.  1:45

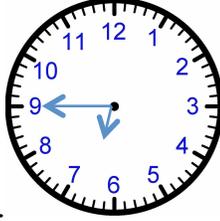
2.  10:45

3.  7:45

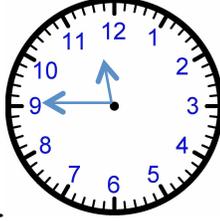
4.  3:45

Write the time.

5.  _____

6.  _____

7.  _____

8.  _____

November: Time

Level 1: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (:00, :15, :30, :45)

Materials Needed:

2 bells or something to indicate who is first between two people

Activity Goal: Students will be required to show their cumulative numeracy skills from the month: They will complete in two teams against each other to show they can listen to and understand time, read time, write time digitally, and draw hands on an analog clock.

Activity Description: Students will form two teams and line up in front of the whiteboard. The first person from each line will go forward and face each other. (Suggestion: put a small table between the teams with a bell for each team). Opposing team members will have to listen to a question and the first person to ring the bell gets a chance at answering first. He or she may have the first chance to say the answer, write the answer or draw the answer.

Ideas for Class Feud:

1. Draw an analog clock on the board with a time. Ask the students, "What time is it?" (First person to ring the bell gets a chance at answering it.)
2. Draw a basic analog clock on the board without hands. Say the time and first person to ring the bell gets to draw in the hands.
3. Write the time digitally on the board and first person to ring the bell draws the hands in an analog clock.
4. Write the time digitally on the board. Ask the students "What time is it?"
5. Draw an analog clock on the board. First student to ring gets to write the time digitally.

November: Time

Level 2

L2 Goals: Read digital clocks and be able to draw hands on analog clocks: 10 minute increments; learn a basic vocabulary of telling time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads 4 whole hour times; students write	10 min review: operations box worksheet	computer	ml 1, ws1	10 min review: T reads 4 times (:15); students write
Week 2	10 min review: T reads 4 times (:30); students write	10 min review: operations box worksheet	computer	ml 2; ws 2	10 min review: T reads 3 times (:45); students write
Week 3	10 min review: S reads 4 times (mixed: whole, :15, :30, :45); students write	10 min review: operations box worksheet	computer	ml 3; ws 3	10 min review: T reads 5 times (10 minute increments); students write
Week 4	10 min review: S reads 5 times (10 minute increments); students write	10 min review: operations box worksheet	computer	ml 4: class race	10 min review: S reads 7 times (10 minute increments); students write

November: Time

Level 2: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

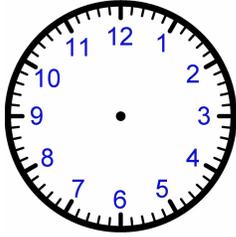
Mini-lesson Content:

1. The Parts of a clock
 - Use a clock to model -- or draw an analog clock on the board with the numbers (1-12).
 - Show hands on the clock: the “hour hand” and the “minute hand” – practice saying and identifying them.
2. Reading a clock: whole hours
 - Only using the whole hour (o'clock) time increments, practice as a class putting the minute hand on the 12 and the hour hand on different numbers.
 - Practice reading whole hour time increments by calling on volunteers.
3. Reading the time: 15
 - Move the clock to 2:15. Show students the first number (2) is the hour hand and the “:15” is the minute hand. Ask a volunteer to come up and move (or draw) the correct hands on the clock.
 - *Depending on the level and interest of the students, you can explain the concept or not. You can talk about 60 minutes in an hour—and 5 minute increments around the clock. Or, you can just say, “This is how you read it.”
4. Writing the time
 - Show students the hour comes first and then minute comes last.
 - Specifically show students how to draw the “:”
 - Practice writing time and drawing hands if time.

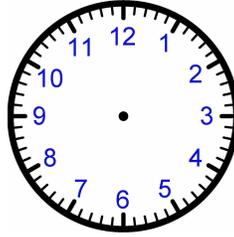
Name _____

Time 1

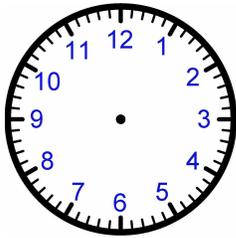
Draw the hands on the clocks.



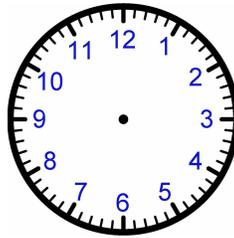
1. 4:00



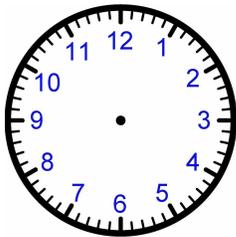
2. 5:15



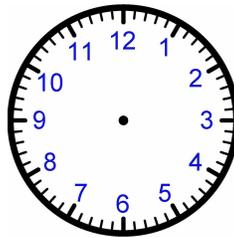
3. 8:15



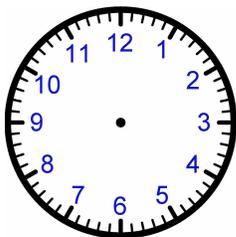
4. 6:00



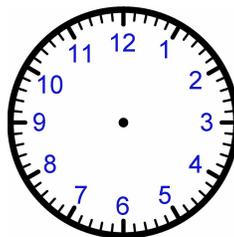
5. 10:15



6. 9:15



7. 12:00



8. 2:15

November: Time

Level 2: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

Mini-lesson Content:

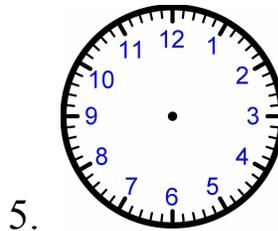
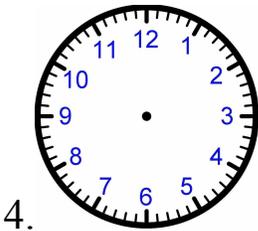
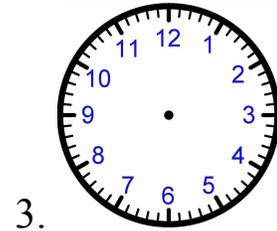
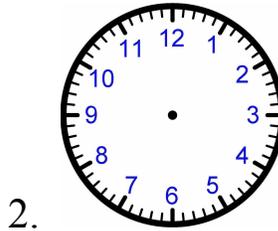
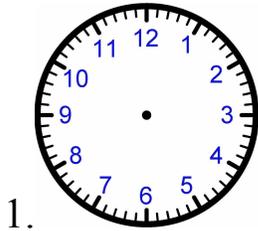
1. Reading a clock (:30)
 - Move (or draw) the hands of the clock to 1:00
 - Ask the class to read the time together. Ask a volunteer to identify the hour hand (small) and the minute hand (big).
 - Change the minute hand so that the clock reads 1:30. Explain the 6 on the clock is read “30.” *Explain more or less in depth depending on interest.
 - Write different digital times on the board using :30 and ask volunteers to come up and move (or draw) the hands to the correct positions.
2. Reading a clock (:45)
 - Change the minute hand so that the clock reads 5:45.
 - Ask a volunteer to read the time. Explain the 9 on the clock is read “45.”
 - Write different digital times on the board using :45 and ask volunteers to come up and move (or draw) the hands to the correct positions.
 - **Note how the hour hand is not pointing to the hour directly, but is almost to the next number.
3. If time, practice writing times using :30 and :45.

Name _____

Time 2

Partner A

Listen. Draw the hands on the clock.



Read the time.

6. 4:45

7. 1:30

8. 8:45

9. 11:45

10. 3:30

Check your work.

Name _____

Time 2

Partner B

Read the time.

1. 12:30

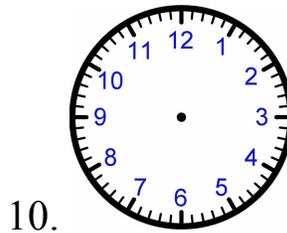
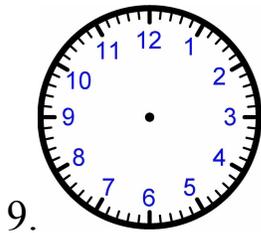
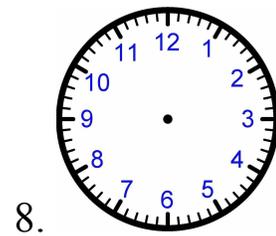
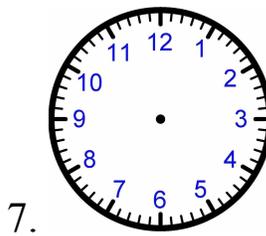
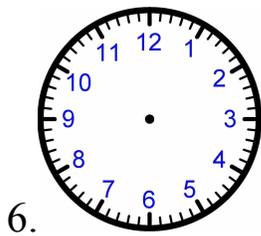
2. 6:30

3. 9:45

4. 5:30

5. 2:45

Listen. Draw the hands on the clock.



Check your work.

November: Time

Level 2: Mini lesson 3

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

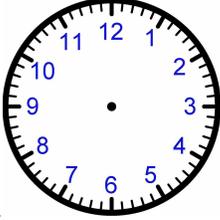
Mini-lesson Content:

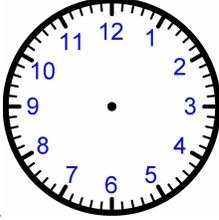
1. Counting to 60 by 10s
 - Ask the class how many minutes there are in 1 hour.
 - Count as a class to 60 by 10s.
2. Reading a clock (10 minute increments)
 - Move (or draw) the hands of the clock to 5:00
 - Ask the class to read the time together. Ask a volunteer to identify the hour hand (small) and the minute hand (big).
 - Count to 60 by 10s slowly again as a class, but this time change the minute hand on the clock as you count. Pause at each “10.”
 - Count again by 10s. This time, stop at each 10 and ask if a volunteer can read the time.
 - Practice reading “different times (in varied 10 minute increments) on the board together as a class.
2. Moving (or drawing) the hands
 - Write different digital times on the board 10 minute increments and ask volunteers to come up and move (or draw) the hands to the correct positions.
 - Or move (or draw) hands on the clock, and ask volunteers to write the time on the board.

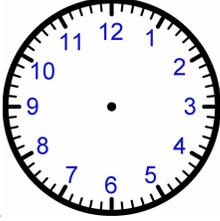
Name _____

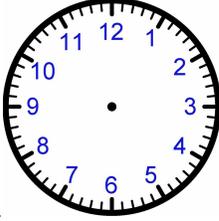
Time 3

Draw the hands.

1.  12:20

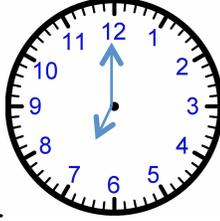
2.  11:50

3.  5:40

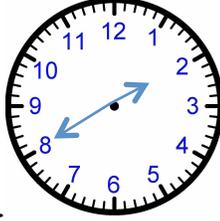
4.  9:10

Write the time.

5.  _____

6.  _____

7.  _____

8.  _____

November: Time

Level 2: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (:00, :15, :30, :45, :10, :20, :40, :50)

Materials Needed:

2 bells or something to indicate who is first between two people

Activity Goal: Students will be required to show their cumulative numeracy skills from the month: They will complete in two teams against each other to show they can listen to and understand time, read time, write time digitally, and draw hands on an analog clock.

Activity Description: Students will form two teams and line up in front of the whiteboard. The first person from each line will go forward and face each other. (Suggestion: put a small table between the teams with a bell for each team). Opposing team members will have to listen to a question and the first person to ring the bell gets a chance at answering first. He or she may have the first chance to say the answer, write the answer or draw the answer.

Ideas for Class Feud:

1. Draw an analog clock on the board with a time. Ask the students, "What time is it?" (First person to ring the bell gets a chance at answering it.)
2. Draw a basic analog clock on the board without hands. Say the time and first person to ring the bell gets to draw in the hands.
3. Write the time digitally on the board and first person to ring the bell draws the hands in an analog clock.
4. Write the time digitally on the board. Ask the students "What time is it?"
5. Draw an analog clock on the board. First student to ring gets to write the time digitally.

November: Time

Level 3

L3 Goals: Read digital clocks and be able to draw hands on analog clocks: 1 minute increments; learn a basic vocabulary of telling time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	computer	10 min review: T reads 6 times (mixed whole hour, :15, :30, :45); students write	10 min review: operations box worksheet	ml 1, ws1	10 min review: S reads 6 times (mixed whole hour, :15, :30, :45); students write
Week 2	computer	10 min review: T reads 8 times (mixed whole hour, :15, :30, :45 and ten minutes); students write	10 min review: operations box worksheet	ml 2; ws 2	10 min review: S reads 8 times (mixed whole hour, :15, :30, :45 and ten minutes); students write
Week 3	computer	10 min review: T reads 8 times (5 minute increments); students write	10 min review: operations box worksheet	ml 3; ws 3	10 min review: S reads 8 times (1 minute increments); students write
Week 4	computer	10 min review: T reads 5 times using English phrases (half past, quarter to, 10 till, etc.)	10 min review: operations box worksheet	ml 4: class race	10 min review: S reads 7 times using English phrases (half past, quarter to, 10 till, etc.)

November: Time

Level 3: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

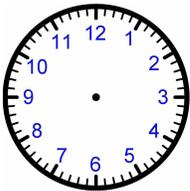
Mini-lesson Content:

1. Counting to 60
 - Ask students how many minutes are in an hour.
 - As a class, count to 60 by 10s.
 - As a class, count to 60 by 5s.
 - As a class, count to 60 by 15s.
2. Counting the clock
 - Use a clock to model -- or draw an analog clock on the board with the numbers (1-12).
 - Show hands on the clock: the “hour hand” and the “minute hand” – practice saying and identifying them.
3. Reading the time: whole hours
 - Only using the whole hour (o'clock) time increments, practice as a class putting the minute hand on the 12 and the hour hand on different numbers.
4. Reading the time: using the minute hand
 - Move the minute hand to :15 and write on the board “quarter after”
 - Move the minute hand to :30 and write “half past”
 - Move the minute hand to :45 and write “quarter to” **Note how the hour hand is not pointing to the hour directly, but is almost to the next number.
 - Practice with different times (both saying the time and using the language)

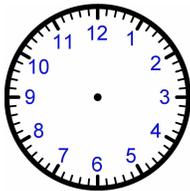
Name _____

Time 1

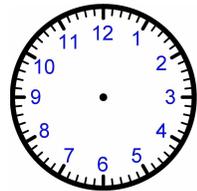
Draw the hands on the clocks.



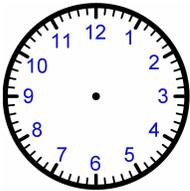
1. 9:30



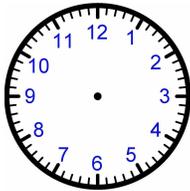
2. 4:45



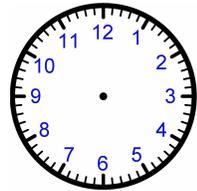
3. 1:15



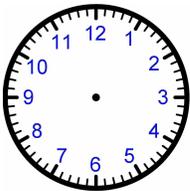
4. 12:00



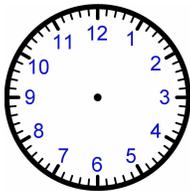
5. 3:15



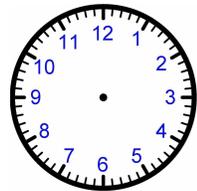
6. 6:30



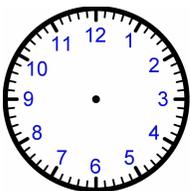
7. half past five



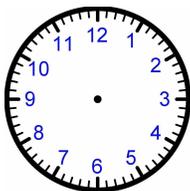
8. quarter to eight



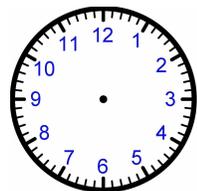
9. seven o'clock



10. quarter after two



11. quarter to nine



12. half past three

November: Time

Level 3: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

Mini-lesson Content:

1. Counting the clock
 - Pointing to the numbers around the clock, count by 10s as a class.
 - Add the phrases: “ten to,” “ten after,” “twenty after,” “twenty to”

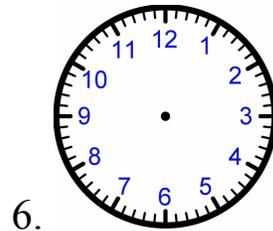
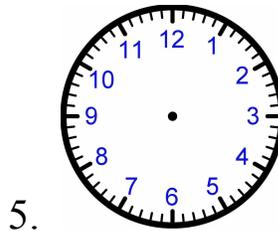
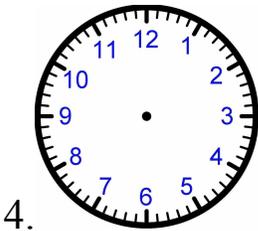
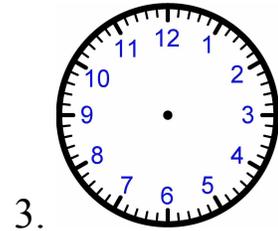
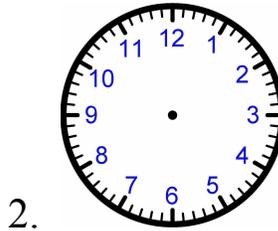
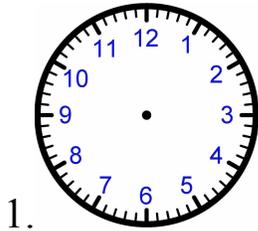
2. Reading a clock
 - Practice quarter hour times and 10 minute increments as a class.
 - Write a time on the board.
 - Ask for a volunteer to move (or draw) hand on clock.
 - Ask for a volunteer to read the time.
 - Say a time using new “time phrases”

Name _____

Time 2

Partner A

Listen to your partner. Draw the hands on the clock.



Read the time to your partner.

7. 4:50

8. 7:40

9. 8:10

10. 2:45

11. ten to five

12. twenty after one

Check your work.

Name _____

Time 2

Partner B

Read the time to your partner.

1. 10:40

2. 3:20

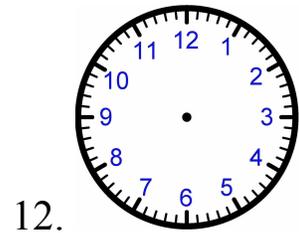
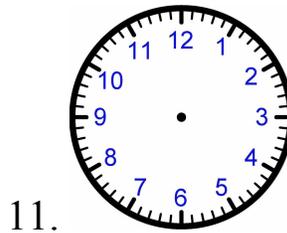
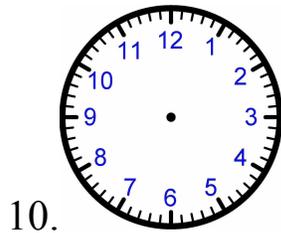
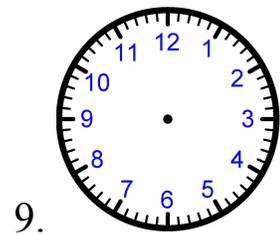
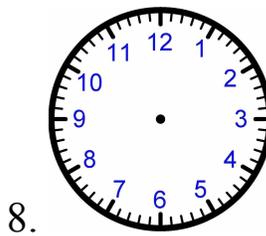
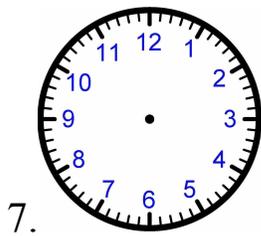
3. 7:10

4. 12:50

5. ten after ten

6. twenty to two

Listen to your partner. Draw the hands on the clock.



Check your work.

November: Time

Level 2: Mini lesson 3

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

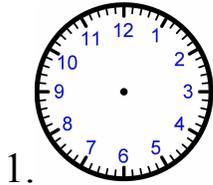
Mini-lesson Content:

1. Counting to 60 by 5s
 - Count as a class to 60 by 5s.
 - Write the numbers (by 5s) outside the perimeter of the clock so students can see both the analog number and the number they say.
2. Reading a clock (5 minute increments)
 - Move (or draw) the hands of the clock to 8:00
 - Count to 60 by 5s slowly again as a class, but this time change the minute hand on the clock as you count. Pause at each “5.”
 - Count again by 5s. This time, stop at each 5 and ask if a volunteer can read the time.
 - Practice reading “different times (in varied 5 minute increments) on the board together as a class.
2. Moving (or drawing) the hands
 - Write different digital times on the board 5 minute increments and ask volunteers to come up and move (or draw) the hands to the correct positions.
 - Or move (or draw) hands on the clock, and ask volunteers to write the time on the board.

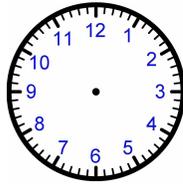
Name _____

Time 3

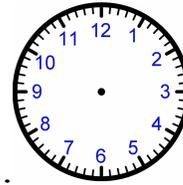
Draw the hands.



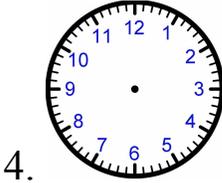
10:05



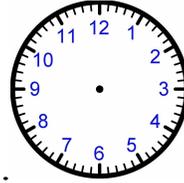
3:35



7:25

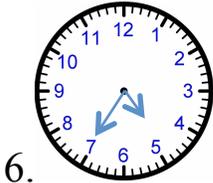


twenty after six



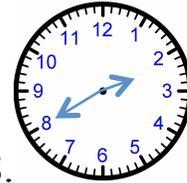
ten to twelve

Write the time.



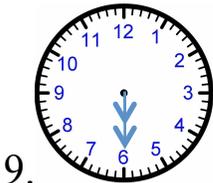


7. _____

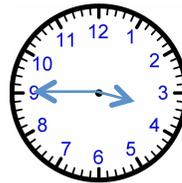


8. _____

Write the time phrase.



9. _____



10. _____

November: Time

Level 3: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (5 minute increments and time phrases)

Materials Needed:

2 bells or something to indicate who is first between two people

Activity Goal: Students will be required to show their cumulative numeracy skills from the month: They will complete in two teams against each other to show they can listen to and understand time and time phrases, read time, write time digitally, and draw hands on an analog clock.

Activity Description: Students will form two teams and line up in front of the whiteboard. The first person from each line will go forward and face each other. (Suggestion: put a small table between the teams with a bell for each team). Opposing team members will have to listen to a question and the first person to ring the bell gets a chance at answering first. He or she may have the first chance to say the answer, write the answer or draw the answer.

Ideas for Class Feud:

1. Draw an analog clock on the board with a time. Ask the students, "What time is it?" (First person to ring the bell gets a chance at answering it.)
2. Draw a basic analog clock on the board without hands. Say the time and first person to ring the bell gets to draw in the hands.
3. Write the time digitally on the board and first person to ring the bell draws the hands in an analog clock.
4. Write the time digitally on the board. Ask the students "What time is it?"
5. Draw an analog clock on the board. First student to ring gets to write the time digitally.
6. Write the time phrase on the board and have students draw or write the time.
7. Draw or write the time and have students write the time phrase.

November: Time

Level 4

L4 Goals: Read digital clocks and be able to draw hands on analog clocks: 1 minute increments; practice a more complex vocabulary of telling time; solve word problems; use time schedules to solve problems.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads 10 times (mixed whole hour, :15, :30, :45); students write	ml 1, ws1	10 min review: operations box worksheet	computer	10 min review: S reads 10 times (mixed whole hour, :15, :30, :45); students write
Week 2	10 min review: S reads 10 times (mixed whole hour, :15, :30, :45 and 5 and 10 minutes); students write	ml 2; ws 2	10 min review: operations box worksheet	Computer	10 min review: S reads 10 times (1 minute increments); students write
Week 3	10 min review: S reads 8 times using English phrases (half past, quarter to, 10 till, etc.)	ml 3; ws 3	10 min review: operations box worksheet	Computer	10 min review: S reads 8 times using English phrases (half past, quarter to, 10 till, etc.)
Week 4	10 min review: T reads Listening scenario 1; S solves	ml 4: class race	10 min review: operations box worksheet	Computer	10 min review: T reads Listening scenario 2; S solves

Listening Scenario 1: Abdul is supposed to arrive to work at half past eight. However, last Monday he had car trouble. He arrived to work at ten till 10. How late was Abdul?

Listening Scenario 2: Lien rides the bus to work. She needs to catch the 9:42 bus to make it to work on time. It takes her 6 minutes to walk to the bus stop. She also has to make one stop at the library to return a book on her way to the bus stop. That will take an extra five minutes. What is the latest time Lien can leave her house and arrive at the bus stop in time?

Computer suggestion:

http://www.wyzant.com/help/math/elementary_math/telling_time

November: Time

Level 4: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

Mini-lesson Content:

1. Considering the clock
 - Ask students how many minutes are in an hour. (60 min)
 - Ask students what each number (1-12) represents. (5 min)
 - Show the class how you can multiply any number on the clock by 5 to know how to say the minutes (ex: “3” on the clock x 5 min = 15 min)
2. Reading the Clock
 - Show hands on the clock: the “hour hand” and the “minute hand” – practice saying and identifying them.
 - Review saying, writing, and moving hands on the clock for :00, :15, :30, :45**, 10 minute increments and 5 minute increments
 - **Note how the hour hand is not pointing to the hour directly, but is almost to the next number.
3. Reading the time: “time phrases” (Write on the board)
 - Move the minute hand to :15 and write on the board “quarter after”
 - Move the minute hand to :30 and write “half past”
 - Move the minute hand to :45 and write “quarter to”
 - Move the minute hand to :05 “five after”, :10 “ten after”
 - Move the minute hand to :55 “five to,” :50 “ten to”
 - Help students identify patterns in time and language

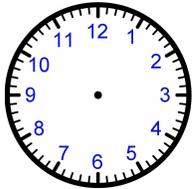
Name _____

Time 1

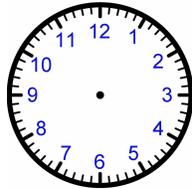
Write the time using “time phrases.”

- 1. 9:30 half past nine
- 2. 9:45 _____
- 3. 9:50 _____
- 4. 9:55 _____
- 5. 10:00 _____
- 6. 10:05 _____
- 7. 10:10 _____
- 8. 10:15 _____

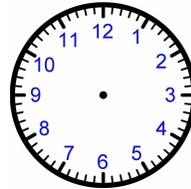
Draw the hands on the clock. Write the time phrases below.



9. 12:20



10. 8:40



11. 5:50

Write the time and the time phrases below.



12. _____



13. _____



14. _____

November: Time

Level 4: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

Clock with moveable hands (or analog clock drawn on the whiteboard)

Mini-lesson Content:

1. Orientation to a work schedule

- Draw on the board:

	Monday	Tuesday	Wednesday
Vien	9-5	9-5	9-5
George	8-12, 4-8	off	8-12, 4-8

- Ask students to identify what kind of chart this could be, what the top row means, and what the left side column means (work schedule, days of week, people who work there).
- Ask questions about the schedule and ask for volunteers to answer (and explain how they got the answer). Examples:
 - How many hours a day does Vien work?
 - How many hours a day does George work in his first shift on Monday? Second shift?
 - What day does George have off?
 - Why does George have two different times? (split shift)
 - Do you think these people work full time or part-time based on what you see in this schedule? Why? (probably full-time because they have 8 hour days... $8 \times 5 = 40$)

November: Time

Level 4, WS 2

Name _____

Use the schedule to answer the questions.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Mohamed	3-6pm	2-5pm	3-6pm	3-6pm	2-5pm	off	off
Farah	10-2pm	10-2pm	off	10-2pm	10-2pm	8am-4pm	off
Bao	9-5pm	9-5pm	9-5pm	9-5pm	9-5pm	off	off
Quan	8-12pm, 4-8pm	off	8-12pm, 4-8pm	8-12pm, 4-8pm	8-12pm, 4-8pm	8-12pm, 4-8pm	off

1. How many hours a week does Farah work?

2. Is Farah a full-time employee or a part-time employee?

3. Who are full-time employees?

4. How many hours does Quan work in his second shift?

5. How many hours does Mohamed work on Friday afternoon?

6. How many hours does Bao work on Saturday?

7. How many hours does Quan work Monday-Wednesday?

8. Who does *not* work on Wednesday?

November: Time

Level 4: Mini lesson 3

Plan:

5 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

15 minutes for review (class, groups, pairs)

Materials Needed:

White board marker

Mini-lesson Content:

1. Sample Word Problem

- Write on the board: David has to leave the house at ten to seven to catch the bus. He arrives at work at half past seven and works until half past three. He attends English class from four o'clock to six o'clock. He takes the bus home and arrives at quarter to seven.
- Ask the class:
 - How many hours does David work?
 - How long is his English class?
 - How long is David away from home?
- Solve as a class. Underline important information (or call for a volunteer to underline.)

Name _____

Time 3

Problem 1:

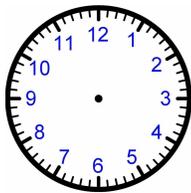
Jamal works in a warehouse. Today, the manager asked for volunteers to work overtime on Saturday and Sunday. The manager also said that to be eligible for overtime pay, you must have worked forty hours by Friday night. Jamal worked the early shift Monday from 5am-9am. He worked the second shift Tuesday from 9am-2pm.

1. How many hours has he already worked? _____
2. How many more hours does Jamal need to work Wednesday-Friday to qualify for overtime pay? _____

Problem 2:

Paw missed the bus twice last week and was late for work. She wants to make a plan that gives her enough time to get to the bus stop in the morning. The bus comes at five after seven in the morning. It takes her twelve minutes to walk to the bus stop. It takes her one minute to lock the door and double check it. It takes her two minutes to put on her coat and gather her bags.

3. What time should Paw start getting ready to leave?



Time phrase: _____

Time: _____

November: Time

Level 4: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (time, time phrases, schedules, word problems)

Materials Needed:

2 bells or something to indicate who is first between two people

Activity Goal: Students will be required to show their cumulative numeracy skills from the month: They will complete in two teams against each other to show they can listen to and understand time and time phrases, read time, write time digitally, and draw hands on an analog clock.

Activity Description: Students will form two teams and line up in front of the whiteboard. The first person from each line will go forward and face each other. (Suggestion: put a small table between the teams with a bell for each team). Opposing team members will have to listen to a question and the first person to ring the bell gets a chance at answering first. He or she may have the first chance to say the answer, write the answer or draw the answer.

Ideas for Class Feud:

1. Draw an analog clock on the board with a time. Ask the students, “What time is it?” (First person to ring the bell gets a chance at answering it.)
2. Draw a basic analog clock on the board without hands. Say the time and first person to ring the bell gets to draw in the hands.
3. Write the time digitally on the board and first person to ring the bell draws the hands in an analog clock.
4. Write the time digitally on the board. Ask the students “What time is it?” (using time phrases)
5. Draw an analog clock on the board. First student to ring gets to write the time digitally (or in phrases—or both).
6. Write the time phrase on the board and have students draw or write the time/phrases.
7. Draw a simple work schedule on the board and ask questions from that.
8. Write (or say) a simple word problem relating to time on the board and ask questions from that.