



GRADE 1 SUPPLEMENT

Set D7 Measurement: Telling Time

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Skills & Concepts

- ★ read time to the hour and half hour using digital and analog clocks

Bridges in Mathematics Grade 1 Supplement

Set D7 Measurement: Telling Time

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Bridges in Mathematics is a standards-based K–5 curriculum that provides a unique blend of concept development and skills practice in the context of problem solving. It incorporates the Number Corner, a collection of daily skill-building activities for students.

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Set D7 ★ Activity 1



ACTIVITY

The Alarm Clock

Overview

Students read time to the hour and half hour on a digital and analog clock.

Skills & Concepts

- ★ read time to the hour and half hour using digital and analog clocks

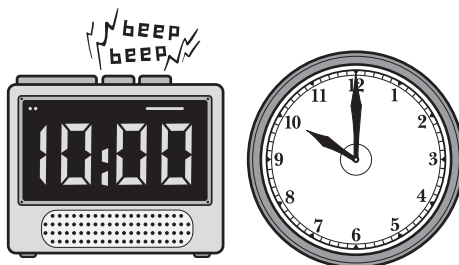
You'll need

- ★ a digital alarm clock
- ★ an analog clock other than your classroom clock (optional)
- ★ *How to Tell Time on Digital and Analog Clocks!*, by Jules Older (optional)

Instructions for the Alarm Clock

1. Set your digital clock so that the time matches your classroom clock. Set the alarm to go off exactly on the hour (i.e., 10:00 AM or 1:00 PM). Choose a time when most students will be in the classroom and a short interruption in your routine won't be too disturbing. Place the digital clock as close as possible to your classroom clock, or directly beside a small analog clock set to the same time. If children comment on the new addition to the classroom, don't tell them that the alarm is going to ring. Let it be a surprise the first time.

2. When the alarm rings, draw children's attention to the digital clock and your classroom clock (or the analog clock you've set beside the digital clock for this activity). Shut off the alarm and ask them to tell the time on both clocks. If you taught Tuesday's Time in the October and November Number Corner, most of your students may be able to read time to the hour on the analog clock, and will be familiar with the notation on the digital clock from having played the time matching games during those months. If not, explain how to read the digital clock and be sure they understand that the time on the digital clock is set to match the time on your classroom or analog clock.



3. Set the digital alarm clock to go off at a different hour for the next few days and repeat step 2 each time. Set the digital alarm for a different half hour (i.e., 9:30 AM, 11:30 AM, 1:30 PM) each day the following week. Repeat step 2 each time the alarm rings. Some students may enjoy predicting at what time the alarm will ring each day.

Activity 1 The Alarm Clock (cont.)

Extensions

- Encourage students to use the digital clock to help tell the time on your classroom clock at regularly scheduled times throughout the day, such as recess, lunchtime, gym time, story time, and so on. You may find that students start nagging you about the time if you tend to run late!
- Sometime during your designated “alarm clock” weeks, read a book about telling time to your students. There are usually several such books in a school library, though not all of them deal with both analog and digital clocks. *How to Tell Time on Digital and Analog Clocks!*, by Jules Older, published in 2000 by Charlesbridge Publishing, is one book that does.
- If you are able to set an analog clock directly next to your digital clock and keep both clocks there for an extended period of weeks, you may find that a few students who are particularly interested in learning to tell time will do so on their own, or with just a bit of encouragement and help from you.

Set D7 ★ Activity 2



ACTIVITY

Analog & Digital Clocks A Match Game

Overview

Students review time to the hour and half hour by matching cards that show clock faces with cards that show digital clocks.

Skills & Concepts

- ★ read time to the hour and half hour using digital and analog clocks

You'll need

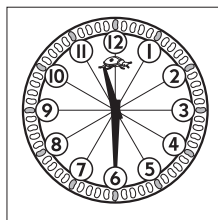
- ★ Digital Hour & Digital Half Hour Clock cards (pages D7.5–D7.8, see Advance Preparation)
- ★ Hour Clocks & Half Hour Clocks (see Advance Preparation)
- ★ pocket chart
- ★ your key ring, a small bell, or a piano

Advance Preparation To make the Digital Hour & Digital Half Hour Clocks, run 1 copy of each blackline. Cut the cards apart along the thin lines and laminate if desired.

You'll find the Hour & Half Hour Clocks among your Number Corner Pocket Chart Cards. (If you're using the Economy version of the Number Corner and haven't yet prepared these cards, you'll find them in the Number Corner Components & Pocket Chart Cards blacklines.) After you've prepared all the cards, you'll have 19 pairs of matching analog and digital clocks—38 cards in all. Match each analog clock with the corresponding digital clock before you stack the cards for use during this activity. Each student will need just 1 card, so depending your class size, you may want to set some of the pairs aside.

Instructions for Analog & Digital Clocks: A Match Game

1. Gather children to your discussion circle. Show them a few of the Hour & Half Hour Clocks and ask them to read the time on each. Then show them a few of the Digital Hour & Digital Half Hour Clocks and have them read the time on each.



Activity 2 Analog & Digital Clocks: A Match Game (cont.)

2. Explain that you're going to pass out all of the analog and digital clock cards. Students will need to keep their cards hidden from one another until they hear you jingle your keys (or give some other signal, such as ringing a small bell or playing a melody on the piano). When the keys begin to jingle, everyone will get up and look for his or her partner. You'll be watching carefully and you'll stop jingling the keys as soon as you see that every card has a proper match.

3. Hand out the cards and then jingle your keys. Guide students' efforts as needed. (If you've never played the Match Game during Number Corner, you may want to give out cards to just half your students while the other half of the class stays seated. Make sure you hand out matching pairs so that each student holding a card will be able to find a partner.) Stop jingling your keys as soon as all of the cards are matched.

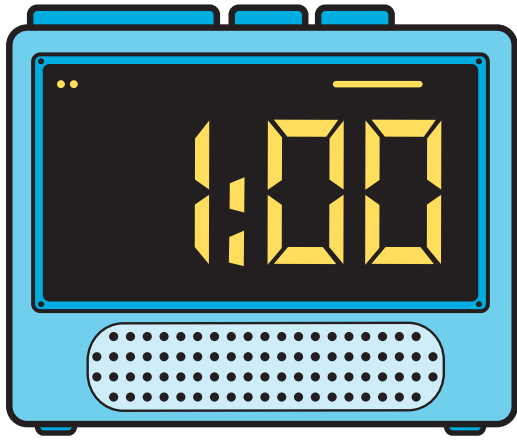


4. Ask children to return to the discussion circle and be seated with their partner. Call on children, two at a time, to place their matching cards into the pocket chart. Do all the pairs match? If you played the game with only half the class, repeat step 3 with the other half, using the pairs of cards you set aside the first time.

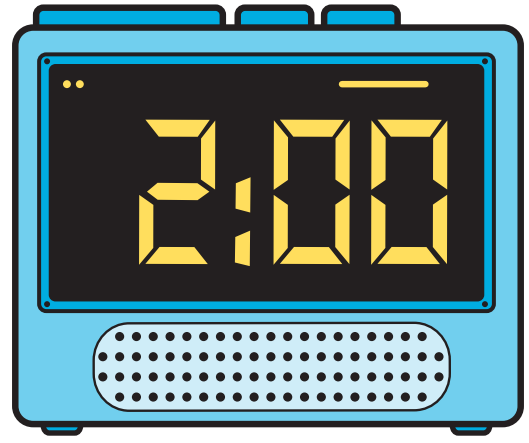
Extension

- Leave some or all of the pairs of analog and digital clock cards out for students to use during Work Places. You may want to shuffle the collection and have students work in pairs to match the clocks on their own, working on the floor or placing the cards in the pocket chart. Or, you might display all of the digital (or analog) clock cards in the pocket chart and leave the stack of analog (or digital) clock cards available for students to insert where they belong on the chart.

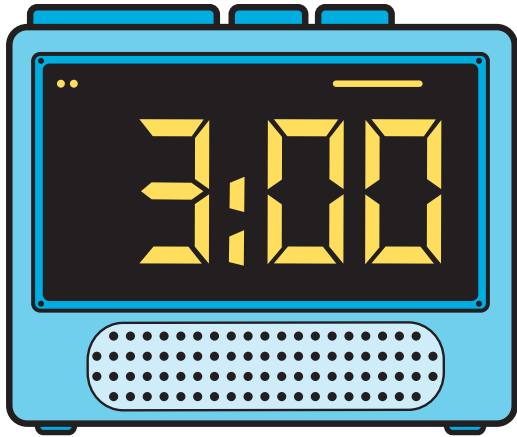
Digital Hour & Half Hour Clock Cards page 1 of 4



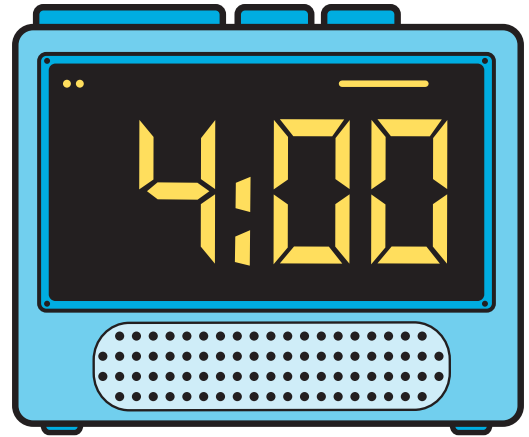
Digital Hour & Half Hour Clock Card



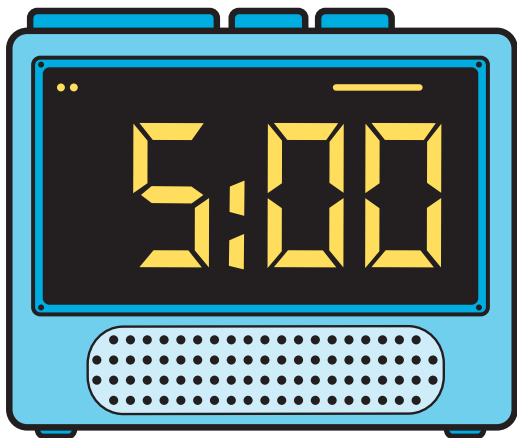
Digital Hour & Half Hour Clock Card



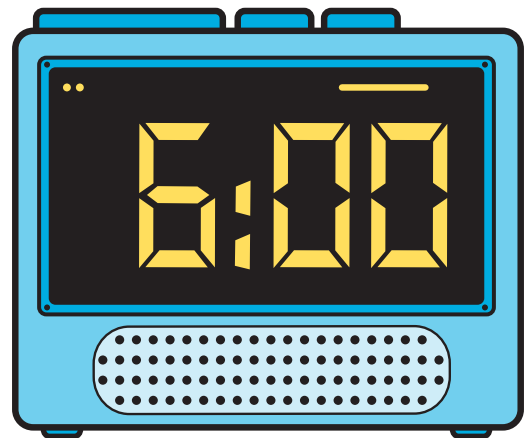
Digital Hour & Half Hour Clock Card



Digital Hour & Half Hour Clock Card

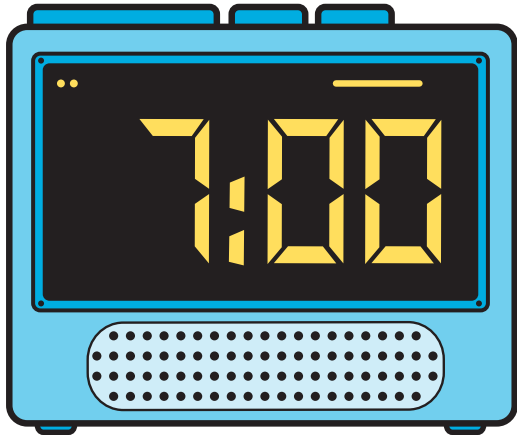


Digital Hour & Half Hour Clock Card

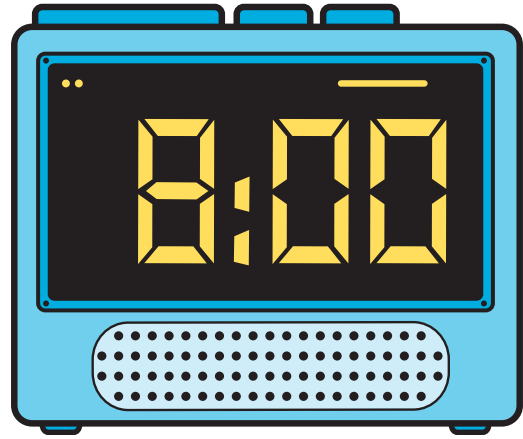


Digital Hour & Half Hour Clock Card

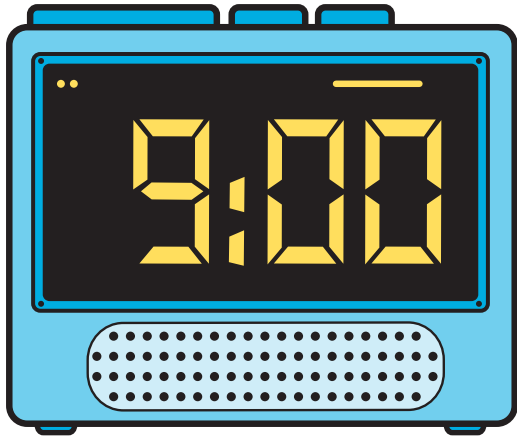
Digital Hour & Half Hour Clock Cards page 2 of 4



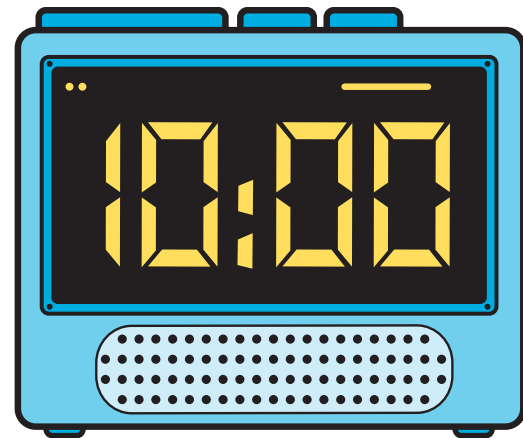
Digital Hour & Half Hour Clock Card



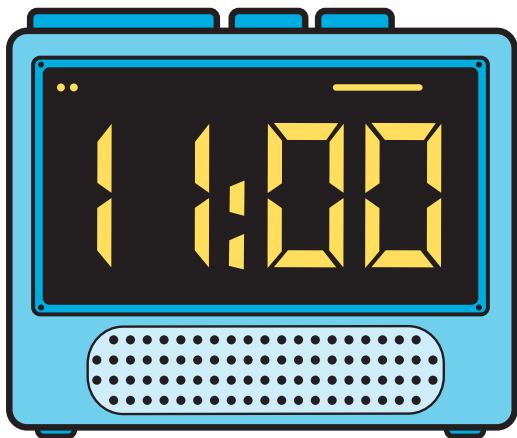
Digital Hour & Half Hour Clock Card



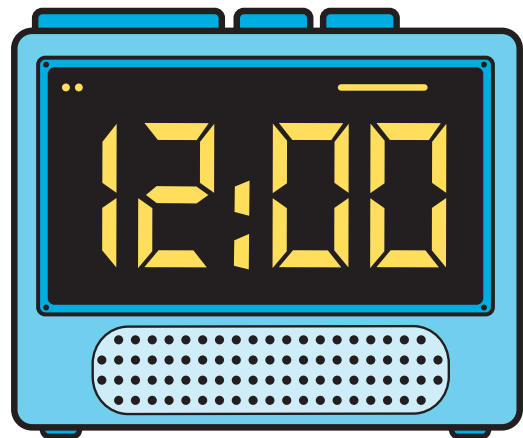
Digital Hour & Half Hour Clock Card



Digital Hour & Half Hour Clock Card

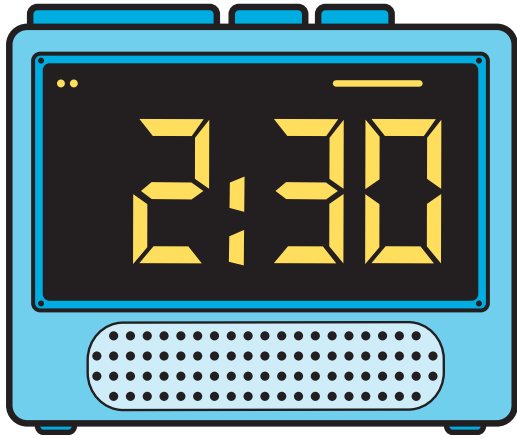


Digital Hour & Half Hour Clock Card

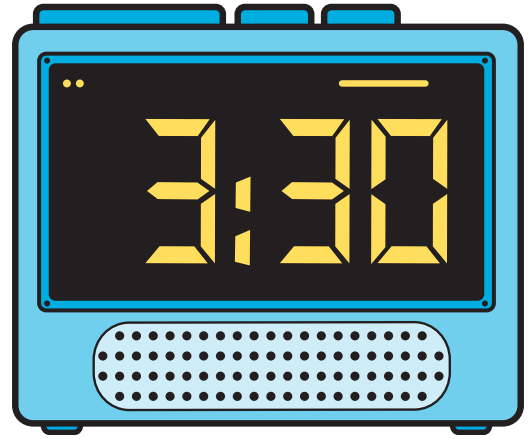


Digital Hour & Half Hour Clock Card

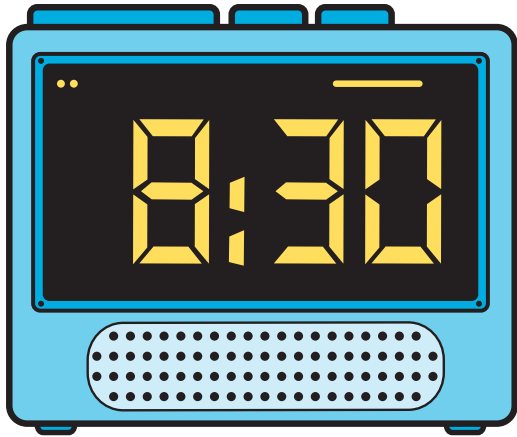
Digital Hour & Half Hour Clock Cards page 3 of 4



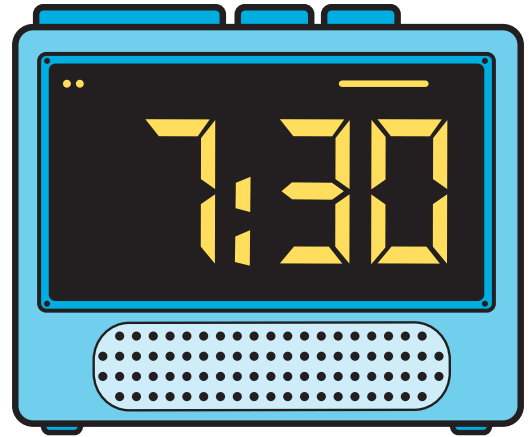
Digital Hour & Half Hour Clock Card



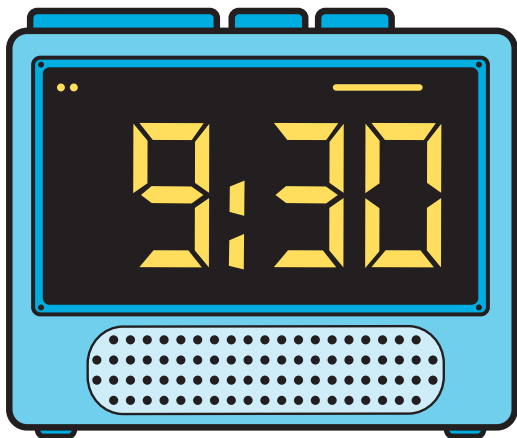
Digital Hour & Half Hour Clock Card



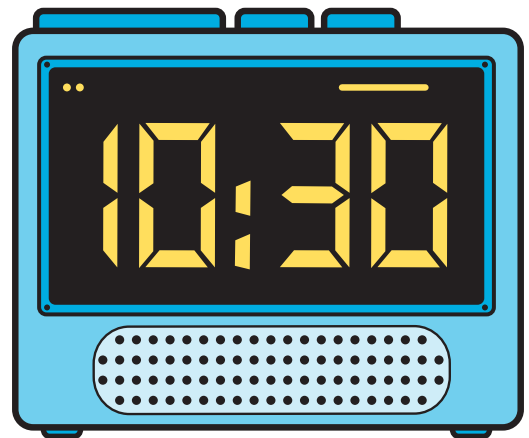
Digital Hour & Half Hour Clock Card



Digital Hour & Half Hour Clock Card

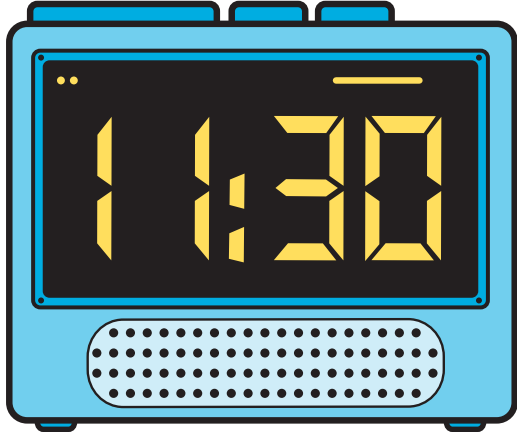


Digital Hour & Half Hour Clock Card



Digital Hour & Half Hour Clock Card

Digital Hour & Half Hour Clock Cards page 4 of 4



Digital Hour & Half Hour Clock Card

Set D7 ★ Activity 3



ACTIVITY

Danny's School Day

Overview

Students complete 2 worksheets that involve telling time to the hour and half hour on digital and analog clocks.

Skills & Concepts

- ★ read time to the hour and half hour using digital and analog clocks

You'll need

- ★ Danny's School Day (pages D7.11 and D7.12, run a class set, plus a few extra)
- ★ pencils
- ★ a clipboard or other hard writing surface for each student

Instructions for Danny's School Day


1. Gather children to your discussion circle. Ask each of them to bring a clipboard or a large picture book with them so they'll have a hard surface to write on. They'll also each need a pencil. As they're getting organized, post a copy of Danny's School Day, front side up, on an easel or the whiteboard where you can reach it easily and the children can see it.

Set D7 Measurement: Telling Time Blackline Run a class set plus a few extra.




NAME _____ DATE _____

Danny's School Day sheet 1




This is Danny. He goes to school every day except Saturday and Sunday, just like you do.






1 At 8:00, Danny gets on the bus. Circle the clock that says 8:00.

2 At 10:00, Danny's class goes to recess. Circle the clock that says 10:00.

3 At 11:30, Danny's class does math. Circle the clock that says 11:30.

2. Once they're seated in the circle, give each student a copy of the double-sided worksheet, and ask them to write their names on the front. Read the sentence at the top of the sheet to your class and give students a chance to comment.

***Students** My brother's name is Danny.
I wonder if he's in first grade like us.
There are a bunch of clocks on this paper.*

Activity 3 Danny's School Day (cont.)

3. Read problem 1 with the children. Ask them to point to the clock on their sheets that says 8:00, checking with the people sitting next to them to see if they agree. Invite a volunteer to come up and point to the clock that says 8:00 on your sheet and explain why.

Ramon *It's this one because the other one says 9 on it. And this other clock says eight-three-oh, so it means 8:30.*

Andrea *Yeah! Eight o'clock is eight-oh-oh.*

Ask your volunteer to circle the correct clock as students do so on their own sheets.













4. Complete the other 5 problems on sheet 1 as described in step 3. Then have students turn their papers over as you do the same with yours. Read sheet 2 to the class and model how to draw a line to match the first pair of clocks, working with input from the children. If most students seem confident with the task, send them back to their tables and ask them to complete the sheet independently. If it seems like many of them will need help, do the sheet together in the discussion circle, encouraging them to help one another as much as possible while you provide additional guidance.

Set D7 Measurement: Telling Time Blackline Run a class set plus a few extra.

NAME _____ DATE _____

Danny's School Day sheet 2

Here are some other times in Danny's school day. Draw lines to connect the clocks that tell the same time.

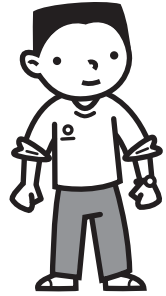
School Starts		
Reading Time		
Writing Time		
P.E.		
Science Time		
School Ends		

NAME _____

DATE _____

Danny's School Day Page 1 of 2

This is Danny. He goes to school every day except Saturday and Sunday, just like you do.



1 At 8:00, Danny gets on the bus. Circle the clock that says 8:00.



2 At 10:00, Danny's class goes to recess. Circle the clock that says 10:00.



3 At 11:30, Danny's class does math. Circle the clock that says 11:30.



4 At 12:30, Danny's class goes to lunch. Circle the clock that says 12:30.



5 At 1:00, Danny's class has Story Time. Circle the clock that says 1:00.



NAME _____

DATE _____

Danny's School Day Page 2 of 2

Here are some other times in Danny's school day. Draw lines to connect the clocks that tell the same time.



School Starts



Reading Time



Writing Time



P.E.



Science Time



School Ends

