

Eureka Math

1st Grade Module 5 Lesson 10

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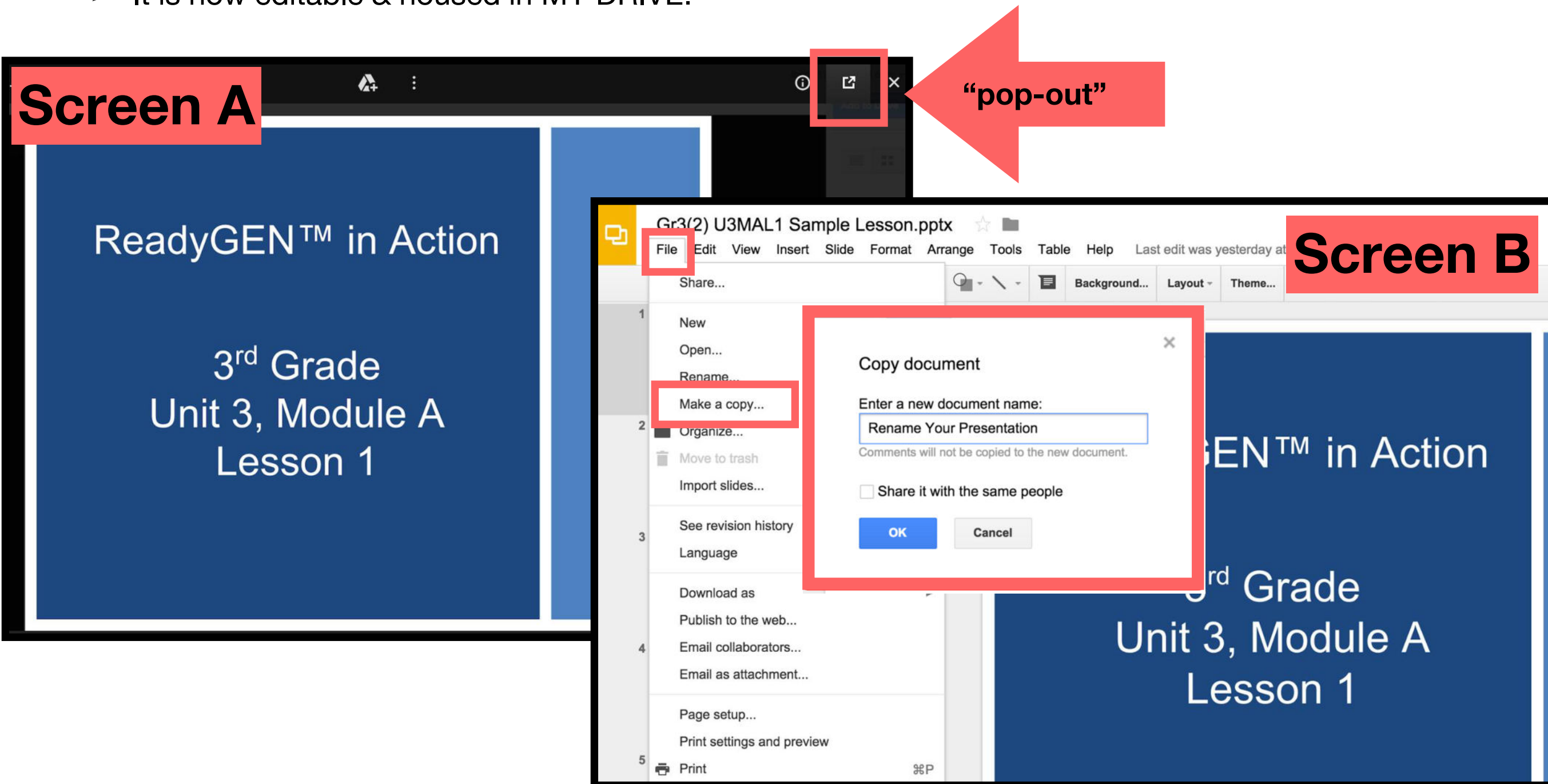


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
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- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.



Icons



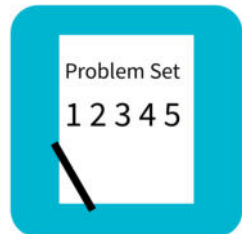
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



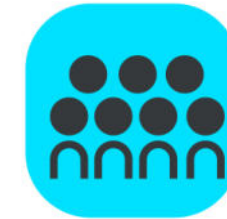
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



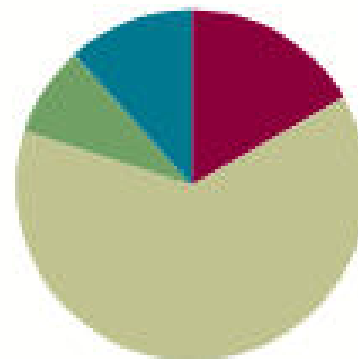
Small Group Time

Lesson 10

Objective: Construct a paper clock by partitioning a circle and tell time to the hour.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(38 minutes)
■ Student Debrief	(7 minutes)
Total Time	(60 minutes)



Materials Needed

Teacher

- Partitioned circle (Template 1), digital clock (Template 2), pencil

Student

- Core Fluency Sprint (Lesson 1 Core Fluency Sprint), Partitioned circle (Template 1) printed on cardstock, scissors, pencil, yellow crayon, orange crayon, brad fastener, personal white board



I can tell time to the hour using a partitioned circle.



Core Fluency

A Name _____ Number Correct:  Date _____

*Write the unknown number. Pay attention to the symbols.

1.	$4 + 1 = \underline{\quad}$	16.	$4 + 3 = \underline{\quad}$
2.	$4 + 2 = \underline{\quad}$	17.	$\underline{\quad} + 4 = 7$
3.	$4 + 3 = \underline{\quad}$	18.	$7 = \underline{\quad} + 4$
4.	$6 + 1 = \underline{\quad}$	19.	$5 + 4 = \underline{\quad}$
5.	$6 + 2 = \underline{\quad}$	20.	$\underline{\quad} + 5 = 9$
6.	$6 + 3 = \underline{\quad}$	21.	$9 = \underline{\quad} + 4$
7.	$1 + 5 = \underline{\quad}$	22.	$2 + 7 = \underline{\quad}$
8.	$2 + 5 = \underline{\quad}$	23.	$\underline{\quad} + 2 = 9$
9.	$3 + 5 = \underline{\quad}$	24.	$9 = \underline{\quad} + 7$
10.	$5 + \underline{\quad} = 8$	25.	$3 + 6 = \underline{\quad}$
11.	$8 = 3 + \underline{\quad}$	26.	$\underline{\quad} + 3 = 9$
12.	$7 + 2 = \underline{\quad}$	27.	$9 = \underline{\quad} + 6$
13.	$7 + 3 = \underline{\quad}$	28.	$4 + 4 = \underline{\quad} + 2$
14.	$7 + \underline{\quad} = 10$	29.	$5 + 4 = \underline{\quad} + 3$
15.	$\underline{\quad} + 7 = 10$	30.	$\underline{\quad} + 7 = 3 + 6$

Application Problem

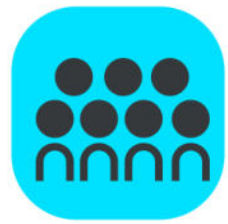
A green rounded square containing the white text "RDW".

Kim drew 7 circles.

Shanika drew 10 circles.

How many fewer circles did Kim draw than Shanika?

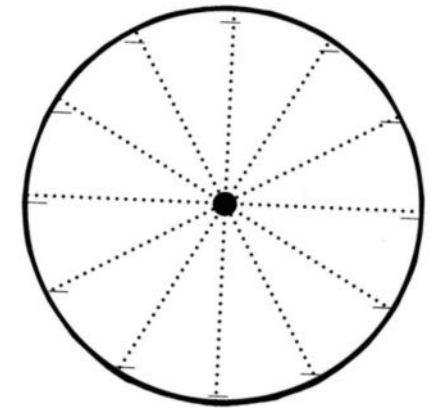
Use the RDW method to explain your thinking.



Concept Development

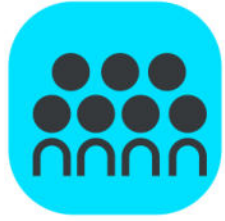
What shape is on this paper?

Yes, a circle!



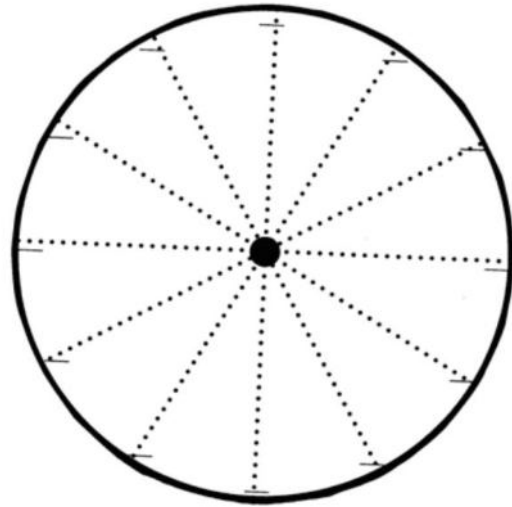
Cut out the circle. Use careful eyes and careful fingers because we will be using this circle for the next three days.

Only cut the dark, bold line that forms the circle.



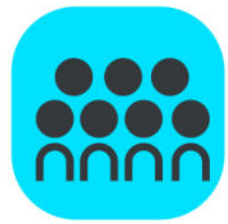
Concept Development

What do you notice about the dotted lines on the circle?

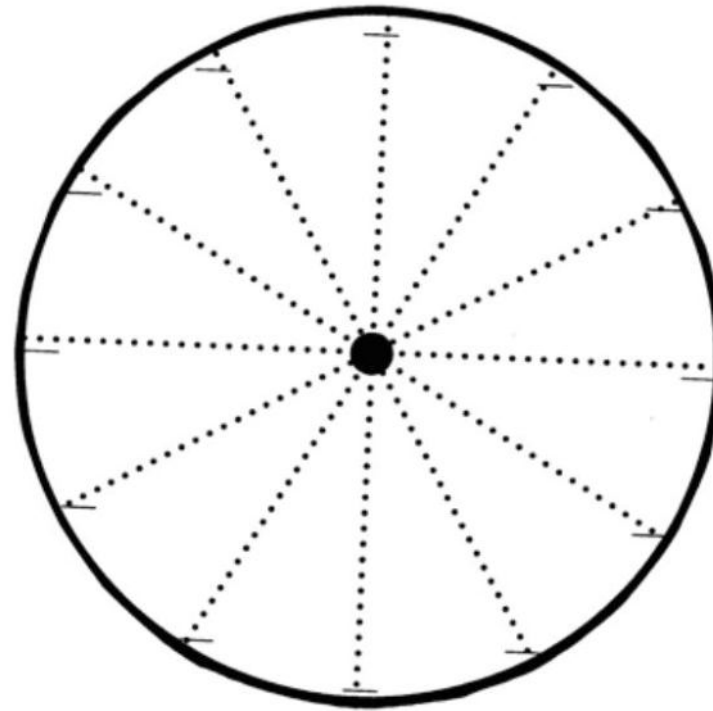


Let's look at the spaces between the lines.

Are the parts equal, or are all of the parts different sizes?



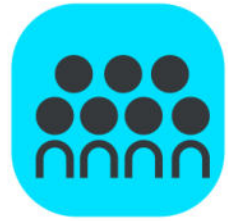
Concept Development



Let's count the parts.

Let's use our finger to trace the edge as we count.

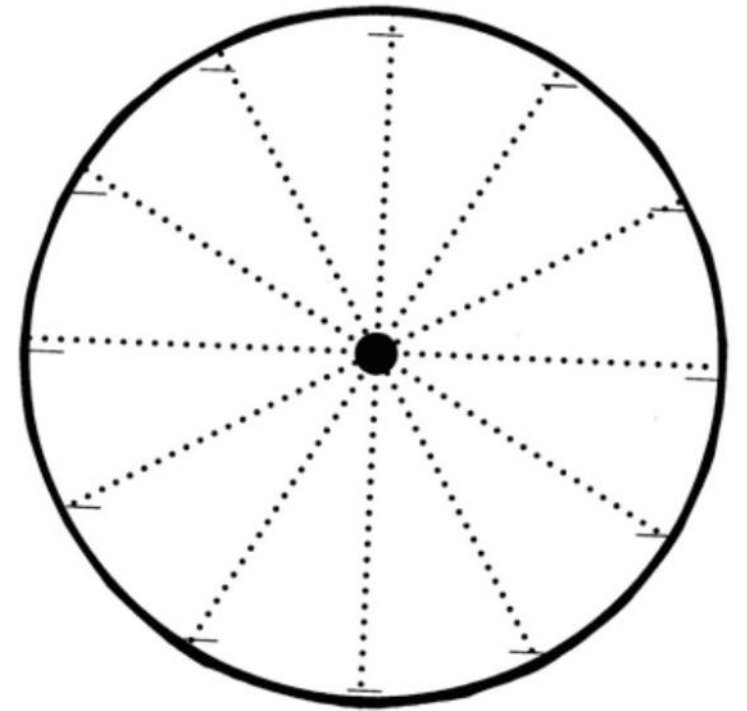
We'll stretch out the counting numbers as we trace the part. When we get to the next piece, we stop and get ready to say the next number. Let try it.



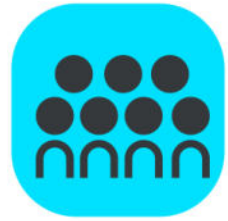
Concept Development

How many equal parts do we have?

Yes, 12!



We're going to color in each of the parts, but first, let's use our pencil to trace the edge. We'll trace the edge with and just as we get to the end of the part, or section, we'll put in the number. Watch me



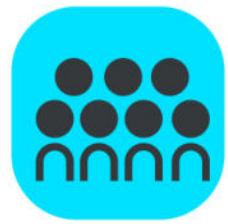
Concept Development

Now, you draw a line on the edge of your first section, or part, and when you finish saying, “Ooonnnne!,” write 1 just before the next line.

Does this look like something you have seen before?

Maybe something we have in our classroom?

Yes, a clock! We’re making a clock today!



Concept Development

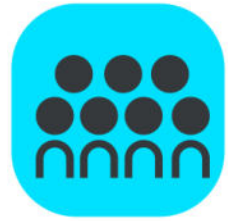
How many equal parts are labeled on a clock?

Yes, 12 parts!

Let's color in the 12 parts so we can see them more easily. We're going to alternate between yellow and orange, so each part stands out.

Watch as I start the first one.

Now it's your turn.



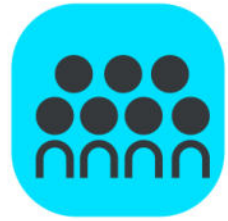
Concept Development

Look at the clock in our classroom.

What else does it have that we need to add to our clocks?

Yes, our clock needs hands! The red hand is called a second hand, but we are only going to add the black hands for now.

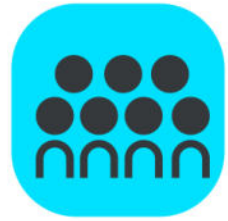
The short one is called the hour hand, and the longer hand is called the minute hand.



Concept Development

You will cut out your hour hand and minute hand.

Then you will push a brad fastener through the dots in each of the three pieces so that the hands are attached to the clock.

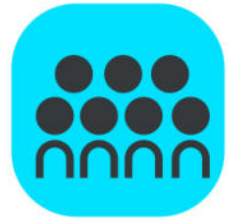


Concept Development

This is 12 o'clock.

At midnight, or 12 o'clock, every night, we begin a new day.

As each minute goes by, both hands of the clock move.

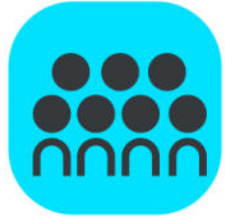


Concept Development

When the minute hand gets back to the top, and the hour hand reaches the next number, it means we just completed a full hour.

We can look at the hour hand to tell us which hour we have completed in the new day.

This clock's hour hand is now at...?



Concept Development

Yes, 1!

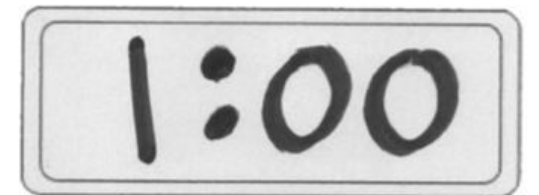
When we get through a full hour, but no extra minutes have passed, we say “o’clock” at the end.

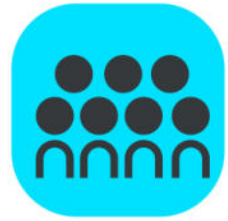
What time does this clock read?

Yes, 1 o’clock!

This is what 1 o’clock looks like on a digital clock.

We see the hour first and no extra minutes.





Concept Development

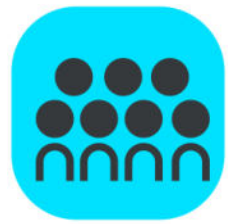
What time is this?

Yes, 3 o'clock!

Move the hands of your clock so that it says 11 o'clock.

Which hand did you move? The hour hand or the minute hand?

Yes, the hour hand!



Concept Development

To what number is the hour hand pointing?

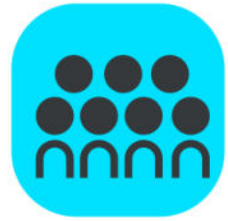
Yes, 11.

To what number is the minute hand still pointing?

Yes, 12. Great job!

What do you think the digital clock looks like when it reads 11 o'clock?

Yes, 11:00.



Concept Development

With your partner, choose a time to make on your paper clock by moving just your hour hand.

Then, on your personal white board, write the same time the way you would see it on a digital clock.

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 10 Problem Set 1•5

Name _____ Date _____

1. Match the clocks that show the same time.



2. Put the hour hand on this clock so that the clock reads 3 o'clock.



Problem Set

1 2 3 4 5

Problem Set

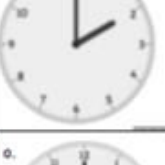


A STORY OF UNITS

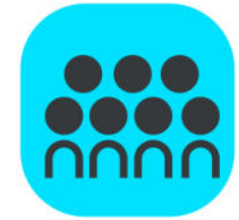
Lesson 10 Problem Set

1•5

3. Write the time shown on each clock.

a.  _____ o'clock	b.  _____ o'clock	c.  _____ o'clock
d.  _____ o'clock	e.  _____ o'clock	f.  _____ o'clock
g.  _____ o'clock	h.  _____ o'clock	i.  _____ o'clock
j.  _____ o'clock	k.  _____ o'clock	l.  _____ o'clock
m.  _____	n.  _____	o.  _____

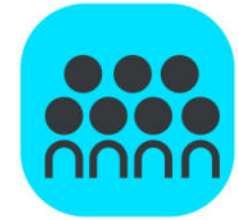
Debrief



Check your work by comparing answers with your partner.



Debrief



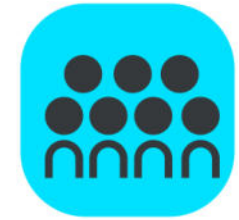
Look at Problem 2.

Where did you put the hour hand to show 3 o'clock?

Is the placement of the hour hand just before, just after, or straight toward the 3?

How does your hour hand look different from the minute hand?

Debrief



Look at Problem 3.

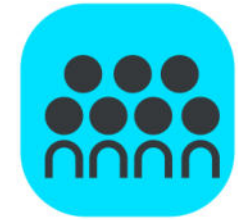
Which times were the easiest for you to read?

Why?

Which time was the trickiest for you to read?

What was tricky about it?

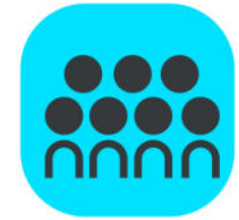
Debrief



What is the same about all of the times on your Problem Set?

When a new hour has started, and no new minutes have passed since the hour started, which number will the minute hand be pointing toward?

Debrief



Besides our classroom, where else have you seen a clock, including a digital clock?

Name the parts of the clock we learned about today.

What is your favorite fluency activity and why? How does that activity help you

Debrief



Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?



Exit Ticket



A STORY OF UNITS

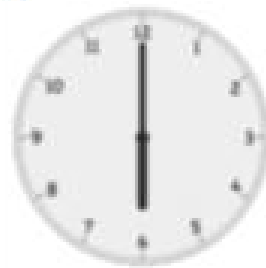
Lesson 10 Exit Ticket

1•5

Name _____ Date _____

Write the time shown on each clock.

1.



2.



3.



4.