Eureka Math

1st Grade
Module 5
Lesson 12

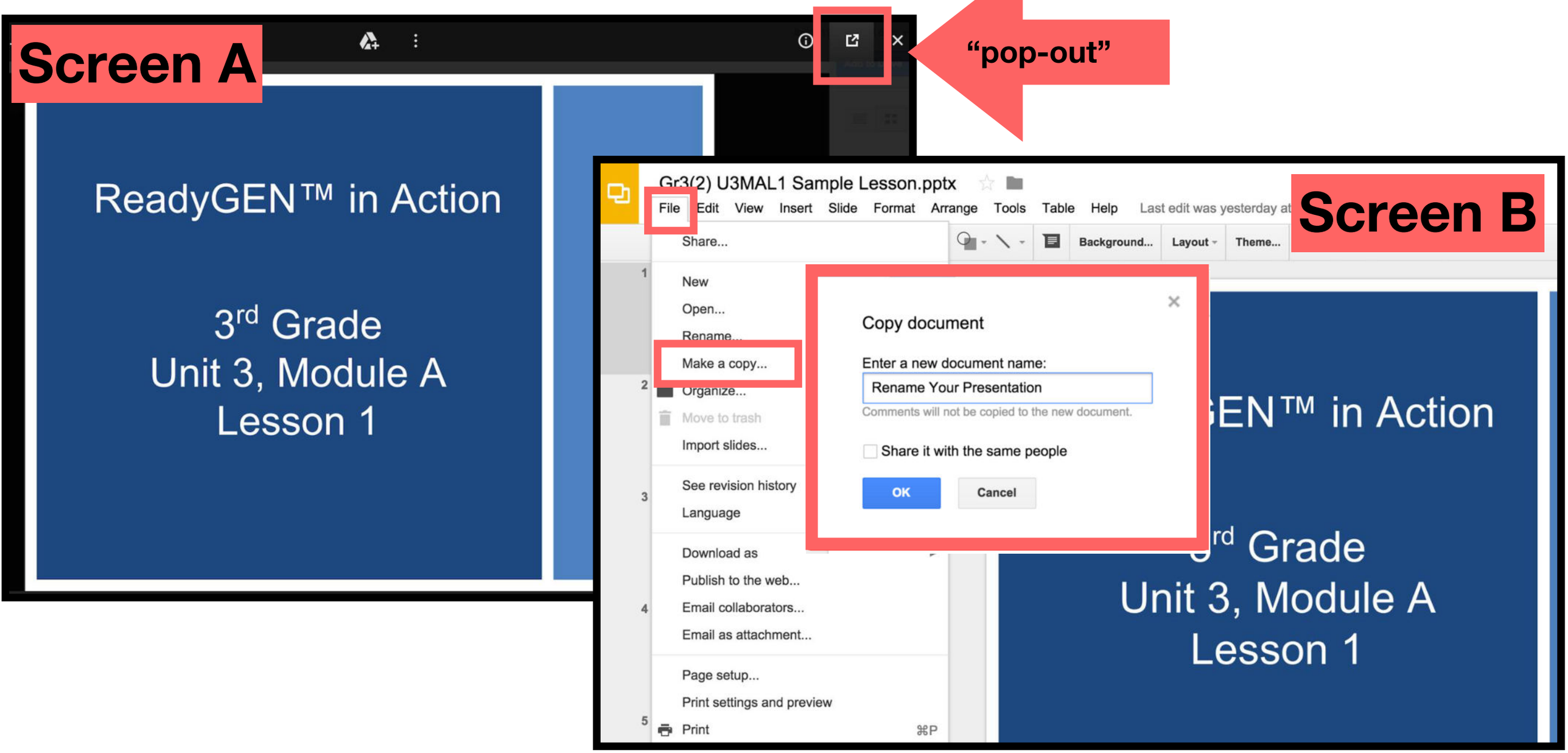
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

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.
- ➢ Click on the “pop-out” button in the upper right hand corner to change the view.
- ➢ 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.

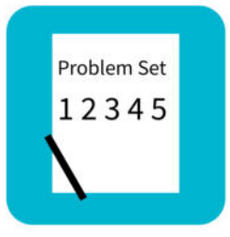


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

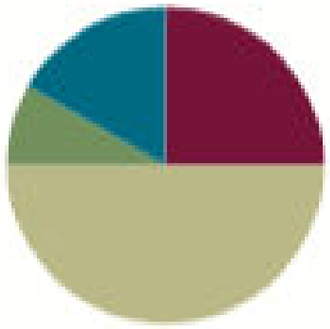
Small Group Time

Lesson 12

Objective: Recognize halves within a circular clock face and tell time to the half hour.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

Teacher:

- (T) Instructional clock, paper with quarter of the page cut out to cover the minute hand (see Sequence C figure)

Student:

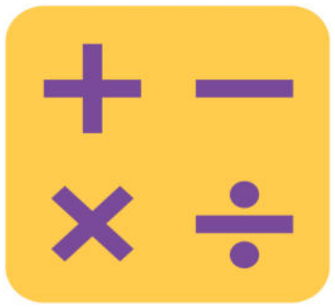
- (S) Student clock

This lesson is designed to support student understanding of telling time to the half hour. Below are four sequences of problems that can be used, from simple to complex:

- Sequence A reinforces time to the hour.
- Sequence B reinforces discriminating between time to the hour
- and the half hour.
- Sequence C focuses on positioning the hour hand when telling time to the half hour.
- Sequence D challenges students beyond the standard to apply their ability of telling time to the hour and half hour to story problems.

Choose the sequence that is most appropriate for students. If appropriate, only use part of a sequence.

I can recognize halves within a circular clock face and tell time to the half hour.

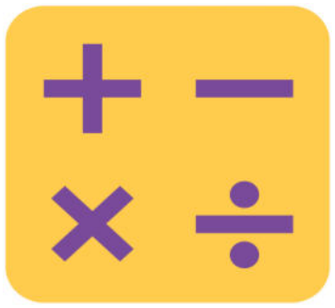


Core Fluency Practice

Let’s do a Core Fluency Practice!

Happy Counting

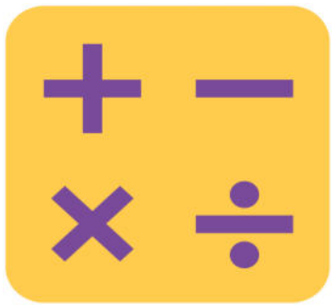
Count with me. We will count within 100 by ones and tens, paying special attention to changes in tens.



Analogous Addition and Subtraction

On my signal, say the equation with the answer.

6 + 2 = ____



Analogous Addition and Subtraction

Now, say this equation with the answer on my signal:

16 + 2 = _____

Analogous Addition and Subtraction

Let’s practice more!

Take from 10 Subtraction with Partners

You will work with a partner!

- Choose a minuend between 10 and 20
- On your personal whiteboard, subtract 9, 8, and 7. Write the two addition sentences for taking from 10 10.
- Exchange personal white boards and check your partner’s work!

Application Problem

RDW

Shade the clock from the start of a new hour through half an hour. Explain why that is the same as 30 minutes.

Concept Development

Sequence A

Write the time that matches this clock.

Concept Development

Sequence A

On your clock, show the following time. Then, write the time the way it would appear on a digital clock.

Concept Development

Sequence B

Write the time that matches this clock.

Concept Development

Sequence B

On your clock, show the following time. Then, write the time the way it would appear on a digital clock.

Concept Development

Sequence B

On your clock, show the following time. Then, write the time the way it would appear on a digital clock.

Concept Development

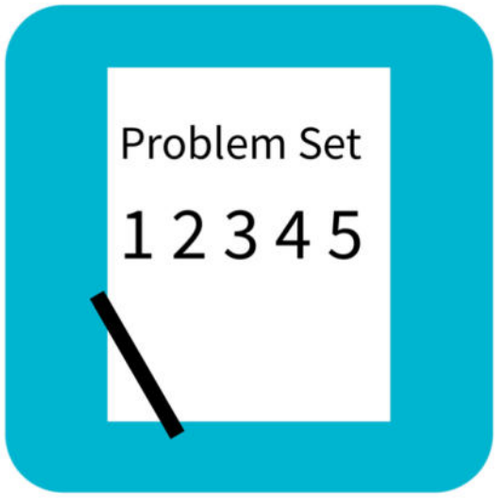
Sequence C

I’m going to cover the minute hand on this clock. Look closely at the hour hand to decide what time it is. Show the correct time on your clock, and write the time on your personal white board.

Concept Development

Sequence D

Listen to my story, and see if you can determine the time.



Problem Set

Name _____ Date _____

Fill in the blanks.

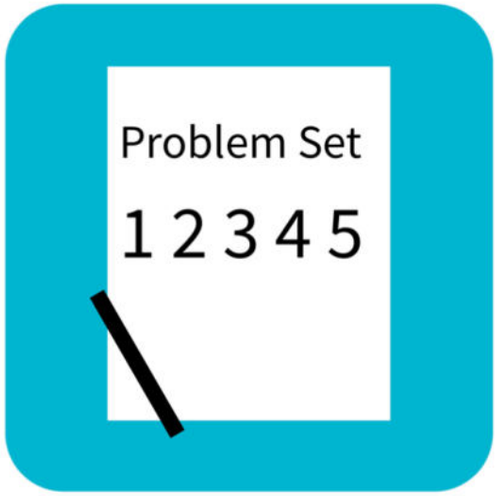
1.  A  B Clock _____ shows half past eleven.

2.  A  B Clock _____ shows half past two.

3.  A  B Clock _____ shows 6 o'clock.

4.  A  B Clock _____ shows 9:30.

5.  A  B Clock _____ shows half past six.



Problem Set

6. Match the clocks.

a. 

half past 7

7:30

b. 

half past 1

7:00

c. 

7 o'clock

5:30

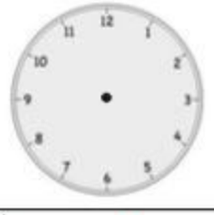
d. 

half past 5

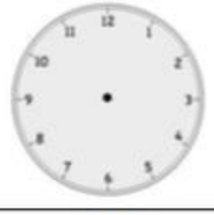
1:30

7. Draw the minute and hour hands on the clocks.

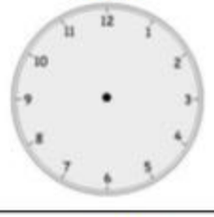
a. 3:30



b. 8:30

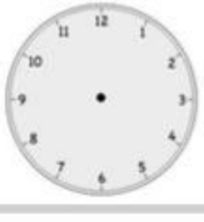


c. 11:00

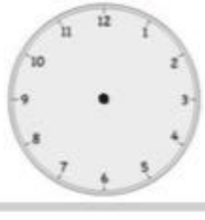


d. 6:00

e. 4:30



f. 12:30



Debrief

Look at Problem 4. Which clock shows half past 12 o’clock? Explain your thinking. Remember to use hour hand and minute hand in your explanation

Debrief

Look at Problem 1. How did you choose the correct clock? Demonstrate how you know A is the correct answer.

Debrief

Look at Problem 1. How did you choose the correct clock? Demonstrate how you know A is the correct answer.

Debrief

Look at Problem 4. What is another way to say 9:30? Why is 9:30 also known as half past 9?

Debrief

Look at Problem 7. How did you draw the clock hands for 12:30? Explain why you placed the minute hand and the hour hand in each location.

Debrief

Look at the clock in our room. Is the time closest to a new hour or closest to half past the hour? What time is it right now?

Debrief

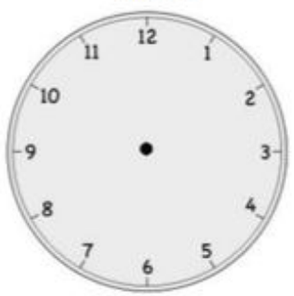
How could your fluency activities today help you with your subtraction?

Exit Ticket

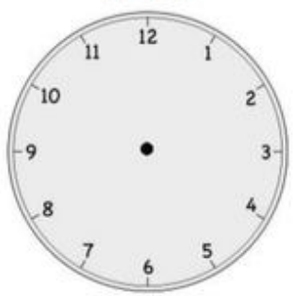
Name _____ Date _____

Draw the minute and hour hands on the clocks.

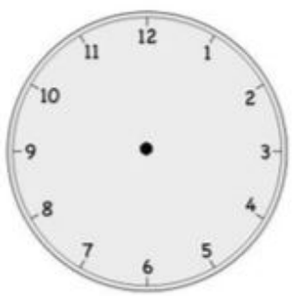
1. 1:30



2. 10:00



3. 5:30



4. 7:30