

Eureka Math

1st Grade Module 5 Lesson 13

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.

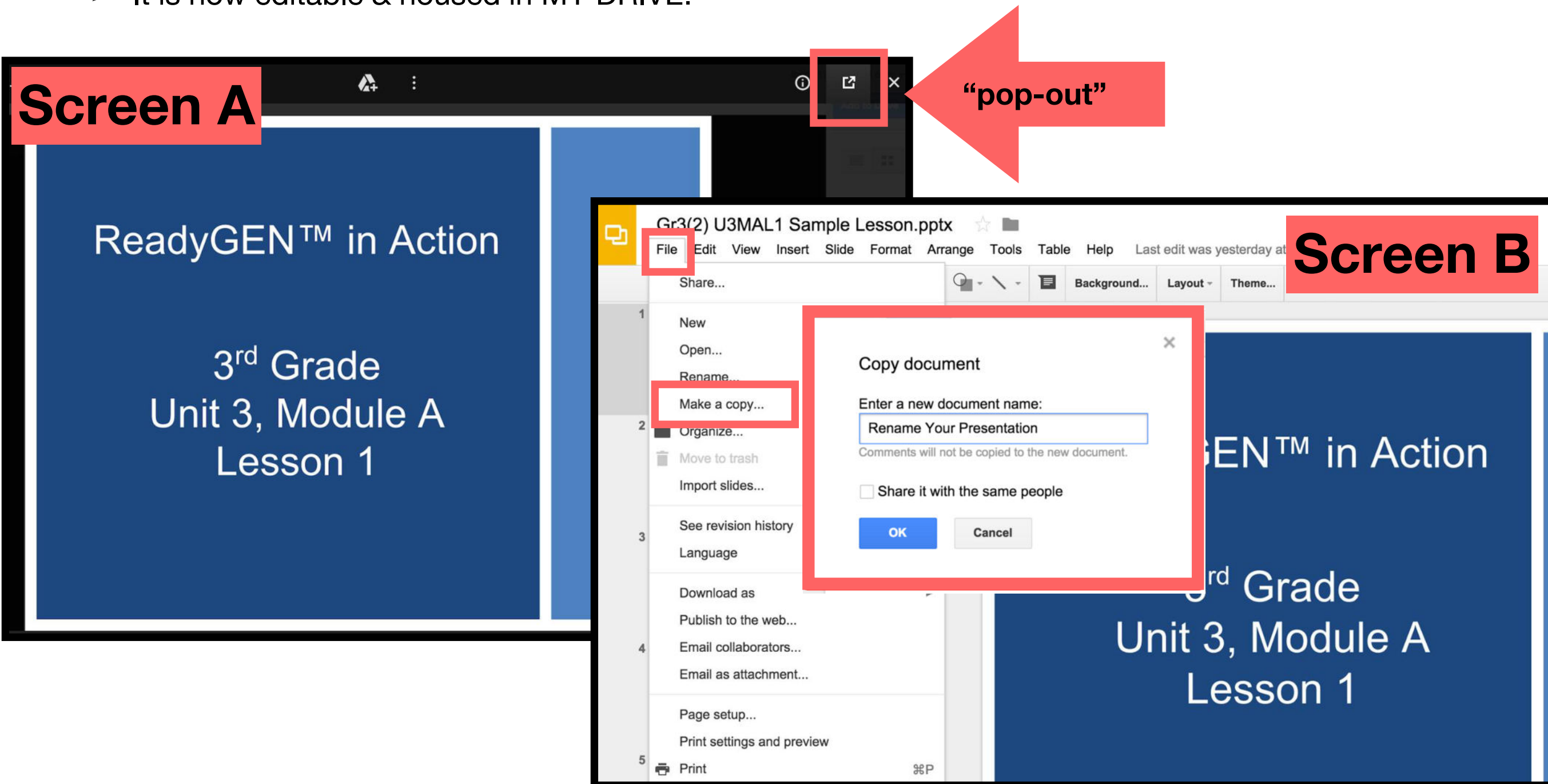


This work by Bethel School District (www.bethelsd.org) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

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



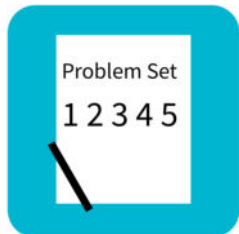
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



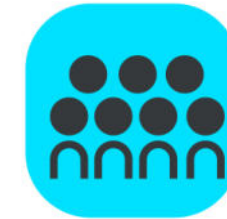
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



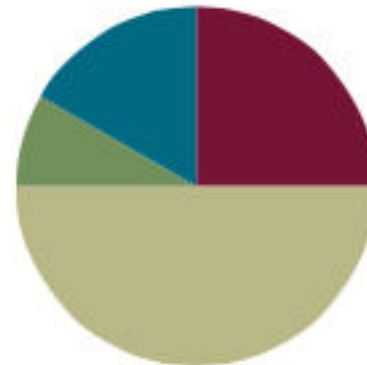
Small Group Time

Lesson 13

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/Prep

Teacher:

- (T) Clock image 1 (Template 1)

Student:

- (S) Core Fluency Sprint (Lesson 1 Core Fluency Sprint)
- (S) Clock images (Lesson 13 Template 2)
- (S) personal white board

Note: Today's objective extends to clocks students may encounter. If the majority of the class requires more exposure to the traditional analog clock used during Lessons 10–12, substitute the variety of clock faces with the paper clock template in Lesson 11, and have students erase and redraw clock hands for each time they are given.



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



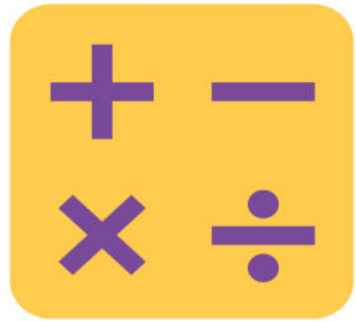
Core Fluency Practice

Let's do a Core Fluency
Practice!



Happy Counting

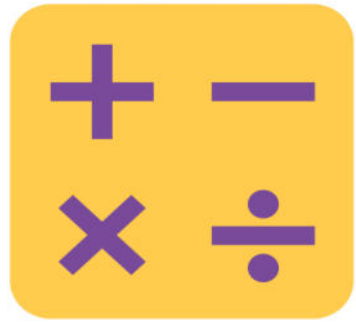
Count with me. We will count within 100 by ones and tens, paying special attention to changes in tens.



Analogous Addition and Subtraction

On my signal, say the equation with the answer.

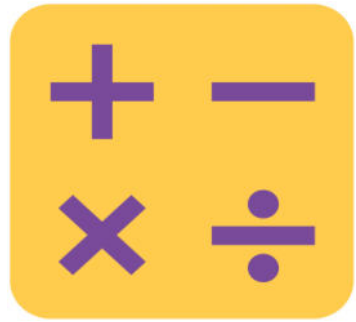
$$6 + 2 = \underline{\quad}$$



Analogous Addition and Subtraction

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

$$16 + 2 = \underline{\hspace{2cm}}$$



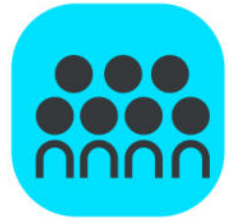
Analogous Addition and Subtraction

Let's practice more!

Application Problem

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

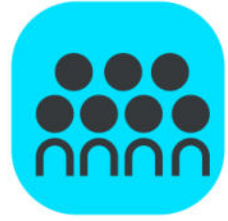
Ben is a clock collector. He has 8 digital clocks and 5 circular clocks. How many clocks does Ben have altogether? How many more digital clocks does Ben have than circular clocks?



Concept Development

Many people use something like this to show them what time it is. Do you know what it is called?

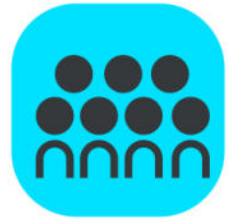




Concept Development

It's a watch!

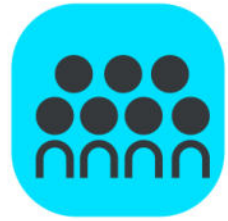




Concept Development

Why do people sometimes wear watches? Talk with your partner about it.



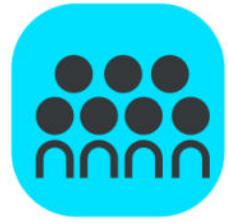


Concept Development

Did you think of these ideas?

- It tells them the time.
- It's like having a clock with you even when you're outside.
- People have watches because they can't carry around a big clock.

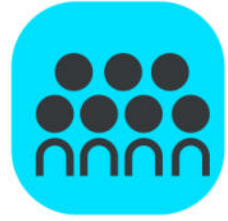




Concept Development

What is the time on this watch?

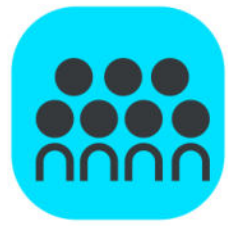




Concept Development

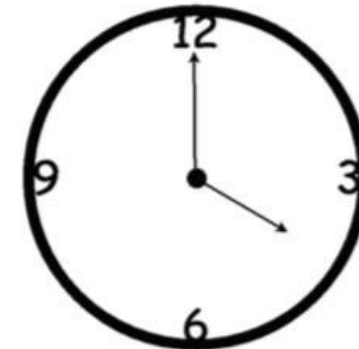
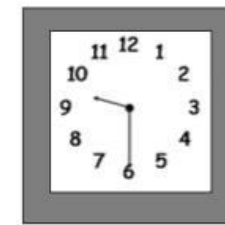
It's 3:30!

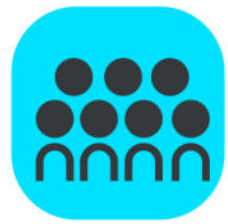




Concept Development

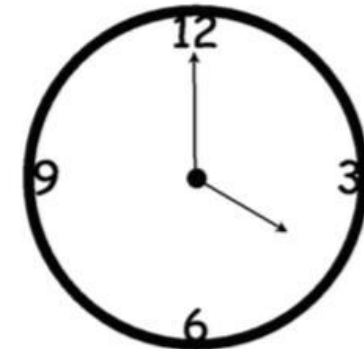
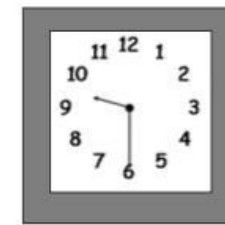
This watch looks a lot like the clocks we have been looking at. But sometimes watches and clocks look different from each other. What differences do you notice among the clocks and watches on the clock page in your personal white board?

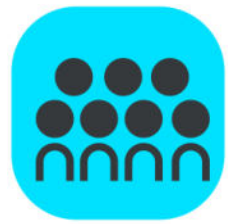




Concept Development

This watch looks a lot like the clocks we have been looking at. But sometimes watches and clocks look different from each other. What differences do you notice among the clocks and watches on the clock page in your personal white board?

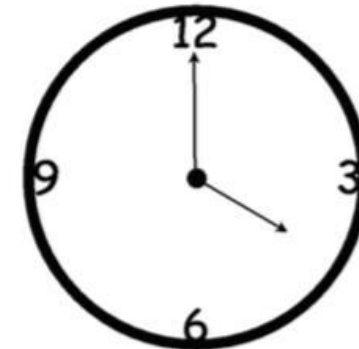
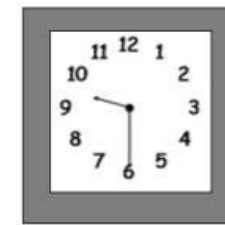


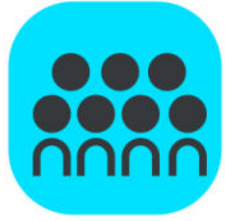


Concept Development

Did you think of these ideas?

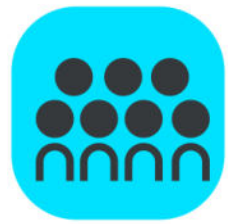
- One of them is a square.
- Some of them have no numbers.
- Some of them have a few of the numbers, but not all of the numbers.
- One of them has weird letters where the numbers should be.
- Some of them have pointy arrows on the clock hands.





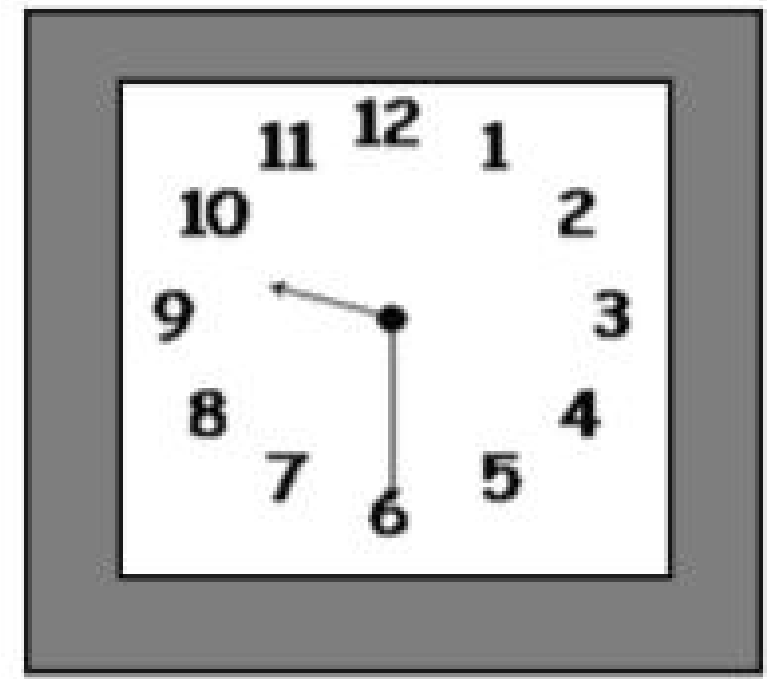
Concept Development

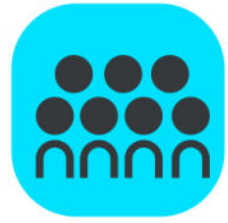
Let's use what we know about circles and clocks to help us tell the time, even when the clock face looks different.



Concept Development

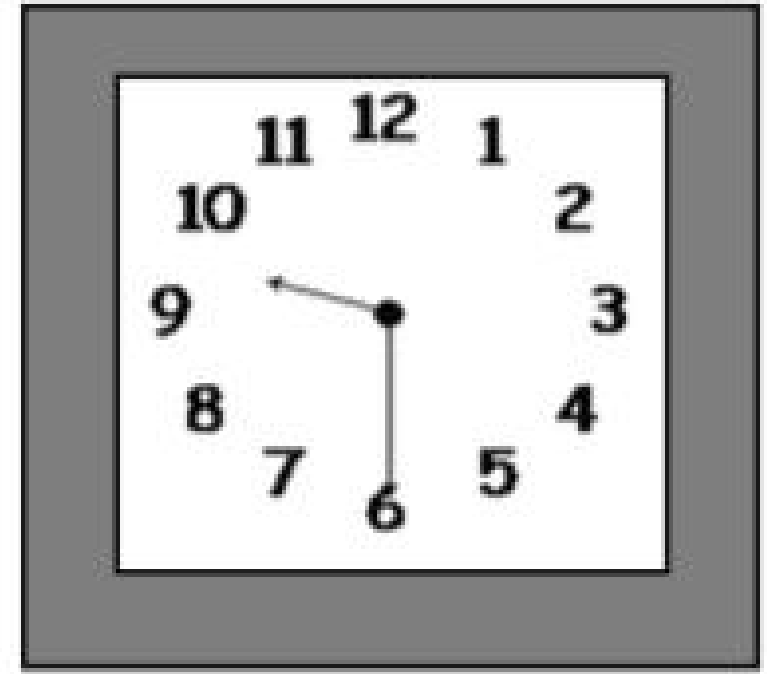
Let's look at the square clock. What is the time?

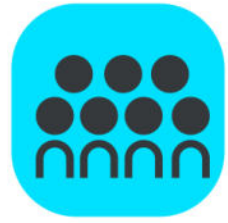




Concept Development

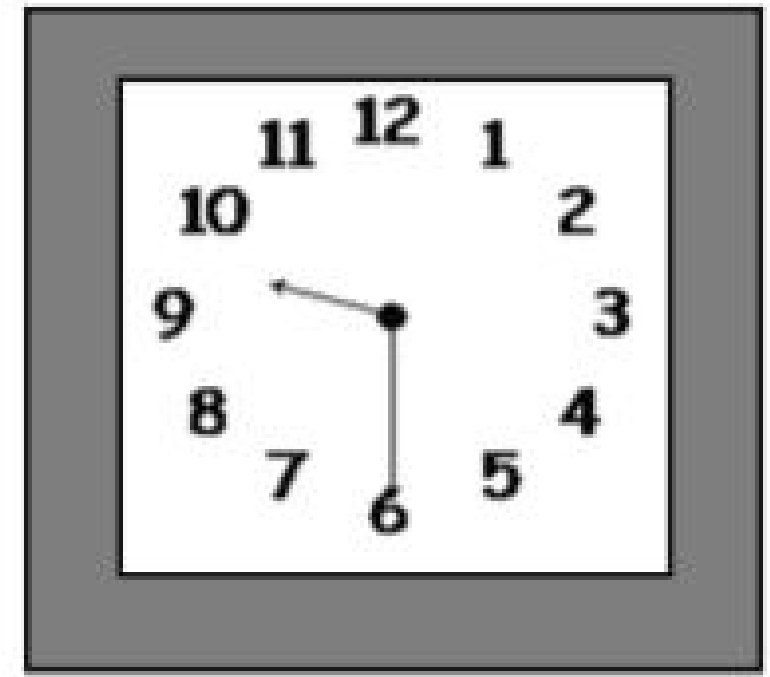
It's 9:30!

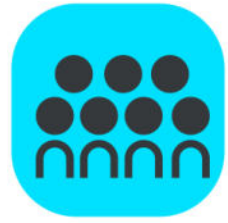




Concept Development

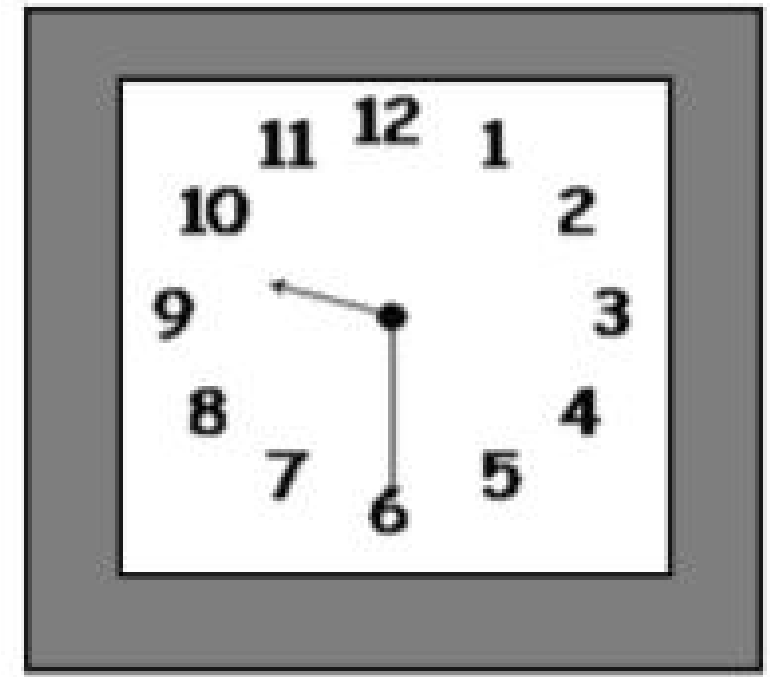
We can also say...?

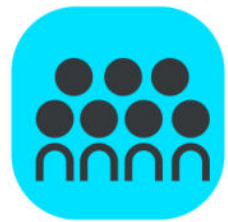




Concept Development

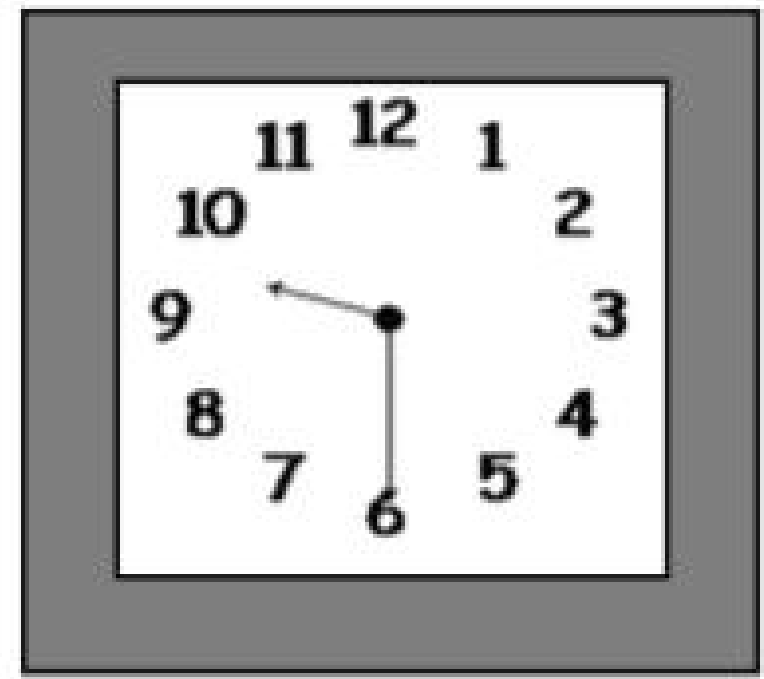
We can also say half past 9!



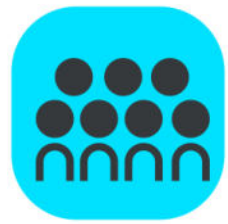


Concept Development

Write the time on the line under the clock.

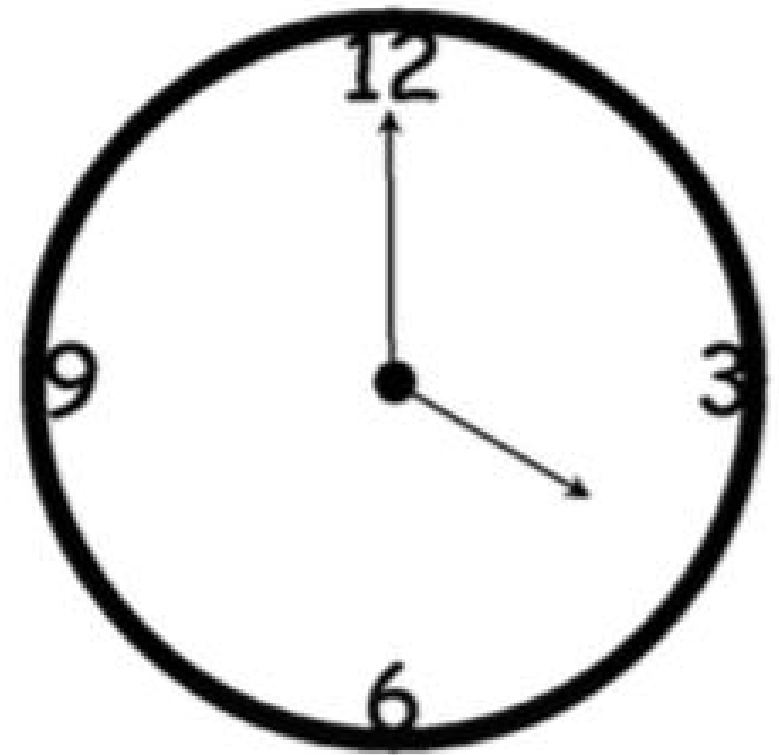


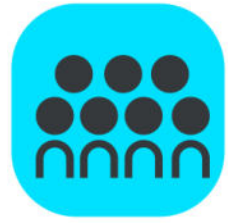
9:30



Concept Development

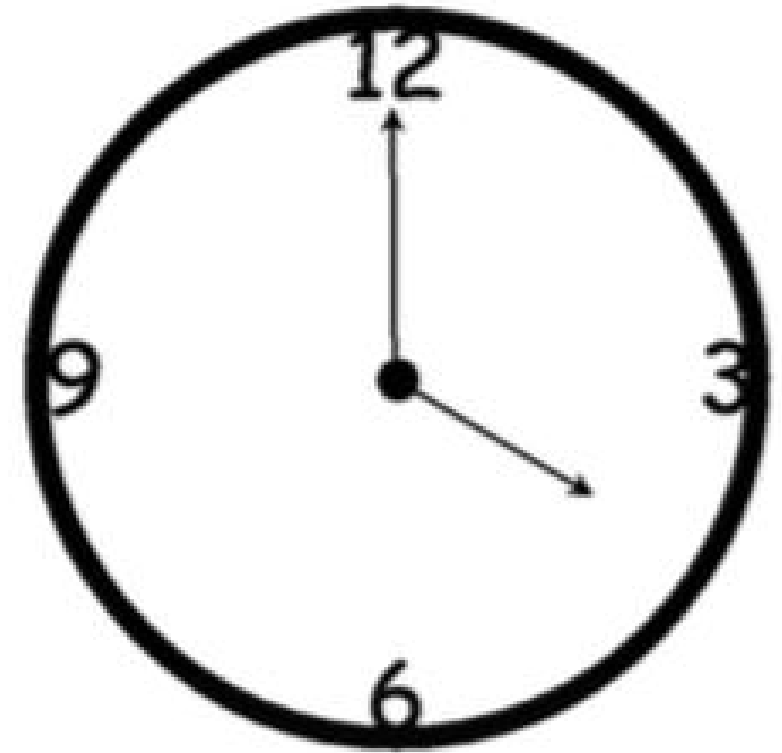
Let's all look at the next clock. This clock only has four numbers—3, 6, 9, and 12. Where do you think the missing numbers would go? Use your dry erase marker to put them in.

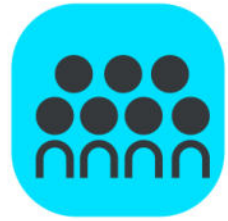




Concept Development

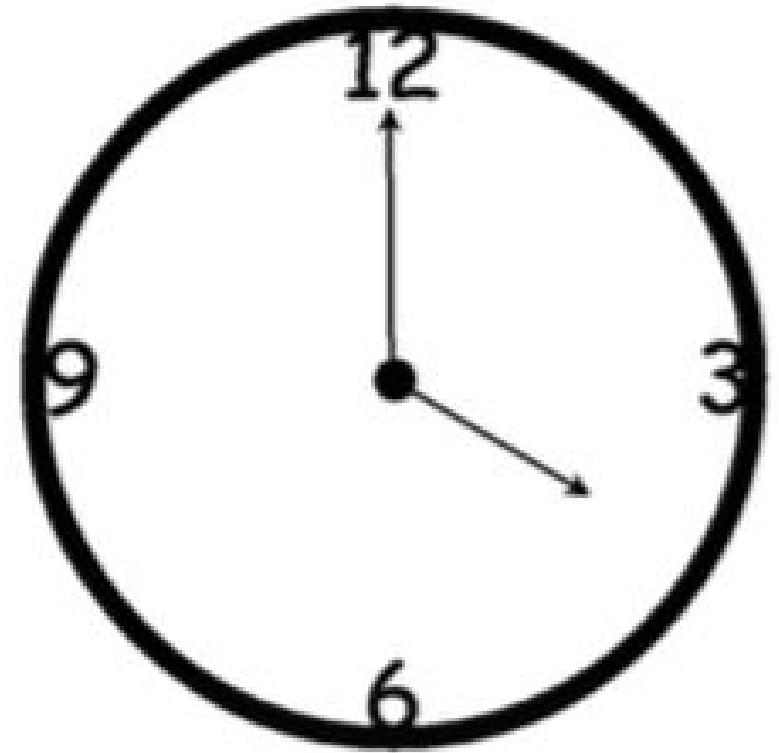
What time does the clock show?

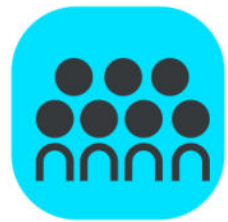




Concept Development

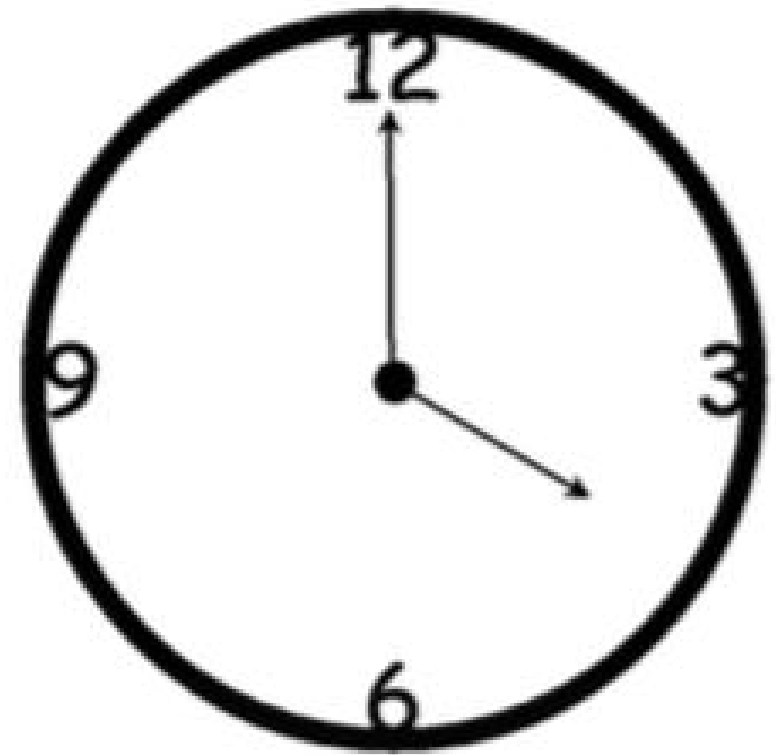
This clock shows 4 o'clock!



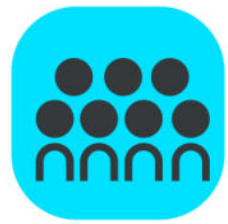


Concept Development

Write the time on the line under the clock.

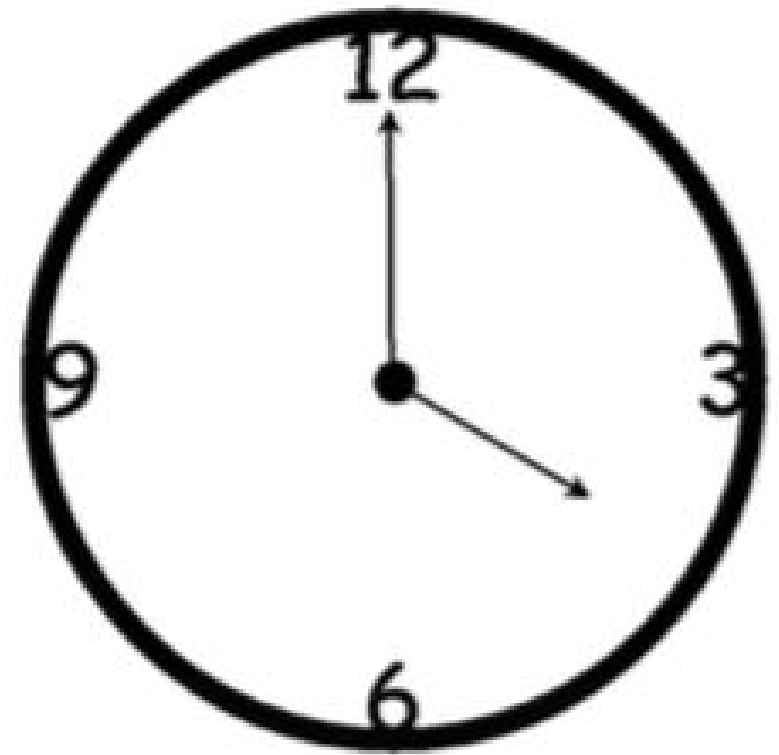


4:00

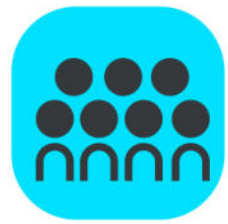


Concept Development

Try the next clock without putting in the missing numbers. Imagine the numbers that are missing.

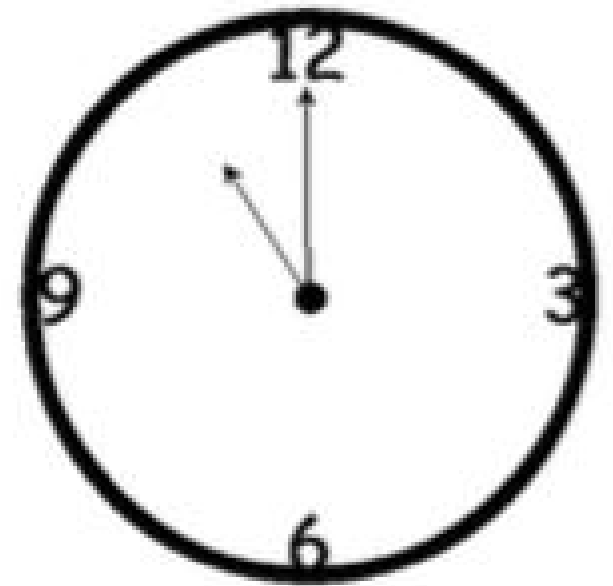


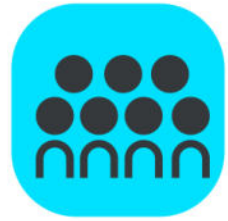
4:00



Concept Development

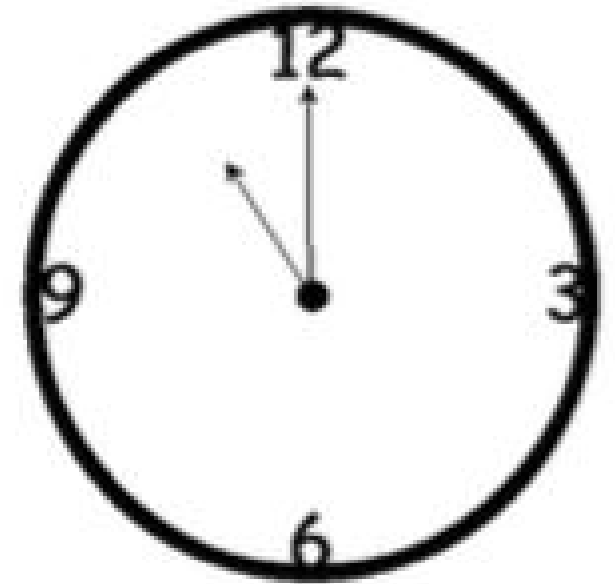
Try the next clock without putting in the missing numbers. Imagine the numbers that are missing.

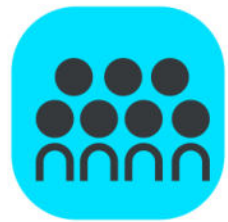




Concept Development

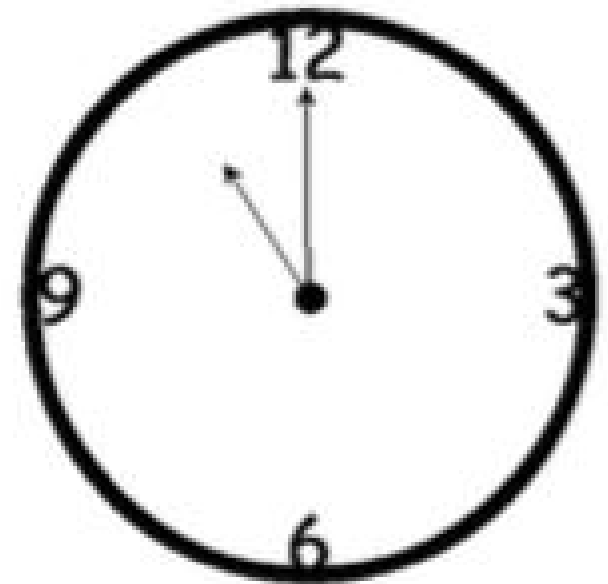
What time does the clock show?

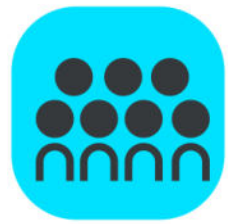




Concept Development

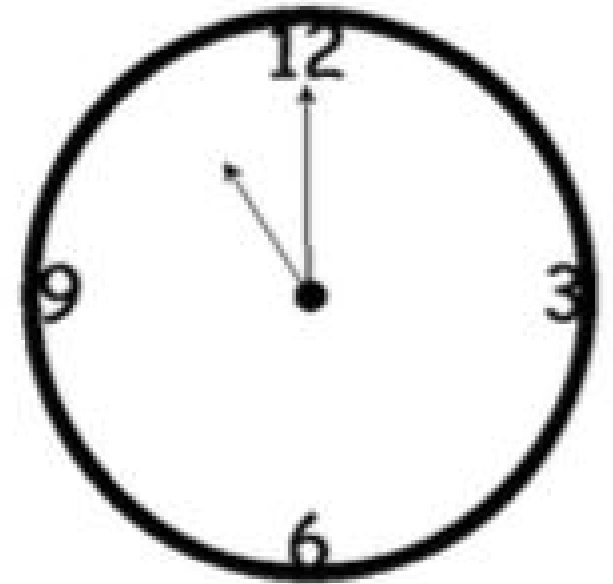
It shows 11 o'clock!

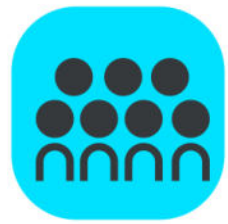




Concept Development

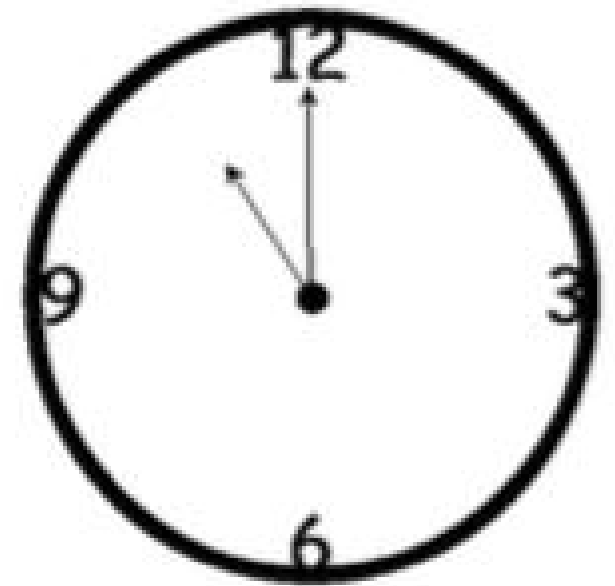
How did you know it shows 11
o'clock?

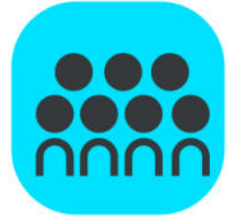




Concept Development

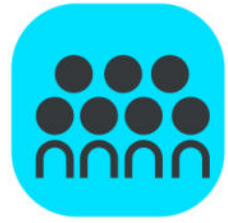
The minute hand was on the 12, and the hour hand was just before that, so it had to be the hour that's before 12, which is 11 o'clock.





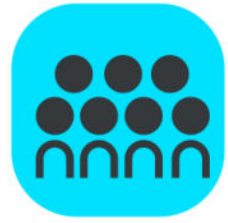
Concept Development





Concept Development





Concept Development



Problem Set



Problem Set

1 2 3 4 5

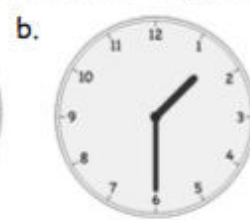
A STORY OF UNITS

Lesson 13 Problem Set 1•5

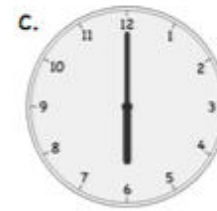
Name _____ Date _____

Circle the correct clock. Write the times for the other two clocks on the lines.

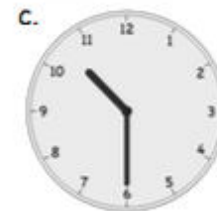
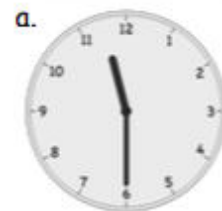
1. Circle the clock that shows half past 1 o'clock.



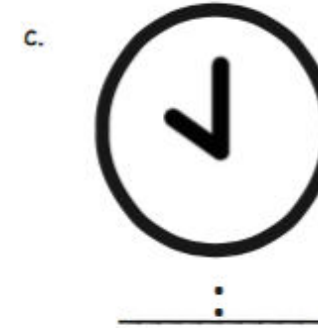
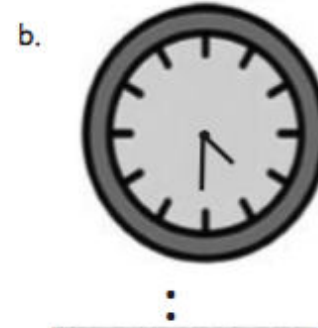
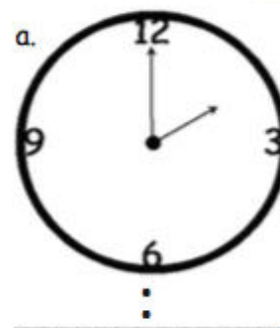
2. Circle the clock that shows 7 o'clock.



3. Circle the clock that shows half past 10 o'clock.



4. What time is it? Write the times on the lines.



Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 13 Problem Set

1•5

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

a. 1:00



b. 1:30



c. 2:00



d. 6:30



e. 7:30



f. 8:30



g. 10:00



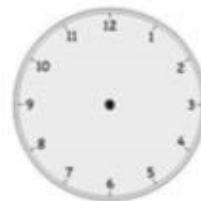
h. 11:00



i. 12:00



j. 9:30



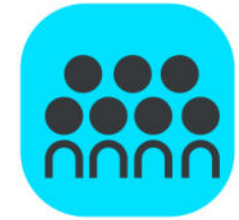
k. 3:00



l. 5:30



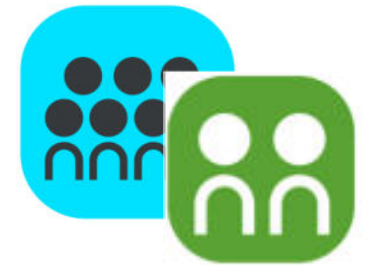
Debrief



Look at your Problem Set. Which clock was the most challenging for you to read and why?

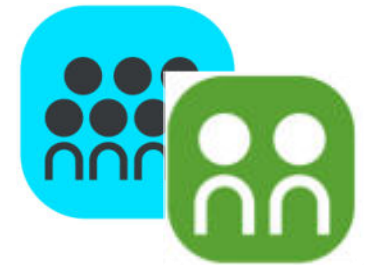


Debrief



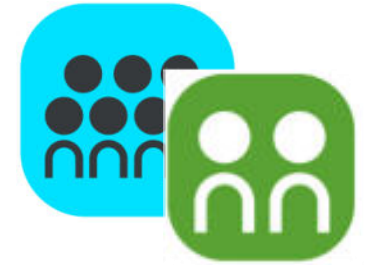
Look at the clocks on your personal white board. Which clock was the most challenging for you to read and why? Which clock would you like to have in your home and why?

Debrief



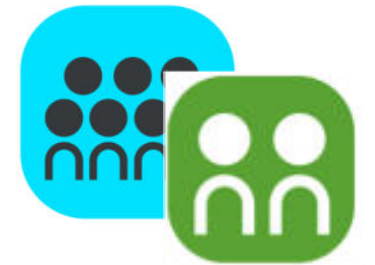
No matter what a clock looks like, what parts must it include in order for us to tell the time?

Debrief



When can it be helpful to know what time it is?

Debrief



Look at the Application Problem. Share how you used your drawing to help solve the problem.

Exit Ticket



A STORY OF UNITS

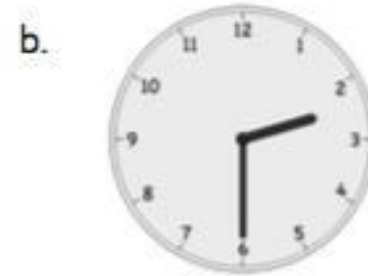
Lesson 13 Exit Ticket

1•5

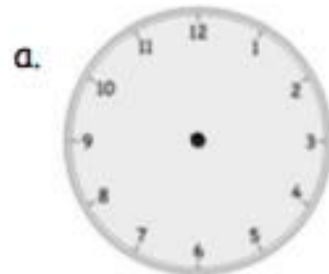
Name _____

Date _____

1. Circle the clock(s) that shows half past 3 o'clock.

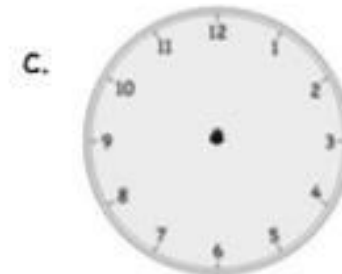


2. Write the time or draw the hands on the clocks.



4:30





9 o'clock