

Top 5 – The Big Ideas	Key Vocabulary	Australian Curriculum Links	Prior Knowledge
-Students can tell the time to the half hour -Students can tell the time to the quarter hour -Students can explain duration of time -Students can represent a range of times -Students identify familiar times	time      hour      minute      hand o'clock      quarter      to      past pointing      analogue      digital	The Student will: Year 1- Explain time durations; Tell the time to the half hour Year 2- Tell the time to the quarter hour using 'past' and 'to'	Year 1- O'clock, sequencing familiar events Year 2- time to half hour; time duration; sequencing events in time order

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Mental Routine (10 min.)</b>	Assessment task	<i>Begin with the strategy lesson. Students will then have a clock face to use for their mental routines.</i>	<b>Telling the Time</b> (see 'Telling the Time' mental routine board) <b>Focus:</b> Time to half past, quarter hour, positioning of hands, duration of time		
<b>Main Part of Lesson (30 min)</b> e.g. <b>Problematised Situation</b> –using the STA from STAR model  <b>Or</b> <b>Strategy Lesson</b> – inc. focus/ target strategies, and supporting game	<b>Draw A Clock!</b>  Rich Assessment Tasks (Doug Clarke) Task 26  <u>Materials:</u> A4 paper Textas  <u>Questioning:</u> "Tell me about your clock" (annotate students response)	<b>Strategy lesson</b> <u>Focus:</u> positioning of numbers; drawing clocks  <b>Class practice:</b> ask students to draw their best circle on paper. As a class explicitly discuss which numbers are placed on a clock, where they go and why (i.e. why is the 12 the first number we draw? Why does the 12 go directly at the top?)  Practise several clock faces before drawing one on A4 paper for a mental routine <b>15 min.</b>  <b>Individual practice:</b> mental routine	<b>Help Make My Clock!</b> (See attached activity)  <u>Materials:</u> activity sheets scissors glue sticks split pins paper plates or cardboard  <u>Questioning:</u> "How did you know where to put the number 12? 6? ..." "Which number did you put on first?" "How did you know where the minute hand went?"	<b>Strategy lesson</b> <u>Focus:</u> telling the time to half past  <b>Class practice:</b> explicit teaching of positioning of minute hand, using clock faces (use mental routine boards) and recording the time using digital format <b>10 min.</b>  <b>Individual practice:</b> Time Lucky Dip Students choose a lucky dip half-past time from the 'lucky dip' and draw it on blank paper. They record the time as a digital time. Once finished they choose another time.	<b>Time Games/Activities</b>  -bingo -matching clocks -drawing clocks -drawing times on clocks -make a clock -time dice (hour hand die only) -clock faces activity sheet -draw what happens at your favourite time of the day -time dominoes
<b>Reflection (15 min.)</b> -including R from STAR model	What strategies did you use? What clues were useful?	Which questions did you find the easiest? Most difficult? Why? What strategies helped you? What is something new you learnt?	What strategies did you use? How did you know where to place each number? How will this help us with our telling of the time?	What strategies did you use? How did you know where to place the minute hand? How did you know where to place the hour hand?	
<b>Other Activities</b> -Including related Games/ Take Home Activities	-matching activity A4 sheet of times and clocks (cut and paste and place in ziplock bags) O'clock and Half past for Yr 1; Half-past and Quarter to/past for Yr 2	<b>Targeted Assessment Tasks:</b> Formative- Positioning of hands to show minute hand when it is on the half hour, quarter hours. Positioning of hour hand when it is half past and quarter to/past (for Yr 2)		Future Learning: Quarter past and to times for Yr 2 Practising half past for Year 1 *although Yr 1 students will be completing questioning and activates related to quarter to and past, the expected level of in depth understanding is half-past. The half past tasks will be beneficial for Yr 2 students in teaching/reviewing the placement of the minute and hour hands	

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<p><b>Mental Routine (10 min.)</b></p>	<p><u>Telling the Time</u> (see 'Telling the Time' mental routine board) Focus: Time to half past, quarter hour, positioning of hands, duration of time</p>				
<p><b>Main Part of Lesson (30 min)</b> e.g. <b>Problematised Situation</b> –using the STA from STAR model  <b>Or</b> <b>Strategy Lesson</b> – inc. focus/target strategies, and supporting game</p>	<p><u>Whose Clock?</u>  (see attached problem solving tasks: Part 1- Yr 1 Part 2, Yr 2)  <u>Materials:</u> activity sheet glue scissors pencils  <u>Questioning:</u> “how did you know whose clock belonged to which person?” “how did you know which time was half past?”</p>	<p><b>Possible strategy lesson – Focus:</b> recognising and drawing the time to half past, quarter to, quarter past  <b>Class practice:</b> positioning of minute hand for half past (revise) introduce quarter to and past  <b>Individual practice:</b> Students cut and paste clocks from an activity sheet and order times under the headings – half past, quarter past, quarter to, unsure (Yr 1 could have 3 headings, by combining quarter to and past)</p>	<p><u>Who Sleeps When?</u>  Natural Maths Strategies- Book 2 Activity Sheet 33</p>	<p><b>Possible strategy lesson – Focus:</b> before, after, in between time  Recap on P/S from Monday, what did we discover?  Today our learning goal is to think about and draw different times when you are given clues, just like in yesterday’s problem.  <b>Class practice:</b> all explicitly practice times <b>Individual practice:</b> record 5 clues on the board for students (e.g. my time is a half past time, but it is in between half past 5 and half past 7)</p>	<p><u>Time Games/Activities</u>  -bingo -matching clocks -drawing clocks -drawing times on clocks -make a clock -time dice (hour hand die only) -clock faces activity sheet -draw what happens at your favourite time of the day -time dominoes</p>
<p><b>Reflection (15 min.)</b> -including R from STAR model</p>	<p>What strategies did you use? What prior knowledge helped you?</p>	<p>What strategies did you use? What prior knowledge helped you? What did you do if you didn’t know where a clock face went? What is something new you learnt?</p>	<p>What strategies did you use? What prior knowledge helped you? Which clues were the most useful?</p>	<p>What strategies did you use? What prior knowledge helped you? What is something new you learnt?</p>	
<p><b>Other Activities</b> -Including related Games/ Take Home Activities</p>	<p>-A4 sheet of times for students to draw clock faces underneath (cut and paste and place in ziplock bags) O’clock and Half past for Yr 1; Half-past and Quarter to/past for Yr 2</p>	<p><b>Targeted Assessment Tasks:</b> Formative: Positioning of minute and hour hands. Identifying correct times. Matching analogue, digital and written times.</p>		<p><b>Future Learning:</b> Time durations (through mental routines and problem solving)</p>	

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Mental Routine (10 min.)</b></p>	<p><u>Telling the Time</u> (see 'Telling the Time' mental routine board) Focus: Duration of time</p>				
<p><b>Main Part of Lesson (30 min)</b> e.g. <b>Problematised Situation</b> –using the STA from STAR model  <b>Or</b> <b>Strategy Lesson</b> – inc. focus/ target strategies, and supporting game</p>	<p><u>What Happened When?</u>  (see attached problem solving task)  <u>Materials:</u> Problem Solving task sheet  <u>Questioning:</u> 'How did we know which time was first? Second? Last?' "What strategies did we use?"</p>	<p><b>Strategy lesson – Focus:</b> ordering time in sequence of events  <b>Class practice:</b> explicitly practise duration of time – choose 2 times and explicitly teach  Discuss what might have happened during that time (e.g. we played a game in class)  <b>Individual practice:</b> students are given 2 times to find the duration. Students explain what might have happened during that time.</p>	<p><b>Thinkboard</b>  -half past (Yr 1) -quarter past (Yr 2)  e.g. <b>The Answer is:</b> half past <b>Words:</b> half past, 30 minutes past <b>Picture:</b> draw different times that show half past the hour <b>Materials:</b> paper plate clocks/ time flash cards/ etc (take photos of materials placed on the thinkboard) <b>Sentence:</b> (students write a sentence involving half past)</p>	<p><b>Possible strategy lesson</b>  -Where are the gaps? -What did students find challenging? -What could be extended? Revisited?</p>	<p><b><u>Time Games/Activities</u></b>  -bingo -matching clocks -drawing clocks -drawing times on clocks -make a clock -time dice (hour hand die only) -clock faces activity sheet -draw what happens at your favourite time of the day -time dominoes</p>
<p><b>Reflection (15 min.)</b> -including R from STAR model</p>	<p>What strategies did you use? What prior knowledge helped you? Which clues were the most useful?</p>	<p>What strategies did you use? What prior knowledge helped you? What is something new you learnt?</p>	<p>What strategies did you use? What prior knowledge helped you? Which clues were the most useful?</p>	<p>What strategies did you use? What prior knowledge helped you? What is something new you learnt?</p>	
<p><b>Other Activities</b> -Including related Games/ Take Home Activities</p>	<p>-A4 sheet of clocks for students to draw times underneath (cut and paste and place in ziplock bags) O'clock and Half past for Yr 1; Half-past and Quarter to/past for Yr 2</p>	<p>Targeted Assessment Tasks: <b>Thinkboard</b>  <b>Yr 1 – tell the time to the half hour</b> <b>Yr 2 – tell the time to the quarter hour</b></p>		<p>Future Learning -Where are the gaps? -What did students find challenging? -What could be extended? Revisited?</p>	

# Help Make My Clock!



"I'm trying to make a clock so I can learn about time, but I don't know how. I have all the numbers I need but I don't know where they go. Do you think you could help me?"

1

2

3

4

5

6

7

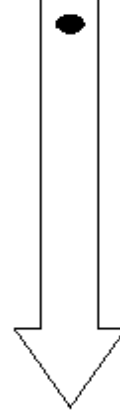
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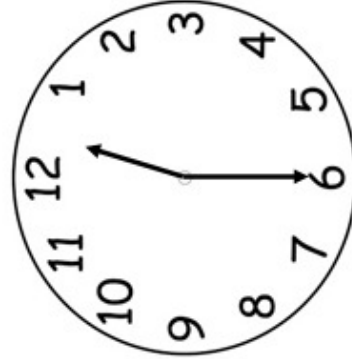
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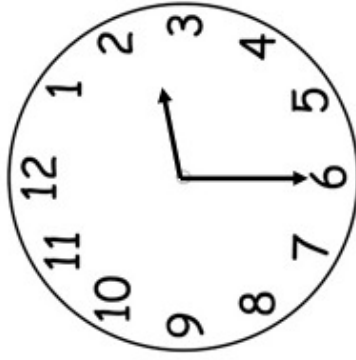
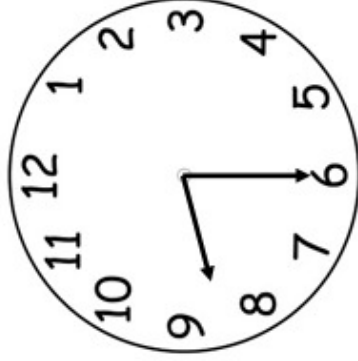
# Whose Clock? Part I

The teacher collected the clocks the students had been making, but when she looked at them the students had forgotten to put their names on them. The teacher asked the students which clocks they made. This is what they said.



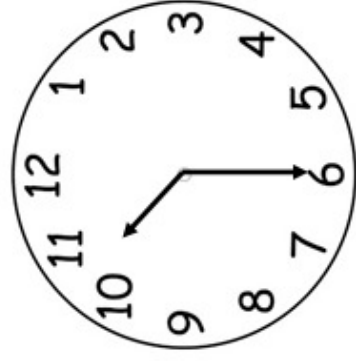
"My clock said half past 8"

"My clock said half past 2"



"My clock said half past 10"

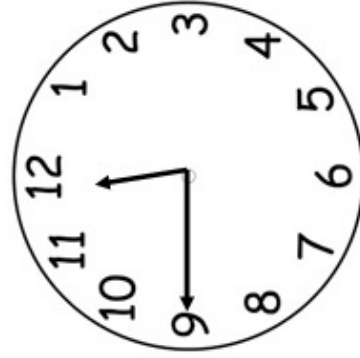
"My clock said half past 12"



Can you come up with some of your own?

# Whose Clock? Part 2

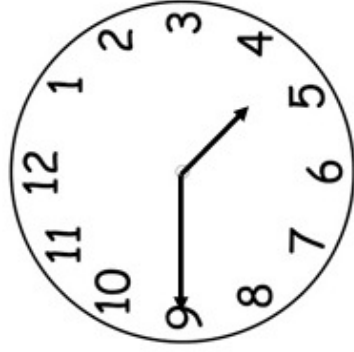
The teacher collected the clocks the students had been making, but when she looked at them the students had forgotten to put their names on them. The teacher asked the students which clocks they made. This is what they said.



"My clock said quarter past 1"



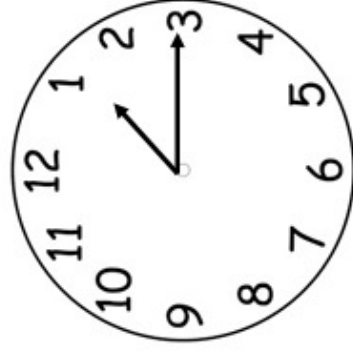
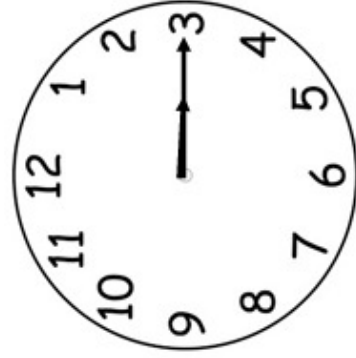
"My clock said quarter past 3"



"My clock said quarter to 12"



"My clock said quarter to 5"



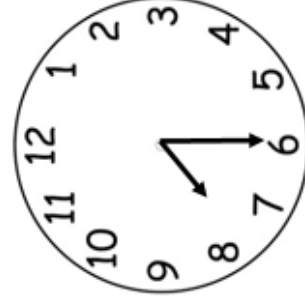
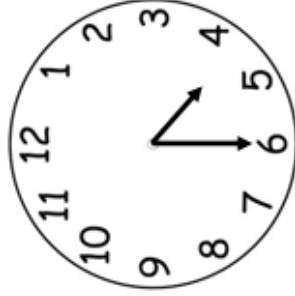
# What Happened When?

The students were telling stories about what they did after they got home from school. Can you match the clocks to the stories?

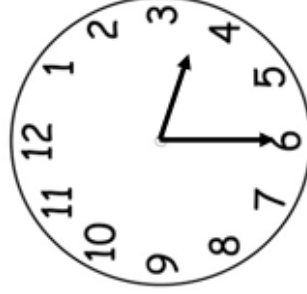


"I arrived home at 3:30pm"

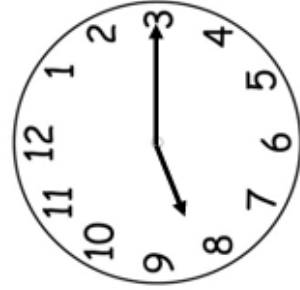
"I did my homework until half past 4"



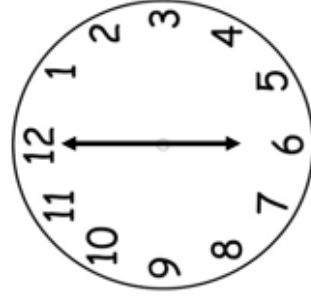
"We ate dinner at 6 o'clock"

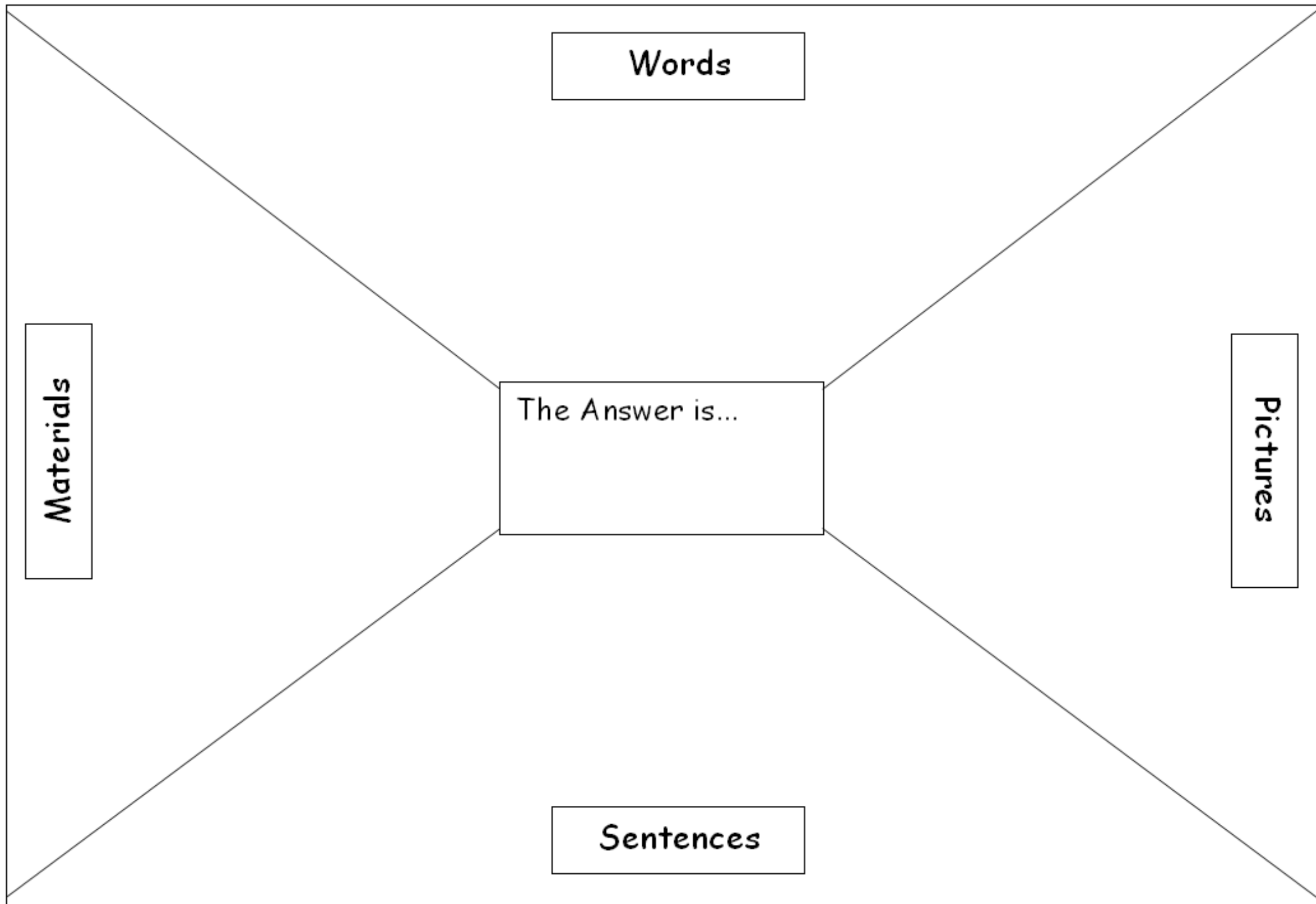


"My favourite show was on TV at half past 7"



"I went to bed at quarter past 8"





Words

Materials

The Answer is...

Pictures

Sentences