TELL TIME (NEAREST HALF HOUR)
GRADES K-2

SUMMARY
Students use analog and digital clocks to tell time on the hour and half hour.

COMMON CORE STANDARD(S)
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

DURATION
Two 45-minute classroom periods
Engage and Explore, Explain, Elaborate page 1—one 45-minute classroom period
Elaborate page 2, Evaluate—second 45-minute classroom period

MATERIALS
1 full paper plate
Half of a paper plate that is a different color than the whole (preferably a solid color)

ENGAGE AND EXPLORE
Engage students by telling them that you are a pizza chef at a fair. Customers can order either a whole pizza [hold up the whole paper plate], or half of a pizza [hold up the half plate]. Explain that you need to be quick preparing whole or half pizzas, so you need to practice picking one whole or one half of a pizza.

Model how students can show either one whole or one half of a pizza with their plates. Have students ask you for a whole pizza or half of a pizza. If students order a whole pizza, hold up the whole paper plate. If they order half, then place the half pizza on top of the whole plate, with the “cut” line vertically down the center (as close as you can). Emphasize that the “slicing” of the half should be vertical.
Have students form pairs. One student in each pair orders pizza 5 times, and the other shows the order using the plates. Then, switch the roles. Repeat as many times as needed so that students show a solid understanding of whole and half.

Have students make a notch at the top of the whole plate and write the number 12. Explain that a whole pizza is 12 slices. Then have students place the half plate on top, and ask: “what is half of 12?” [6]

Have students draw a notch on the whole plate opposite the 12 and write the number 6.

Have pairs repeat the ordering exercise, this time ordering either 12 or 6 slices of pizza. If the order is 12 slices, show the whole plate; if the order is 6 slices, cover half of the whole plate to show half of the pizza. After 5 orders, have pairs switch roles.

Bring the class back together and review the numbers for whole and half. [12, 6]

Review again that the whole circle represents 12, and half of the circle represents 6.

Hold up an analog clock for students to see. Ask students to compare the clock to their plates. Use the Before Video questions to help students connect the plate to the clock.

EXPLAIN

WATCH THE GENERATION GENIUS TELL TIME (NEAREST HALF HOUR) VIDEO AS A GROUP
Facilitate a conversation using the Discussion Questions.

ELABORATE

Direct students to use their new understanding to complete the practice problem worksheets. Page 1 contains bare mathematical problems to solidify understanding of the process. Page 2 contains application problems for students to apply the process to solve real-world problems.

EVALUATE

Have students gather in groups of 2 or 4 to compare and discuss their answers to the problems. Allow students enough time to communicate with their peers about their process and their thinking. Encourage students to use correct mathematical language when discussing their process. Have each group choose two questions they want more information about, or they want to discuss as a class.

When groups are ready, take questions from students. Encourage groups to answer questions brought up by other groups.

Students can play the online Kahoot! quiz game located below the video. It provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz, or the exit ticket questions. All these resources are located below the video in the assessment section.