

FIRST GRADE

MATH



TELLING TIME

**KEEP SCROLLING TO
TAKE A LOOK INSIDE
THIS RESOURCE!**

Why?

Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

Is your current math curriculum dull and lifeless?

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

Looking for resources that are easy to prep?

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.



PERFECT FOR...

Math block



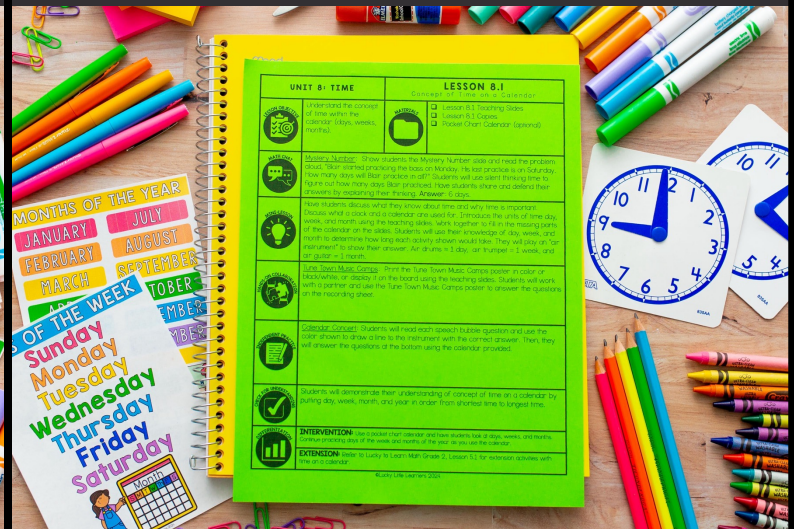
Supplemental practice



Hands-on learning



Easy lesson planning



Number talks



Social Studies integration



UNIT MATERIALS



Anchor Charts

Binder cover

PARTS OF A CLOCK

ANALOG CLOCK

minute hand, hour hand, clock face, minute lines, hour, minute

DIGITAL CLOCK

hour, minute

A.M. AND P.M.

One day has 24 hours. It is split into two 12-hour parts. We call these parts A.M. and P.M.

A.M. midnight to noon

P.M. noon to midnight

Lucky to Learn **MATH**

UNIT 8 TIME

EXPLORING HOBBIES AND CLOCKS

Pre & Post Assessment

Collaborative Games

Name _____

Date _____

TIME ASSESSMENT

Put each unit of time in order from longest to shortest. Use the word bank.

longest _____ shortest _____

Word Bank: year, day, month, second

Circle the correct unit of time.

About how long would it take to play a game? seconds, minutes, hours

About how long would it take to answer the phone? seconds, minutes, hours

About how long would it take to take a nap? seconds, minutes, hours

About how long would it take to watch a baseball game? seconds, minutes, hours

Fill in the blank for each sentence with the correct number.

There are _____ days in a week.

There are _____ months in a year.

There are about _____ weeks in a month.

There are _____ hours in one day.

Word Bank: 4, 7, 12, 24

Circle if the event would happen in the A.M. or P.M.

Wash up. Count the stars. Do your homework. Get ready for school.

A.M. or P.M. A.M. or P.M. A.M. or P.M. A.M. or P.M.

Name _____

TIME ASSESSMENT

Fill in the missing parts for each time shown.

eleven o'clock

Write the time shown on each clock.

Circle if the event would happen in the A.M. or P.M.

Lin brushes her teeth before bed at 7:30. Sam has music class at 11:30. The kids wait at the bus stop at 8:30. The family has dinner at 6:00.

A.M. P.M. A.M. P.M. A.M. P.M. A.M. P.M.

CLOCK CANVAS CONTEST

Directions: Each player needs a game pawn and a clock canvas. You will need to share. Place the game pawns on the start here space. Take turns rolling and moving that many spaces around the wheel. If you land on a space with part, write the label in the correct spot on your clock canvas. If you already part filled, your turn is over. The first player to fill in all clock parts on their canvas wins the game!

analog clock part, digital clock part

CLOCK ROCK RACE

Directions: Each player needs 10 connecting cubes of the same color (e.g. Player one is red, Player two is blue). Players take turns spinning a time. You will put a cube on an analog clock showing that time. If the other player already has a cube there, you can bump it off! If you bumped, the first player to run out of cubes wins!

Make Your Own Clock

Independent Work

CLOCK ART

Directions: Be an artist and design your clock however you wish! Write your name on the back of the clock.

hour, minute

Name _____

GROUPING VIDEO GAME!

Directions: Write the time for each chore in the digital clock. Then, use that time to decide what time of day the child completed the chore.

Take the trash outside, Pick up toys in your room, Water plants in the house, Fold the clothes, Plant flowers in the garden, Vacuum the floors.

When did Hudson take the trash out? A.M. P.M.

When did Sammy pick up toys? A.M. P.M.

When did Grant water the plants? A.M. P.M.

When did Kayla fold the clothes? A.M. P.M.

When did Johnny plant flowers? A.M. P.M.

When did Austin vacuum the floors? A.M. P.M.

make a blanket, count to 20, go to the beach, take a bath, shake hands, soccer game, do a worksheet

TIME

UNIT OVERVIEW

WEEK ONE

LESSON 8.1

I can understand the concept of time within the calendar (days, weeks, months).

LESSON 8.2

I can understand the concept of time within a day (seconds, minutes, hours).

LESSON 8.3

I can sort and classify daily activities by A.M. and P.M.

LESSON 8.4

I can identify the parts of a digital and analog clock.

LESSON 8.5

I can tell time to the hour.

WEEK TWO

LESSON 8.6

I can tell time to the hour.

LESSON 8.7

I can tell time to the half-hour.

LESSON 8.8

I can tell time to the half-hour.

LESSON 8.9

I can make real-world connections relating to time.

LESSON 8.10

I can tell and write the time on digital and analog clocks.

MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

UNIT 8: TIME

LESSON 8.1
Concept of Time on a Calendar

- Lesson 8.1 Teaching Slides
- Lesson 8.1 Copies
- Pocket Chart Calendar (optional)

OBJECTIVE
Understand the concept of time within the calendar (days, weeks, months).

MATERIALS

MATH CHAT
Mystery Number: Show students the Mystery Number slide and read the problem aloud. Blair started practicing the bass on Monday. His last practice is on Saturday. How many days will Blair practice in all? Students will use silent thinking time to figure out how many days Blair practiced. Have students share and defend their answers by explaining their thinking. Answer: 6 days.

MINI LESSON
Have students discuss what they know about time and why time is important. Discuss what a clock and a calendar are used for. Introduce the units of time day, week, and month using the teaching slides. Work together to fill in the missing parts of the calendar on the slides. Students will use their knowledge of day, week, and month to determine how long each activity shown would take. They will play an "air instrument" to show their answer. Air drums = 1 day, air trumpet = 1 week, and air guitar = 1 month.

HANDS-ON COLLABORATION
Tune Town Music Camps: Print the Tune Town Music Camps poster in color or black/white, or display it on the board using the teaching slides. Students will work with a partner and use it on their recording sheet.

INDEPENDENT PRACTICE
Calendar Concert: Students will draw a calendar shown to draw a question to answer the question.

CHECK FOR UNDERSTANDING
Students will demonstrate putting day, week, month.

DIFFERENTIATION
INTERVENTION: Use Continue practicing days!
EXTENSION: Refer to time on a calendar.

Name _____

TUNE TOWN MUSIC CAMPS

Directions: Work with a partner and use the Tune Town Music Camps poster to answer the questions below. Then, cut and glue the camp icons in the right order.

1. Color the camps that are less than 1 week.
2. Write the name of the camp that lasts for 4 weeks.
3. You started camp on Monday and ended on Friday. What camp did you go to?
4. How many days is Guitar Camp?
5. Is Trumpet Camp longer or shorter than Flute Camp?
6. Which camp is 7 days long?

7. Cut out the icons and glue them down in order from the shortest camp to the longest camp.

1	2	3	4	5	6
shortest camp					longest camp

8.1 COLLABORATION

LET'S WORK TOGETHER!

TUNE TOWN MUSIC CAMPS

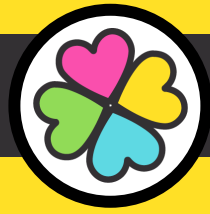
Piano Camp 1 week	Guitar Camp 2 weeks	Trumpet Camp 5 days
Flute Camp 3 days	Harp Camp 1 day	Violin Camp 1 month

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ICON KEY

OBJECTIVE	MATERIALS	MINI LESSON	MATH CHAT
HANDS-ON COLLABORATION	INDEPENDENT PRACTICE	CHECK FOR UNDERSTANDING	DIFFERENTIATION

LESSON PLANS



Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

Skill-focused mini lesson









Collaborative hands-on tasks

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas

UNIT 8: TIME		LESSON 8.4 Parts of a Clock	
	Identify the parts of a digital and analog clock.		<input type="checkbox"/> Lesson 8.4 Teaching Slides <input type="checkbox"/> Lesson 8.4 Copies <input type="checkbox"/> Cardstock <input type="checkbox"/> Brads <input type="checkbox"/> Dice <input type="checkbox"/> Game Pawns
	<p><u>Think About It:</u> Tell students they will only see the slide for a few seconds, so they must pay close attention. They will try to figure out how many dots are shown. Show students the Think About It slide for 3-5 seconds, then switch to the next slide. Students will use silent thinking time to think out the answer. Have students share and defend their answers by explaining their thinking. Answer: 12 dots.</p>		
	<p>Review A.M. and P.M. with students. Introduce clocks to students. Show students examples of both types of clocks: digital and analog clocks they have seen before. Use the slides to guide students through learning about each part of the clock. Practice identifying the parts of a clock as a whole group by looking at what is circled and naming it. (Clock face, hour numbers, hour hand, minute lines, minute hands, digital clock hour, and digital clock minutes).</p>		
	<p><u>Clock Canvas Contest:</u> Students will play this game with a partner. Each set of partners needs a game board (printed in color or black/white) and a die. Each player needs their own clock canvas sheet and game pawn. Players will take turns rolling the die and moving around the wheel. If a player lands on a space with a clock part, they will write the label in the correct spot on their clock canvas. If that part is filled, that player's turn is over. The first player to fill in all clock parts on their clock canvas wins the game!</p>		
	<p><u>Clock Art:</u> Print one clock face page per student on cardstock. Choose between students building clocks with hours only or with flaps with the minutes beneath the hours and print the option of your choice. Students can make their clock faces with or without minutes (examples on teaching slides). You can decide if you want students to include minutes if you choose) and cut out the clock and clock hands. Attach the hour and minute hands to the clock. They will use the clock.</p>		
	<p>Students will demonstrate their understanding of the parts of a clock by labeling the hour hand, minute hand, hour number, and minute line.</p>		
	<p>INTERVENTION: Work with students to create a large model clock. Consider using a hula hoop for the clock face, sticky notes for the hours, and connecting cubes for the minute lines.</p> <p>EXTENSION: Refer to Lucky to Learn Math Grade 2, Unit 5 for extension activities with time.</p>		



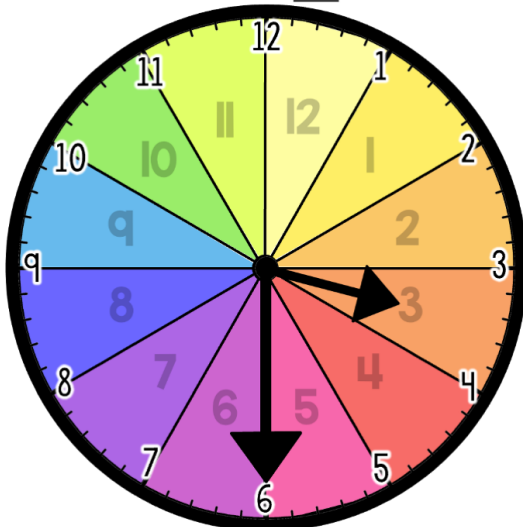
8.7 MINI-LESSON

LET'S LEARN!

CLOCK ROOMS

Each hour has a room. When the hour hand is in that room, that is the time's hour!

THE TIME IS 3:30 BECAUSE THE HOUR HAND IS POINTING TO THE 3:00 ROOM.



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Times that are on the hour (o'clock times) are the only times where the hour hand is pointing directly at the hour number.

As the minute hand moves, the hour hand slowly moves along with it. So, when it is 3:30, the hour hand will be halfway between the 3 and 4.

We will use these clock rooms to help us tell time to the half-hour.



I WILL BE ABLE TO...

Tell time to the half-hour.



Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

MINI LESSONS



8.6 MINI-LESSON

LET'S LEARN!

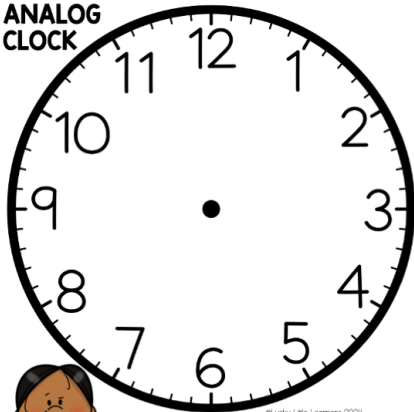
Let's practice together!

TELLING TIME TO THE HOUR

Directions: Use in a dry-erase pocket or laminate before use.

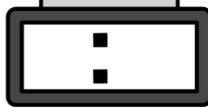
LESSON 8.6
TIME TO THE HOUR

ANALOG
CLOCK



WORD FORM

DIGITAL CLOCK



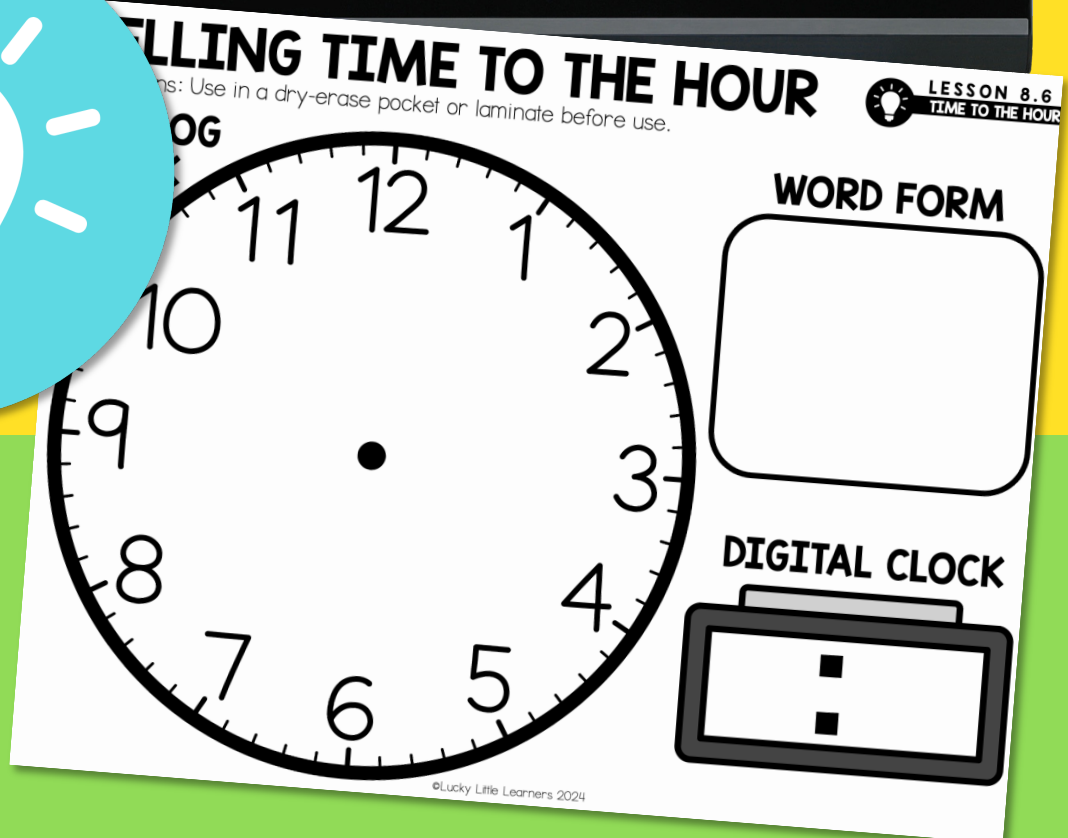
You will need a dry-erase Telling Time to the Hour mat and a dry-erase marker.

- I will show you the time on an analog clock, digital clock, or in word form.
- You will draw the time on the analog clock, write the time on the digital clock, and write the word form.
- We will review each form together.

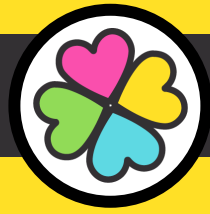
NEXT



Provides instruction & scaffolded practice with the skill.



COLLABORATION



TIME TO MAKE WAVES



LESSON 8.8
TIME TO THE HALF-HOUR

Directions: Put your game piece on the start. Take turns rolling a die. Move your game piece the number of spaces you rolled on the die. Show the time you land on, on an analog clock. If you are correct, you stay on that spot. If you are wrong, go back to the space you started at. If you land on a sun, go back 2 spaces. The first player to reach the end wins!

The game board is a winding path with various time segments and icons. The times are: 12:30, 2:30, 5:30, 11:30, 1:30, 6:30, 12:30, 2:30, 6:30, 9:30, 4:30, 11:30. There are sun icons and a 'START' icon at the beginning and an 'END' icon at the end. Illustrations include a diver, a girl with a flag, a girl on a water slide, and a boy on a sailboat. A yellow circle with a puzzle piece icon is overlaid on the right side.

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Hands-on activities for students to practice the skill in fun ways with partners and groups

INDEPENDENT WORK

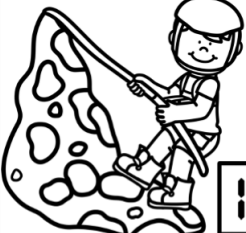
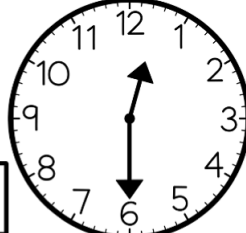
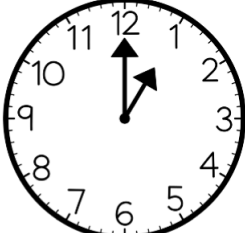
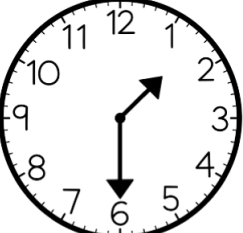

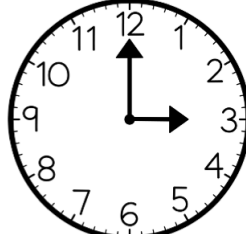
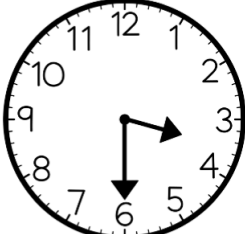


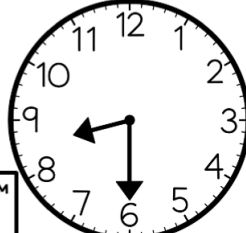
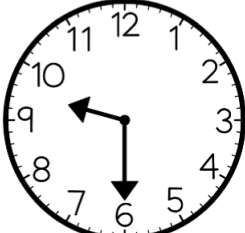
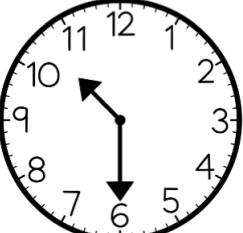

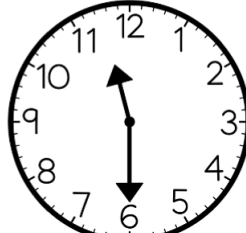
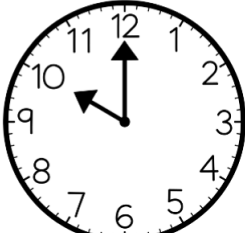


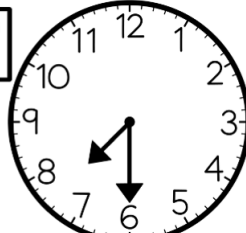

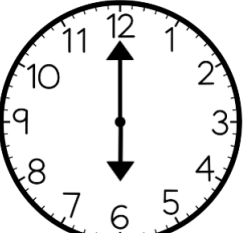


Name _____

LESSON 8.7
TIME TO THE HALF-HOUR

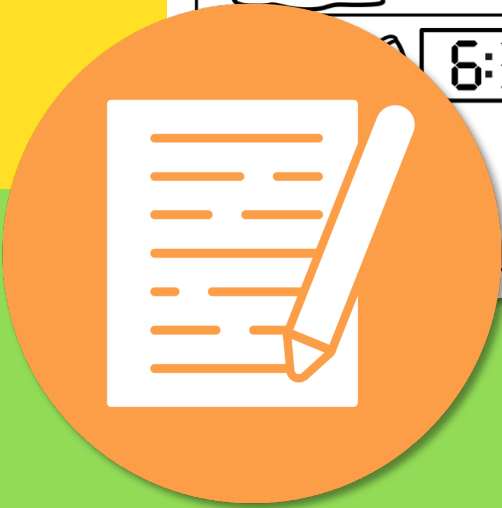
CLIMB AROUND THE CLOCK

Directions: Look at the time each child went rock climbing. Color the analog clock that matches the time on the digital clock.

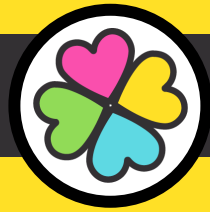
 12:30 PM			
 4:30 PM			
 9:30 AM			
 11:30 AM			
 6:30 PM			

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Worksheets that align with the lesson theme provide opportunities for student independence and mastery.



CHECK UNDERSTANDING








LESSON 8.2
CONCEPT OF TIME

Name _____

CHECK FOR UNDERSTANDING

Directions: Circle the amount of time each activity below would take to complete.

<p>Go on a bike ride.</p> 	<p>seconds minutes hours</p>	<p>Going down a slide.</p> 	<p>seconds minutes hours</p>
<p>Go to the movies.</p> 	<p>seconds minutes</p>	<p>Sing a song.</p> 	<p>seconds minutes hours</p>


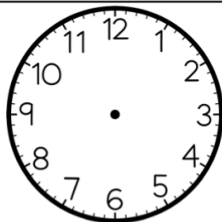

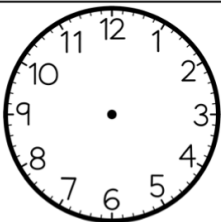

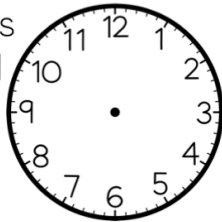

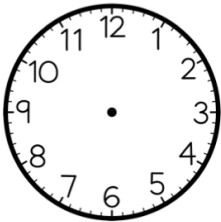


LESSON 8.2
REAL-WORLD CONNECTIONS

Name _____

CHECK FOR UNDERSTANDING

Directions: Read each sentence. Circle A.M. or P.M. to show the time of day for each event. Then, draw hands on the clock to show the time.

	<p>Molly wakes up at 7:00</p> <p>A.M. P.M.</p>			<p>Molly eats dinner at 6:30</p> <p>A.M. P.M.</p>	
	<p>Molly leaves for school at 8:30</p> <p>A.M. P.M.</p>			<p>Molly goes to bed at 9:00</p> <p>A.M. P.M.</p>	

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Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

EXAMPLE MATERIALS



UNIT 8: TIME		LESSON 8.6 Time to the Hour	
	Tell time to the hour.		<input type="checkbox"/> Lesson 8.6 Teaching Slides <input type="checkbox"/> Lesson 8.6 Copies <input type="checkbox"/> Dry-erase Pockets & Supplies <input type="checkbox"/> Clipboards <input type="checkbox"/> Student Clocks (optional)
	Mystery Number: Show students the Mystery Number slide. Students will read the prompt: "The magic show starts at 4 o'clock. What number should the minute hand point to?" Give students silent thinking time before discussing as a class. Have students share their various strategies for finding the answer. Answer: 12. The minute hand should point at the 12 to show 4 o'clock.		Review telling time to the hour. Have students turn and tell a partner how to tell time on an analog clock. Review the steps for telling time to the hour. Give each student a telling time to the hour mat in a dry-erase pocket (or laminated) and dry-erase supplies. Use the slides to show students the time. Have them draw hands on the analog clock to show the time. Also, have them write the time on the digital clock and in word form. (Students may write the word form four o'clock or 4 o'clock.) Review each form of telling time on the slides together.
	Time for Tricks: Copy the 8 cards in color or black/white and place them around the room so students can easily see them. Students will walk the room with a partner to read the time on the digital clock or word form. Then, draw hands on the analog clock on their recording sheet with the matching magician. They will use their answers to color the picture according to the code.		Magic Show Laughs: Students will look at each analog clock. They will write the time on the digital clock. Then, they will use the letters in each box to answer the riddle at the bottom of the page. Hint: One letter will be used more than once!
	Students will show their understanding of telling time to the hour by reading analog and digital clocks. They will either draw hands on the analog clock to match the digital clock or write the time on the digital clock to match the analog clock.		INTERVENTION: Have students use student clocks to show time to the hour. Say a time (for example: "Two o'clock." "Five o'clock," etc.) and they will model the time on their analog clock.
	EXTENSION: Refer to Lucky to Learn Math Grade 2, Unit 5, for extension activities with telling time.		

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LESSON 8.6 TIME TO THE HOUR

WORD FORM

DIGITAL CLOCK

ANALOG CLOCK

Directions: Use in a dry-erase pocket or laminate before use.

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TIME FOR TRICKS

Teacher Directions: Copy one set of cards in color or black/white. Cut them apart and place them around the room so students can easily see them. Students will walk the room with a partner and solve on the recording sheet.

	three o'clock		7:00
	4:00		two o'clock
	eleven o'clock		10:00
	6:00		eight o'clock

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Name _____

LESSON 8.6 TIME TO THE HOUR

TIME FOR TRICKS

Directions: Walk the room with a partner and read the time on the digital clock or word form. Draw the hands on the analog clock beside the matching magician. Use your answers to color the picture using the code.

yellow		light pink	
dark pink		dark blue	
gray		black	

2:00 8:00 8:00 8:00 8:00
6:00 6:00 6:00 6:00 6:00
2:00 8:00 8:00 8:00 8:00
2:00 6:00 6:00 6:00 6:00
6:00 10:00 10:00 10:00 10:00
11:00 11:00 11:00 11:00 11:00

light blue

white

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Name _____

LESSON 8.6 TIME TO THE HOUR

MAGIC SHOW LAUGHS

Directions: Look at each analog clock. Write the time on the digital clock. Then, use the letters in each box to answer the riddle at the bottom of the page. Write the answer's letter above the matching time.

	I		L
	W		D
	H		E
	G		B

What do you call a bee with a spell on it?

		-							
11:00	5:00	5:00	4:00	12:00	6:00	1:00	9:00	5:00	8:00

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Name _____

LESSON 8.6 TIME TO THE HOUR

CHECK FOR UNDERSTANDING

Directions: Write the time on the digital clock to match the analog clock. Then, draw hands on the analog clock to match the time on the digital clock.

	:		2:00
	:		7:00

Name _____

LESSON 8.6 TIME TO THE HOUR

CHECK FOR UNDERSTANDING

Directions: Write the time on the digital clock to match the analog clock. Then, draw hands on the analog clock to match the time on the digital clock.

	:		2:00
	:		7:00

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MATH CHAT EXPECTATIONS

- BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- THINKING TIME**
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- STRATEGIES**
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- LET'S CHAT!**
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

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MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

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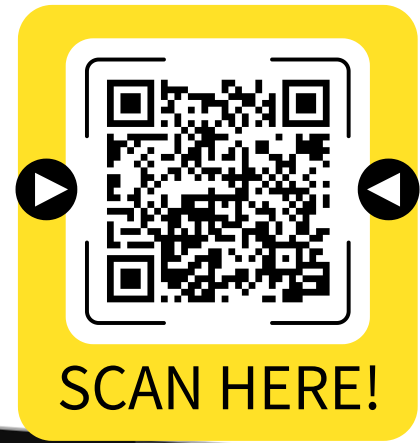
MATH CHAT CATEGORIES

MYSTERY NUMBER	Clues will be given and students have to figure out the number that is missing.
TRUE OR FALSE	Students will decide if the equation given is true or false.
WORD PROBLEM	Students will work out word problems.
THINK ABOUT IT	Students will solve thought-provoking math problems.
MATH IS FUN	Students will solve challenging math problems in a fun way!

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Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



RESEARCH DRIVEN MUST-HAVES

SEASONAL FUN

VIRAL FAVES

DECOR & MORE

About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.