

Across-Grades Progression

Looking Back*	Looking Here	Looking Ahead
<p>Grade 1 Chapter 4 Section 4B Compare and Order Numbers</p> <p>Grade 1 Chapter 11 Section 11D Cut 2-D Shapes Into Equal Parts</p> <ul style="list-style-type: none"> • Equal Parts • Cut 2-D Shapes into Halves and Fourths 	<p>Grade 1 Chapter 12 Section 12A Tell Time</p> <ul style="list-style-type: none"> • Tell Time to the Hour • Tell Time to the Half-Hour 	<p>Grade 2 Chapter 7 Section 7A Tell Time</p> <ul style="list-style-type: none"> • Tell Time to 5 Minutes • Use a.m. and p.m. to Tell Time <p>Section 7B Hours and Minutes</p>

*Related Grade K learning outcomes are listed on page IIIA of Teacher's Guide IA and page I49A of Teacher's Guide IB.

Across-Chapters STEAM Project Work

This project spans **Chapters 10 to 12**. Students are given an opportunity to make connections between mathematics, art, and technology as they explore concepts of data, shapes, and time. In **Chapter 10**, students prepare the materials needed for the project. They will tally the shapes used and represent the information in a picture graph. In **Chapter 11**, students will create a robot out of flat shapes. Finally, students will add a clock face to their robot to create a robot clock in **Chapter 12**. Students will use their robot clocks to describe activities that they do during the day.

Chapter Overview

In this chapter, students apply their knowledge of comparing numbers, finding 1 more or 1 less than a number, and cutting shapes into equal parts to telling time to the hour and half-hour on analog and digital clocks. They also practice sequencing events and relating familiar events to the general time of day in which they usually take place.

Key Ideas

- Tell and write time to the hour and half-hour using the terms "o'clock" and "half-past" using the analog and digital clocks.



The **hour hand** points to 7.

The **minute hand** points to 12.

Kate wakes up at 7 o'clock.

- Identify times at which common daily activities occur.



Nicole plays with her friends at 2:30.

Concrete-Pictorial-Abstract Progression

Throughout the chapter, students experience working with the analog clock to tell time. The use of the analog clock provides hands-on opportunities for students to build and extend their understanding of telling time to the hour and half-hour.



Pictorial representations include pictures of events, analog clock faces, and digital clock faces. These pictorial representations help students tell time and relate familiar events to the times they typically take place. Students will then apply their understanding of telling time to solve problems involving an hour or half-hour before or after a given time.



10:30

Chapter at a Glance

Total Number of Lessons:

11*

	Lesson 1	Lesson 2	Lesson 3
	Chapter Opener / Recall Pages 193–194	12A Tell Time	
		Tell Time to the Hour Pages 195–202	Tell Time to the Half-Hour Pages 203–208
Learning Outcome(s)		<ul style="list-style-type: none"> Use “o’clock” to tell time to the hour. Read and write time to the hour on an analog clock. Read and write time to the hour on a digital clock. Relate time to events of the day. 	<ul style="list-style-type: none"> Relate time to events of the day. Use “half past” to tell time to the half-hour. Read and write time to the half-hour on an analog clock. Read and write time to the half-hour on a digital clock.
Focus Question		<ul style="list-style-type: none"> How do you tell time to the hour? 	<ul style="list-style-type: none"> How do you tell time to the half-hour?
I CAN Statement(s)		<ul style="list-style-type: none"> I can tell and write time to the hour using “o’clock” and in digital form. I can match time to events of the day. 	<ul style="list-style-type: none"> I can tell and write time to the half-hour using “half past” and in digital form. I can match time to events of the day.
Vocabulary		<ul style="list-style-type: none"> hours hour hand minutes minute hand o’clock 	<ul style="list-style-type: none"> half past
Material(s)	<ul style="list-style-type: none"> 1 copy of Halving Shapes (TR50) per pair or small group (optional) 	<ul style="list-style-type: none"> 1 gear clock per class 1 student clock per pair or small group 	<ul style="list-style-type: none"> 1 gear clock per class 1 student clock per pair or small group
Instructional Resource(s)	<ul style="list-style-type: none"> Student Book, pp. 193–194 	<ul style="list-style-type: none"> Student Book, pp. 195–202 Additional Practice IB, Exercise I2A (1) Reteach I, Exercise I2A (1) Extension I, Exercise I2A (1) 	<ul style="list-style-type: none"> Student Book, pp. 203–208 Additional Practice IB, Exercise I2A (2) Reteach I, Exercise I2A (2) Extension I, Exercise I2A (2) Mastery and Beyond IB, Chapter I2, Practices 1 and 2
Mathematical Practice(s)		<ul style="list-style-type: none"> 4 Model 5 Use Tools 	<ul style="list-style-type: none"> 1 Persevere 4 Model 5 Use Tools 6 Use Math Language

*Each lesson spans a day and is planned around 50 to 60 minutes.

Lesson 1

Chapter Opener (page 193)

20 minutes

The picture provides a familiar context for students to explore telling time to the hour on an analog clock and a digital clock.

- You may use the Interactive Class Presentation to facilitate discussions and promote interactions.
- Display the picture. Invite students to share what they see. **a park; a father and his children playing frisbee; a mother and daughter having a picnic; a clock tower; time shown on a watch, a phone, and a clock tower**
- Encourage students to talk about situations where they needed to know the time or when time was important to them.
- Group students in pairs or small groups.
- You may facilitate discussions with these questions. Observe student discussions and pay attention to the language they use.

What time of the day do you think it is? I think it is 11:00. Why do you say so? That is the time shown on the clock. What are the two different ways the time is shown? On a watch and a phone. One is shown using the numbers, one is shown on a clock. What kinds of things do you do at this time of the day? I eat lunch; I play outside; I watch my favorite show.

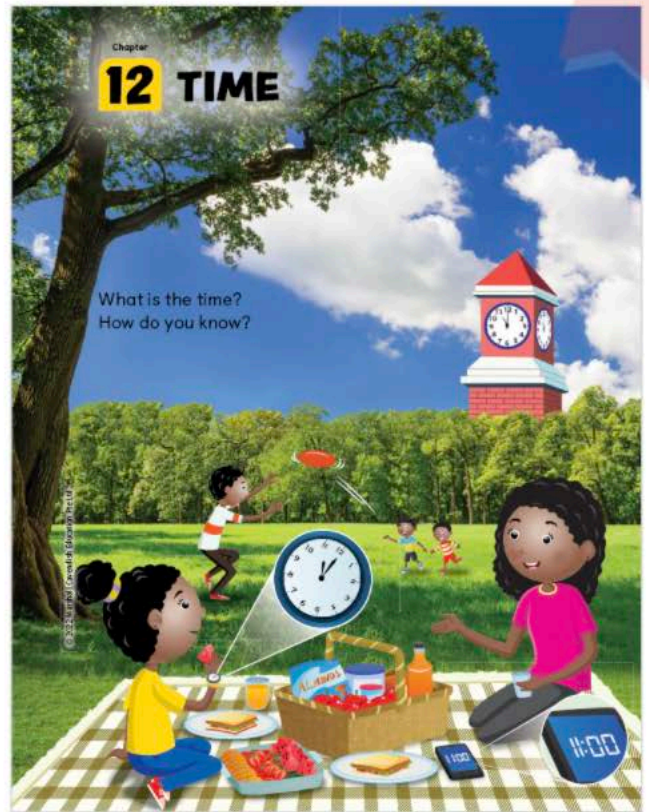
English Language Support

Help students to discuss the picture using these sentence frames.

There was once I went on a picnic with my _____
family

We brought a picnic basket and the food we had was _____
picnic food

We ate the food for _____. I know because it was _____
lunch / dinner; in the day / at night



Promoting Growth

For some students, this may be their first exposure to telling time. Some may be unfamiliar with analog and digital clocks. Provide concrete materials or show them virtual clocks to tell time.

Recall (page 194)

30 minutes

Have students complete the **Recall** questions to check their readiness for the chapter. After students have answered all the questions, go through each of them by facilitating the following class activities and/or discussions. You may refer to the **Transition Guide** for additional resources. As an option, you may refer students to the online **Recall** questions. These online questions will be auto-graded. For questions that require students to show their work, have them do so in the Student Book.

Material(s)

- 1 copy of Halving Shapes (TR50) per student (optional)

QUESTION 1 assesses students' ability to find 1 more or 1 less than a number.

What does 1 more than 4 equal? 5 What does 1 less than 12 equal? 11 What number is 1 more than 8? 9

QUESTION 2 assesses students' ability to identify the shapes that show halves. If needed, provide a copy of Halving Shapes (TR50) for students to fold or cut the shapes.

How do you know when a shape shows halves? It shows two equal parts. Do all of these shapes show two parts? Yes. Which shapes show two equal parts? The triangle in the top row, the circle, and the rectangle in the bottom row.

Name: _____ Date: _____

Recall

1. Fill in the blanks.

(a) 1 more than 4 is 5.

(b) 1 less than 12 is 11.

(c) 9 is 1 more than 8.

2. Circle the shapes that show halves.

I can...

find 1 more and 1 less.

cut shapes into halves.

194 Chapter 12 Time

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Lesson 2

12A Tell Time (I)

Focus Question

How do you tell time to the hour?

I CAN

- I can tell and write time to the hour using "o'clock" and in digital form.
- I can match time to events of the day.

Mathematical Practice(s)

- 4 Model
- 5 Use Tools

Vocabulary

- hours
- minutes
- o'clock
- hour hand
- minute hand

Material(s)

- 1 gear clock per class
- 1 student clock per pair or small group

TELL TIME TO THE HOUR (pages 195 to 202)



Lesson Opener

Task (page 195)

10 minutes

- You may use the appropriate digital manipulatives to support teaching and learning throughout the lesson(s) in Section 12A.
- Group students in pairs or small groups. Provide them with student clocks.
- Have students work on the task. Observe student discussions.
- After students have attempted the task, use the following prompts to facilitate a class discussion. Pay attention to the language students use.

What do you know from the picture? *Kate is getting out of bed. What do you notice about the clock?* *The clock has two pointers.*



Lesson Development

Learn (page 195)

10 minutes

- Group students in pairs or small groups.
- Place a gear clock at the front of the class. Invite students to observe the gear clock and share what they see. Move the hands of the clock and have students observe their movement.

What do you see on the clock? *I see numbers from 1 to 12. Each number has 1 long marking and between each number there are 4 short markings. What else do you see on the*

Name: _____ Date: _____

12A Tell Time



Learn

Use to show the time.



The **hour hand** points to 7.

The **minute hand** points to **12**.

When the minute hand points to 12 on and the minutes show 00 on , we read the time as **o'clock**.



Kate wakes up at **7** o'clock.

12A Tell Time 195

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clock? I see 1 short pointer and 1 long pointer. What do you notice about how the pointers move? *The shorter pointer moves as the longer pointer moves around the clock. The longer pointer moves faster than the shorter pointer.*

- Introduce the shorter pointer as the "hour hand" and the longer pointer as the "minute hand."
- Explain to students that the position of the hour hand tells the hour, and the position of the minute hand tells the minutes past the hour.
- Invite students to show 7 o'clock on their student clocks, with reference to the Student Book.
- Look at the time that Kate wakes up. Where is the hour hand pointing to? 7 Where is the minute hand pointing to? 12**
- Explain to students that when the minute hand points to 12, the time is read as "o'clock," and a new hour is starting.
- What time does Kate wake up? 7 o'clock**
- Relate the time on the analog clock to that on the digital clock.
- What is another way to show 7 o'clock? 7:00 What do you think "7" and "00" stand for? "7" stands for hours and "00" stands for minutes.**
- Explain to students that when the minutes are "00" on a digital clock, the time is read as o'clock.
- What happens to the hour hand as you move the minute hand around the circle? It moves too. How far will you move the minute hand until the hour hand reads 8:00? 1 full circle**