

Mathematical Development		Week: 10	Topic: Time	Day: 1	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Tell and read time to the hour using a clock.	Recap: Students will be shown different things and asked which is longer, taller, shorter, bigger, smaller. We Are Learning to: Tell and read time to the hour using a clock. What I am looking for: How well you tell and read time to the hour using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Start the lesson by bringing in a clock. Elicit and chorus the word "clock". Then point to number 1 and elicit the number. Point to each number 1-12 in order and elicit the numbers. Show them that the hands move around in a "clockwise" direction all the time. The longer hand is the minute hand and the shorter hand designates the hour hand. Hold up your clock and set a time (e.g. 4 o'clock). Next show the students that when the hour hand is pointing to a number, let's say it is a four, and the minute hand is on the twelve then it is 4 o'clock. Show a few examples and call on students to tell the time. Ask the class "What time is it?" Elicit / teach "It's 4 o'clock". Move the hand to another time, and ask again (you can also ask "Please could you tell me the time?"). Stand everyone in front of you. Say "Point your hands at 1 o'clock" and demonstrate how to do this (hold one arm straight up at 12 and the other at 1). Then say "Point your hands at 2 o'clock" ... continue all the way round to 12 o'clock. https://youtu.be/xJBek5XCexw Focused task: Draw a giant clock using coloured chalk in a large area outside. Have students two at a time work together to show whatever time is called out by moving their bodies around the clock. Students can also draw the hands according to the time you will tell them. This is a great way to start with on the hour. Ask students to open book pg. no 51. Ask about the pictures. Ask their names. Tell them a clock has two hands and 12 numbers. The little hand tells about the hours. The big hand tells about the minutes. Read the sentences with them and ask them tell their daily routine. When you wake up, do breakfast and go for school? Ask everyone about their daily routine. Wrap up: Show different pictures and ask students to tell the time. Reflection:			5 mins	Students will be assessed on Telling time to the hour using a clock.	Flashcards Chalks, play area Book pg. no 51
				5 mins		
				25 mins		
				5 mins		

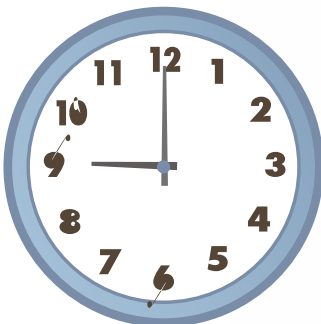
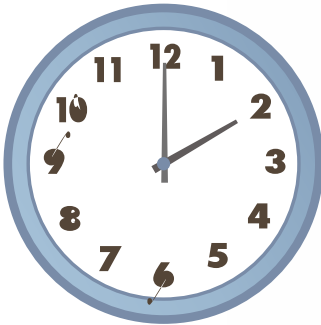
Mathematical Development		Week: 10	Topic: Time	Day: 2	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Tell and read time to the hour using a clock.	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Tell and read time to the hour using a clock. What I am looking for: How well you tell and read time to the hour using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather your students in front of you and show them the clock and ask them why it is used. Show them that the hands move around in a "clockwise" direction all the time. The longer hand is the minute hand and the shorter hand designates the hour hand. Still using the clocks, your students are going to show you the time they usually do things. Ask the class questions, such as "What time do you usually wake up?" As you ask the questions, everyone should move the hands on their clock to the time they do these activities. Then select some students to orally tell you their time (e.g. "I wake up at 7 o'clock"). We are only concentrating on "o'clock" for this lesson, so if students have times on their clock such as 7.20 you can teach "About 7 o'clock". Other routine questions you can ask the time for could be: eat breakfast / lunch / dinner, go to bed, go to school, take a bath, do homework, brush teeth, etc. Then, show flashcard to the students one by one while asking them "What time is it?" and have them say each time on their own. Once students have practiced enough, it's time to play a fun flashcard game. https://youtu.be/BlmDM3xetYc Focused task: Shuffle the time flashcards and then choose one but don't show the students what it is. Then ask them "What time is it?" and have them raise their hands to guess what time flashcard you are holding. Students should guess by making a full sentence (i.e. "It's three o'clock.", "It's six o'clock." etc.) When a student guesses correctly, have that student come to the front of the class to choose the next card. Then that student should ask the class "What time is it?" and again the other students should try to guess what time flashcard he/she is holding. Ask students to open book pg. no 52. Ask about the pictures. Ask their names. Tell them a clock has two hands and 12 numbers. The little hand tells about the hours. The big hand tells about the minutes. Read the sentences with them and ask them tell their daily routine. When you wake up, do breakfast and go for school? Ask everyone about their daily routine. Wrap up: Ask students look at the clock and tell the time. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Telling time to the hour using a clock.	Flashcards
				5 mins		
				25 mins		Time flashcards
				5 mins		Book pg. no 52 Worksheet



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Student Name: _____ Date: _____

Match the time with the activity.



Mathematical Development		Week: 10	Topic: Time	Day: 3	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Tell and read time to the hour using a clock	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Tell and read time to the hour using a clock. What I am looking for: How well you tell and read time to the hour using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Call the students together as a group. Ask different questions. How long do we have before recess? When is lunch? What day do we have art? Ask the students what item is used to tell time. Take responses by raised hands. Inform the students that clocks come in all shapes and sizes. Inform the students that today they will be using an analog clock, or a clock that has rotating hands. Point to the clock in the classroom as you say "analog clock." Bring examples of digital clocks and watches. Ask students to name places other than school where they have seen clocks. List student responses on the board. Define "rotating hands" as the pointers on a clock that move in a circle clock wise. Show students the hands on the classroom clock. Tell students to share with a partner at what time they do different activities, using the sentence frame, "I _____ at _____." Brainstorm ways to complete the sentence frame using the shared school schedule for context. https://youtu.be/MUZXT8lgWAA Focused task: Make the Time printable and clock times flashcards that have been laminated. Provide these flashcards and erasable marker to each student. Ask students on flashcards time has been written. Ask them read the time if cannot help them. Then ask students draw the short and long hands using dry erase markers. Circle round the class and help them to make the hands Ask students to open book pg. no 53. Talk about the pictures. Ask them look at the clock. What time is it on each clock? Draw a line to connect time. Help students to match correct time with correct clock. Use real clock to tell time. Roam around in the class and help students to complete the task. Wrap up: Ask students look at the clock and tell the time? Reflection :			5 mins	Students will be assessed on Tell and read time to the hour using a clock	Flashcards Time printable flashcards, marker  Book pg. no 53
				5 mins		
				25 mins		
				5 mins		

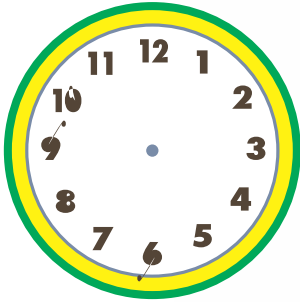
Mathematical Development		Week: 10	Topic: Time	Day: 4	Class: Nursery		
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Tell and read time to the hour using a clock	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Tell and read time to the hour using a clock. What I am looking for: How well you tell and read time to the hour using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Students gathered together sitting on the rug. The teacher will start the lesson on reminding all the students about the previous discussions on clocks by using a large handheld clock. The teacher will then ask the class questions, like if they remember what the long and short hand mean, what direction the clock moves in, and then give a few example and have the class answer them. Students can use the small moveable hand clocks to have a more concrete idea. Ask students to point to the classroom clock. Explain that clock has the numbers 1-12 along the edge. Have students count numbers. Point to the clock face and have them repeat "clock face." Ask the students how many hands are on the clock. (Answer: 2) Explain that the short hand is the hour hand and the long hand is the minute hand. The teacher will be observing students' answers and can go back to review as much as needed. Focused task: The concept of time goes hand in hand with a student's daily schedule. Create a timeline of the time of day activities occur. Print out activities done at specific times of the day and the time flashcards. Provide cards with pictures of the daily routine and get students to do a fun sequencing activity, putting the activities in the order in which they occur on a typical day. Create cards with pictures of the daily routine and get kids to do a fun sequencing activity, putting the activities in the order in which they occur on a typical Ask students to open book pg. no 54. Talk about the picture. Ask their name. Ask them paste the hand on clock according to given time. Use real clock to tell time. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to tell what is the time on clock? Reflection :			5 mins	Students will be assessed on	Flashcards	
				5 mins			Tell and read time to the hour using a clock
				25 mins			
				5 mins			
							
						Time cards, activities cards	
						Book pg. no 54	

Mathematical Development		Week: 10	Topic: Time	Day: 5	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Tell and read time to the hour using a clock	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Tell and read time to the hour using a clock. What I am looking for: How well you tell and read time to the hour using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Set the time on the clock for 3:00. Then draw their attention to the clock. Tell them that clock shows us the time. Explain that when the hand points to a number, this tells us how many hours it is. Make sure you point exactly at the number and not slightly to the left or right of it. Tell the students that instead of saying 'three hours' we say '3 o'clock'. The short hand shows —the hours. Show them how the long hand on the clock moves faster than the short hand—it is moving by minutes. When it is at 0 minutes, it will be right up at the top, by the 12. Make the long hand move quickly around the circle to reach the 12 and zero minutes several times. Have students stand up and use their arms as hands on a clock. Have them use one arm to show where the long clock hand will be when it is at zero minutes. Their hands should be straight up above their heads. Just like they did in Step 5, have them move this hand rapidly around an imaginary circle to represent what the minute hand does. Focused task: Provide the clock flashcards or mats and playdough to all students. Ask students it is a fun way to represent time. Ask them you can roll play-dough into clock hands. Students can make a moveable parts clock with paper and a brass pin. Have students cut out a circle for the face of the clock, two rectangles to represent the hour and minute hand, and pin together for a practice clock. You could also provide the pieces to the clock for students to put back in the correct spaces. Provide the worksheet to all students. Ask them read the time and draw the hour hand and minute hands. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to tell what is time on clock? Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying the two distinct periods of time as morning and night	Flashcards Pictures flashcards  Worksheet Worksheet
				5 mins		
				25 mins		
				5 mins		

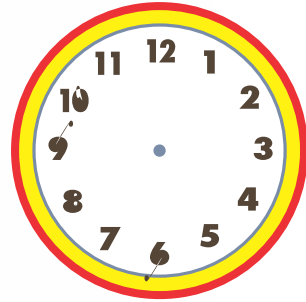


Student Name: _____ Date: _____

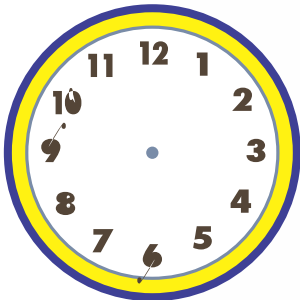
Read the given time and draw the hour hand and minute hand.



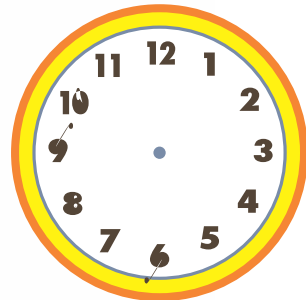
3 O'clock



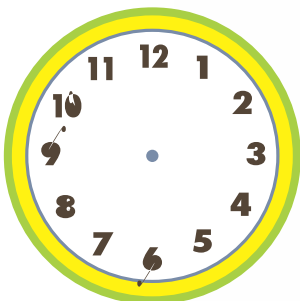
6 O'clock



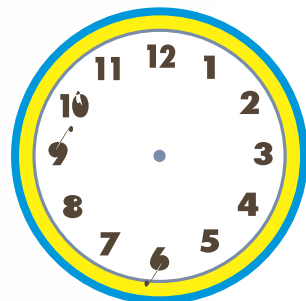
8 O'clock



10 O'clock



11 O'clock



5 O'clock



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Student Name: _____ Date: _____

Look at the clock and write the time.



