

Telling Time: On the Hour and Half Past

a 45 minute math lesson for a group of 4

SUBJECT

Math

AGES

8-12

GROUP

4 students

DATE

80%

TARGET

The goal, from the IEP. Given an analog clock set to the hour or half hour, the student will read the time aloud and match it to the matching digital card with 80% accuracy in 4 of 5 sessions.

Today's objective. Students will read an analog clock set to the hour and the half hour and match it to the matching digital time card.

You will know it worked when. The student says the time and picks the matching digital card on 4 of 5 clocks, hours and half hours mixed.

1 WARM-UP

6 MIN

Count around the clock face by fives as a group, pointing at each numeral

Find the real classroom clock and read what it says right now.

ENGAGEMENT

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2 DIRECT INSTRUCTION & MODELING

10 MIN

Teach the short hand first: the short hand names the hour, always read it before the long hand

Set 3:00, then move only the long hand to 3:30 so the half hour is visibly the same hour. Model the trap, 3:30 where the short hand sits between 3 and 4, and read the number it already passed.

CHECKS

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3 GUIDED PRACTICE

14 MIN

Teacher sets a time, pairs set their own clock to match and read it aloud

Fade to the teacher saying the time and students building it from nothing. Match each built time to its digital card, correcting with the strategy strip not the answer.

TRIALS

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4 INDEPENDENT PRACTICE

11 MIN

Each student reads five set clocks and lays the matching digital card beside each

Teacher records hours and half hours separately on the data sheet.

CORRECT /
TOTAL○○○○○○○○○○
○○

5 CLOSURE

4 MIN

Read three real times off the class schedule, lunch, specials, dismissal

Each student names one thing that happens on the half hour.

NOTES

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IF THE PLAN NEEDS A RESET

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REINFORCEMENT

Being the student who calls out transition times for the day. Specific praise naming the strategy step. Choosing the countdown timer sound for the next activity.

SENSORY

Ticking clocks are distracting for one student; use silent geared clocks for the hands-on work.

PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Silent geared demonstration clock
- ☐ One student clock per pair
- ☐ Digital time cards, hours and half hours
- ☐ Short hand first strategy strip
- ☐ Class daily schedule with real times printed large

VOCABULARY

Hour · Half past · Short hand · Long hand · O'clock

SUPPORTS STAGED

Task Analysis · Visual Schedule · Errorless Learning · Timers · Positive Reinforcement

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Hours only, with the long hand taped to the 12 so it cannot move, and a two card choice for the match.

ON LEVEL

Read and match hours and half hours mixed, with the strategy strip in view.

MORE CHALLENGE

Add quarter past and quarter to, and answer elapsed time questions across the class schedule, how long until specials.

ACCOMMODATIONS

- ☒ Silent geared clocks, no ticking
- ☒ Strategy strip stays in view through independent work
- ☒ Digital cards printed large with high contrast
- ☒ Extra time and a movement break between practice rounds

MODIFICATIONS

How will the task or materials be changed?

A student working on number identification points to the numeral the short hand names, without reading the whole time.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☐ Observation
- ☒ Work Sample
- ☐ Other
- ☐ Checklist
- ☒ Data Collection

WHAT SUCCESS LOOKS LIKE

The student reads the short hand first, says the hour, then decides o'clock or half past, and finds the matching card without recounting help.

Accuracy goal: 80%

QUICK TALLY ○○○○○○○○○○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL
U.E. Identify the short hand befo...					
X.A. Read hours only at 90%...					
J.V. Match a digital card to a...					

GENERALIZATION

How will we practice this skill in other settings?

Have the student read the clock before every transition, so telling time becomes a class job rather than a worksheet.

HOME CONNECTION

How can families support this skill at home?

Ask the family to have the student read a clock once a day, at a bedtime or a favorite show, and say the time out loud.

EXTENSION

Ideas to extend learning further.

Students build a picture schedule of their own evening with a clock face drawn beside each activity.

AFTER THE LESSON

What worked and what should change?

Do not skip the between-the-numbers trap; students who learn hours cleanly still read 3:30 as 4:30. Keep spare geared clocks, the hands snap off.

