

G1-M5-Topic D

G1-M5-L10: The concept development doesn't need to take nearly 38 minutes. Students don't need to cut out clocks or color everything in. They can examine equal parts and the logic of how the clock works in a few minutes if teachers pre-cut clocks and have them colored in.

G1-M5-L11: Consider adding "Hour counting" fluency crossing over the 12, i.e. 1 o'clock, 2 o'clock, 3 o'clock, 2 o'clock, 1 o'clock, 12 o'clock, 11 o'clock, 10 o'clock, 11 o'clock, 12 o'clock, 1 o'clock. If this is too easy count in intervals of two hours, e.g. 2 o'clock, 4 o'clock, 2 o'clock, etc.

G1-M5-L12: Add a fluency that reviews the equivalent forms of time, e.g. five thirty, 5:30, & half past 5 are all the same.

G1-M5-L13: For remediated practice consider this free worksheet -

<http://www.teacherbilldavidson.com/measurement-data-geometry-products/time-on-the-hour-and-half-hour?rq=G1-M5>