

Telling Time

Unit 10 Overview: 9 lessons

Students learn to tell time to the hour and the half hour. They meet the two hands first, then read and show times to the hour, then to the half hour, on clocks with hands and on digital clocks, and say each time with o'clock and half past. Keep the Teaching Clock or a geared clock on the board and a paper clock on every desk all unit. The last two lessons (minutes and hours, and the calendar) are for the states that teach them in 1st grade.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What students already know (page 1 of the test pack).
Day 2	10.1 Hour hand and minute hand	I can find the hour hand and the minute hand.
Day 3	10.2 Read time to the hour	I can read time to the hour.
Day 4	10.3 Show time to the hour	I can show time to the hour.
Day 5	10.4 Read time to the half hour	I can read time to the half hour.
Day 6	10.5 Show time to the half hour	I can show time to the half hour.
Day 7	10.6 Match analog and digital clocks	I can match analog and digital clocks.
Day 8	10.7 Time in words: o'clock and half past	I can use o'clock and half past.
Day 9	10.8 About a minute or an hour, 1 hour later ★	I can use minutes and hours.
Day 10	10.9 Days, weeks and months on a calendar ★	I can use a calendar.
Day 11	Unit Review	The review pages, with a tip beside every question.
Day 12	Unit Test	Form A; Form B (other numbers) is for a retest.

★ Taught in 1st grade in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- A paper clock for each student, with the hands joined by a paper fastener (Make Your Own Clock, sheet 1)
- A big geared clock, or the Teaching Clock on the board
- Cards with digital times (1:00 to 12:30) and a digital clock or timer
- Whiteboards with a clock face drawn on, dry erase markers and a class calendar

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
- 2. Teach** (10 min)
- 3. Try it together** (10 min)
- 4. Practice** (15 min)
- 5. Exit ticket** (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

EXIT TICKET

1st Grade Telling Time Exit Tickets: one for every lesson, four to a page

PRINTABLE

1st Grade Telling Time Test: the Pre-Check, the Unit Review and the Unit Test (Forms A and B), with keys

Telling Time

Lesson 10.1: Hour hand and minute hand

GOAL Students find the two hands on a clock: the short hour hand tells the hour and the long minute hand tells the minutes. Both turn the same way, the way the numbers go.

About 45 minutes

I can find the hour hand and the minute hand.

THE LESSON

- 1 Warm up** (5 min) Ask how we know when it is time for lunch. Look at the classroom clock and count the numbers around it together, 1 to 12.
- 2 Teach** (10 min) On the Teaching Clock, point to the short hand, then the long hand. Turn one off to show the other alone. Drag the long hand all the way around once: the short hand moves from 3 to 4. Show that both turn the way the numbers go.
Say: "The short hand is the hour hand. The long hand is the minute hand."
- 3 Try it together** (10 min) Students put their paper clocks together. Call out "Show me the hour hand", "Point the minute hand to the 12" and "Turn the minute hand the way the numbers go." Partners check each other.
- 4 Practice** (15 min) Students write the numbers on sheet 1 of Label the Clock, then tell the hour hand from the minute hand on sheet 1 of Minutes and Hours. Early finishers label the parts on sheet 5 of Label the Clock (it adds the second hand).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.1** and circle a face beside the "I can" line. A circle on the long hand means they have the two hands mixed up.

Need help? Use a clock with only the hour hand first, then add the minute hand.

Ready for more? Watch the classroom clock for five minutes and tell which hand moved, or count the marks between two numbers.

GET READY

- A paper clock and a paper fastener for each student
- The Teaching Clock on the board
- The classroom clock

WORDS TO USE

clock face: the round part of the clock with the numbers 1 to 12

hour hand: the short hand; it tells the hour

minute hand: the long hand; it tells the minutes

ASK

- How can you tell the hour hand from the minute hand?
- Which way do the hands turn?
- Which hand moves faster?

WATCH FOR

Calls the long hand the hour hand. Minute is the longer word, and the minute hand is the longer hand.

Writes the numbers in the wrong places. Write 12, 3, 6 and 9 first, like a plus sign, then fill in between.

Turns the hands backward. Trace the numbers in order with a finger first: 1, 2, 3.

ON ANIMAL MATH

PRINTABLE

Label the Clock: Hours, Minutes and Parts of a Clock: sheets 1 and 5

PRINTABLE

Minutes and Hours: sheet 1

PRINTABLE

Make Your Own Clock: Cut-Out Hands and a Digital Clock: sheet 1, to build the paper clock

TOOL

Teaching Clock: Show Hour Hand and Show Minute Hand, in Advanced Options

EXIT TICKET

1st Grade Telling Time Exit Tickets: Exit Ticket 10.1

Telling Time

Lesson 10.2: Read time to the hour

GOAL Students read a clock to the hour: when the long hand points to 12, the short hand points to the hour. They say it as 3 o'clock and write it as 3:00.

About 45 minutes

I can read time to the hour.

THE LESSON

- 1 Warm up** (5 min) With paper clocks: "Show me the hour hand. Show me the minute hand." Then count to 12 around the clock, pointing.
- 2 Teach** (10 min) Set the Teaching Clock to 3:00. The long hand is on the 12, so it is o'clock. The short hand points to 3: 3 o'clock. Write 3:00. Press + 1 Hour for 4:00 and 5:00, then show 12:00, both hands up.
Say: "The long hand is on the 12, so it is o'clock. The short hand tells me the hour."
- 3 Try it together** (10 min) Show a time with the digital time hidden. Students write it on whiteboards, then you show it. Include 12:00, 6:00 (the hands in a straight line), 9:00 and 3:00.
- 4 Practice** (15 min) Students write the time for each clock on sheets 1 to 3 of Telling Time to the Hour. Early finishers set a time on a paper clock for a partner to read.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.2** and circle a face beside the "I can" line. On 8:00, a student who writes 12 read the long hand.

Need help? Read a clock with only the short hand, then add the long hand on the 12.

Ready for more? Read the classroom clock each time the hour changes, or write the time 1 hour later.

GET READY

- A paper clock for each student
- The Teaching Clock, Minute Hand Moves By Hour
- Whiteboards and markers

WORDS TO USE

o'clock: the long hand is on the 12; a new hour is starting

colon: the two dots between the hour and the minutes in 3:00

ASK

- Where is the long hand at o'clock?
- How do you know it is 9 o'clock and not 12 o'clock?
- Why do we write two zeros?

WATCH FOR

Reads the long hand: says 12 o'clock for 4:00. Cover the long hand with a finger and read the short hand.

Writes 4:0 or 4:12. O'clock means no minutes yet: two zeros, 00.

Writes the minutes first: 00:4. We say the hour first, so we write it first.

ON ANIMAL MATH

PRINTABLE **Telling Time to the Hour:** sheets 1-3

PRINTABLE **Read the Clock - Hours:** any sheet

MAKER **Telling Time:** Mode Read the Clock, Clock Type Hours

TOOL **Teaching Clock:** Minute Hand Moves By Hour, Hide to cover the digital time

QUIZ **Telling Time Quiz:** the Hours level

EXIT TICKET **1st Grade Telling Time Exit Tickets:** Exit Ticket 10.2



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Telling Time

Lesson 10.3: Show time to the hour

GOAL Students set and draw the hands for a time to the hour: the long hand straight up to the 12 and a shorter hand pointing to the hour.

About 45 minutes

I can show time to the hour.

THE LESSON

- 1 Warm up** (5 min) Show three times on the Teaching Clock and have the class read them aloud. Include 12:00.
- 2 Teach** (10 min) Hold up the card 7:00. The 00 means o'clock, so draw the long hand to the 12 first. The 7 is the hour: draw the short hand to the 7, only halfway out. Then show a clock with both hands the same length and ask which hand is which.
Say: "First the long hand to the 12. Then the short hand to the hour."
- 3 Try it together** (10 min) Call out times. Students set them on paper clocks, hold them up and check a partner's. Include 12:00 (both hands up), 6:00 (a straight line), 3:00 and 9:00.
- 4 Practice** (15 min) Students draw the hands on sheets 1 to 3 of Draw Clock Hands, Hours. Early finishers do sheets of Set 2.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.3** and circle a face beside the "I can" line. On 2:00, check that the long hand points to 12 and is longer than the short hand.

Need help? Set the time on a paper clock first, then copy it onto the drawing.

Ready for more? Draw the hands for times written in words, or show the time 1 hour later.

GET READY

- A paper clock for each student
- Digital time cards 1:00 to 12:00
- Whiteboards with a clock face

WORDS TO USE

show a time: move or draw the hands so the clock tells that time

point to: the tip of the hand is on that number

ASK

- Which hand do you draw first? Why?
- How long should the hour hand be?
- How can you check your clock?

WATCH FOR

Draws both hands the same length. The short hand stops halfway to the number; the long hand reaches the marks.

Draws the long hand to the hour and the short hand to 12. Read their clock back with them: the short hand says 12 o'clock.

Stops a hand between two numbers. Put a dot on the number first, then draw from the middle to the dot.

ON ANIMAL MATH

PRINTABLE Draw Clock Hands - Hours: sheets 1-3

PRINTABLE Draw Clock Hands - Hours (Set 2): any sheet

MAKER Telling Time: Mode Draw the Hands, Clock Type Hours

TOOL Teaching Clock: drag the hands to set a time

QUIZ Telling Time Quiz: the Hours level

EXIT TICKET 1st Grade Telling Time Exit Tickets: Exit Ticket 10.3

Telling Time

Lesson 10.4: Read time to the half hour

GOAL Students read a clock at half past: the long hand is on the 6 and the short hand halfway between two numbers, so the hour is the number it has passed (3:30).

About 45 minutes

I can read time to the half hour.

THE LESSON

- 1 Warm up** (5 min) Read three o'clock times on the Teaching Clock. Fold a paper circle in half: two parts the same size.
- 2 Teach** (10 min) Set 3:00. Press + 30 Min: the long hand goes halfway around, to the 6, and the short hand moves halfway from 3 to 4. It has passed 3 but not reached 4, so it is still 3. It is 3:30, half past 3.
Say: "The long hand on the 6 means half past. The short hand has passed the 3, so it is half past 3."
- 3 Try it together** (10 min) Show half past times with the digital time hidden; students write them on whiteboards. Include 12:30 (the short hand between 12 and 1), 6:30 (the hands close together), and 9:00 next to 9:30.
- 4 Practice** (15 min) Students write the time for each clock on sheets 1 to 3 of Telling Time to the Half Hour (half hours and hours mixed). Early finishers do a maker sheet.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.4** and circle a face beside the "I can" line. On the circle question, 12:30 means they read the number the short hand is moving to.

Need help? Step the Teaching Clock from 2:00 to 2:30 to 3:00 and back, saying each time.

Ready for more? Read clocks with no numbers on them, or tell the time half an hour later.

GET READY

- The Teaching Clock, Minute Hand Moves By Half Hour
- A paper clock for each student
- A paper circle to fold in half

WORDS TO USE

half hour: 30 minutes; the long hand goes halfway around

half past: 30 minutes after the hour; 3:30 is half past 3

halfway: in the middle, as far from one number as the other

ASK

- Where does the long hand point at half past?
- The short hand is between 4 and 5. What hour is it?
- How is 4:00 different from 4:30 on the clock?

WATCH FOR

Reads 3:30 as 4:30. The short hand has not reached the 4. Ask which number it passed last.

Writes 3:6 because the long hand is on the 6. The long hand on the 6 means 30 minutes, halfway around.

Reads half past as o'clock. Check the long hand first: on the 12 is o'clock, on the 6 is half past.

ON ANIMAL MATH

PRINTABLE

Telling Time to the Half Hour: sheets 1-3

MAKER

Telling Time: Mode Read the Clock, Clock Type Hours & Minutes, Minute Increments By 30 minutes

TOOL

Teaching Clock: Minute Hand Moves By Half Hour

QUIZ

Telling Time Quiz: the Half Hours level

EXIT TICKET

1st Grade Telling Time Exit Tickets: Exit Ticket 10.4

Telling Time

Lesson 10.5: Show time to the half hour

GOAL Students set and draw the hands for a half hour time: the long hand to the 6 and the short hand halfway between the hour and the next number.

About 45 minutes

I can show time to the half hour.

THE LESSON

- 1 Warm up** (5 min) Show 2:00, 2:30 and 5:30 on the Teaching Clock; the class reads each one aloud.
- 2 Teach** (10 min) Write 4:30. The 30 means the long hand goes to the 6: draw it. The 4 is the hour: the short hand has passed the 4, so put a dot halfway between 4 and 5 and draw the short hand to the dot. Then show a clock with the short hand right on the 4: what is wrong?
| Say: "At half past, the short hand is halfway to the next number."
- 3 Try it together** (10 min) Partners take turns: one says a half past time, the other sets it on a paper clock and the first checks. Include 12:30 (between 12 and 1), 6:30 and 11:30 (between 11 and 12).
- 4 Practice** (15 min) Students draw the hands on a maker sheet of half hours and hours, or on sheet 5 of Blank Clock Faces as you call out times. Early finishers draw their own times on sheet 4 and write each one on the digital clock.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.5** and circle a face beside the "I can" line. On 8:30, look for the short hand between 8 and 9, not on the 8.

Need help? Set the time on the Teaching Clock first and copy it: turning the long hand moves the short hand.

Ready for more? Draw half past times on a clock with no numbers, or make times for a partner and check them.

GET READY

- A paper clock for each student
- Digital time cards with half hours
- Blank Clock Faces, sheet 1, for the board

WORDS TO USE

half past: 30 minutes after the hour; the long hand is on the 6

halfway between: in the middle of two numbers, not on either one

ASK

- Where does the short hand go at 7:30? Why not right on the 7?
- How do you find halfway?

WATCH FOR

Points the short hand right at the hour. Put a dot halfway between the two numbers first, then draw to the dot.

Puts the short hand between 3 and 4 for 4:30. Half past 4 comes after 4 o'clock, so the hand has moved past the 4.

Points the long hand to the 3 for 30. Thirty minutes is halfway around: the long hand goes to the 6.

ON ANIMAL MATH

PRINTABLE

Blank Clock Faces: Printable Clock Templates: sheets 1 and 4-5

MAKER

Telling Time: Mode Draw the Hands, Clock Type Hours & Minutes, Minute Increments By 30 minutes

TOOL

Teaching Clock: drag the long hand from the 12 to the 6

QUIZ

Telling Time Quiz: the Half Hours level

EXIT TICKET

1st Grade Telling Time Exit Tickets: Exit Ticket 10.5

Telling Time

Lesson 10.6: Match analog and digital clocks

GOAL Students match a clock with hands to a digital clock with the same time: the short hand gives the number before the colon, the long hand the number after.

About 45 minutes

I can match analog and digital clocks.

THE LESSON

- 1 Warm up** (5 min) Show a digital clock and ask where students see clocks like it. Read 4:00, 4:30 and 11:30 aloud together.
- 2 Teach** (10 min) Set 2:30 on the Teaching Clock with the digital time hidden. Read the short hand: write 2 before the colon. Read the long hand: on the 6 is 30, so write 30. Show the digital time to check. Do 9:00 the same way, then press the digital arrows and watch the hands move.
Say: “The short hand tells the number before the dots. The long hand tells the number after.”
- 3 Try it together** (10 min) Hand out the cards: half get clocks, half get digital times. Students find the partner with the same time. Include times that are easy to mix up: 4:00, 4:30, 5:30 and 12:30.
- 4 Practice** (15 min) Students write the time each clock shows on sheet 1 of Analog and Digital Clocks (o'clock times), then on sheets 4 to 6 of Telling Time to the Half Hour. Early finishers make a new pair of cards for the game.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.6** and circle a face beside the “I can” line. On the 7:30 clock, 8:30 means they read the short hand one number on; 7:00 means they missed half past.

Need help? Match only o'clock times first, with the digital time showing on the Teaching Clock to check.

Ready for more? Set a time with the Teaching Clock's digital arrows and draw the clock face, or play the card game against a timer.

GET READY

- The Teaching Clock with Show Digital Time on
- Cards: clocks with hands and digital times that match
- A digital clock or timer

WORDS TO USE

analog clock: a clock with hands

digital clock: a clock that shows the time in numbers only

colon: the two dots between the hour and the minutes

ASK

- What number goes before the colon? How do you know?
- Do these two clocks show the same time? How can you check?

WATCH FOR

Writes 3:6 for 3:30. The long hand on the 6 means 30 minutes; on the 12 it means 00.

Picks the clock with the long hand on 10 for 10:00. Find the short hand first: it must point to the 10.

Writes 30:4 for 4:30. We say the hour first, so it goes before the colon.

ON ANIMAL MATH

PRINTABLE Analog and Digital Clocks: Telling Time Practice: sheet 1

PRINTABLE Telling Time to the Half Hour: sheets 4-6

TOOL Teaching Clock: Show Digital Time, and Hide to cover it

QUIZ Telling Time Quiz: the Both level

EXIT TICKET 1st Grade Telling Time Exit Tickets: Exit Ticket 10.6

Telling Time

Lesson 10.7: Time in words: o'clock and half past

GOAL Students say and write times with o'clock and half past, match them to clocks and digital times, and know that half past 7 and 7:30 are the same time.

About 45 minutes

I can use o'clock and half past.

THE LESSON

- 1 Warm up** (5 min) Show 3:00, 3:30, 8:00 and 8:30 on the Teaching Clock; the class reads each one aloud.
- 2 Teach** (10 min) Show 5:00 with Show Time in Words: five o'clock. Show 5:30: half past five, or five thirty. Write all of them on the board: 5:00 is 5 o'clock; 5:30 is half past 5 and five thirty. Half past says the hour last, but it is still 5.
Say: "Half past 5 means 30 minutes after 5 o'clock. We can also say five thirty."
- 3 Try it together** (10 min) Say a time in words; students set it on paper clocks, then write the digital time on whiteboards. Then show a clock and partners say it in words. Include 12 o'clock, half past 12 and half past 6.
- 4 Practice** (15 min) Students write each time in words on sheet 4 of Analog and Digital Clocks (with a word bank), then draw the hands on sheets 1 and 2 of Words to Clock, Hours. Early finishers do a sheet of Time Words to Numbers, Hours.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.7** and circle a face beside the "I can" line. For 12:30, half past 1 means they named the hour that comes next. Number words or digits both count.

Need help? Keep two clocks on a card on the desk: 4:00 with 4 o'clock and 4:30 with half past 4.

Ready for more? Write class times in words (lunch at half past 11), or say each time two ways.

GET READY

- Word cards: o'clock, half past, one to twelve
- The Teaching Clock, Show Time in Words
- A paper clock for each student

WORDS TO USE

o'clock: on the hour; the long hand is on the 12

half past: 30 minutes after the hour; the long hand is on the 6

thirty: half past 7 is also seven thirty, 7:30

ASK

- What does half past mean?
- Is half past 3 before or after 4 o'clock?
- How else can you say 9:30?

WATCH FOR

Writes half past 4 for 3:30. Half past names the hour that just passed: the short hand has passed the 3.

Writes 3:30 o'clock. O'clock goes only with times when the long hand is on the 12.

Draws half past 2 with the long hand on the 12. Half past: the long hand goes halfway around, to the 6.

ON ANIMAL MATH

PRINTABLE **Analog and Digital Clocks: Telling Time Practice:** sheet 4

PRINTABLE **Words to Clock - Hours:** sheets 1-2

PRINTABLE **Time Words to Numbers - Hours:** any sheet

MAKER **Telling Time:** Mode Clock to Words, Clock Type Hours & Minutes, Minute Increments By 30 minutes

TOOL **Teaching Clock:** Show Time in Words

QUIZ **Telling Time Quiz:** the Both level

EXIT TICKET **1st Grade Telling Time Exit Tickets:** Exit Ticket 10.7



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Telling Time

Lesson 10.8: About a minute or an hour, 1 hour later

GOAL Students tell whether something takes about a minute or about an hour, and find the time 1 hour later: the long hand goes all the way around and the short hand moves to the next number.

I can use minutes and hours.

About 45 minutes

★ Taught in 1st grade in some states

THE LESSON

- 1 Warm up** (5 min) Time one minute while students stand on one foot or clap. Ask: was that a long time or a short time?
- 2 Teach** (10 min) Hold up two cards: brush your teeth and a soccer game. Think aloud: brushing takes about a minute or two, a game takes about an hour. Then set 3:00 and press + 1 Hour: the long hand goes all the way around and the short hand moves to the 4. It is 4:00.
Say: "In 1 hour, the long hand goes all the way around and the short hand moves to the next number."
- 3 Try it together** (10 min) Sort the picture cards into two piles: about a minute and about an hour. Then ask: "Lunch is at 11:00. What time is it 1 hour later?" Include 12:00 to 1:00 and 11:00 to 12:00.
- 4 Practice** (15 min) Students do sheets 2, 4 and 5 of Minutes and Hours (a minute or an hour, 1 hour later, sort the pictures). Early finishers do sheet 3.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.8** and circle a face beside the "I can" line. For 1 hour later from 3:00, look for 4:00: only the hour changes.

Need help? Compare with the school day: one minute of clapping, and the hour from the start of school to snack.

Ready for more? Find the time 2 hours later or half an hour later, or list three things that take about an hour at home.

GET READY

- A one minute sand timer or a timer
- Picture cards of things to do (brush teeth, a soccer game, a movie, tie shoes)
- The Teaching Clock and paper clocks

WORDS TO USE

minute: a short time; about as long as washing your hands well

hour: 60 minutes, a long time; the long hand goes all the way around

later: after; 1 hour later is the next hour

ASK

- Does a movie take about a minute or about an hour? How do you know?
- What time is it 1 hour after 12:00?
- What do the hands do in 1 hour?

WATCH FOR

Says 13:00 for 1 hour after 12:00. Show it on the clock: after 12 the short hand goes to 1.

Moves the long hand one number for 1 hour. Press + 1 Hour on the Teaching Clock: the long hand goes all the way around.

Calls fun things short and chores long. Time a real minute and ask if the job could be done in that time.

ON ANIMAL MATH

PRINTABLE

Minutes and Hours: sheets 2-5

TOOL

Teaching Clock: + 1 Hour, or Elapsed Time in Advanced Options

EXIT TICKET

1st Grade Telling Time Exit Tickets: Exit Ticket 10.8

Telling Time

Lesson 10.9: Days, weeks and months on a calendar

GOAL Students read a month calendar: they name the days and the months in order, find the day of the week for a date, and find the date 1 week later, right below.
I can use a calendar.

About 45 minutes
★ Taught in 1st grade in some states

THE LESSON

- 1 Warm up** (5 min) Say the days of the week together with the cards, then the months of the year.
- 2 Teach** (10 min) Show this month's calendar. Read the month's name, then the days across the top. Find today's date and slide up its column to read the day. Count 7 days on from today: you land right below. Then say which month comes next.
Say: "A week is 7 days. On a calendar, 1 week later is the box right below."
- 3 Try it together** (10 min) Pairs use their calendars: "What day is the 12th?", "What date is 1 week after the 5th?", "What is the date of the first Monday?" Include dates in the first row and the last row.
- 4 Practice** (15 min) Students do sheets 1 to 4 of Calendar Math (missing days, missing months, then questions about a calendar). Early finishers fill in the missing dates on sheet 4 of Fill In a Blank Calendar.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 10.9** and circle a face beside the "I can" line. On 1 week after June 9, look for 16; 10 means they counted one day.

Need help? Work with the days of the week alone first, with a strip of the 7 days on the desk.

Ready for more? Make next month's calendar on sheet 1 of Fill In a Blank Calendar, or find the date 2 weeks later.

GET READY

- A class calendar of this month
- A calendar of this month for each pair
- Cards with the days and the months, in order

WORDS TO USE

calendar: a chart of the days of a month

week: 7 days, Sunday to Saturday; one row of the calendar

month: about 30 days; 12 months make a year

date: the number of a day, like June 18

ASK

- How many days are in a week? How can the calendar show you?
- What day comes after Saturday?
- What month comes after December?

WATCH FOR

Counts 1 week later as the next box. Count 7 boxes with a finger, then show it lands right below.

Reads the day from the wrong column. Slide a finger straight up from the date to the top row.

Stops at December. Lay the month cards in a circle: after December the year starts again with January.

ON ANIMAL MATH

PRINTABLE

Calendar Math: sheets 1-4

PRINTABLE

Days of the Week Worksheets: sheet 3

PRINTABLE

Months of the Year Worksheets: sheets 1 and 3

PRINTABLE

Fill In a Blank Calendar: Make a Month: sheets 1 and 4

EXIT TICKET

1st Grade Telling Time Exit Tickets: Exit Ticket 10.9

