Package 13

Overview

Note: Your child will benefit from this package if they are unable to answer any of the pre-lesson questions.

Lesson 1:

Introducing the analogue clock face: (½, ¼ concepts)

Required prior knowledge: Basic fraction concepts

Lesson 2:

Describing fraction positions in different ways (words and fractions)

Required prior knowledge: fraction concepts, counting in fives

Lesson 3:

Breaking the clock into 5 minute time segments (reading minutes past).

Required prior knowledge: fraction concepts, counting in fives

Lesson 4:

Reading minutes to in five minute intervals

Required prior knowledge: fraction concepts, counting in fives, reading minutes past

Time

Package 13, lesson 1
Introducing the analogue clock (halves and quarters)

Pre-lesson questions (does your child need this package?)	Correct response?	Post-lesson observations (has your child gained the skills?)
Does your child know that 60 minutes make an hour?	Yes/no	
Does your child understand half and quarter? Question: Draw three circles. Shade 1/2, 1/4, 3/4 of each circle. Ask your child to write the fractions for each picture. ANS: Are they familiar with these fractions?	Yes/no	
Can your child identify 'quarter past' and 'quarter to' positions? Question: Draw a blank circle. Ask "if this was a clock face, where would quarter past & quarter to be? ANS: 1/4 past @ 3, 1/4 to @ 9	Yes/no	
Does your child know that quarter of an hour is 15 minutes?	Yes/no	
Does your child know that half of an hour is 30 minutes?	Yes/no	

What does this lesson teach?

This lesson will teach your child to:

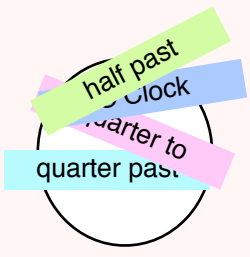
Understand fraction positions on the analogue clock whilst finding fractions of the hour.

What is included?

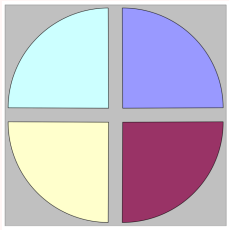
A lesson plan explaining:

Math language & sequence of teaching

Language Activity



Fraction activity



Time

Package 13, lesson 2
Describing fraction positions in different ways

Pre-lesson questions (does your child need this package?)	Correct response?	Post-lesson observations (has your child gained the skills?)
Does your child understand 15 minutes past is 1/4 past? Question: Show your child an analogue clock. Ask where 15 minutes past is. ANS: Do they point to no. 3?	Yes/no	
Does your child understand 'quarter to' is 15 minutes to? Question: Show your child an analogue clock. Ask where 15 minutes to is. ANS: Do they point to no. 9?	Yes/no	
Does your child understand where minutes are counted from? Question: Ask your child where the minute hand will be when zero minutes have passed. ANS: Do they point to O'Clock position?	Yes/no	
Does your child know where the minute hand will be at 30 minutes past?	Yes/no	

What does this lesson teach?

This lesson will teach your child to:

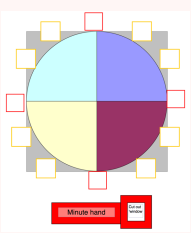
Consolidate the language used to describe fraction positions.

What is included?

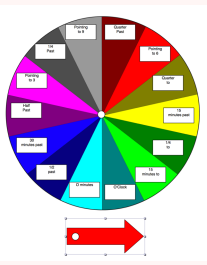
A lesson plan explaining:

Math language & sequence of teaching

Teaching tool



Game



Time

Package 13, lesson 3
5 minute time segments. Reading ‘minutes past.’

Pre-lesson questions (does your child need this package?)	Correct response?	Post-lesson observations (has your child gained the skills?)
Can your child count in fives fluently?	Yes/no	
Does your child understand that it takes 5 minutes for the minute hand to move between each number? Question: Ask how long it takes the minute hand to move from ‘1’ to ‘2’ ANS: 5 minutes	Yes/no	
Can your child count minutes past? Question: Ask how many minutes have past when the minute hand is pointing towards the ‘5.’ ANS: 25 minutes (do they know to count in fives?)	Yes/no	
Does your child know that quarter past can be described in two different ways? Question: Ask “what are the two ways to say that the minute hand is here,” (pointing to ‘3’ on a clock face). ANS: 1/4 past or 15 minutes past	Yes/no	

What does this lesson teach?

This lesson will teach your child to:

Understand that 5 minute intervals are between each number.

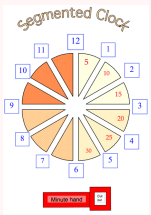
What is included?

A lesson plan explaining:

Math language & sequence of teaching

Counting in 5’s puzzle

Teaching resource



Time

Package 13, lesson 4
Reading ‘minutes to’

Pre-lesson questions (does your child need this package?)	Correct response?	Post-lesson observations (has your child gained the skills?)
Can your child count minutes to the next hour? Question: Ask how to describe when the minute hand is pointing towards the ‘8.’ ANS: 20 minutes to (do they count ‘minutes to’ rather than past?)	Yes/no	
Does your child recognise that ‘minutes to’ describe the completion of an hour? Question: Ask “if 50 minutes have past, how many minutes to will it be?” ANS: ten minutes to (do they know that 60 minutes make the whole hour?)	Yes/no	

What does this lesson teach?

This lesson will teach your child to:

Understand how to read how many minutes to the next hour.

What is included?

A lesson plan explaining:

Math language & sequence of teaching

teaching resources

Consolidation questions