






Grade 1 Mathematics
Unit 16: Time

Updated August 2024

| Trimester | Unit Title | Recommended Instructional Days |
|---|------------|--------------------------------|
| 3 | Time | 6 - 8 days |
| Domain: Measurement | | |
| <p>Strand:</p> <p> 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  Major Cluster </div> <div style="text-align: center;">  Supporting Cluster </div> <div style="text-align: center;">  Additional Cluster </div> <div style="text-align: center;">  Climate Change Opportunity </div> </div> | | |
| <p>Progress Indicator: ◇ Tests ◇ Homework / Classwork ◇ Projects ◇ Formative assessments ◇ Summative assessments ◇ Performance assessments</p> | | |
| Mathematical Practices: | | |
| <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | | |
| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit | | |
| <p>Essential Questions:</p> <p>Lesson 16.1: How can you tell time by the hour?</p> <p>Lesson 16.2: What is a half hour?</p> <p>Lesson 16.3: How can the minute hand and hour hand help you to tell time?</p> <p>Lesson 16.4: How can the minute hand and hour hand help you to tell time?</p> | | |

Essential Understandings:

- Lesson 16.1: Tell time to the hour on a clock that has only an hour hand.
Lesson 16.2: Tell time to the half hour on a clock that has only an hour hand.
Lesson 16.3: Use the minute hand and hour hand to tell time to the hour and half hour
Lesson 16.4: Draw and write to show times to the hour and half hour.

Vocabulary

- hour hand
- hour
- half hour
- minutes
- minute hand

Suggested Activity Description:

Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLs, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

Interdisciplinary Connections:

Science:

(Lesson 16.1)

Materials: Poster board, scissors, pencil

1. Explain that long ago, sundials were used to tell time by the angle of the shadow cast by the sun.
2. Have children cut a circle out of poster board and push a pencil at an angle through the center of the circle. Find a sunny spot outdoors and push the pencil into the soil. Every hour, mark the place on the poster board where the shadow falls. Discuss what the sundial shows.

Social Studies:

(Lesson 16.1)

Materials: Paper, crayons

1. Have children make a list of five activities they might do on a Saturday and the time each activity begins. Examples are meals, errands, and hobbies.
2. Have partners trade schedules and ask questions about each other's schedules. What do you do at 4 o'clock? What do you do just before you eat lunch?

Language Arts:

1. Isabel's Day - (From the Differentiated Centers Kits Grab and Go)
2. Tick Tock Check the Clock - (From the Differentiated Centers Kits Grab and Go)

3. Time to Play - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Define "include" with examples.

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| Social and Emotional Learning: Competencies | | Social and Emotional Learning: Sub-Competencies | |
| SEL Competencies: <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making | | <ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. | |
| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
| Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments | | Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • Project-based Assessments | |
| Differentiated Student Access to Content: Teaching and Learning <u>Resources/Materials</u> | | | |
| Core Resources | Alternate Core Resources IEP/504/At-Risk/ESL | ELL Core Resources | Gifted & Talented Core Resources |
| Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, | Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets | Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, | ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments |

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| Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI | | Linguistic Support | |
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Supplemental Resources

Technology:

- Chromebooks • Online math manipulatives

Other:

- Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
|--|--|--|--|
| Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related |

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| NJSLS CAREER | Disciplinary Concept(s): Career Awareness and Planning | |
| | Core Ideas: | Different types of jobs require different knowledge and skills |

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| READINESS, LIFE LITERACIES & KEY SKILLS | <i>Performance Expectation/s:</i> | 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | <p>Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p> | |

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> |
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