

<p><b>1(7) Geometry and measurement.</b> The student applies mathematical process standards to select and use units to describe length and time.</p>	<p><b>1(7)(E)</b> The student is expected to tell time to the hour and half hour using analog and digital clocks.</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Analog clock</li> <li>• Pictures representing time on analog and digital clocks</li> </ul>	
<p><b>Procedure:</b> Show the student an analog clock or a picture of analog or digital clocks with time on the hour and half hour.</p> <p><b>What time does the clock show?</b></p> <p><i>Repeat using various times.</i></p>	
<p><b>Check Student’s Responses:</b></p>	<p><b>Check Student’s Strategies:</b></p>
<p>1. Time: _____ Analog   Digital</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct</li> <li><input type="checkbox"/> Hour correct but not minute</li> <li><input type="checkbox"/> Confuses hour and minute</li> <li><input type="checkbox"/> Incorrect _____</li> </ul> <p>2. Time: _____ Analog   Digital</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct</li> <li><input type="checkbox"/> Hour correct but not minute</li> <li><input type="checkbox"/> Confuses hour and minute</li> <li><input type="checkbox"/> Incorrect _____</li> </ul> <p>3. Time: _____ Analog   Digital</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct</li> <li><input type="checkbox"/> Hour correct but not minute</li> <li><input type="checkbox"/> Confuses hour and minute</li> <li><input type="checkbox"/> Incorrect _____</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used skip counting to determine time</li> <li><input type="checkbox"/> Said time without pointing or counting</li> <li><input type="checkbox"/> Other:</li> </ul> <p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used skip counting to determine time</li> <li><input type="checkbox"/> Said time without pointing or counting</li> <li><input type="checkbox"/> Other:</li> </ul> <p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used skip counting to determine time</li> <li><input type="checkbox"/> Said time without pointing or counting</li> <li><input type="checkbox"/> Other:</li> </ul>
<p><b>Notes:</b></p>	

**1(7)(E)** The student is expected to tell time to the hour and half hour using analog and digital clocks.

**Possible interpretations, issues to follow up on, and implications for teaching**

**What did you observe?**

- The student **confused the hours and minutes.**

*A teaching strategy might include working with analog faces that are only on the hour so the students gain practice corresponding the small hand with the hour and the large hand at the 12. Once they are more comfortable with recognizing what each hand represents, move on to half hours.*

- The student **correctly read and wrote the times shown.** This student may be ready to work with times in quarter hours or 5-minute increments.