

# Time: Beginning Math Series

Grades 1-3

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# At Glance

Learning Expectations	<i>Matching</i>	<i>Word Study</i>	<i>Phonics</i>	<i>Creative Writing</i>	<i>Research</i>	<i>Telling the Time</i>	<i>Calendar</i>
<b>Understanding Concepts</b>							
• Identify ways time is measured	•					•	•
• Develop the ability to tell time using a clock	•					•	
• Develop the ability to tell time using other devices	•					•	
<b>Language &amp; Creative Writing</b>							
• Identify and use vocabulary associated with telling time	•	•	•	•	•		•
• Identify rhyming words, antonyms, alphabetical order, compound words, and verbs		•					
• Identify “cl” blend, long and short vowels, and syllables			•				
• Use creative skills to write a time story				•			
• Develop research skills					•		
• Communicate using written descriptions				•	•		
<b>Applying Concepts &amp; Skills</b>							
• Tell time at hourly intervals	•					•	
• Tell time at half-hour intervals	•					•	
• Tell time at 15 minute intervals	•					•	
• Tell time at five minute intervals	•					•	
• Tell time using a calendar, seasons, months, days, weeks, and years							•



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# Time



## Teacher Assessment Rubric

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4	Level
	Poor	Fair	Good	Excellent	
<b>Understanding Concepts</b>					
• Demonstrates understanding of the concept of telling time on a clock					
• Understands various ways to tell time					
<b>Inquiry &amp; Communication Skills</b>					
• Is able to research a time device					
• Is able to use the correct vocabulary while communicating orally and in writing					
• Is able to express creativity in writing					
• Understands different conventions in language					
<b>Applying Concepts &amp; Skills</b>					
• Demonstrates understanding of how time affects our daily life					
• Has the ability to tell time accurately and independently					
• Has the ability to tell time using different devices					

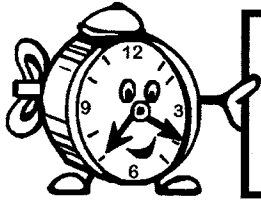
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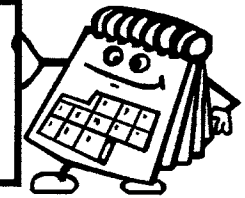
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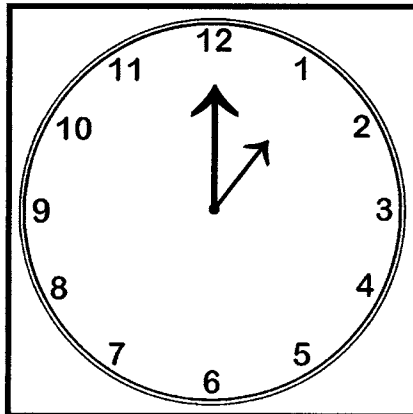
# TIME



In the envelope are some clocks and time cards.

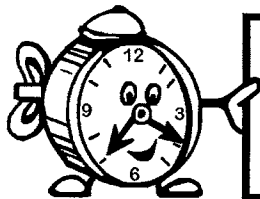
Match the clock to its correct time.

**Example:**

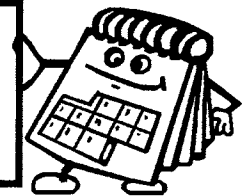


**1:00**

**one o'clock**



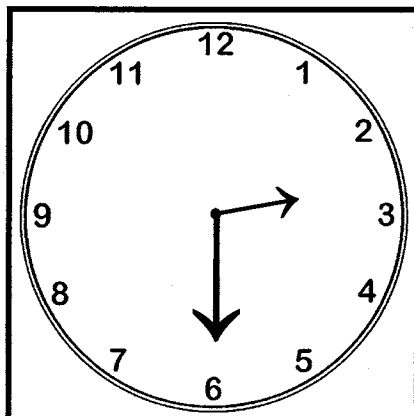
# TIME



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Match the clock to its correct time.

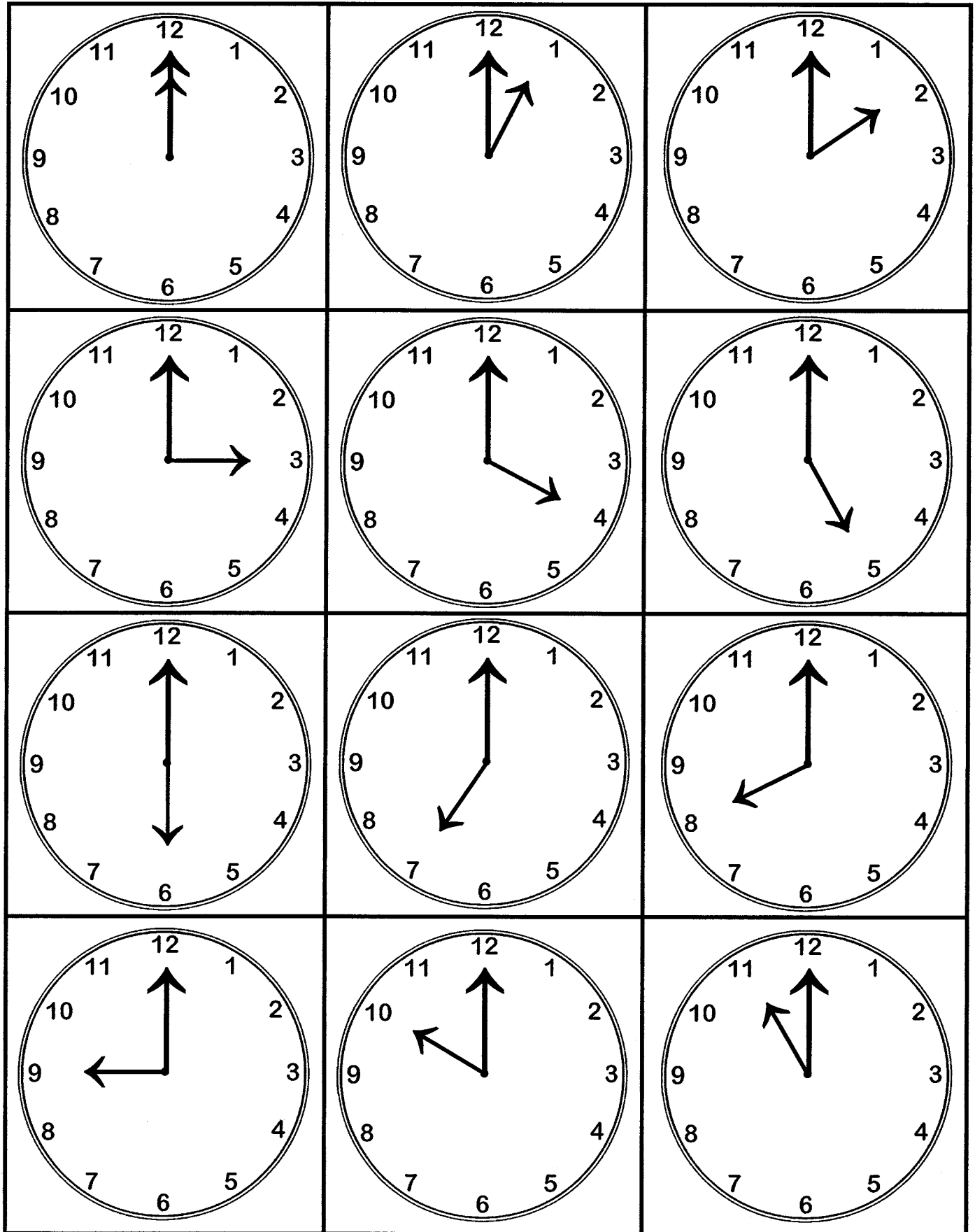
**Example:**



**2:30**

**half past two  
"two thirty"**

**Time Matching:** Cut out the clocks. Color, mount, and laminate them. Store the cards in an envelope with the time cards. Attach the instruction card. The student will match the correct time cards to the clocks.



**Time Matching:** Cut out the time cards. Mount and laminate them. Store the cards in an envelope with the clocks. Attach the instruction card. The student will match the clocks with the correct time cards.

<b>1:00</b>	<b>2:00</b>	<b>3:00</b>
<b>4:00</b>	<b>5:00</b>	<b>6:00</b>
<b>7:00</b>	<b>8:00</b>	<b>9:00</b>
<b>10:00</b>	<b>11:00</b>	<b>12:00</b>
<b>one o'clock</b>	<b>seven o'clock</b>	
<b>two o'clock</b>	<b>eight o'clock</b>	
<b>three o'clock</b>	<b>nine o'clock</b>	
<b>four o'clock</b>	<b>ten o'clock</b>	
<b>five o'clock</b>	<b>eleven o'clock</b>	
<b>six o'clock</b>	<b>twelve o'clock</b>	