

Telling Time in English

Lesson Plan for TESL 3010 mini Lesson

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Objective:	To get students familiar with talking about the time in different ways/phrases
Class Time:	10 Minutes
Level:	Low Intermediate
Materials:	The prepared powerpoint, worksheets
Set Up:	Class, individual

Introduction:	<p>Start the lesson by asking the class what time it is, whomever answers write their response on the board. Ask them if they know another way to say the time.</p> <p>For example, if the class starts at 4:30 and a student says “four-thirty”; write it on the board and see if they know another way to say “four thirty” if someone says “half past four” let them know that is correct and write it on the board. If no one knows, let them know that is alright: then let the class know that we will be working on different ways to say the time in English.</p>
Main Activity : (10 mins)	<p>Put the Telling Time presentation on the overhead projector and move to the first slide explaining how some of the “rules” work.</p> <p>1st. Explain that when the big hand is at 12, it means that it is the number the small hand points to “o’clock”. Also include that you can either say “it is two” or “it is two o’clock”</p> <p>2nd: Explain that a clock is easily divided into 4 parts called “quarters” and that each quarter is equal to 15 minutes. When it is 15 minutes before the next hour/ “o’clock” you can say “it is quarter to ____”, and that you can either say “it is one fourty-five” or “it is quarter to two”</p>

	<p>3rd: Explain that when the big hand is at the 6, you can either say “___ thirty” or, because the clock is divided into quarters and that 6 is halfway around the clock/halfway through the hour, that you can also say “it is half past ___”</p> <p>4th: Finally explain that if the big hand is on MOST other numbers, you can just say the number it represents. For example, if the big hand points to 7 it is equal to 35 minutes</p> <p>Then, move through the rest of the powerpoint “game” as follows, until you finish with slide 10. At this point hand out the worksheet and have students draw the hands on their worksheets. Once everyone or most of the class has finished, go over the answers with the class. When you are done and the Ss feel like they have a good grasp on it. Put away the projector screen and have each Ss draw the hands on the clocks on the board (2 each probably)</p> <p>Once that is done, thank the class for their time and ask if there are any questions, comments or concerns.</p>
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REFLECTION

Overall, I feel really good about how my mini lesson went over! Granted, the material was at a much lower level than what my fellow teachers-in-training are at in terms of analog clock-reading skills. However, I am glad that some of them learned something new in regards to how to tell the time colloquially. That being said, if I were to do this particular lesson again I would tweak some aspects of it. For example, I would not make the lesson only ten minutes. I understand that this was an integral part to the assignment, but if I were to do this again I would like to dive deeper into what my students already know, as well as going more in-depth with my explanation of how to tell the time. There were things brought up in the feedback that I had not considered; like the anatomy of a clock, the hands, how there are 60 minutes in an hour, and whatnot. I like to think that I would also number the questions I had created on the slide, or even had them on the worksheet that I had handed out instead. I still need to work on changing my language (contractions and reduced form) when I'm in teacher-mode, but overall I am very content with how the lesson went over and I am pleased to see how much I have stepped into the role of a facilitator of learning. C: