

Lesson 13: ¿Es a.m. o p.m.?

Standards Alignments

Addressing 2.MD.C.7

Teacher-facing Learning Goals

- Label times using a.m. and p.m.
- Read and write time to the nearest 5-minute interval on analog and digital clocks.

Student-facing Learning Goals

- Leamos y escribamos horas usando a.m. o p.m.

Lesson Purpose

The purpose of this lesson is for students to read and write time with analog and digital clocks, using a.m. and p.m.

In previous lessons, students learned to tell time to the nearest 5 minutes using analog clocks.

In this lesson, students practice telling time to the nearest 5 minutes. Students recognize that the hour hand goes around the clock twice each day, so a.m. and p.m. are used to distinguish between morning and night. Students relate a.m. and p.m. to specific times and activities during the day.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Representation (Activity 2)

Instructional Routines

Choral Count (Warm-up), MLR8 Discussion Supports (Activity 1)

Materials to Gather

- Glue: Activity 1
- Scissors: Activity 1

Materials to Copy

- Hours in a Day Timeline, Spanish (groups of 1): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

How helpful is the linear representation of 1 day for developing an understanding of the repeating 12-hour cycle? What more do students need to build an understanding of the hours that make up a.m. versus the hours that make up p.m.?

Cool-down (to be completed at the end of the lesson)

🕒 5 min

Representa la hora

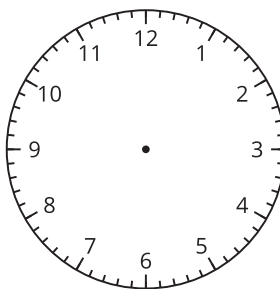
Standards Alignments

Addressing 2.MD.C.7

Student-facing Task Statement

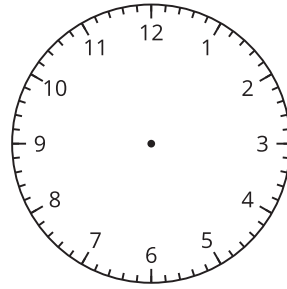
Dibuja las manecillas del reloj para mostrar la hora y marca a.m. o p.m.

1. El despertador me despierta a las 6:20.



a.m. o p.m.

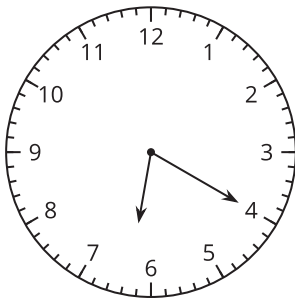
2. Veo televisión a las 4:45.



a.m. o p.m.

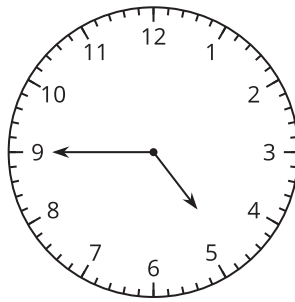
Student Responses

1.



a.m.

2.



p.m.