

# Body Clocks

## First Grade Math & Dance

### CORE SUBJECT AREA

Math

### ART FORM + ELEMENTS

Dance  
Body

### MSCCR STANDARDS

1.MD.3a

### MSCCR CREATIVE ARTS STANDARDS

DA: Pr5.1.1 Develop and refine artistic technique and work for presentation.  
A. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionally.

### DURATION

30-45 minutes

### OBJECTIVES

TSW identify time to the hour and half hour.  
TSW model time to the hour and half hour using movement and his/her body.

### MATERIALS NEEDED

Judy clock, Digital clock, movement charts (attachment)

### VOCABULARY

Digital clock, analog clock, half past (an hour), locomotor movement, non-locomotor movement, upper body/ lower body, vertical line, horizontal line, diagonal line.

### RECOMMENDED RESOURCES

Math and Learning Videos 4 Kids- "Telling Time to the Half-Hour-1<sup>st</sup> Grade" on youtube.com

### LESSON SEQUENCE

The teacher will show the youtube.com videos about telling time to the hour and half hour. Students will identify the two types of clocks (digital and analog) and understand that they both "tell time" but an analog clock has hands to show the hour and half hour time.

Students will use individual Judy clocks to model/display times to the hour and half hour (or teacher will model using one big class clock). The teacher will ask the students "show me ten o'clock on your clock".. or half past ten o'clock. The teacher will have the students practice modeling time on the analog clocks a few times prior to using movement to model time. The teacher will ask the students "how could you use your body to model the hands on a clock"? The teacher will have students create vertical, horizontal, and diagonal lines using their arms or body. Students will then find a space in the room to be his/her personal space to create/model movement as if his/her arms/body are hands on a clock.

TTW show students the video about time to the hour and half hour on youtube.com (listed above) TSW identify a digital and analog clock and compare the two TSW will use individual Judy clocks to model/display times to the hour and half hour (or teacher will model using one big class clock). TTW have the students practice modeling

time on the analog clocks a few times prior to using movement to model time TTW ask the students "how could you use your body to model the hands on a clock"? TTW have students identify and model vertical, horizontal, and diagonal lines using their arms or body TSW find a space in the room to be his/her personal space to create/model movement using his/her body to represent a specific time to the hour or half hour (for example. left arm straight up vertically and right arm horizontal to the right to show 3:00 OR using whole body, legs (lower body) would be half hour and arms (upper body) would be the hour and could curve to the right to show 3:30. \*TTW say a time aloud and TSW model using their arms/body movement TSW then pair up and one student model the time using movement and the other student will choose the time and say aloud OR one student model time using movement and the other student try and guess the time that is being modeled using movement.

## EXTENDED LEARNING ACTIVITIES

Students could create clocks using paper plates and various art materials like pipe cleaners to be the hands on the clock. Students write a short story or word problem about time and then model the time from the story with their arms/body.

## SOURCES

Heather Holifield- Poplar Springs Elementary

Youtube.com- Math and Learning videos for kids

Pinterest.com- movement charts

## TIPS + FREQUENTLY ASKED QUESTIONS

Be sure to go over the use of personal space in a classroom; appropriate use of space and rules when using movement to learn.