**LESSON DEVELOPMENT ONE**

**TELLING THE TIME IN HOURS, HALF – HOURS AND QUARTER – HOURS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Asks the following key questions –  1. What says the time?  2. What is the time for assembly?  3. What time is the long break?  4. What is the time for closing time? | 1. 8:10 or 10 minutes after 8.  2. 8:00 o’clock.  3. **11:45** or quarter to 12. (some schools have break for junior and **senior classes** because population).  4. 2:00 o’clock for the senior classes. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials. – clocks and clock charts. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(5 minutes)** | What does the short and long hands in a clock stand for?  Guides pupils to tell the time in hours, half – hours and quarter – hours. | The short hand stands for hour and long hand stands for minutes.  Telling time in hours, half – hours and quarter – hours.  1. 10:00 o’clock.  2. Quarter after 9 or 9:15.  3. Half pass 7 or 7:30.  4. Quarter to 1 or 12:45. | Telling time in hours, half – hours and quarter – hours. |
| **Step 4**  **Development**  **(10 minutes)** | Guides and lets the groups write the times shown on the chart in two ways – | Group Activities | Multiplication of weight in kilogram and gram |
| **Step 5**  **Development**  **(10 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups. | Presentation  1. 10:15 or quarter pass/after 10.  2. 12:00 noon. | Group Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **Assignment** | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |