

It's About Time

Reporting Category	Measurement
Topic	Telling time to the hour and half hour
Primary SOL	1.8 The student will tell time to the half hour, using analog and digital clocks.
Related SOL	1.3

Materials

- Story about time to the hour and half hour
- Chart paper
- Markers
- Crayons or pencils
- Small analog clock faces with movable hands
- Large demonstration analog clock face with movable hands

Vocabulary

hour, hour hand, minute hand, clock, o'clock, analog, digital, half hour, thirty

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Read a story relating to time, and ask why it is important to be able to tell the time of day. What problems might happen if people didn't know how to tell time?
2. Ask students to think about how they spend a typical day. Discuss examples of appropriate activities for specific times throughout the day. (e.g., 7:00—I wake up; 7:30—I eat breakfast; 8:00—I get ready to get on the bus). Write their ideas on chart paper, making sure each student has the opportunity to provide an idea. Use only hour and half-hour increments of time.
3. Distribute the clock faces, and review (from kindergarten) the position of the hour and minute hand when displaying time to the hour. Have students demonstrate setting their clocks to several different hours of the day. Prompt discussion by asking questions such as, "If one revolution around the clock is one whole hour, where would half of an hour be? How many minutes does it take for the hour hand to go around the clock? How many minutes would it take to go halfway around the clock? Where would the hour hand be? Where would the minute hand be? Why?"
4. Have students read together through the chart you wrote and set their clocks for each time written. After students have set their clocks for each time, model the correct time with the demonstration clock so they can compare their settings and correct them, if necessary.
5. Repeat this activity for the next several days to give students practice setting clocks to represent times to the hour and half hour. When you feel they are ready for independent practice, put the chart and several clocks in your math center for students to read and practice setting the times on their own.

6. Create a class book, perhaps titled *Our School Day*, by assigning each student or pair of students a time of the day during school hours. Have students draw a clock showing their assigned time, write their assigned time, and illustrate what they would be doing at that time during the school day. Have students help you order the pages chronologically according to the time of day and bind them together for your math/reading station.

Assessment

- **Questions**
 - “How many minutes are in an hour? How could we prove this on our clock? If there are 60 minutes in one hour, how many minutes would be in half an hour? Can you prove it?”
 - “If it is 11:30 now, what time will it be half an hour from now? What time would it be an hour from now? How can you show this, using your clock?”
- **Journal/Writing Prompts**
 - “Write about something you do at 7:30 in the morning. On the next page in your journal, write about something you do at 7:30 at night.”
 - “Explain why telling time is an important skill for you and/or your family. Describe what your day would be like if you didn’t know the time.” (You would not know what time to get on the bus, go to work, come home, etc.)
- **Other**
 - Have students play a game of Bingo using times to the hour and half hour by displaying digital clock time and having students cover the corresponding analog clock on their Bingo card.
 - Make a matching game in which students match times on a digital clock to the corresponding times on an analog clock. If a match is made, then player must read aloud the time indicated on both clocks before keeping the match.

Extensions and Connections (for all students)

- Have students create their own minibook about their school day, using the same procedures as for the class book.
- Develop a “Reader’s Theatre” production from the class book, *Our School Day*.
- Discuss how day and night result from the rotation of the Earth. (This could also be related to seasonal changes.) Discuss the concepts of past, present, and future.

Strategies for Differentiation

- Work with times to the hour before introducing times to the half hour.
- Pair students together to support each other as they are learning to tell time.
- Allow students to use clock stamps to stamp out times to the hour and half hour.
- Provide a sentence frame such as, “At _____ o’clock I _____.”