

It's About Time

Reporting Category	Measurement
Topic	Telling time to the nearest minute
Primary SOL	3.11 The student will a) tell time to the nearest minute, using analog and digital clocks.
Related SOL	3.12

Materials

- Paper plates
- Large wall clock with a second hand
- Index cards
- Construction paper
- Masking tape
- Brad fasteners
- Tagboard
- Markers
- Time and Time Again Sorting Cards (attached)
- Time and Time Again Recording Sheet (attached)
- Time Concentration Cards (attached)

Vocabulary

half-hour, quarter hour, hours, minutes, hour hand, minute hand, analog clock, digital clock, a.m., p.m.

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

Note: Before undertaking this activity, prepare 12 index cards with the times to the hour from 1:00 to 12:00 written on them. Also, prepare tagboard clock hands to be used on paper plate clock faces.

Part I: To the hour

1. Direct students' attention to a large analog wall clock with hour, minute, and second hands. Ask students to identify which hand is which, and have them explain how you can tell this on any analog clock. Remind students that when the hour hand moves from one number to the next, one hour passes. Ask students what they can do in an hour, and post responses on the board. Discuss which suggestions seem accurate.
2. Remind the class that as the minute hand moves from one tick mark to the next, one minute passes. Ask, "How long is a minute?" Have students place their heads on their desks and close their eyes. Explain that you are going to time one minute, and when they think one minute has passed, they are to raise a hand; if they are too early, you will put their hands back down. Start timing, and lower the hands of students who raise them too soon. Clap your hands at the end of a minute. Determine how many students raised their hands too early. Next, have students watch the second hand go around the clock once, counting

to 60 as they watch. Then, challenge students to repeat the exercise to try again to guess when the minute is up. Ask students what they can do in a minute, and post responses on the board. Discuss which suggestions seem accurate.

3. Place 12 pieces of construction paper with large numerals 1 through 12 written on them in a circle on the floor to create a large clock face. Use masking tape to secure the sheets in place. Give 12 students index cards with the times to the hour from 1:00 to 12:00 written on them. Have the class stand or sit around the clock face. Select two volunteers, one taller than the other, to stand in the center. Ask who should be the hour hand, and ask students to explain why. (The shorter student should be the hour hand because the hour hand is the shorter hand.) Ask where the shorter student should point to show 1 o'clock (to the 1). Ask where the taller student—the minute hand—should point (to the 12). Direct students holding index cards to take turns holding up their cards, and allow the other students to instruct the “hands students” where to point to show the times displayed.
4. Distribute paper plates, brad fasteners, and tagboard minute and hour hands for students to make their own clock faces. Model locating the places to write the 12, 3, 6, and 9 first, using a marker. Then, model filling in the other numerals so they are equally spaced. Finally, model using a brad fastener to attach the tagboard hands to the center of the plate. These clocks can be used in various reinforcement activities (e.g., showing times called out by the teacher).

Part II: To the half-hour

5. Show 3 o'clock on a demonstration clock. Move the minute hand in 5-minute increments half-way around the clock to 6 while the class skip counts by fives. Also, move the hour hand appropriately. Ask, “How many minutes have passed? Where does the minute hand point? Where does the hour hand point? What time is it?” Write “three-thirty (3:30)” and “half past 3” for students to see. Continue to move the minute hand around the clock to 12 while the class skip counts by fives. Also, move the hour hand. Ask, “How much time has passed this time? What time is it now?” Discuss the two ways to read time to the half-hour. (3:30 and half past 3) Ask, “Where is the minute hand at half past the hour?”
6. Repeat the human clock activity from Part I with cards showing times to the half-hour.
7. Have students show times to the half-hour on their paper plate clock faces.
8. Have students play “Time Concentration.” Give pairs of students cards showing several times to the hour and half-hour and matching cards with clock faces illustrating these same times. Players turn all cards face down. One player turns over two cards in hopes of matching a clock face to the corresponding time card. If the times match, the player removes the two cards and keeps them. If the cards do not match, the player turns them face down again, and both players try to concentrate to remember the times they show. The next player then takes a turn. Play continues until all the cards are matched. The player with the most cards wins.

Part III: To the nearest five-minutes or minute

9. Adjust the activities in Parts I and II to reflect telling time to the nearest minute or five-minutes.

Assessment

- **Questions**
 - Why is it important to know what time it is?
 - Besides reading clocks, what are some other ways to find out what time it is?
 - What are the two ways to read time to the half-hour? To the quarter-hour?
- **Journal/Writing Prompts**
 - You have a four-year-old neighbor who is learning how to tell time. She wants to know what an analog clock looks like when it is 3:45 in the afternoon. Explain in detail the appearance of the clock at 3:45, and include a drawing to show her how it looks.
 - Choose an activity that happens every day at the same time, and describe it, including why it happens at that time of day.
- **Other**
 - Show students times on analog and digital clocks, and have them respond verbally or use a response board to tell the times.
 - Show students two times within the same hour (e.g., 2:15 and 2:25) on an analog clock. Have them determine which hour each time is closer to and justify their conclusions.
 - As students display times on their paper plate clocks, check to make sure they use the minute and hour hands correctly. Also, pay close attention during the human clock activity for the correct explanation of hand placement and pointing.
 - Have students complete the Time and Time Again sorting activity, using the attached sorting cards and recording sheet. Students will sort a set of cards, matching digital times, times written in words, and times shown on analog clock faces. They will then show these times on the recording sheets by notating the digital times, writing the times in words, and drawing the hands in the correct positions on clock faces.

Extensions and Connections (for all students)

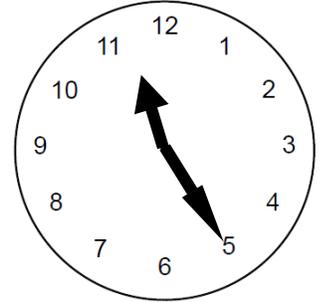
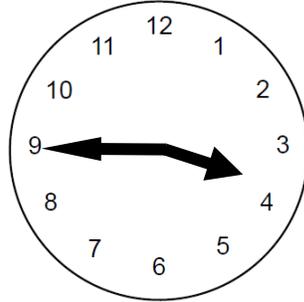
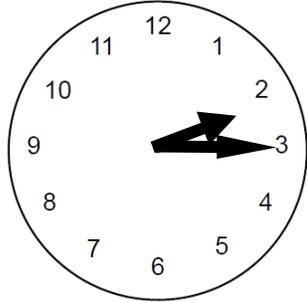
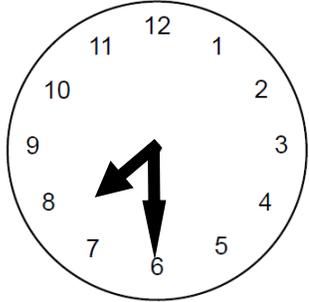
- Have students work in pairs or a group to play the attached “Telling Time” board game.

Strategies for Differentiation

- Have students use manipulatives, such as plastic clocks, to set different times to become skillful at using the minute and hour hands.
- Have students cut out pictures of clocks and watches from magazines and flyers, glue them in their notebooks, and write the displayed times next to them.
- Arrange a field trip to the nearest bus stop, metro station, or train station, and time the intervals between the arrivals of the buses, metros, or trains.

Time and Time Again Sorting Cards

Copy cards on card stock, and cut out.



**Seven
thirty**

**Quarter
past two**

**Three
forty-five**

**Eleven
twenty-
five**

7:30

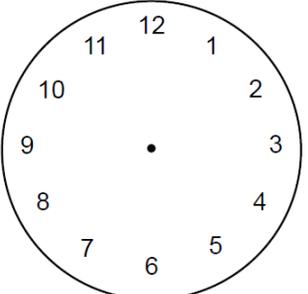
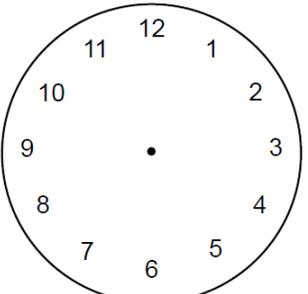
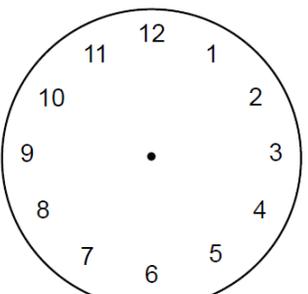
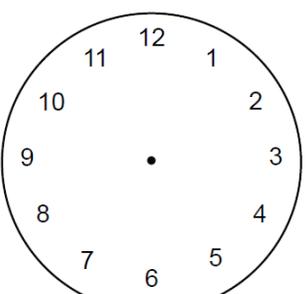
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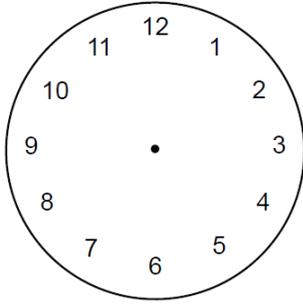
3:45

11:25

Time and Time Again Recording Sheet

Name: _____ Date: _____

Analog Time	Digital Time	Time in Words
		
		
		
		



Telling Time Board Game Rules

Each player will need a “wipe-on/wipe-off” analog clock, a dry erase marker, a cloth for wiping off drawn hands, and a game piece to move on the game board.

1. Each player rolls the die. The player with the largest number goes first.
2. Player 1 rolls the die and moves his/her game piece that number of spaces on the game board.
3. Player 1 reads the time written on the game board space.
4. Player 1 must draw hands on his/her analog clock to show the time that matches the time on the space. Player 2 uses the “Answer Clocks” sheet to determine whether Player 1 has correctly drawn the time. (Look for the letter on the board, and match it to the “Answer Clock” letter.)
5. If the time is drawn correctly, Player 1 gets to stay on his/her space. If the time is drawn incorrectly, Player 1 loses a turn.
6. The game continues until a player reaches the END.
7. If there are any disagreements between players, the teacher is the judge.

Telling Time Board Game

START				
5 minutes past two A		11:05 M	Quarter till 11 o'clock N	2:40 O
3:25 B		Half past 7 o'clock L		Quarter till eight o'clock P
10 minutes before 1 o'clock C		12:35 K		5:20 Q
6:45 D		Quarter past 11 o'clock J		Quarter till 6 o'clock R
25 minutes till 4 o'clock E		4:10 I		10:55 S
1:15 F	Five thirty-five in the evening G	20 minutes after five o'clock H		If it is 3:30, what time will it be in 15 minutes? T
				END

Answer Clocks for Time Telling Board Game

The teacher should write the times on these clock faces to correspond with the times written on the game board.

