



Telling time



Common Core State Standards

Measurement and Data 1.MD

Tell and write time in hours and half-hours using analog and digital clocks.

Measurement and Data 2.MD

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Materials list

- Time Activity Mat ([TB23230](#))
- Nasco Time Activity Cards ([TB27456](#))
- Big Time Student Clocks 5" ([SB26622](#))
- Whiteboards, whiteboard markers, and erasers ([TB26025](#))
- 6" Paper plates ([9725840](#))
- Markers ([9729407](#))
- 6" Pipe cleaners [[9703248\(H\)](#)]
- Camera ([NE30111](#))
- Sketch paper (optional)
- "Digital clocks" worksheet (included)
- "Analog and digital clocks" worksheet (included)

Objectives

Students will:

- Identify numbers 0–60
- Count by 5s to 60
- Count by 15s to 60 (extension activity or GATE)
- Tell, write, and show five different a.m. and p.m. times that apply to their own life in both analog and digital form
- Tell, write, and show each time shown in both analog and digital form that coincides with their daily school schedule
- Gain understanding of elapsed time (extension activity or GATE)

Academic vocabulary

- Clock hands
- Duration
- Elapsed time

Lesson prep

1. Label the classroom clock hands “hands.”
2. Draw a digital clock on the whiteboard or project the “Digital clocks” worksheet on p. 5.
3. Halve one pipe cleaner for each student (students will each need one and a half pipe cleaners).

Lesson introduction

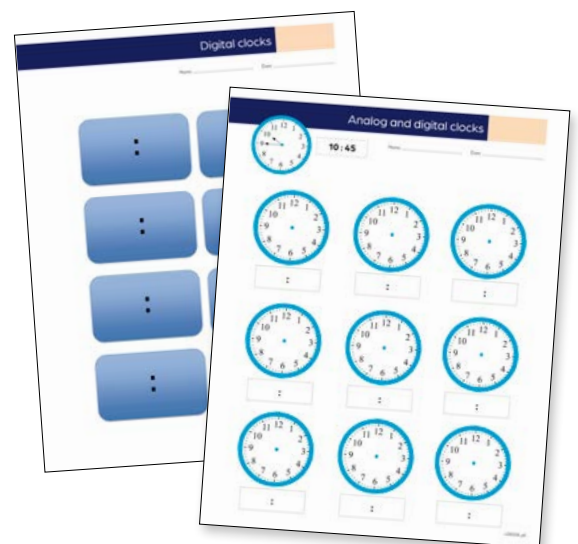
1. Show students the Time Activity Mat with the school start time. Show and tell the students the hour hand time followed by the minute hand time.
For example, if school starts at 7:30 a.m., put the hands of the Time Activity Clock on the 7 and 30, respectively. As you move the hour hand to 7, say “I’m moving the hour hand to 7.”
As you move the minute hand, say “I’m moving the minute hand to 30 minutes past 7.” Say “We start school at 30 minutes past 7 o’clock a.m.” Have the students repeat the hour and the minutes chorally with you.
2. Tell the students another way to show that the school start time is 7:30 a.m. Write the start time on the digital clock you drew or projected on the whiteboard.
3. Then, review with students by asking “What time does school start?” Have students repeat the answer chorally.
4. Next, give students the following two-step instruction: “Hop, jump, or skip from your workspace to get a Big Time Student Clock. After returning to your workspace, move the hands on the clock to the time we start school.”
5. After each student moves the hands on their clocks to the school start time, tell them to show you their clocks. Then, tell them to point to the hour hand and then to the minute hand.
6. If you don’t see every student accurately pointing to the minute and hour hands, review the school start time on the Time Activity Clock by pointing and saying the minutes (point at the minute hand and then the number) and pointing and saying the hour (point at the hour hand and then the number).
7. Have students chorally repeat the time while they point on their clocks again.
8. Next, teach students how to depict digital time. “Hop, jump, or skip to and from your workspace to get a personal whiteboard or ‘Digital clocks’ worksheet. After returning to your workspace, write the time we start school on your digital clock.”
Note: Give students time to sketch their own digital clock if you utilize the whiteboard option.
Optional: Students can use the “Analog and digital clocks” worksheet during this activity. Students draw the time on the clock and then write the time.
9. After students write the time in a digital format, have them point to the hour number and then the minute number. Then, have them say their school’s start time while once again pointing to the respective numbers.
10. Have the students repeat both the analog and digital start time while looking at their own clocks.



Time Activity Mat



Big Time Student Clock



Worksheets



Activity 1: Paper plate clocks

1. Have students take long stride steps or march steps to get a paper plate and 1½ pipe cleaners and return to their workspace. Referencing the Time Activity Mat or the Big Time Student Clock, tell students to draw an analog clock on their paper plate. Their 1½ pipe cleaners will represent the hour and minute hands.
2. Have students show you the pipe cleaner that will represent their hour hand and then show you the pipe cleaner that will represent their minute hand.
3. On the Time Activity Mat, show students each time there is a transition in their class schedule. After showing each time, ask students to show that time on their paper plates and write the time on their “Digital clocks” or “Analog and digital clocks” worksheet.
4. Next to the time on their worksheets, tell the students to draw a sketch of what they do during that time in their class schedule.



Activity 2: Time for your favorite things

1. Show students how to divide their whiteboard into four sections with their whiteboard marker.
2. Tell students to sketch four favorite things they like to do, putting one sketch in each box. Tell them to also sketch an analog and a digital clock in each box.
3. Then, have students draw the hands on their analog clocks and write the digital time they think they do each of the four things.
4. Take a class photo and a photo of each student with their sketch. Send the photo of each student home. Tell students to show their family members or guardians and tell them the time they think they do each of their four favorite things.
5. Repeat this activity the following day. Let students know that it's ok if they want to change the time they do each of their favorite things after talking to their family members.
6. Lastly, have students use sketch paper to draw their favorite thing to do in school, along with a drawing of the time they do it, both analog and digital.





Activity 3: New skills – WOW!

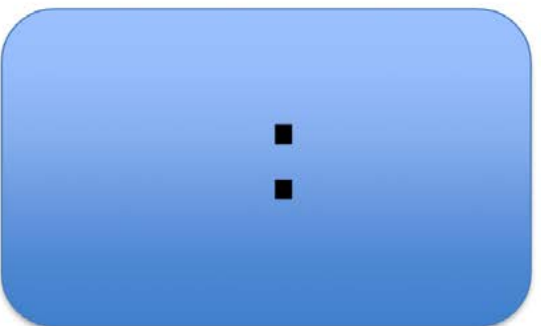
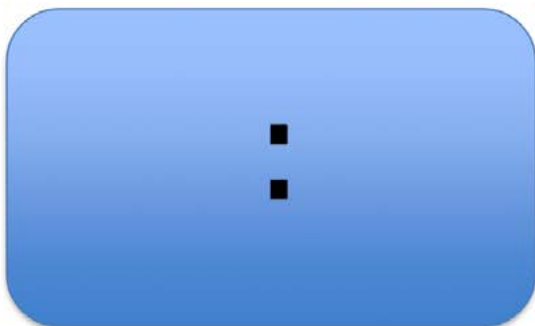
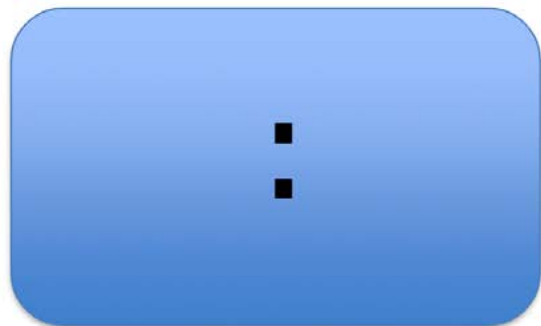
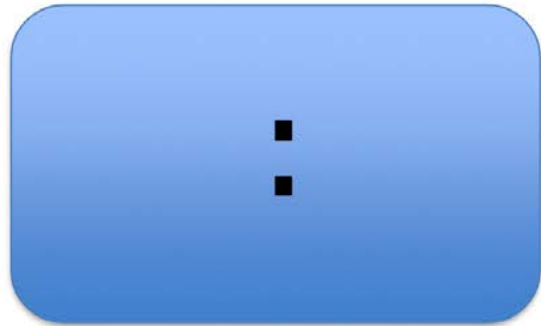
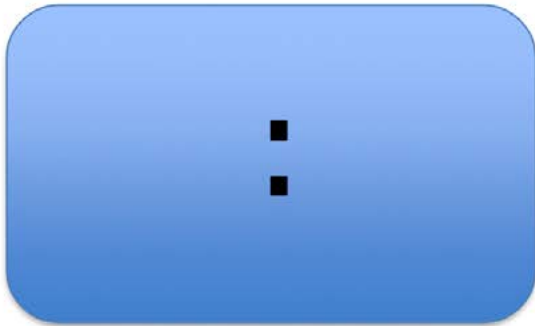
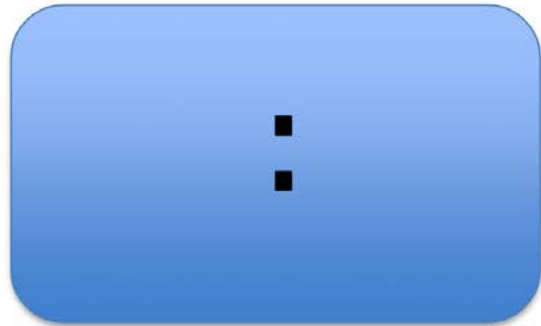
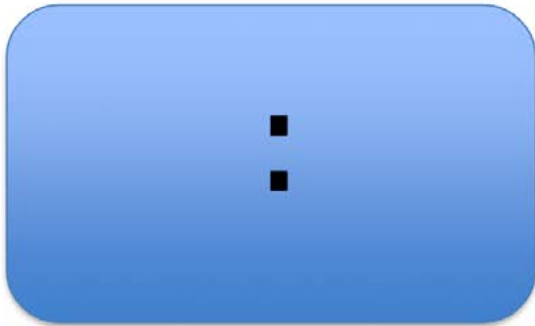
1. For the next week, have students move the clock hands on their Big Time Student Clock to the time they leave for different activities, such as lunch, recess, music, physical education, or art. Upon returning to class, students should count and move the hands on their Big Time Student Clock to their return time. Tell the students to count with you (by 5s) as you move the clock hands on the Time Activity Mat to their return time (count by 15s for advanced students). Chorally repeat the amount of time the students were gone from the classroom. Tell students this is called the amount of time that has elapsed. Tell the students to give themselves a “WOW!”

WOW instructions: Have students make a W with each hand using their index, middle, and ring fingers. Have the students move their hands to either side of their mouth and make an O with their mouth.

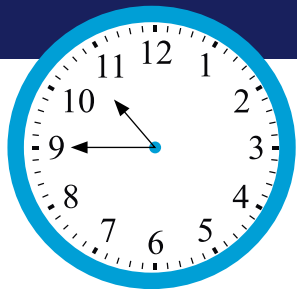
2. **Optional extension:** As students gain confidence in counting in increments of 5, tell them you have a new challenge that you need help doing (counting by 15s). Demonstrate first by counting to 30 by 15s, and explain you need help counting to 60. Tell them what strategy you used (counting by 5 three times). Ask students to figure out if they can find out the next number and have them present their strategy of counting (use number lines if students struggle). See if other students have different strategies. Have students move the clock hands on their Big Time Student Clock to the time they leave for different activities by 5s and/or 15s.
3. For skill maintenance, have students show you one “WOW” time a day each day after the first week of this lesson. After the first week, have them show you one “WOW” time a week. If you notice students need additional practice, alternate weeks of having them show you once daily and once weekly.



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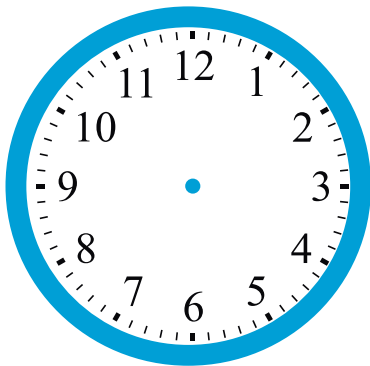


Analog and digital clocks

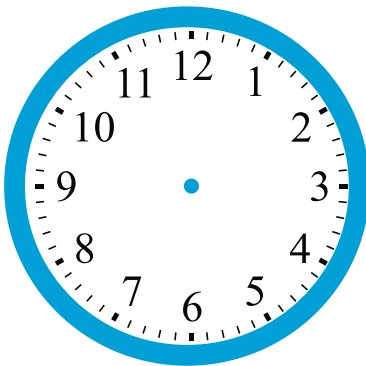


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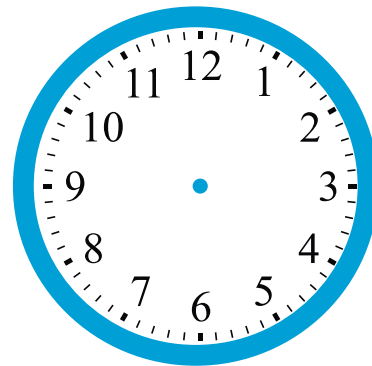
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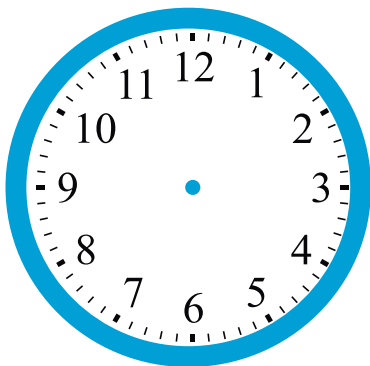
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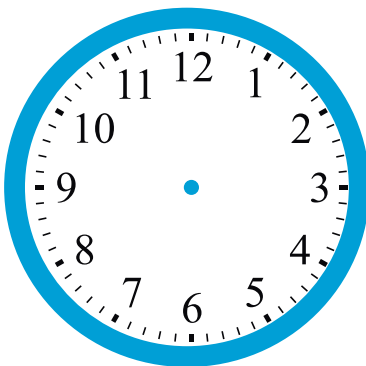
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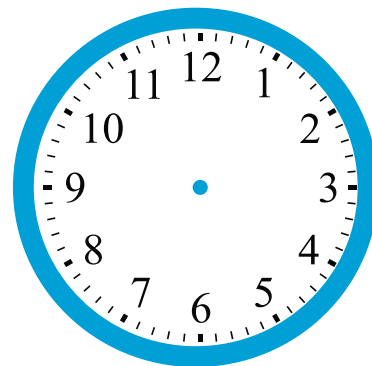
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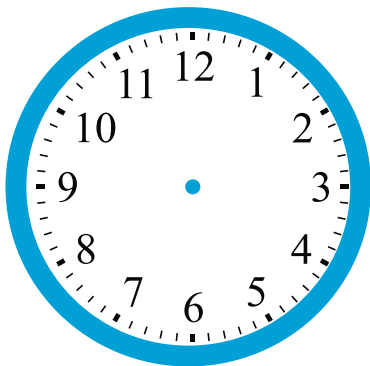
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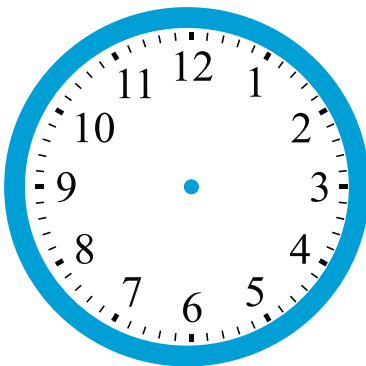
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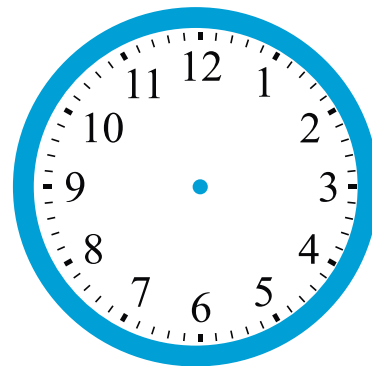
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