

What Time Is It?

Strand:	Measurement and Geometry
Topic:	Telling time to the hour and half-hour.
Primary SOL:	1.9a The student will investigate the passage of time and tell time to the hour and half-hour, using analog and digital clocks.
Related SOL:	1.1

Materials

- One-hand analog clock (just the hour hand; template attached)
- Large demonstration clock (analog) with hands that move
- Small demonstration clocks (analog) with hands for students to use
- Examples of analog and digital clocks
- Clock stamp

Vocabulary

analog, clock, digital, half-hour, hands, hour, measure, minute, o'clock, time

Student/Teacher Actions: What should students be doing? What should teachers be doing?

Note: This lesson has two parts that can be done over two days.

Part 1

1. Introduce the concept of time by sharing a picture of an analog clock. Ask students to describe the clock and share what they know about a clock. *“What is a clock used for?” “What do you notice about this clock?” “What are the parts of a clock?”* Have students generate ideas and then share a relevant children’s book containing clock faces.
2. Explain to students that you will begin with a clock that just has an hour hand so they can focus on telling time to the hour. Have students tell approximate times as you manipulate the demonstration clock to reflect a variety of times. (The time is about 8 o’clock. The time is a little past 3 o’clock. The time is between 4 o’clock and 5 o’clock.) Have students explain how they know.
3. After students have some experiences telling approximate times to the hour, use a large demonstration clock and explain that analog clocks that they see in real life have minute and hour hands. Position the minute hand at 12, and move the hour hand around the clock. Have students identify each time shown, using *o’clock*. Ask students to explain what they notice about the hands as you move the minute hand around the clock. *What do you notice when the big hand is pointing at the 12? If the hour hand is about halfway in between two numbers on the clock, where do you think the minute hand would be? If the hour hand is a little past the hour, where would the minute hand be? If the hour hand is a little before the hour, where do you think the minute hand would be?*
4. Display a digital clock. Point out the two dots, and explain that the number to the left of the two dots tells the hour and the number to the right tells the minutes. Write the time

shown on the digital clock on the board. Position the hands of the large demonstration clock to show the same time.

5. After showing students both types of clocks, have students compare the similarities and differences between both clocks.
6. Discuss that clocks are used to measure time. Ask students the following questions to get them thinking about time: *“What are some things that you do during the day?”* *“What are some things you do only in the morning?”* *“What are some things you do only in the afternoon?”* *“About what time do you think you _____?”* (Choose an activity from student responses, such as, brushing your teeth, eating breakfast, etc.)
7. Distribute small demonstration clocks to students. Have students practice positioning the clock hands to show different hours of the day. Observe to be sure that students are positioning the hour hand and the minute hand correctly.
8. Write a time on the board, and have students show the time on their demonstration clocks.

Part 2

1. Refer to the story that you read during part 1 of the lesson. 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. Refer to the list of activities that students brainstormed in part 1 of the lesson. Focus on a particular time of day, such as the morning. Discuss examples of appropriate activities for specific times throughout the morning. For example, 7:00 – I wake up; 7:30 – I eat breakfast; 8:00 – I get ready to get on the bus. Write student ideas on chart paper, making sure each student has the opportunity to provide an idea. Use hour and half-hour increments of time.
3. Distribute demonstration clocks, and review the position of the hour and minute hands when displaying time to the hour and half-hour. Ask students to reflect on the following questions and discuss: *“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? Prove your thinking using a demonstration clock.”* *“Where would the hour hand be?”* *“Where would the minute hand be?”* *“How do you know?”*
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 believe they are ready for independent practice, put the chart and several clocks in your mathematics stations for students to read and practice setting the times on their own.
6. Create a class book, perhaps titled *A Day in the Life of a First-grader*, by assigning each student or pair of students a time of the day. Have students use a clock stamp to stamp the time showing their assigned time, write their assigned time, and illustrate what they

would be doing at that time during the day. Have students help you order the pages chronologically according to the time of day and bind them together.

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?
- What have you learned or found out today about telling time to the hour? To the half-hour?
- If the hour hand is pointing directly to a particular number (demonstrate), what does that tell us about the time? If the hour hand is pointing between two numbers (demonstrate), what does that tell us about the time?

- **Journal/writing prompts**

- Show students a time on a digital and/or analog clock. Have students draw or write about what they might be doing at that time of day.
- Write about something you do at 7:30 in the morning. On the next page in your mathematics 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 Assessments**

- Create time-memory cards showing times in both digital and analog clock formats. Shuffle the cards, and place them face down. Have a student turn over two cards. If the times on the cards match, the student keeps them. If they do not match, the student turns the cards back over. Continue until all matches have been found. Observe as students play to see if they read the clocks accurately.
- Have students play a question/answer game using small demonstration clocks. One partner displays a particular time on his/her clock and asks, "What time is it?" The other partner must respond, "It is ____." The partners then switch roles. Observe students while they are engaged in this activity to see whether they can read the clocks accurately and understand which hand represent hours and which one represents minutes.
- Set an alarm to go off on the hour or half-hour throughout the school day. Each time the alarm goes off, ask a student to tell the time, using both an analog clock and a digital clock.

Extensions and Connections (for all students)

- Guide students in creating a daily classroom schedule that pairs a symbol representing a daily classroom activity with a visual of a clock showing the time when the activity takes place.

- Lead the class in singing songs that develop vocabulary for associations with different times of day and encourage physical modeling of the movement of the clock hands.

Strategies for Differentiation

- Some students may need additional time to explore time to the hour with the one-handed clock. As the hour hand moves around the clock, help students make connections to what is happening with the time. Is the time closer to the hour, a few minutes past the hour, or a little before the hour?
- Extend the lesson for those that are ready to telling time to the five-minute intervals. Discuss vocabulary about quarter past, half past, quarter 'til, etc.
- Some students may benefit from using a clock without the minute marks.
- Label an anchor chart or your demonstration clock with the word “o’clock” at the 12, and “30” at the 6.
- Color code and/or label the minute and hour hands.
- On pictorial representations of clocks, encourage students to highlight the hour hand as a way to remind them to look at the hour hand first and write the hour first.

Note: The following pages are intended for classroom use for students as a visual aid to learning.

One-Hand Analog Clock



