

## General Information

### Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Introduction to Telling Time to the Hour (60 Minutes)
- Segment 2: Drawing Hour and Minute Hands on a Clock & Writing Times (45-60 Minutes)
- Segment 3: Games: I Spy a Clock, Tic-Tac-Toe Clocks (45 Minutes)

### Subject(s)

- Measurement & Data: Tell and write time in hours and half-hours using analog and digital clocks (1MD.3)

### Objective

- Students will identify the hour and minute hands.
- Students will read time on an analog clock to the hour.
- Students will read time on a digital clock to the hour.
- Students will make their own clock to tell time.
- Students will draw the hour and minute hands on an analog clock to match the time.
- Students will write in the numbers on a digital clock to match the time.

### Materials

- pencils, red, and blue crayons/colored pencils
- document camera or whiteboard
- large teaching clock and small student clocks or use clock printable (page 11)
- scissors, glue, and brad fasteners (if not available, you do not need them)
- counting chips or small blocks – partners have 2 different colors each (or crayons/colored pencils if counting chips are not available)
- **Optional:** printable “Exit Slips” (page 10)
- **Required:** printables “Student Clock Project” (page 12), “Student Clock Practice Sheet” (page 13), “Matching Time Game” (page 14), “Matching Time Game Recording Sheet” (page 15), “I Spy a Clock” (page 16-18), “I Spy a Clock Recording Sheet” (page 19), & “Tic-Tac-Toe Clocks” (page 20)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (pages 21-22)

### Instructional Setting

- Seated with or near another student for partner work and in a group near whiteboard and/or document camera

#### Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

#### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

## Instructional Plan: Segment 1: 60 minutes

### Subject

- Introduction to Telling Time on Analog and Digital Clocks to the Hour
- Making a Clock (Project)

### Objective

- Students will identify the hour and minute hands.
- Students will read time on an analog clock to the hour.
- Students will read time on a digital clock to the hour.
- Students will make their own clock to tell time.

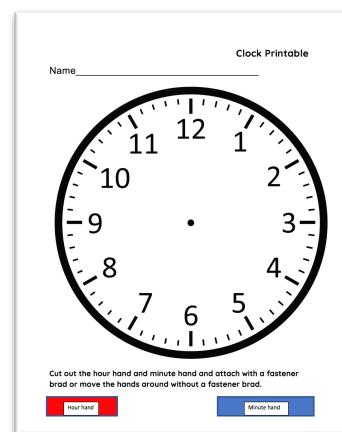
### Materials

- pencils
- scissors, glue, brad fasteners (if not available, you do not need them)
- document camera or whiteboard
- large teaching clock or use “Clock Printable” (page 11)
- **Required:** printable “Student Clock Project” (page 12)
- **Optional:** printable “Exit Slip” (page 10)

Have students seated on the rug or in a place where they can see the large teaching clock and the whiteboard.

### Introduction

- T* Today we will be learning how to read a clock.
- T* The fancy name for this clock is an analog clock.
- T* But you can just call it a clock for our lesson today. **Show the large teaching clock to the students. If you do not have a large teaching clock available, use the clock printable to demonstrate. You must cut out the hands for the clock before the lesson.**
- T* Can you tell me what you notice on the clock or what you already know about a clock? **Call on students who have any answers.**
- T* There are numbers on the clock.
- T* Let's count the numbers out loud together.
- T* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. **Point to the numbers as you count.**
- T* These numbers tell us the hours and the minutes when telling time.
- T* There are also two hands on the clock.
- T* They aren't hands like we use to hold things.
- T* These hands move around the clock and point to the numbers to help us tell time.
- T* This shorter hand is called the hour hand. **Point to the hour hand.**
- T* The hour hand moves slowly around the clock and counts the hours.
- T* Let's read the numbers as the hour hand moves around the clock. **Move the hour hand around the clock starting at 12 and read the numbers out loud.**
- T* The longer hand is called the minute hand.
- T* The minute hand moves faster than the hour hand and counts the minutes on a clock.
- T* There are little lines on the clock that show us the minutes.
- T* Let's count the minutes as the minute clock hand goes around the clock. **Move the minute hand around the clock starting at 12, stopping at each minute marking and count out loud to 60.**
- T* There are 60 minutes in one hour!
- T* When we tell time on the clock we look at where the hour hand and minute hand is pointing.
- T* Today we are only going to learn how to tell time to the hour.



- T** Repeat the times after me and watch the clock hands as I move them. Keep the minute hand on the 12 and move the hour hand around the clock starting on 1:00.
- T** 1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00. Have students repeat the time after you as you move the hour hand.
- T** What did you notice about the hour hand and the minute hand as we read the times? Call on students to answer.
- T** The minute hand always pointed to the 12 and the hour hand moved around and pointed to the numbers.
- T** I'm going to teach a little rhyme to help us remember how to tell time to the hour.
- T** "When the long hand is at the top, it's one o'clock!" Show the clock at 1:00 and point to the hands as you say the rhyme.
- T** Let's try another one. "When the long hand is at the top, it's two o'clock!" Show the clock at 2:00 and point to the hands as you say the rhyme.

Do several examples saying the rhyme and show the time on the clock at the same time. Point to the hands as you say the rhyme. Students should get the pattern and start saying the rhyme with you.

- T** Great job!
- T** Now I'll show you how the time is written on a digital clock. Write 1:00 on the whiteboard.
- T** This says one o'clock.
- T** The first spot tells you the hour, and the second spot tells you the minutes. Point to the hour and minute parts on the whiteboard.
- T** Since there are no minutes for this time, there are zeros. Write 4:00 on the whiteboard.
- T** This says four o'clock.

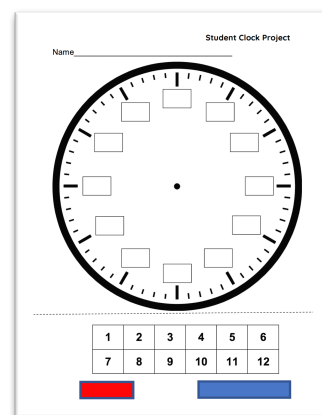
Write several more examples on the whiteboard and have the students tell you what the time says.

## Project - "Making a Clock"

Have students sit at tables. Pass out student clock project printable.

- T** We are going to make our own clock to practice telling time.
- T** First, write your name at the top.
- T** Second, cut out the numbers and glue them in the correct spot around the clock.
- T** Third, cut out the hour hand and the minute hand.

Walk around the room and monitor the students to make sure they complete the project correctly. If they are finished cutting and gluing, you can fasten the hands on with the brad fasteners. If brad fasteners are not available, they can move the hands around freely.



### Note:

Allow 10-15 minutes for them to complete the project. Then spend about 5 minutes practicing with the clock.



## Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see pages 21-22)

- T** Now that we are finished making our clocks, let's practice making times with them.

- T* What time does this say? Write 5:00 on the whiteboard. Wait for students to answer.
- T* Now make your clock show 5:00 and check your work with my clock when you are done. Wait for the students to make 5:00 on their clocks and then show 5:00 on your demonstration clock for them to check. Walk around to help students if needed.
- T* Let's make some more times on our clock.

Write several more times on the board to the hour and have students show the time on their clock.



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### Practice Time

- T* Now I'm going to tell a story and I want you to change your clock to the time you hear in the story.
- T* This morning, I woke up at 6:00.
- T* Make your clock show 6:00. Show 6:00 on your demonstration clock also. Help any students that may need help.
- T* I went to the bathroom and brushed my teeth.
- T* I put on my clothes and went to the kitchen for breakfast.
- T* I looked at the clock and it was 7:00. Signal the students to show 7:00 on their clocks and show 7:00 on your demonstration clock also. Help any students that may need help.
- T* It was time to drive to school.
- T* It was a long drive, and I got to school at 8:00. Signal the students to show 8:00 on their clocks and show 8:00 on your demonstration clock also. Help any students that may need help.
- T* During the morning, we did a lot of reading, and at 10:00 we went out to recess. Signal the students to show 10:00 on their clocks and show 10:00 on your demonstration clock also. Help any students that may need help.
- T* After recess, we worked on our writing, and soon it was lunch time!
- T* At 11:00 we went to eat lunch and go out for recess. Signal the students to show 11:00 on their clocks and show 11:00 on your demonstration clock also. Help any students that may need help.
- T* When lunch recess was over, it was 12:00. Signal the students to show 12:00 on their clocks and show 12:00 on your demonstration clock also. Help any students that may need help.
- T* In the afternoon, we had math and learned about butterflies for science.
- T* We then started to get ready to go home and the bell rang at 3:00. Signal the students to show 3:00 on their clocks and show 3:00 on your demonstration clock also. Help any students that may need help.
- T* I went home and had a snack and did my homework.
- T* At 6:00 I had spaghetti and meatballs for dinner. Signal the students to show 6:00 on their clocks and show 6:00 on your demonstration clock also. Help any students that may need help.
- T* I watched some television and then got ready for bed.
- T* At 8:00 I read some books and went to bed. Signal the students to show 8:00 on their clocks and show 8:00 on your demonstration clock also. Help any students that may need help.
- T* Good night!

### ELL:

To help the student understand the story you can sketch pictures and write the time on the board next to the picture.

If time allows, have students work in partners to tell times to each other to make on their clocks. Walk around and monitor to check they are on task and making the correct times on their clocks.

*T* Great job today!

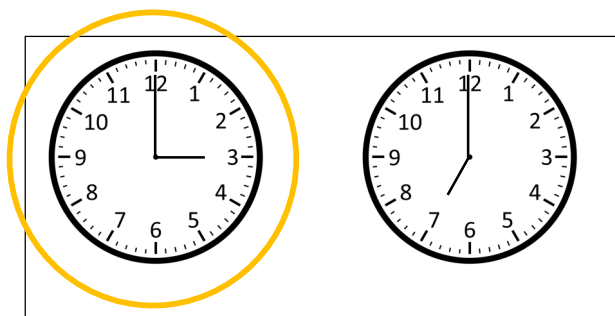
*T* We will keep our clocks to use another day to practice telling time.

*\*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 10), or simply have students copy the problems on a half sheet of paper.*

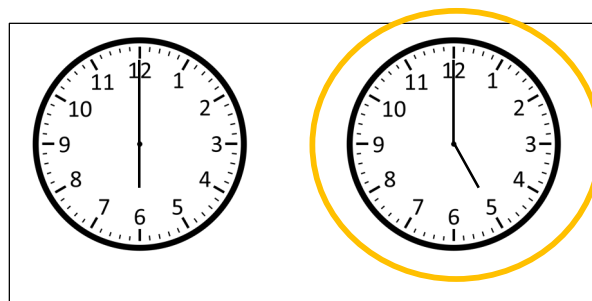
Name: \_\_ **ANSWER KEY** \_\_\_\_ Date: \_\_\_\_\_

**Exit Slip: Segment 1**

Circle the correct clock to match the time.



3:00



5:00



**Make sure to “Break Up Your Day!”**



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See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see pages 21-22)

## Instructional Plan: Segment 2: 45-60 minutes

### Subject

- Drawing hour and minute hands on an analog clock and writing times on a digital clock.

### Objective

- Students will draw the hour and minute hands on an analog clock to match the time.
- Students will write in the numbers on a digital clock to match the time.

### Materials

- pencils and red and blue crayons/colored pencils
- document camera or whiteboard
- large teaching clock or use "Clock Printable" (page 11)
- small student clocks or use "Clock Printable" (page 11)
- Required:** printable "Student Clock Practice Sheet" (page 13)
- Required:** printable "Matching Time Game" (page 14) Pieces need to be cut out ahead of time and placed in a bag, or have students help cut out the pieces before playing the game.
- Required:** printable "Matching Time Game Recording Sheet" (page 15)

Pass out student clocks and have the large teaching clock ready. If large teaching clock is not available, use the clock printable. You will need to cut out the hands to use with the clock before the lesson.

### Introduction

*T* Today we will be practicing how to read the time on a clock and drawing the hour hand and minute hand on the clocks to match the time.

**Note:**  
Spend about  
5 minutes  
reviewing.

### Review

*T* I'll write a time on the whiteboard and I want you to read the time out loud and then show me the time on your clock.

*T* Ready? What does this time say? **Write 2:00 on the whiteboard.** Listen for the students to say 2:00 and then instruct them to show 2:00 on their clock. Show 2:00 on the large teaching clock to show the answer. Monitor students to check if they are showing the correct time.

*T* Let's do another one.

*T* What time does this say? **Write 4:00 on the whiteboard.** Listen for the students to say 4:00 and then instruct them to show 4:00 on their clock. Show 4:00 on the large teaching clock to show the answer. Monitor students to check if they are showing the correct time.

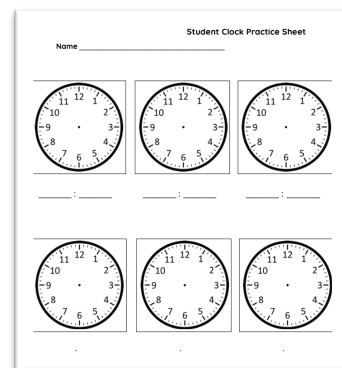
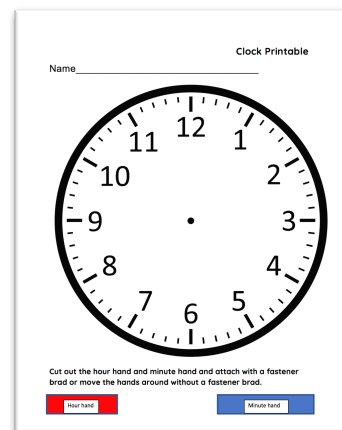
Do more examples of this until students have a good handle on the skill.

### Model and practice

Pass out the student clock practice sheet. You will need a copy as well to show on the document camera to do the activity with them.

*T* Now we are going to learn how to draw the hour hand and the minute hand on our clocks to match a time.

*T* Write your name at the top.



- T* Please get out a blue crayon and a red crayon.
- T* Remember, the hour hand is the short hand and the minute hand is the long hand.
- T* Write three o'clock under the clock. **Write 3:00 under the first clock and make sure students do the same.**
- T* Say the rhyme with me, "When the long hand is at the top, it's three o'clock!"
- T* Let's draw the hands for 3:00.
- T* The minute hand will be blue and it will be long.
- T* Where does the minute hand point for 3:00? **Wait for students to respond.**
- T* It points to the top at the 12.
- T* Let's draw a long blue line for the minute hand pointing to the 12. **Draw the minute hand with blue crayon and check that students are also following along.**
- T* Now what number does the hour hand point to? **Wait for the students to respond.**
- T* It points to the 3.
- T* The hour hand will be red and it will be short.
- T* Let's draw a shorter red line for the hour hand pointing to the 3. Draw the hour hand with a red crayon and check that students are also following along.
- T* Great, let's do more.

### Differentiation:

Students might need a lot of help with this. If some students are able to do it, you could have them help others around them.

Repeat the same directions for the rest of the sheet for the following times: 12:00, 6:00, 9:00, 5:00, 7:00. Once completed collect student papers and leave them for the teacher.



**Make sure to "Break Up Your Day!"**



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see pages 21-22)

## Game

Put students in partners. If there is an odd number, there can be a group of three. Pass out 1 set of the matching time game to the partners. Pass out the matching time recording sheet to each student.

- T* We are going to play a matching game in partners.
- T* You and your partner will match the clock to the time.
- T* Then you will write the time and draw the hands on the clock on your recording sheet.
- T* Don't forget to use blue for the minute hand and red for the hour hand.

### Differentiation:

Pair struggling students with a partner who understands the concept well.



**Make sure to "Break Up Your Day!"**



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## Instructional Plan: Segment 3: 45 minutes

### Subject

- Games: I Spy a Clock, Tic-Tac-Toe Clocks

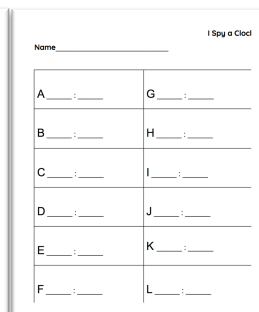
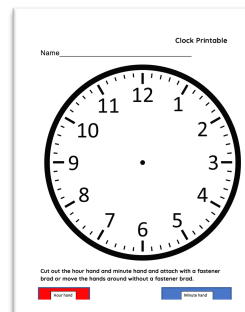
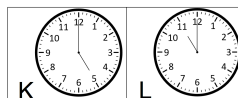
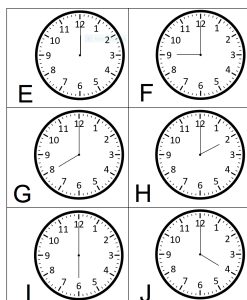
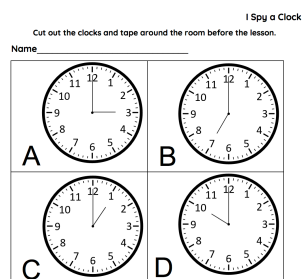
### Objective

- Students will read times on analog clocks.
- Students will write times on digital clocks.

### Materials

- pencil
- counting chips or small blocks – partners have 2 different colors each (or crayons/colored pencils if counting chips are not available)
- large teaching clock or “Clock Printable” (page 11)
- small student clocks or “Clock Printable” (page 11)
- Required:** printable “I Spy a Clock” (pages 16-18)– the clocks need to be cut out before the lesson and taped around the room
- Required:** printable “Tic-Tac-Toe Clocks” (page 20)
- Optional:** printable “I Spy a Clock-Recording Sheet” (page 19)

Make sure that you have taped the “I Spy Clocks” around the room (pages 16-18).



Pass out small student clocks and have a large teaching clock ready. If there is not a large teaching clock available, use the clock printable. Cut out the hands to the clock printable before the lesson.

### Review

- T** Today we will be playing two games to practice reading time.
- T** First, let's practice with our clocks.
- T** Show me 7:00. Wait for students to show 7:00 on their clocks and then show 7:00 on your clock to show the answer

Continue to do more examples of times to the hour until students are comfortable with the concept.

### Game #1

Pass out “I Spy Clocks” recording sheets. You will need a sheet to show an example.

- T** We are going to play “I Spy Clocks.”
- T** First, write your name at the top.
- T** There are clocks hiding all around the room.
- T** Each clock has a letter next to it.

**Note:**  
Spend about  
5 minutes  
reviewing.

- T** First, you will read the time on the clock.
- T** Next, you will look at your recording sheet and find the matching letter.
- T** Write the time for the clock on your recording sheet next to the matching letter
- T** I'll do the first one. **Find a clock in the room and show them the card.**
- T** What time does this clock say? **Have a student read you the time.**
- T** Now, I'm going to look at the letter on the card. **Read the letter on the card.**
- T** I'll find the letter on my sheet and write the time next to it. **Write the time next to the matching letter.**
- T** Ready?
- T** Go and find the clocks!

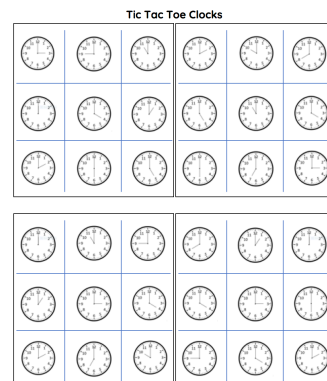
**Note:**  
Allow about  
25 minutes  
for the game.

Walk around the room and monitor the students to make sure they are on task and help if they need it. When students are finished, gather them back to give directions for the next game. If some students did not finish, tell them they can finish another time.

- T** That was fun!
- T** Let's play the next game.

Pass out "Tic-Tac-Toe Clocks" sheet and counting chips or blocks. Partner the students up. If there is an odd number, you will need to be their partner.

- T** This next game is called "Tic-Tac-Toe Clocks."
- T** Each of you will need counting chips/blocks.
- T** Make sure you each have a different color. (If counting chips/blocks are not available, students can color the clock instead of covering the clock. Each partner must have a different color)
- T** You will take turns and say one of the times out loud.
- T** Then after you say the time, cover the clock with your color.
- T** Make sure your partner says the correct time.
- T** The goal is to get three clocks in a row up, down, across, or diagonally.
- T** If you get three clocks in a row first, you win.
- T** If all clocks are covered and neither of you have three clocks in a row, there is no winner.
- T** Move onto the next Tic-Tac-Toe game until you've played them all.
- T** If you finish all of them, start over and play again!



**Differentiation:**  
Pair struggling  
students with a partner  
who understands the  
concept well.

**Note:**  
Allow for at  
least 15  
minutes for  
the game.



**Make sure to "Break Up Your Day!"**

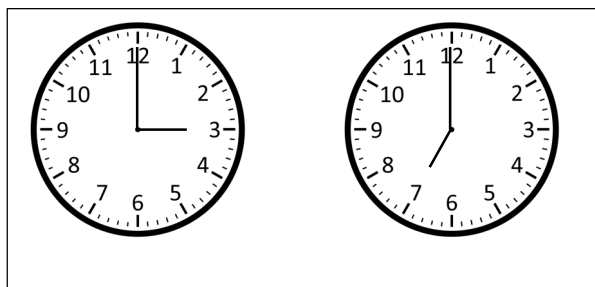


Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see pages 21-22)

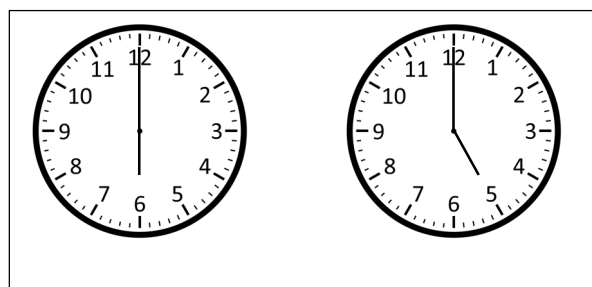
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**Exit Slip: Segment 1**

Circle the correct clock to match the time.



3:00

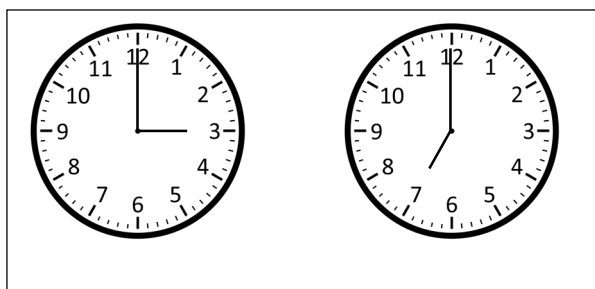


5:00

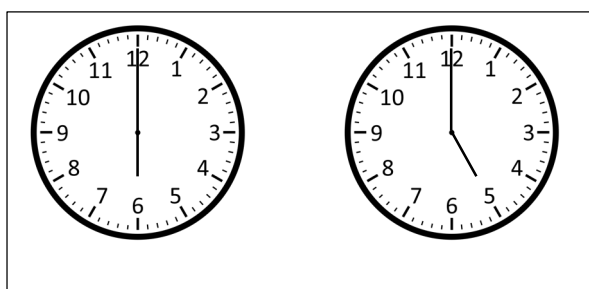
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip: Segment 1**

Circle the correct clock to match the time.



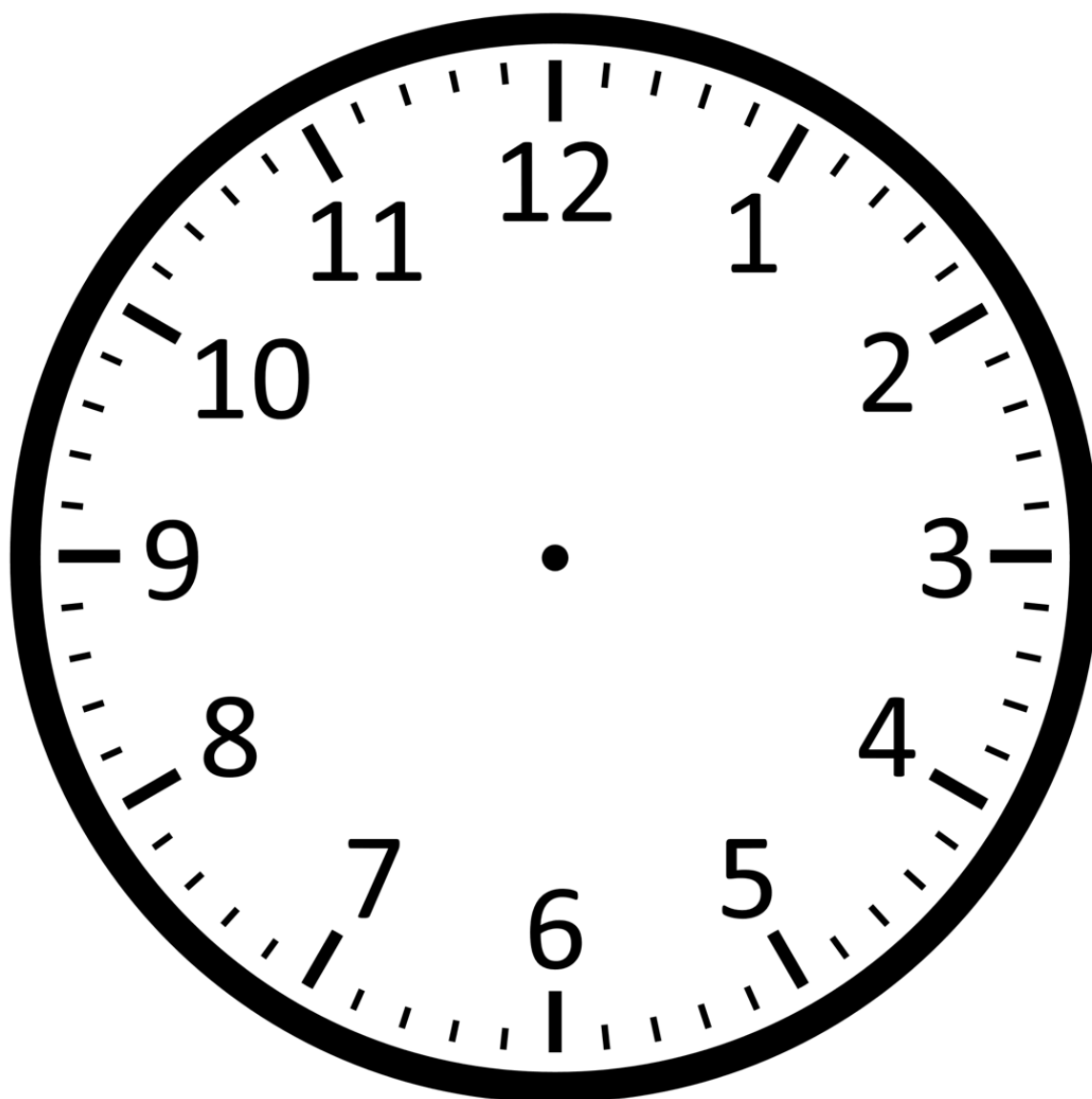
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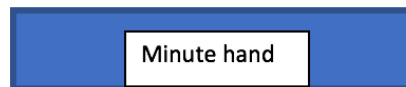
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## Clock Printable

Name \_\_\_\_\_

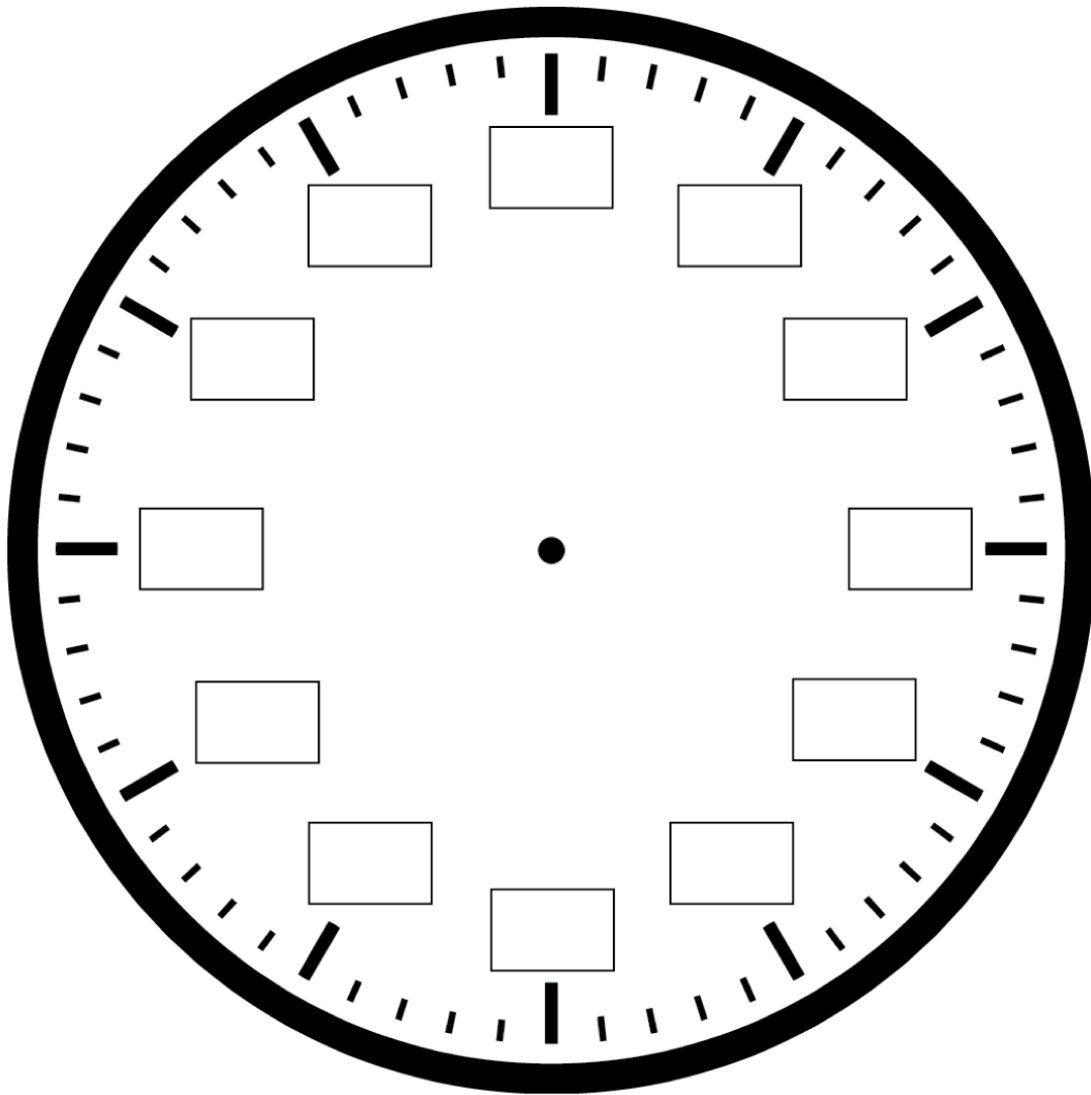


Cut out the hour hand and minute hand and attach with a fastener brad or move the hands around without a fastener brad.



# Student Clock Project

Name \_\_\_\_\_

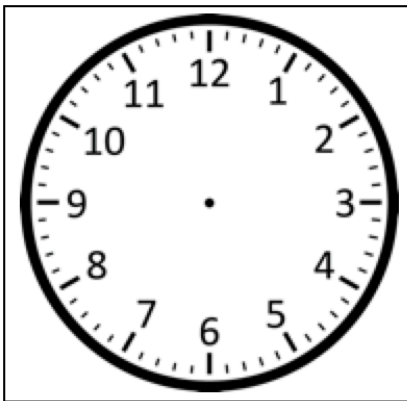


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7	8	9	10	11	12

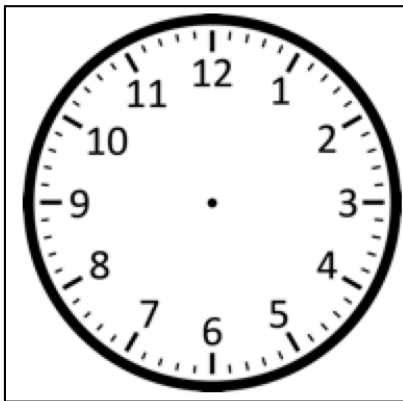


## Student Clock Practice Sheet

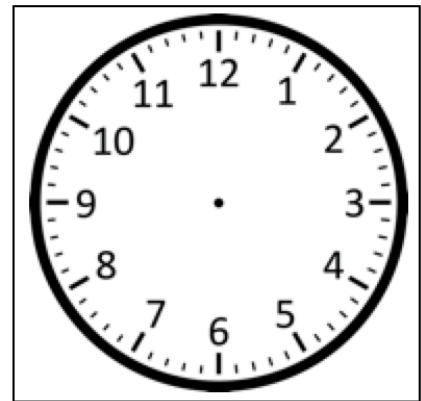
Name \_\_\_\_\_



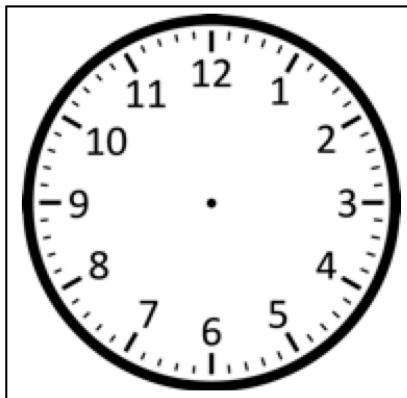
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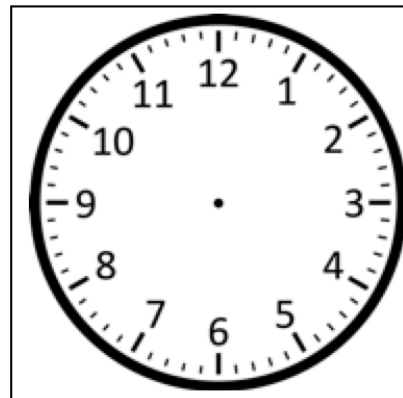
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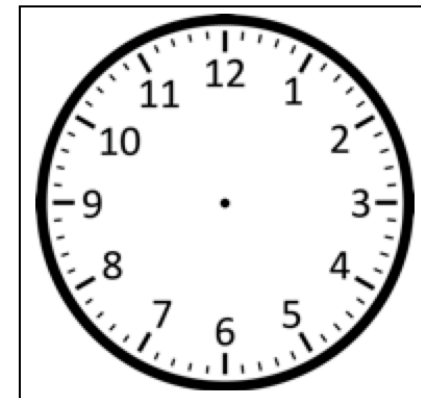
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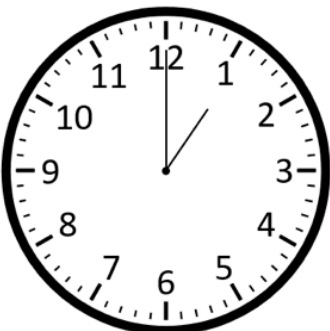
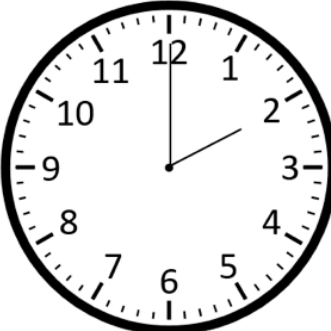
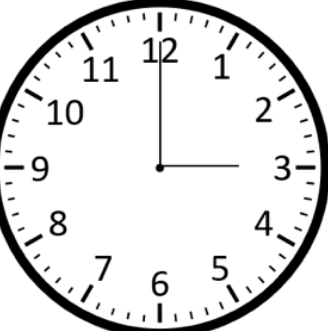
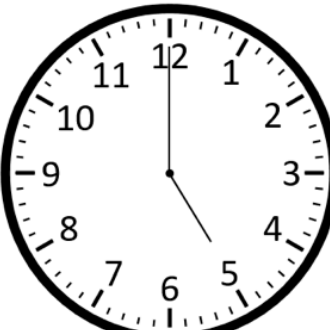
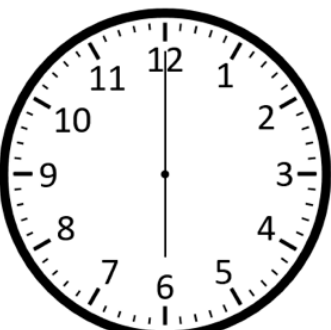
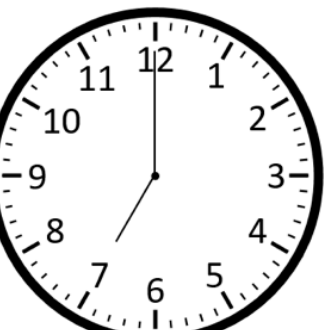
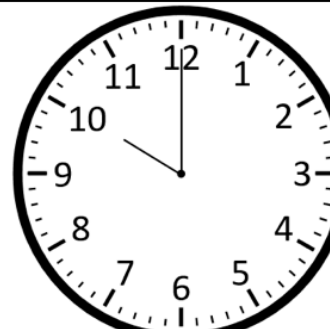
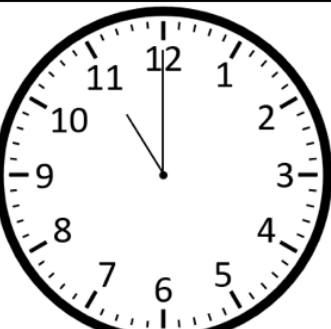
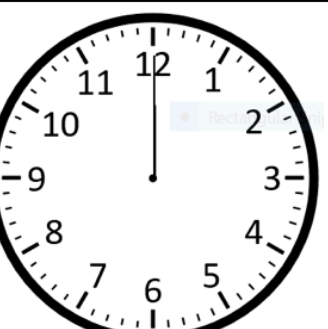
\_\_\_\_\_ : \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_

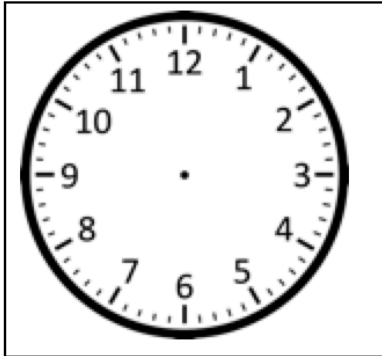
## Matching Time Game

Cut out one set for each group before the lesson, or have the students cut them out.

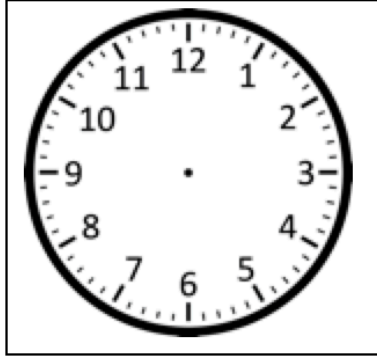
		
		
		
1:00	2:00	3:00
5:00	6:00	7:00
10:00	11:00	12:00

# Matching Time Game- Recording Sheet

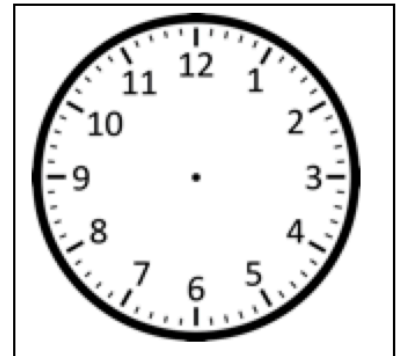
Name \_\_\_\_\_



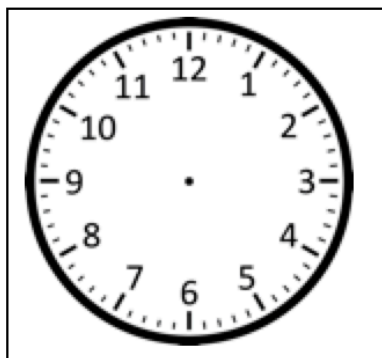
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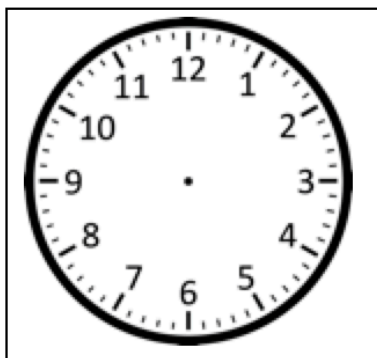
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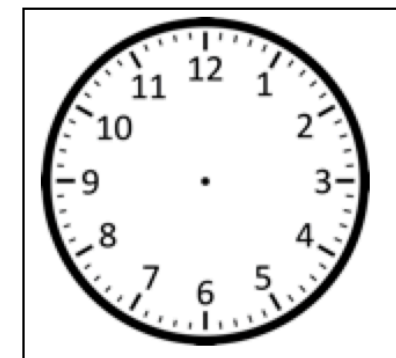
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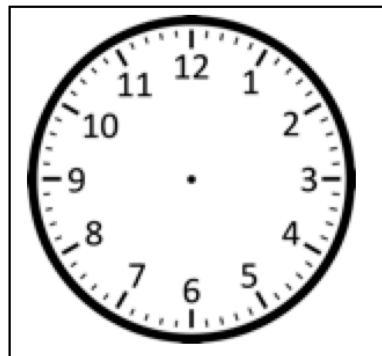
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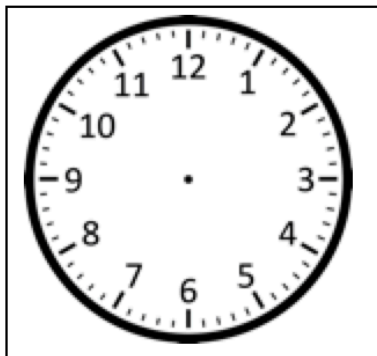
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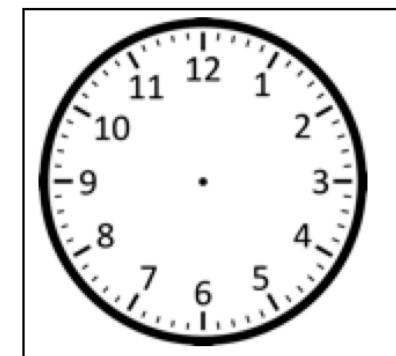
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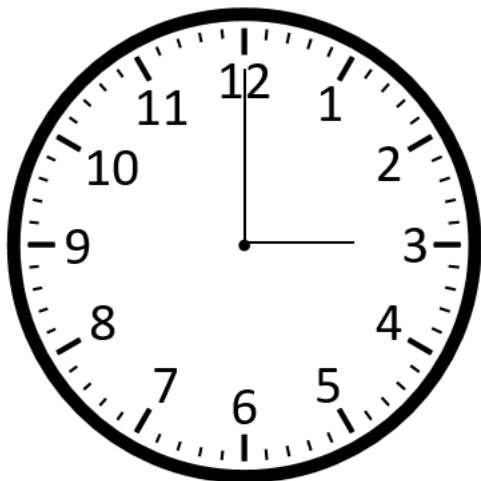
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# I Spy a Clock

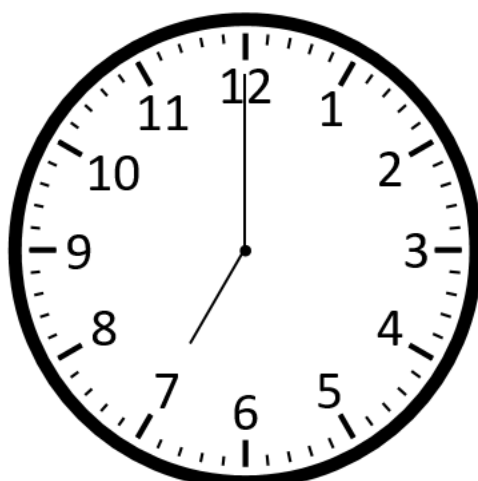
Cut out the clocks and tape them around the room before the lesson.

Name \_\_\_\_\_

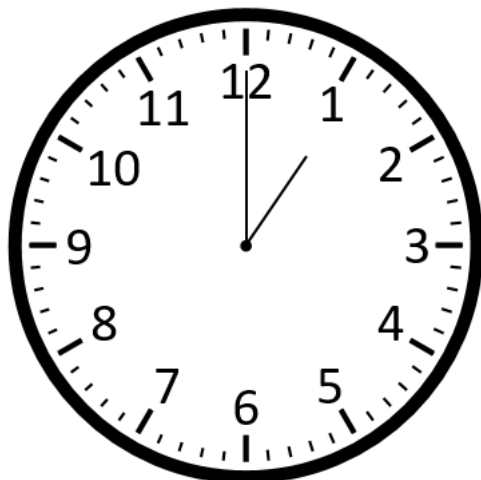
A



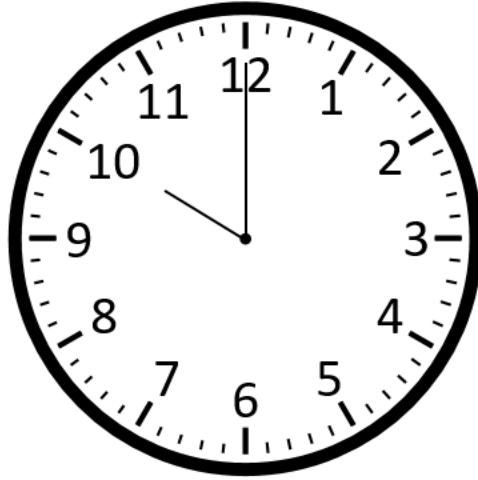
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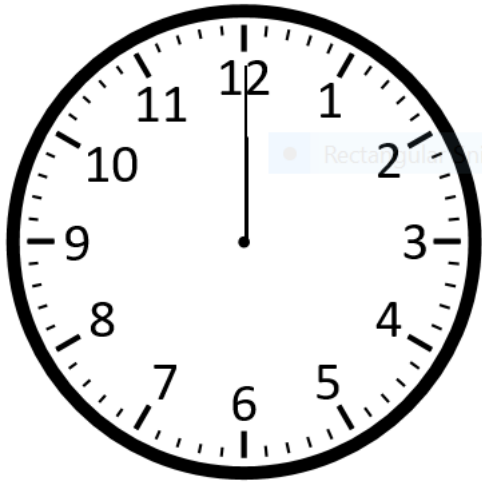
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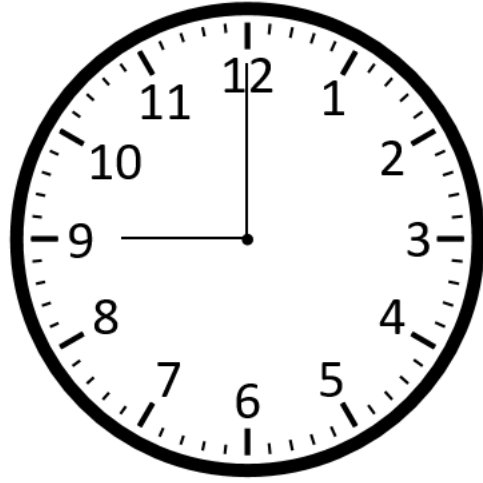
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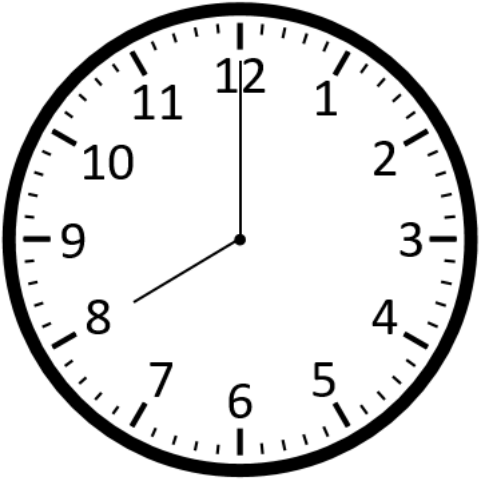
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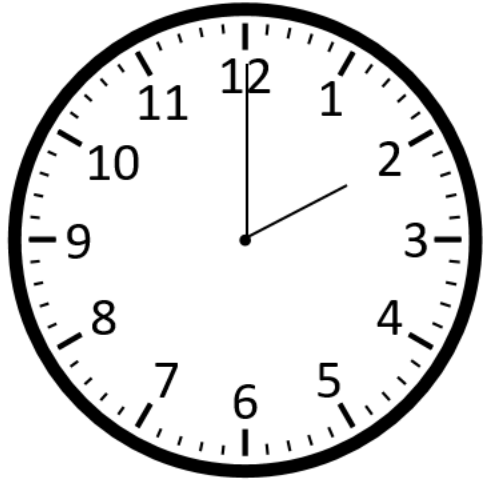
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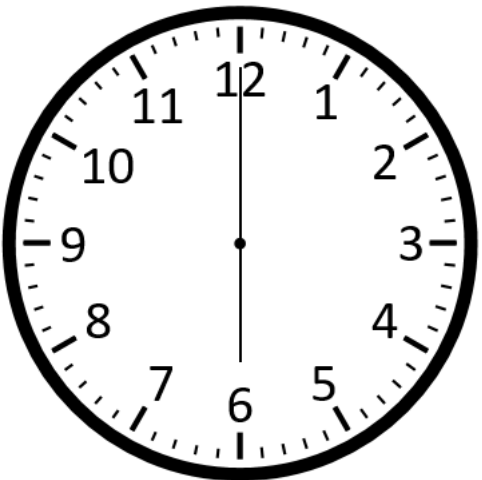
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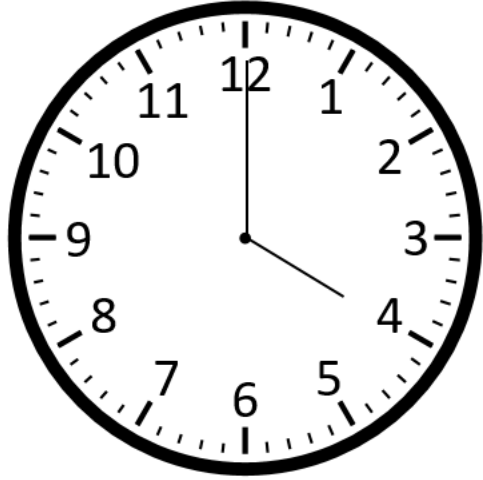
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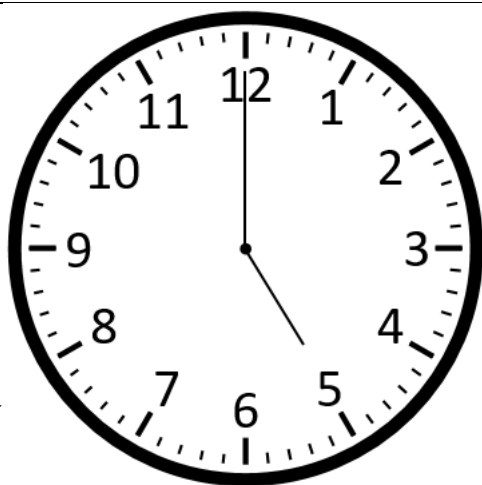
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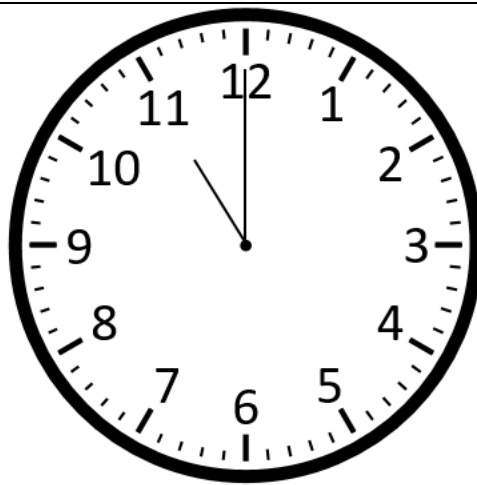
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K



L

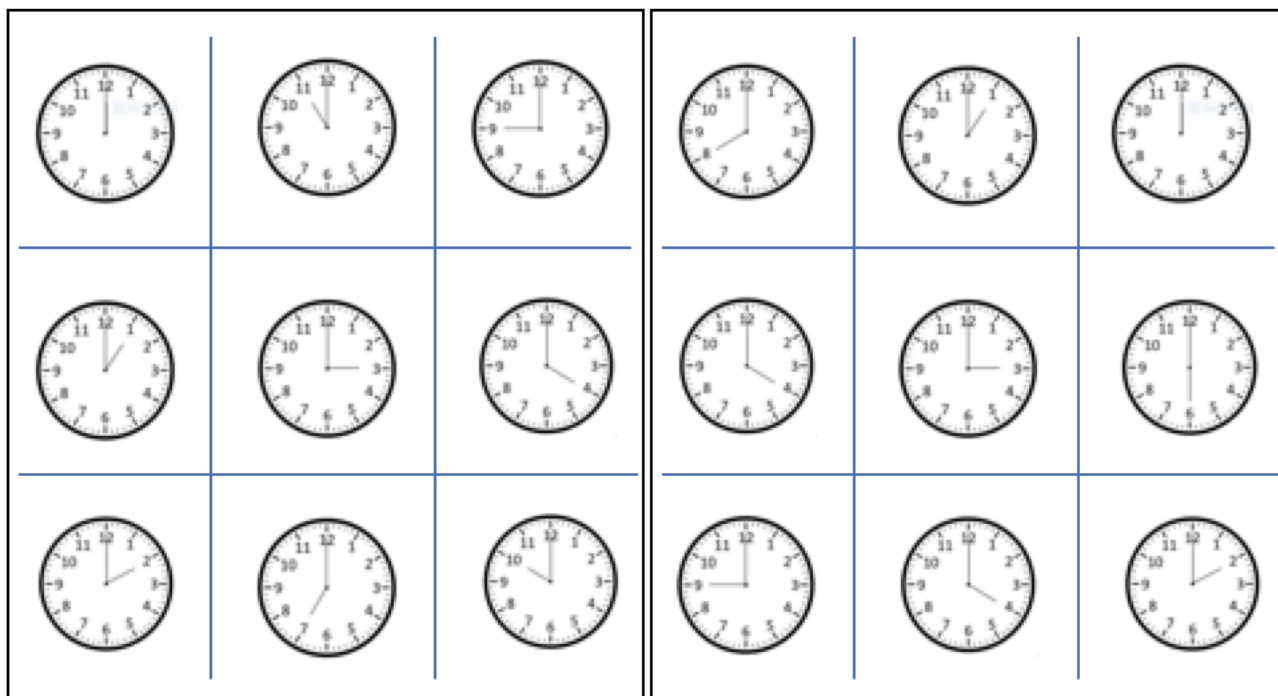
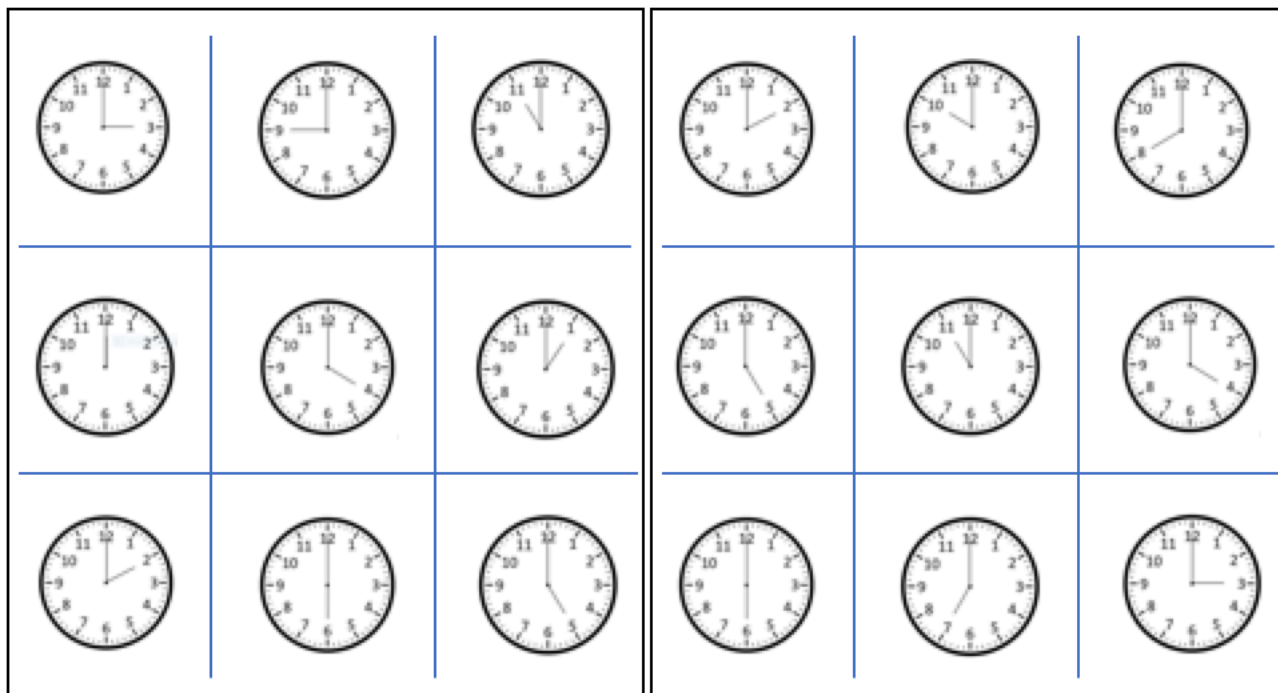


**I Spy a Clock**

Name \_\_\_\_\_

A _____ : _____	G _____ : _____
B _____ : _____	H _____ : _____
C _____ : _____	I _____ : _____
D _____ : _____	J _____ : _____
E _____ : _____	K _____ : _____
F _____ : _____	L _____ : _____

## Tic-Tac-Toe Clocks



## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.  
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!



### Break Up Your Day: Body Stretches!



**10 minutes**

**FORMATION:** Standing at desks

- Have students begin the day with a series of simple activities lasting 30 seconds or more: jumping jacks, knee lifts, flap arms like a bird, hopping, scissors (feet apart then cross in front, feet apart then cross in back)...
- Follow each activity with a basic stretching movement:
- Reach for the sky runner's stretch
- Butterfly stretch (sit with bottom of feet together)
- Knee to chest, rotate ankles, scratch your back

Hold stretches for 10 - 30 seconds. Repeat a different simple activity followed by a new basic stretch as many times as desired.



### Break Up Your Day: Shakes!



- Count and shake as you do the following:
- Shake right hand 8 times
- Shake left hand 8 times
- Shake right foot 8 times
- Shake left foot 8 times,
- Shake right elbow like a chicken 8 times
- Shake left elbow like a chicken 8 times
- Shake your head 8 times
- Shake your whole body 8 times.
- Repeat shakes counting to 7 times, then 6 times , 5 times, 4 times, 3 times, 2 times, 1 time.

## “Break Up Your Day!” continued...



### Break Up Your Day: Pattern Buddy!



- Show students letter A in sign (fist with thumb to the side - not in front of knuckles) and the letter B (hand upright and flat, thumb across palm).
- Students repeat letters with teacher until mastered. Students then line up or sit in rows.
- “To remember which letter you are, keep your hand in the sign language letter!”
- Point to first student and say, “A”. Students says letter and shows them the letter in sign.
- Point to next student and say, “B”. Students says letter and shows them the letter in sign.
- Points to next student and say, “A”. (Repeat ABAB pattern until all students have been assigned a letter. If there is an “A” students without a partner you can buddy with them!)