

LESSON 7

Objective

Tell time in 5-minute intervals before and after the hour.

Common Core State Standards

- **2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Measurement and Data

Time to 5 Minutes

Telling time is an important measurement skill that most young children are excited to learn. There are many real-life applications and repeated opportunities to reinforce this skill throughout the day. Making the most of these opportunities will give meaning to the concept of telling time and allow children to master the skill through repeated practice.

Try It! Perform the Try It! activity on the next page.

Talk About It

Discuss the Try It! activity.

- Display a Geared Mini-Clock. **Say:** *The big numbers on a clock mark every 5 minutes when we look at the minute hand. The big numbers also mean hours when we look at the hour hand. Let's look how the minute hand moves as we count together by 5s. Point to the small numbers on the clock as you count together from 5 to 60.*
- **Ask:** *If the minute hand is pointing to the 4, how many minutes after the hour is it? What if the minute hand is pointing to the 7?*
- **Ask:** *If the time is 6:15, what number is the minute hand pointing to? If it is 45 minutes after the hour, what number is the minute hand pointing to?*

Solve It

With children, reread the problem. Then have children draw clocks to show 11:25 A.M. **Say:** *Dominic's class has to be in art class 5 minutes later. Draw another clock that shows what the time will be then.*

More Ideas

For other ways to teach about telling time to 5 minutes—

- Use Geared Mini-Clocks to display important times each morning. Ask volunteers to set one clock for music time, lunch, math, clean-up time, and so on. Display the clocks in a visible place in the room. Ask volunteers to write the event and the time on a sentence strip or construction paper to display with the clocks.
- Have children use Snap Cubes® to make 12 trains of 5 cubes. Use these to practice counting by 5s to 60.

Formative Assessment

Have children try the following problem.

Circle the time that the clock shows.

- A. 5:35 P.M.
- B. 7:25 P.M.
- C. 7:45 P.M.



Try It! 20 minutes | Groups of 4

Here is a problem about telling time to 5 minutes.

Mr. Welch is reading a story to the class before they go to art. He asked Dominic to tell him when it is 11:25 A.M. so he can stop reading. How will Dominic know when it is 11:25 A.M. so the class is not late for art?

Introduce the problem. Then have children do the activity to solve the problem.

Distribute Geared Mini-Clocks, recording sheets, and pencils to children. **Say:** *The clocks have big red numbers and small blue numbers. Between the numbers are dots.* Start with the minute hand on the 12. Move the hand along the blue minute dots one by one and have the class count together. Stop at 5, write the time on the board, and discuss. **Ask:** *What do the dots stand for?*

Materials

- Geared Mini-Clock (1 per group)
- 5 Minutes Recording Sheet (BLM 13; 1 per child)
- pencils (1 per child)



1. Say: *Joshua woke up at 7:10 A.M.* Have children work together to model the time on their clocks.



2. Instruct children to draw the clock hands on Clock 1 on their 5 Minutes Recording Sheets and record the time.



3. Say: *Miss Green's class eats lunch at 12:25 P.M. each day.* Have children show this time on the clock and draw the hands on Clock 2. **Say:** *Use skip-counting to find how many minutes after 12 this is.* Repeat using other scenarios for Clocks 3 and 4.

Look Out!

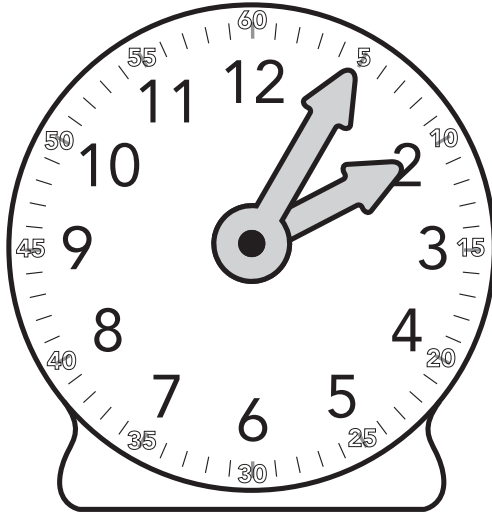
Children may believe that 7:10 means the minute hand is on the big red 10. Reinforce the fact that children must count by 5s (or observe the small blue numbers) to find the correct placement for the minute hand. Remind children that the large numbers on the clock mark the hours, not the minutes.



**Use a Geared Clock. Model the time shown.
Write the time.**

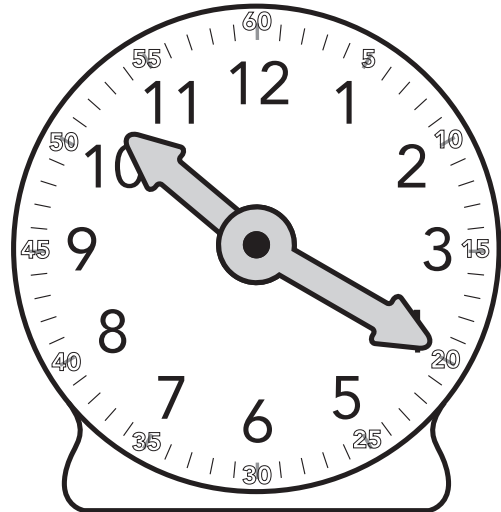
(Check students' work.)

1.



2:05

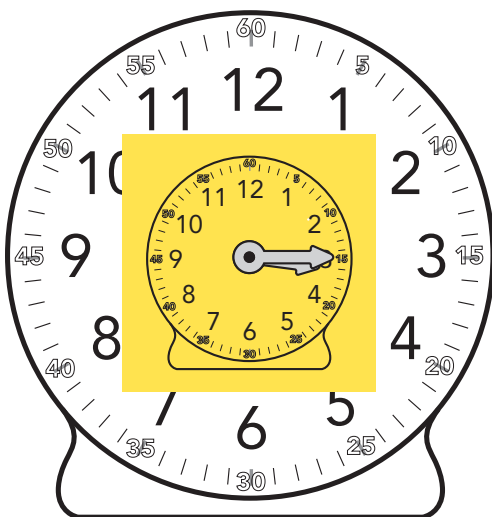
2.



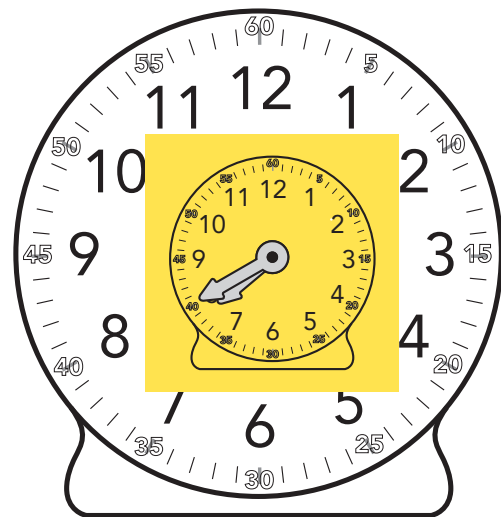
10:20

**Use a Geared Clock. Model each time.
Draw the hands on the clock.**

3. 3:15



4. 7:40



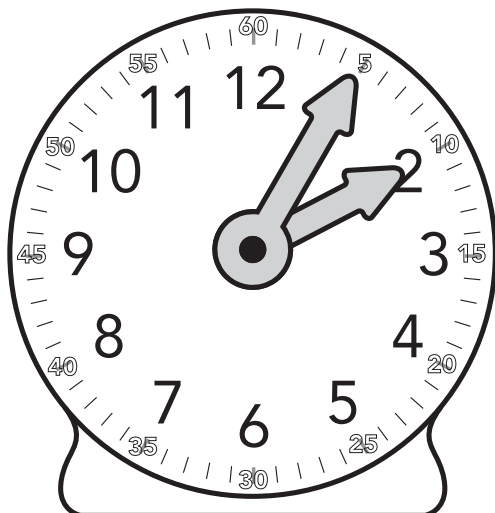
Answer Key

Challenge! When the minute hand points to an hour number on the clock face, how do you know the number of minutes the time is?

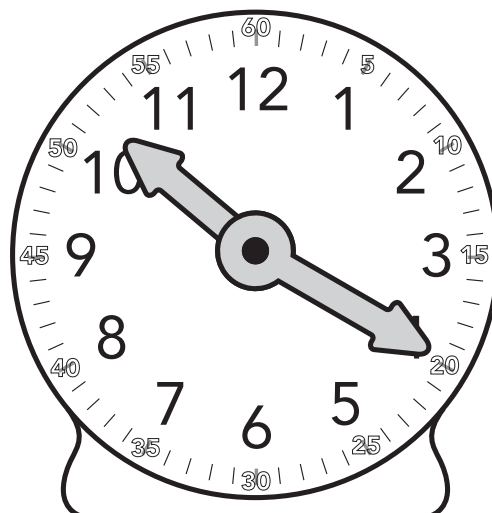
Challenge: (Sample) Multiply that number by 5.

**Use a Geared Clock. Model the time shown.
Write the time.**

1.

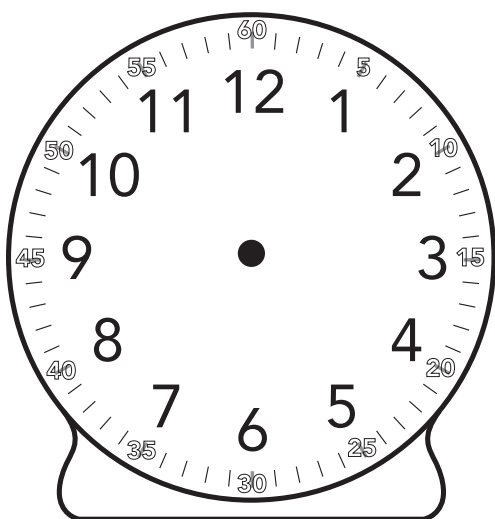


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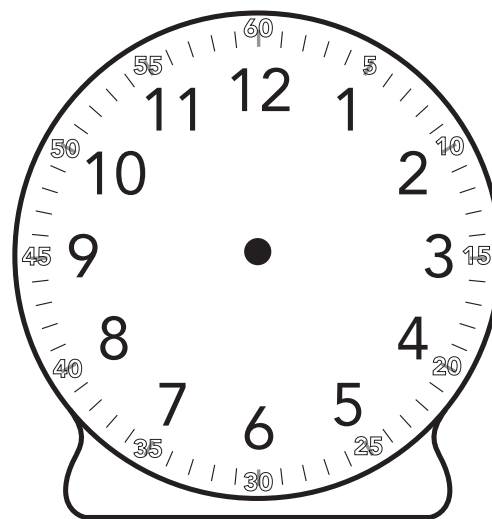


**Use a Geared Clock. Model each time.
Draw the hands on the clock.**

3. 3:15



4. 7:40



Name _____

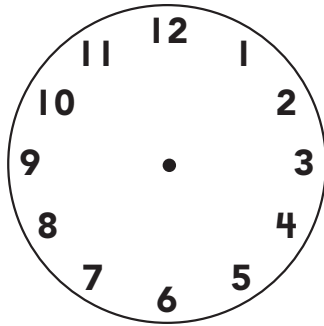
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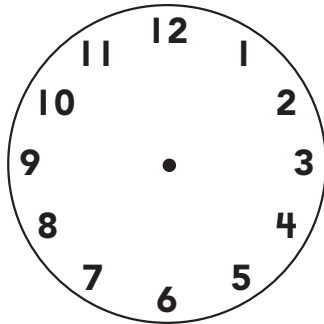
Name _____

1.



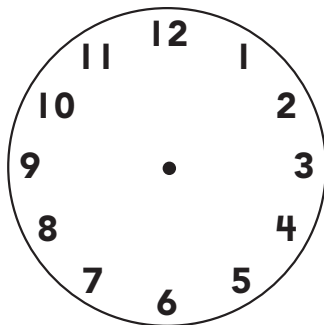
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2.



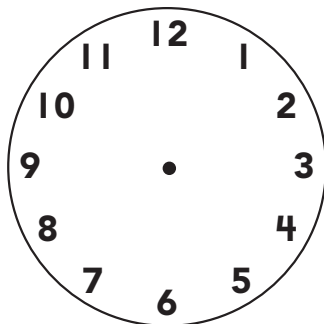
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3.



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4.



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