

LESSON 3

Objective

Tell time to the hour and half-hour on an analog clock.

Common Core State Standards

- **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.

Measurement and Data

Time to the Half-Hour

Like many other mathematical concepts, telling time is a skill of pattern recognition. Children must understand the patterns of minutes and hours in order to comprehend the meaning of a time being displayed on the clock. By first introducing time to the hour and half-hour, children are able to see the patterns that are repeated throughout each day.

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

Talk About It

Discuss the Try It! activity.

- Reinforce the importance of using a standard unit of measure for telling time. Point to the clock on the wall. **Ask:** *What do the numbers on this clock mean? What do the hands on the clock mean? How do clocks help us count minutes?*
- **Say:** *Your dad tells you that dinner will be at 5:30.* **Ask:** *What will the clock look like at that time?*

Solve It

With children, reread the problem. Then have children draw two clocks, each showing a different time before 10:30 A.M. One clock should show a time on the hour, and the other should show a time at the half-hour. Have children tell what they might be doing in school at each time.

More Ideas

For other ways to teach about telling time to the hour and half-hour—

- Have children observe the second hand on the school clock to help them understand the length of a minute. Then have children count aloud by ones the dots on a Geared Clock. Then have them count again, skip counting by 5s. Have children point out the halfway point on the clock face.
- Have children use Geared Clocks and work in pairs to play a time-guessing game. One partner secretly sets a time on a clock and the other partner asks questions, such as “Is the minute hand on the 12 or the 6? Is the hour hand halfway between 5 and 6? Is it 5:30?”

Formative Assessment

Have children try the following problem.

Circle the answer that shows the correct time on the clock.



- A. 4:00 B. 4:30 C. 5:00

Try It! 30 minutes | Groups of 4

Here is a problem about telling time to the hour and half-hour.

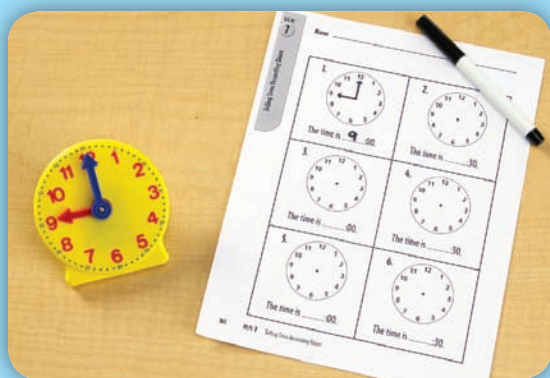
Megan's class begins their math lesson at 10:30 A.M. each day. How can Megan tell when math time will be about to start?

Introduce the problem. Then have children do the activity to solve the problem. Pass out Geared Clocks and the Telling Time Recording Sheet (BLM 7). Point out the hour hand and the minute hand on the clock, and demonstrate how to rotate the minute hand.

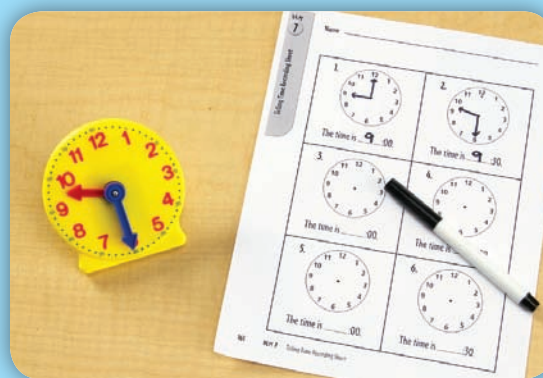
Say: The hands move in a "clockwise" direction. They start at 12 and move to the right in order of the numbers from 1 to 2 to 3, and so on.

Materials

- Geared Clocks (1 clock per group)
- Telling Time Recording Sheet (BLM 7; 1 per child)
- pencils (1 per child)



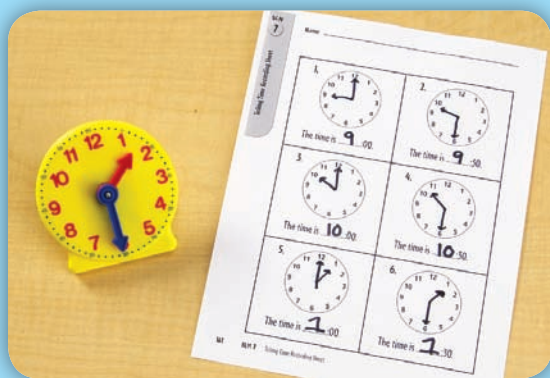
1. Have children show 8:00 on a clock. Tell children to turn the minute hand clockwise slowly around the clock face to make a complete circle. **Ask:** What time does the clock say now? **Say:** Draw the clock hands on Clock 1 on your recording sheet. Write the time beneath the clock.



2. Have children rotate the minute hand halfway around the clock. **Ask:** Where is the hour hand when the minute hand is on the 6? What does 9:30 look like? Have children write the time and draw the hands on Clock 2 on their recording sheet.

Look Out!

Children may be unsure of why the long hand points to the number 6 to show 30 minutes. Explain that 30 minutes is half an hour, and the long hand is halfway around the clock. Reinforce this by counting by 5s from the top of the hour. Additionally, point out the relationship to the hour hand—it is halfway between the hours!



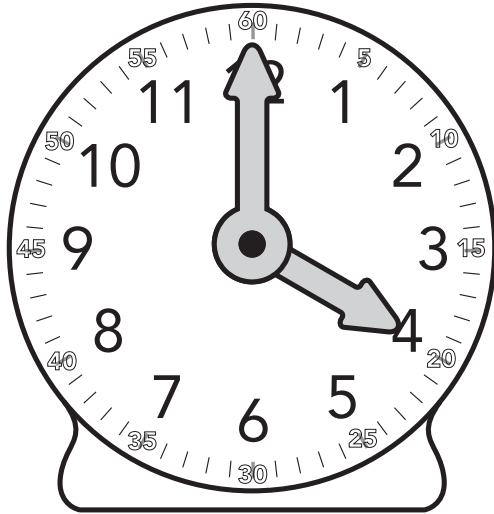
3. Ask: How would you show 10:00? How would you show 10:30? Have children model each time on their clocks, and draw the hands on the recording sheet. Repeat the activity with other times to the hour and half-hour for Clocks 5 and 6.



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

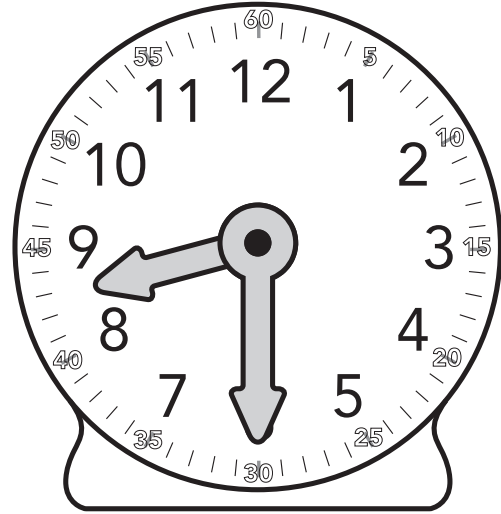
(Check students' work.)

1.



4:00

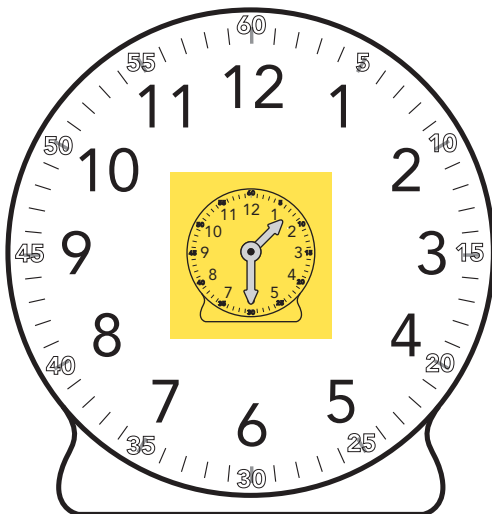
2.



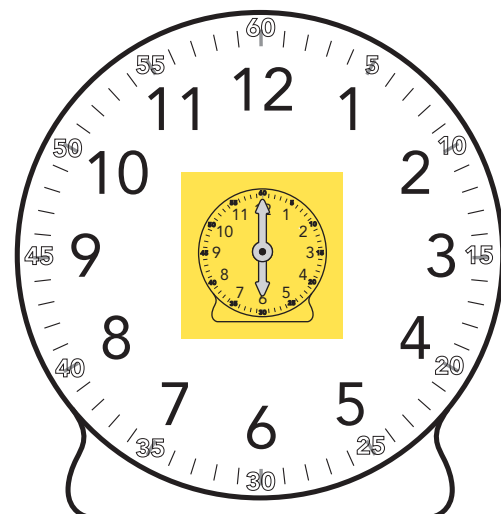
8:30

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

3. 1:30



4. 6:00



Answer Key

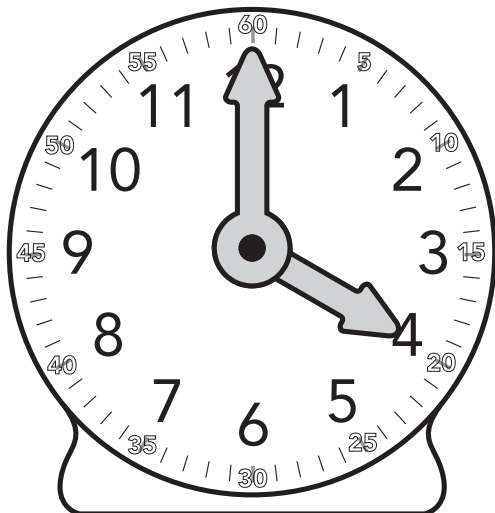
Challenge! At what part of the hour does the hour hand point exactly at a number on the clock face?

Challenge: (Sample) at the exact hour

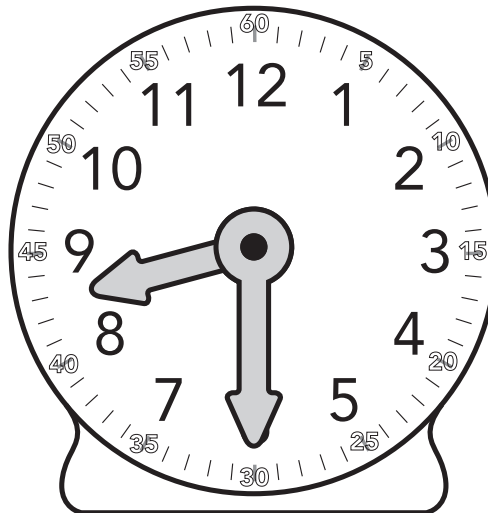
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**Use a Geared Clock. Model the time shown.
Write the time.**

1.

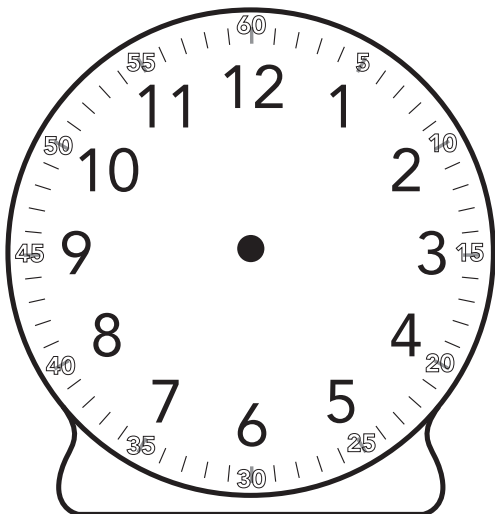


2.

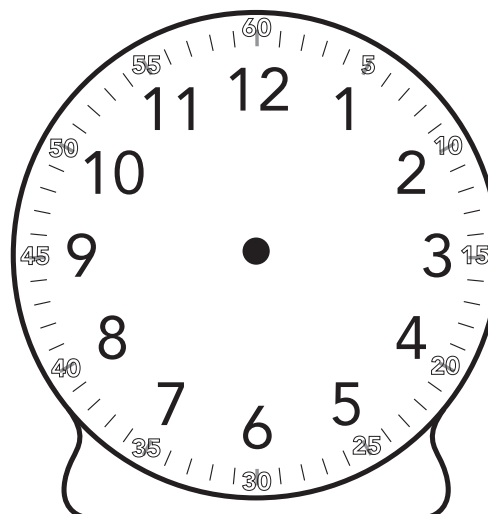


**Use a Geared Clock. Model each time.
Draw the hands on the clock.**

3. 1:30



4. 6:00



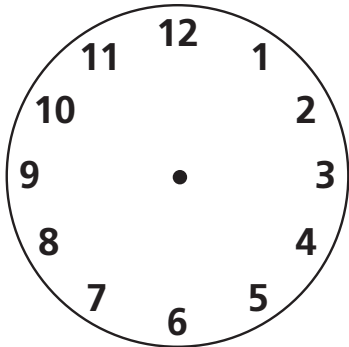
Name _____

Challenge! At what part of the hour does the hour hand point exactly at a number on the clock face?

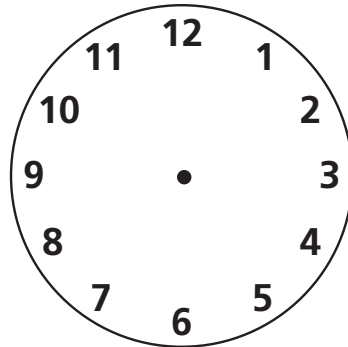
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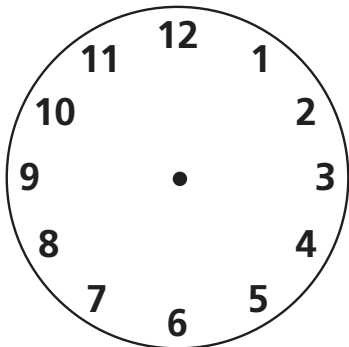
Name _____

1.

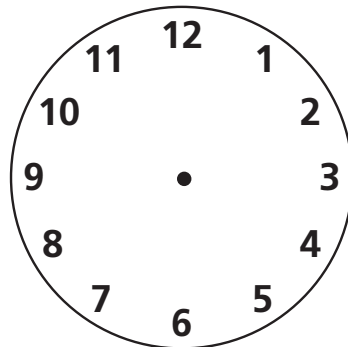
The time is ____:00.

2.

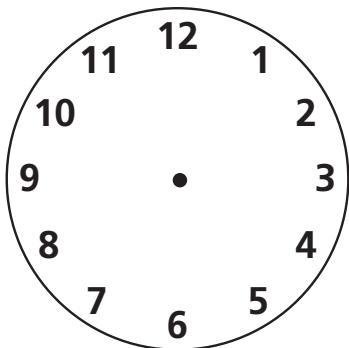
The time is ____:30.

3.

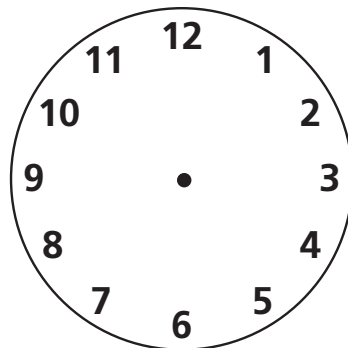
The time is ____:00.

4.

The time is ____:30.

5.

The time is ____:00.

6.

The time is ____:30.