

Elementary Lesson Plan: Telling Time

Grade Level: 3

Objective

Students will be able to tell time to the hour, half hour, and quarter hour using analog clocks.

Standard

State Mathematics Standard. Measurement: The student will tell time to the nearest five-minute interval and to the nearest minute using analog and digital clocks.

Procedures

Clarify Goals and Establish Set

Tell students that they will be working on telling time. Ask if they know how time is measured (years, months, hours, minutes, etc.). Tell students that today they will learn to tell time in minutes and hours.

Demonstration

1. Hold up a clock face. Tell students that in order to tell time they must understand the parts of a clock. Ask students which hand shows the hour (short). The short hand moves around the clock in how many hours? Move the short hand one hour at a time while students count. Ask how many times the short hand goes around the clock in one day (twice because there are 24 hours in a day). Move the hands around the clock twice illustrating day and night.

Ask which hand shows the minutes. Ask how many minutes are in an hour (60). Ask how long it takes for the short hand to move from one number to the next (60 minutes, 1 hour). Illustrate and count as necessary for understanding.

2. On the board, draw two clock faces. Divide one clock into two equal sections. Divide the other into four equal sections. Guide students to understand that each of the two sections is half an hour. Ask how minutes are in a half an hour (30, which is $\frac{1}{2}$ of 60). Point out that the half-hour can be referred to in more than one way. Place the hands on the clock face to 1:30. 1:30 can be called one-thirty, half past one, or 30 minutes past one. Write the terms on the board.

Repeat with quarter hours. Show 1:15 on the clock face. 1:15 can be referred to as one-forty-five, quarter past one, or 15 minutes past one. Show 1:45 on the clock face. Ask students to give several ways to refer to 1:45. Tell students that 1:45 can also be referred

to as 15 minutes to two or a quarter to two. Explain difference between "past" (after) and "to" (before).

Guided Practice, Check for Understanding and Provide Feedback

1. Show a variety of times on the clock face (hours, half-hours, and quarter-hours) and ask students to give the time in several different ways.
2. Ask students for times when they usually do things such as wake up, leave for school, do their homework, eat meals, go to bed. Write the times and activity on the board (keep them to whole, half, and quarter hours). Have a student come up and show the time on the clock face.
3. What time am I? Have a student come up, whisper a time to the teacher, then illustrate the time using their arms as the long and short hand; other students must tell the time being illustrated. Check for understanding and provide feedback and clarification as needed.
4. Give the group a story problem to apply what they have learned. For example:

Spongebob and Patrick began fishing for jellyfish at 3:00. They fished until 3:15. They rested for 15 minutes, then fished for 15 more minutes before going home. What time did the clock show when they went home? Illustrate using the clock face if necessary.

Check for Understanding and Provide Feedback

Give students the Telling Time worksheets. One group of exercises has clocks with hands and students must write the time. Another has the clock and time and students must draw the hands. There are also two or three story problems. Students work independently on the worksheet while the teacher checks student work and gives feedback as needed.

Extended Practice

Tell students to finish their Telling Time Worksheets for homework. Ask students what they learned today (telling time by the hour, half hour, and quarter hour). Tell them that tomorrow they will tell time in minutes and in 5-minute intervals, and learn to figure out how much time has "elapsed" (gone by, passed).

Assessment

The worksheets serve as the assessment.

Differentiation

- Give story problems with differentiated levels of difficulty.

- Pair students who are having difficulty with students who have reached understanding.
- Work individually with students who are having difficulty understanding using the clock face to illustrate.

Source: Adapted from a lesson plan by Molly B. F. Walls, George Mason University, Fairfax, VA/Randolph Elementary School, Arlington, VA, 2002.













Name _____

Date _____

Telling Time

(Answer ID # 0395917)

Draw the two hands on the clock to show the time.













1.  1:21	2.  9:22	3.  4:28	4.  3:29
5.  12:13	6.  5:25	7.  2:38	8.  6:11
9.  1:47	10.  9:11	11.  11:46	12.  3:52

Name _____

Date _____

Telling Time

Write the time shown on the clock.

1.  _____ : _____	2.  _____ : _____	3.  _____ : _____	4.  _____ : _____
5.  _____ : _____	6.  _____ : _____	7.  _____ : _____	8.  _____ : _____
9.  _____ : _____	10.  _____ : _____	11.  _____ : _____	12.  _____ : _____