

Tick-Tock, Let's Read the Clock

Telling Time

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Grade Level	2nd Grade	**Time Frame**	2-3 class period(s)
Subject	Mathematics	**Duration**	120 minutes

Essential Question

Why do we communicate time?

Summary

Students will begin by discussing what clocks do and using prior knowledge to compare analog, digital, and written time in a matching game. They will then work as a class to learn how to tell time using the different clocks and create a visual guide of their routines. Differentiation and parent extension ideas are also included in this lesson.

Snapshot

Engage

Students draw a picture of what they think a clock looks like and discuss what the clock does.

Explore

Students match the written, digital, and analog clock times and discuss the different ways we tell time.

Explain

Students learn about digital and analog clocks and how to tell time. They then rework their card sorts from the Explore phase.

Extend

Students create a schedule of their day.

Evaluate

Students share their schedules with the people at their table.

Standards

Oklahoma Academic Standards for Mathematics (Grade 2)

2.GM.3.1: Read and write time to the quarter-hour on an analog and digital clock. Distinguish between a.m. and p.m.

Attachments

- Telling-Time-Matching-Cards.docx
- Telling-Time-Matching-Cards.pdf
- Telling-Time-Practice.docx
- Telling-Time-Practice.pdf
- Telling-Time-Schedule-Template.docx
- Telling-Time-Schedule-Template.pdf

Materials

- Telling Time Matching Cards, cut and separated into baggies or envelopes for pairs of students
- Telling Time Schedule Template handout
- Telling Time - Practice sheet (optional)
- Clock manipulatives (optional)

Engage

Prep Note

Prior to the lesson, print and cut out the Telling Time Matching Cards, placing a set of each in a bag or envelope for each pair of students that will be working together during this activity.

Ask students to draw picture of a clock on a sheet of paper. Students may draw an analog or a digital clock, whatever they prefer. Tell students to add as many details to their drawing as they can.

Using the Tell Me Everything strategy, have students write down different ways they use a clock around the picture of their clock. As a class, discuss the ways we use a clock.

Sample Answers

"The alarm tells me when to wake up," "When to go to practice," "When it is time for recess/lunch," When the bus will pick me up."

Explore

Use an Elbow Partners strategy to pair students up for the next activity. Use a Card Sort strategy and have students sort the Telling Time Matching Cards in sets of three by putting together the digital, analog, and written times that are the same.

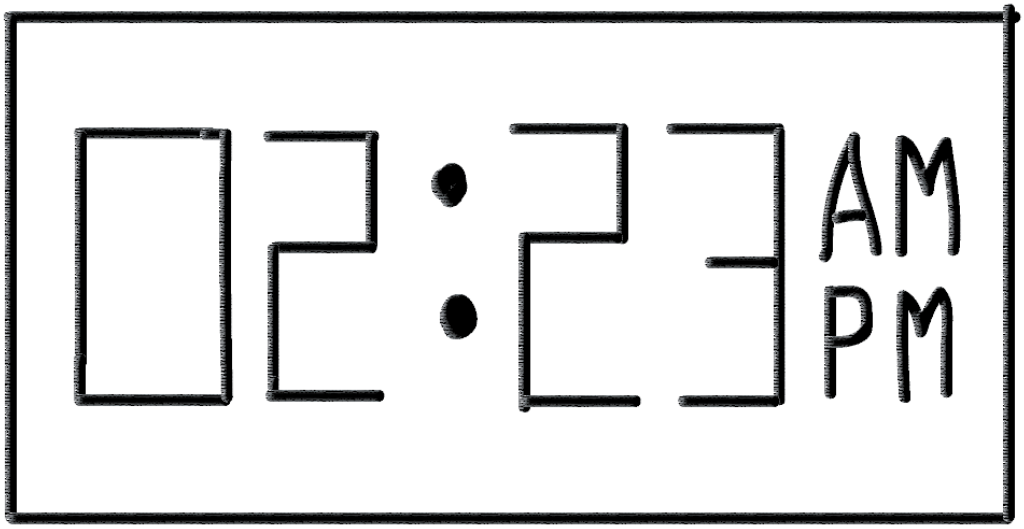
Discuss that people read and write time in a variety of ways and tell students that today we will focus on using digital and analog clocks.

Teacher's Note

Some students might be familiar with military time or time the way time is told in different countries. This could be a fun element to add to the discussion.

Explain

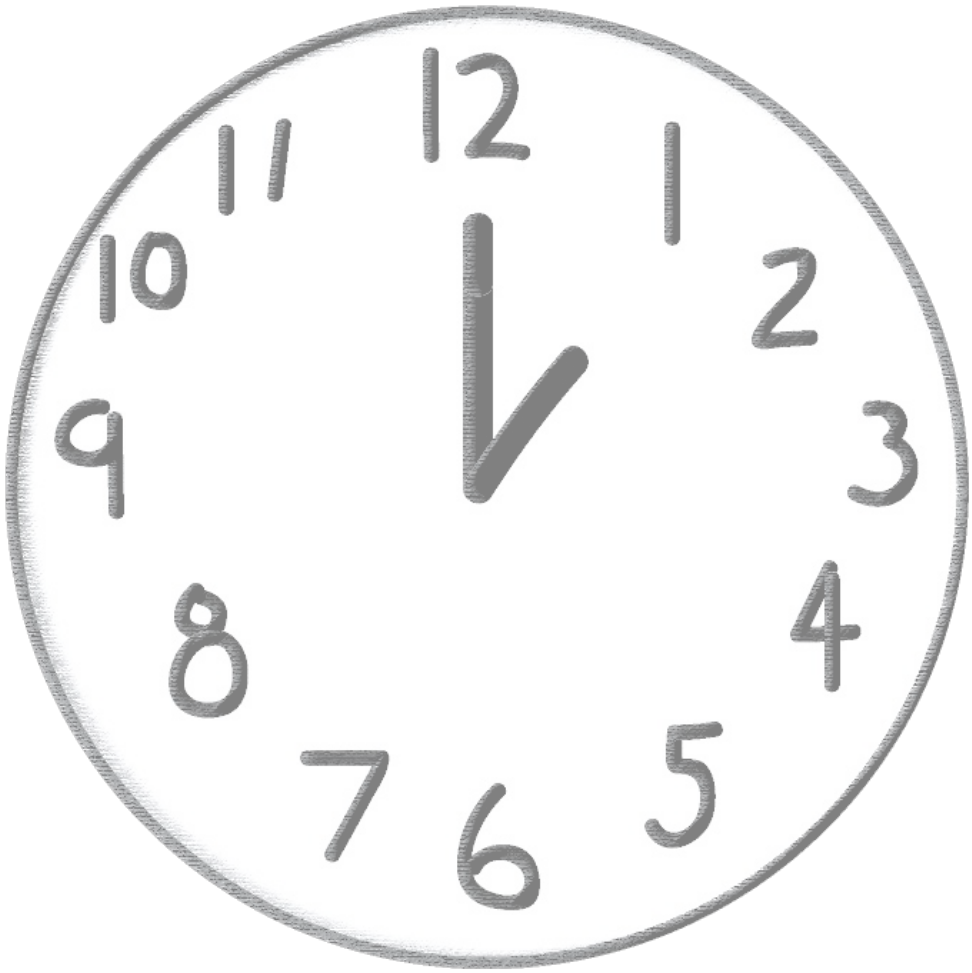
Draw a digital clock on the board and, as a class, talk about the different parts that help us read the time, For example, show students where to find the hour, minutes and AM/PM indicator, as well as the use of a colon to separate hours and minutes.



Sample drawing of a digital clock. Keep it simple, including the basic elements of the clock.

Explain how to tell time on a digital clock, focusing on the quarter hours. Have students practice writing and reading by drawing a few examples.

Using manipulatives, if available, build an analog clock as a class and talk about the different parts that help us read the time. For example, point out the minute hand, the second hand, the numerals around the perimeter, and the significance of each. If you don't have clock manipulatives, you can draw a picture on the board and have a class discussion about the parts of the clock.



Sample drawing of an analog clock. Keep it simple, including the basic elements of the clock.

Teacher's Note

This is an excellent opportunity to use small hand clocks to help students practice. Often times, these manipulatives can be purchased at a dollar store or can be made using paper plates and brads.

Review how to tell time on an analog clock, focusing on the quarter hours. Have students practice writing and reading with a few examples.

Extension

Ask students, “Why do we use the term ‘quarter hour?'" Help them connect that the term "quarter hour" refers to one-fourth (¼) of an hour.

Give students a chance to reorganize their Card Sorts based on their new understanding.

Extend

Ask students to create a daily schedule that outlines what times they do different things. Pass out copies of the attached Telling Time Schedule Template or ask students to get out a sheet of paper to create their schedule.

Additional Challenge

The Oklahoma standard being taught focuses on fifteen-minute increments (quarter hours), which will be simple for some students. For an extra challenge, have those students explain how much time an activity takes. Encourage them to use one-minute or five-minute increments.

Parent Extensions

Optionally, suggest to parents different ways that they can extend this lesson at home. For example, you might suggest the following: "Give your child a clock that they can use in their bedroom. Teach your child to set their own alarm. Have children schedule errands or projects for the day. Talk about units of time and encourage estimation of timeframes for accomplishing different tasks."

Ela Extension

During storytime, read books that have a time or clock connection. Here are two fun examples: "What Time Is It, Mr. Crocodile?" by Judy Siera and "The Clock Struck One" by Trudy Harris.

Evaluate

Choosing a new Elbow Partner, have students share their schedule with someone else at the table. Circulate to observe the conversations and take note of students' mastery of the concept.

Resources

- Harris, T., & Hartman, C. (2010). "The clock struck one: A time-telling tale." Toronto: Scholastic.
- K20 Center. (n.d.). Card sort. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b
- K20 Center. (n.d.). Elbow partners. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/ccc07ea2d6099763c2dbc9d05b00c4b4
- K20 Center. (n.d.). Tell me everything. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/baee4e90c5fa1a7060ca04dd8b001ea4
- Sierra, J., & Cushman, D. (2007). "What time is it, Mr. Crocodile?". Orlando, FL: Voyager Books.