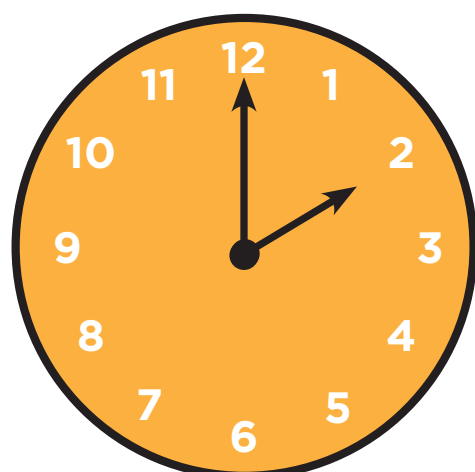


# WHAT TIME IS IT?

## TIME TERMS

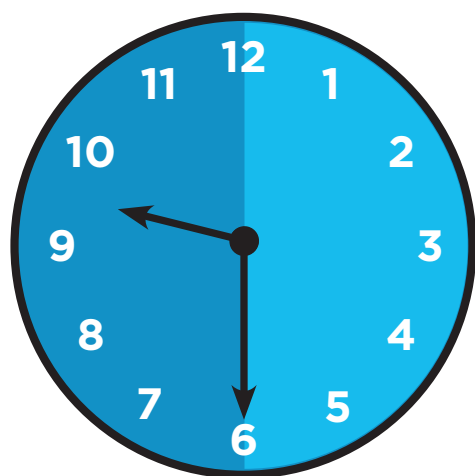


### HOUR

1 hour = 60 minutes

Say it: Two o'clock

Write it: 2:00

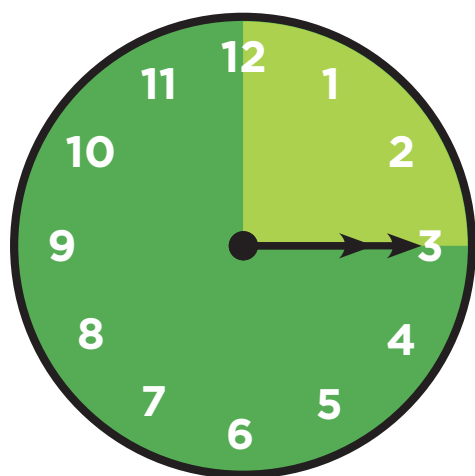


### HALF HOUR

1 half hour = 30 minutes

Say it: Half past nine

Write it: 9:30



### QUARTER HOUR

1 quarter of an hour = 15 minutes

Say it: Quarter past three

Write it: 3:15



[scholastic.com/timextimemachines](https://www.scholastic.com/timextimemachines)

 SCHOLASTIC

Sponsored Content







# Teacher Instructions

This program supports the core skill of telling and writing time using analog and digital clocks.

## Lesson 1 Show Me the Time!

**Objective** Students will tell time using an analog clock model

**Time Required** 40–60 minutes

**Materials** Teacher: program poster, watch clock hands, brass fastener or tack. Students: Clock Template Reproducible; brass fasteners; paper plates

### Make the Connection

Have students name daily school activities. As they identify what time those activities start, write the correct time on the board in digital format. Ask volunteers to write the word name for the digital times listed on the board. **Leveling** Grade 1: round times to the nearest hour or half hour.

### Let's Talk Time

Pass out the Clock Template Reproducible and have students create their own clocks. As a class, practice moving the hands of the clock to the times shown on the board.

**Practice tips** Emphasize: a) the length of the hour and minute hands; b) the minute hand moves around the clock once each hour; c) the space between numbers represents five minutes (grades 2 and 3); d) explain how the hour hand moves over the course of the hour.

### Time in Action

Make 12 marks on the floor with tape to create a life-size clock. Call out a time and have two students demonstrate it by standing where the hour hand should point and the minute hand should point. Give all students a chance to demonstrate time. **Practice tips** Have the class state the time students are showing and indicate whether it's on the hour

(all grades), half past (all grades), quarter past or quarter to (grades 2 and 3). **Leveling** Grades 2 and 3: have students jump from number to number and count by five.

## Lesson 2 Activity Times

**Objective** Students will connect time with specific activities

**Time Required** 40 minutes

**Materials** Activity Sheets A and B, index cards, tape, watch or stopwatch

### Make the Connection

List students' favorite activities on the board. Ask if there are specific times of day these activities need to happen. Talk about how we use time to determine the best moment to complete certain activities. Discuss and define a.m. and p.m.

### Let's Talk Time

Have students complete Activity Sheet A.

**Leveling** Grade 1: Ask students to draw pictures to accompany their text. Grade 3: have students outline their ideas on the sheet, then use separate paper to write paragraphs about each time.

### Time in Action

Have students write one time in two ways on index cards: card 1: analog, card 2: digital. Select pairs of analog and digital time so that you have one card per student. Tape one card on each student's back. Allow students to move around and work collaboratively to find the classmate whose time matches theirs. Then have them find three other pairs of students with matching times. When the times are matched, have students return to their seats and complete Activity Sheet B.

## Lesson 3 How I Use My Time

**Objectives** Students will predict and/or calculate elapsed time

**Time Required** 40 minutes, plus project time

**Materials** Activity Sheet C, colored pencils or crayons

### Make the Connection

Ask the class how long they predict it would take to walk to a specific destination at school. Record the start time, walk to the destination, and note the arrival time. Compare the elapsed time to students' estimates.

### Let's Talk Time

Draw a timeline on the board to demonstrate elapsed time.

**Leveling** Grade 1: use the timeline as a visual aid or use the Time Travel online lesson for Grade 1 at [scholastic.com/timextimemachines](http://scholastic.com/timextimemachines). Grade 2: count by fives on the timeline. Grade 3: Explain why subtracting the end time from the start time can create errors (e.g., 2:05 – 1:48, if subtracted as 205 – 148 would equal 57, but the actual elapsed time is 17 minutes). Explain parts of the problem: start time, end time, and elapsed time. Provide and solve a few elapsed time word problems.

### Time in Action

Grade 1: have students rotate the clock hands on the clock they made in lesson 1 to demonstrate the change in time. Grades 2–3: have students complete Activity Sheet C.

**Project:** After students complete the second clock for homework, have them use their completed sheets to create a Timeline of My Day poster. Students will draw a timeline on poster board and label the timeline with the activities they noted on the activity sheet.

**Leveling** Timelines should include a drawing of three (grade 1) to six (grade 3) clocks that highlight important times of the day.



# Teacher Instructions

## Lesson 4 Time for Fun

**Objectives:** Students will reflect on and prioritize the activities in their lives. Grades 2 and 3 students will be able to apply their knowledge of elapsed time to create schedules for themselves to ensure that they allocate sufficient time to high-priority activities.

**Time Required:** 40–60 minutes

**Materials:** Activity Sheet D and colored pencils or crayons (grade 1); Activity Sheet E (grades 2 and 3)

### Make the Connection

Pose a hypothetical situation to the class. You have the opportunity to visit Awesomeland, the world's greatest amusement park, for just three hours. These are some of the park's attractions:

Attraction	Waiting Time		
	Grade 1	Grade 2	Grade 3
Snack Bar	30 minutes	30 minutes	20 minutes
Steel Roller Coaster	60 minutes	60 minutes	42 minutes
Moon Rocket Simulator	30 minutes	45 minutes	33 minutes
Haunted House	60 minutes	25 minutes	35 minutes
Car Race Show	30 minutes	20 minutes	55 minutes
Skydive Spectacular	60 minutes	25 minutes	47 minutes
Ice Cream Station	30 minutes	15 minutes	16 minutes

Note: The times in the chart are provided in grade-appropriate units.

Write the appropriate times on the board, then divide the class into small groups. Have them plan a three-hour visit to the amusement park. Ask them to decide which attractions they will try in the park. Remind them to consider how long each one will take because there isn't enough time to experience everything on the list.

### Let's Talk Time

Debrief the activity afterward as a class. Ask what made it difficult. Answers could include disagreements about priorities, difficulty in planning, difficulty in calculating how many attractions can be experienced in three hours, etc. The groups that were able to prioritize the important attractions and made sure they left enough time to experience them probably had the best time.

### Time in Action

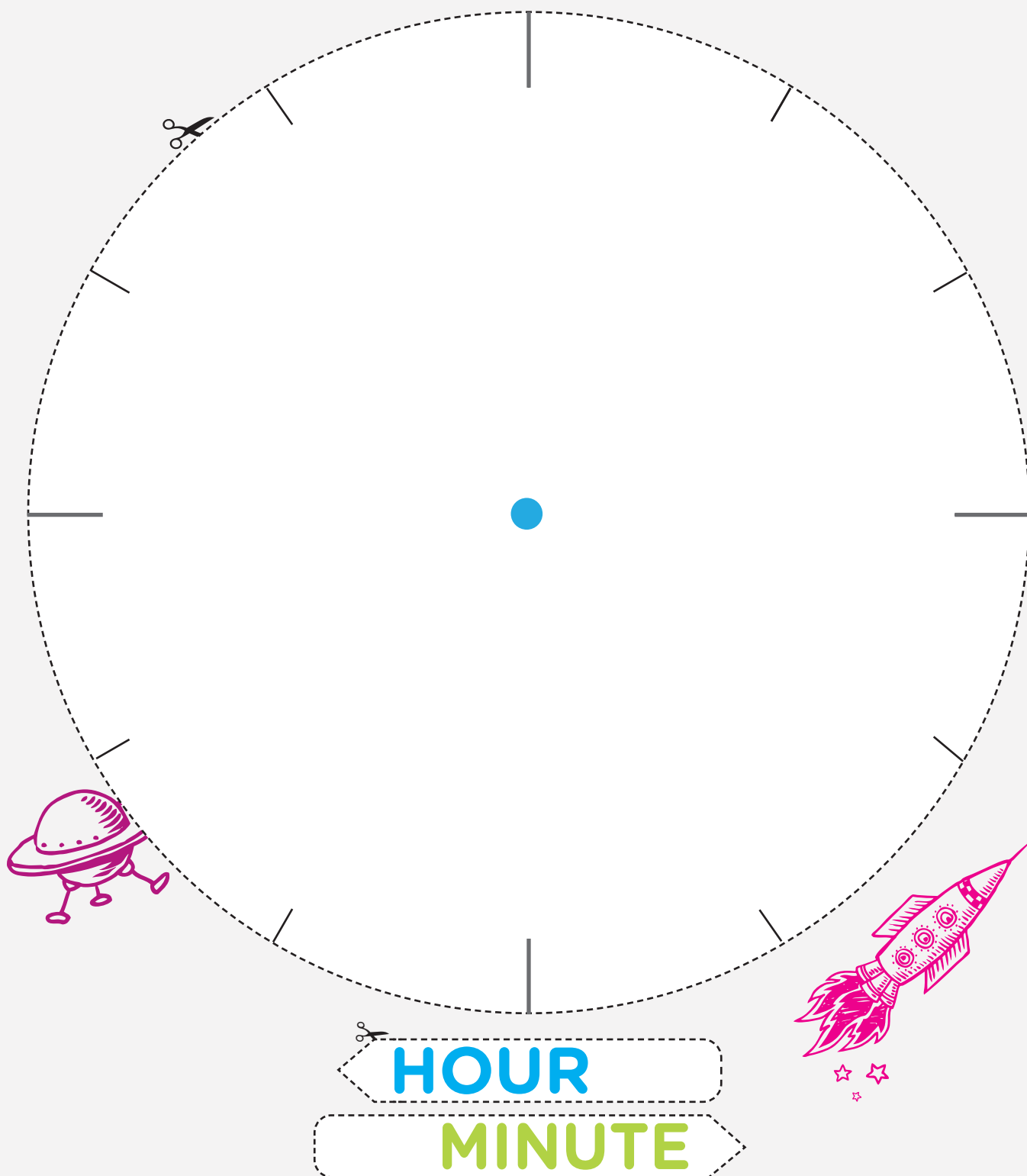
Indicate that the same process can be applied to managing our time in our personal lives. **Leveling:** For grade 1, distribute Activity Sheet D. Engage the class in a discussion about what they do after school. Use two or three activities as examples. In a show of hands, ask the class how important those activities are to them and how long they think each activity takes. After the discussion, ask students to complete the chart on the activity sheet. Students should discuss their charts with the class. **Leveling:** For grades 2 and 3, distribute Activity Sheet E. Allow students to fill in the chart at the top of the activity sheet. For the bonus chart, have students determine the total elapsed time between when they arrive home from school and when they go to bed. Then have them use the activities they listed in the top chart to create their own schedule. NOTE: Students should indicate the time elapsed for each activity.

Reflect on time management with the class. Share how planning and prioritizing made it easier to schedule the more important activities.

Reproducible

# Let's Make a Clock!

Add numbers to the clockface, then color it in. Cut out the hands, glue the clock onto a paper plate, then use a brass fastener to attach the hands to the center of the face!



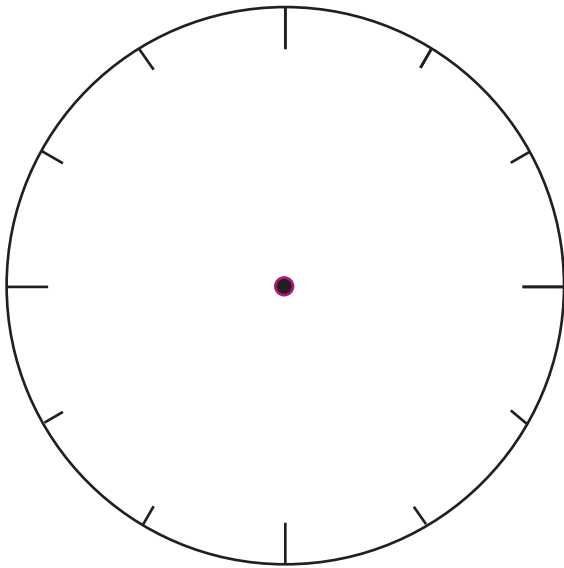


# A Tale of Two Times



Draw the hour and minute hands on the clocks below to show your favorite and least favorite times of the day.

MY FAVORITE  
TIME OF DAY

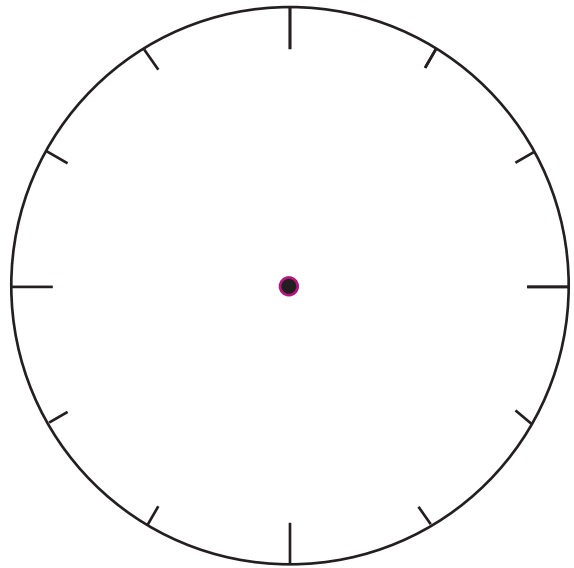


		:		
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What happens at your  
favorite time of day?

--

MY LEAST FAVORITE  
TIME OF DAY



		:		
--	--	---	--	--

What happens at your least  
favorite time of day?

--

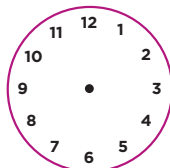
# Time to Match

Find your classmates who have matching digital and analog times! Use this sheet to write in their names and the times on their index cards. What activities can you do at these times?

TIME

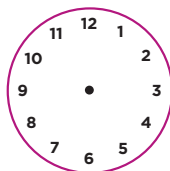
ACTIVITY

		:		
--	--	---	--	--



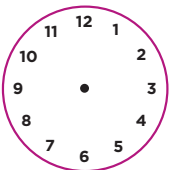
My time matches \_\_\_\_\_'s time.

		:		
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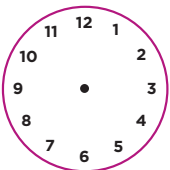
\_\_\_\_\_ 's time matches \_\_\_\_\_ 's time.

		:		
--	--	---	--	--



\_\_\_\_\_ 's time matches \_\_\_\_\_ 's time.

		:		
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\_\_\_\_\_ 's time matches \_\_\_\_\_ 's time.

Activity Sheet C Name: \_\_\_\_\_

# My Schedule

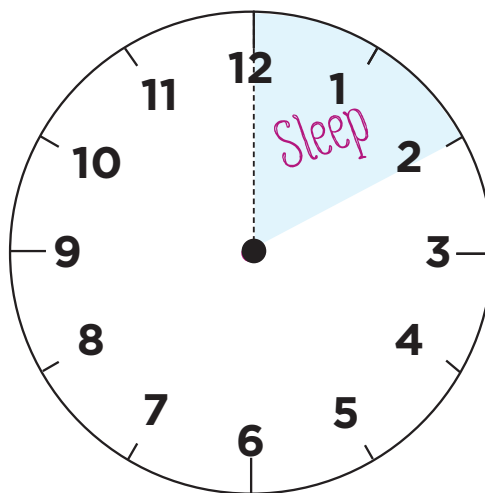


What do you do at midnight? What about when you wake up? What about every other hour of the day? Fill in the blanks next to the times below with all of the activities you do throughout your day. Don't forget to note the hours you are sleeping!

A.M.

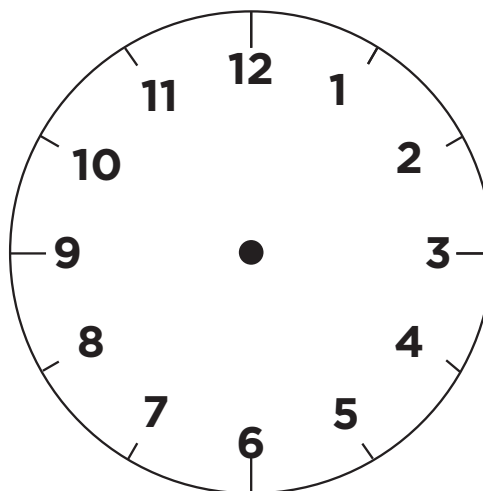
Now color and label the clocks.

12:00 (midnight) <u>Sleep</u>	6:00 _____
1:00 <u>Sleep</u>	7:00 _____
2:00 <u>Sleep</u>	8:00 _____
3:00 _____	9:00 _____
4:00 _____	10:00 _____
5:00 _____	11:00 _____



P.M.

12:00 _____	6:00 _____
1:00 _____	7:00 _____
2:00 _____	8:00 _____
3:00 _____	9:00 _____
4:00 _____	10:00 _____
5:00 _____	11:00 _____








# How Important Is It?



**Step 1:** What do you do when you get home from school? Make a list below! Don't forget to include homework, time to be with family, and meals.

**Step 2:** Write down how long each activity takes.

**Step 3:** Color in how important each of your activities is. Use the color key below!

-  Color the box RED if the activity is very important.
-  Color the box BLUE if the activity is kind of important.
-  Color the box YELLOW if the activity is not that important.

Activity	How long does it take?	How important is it?

**Tip:** Talk to your parents about why it's important to do the activities you colored in red first.

# Planning for What Matters



**Step 1:** Make a list of the activities you do when you get home from school. Don't forget to include homework, time to be with family, and meals.

**Step 2:** Write down how long each activity takes.

**Step 3:** Decide whether the activity has high, medium, or low importance.

Activity	Time Required	Importance (High, Medium, or Low)

**Bonus:** Make an after-school schedule for one day of the week. Think about how long each activity takes. How many activities can you do before bedtime?

Activity	Time Required	Start Time	End Time
Home from School			
Bedtime			

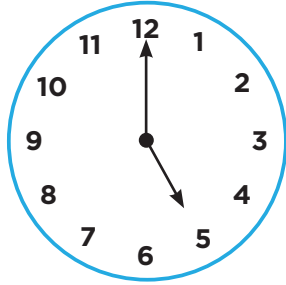
**Do the Math:** How much time will you spend on your after-school activities? \_\_\_\_\_

# Traveling Through Time

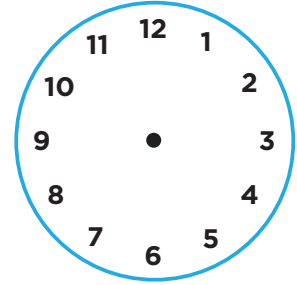


If you know what time it is now, you can find out both past and future times! Draw the hour and minute hands on the blank clock to complete each sentence.

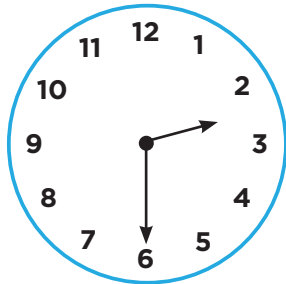
1. It is



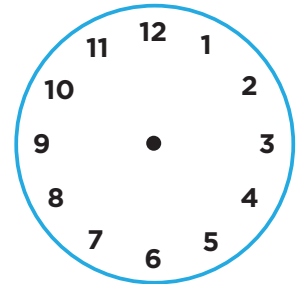
so in two hours  
it will be



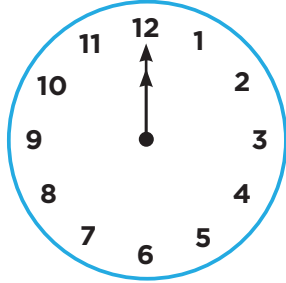
2. It is



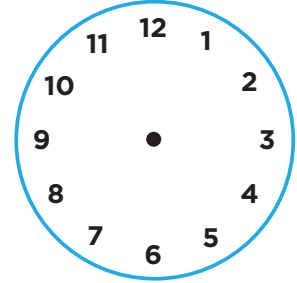
so 1 hour ago  
it was



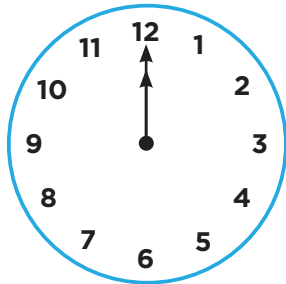
3. It is



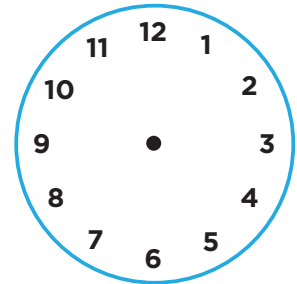
so in 1 hour  
it will be



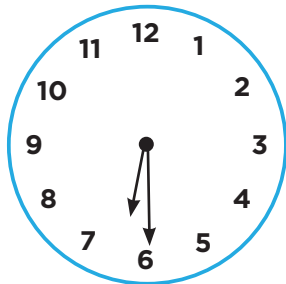
4. It is



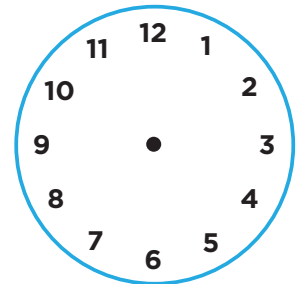
so in 3 hours  
it will be



5. It is



so 4 hours ago  
it was







# FREE App

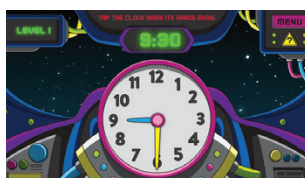
## Practice telling time anywhere!

Download the **TIMEX Time Machines** app to your school's mobile devices for fun interactive games that will enhance your students' core time-telling skills. Download the app at [scholastic.com/timextimemachines](http://scholastic.com/timextimemachines).



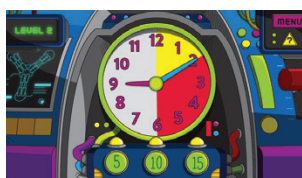
### Learning Mode

Players learn how clock hands work, the meaning of a.m. and p.m., and the difference between clockwise and counterclockwise.



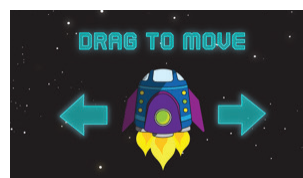
### Time Stopper

Players tap a spinning clock when the clock hands match a certain time.



### Counting Time

Players look at a shaded portion of a clock and tap the minute button to fill the amount of shaded time.



### Rocket Time

Players read clockfaces falling from the top of the screen and learn to recognize whole hours, half hours, and quarter hours.

# Find the Time Online Game

## Test your students with dynamic interactives!

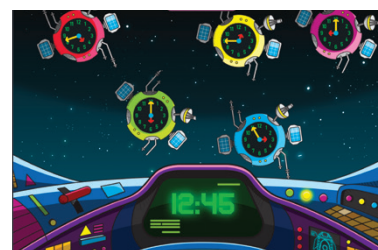
Have students access the game on school computers to practice telling time to different intervals. Play the game at [scholastic.com/timextimemachines](http://scholastic.com/timextimemachines).



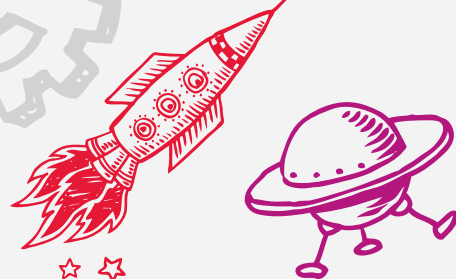
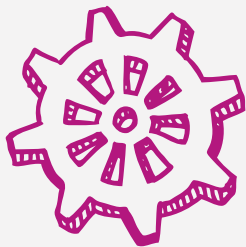
### Hour and half-hour intervals



### Five-minute intervals



### Any time on the clock!



# Teaching Time at Home

Time-telling is a fundamental skill. As children practice telling time, they learn basic math skills and time management. Help your child with the tools below!

## HANDS-ON TOOLS

### TIMEX TIME-TEACHING TOOLKIT

Learn to tell time with this fun time-teaching toolkit! This 3-in-1 set features a practice clock with moveable hands, flash cards that feature digital and analog clocks, and a kid's watch that your child can wear to practice time-telling throughout the day.



Visit [timex.com/timemachines](http://timex.com/timemachines) to get the toolkit.

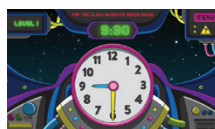
## FREE DIGITAL TOOLS

### AWARD-WINNING APP

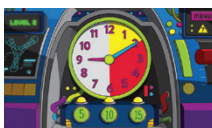
Players learn the meaning of a.m. and p.m., the difference between clockwise and counterclockwise, and how to recognize times on digital and analog clock faces.



Learning Mode



Time Stopper



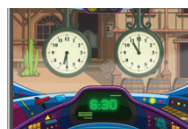
Counting Time



Rocket Time

### ONLINE GAME

Players practice telling time to different intervals: hour, half-hour, quarter-hour, and five-minute intervals.



Hour & Half Hour



Five Minute



Any Time!

Visit [scholastic.com/timextimemachines](http://scholastic.com/timextimemachines) to download the app and play the game.



SCHOLASTIC

NEW! Parent materials now available in Spanish

# Time-Teaching Ideas for Parents

**Telling time takes practice!**

**Try these fun activities to reinforce your child's time skills at home.**

## Activity A: Time Me!

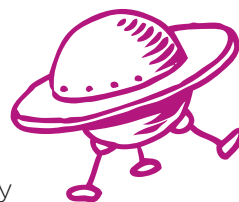
Everyone likes to beat the clock, so turn chores into a game!

- Time your child as he or she completes a daily task, such as picking up toys, making the bed, or getting dressed for school.
- When your child has to complete the task again, see if he or she can beat the previous time.
- Have your child practice writing the time by keeping a list of the number of minutes and seconds it took to complete the activity each day.

## Activity B: Time for More

Help your child learn about time management by asking what he or she would like to have more time for in a day.

- Ask: *What would you like to have more time for in a day?*
- Ask: *What could you spend less time on so that you could have more time for the thing you like most?* (For example: If it takes us less time to get ready for bed, we have more time for reading bedtime stories.)
- Use a schedule sheet with hour or half-hour intervals to plan the day. Have your child write each daily activity at the time it should occur.



## Activity 3: Time Train

Cut out the domino pieces below and mix them up. Have your child create a "train" by matching each digital time to its corresponding analog time on a different domino piece.

