

## Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for introducing and reinforcing basic time telling skills with a pocket chart!

**Pocket Chart Math – Basic Time Telling** has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners. They encourage listening, speaking, observing and manipulating numbers and pictures to teach children about digital and analog time, and much more. In addition, this book contains 188 ready-to-use cards to aid you in introducing time telling. The cards display illustrations, numbers, and/or words to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library filled with children's literature about time.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

# Pocket Chart Math

## Basic Time Telling

## Introduction Strategies

1. Talk about clocks! Ask students to think of different types of clocks. Some suggestions include: kitchen or school wall clocks, wristwatches, stopwatches, stove or microwave clocks, kitchen timers, hourglasses, sundials, bank clocks, Big Ben, alarm clocks, VCR clocks, clocks on a scoreboard, time clocks, grandfather clocks, and clock radios. Make a list of these clocks, and ask students to draw pictures of each one to post in the classroom.
2. Do a basic time introduction. Explain to students (using a model clock, if possible) that there are 60 minutes in an hour, and each of those minutes are represented on an analog clock. The 60 minutes are broken down into 12 increments of five minutes each ( $12 \times 5 = 60$ ). Two hands travel around the face of the clock, pointing to the hours and minutes. The hour hand is shorter than the minute hand, which is how you can tell them apart! (Some clocks may even show a thin second hand.) As time passes, the hands of the clock move in the same direction (clockwise, of course) to represent the time of day!
3. Have students pick their favorite time of day, and write a paragraph about what they do at that time of day that makes it their favorite. To generate discussion before writing, ask students if they are morning people or night owls. Which daily meal or class at school is their favorite? Do they get to spend time with someone special at a certain time every day?
4. Play "What Time is it, Mr. Fox?" with your students to introduce time. Ask students to line up side by side along one end of a gymnasium or outdoor field. Select one student to be Mr. (or Mrs.) Fox, and ask him or her to stand on the side of the gym or field opposite from the line of students, with his or her back towards them. There should be at least 100 feet between Mr./Mrs. Fox and the line of children. Next, the children call out: "What time is it, Mr. Fox?" Mr. Fox shouts out a time (e.g. "It's four o'clock!"), and turns around to face them. The children take four steps towards Mr. Fox, and he turns around so his back is facing the rest of the class again. This process continues, with the children asking Mr. Fox for the time, and then taking the appropriate number of steps towards him (2 o'clock = 2 steps, 5 o'clock = 5 steps, etc.). When the line of students gets close to Mr. Fox, he shouts out, "Midnight!" when the children ask for the time, and then chases and tags the closest student, who will be the next Mr. or Mrs. Fox.

# Teaching Notes: 15 and 45 Minutes Past the Hour

Cards needed: (blue ☀)

all 15 minute  
clocks:



1:15

all 45 minute  
clocks:



1:45

1:

2:

3:

4:

5:

6:

7:

8:

9:

10:

11:

12:

15

45

-fifteen

-forty-five

all numeral word cards:

one

## Presenting the concept:

Begin by reviewing that thirty minutes past the hour is known as **\_\_\_\_-thirty**, fifteen minutes after the hour is known as **\_\_\_\_-fifteen**, and forty-five minutes after the hour is known as **\_\_\_\_-forty-five**. The phrase **o'clock** is not used with these times.

Next, place some of the analog fifteen-minute and forty-five-minute clocks in the chart, and explain that at 15 minutes past the hour, the hour hand of a clock still points to the hour numeral (or slightly past the hour numeral), and the minute hand points to the number three. At 45 minutes past the hour, the hour hand points to the space between the hour and the upcoming hour, and the minute hand points to the number nine.

Next, group the fifteen-minute clock cards with the numeral word cards (*one, two, etc.*) and the *-fifteen* card to form the times. For example, the 2:15 analog clock card should be grouped with the *two* card and the *-fifteen* card. Ask students to read each time aloud, and draw attention to the fact that the *o'clock* card is not used when a fifteen-minute time is being spoken or written (e.g. two-fifteen o'clock). Repeat these steps with the forty-five-minute clock cards.

## Follow-up activity:

Pass out the fifteen-minute and forty-five-minute digital clock cards among the class. Place all of the fifteen-minute and forty-five-minute analog clocks in the pocket chart. Ask a student volunteer to come to the pocket chart, and read off a time from the first clock in the chart. The student holding the digital clock card that matches the time that was read aloud, brings the digital clock card to the front of the room, and places it into the pocket chart next to the corresponding analog clock card. Repeat until all of the digital clock cards are matched to the analog clock cards. For added challenge, ask students to create each time using the numeral cards.



**Activity 5**

# Add-A-Hand

Directions: Oops! These clocks are missing their minute hands! Draw a minute hand on each of the clocks below to show the correct time.



1:45



7:15



9:45



12:15



8:00



3:45



5:30



11:15



4:45