

TELLING TIME ON THE CLOCK AND USE OF NOTATIONS (A.M AND P.M)

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Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Telling time in hours and minutes
2. Reading time and dates on calendar
3. Using analog and digital clocks
4. Knowing when to use the notations a.m. and p.m.

Objectives

Students should be able to;

1. Tell the time in hours and minutes
2. Know when to use the notations a.m. and p.m.
3. Read a calendar and write dates
4. Solve quantitative reasoning problems related to time.

Activity Starter/Instruction

1. Draw a clock face on the board to demonstrate.
2. Show students a blank analogue clock face. Write the minutes around the outside of the clock. Discuss patterns they can see, e.g. counting by 5s, 10s. Count how many minutes around the clock face. Determine that 60 minutes equals one hour.
3. Start by showing times such as 7:00 and 11:00 and writing them on the board next to clock faces.
4. Check to ensure that your students understand that the short hand indicates the hour and should be both said and written first.
5. Have students repeat "One o'clock, two o'clock and so on.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Students should be taught the concept of time and how to convert from one unit of time to another.
2. Students convert between other units of time - examples:
60 seconds = 1 minute
24 hours = 1 day
365 days = 1 year
366 days = 1 leap year
12 months = 1 year
3. Each hour, the minute hand moves once around the clock.
4. It takes 15 minutes for the minute hand to move 1/4 of the way around the clock.
5. It takes 30 minutes for the minute hand to move half-way around the clock.
6. It takes 45 minutes for the minute hand to move 3/4 of the way around the clock.
7. Let the students recite these conversions so they can get used to them.
8. Pose the problem 'How many days have you

Materials Required

- Whiteboard
- Marker
- Small clocks
- A big clock
- Blank papers

Additional Resources

- <https://busyteacher.org/3639-how-to-teach-telling-time.html>
- <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/numeracy/measurement-geometry/time/stage-2-analog-digital-time>
- <https://www.education.com/download/lesson-plan/time-to-tell-time/time-to-tell-time.pdf>

Additional Notes

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Show a few times on the analog clock.
2. Write down the times on the whiteboard as you show the times on the analog clock.
3. Some examples could be: 3:00, 4:05, 4:20, 1:15, 2:30, 3:45, 5:30, 12:00.
4. Explain to the students that when the time changes to a new hour, you must write the time with two zeros in the minutes.
5. Show examples on the clock, and write the examples on the whiteboard.
6. Show a few more times on the analog clock.
7. Call on a few student volunteers to come up and write down the times on the whiteboard so they can practice using the colon to separate the hours from the minutes.

Guided Practice

Day 3/ Lesson 3: 15 Mins

1. With the predominant form of time display being digital time, it makes sense to teach students to read 'minutes after the hour' on an analogue clock.
2. Ask students to pair up and sit back to back on the rug or floor. Distribute a Small Clock to each student.
3. Allow time for students to explore and discuss the clocks with one another.
4. Write times that are to the hour and half hour on the board as a review from 1st grade.
5. The students use Small Clocks to show the given time.
6. Once students have found the correct time on their Small Clocks, ask them to have their partner check to see if they are correct. Circulate around the room taking notes and asking students questions.
7. Note whether or not students position the hands correctly on the clocks and allow time for discussion if necessary.
8. Time permitting, allow students to continue to work with their partners. Students should take turns telling the time and showing the time on their Small clocks.

attended school this term/year?' Students calculate a solution.

9. Ask the students 'How many other ways can you show this information?' e.g. in hours, in minutes.

Guided Practice

Day 4/ Lesson 4: 15 Mins

1. Talk about what a.m. and p.m. mean.
2. Define a.m. as meaning the time before noon, so from midnight to 11:59 in the morning.
3. Define p.m. as meaning after noon, from the middle of the day until the middle of the night. Write down these definitions on the whiteboard.
4. Hang up the pocket chart somewhere the entire class can see it.
5. Create two columns labeled A.M. and P.M. Tell the class that they will be identifying whether an activity is done in the morning (A.M.) or in the afternoon and evening (P.M.).
6. Tell students that they will be placing the activity in the correct category on the pocket chart. Identify one activity and place it in the correct category together.

Assessment Activity

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Students should call out the following times and show them on their small clocks:

1. a) 4:32; b) 9:15; c) 2:22; d) 3:46
2. a) Eleven in the morning; b) Ten past six in the evening; c) Three minutes past four in the morning; d) Twenty-five past eleven at night
3. a) 8:15 am; b) 7:30 pm; c) 6:40 am; d) 11:35 pm
4. a) 1 month; b) 3 months; c) 365 days
d) i) 4 months; ii) 5 months; iii) 4 months

Assessment Activity

Summary

Review and Closing

1. Gather the students together, and ask questions to check for understanding.
2. Potential questions include: "Which clock do you prefer to use, and why? Is writing the time down or showing the time on the analog clock easier?"
3. Ask students to share some of the strategies they use to make telling time less tricky!

1. Pupils who have proved they understand the concept should be encouraged to draw up weekly timetables to show their own afternoon programs.
 2. This must include getting home, having lunch, extra mural activities, homework and the likes.
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