

Spatial Sense

Measurement

Telling Time

Objective

- *Tell time in 15-minute increments as o'clock, half past, quarter past, or quarter to
 - *Tell time on an analog clock when the minute hand shows a multiple of 5 minutes
 - *Tell time to the minute on an analog clock
 - *Read the time as minutes past and minutes to the hour
- [ME4-23](#), [ME4-24](#), and [ME4-25](#)

Complete *all* OR a selection of the following activities

Warm-up: What Time Am I Thinking Of?

How to Play:

1. Set a time silently on the clock without showing it to the student.
2. Give a clue such as:
 - It's quarter past 2.
 - It's 15 minutes to 8.
 - It's 40 minutes past 10.
 - The minute hand is on the 9, and the hour hand is almost at 4.
3. The **student tries to draw** the time on their own blank clock or describe it back.
4. Reveal and compare answers.
5. Then **reverse roles**: the student gives the clues and the home facilitator guesses the time.

Teaching Activity A: Time Translator

Materials: Analog clock face handouts, whiteboards, time cards

Steps:

1. Give students time cards with digital times (e.g., 3:15, 4:45, 2:00, 5:30, 9:22).
2. On a blank analog clock, they draw the hands to match.
3. Underneath, they write the time in two formats, such as:
 - Quarter to 5
 - 4:45
 - 15 minutes to 5
4. Compare answers.

Focus on reinforcing vocabulary and practicing both drawing and naming.

Teaching Activity B: What's the Time Mr. Clock?

Materials: Partner clocks or mini whiteboards

Steps:

1. In pairs, one student sets a time on their clock.
2. Their partner:
 - Reads it aloud in *at least two ways* (e.g., It's 6pm. It's 6 o'clock. It's 0 minutes past 6.)
 - Then writes it in digital form
3. Switch roles after each turn.

Challenge extension: Have students create tricky "minute-specific" times (e.g., 7:43 or 11:52) for their partner to solve.

Real-Life Anchoring: Time in our Day


Question to wonder about:

Where does time matter in your life?

Prompt:

- Activity begins (swimming lessons, soccer practice, etc.)
- Bus arrives
- Sporting event starts

- Bedtime
- Cooking (“Set the timer for 15 minutes!”)

 Invite students to name 3 times they care about and describe them:

Dinner at 6:45 — I like to think of it as *15 minutes to 7*, because I’m almost done my day.

“The sun and the moon don’t follow minutes—but they move in beautiful rhythms. How do animals know when it’s time to rise? How do you know?”

Exploration Stations: Playing with Math

Station 1: Clock Match Memory

- Cards with analog clocks + cards with time words (e.g., “quarter past 2”)
- Students play memory to match them

Station 2: Spin the Time

- Use spinner or dice to generate a time
- Students draw it on a mini clock and write it 3 ways

Station 3: Time Riddles

- Riddle cards like:
 - I am 45 minutes past noon. What am I?
 - I’m a quarter to 3. Draw me!

Station 4: Time Scavenger Hunt

- Note the time periodically:
 - Find a clock that shows a multiple of 5
 - Find a clock between quarter past and half past the hour
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Questions for Understanding: Perspective-taking and application

- Is quarter-to-8 earlier or later than 7:45? How are they the same? Could they be different?
 - If a clock shows 7:53, how many minutes until 8:00? How would you describe that time using 'minutes to'?
 - If your clock shows 3:55, could someone say it's 5 minutes to 4? Could someone else say it's still 'just after 3:30'? Who's right?
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Wrap-Up Reflection: Learning into life

- What new way of reading time did you enjoy today?
 - Was it easier to say time as 'minutes past' or in numbers?
 - Describe a moment you want to slow down next time. When do you want time to speed up?
 - How long does 15 minutes feel to you?
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Extend Learning: Creative Invitation

Circular Storytelling

- Write a story that happens *in a circle*—from one o'clock back around to one
 - At one, the crow calls.
 - By three, the kids dance.
 - At six, the moon peeks out...
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JUMP Math 4.1 Lessons

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Tell time on an analog clock when the minute hand shows a multiple of 5 minutes.

Tell time to the minute on an analog clock.

Read the time as minutes past and minutes to the hour. [ME4-23](#), [ME4-24](#), and [ME4-25](#)

Lesson co-created by Open AI (2025), [Aiden Cinnamon Tea, Chat GPT 4.5], Jump Math Teacher Resources, Meghan McMillen and Laura Mann @ NIDES, August 2025, edited March 2026.