

Reading Clocks Activity

Link to this file (in case you need to print)

- <https://bit.ly/readingclocksteacher>

Materials:

- Clocks (Page 2: 1 copy per group of two students)
- Times (Page 3: 1 set per group of two students – each page has 3 sets)
- Blank Clocks (Page 4: ½ page per student – each page has 2 sets)
- [Google Slides file](https://bit.ly/readingclocksteachergoogleslides) (<https://bit.ly/readingclocksteachergoogleslides>)

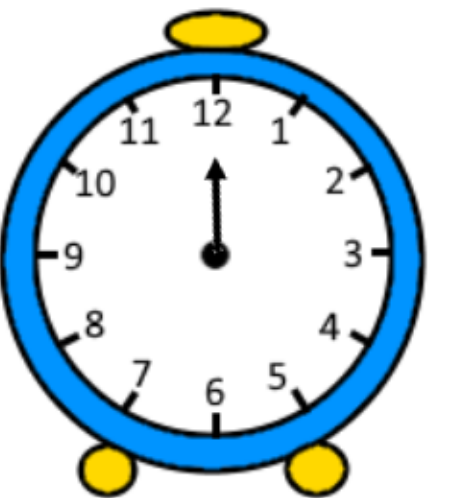
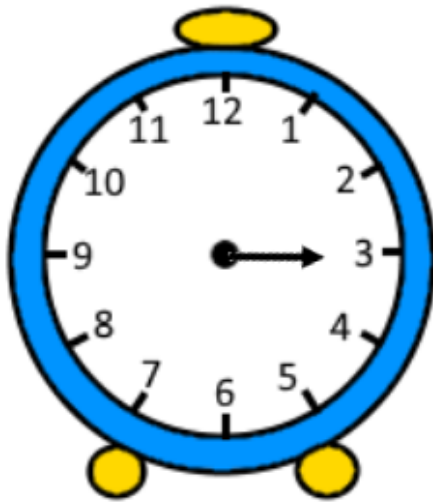
Extra Note:

Video: This [video](https://youtu.be/sVCqDVxsYSY) (<https://youtu.be/sVCqDVxsYSY>) walks you through how to complete each activity in "Reading Clocks". It also includes a discussion of the answers.

I created a slightly different version of the [Student Handout](https://bit.ly/readingclockshandout) (<https://bit.ly/readingclockshandout>) that could be given to students if they are completing the activity without the teacher. It has everything just one student needs.

Instructions:

- Step 1: Print off page 2 of this document and cut the clocks apart so that a group of 2 has 9 individual clocks.
- Step 2: Print off Page 3 of this document and cut the times apart so that each group of 2 has 9 individual times. There are three sets of times on page 3. They only need one set.
- Step 3: Print off Page 4 of this document and cut the clocks so that each student gets ½ page.
- Handout the Page 1 clock cut-outs.
- Ask students to order these clocks based on the time shown. Give them time to work. This is an opportunity for you to see what students understand about time. Do they understand that the hour hand's location can give you a decent guess on the current time? Where did they put 12:00? At the start or at the end? However, do not guide students. Use this time to watch but not interfere.
- Ask students to share how they decided to order the clocks. What was their process? Students can use the Google Slides file Slide 1 to help. Do not put in presentation mode otherwise they can't move items. Leave it in regular viewing mode so that items can be moved around.
- After Discussion, hand out the Page 2 "Times" cards. Students match them up to the clocks.
- Students share their sorting. They can use the Google Slides file to help explain.
- After Discussion, hand out the Page 3 clocks. Students will choose 4 activities they do at different times throughout the day. They must use each of the phrases "A little before", "A little after", "About", "at ... o'clock" exactly once. They must draw the time on the clock using only the hour hand.



3 o'clock	A little after 3	About 3:30
A little before 4	4 o'clock	About 4:30
A little after 5	A little before 7	Noon / Midnight

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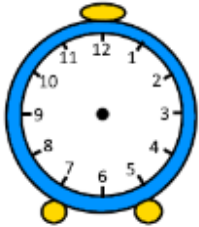
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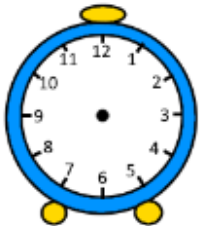
Choose 4 activities you do at different times throughout the day. Use each of the phrases "A little before", "A little after", "About", "at ... o'clock" exactly once. Draw the time on the clock using only the hour hand. Describe the activity using the time.

Example:

I wake up at about 6:30.









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Choose 4 activities you do at different times throughout the day. Use each of the phrases "A little before", "A little after", "About", "at ... o'clock" exactly once. Draw the time on the clock using only the hour hand. Describe the activity using the time.

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