

# Time On My Hands

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**Overview:** Telling Time. The students will be engaged in discussions and activities on how to tell time, the importance of telling time, types of clocks, and the parts of a clock. They will interact with a video, interactive web sites, and hands-on games.

**Grades:** K-2

**Time Allotment:** 60 minutes

**Subject Matter:** Math, Time

## Learning Objectives:

Students will be able to:

- Identify the parts of a clock
- Name different types of clocks
- Explain why it is important to know how to tell time
- Tell time by the hour, half hour, and quarter hour, depending on grade level

## Standards

Please refer for explanation to Virginia Department of Education web site:

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

- K.9 The student will tell time to the hour, using an analog or digital clock
- 1.11 The student will tell time to the half-hour, using an analog or digital clock
- 2.16.1 The student will tell and write time to the quarter hour, using analog and digital clock

## Media Components

Video: United Streaming Video- *Tick Tock: All About the Clock*, from United Learning:  
[www.unitedstreaming.com](http://www.unitedstreaming.com)

Web Sites:

1. Primary Games (Matching analog to digital time) [www.primarygames.com/time](http://www.primarygames.com/time)
2. A munching monster on time [www.little-g.com/shockwave/clock.html](http://www.little-g.com/shockwave/clock.html)  
This is better for second grade than the **younger student, as it is more difficult.**
3. **To make cards for the Bingo Game** that is listed as a culminating activity, use [http://teachers.teach-nology.com/web\\_tools/materials/bingo/](http://teachers.teach-nology.com/web_tools/materials/bingo/) At this site you have the option to add words or numbers and vary the difficulty level.

## **Materials:**

### Per Class:

- A class clock with a second hand that all students can see or a stopwatch per group
- Two sets of cards with different times for the relay race game
- One or two teachable clocks with movable hands (for the relay race)
- Large screen monitor or computers for students to participate in Internet activities

### Per cooperative groups:

- 20-30 toothpicks for tallies
- Scratch paper and pencil

### Per student:

- Bingo Card with dots or markers to play the game

## **Preparation for Teacher**

The teacher should download the **United Streaming: Tick Tock: All About the Clock** clip to the desktop of the machine(s) they will be using of the teacher may choose to burn the clip on disks and use this way.

## **Introductory Activity: Setting the Stage**

Put the students in groups of three: one student will time, one will tally, and one will perform a task. The student who times may either watch the second hand on the classroom clock or use a stopwatch. The student who tallies may either make tally marks or use toothpicks to keep track. The student who performs will do as many as possible of a given task within one minute. Suggestions: spell first name, jumping jacks, count to 10 (or 20), blink eyes, or write name. Rotate jobs until each student in the group has had a chance at each task. Ask students to compare answers. Ask them if a minute seemed like a long time or not? Ask what tool they used to start or stop this game (answer: clock or stopwatch).

## **Learning Activities**

1. Lead a discussion into why it is important to know how to tell time. (May wish to list responses on chart paper or the board.)
2. **CUE** the video clip, **United Streaming- Tick Tock: All About the Clock** at the beginning. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by asking, "You have given me some reasons for why it is important to be able to know how to tell time. I want you to listen to the video to find out whether we

were right, or if there are other reasons for needing to know how to tell time.”  
**START** the video and **PAUSE** (1:08) when it gives the title of the program. Ask the question again, “Why is it important to be able to tell time?” (Answer: so you can know when to go to school, eat lunch, go home, do homework, go to bed, watch favorite TV show).

3. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by saying to the students, “There are many types of clocks. Listen to hear how they are different.” **RESUME** and **PAUSE** when you hear, “Let’s look inside of a clock.” (2:06). Say, “Tell me some of the different clocks you just saw and how they were different from one another.” (Answer: sizes, hands, numbers, electric or battery, mechanical or spring, and pendulum)
4. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by saying, “There not only are different KINDS of clocks, but every clock has different parts in order for it to work. I want you to listen to the next clip and be able to tell me some of them when I pause the video.” **RESUME** and **PAUSE** (3:29) after the cake clock has been eaten. Say, “Raise your hand if you can tell me some of the different parts of a clock.” (Answer: spring, gears, and face with numbers on it).
5. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by asking the students, “ Can anyone tell me how many hands a clock has?” Call on students to give you a number and then say, “Let’s watch the next clip to see who was right.” **RESUME** and **PAUSE** (4:00) when the clock says “Ten o’clock” Ask, “How many hands does a clock have? What are they?” (Answer: hour, minute, and second hand).
6. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by saying, “There’s one type of clock that only has numbers on it and it has a special name. Listen to the next clip of video for what the name of this kind of clock is.” **RESUME** and **PAUSE** (4:36) when it talks about 24:00 o’clock. Ask, “Who can tell me what we call a clock with no hands?” (Answer: digital clock)
7. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by saying, “We’re learning a lot about clocks and how they work. Now let’s think about some important times of the day. Can someone give me an example of an important time of day?” Allow for student responses. “Let’s listen again to the video and find out what we hear from it as important times of the day.” **RESUME** and **PAUSE** (5:42) when it says: “Just a minute, wait a minute”. Ask, “What are some important times of the day that you just heard?” (Answer: 8:00- eat breakfast, 9:00- go to school, 12:00- eat lunch, 6:00- eat dinner, 8:00- brush teeth, and 3:00- school is out).
8. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by saying, “ A little while ago you performed some tasks in one minute. This gave you a better idea about how long a minute actually is. But what is a minute? We need to

listen to the next clip of video so we can find out.” **RESUME** and **PAUSE** (7:02) when the school bus pulls away. Ask, “What did the video tell us a minute is?” (Answer: 60 seconds, marks on a clock, short segments).

9. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by saying, “There are many different ways to tell time. Let’s look at some different ways to tell time. Try to name some after you watch and listen to this next clip.” **RESUME** and **PAUSE** (9:30) when it switches to an astronaut in space. Ask the question again for many answers. (Answer: 5 before 1 (12:55), 9:00; 12:00. ½ hour=30 minutes, ¼ hour=15 minutes, ½ past 4, blinking dots on a digital clock, 8:10, 11:20).
10. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by saying, “Now I’m going to show you in this next clip some very important reasons to tell time. Listen and be able to tell me why an astronaut and a scuba diver need to know about time.” **RESUME and PAUSE** (10:55) when you see the little boy holding his breath. Ask, “Why do an astronaut and a scuba diver need to know about time?” (Answer: So they don’t run out of air).
11. Say: “You just saw some children trying to hold their breath. How long do you think you could hold your breath? Do you think- 1 minute, 1 hour, 1 second? Allow students to respond. Then say, “Let’s try.” At this point give them a “ready, set, go” and begin timing them. Do this with a class clock so that the class can be watching the second hand as they try to hold their breath. Doing this short activity will really give the students a good sense of time. They will have a clearer idea of how long a second lasts, and how long one minute lasts.
12. Provide the students with a **FOCUS FOR MEDIA INTERACTION** by asking, “Does it take different amounts of time to do the same thing? What about catching a fish- same time or different? Let’s watch.” **RESUME** and **STOP** (11:39) after the third person seen fishing and the tape changes topics. Re-ask question to students. (Answer: different)

### **Culminating Activities**

1. Say: “Now that you have just learned about using an hour and minute hand together to tell time, let us go to the computer to see if you can tell time using some clocks at these web sites.”
  - K-1 grades: <http://www.primarygames.com/time>  
At this web site the student will match an analog clock to a digital clock. There are 12 different games to play at this site.
  - Second grade: <http://www.little-g.com/shockwave/clock.html> This site has a munching clock that is measured at 5 minute intervals. The

student must match the digital time to the analog clock. If correct the clock munches away.

2. Put the students into 2 groups and play a relay game. Make an assortment of cards with various times written as digital times. Suggestion- write one stack of cards in one color and the other with a different color. The difficulty of these cards will depend on your level of students. Use one or two large clocks at one end of the area to race. The students will run up, flip over a card, read the time, and move the hands of the clock to the correct place. When correct, he or she will then run back to the line for the next player to have his / her turn. The team that finishes first will win.
3. Play **Time Bingo**. Use either a commercial game of Bingo or go to this web site and make your own. Web site: [http://teachers.teach-nology.com/web\\_tools/materials/bingo/](http://teachers.teach-nology.com/web_tools/materials/bingo/) It gives you the option of making a 9 or 25 square game card. The teacher has the ability to add 9 or 24 times + a free space. A card can be printed and then hit the scramble button and it will make a new card. Since the maker can fill in the spaces with either words or numbers, the difficulty and subject level can vary.

## Cross-Curricular Activities

### Language Arts:

- Read The Grouchy Ladybug by Eric Carle. Make a class book where each child has a page that states: \_\_\_\_\_ (writes a digital time), then stamp in a clock (analog) where the student draws in the hands, and then \_\_\_\_\_ (students writes words to complete the sentence as to what the ladybug is doing at that time). May wish to use ladybug stickers to enhance it. Where there is a blank, the teacher or student would write in their time and response. Other books on time:  
Stop the Watch, A Book of Everyday, Ordinary Anybody Olympics by John Cassidy  
Time to... by Bruce McMillan  
Time Flies by Eric Rohman

### Math:

- Visit this website for additional practice:  
<http://www.funbrain.com/match2> This is a Clock and Time Matching Game. The Student matches the clock time with the digital time.
- View the video **Here's How #109** about different types of clocks. Graph the different types that the students have in their homes.

### Social Studies:

Watch the video **Take a Look 2 #30** on time and ancient clocks. Discuss what a sundial is, how it works, and its accuracy. Also discuss other types of ancient clocks mentioned such as the water clock and candle clock.

**Science:**

- Discuss how a sundial works which would lead the discussion into shadows and the movement of the sun during the day. Take the students outside on the blacktop or sidewalk and make a human sundial- marking it at different times during the day. Note and discuss the changes.
- Discuss how animals know when it is time to wake up. Research the Internet or other library media resources.

**Technology:**

Have the students make a clock face in a drawing program such as Microsoft Draw or Kid Pix.

**Movement:**

- Stand on a large painted circle if you have one on the playground blacktop or use a large plastic tablecloth. Have 12 students hold up cards with the 12 numbers written on them and place them appropriately around the clock. Have one student stand in the middle with 2 pieces of yarn or rope, one longer than the other. Have different students hold the ends and move the “hands” to the given time as the teacher directs. Let the remaining students call out a time to “move to”.
- Play a version of “Around the World” using time cards. On each card, put a clock face and draw hands for certain times. The card would say: “ I have (clock face with time). Who has \_\_\_\_? (write in another time- this time it is written digital). As a student reads their card, they would first read the given analog time, and then read the digital time. An example card might read: “ I have (analog clock showing 4:00) and who has 9:30 (written in digital)”. Thus the student must be able to read both forms.

**Art:**

Make a paper clock using a run-off clock face and glue to a paper plate. Add a brass braid and two paper “hands” from construction paper. Play the song **Paper Clocks** from the tape or CD “Learning Basic Skills Through Music” Vol. II by Hap Palmer.

**Community Connections**

1. Ask the students to do a survey with their parents checking on various operating hours of places they often go (example: grocery store, school, movies, dollar store). Compare answers.
2. Invite students to bring in different types of clocks from home or pictures of some.
3. Go to an Internet site for international time like : <http://www.timeanddate.com/> or <http://www.worldtimeserver.com/>

Have the students research Greenwich, England where world clocks / time are set by the Prime Meridian.