Telling Time

Analog Clock Unit

Pedagogical Tips and Student Practice

(1st through 3rd Grades)

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Introduction and Pedagogical Recommendations

This mathematics unit is designed for elementary students learning to tell time based on analog clocks. The unit is specifically designed for 2nd and 3rd graders, but Section 1 – "Multiples Around the Clock" is developmentally appropriate for 1st graders – but all benefit from the multiple (i.e., skip counting) numeracy. There is a small debate that since the digital age, students should not learn how to tell time on an analog clock. However, I fundamentally disagree with the premise of this argument. First, analog clocks are used in many forms in our society, and these clocks will continue to be used in the future as well. Additionally, we frequently describe rotational movements in 'clockwise' or 'counterclockwise' directions. Of course, these directional descriptions are derived from the minute and hour hand movements of an analog clockface. Second, an analog clockface provides the viewer with a 60-minute window of time. For an adult or a teenager that reads the time of day on a digital clock, their mental schema of a 60-minute hour was greatly enhanced by their knowledge of how to read/tell time from an analog clock. Third, common vernacular terms of basic time such as "half-hour" or "quarter-hour" or "half-past" or "quarter till/quarter after" are easily understood when looking at an analog clockface, but not a digital clock. Moreover, learning to tell time on an analog clock is fast and easy with a well-designed, controlled and sequenced unit on time. However, the unit must be designed in order for **ALL** students to learn to tell/read time to mastery. In short, we must prepare children to be successful by learning to read time granularly at each step, and it is my hope that this unit accomplishes that singular objective.

This curriculum packet is aptly named an '*off-the-shelf curricular resource*;' thus, a classroom teacher will not spend tremendous amounts of time preparing or sequencing the lessons. It has been done for them as they follow the lessons from multiples of the clock, to telling time on an analog clock face, and mentally mastering a timeline of a 24-hour day. **However, the length of the resource may concern teachers. It should not!** There are solutions for all student resource pages – which in fact doubles the size of the overall packet in student activities. Each student exercise has multiple versions to ensure the teacher can send short reinforcement exercises for homework, as needed. Moreover, the resource is designed to be taught in small 'spaced repetition' instruction each day for approximately 5 to 9 minutes. Thus, the whole analog clock unit can be taught to mastery, cumulatively in about 4 hours. It is important to emphasize that this type of mathematics instruction is different from the traditional processes. ***Using this instructional paradigm, all students master the activities,*** *so students are* ***NOT*** *left academically behind. Each section prepares students sequentially for academic success ensuring student numeracy mastery of analog math skills.*

This unit of analog time is divided into three sections, and each unit is expatiated in detail below:

Section 1 (pages 4 -14): Multiples of the Analog Clock
Section 2 (pages 15 - 49): Reading the Time on Analog Clock Faces
Section 3 (pages 50 - 76): Understanding a 24-hour Day (**AM** - **A**nte **M**eridiem and **PM** - **P**ost **M**eridiem).

Note: **A**nte **M**eridiem (**AM**) is a Latin phrase that means 'before midday' (i.e., before 12:00 PM). It does **not** mean 'after midnight.' **P**ost **M**eridiem (**PM**) is also a Latin phrase, and it means 'after midday.'

Section 1: This section prepares students with basic knowledge of an analog clock via multiples "*around the clock*." It is recommended that a classroom teacher repeat these exercises until students possess automaticity. ***Mastery requires sufficient student practice!*** If the teacher presses and motivates students on Section 1, ALL students will master the multiples of the analog clock face. Then, the content in Section 2 is relatively straightforward. In effect, Section 1 prepares the students with the prerequisite background knowledge to correctly read analog clock faces. These activities are implemented in short sessions each day (e.g., spaced repetition), and **not during the core lesson**. The instructional point is that they are both rapid and easily digestible with regard to student learning. It is recommended to start the mathematical core lesson with this lesson's 5-to-9-minute daily exercises. Then, the teacher may proceed to the core math lesson that was planned for that day. In effect, the entire analog clock unit and related student work can be completed in short, rapid and highly engaged spaced repetition student learning sessions each day.

Teaching Tips:

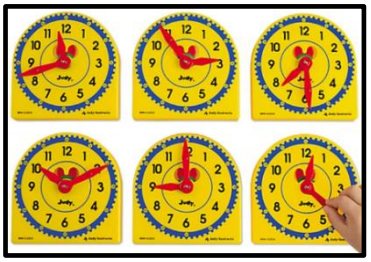
1.) The classroom should have one if not two analog clocks hung in it, so students can refer to it throughout the unit. It is also recommended that the teacher have student sets of small 12-inch by 12-inch whiteboards and dry-erase markers.
2.) The teacher should also engage students **chorally** to assist them in learning the multiples of 5,10, 15, and 30. These multiple combinations are good numeracy skills for students to master besides the need in basic analog clock work.
3.) In Versions 3 and 4 of multiples of 15 and 30 around the clock, students should draw the fractions on the clock exercise and divide their clock in 2 or 4 equal sections – half hour or quarter hours. **Note:** One-fourth is synonymous with one quarter – students will not know this mathematical fact.
4.) Students need sufficient repetition to learn any activity, but it only takes a creative and energetic teacher for all students to succeed. All students should master these five multiple versions (i.e., V1 - V5), so they're amply prepared for reading the time on an analog clockface in Section 2. In short, students must possess automaticity with an analog clock face and basic time terms (V-5).
5.) The teacher should use clock terminology: quarter hour, half past or half hour. Quiz students until mastered: ***"How many minutes in a quarter hour? In a half-hour? In an hour?"***

Section 2: This section focuses on reading the time of analog clocks as well as understanding 'clock talk' in our common vernacular that refers to specific times on the clock. Section 1 prepares students for success by providing a mental schema of a typical analog clock face and its divisions. In short, ALL students should be able to view an analog clock face in increments of 1 minute, 5 minutes, 10 minutes, 15 minutes and 30 minutes. There is an ample supply of half-sheet versions for student work for rapid and engaging daily spaced repetition instruction sessions as well as nightly homework to provide sufficient repetition. During these short, daily spaced repetition instructional sessions of 5 to 9 minutes, the teacher must be prepared and engaged with students. Moreover, a teacher should be observing all students' responses to ensure that ALL students are mastering the lesson content; thus, it is highly recommended that teachers use small student whiteboards and visual hand signals by students. In doing so, the teacher is aware of which students require more repetitions to procure mastery. The sessions are so short and quick that students who have mastered the material do not become bored. A teacher can also add small bits of new content for those students – but the important thing is that the teacher does not abandon students who require more repetitions in order to master the content. It is important to remember that each section and subsection sequentially and fundamentally builds on itself. When students do not master a section, it is all but guaranteed that those same students will be unsuccessful with the upcoming content in subsequent subsections.

Section 2 is granularly divided into three subsections. It begins with hours, quarter-hour, and half-hours. Then 'clock talk' follows that applies the content into the words and terms we use to describe time to others. The second subsection focuses on the 5-minute increments of reading analog clock time. Again, these student resource pages are in half-sheets. Thus, the exercises are rapid each morning prior to the core lesson, and there are practice sheets available for homework. There are enough resource sheets so the teacher can offer students more practice for homework as needed. Of course, students will not realize it is an exercise that they have worked on previously. All subsections contain an application of 'clock talk' that stresses the common language of describing time. The final subsection presses reading analog clocks in one-minute increments followed, again, by an application of 'clock talk.'

Teaching Tips:

1.) It is highly recommended that the teacher procures small (individualized) clocks to use as a manipulative that have movable hour and minute hands. These small clocks can be purchased as a 'visual' manipulative to show the teacher from their desks, pressing both student accountability and learning.



2.) Spaced repetition allows the teacher to use the gradual-release instructional technique with a high degree of flexibility. The teacher will discover that they can combine the "*I do*" and "*We do*," since the instructional sessions are so short and rapid. If the lessons are sequenced granularly as this analog clock unit is designed, it is relatively easy for a teacher of any experienced level to possess efficacy. It is also important for teachers to realize that students must be engaged. They must be actively learning. Thus, the quicker that the teacher can transition to "*We do*," the faster that students can independently progress to the *"You do"* stage of the gradual release methodology.

3.) There are also 'blank' clocks with no hour and minute hands at the end of this section, so the teacher has ready use of a large demonstration clock. There are also small student clocks where students can add the hour and minute hands after the teacher indicates a specific time. For instance, the teacher may ask students to draw the clock hands that indicate a quarter to 3. The act of drawing time in this manner ingrains content into long-term memory much more than only visually reading the time on an analog clock. **Note:** Students may inquire what the term "*o'clock*" actually means. That time expression is a historical holdover from the Middle English period circa 1150 to 1500 AD, and it implies "*of the clock*" or "*according to the clock*."

4.) It is recommended that the teacher employs the vernacular clock terms of 'clock talk' during the day to reinforce student learning. For example, the teacher can say, *"We are going to lunch at a quarter to twelve."* Or, *"Recess is over at ten minutes past eleven."*

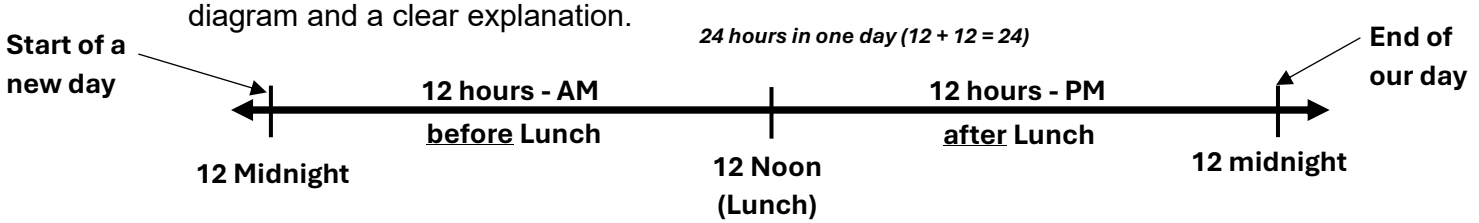
5.) **Mastery of any human activity at any age requires threshold practice.** A student classified as 'general education' requires between 8 to 16 repetitions to retain content into long-term memory. Spaced repetition instruction employed on subsequent days easily affords this level of mastery since the student is practicing the content many times each day – quickly with active engagement.

Section 3: This section prepares students with mental schema to 'globally' understand time throughout the day. It only takes student practice and good instruction, but this skill set provides students with the tools to fully grasp the concept of time. A teacher that stresses this section's content provides their students with a life-long tool. Again, the teacher must present the content well – clear and consistent explanations – and consistently repeatedly over subsequent days. As expected, second grade and third grade students quickly grasp the content, and the student activities and questions reinforce the concept of time throughout the day.

Teaching Tips:

1.) Begin with simple diagrams. It is not recommended to immediately engage students with the activities presented in Section 3. Students should draw or sketch a 'day timeline' with simple focal points: 12 midnight to 12 noon to 12 midnight. Focus on two~twelve hour periods (AM and PM), and that a day is 24 hours long. The teacher must prepare students for success with the time-line versions (i.e., V1, V2, V3, etc.) in the analog unit, or it is highly probable that they will be overwhelmed. This same sketch should be done quickly each day for at least 3 to 4 days. Add to it a little bit each day, and Socratic questioning is key – talk through the diagram as it is being built. Do **not** vary the order of the diagram from day to day – be consistent with your instruction. We are not trying to 'fool' them; our objective is cognitively founding the daily timeline.

For instance, a simple drawing can be completed with guided practice as shown below. Students can draw the sketch on whiteboards or notebook paper. They will "**get it**" with a good 'visual' diagram and a clear explanation.



2.) Once the basic daily timeline and schema is thoroughly understood, then students are prepared for success with the analog unit activities. It is highly recommended to use guided practice ("*We do*.") on at least the first two versions (V1 and V2). After that, the teacher can monitor, 'rinse and repeat' instruction/practice as needed to guarantee student content mastery and success.

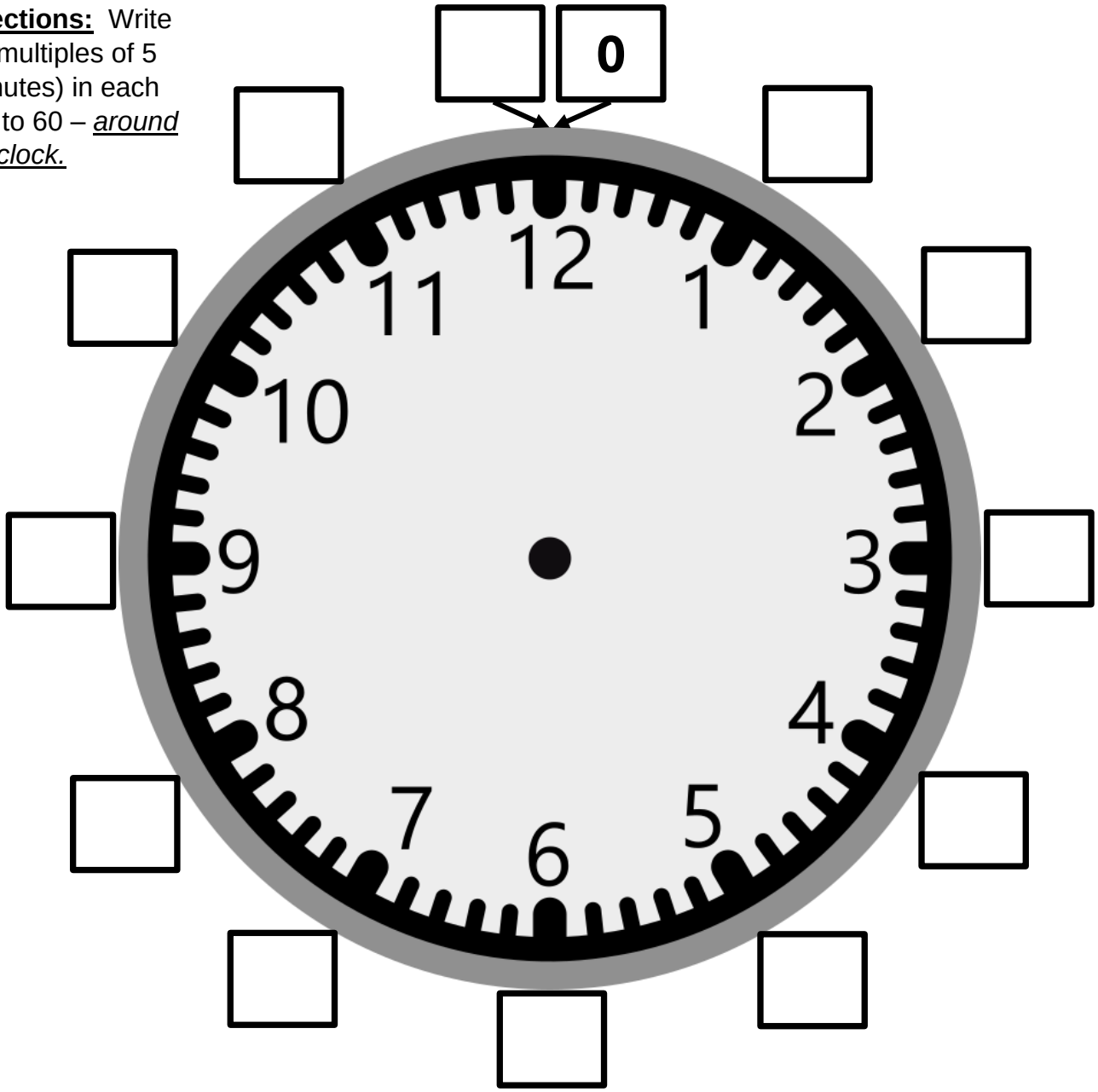
Section 1

Multiples
“Around the Clock”

Student Practice Resource

Multiples of 5 – *Around the Clock* – V1

Directions: Write the multiples of 5 (minutes) in each box to 60 – *around the clock.*



Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: 0 , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , 60

10: 0 , ___ , ___ , ___ , ___ , ___ , ___

15: 0 , ___ , ___ , ___ , ___

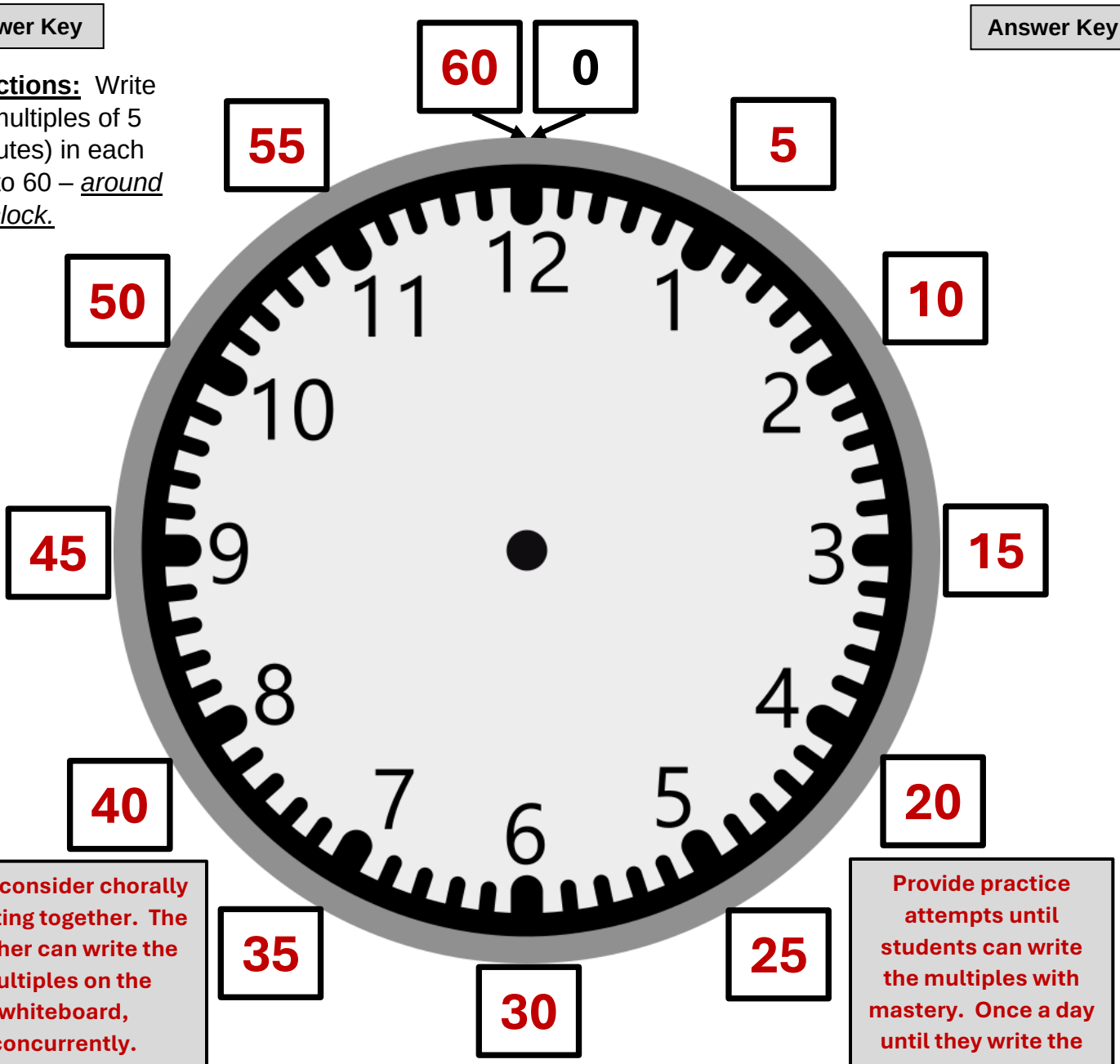
30: 0 , ___ , ___

Multiples of 5 – *Around the Clock* – V1

Answer Key

Answer Key

Directions: Write the multiples of 5 (minutes) in each box to 60 – *around the clock.*



Also, consider chorally counting together. The teacher can write the multiples on the whiteboard, concurrently.

Provide practice attempts until students can write the multiples with mastery. Once a day until they write the multiples with automaticity.

Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: 0 , 5 , 10 , 15 , 20 , 25 , 30 , 35 , 40 , 45 , 50 , 55 , 60

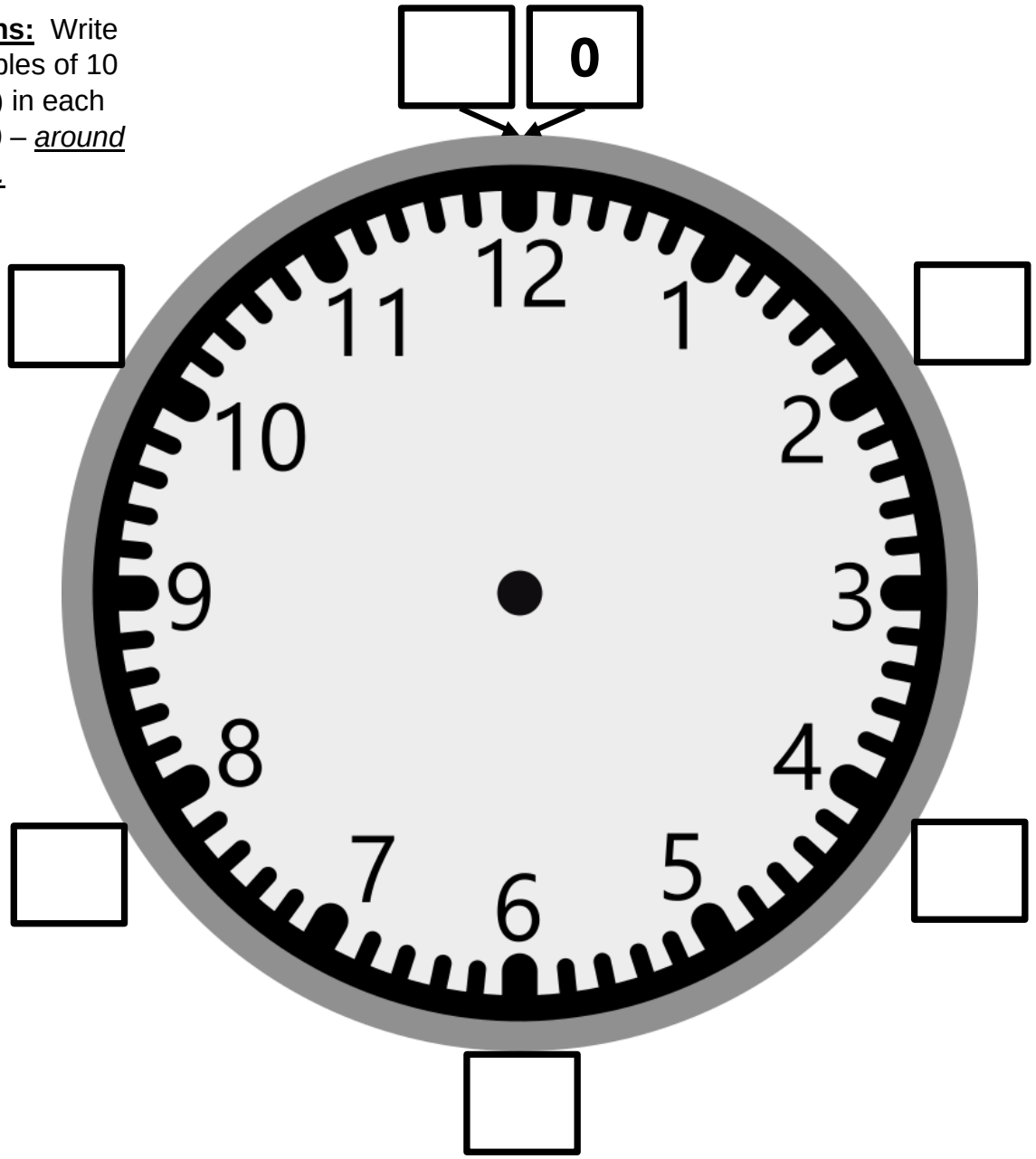
10: 0 , 10 , 20 , 30 , 40 , 50 , 60

15: 0 , 15 , 30 , 45 , 60

30: 0 , 30 , 60

Multiples of 10's – *Around the Clock* – V2

Directions: Write the multiples of 10 (minutes) in each box to 60 – *around the clock.*



Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: **0** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , **60**

10: **0** , ___ , ___ , ___ , ___ , ___ , ___

15: ___ , ___ , ___ , ___ , ___

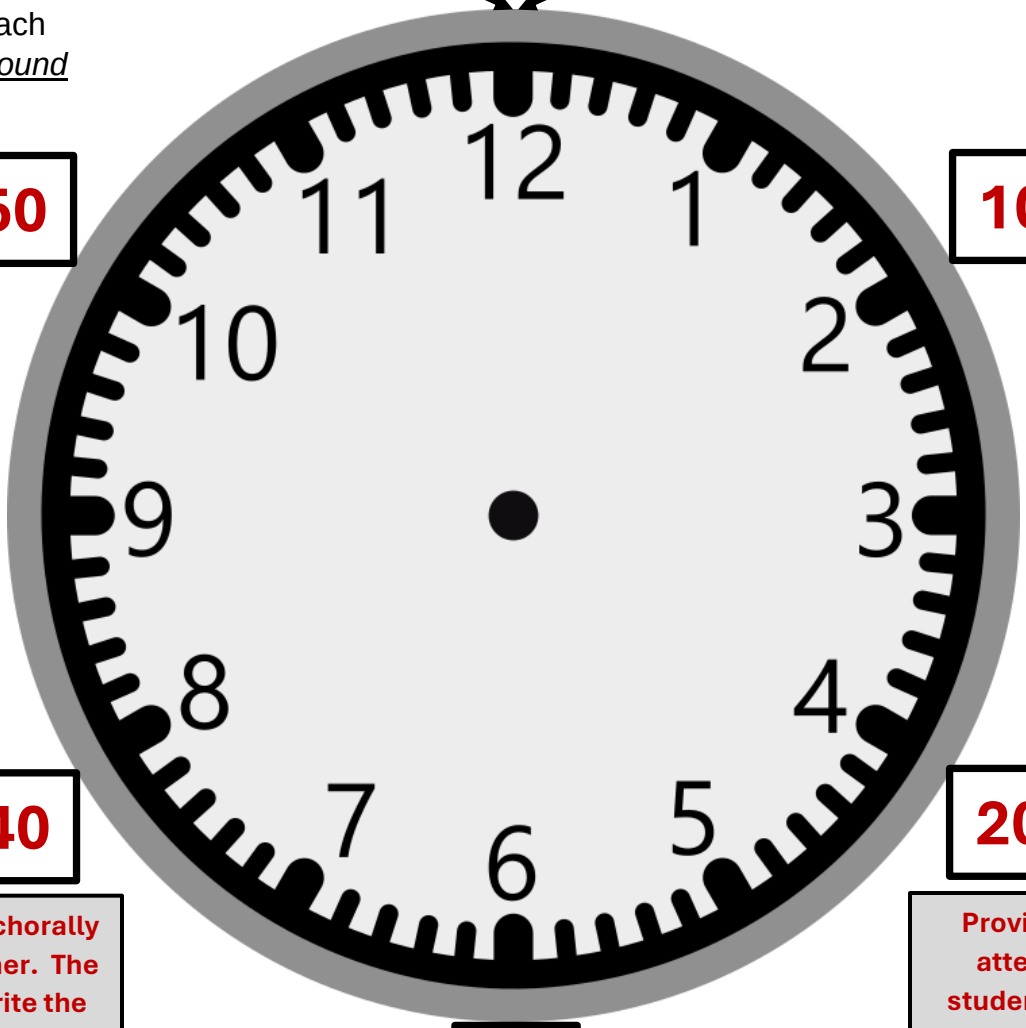
30: ___ , ___ , ___

Multiples of 10's – *Around the Clock* – V2

Answer Key

Answer Key

Directions: Write the multiples of 10 (minutes) in each box to 60 – *around the clock.*



Also, consider chorally counting together. The teacher can write the multiples on the whiteboard, concurrently.

Provide practice attempts until students can write the multiples with mastery. Once a day until they write the multiples with automaticity.

Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: 0 , 5 , 10 , 15 , 20 , 25 , 30 , 35 , 40 , 45 , 50 , 55 , 60

10: 0 , 10 , 20 , 30 , 40 , 50 , 60

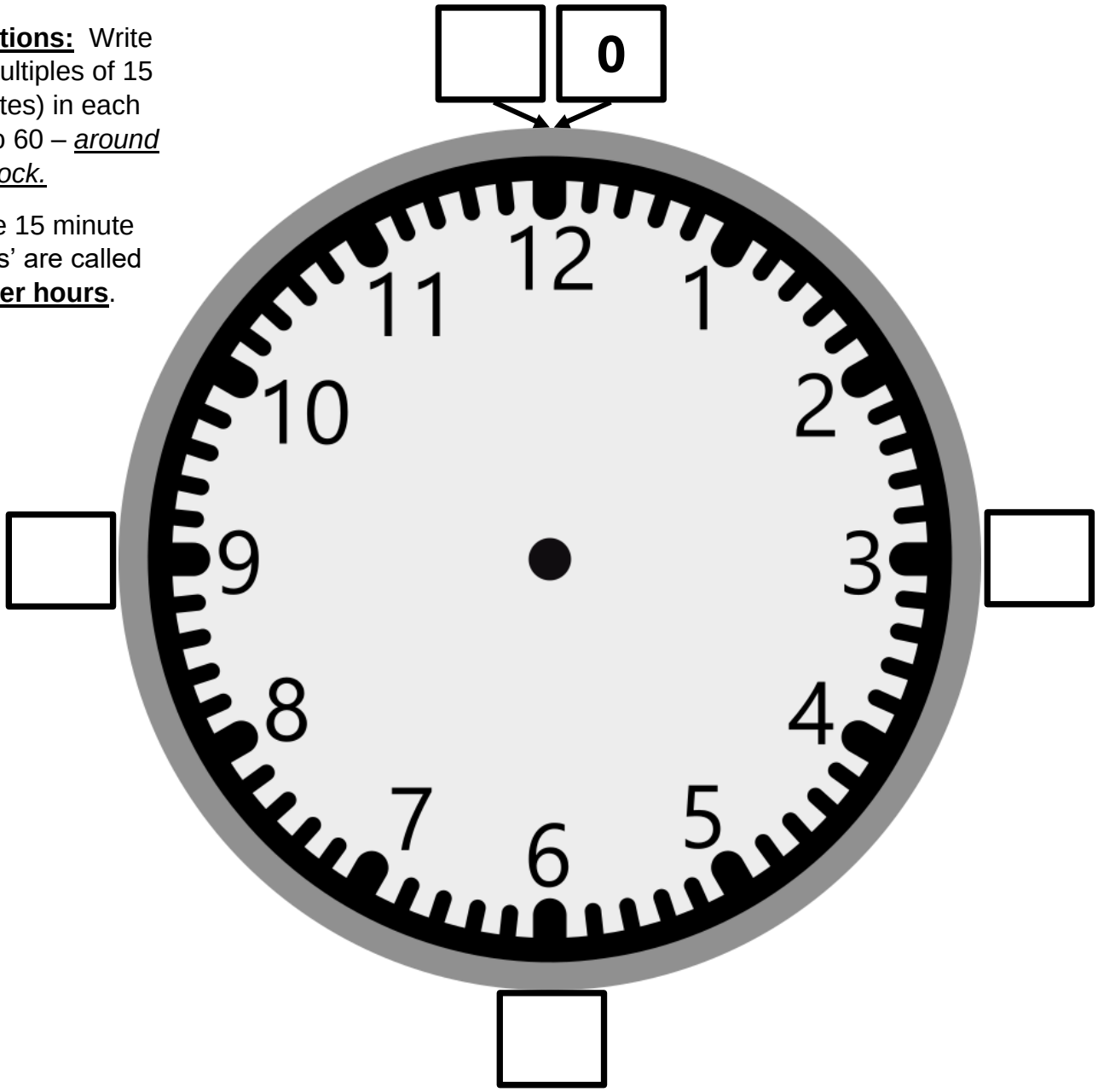
15: 0 , 15 , 30 , 45 , 60

30: 0 , 30 , 60

Multiples of 15 – *Around the Clock* – V3

Directions: Write the multiples of 15 (minutes) in each box to 60 – *around the clock.*

These 15 minute 'jumps' are called **quarter hours**.



Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: **0** , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___ , ___

10: ___ , ___ , ___ , ___ , ___ , ___ , ___

15: ___ , ___ , ___ , ___ , ___

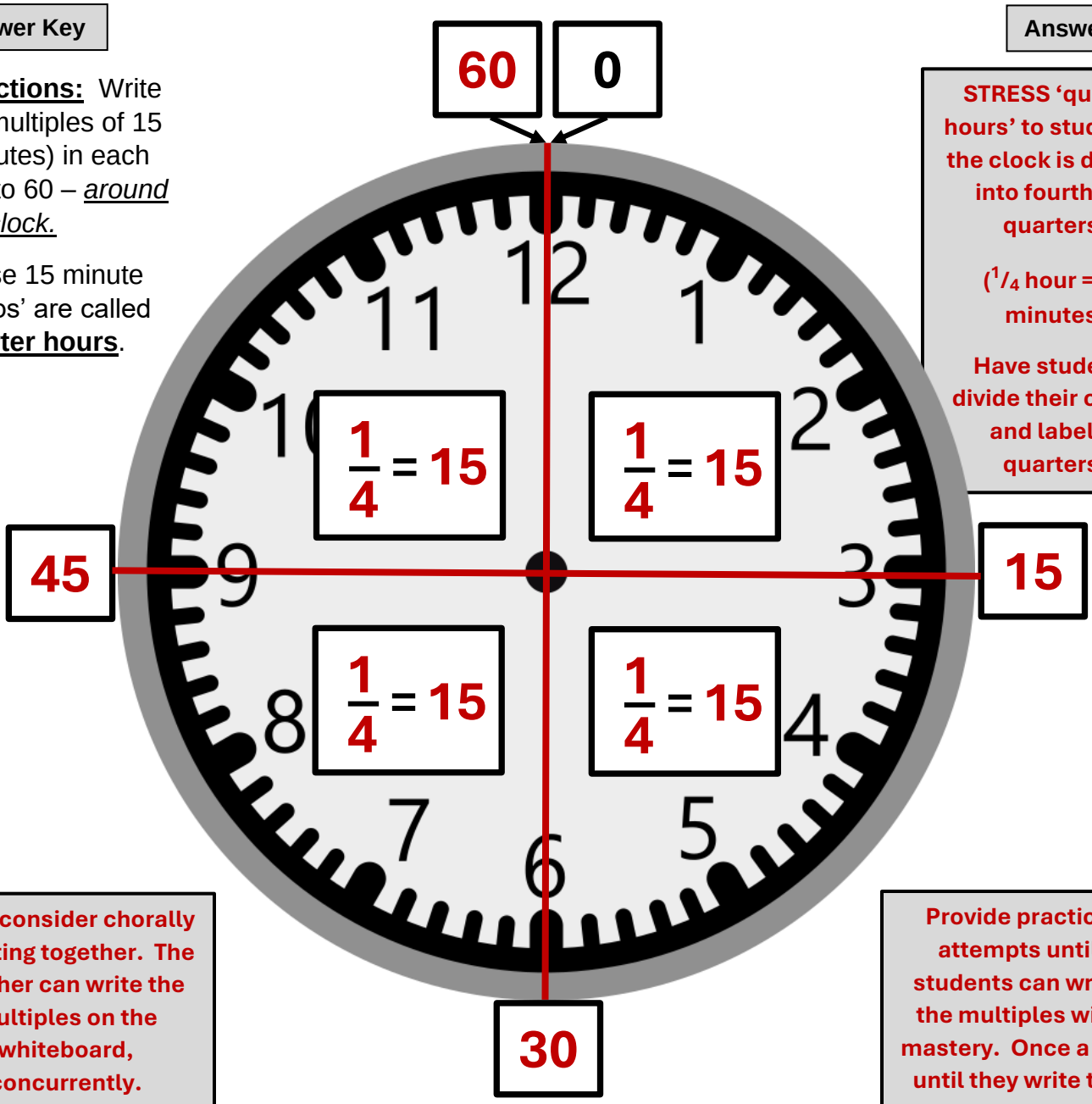
30: ___ , ___ , ___

Multiples of 15 – *Around the Clock* – V3

Answer Key

Directions: Write the multiples of 15 (minutes) in each box to 60 – *around the clock.*

These 15 minute 'jumps' are called **quarter hours**.



Answer Key

STRESS 'quarter hours' to students – the clock is divided into fourths or quarters.

($^1/_4$ hour = 15 minutes)

Have students divide their clocks and label in quarters.

Also, consider chorally counting together. The teacher can write the multiples on the whiteboard, concurrently.

Provide practice attempts until students can write the multiples with mastery. Once a day until they write the multiples with automaticity.

Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: 0 , 5 , 10 , 15 , 20 , 25 , 30 , 35 , 40 , 45 , 50 , 55 , 60

10: 0 , 10 , 20 , 30 , 40 , 50 , 60

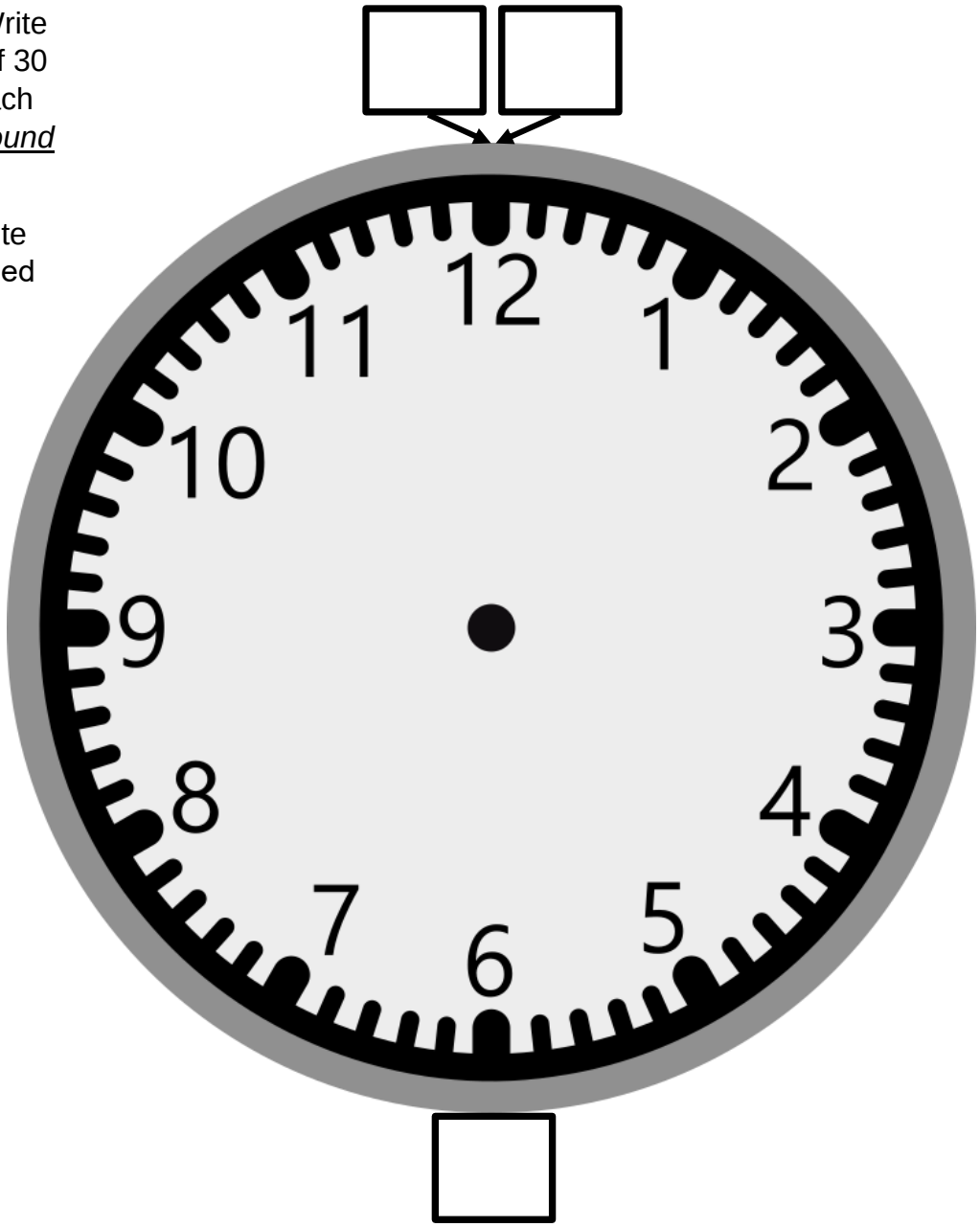
15: 0 , 15 , 30 , 45 , 60

30: 0 , 30 , 60

Multiples of 30 – *Around the Clock* – V4

Directions: Write the multiples of 30 (minutes) in each box to 60 – *around the clock.*

These 30 minute 'jumps' are called **half hours**.



Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

10: ____ , ____ , ____ , ____ , ____ , ____ , ____

15: ____ , ____ , ____ , ____ , ____

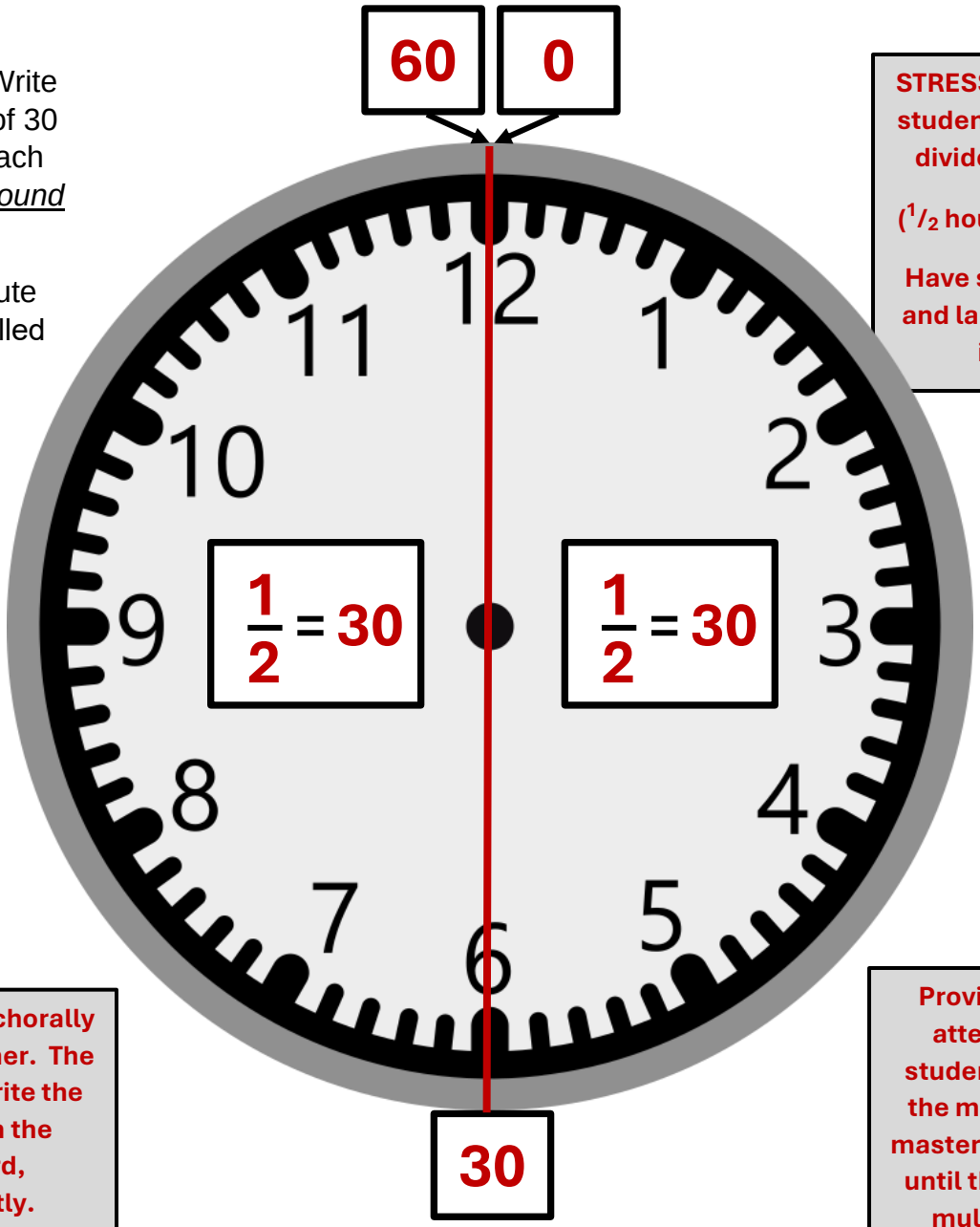
30: ____ , ____ , ____

Multiples of 30 – *Around the Clock* – V4

Answer Key

Directions: Write the multiples of 30 (minutes) in each box to 60 – *around the clock.*

These 30 minute 'jumps' are called **half hours**.



Answer Key

STRESS 'half-hours' to students – the clock is divided into halves.

($^1/_2$ hour = 30 minutes)

Have students divide and label their clocks in halves.

Also, consider chorally counting together. The teacher can write the multiples on the whiteboard, concurrently.

Provide practice attempts until students can write the multiples with mastery. Once a day until they write the multiples with automaticity.

Important Clock Multiples:

Write the multiples of each number on the left. Each blank is for one multiple. Zero (0) is done for you.

5: 0 , 5 , 10 , 15 , 20 , 25 , 30 , 35 , 40 , 45 , 50 , 55 , 60

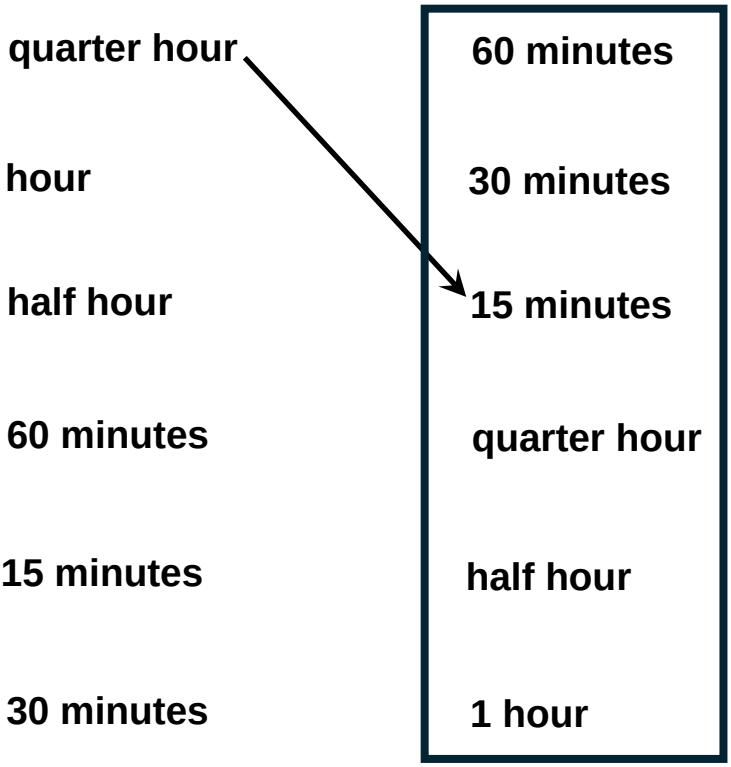
10: 0 , 10 , 20 , 30 , 40 , 50 , 60

15: 0 , 15 , 30 , 45 , 60

30: 0 , 30 , 60

Clock Terms and Quantities to KNOW – V5

Directions: Match the quantities on the left by connecting them with an arrow with the correct clock terms in the box on the right..



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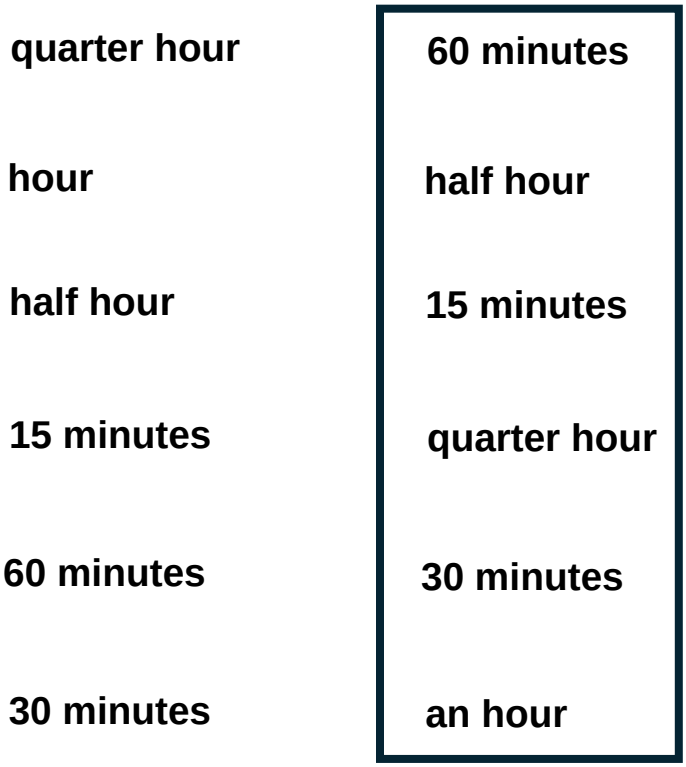

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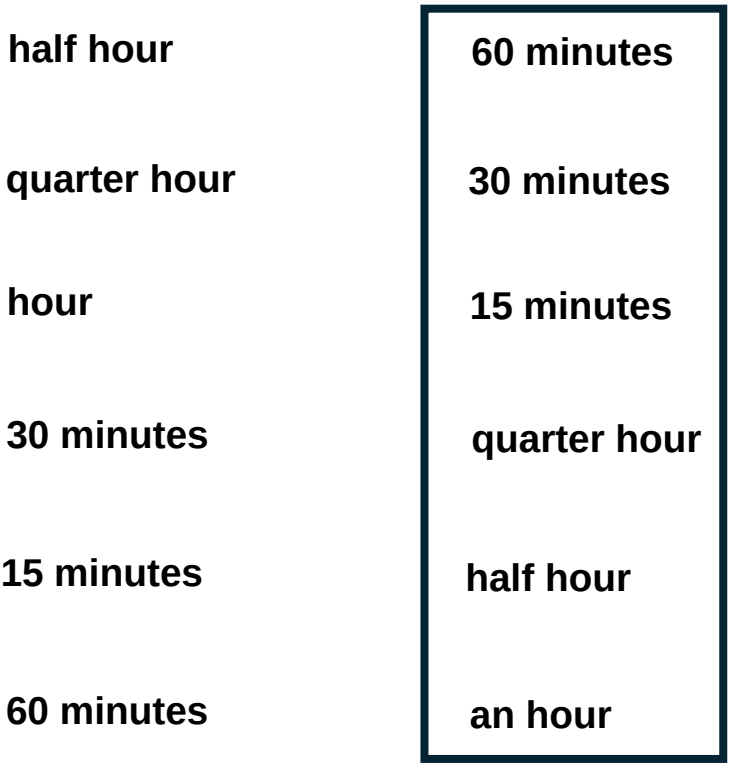

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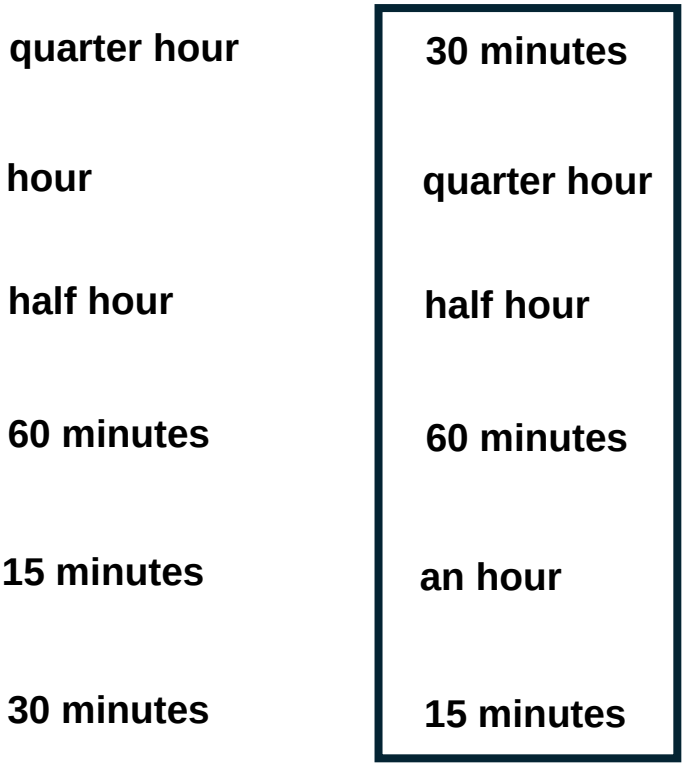
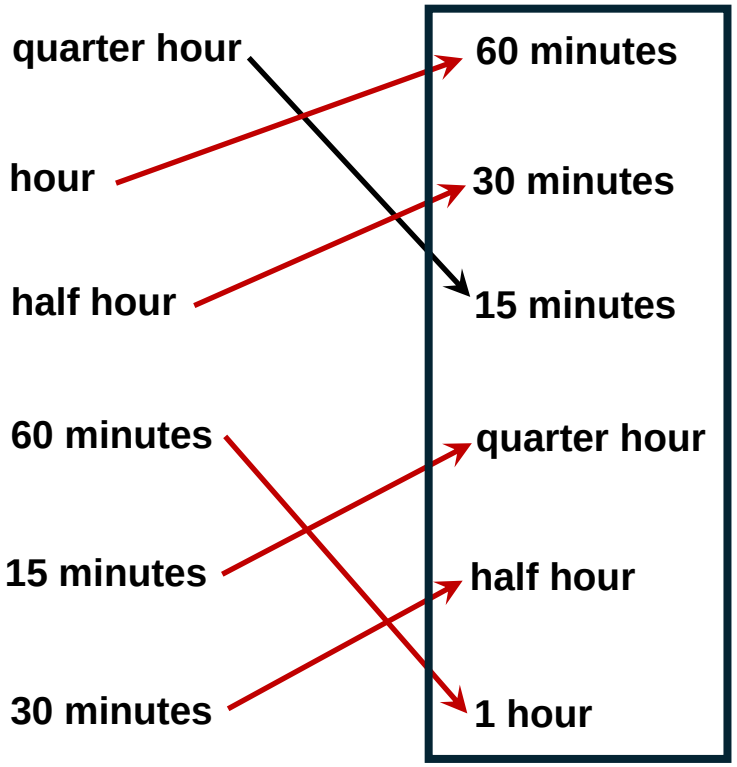


Clock Terms and Quantities to KNOW – V5

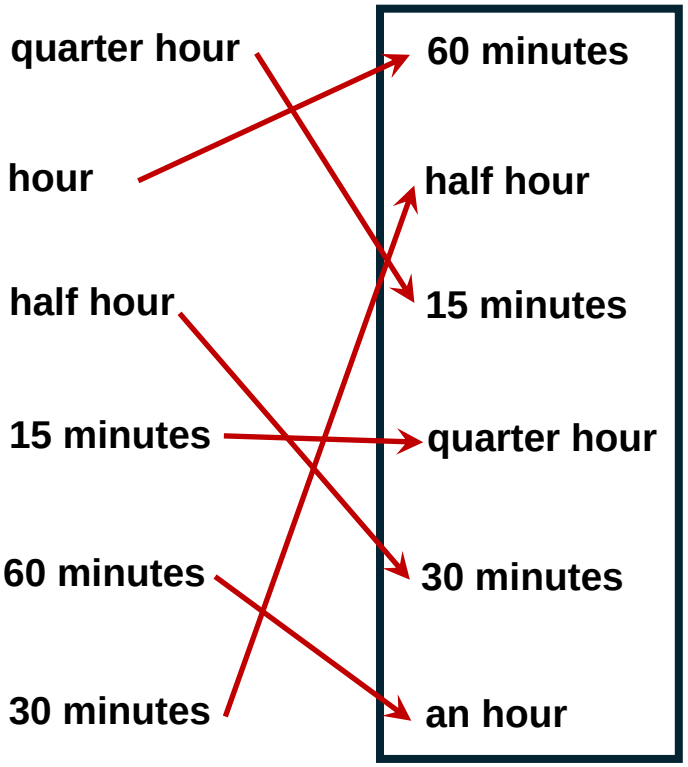
Answer Key

Directions: Match the quantities on the left by connecting them with an arrow with the correct clock terms in the box on the right.



Answer Key

Directions: Match the quantities on the left by connecting them with an arrow with the correct clock terms in the box on the right.



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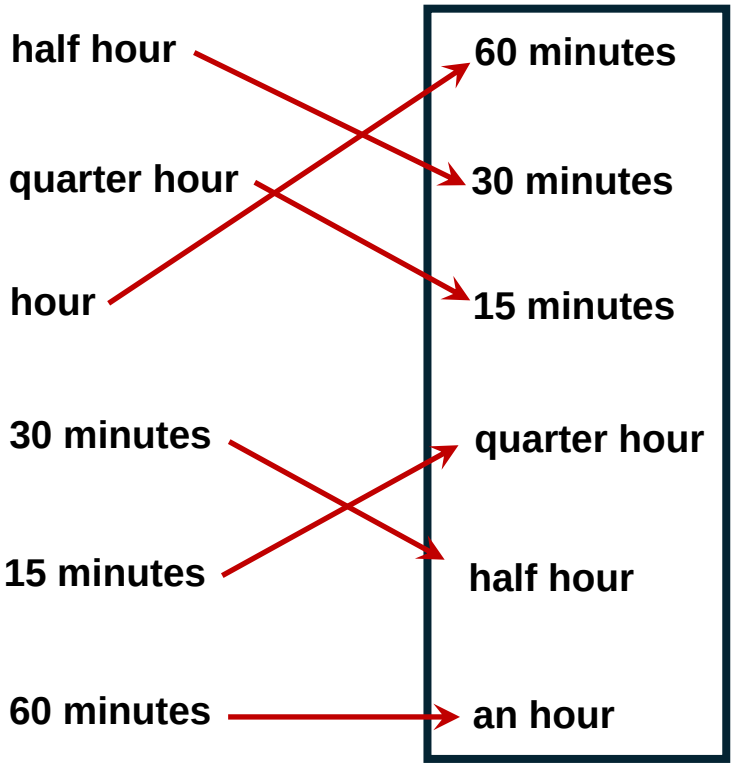

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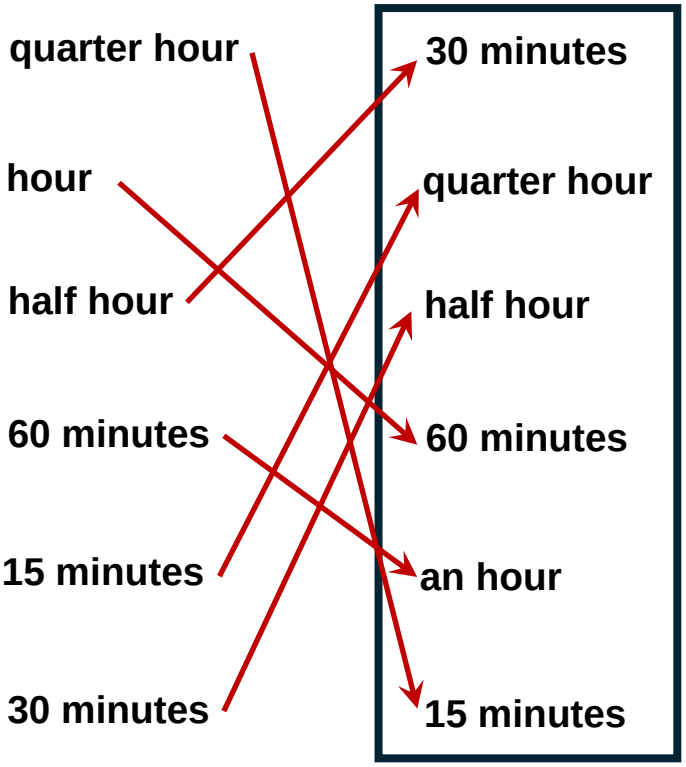


Section 2

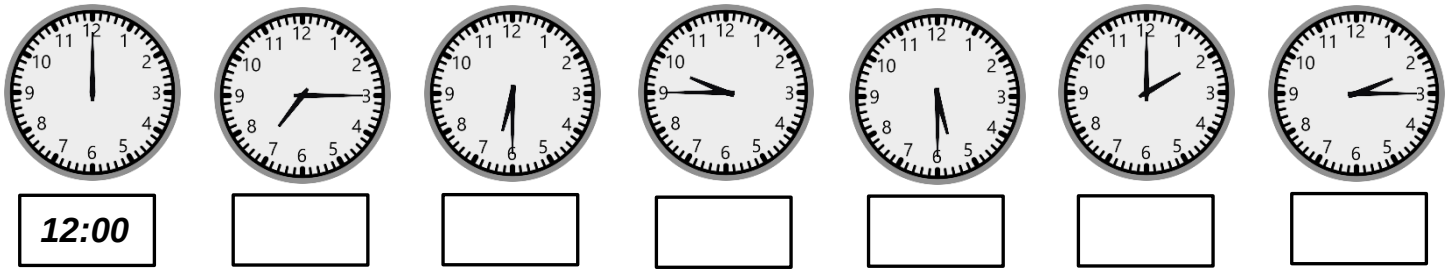
Telling Time on an Analog Clock

Student Practice Resource

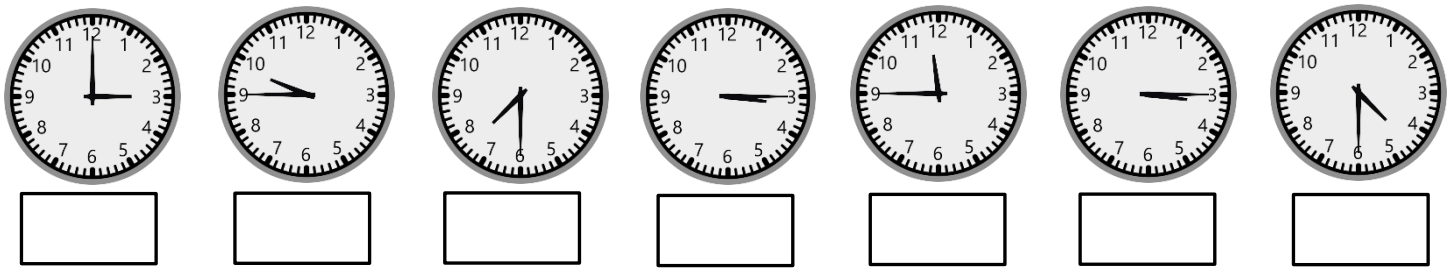
Analog Clocks – Hour, Half and Quarter – V1

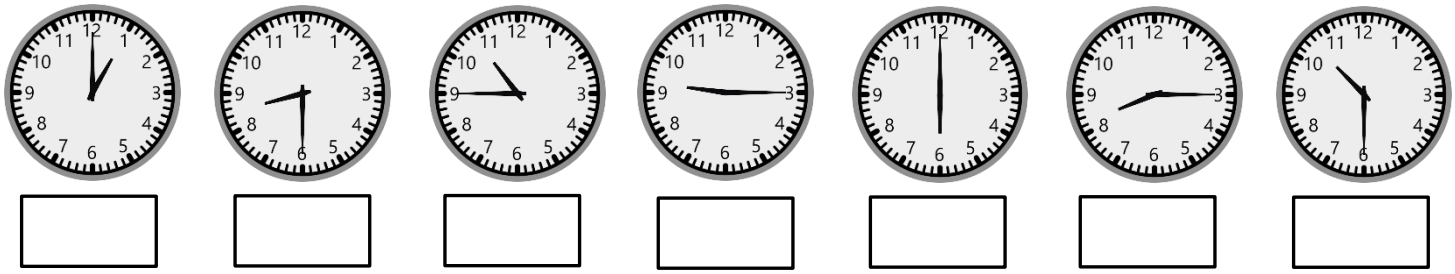
Building the Numeracy of Reading Analog Time

Directions: Write the time shown on each clock to the nearest hour, half or quarter.

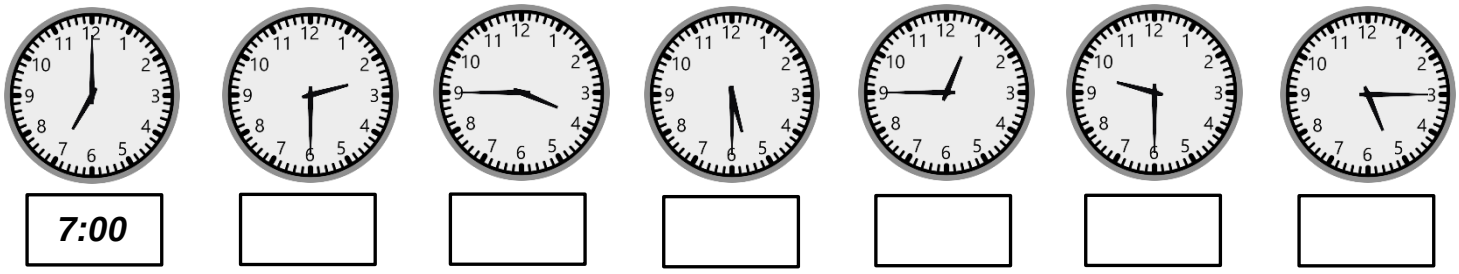


12:00						

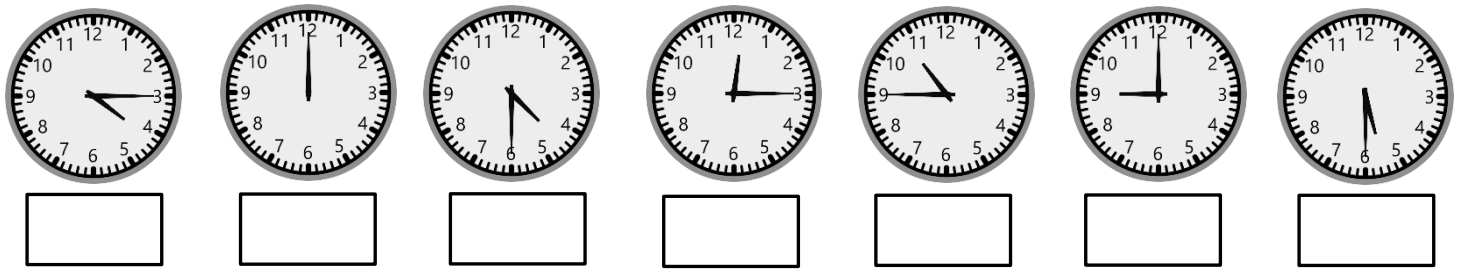


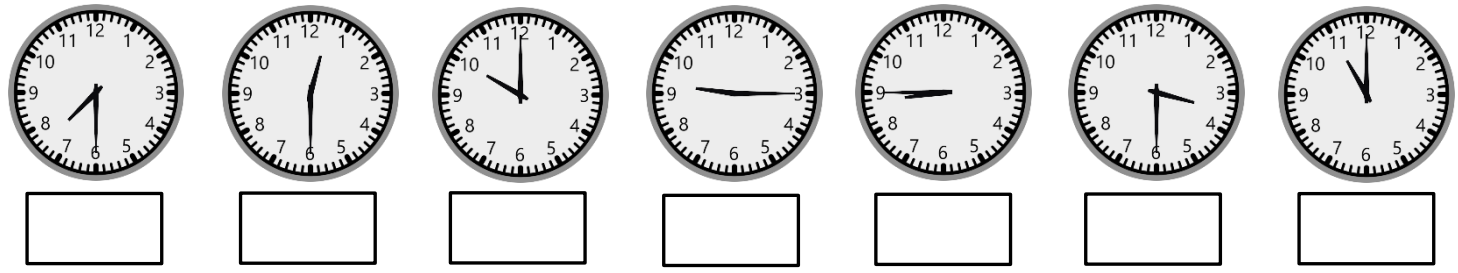


Directions: Write the time shown on each clock to the nearest hour, half or quarter.



7:00						

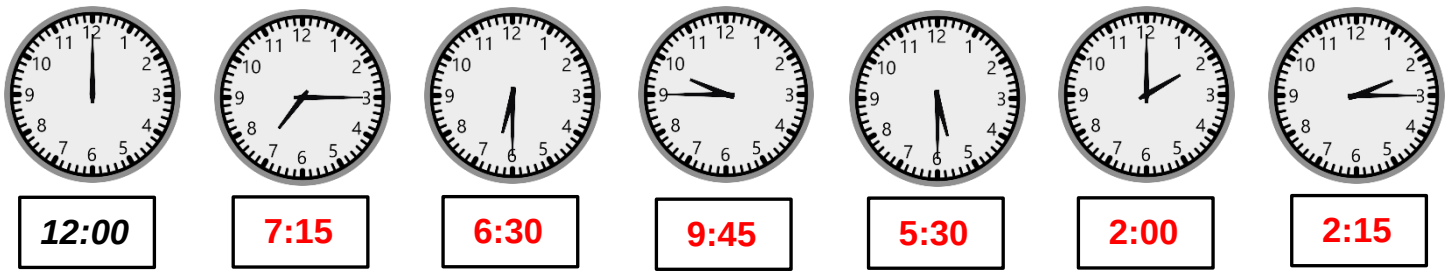




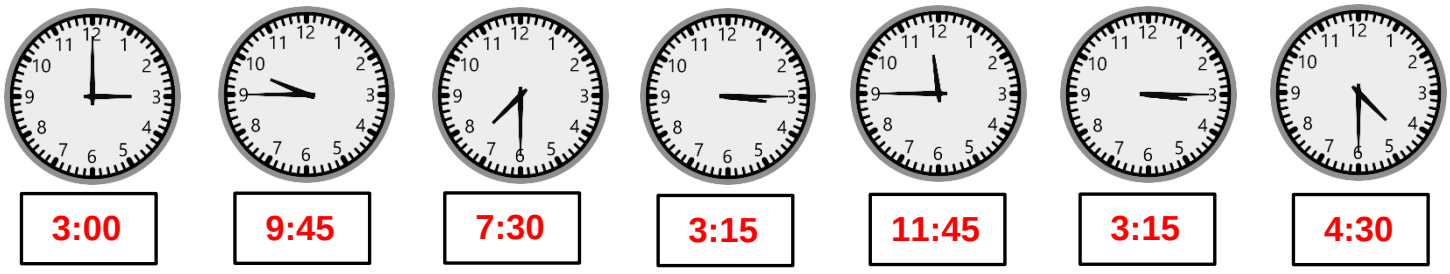
Analog Clocks – Hour, Half and Quarter – V1

Answer Key *Building the Numeracy of Reading Analog* **Answer Key**

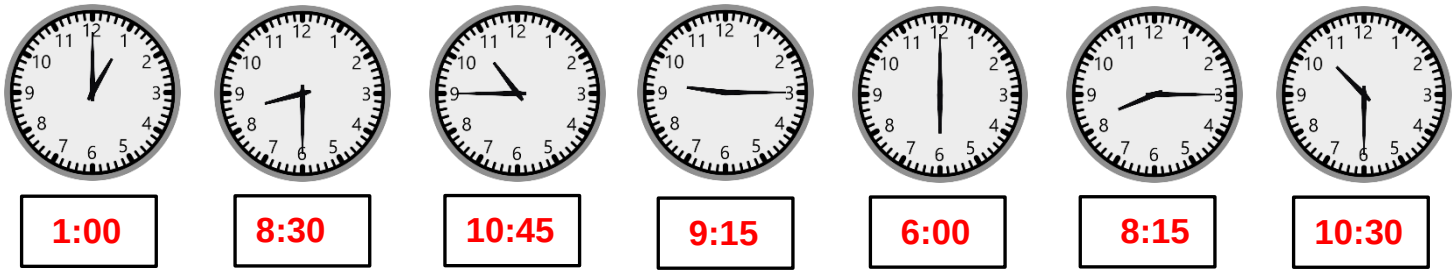
Directions: Write the time shown on each clock to the nearest hour, half or quarter.



12:00	7:15	6:30	9:45	5:30	2:00	2:15

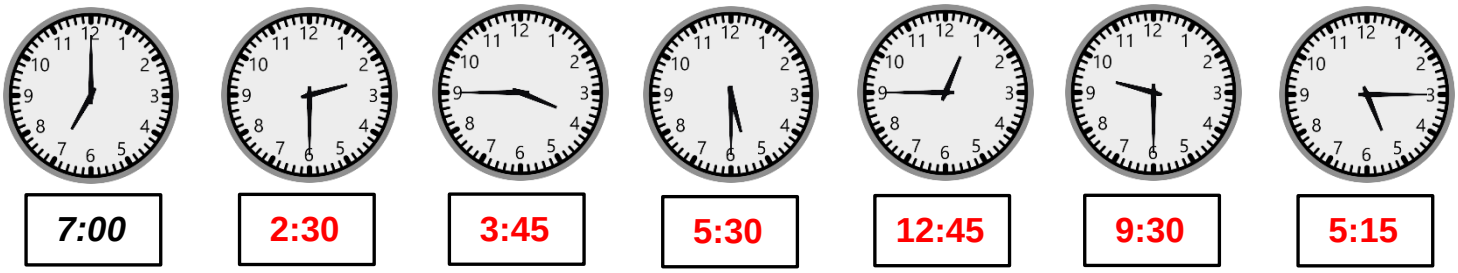


3:00	9:45	7:30	3:15	11:45	3:15	4:30



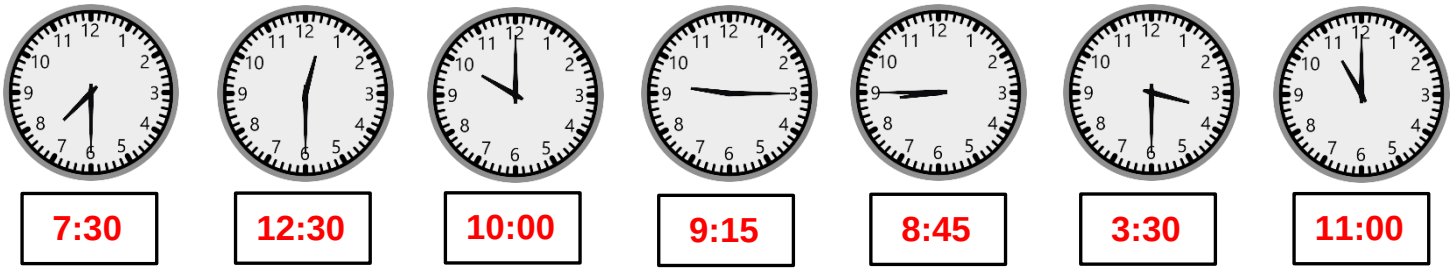
1:00	8:30	10:45	9:15	6:00	8:15	10:30

Directions: Write the time shown on each clock to the nearest hour, half or quarter.



7:00	2:30	3:45	5:30	12:45	9:30	5:15

4:15	12:00	4:30	12:15	10:45	9:00	5:30

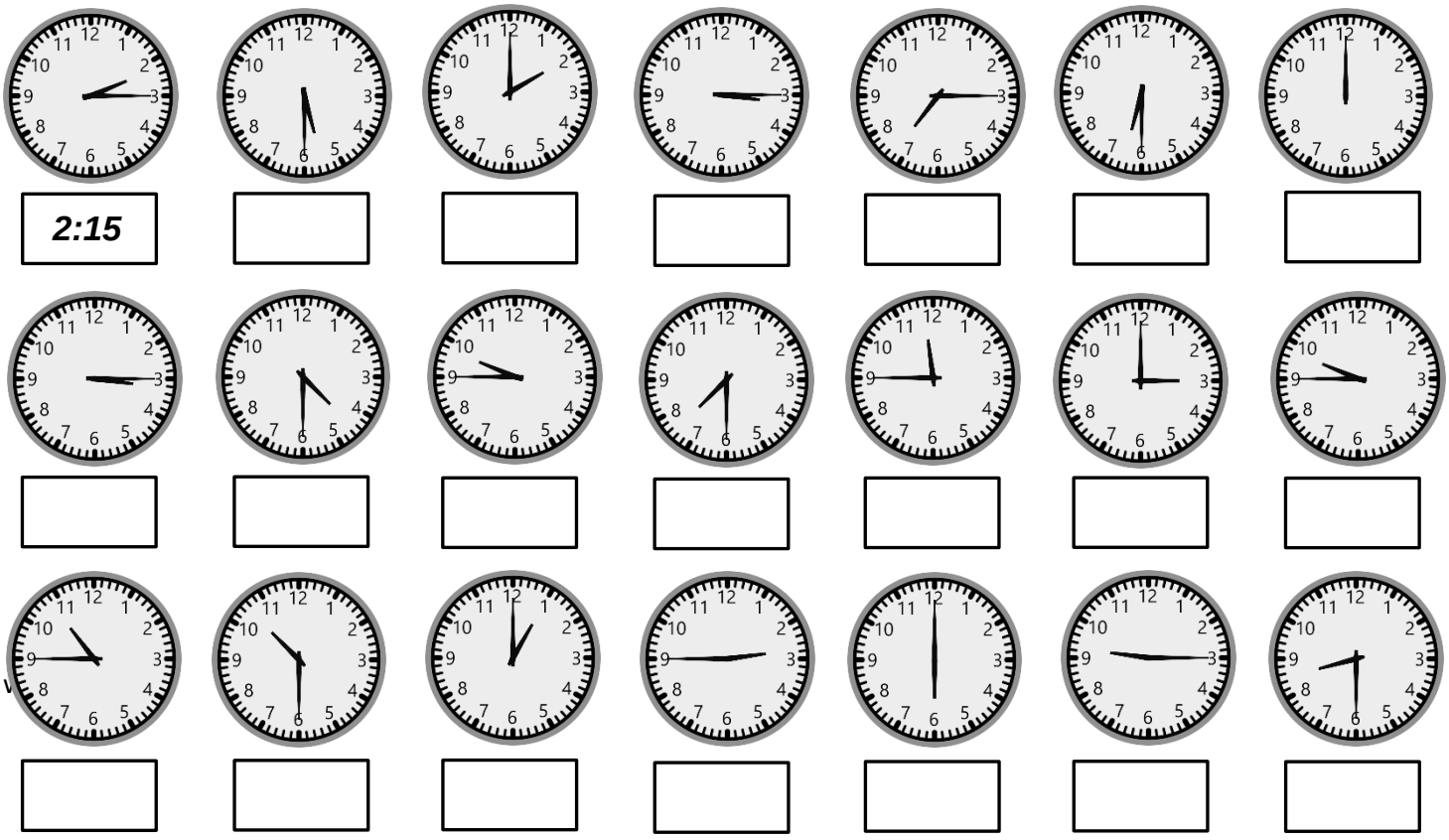


7:30	12:30	10:00	9:15	8:45	3:30	11:00

Analog Clocks – Hour, Half and Quarter – V2

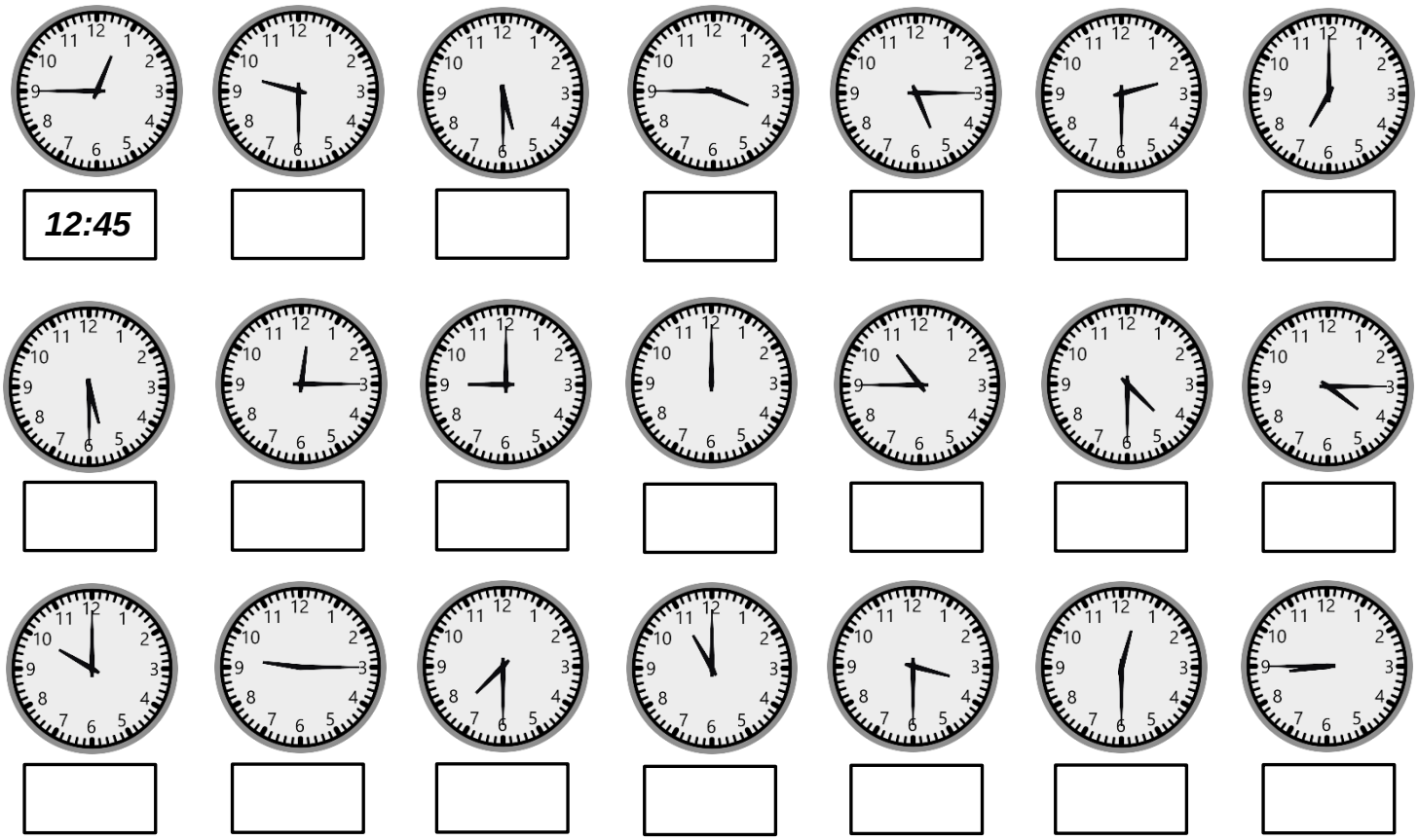
Building the Numeracy of Reading Analog Time

Directions: Write the time shown on each clock to the nearest hour, half or quarter.



2:15						

Directions: Write the time shown on each clock to the nearest hour, half or quarter.



12:45						

Analog Clocks – Hour, Half and Quarter – V2

Answer Key *Building the Numeracy of Reading Analog Time* **Answer Key**

Directions: Write the time shown on each clock to the nearest hour, half or quarter.

2:15

5:30

2:00

3:15

7:15

6:30

12:00

3:15

4:30

9:45

7:30

11:45

3:00

9:45

10:45

10:30

1:00

2:45

6:00

9:15

8:30

Directions: Write the time shown on each clock to the nearest hour, half or quarter.

12:45

9:30

5:30

4:45

5:15

2:30

7:00

5:30

12:15

9:00

12:00

10:45

4:30

4:15

10:00

9:15

7:30

11:00

3:30

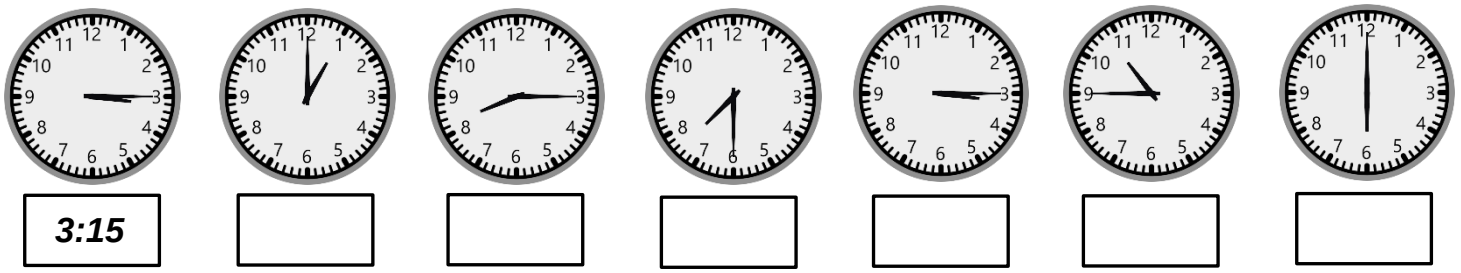
1:30

8:45

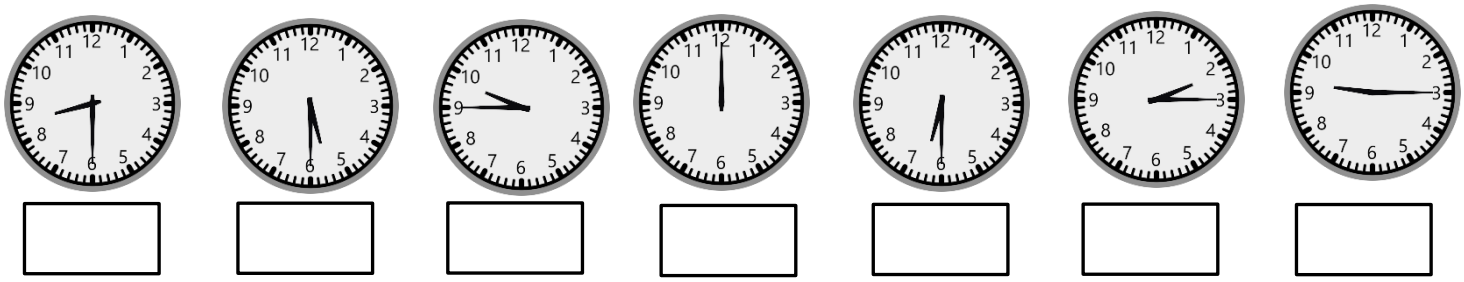
Analog Clocks – Hour, Half and Quarter – V3

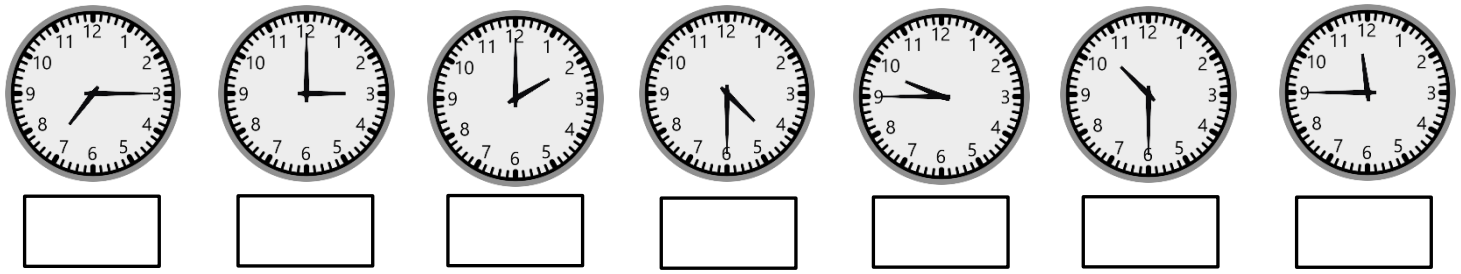
Building the Numeracy of Reading Analog Time

Directions: Write the time shown on each clock to the nearest hour, half or quarter.

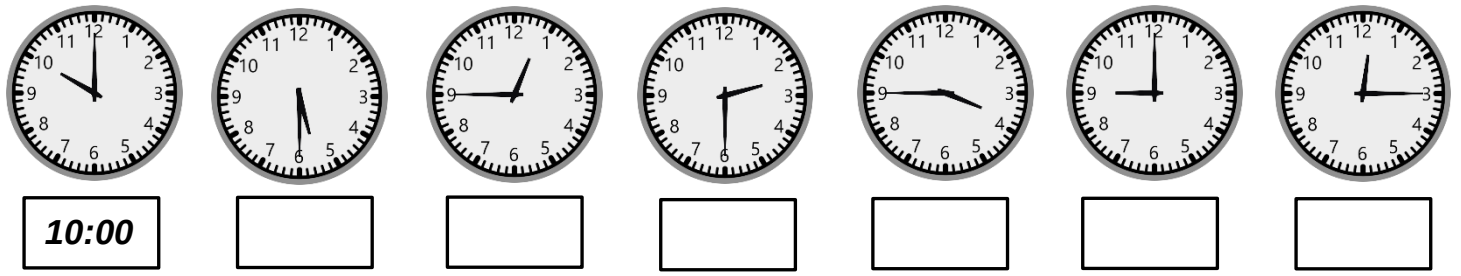


3:15						

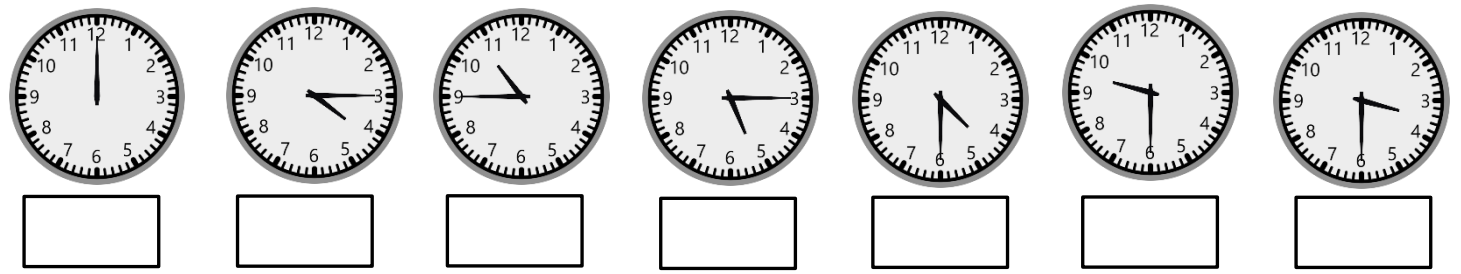


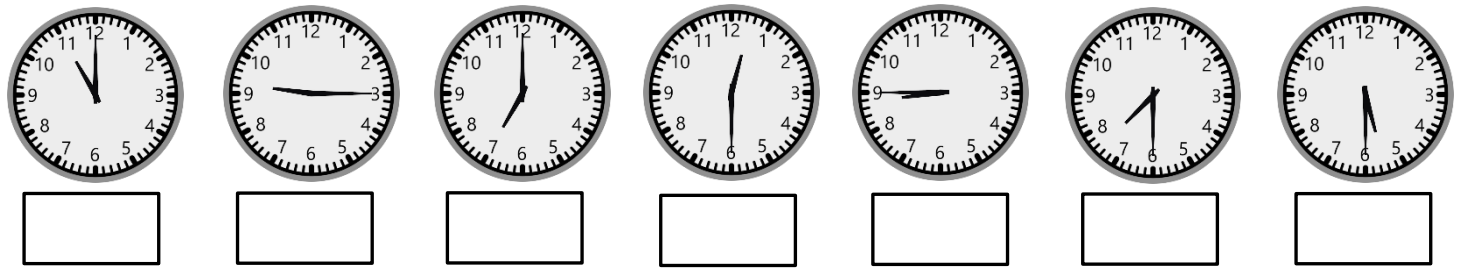


Directions: Write the time shown on each clock to the nearest hour, half or quarter.



10:00						





Analog Clocks – Hour, Half and Quarter – V3

Answer Key *Building the Numeracy of Reading Analog Time* **Answer Key**

Directions: Write the time shown on each clock to the nearest hour, half or quarter.

3:15

1:00

8:15

7:30

3:15

10:45

6:00

8:30

5:30

9:45

12:00

6:30

2:15

9:15

7:15

3:00

2:00

4:30

9:45

10:30

11:45

Directions: Write the time shown on each clock to the nearest hour, half or quarter.

10:00

5:30

12:45

2:30

3:45

9:00

12:15

12:00

4:15

10:45

5:15

4:30

9:30

3:30

11:00

9:15

7:00

12:30

8:45

7:30

5:30

Using ‘Clock Talk’ – V4

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

quarter after five

quarter till ten

half-past two

nine fifteen

15 minutes to five

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

9:30

seven thirty

half-past eight

quarter till four

quarter after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve noon

five fifteen

half-past twelve

nine forty-five

15 minutes to six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve midnight

one thirty sharp

half-past seven

quarter to seven

quarter to noon

Answer Key

Using 'Clock Talk' – V4

Answer Key

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

quarter after five

quarter till ten

half-past two

nine fifteen

15 minutes to five

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

9:30

seven thirty

half-past eight

quarter till four

quarter after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve noon

five fifteen

half-past twelve

nine forty-five

15 minutes to six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve midnight

one thirty sharp

half-past seven

quarter to seven

quarter to noon

Using ‘Clock Talk’ – V5

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

quarter to seven

quarter after ten

half-past five

nine-thirty

15 minutes after noon

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

2:45

eleven thirty

half-past four

quarter till three

quarter after six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve sharp

five thirty

half-past seven

one forty-five sharp

15 minutes after six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

Two-thirty

one o’clock sharp

half-past midnight

quarter after eleven

quarter to eleven

Answer Key

Using ‘Clock Talk’ – V5

Answer Key

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- quarter to seven
- quarter after ten
- half-past five
- nine-thirty
- 15 minutes after noon

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- 2:45
- eleven thirty
- half-past four
- quarter till three
- quarter after six

2:45 and ‘quarter till three’ are the same time.

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- twelve sharp
- five thirty
- half-past seven
- one forty-five sharp
- 15 minutes after six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- Two-thirty
- one o’clock sharp
- half-past midnight
- quarter after eleven
- quarter to eleven

Clocks – Quarters, Half Past and More – V6

Building the Numeracy of Clocks

Directions: Match the time description with the correct clock face.

half past 7

quarter till 8

quarter after 7

five till 8

five after two

quarter after 2

quarter till 3

half past 2

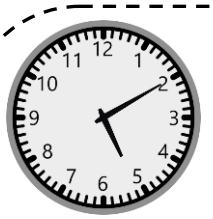
Directions: Match the time description with the correct clock face.

half past 4

quarter till 5

quarter after 4

ten till 5



ten after 5

quarter after 5

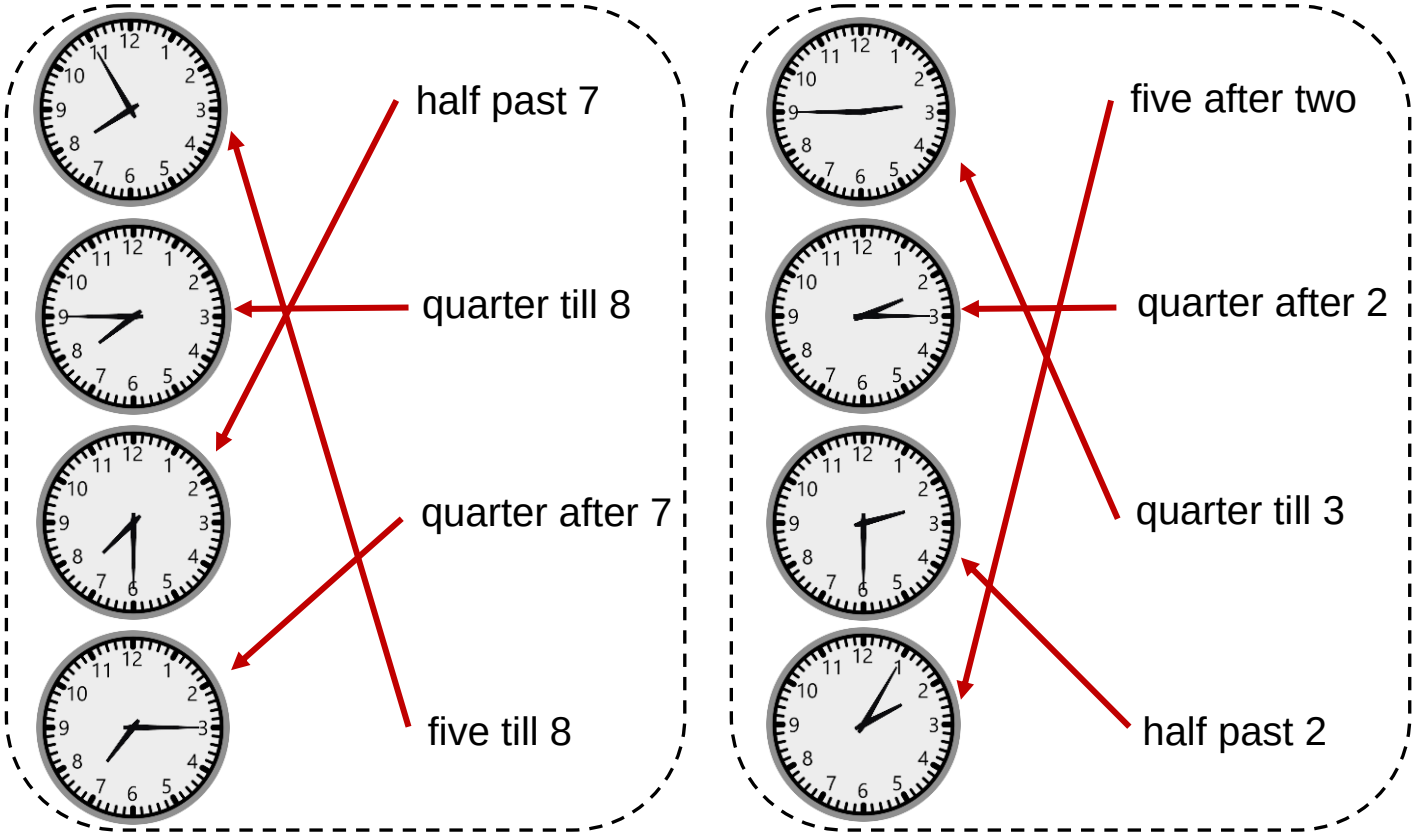
quarter till 5

half past 5

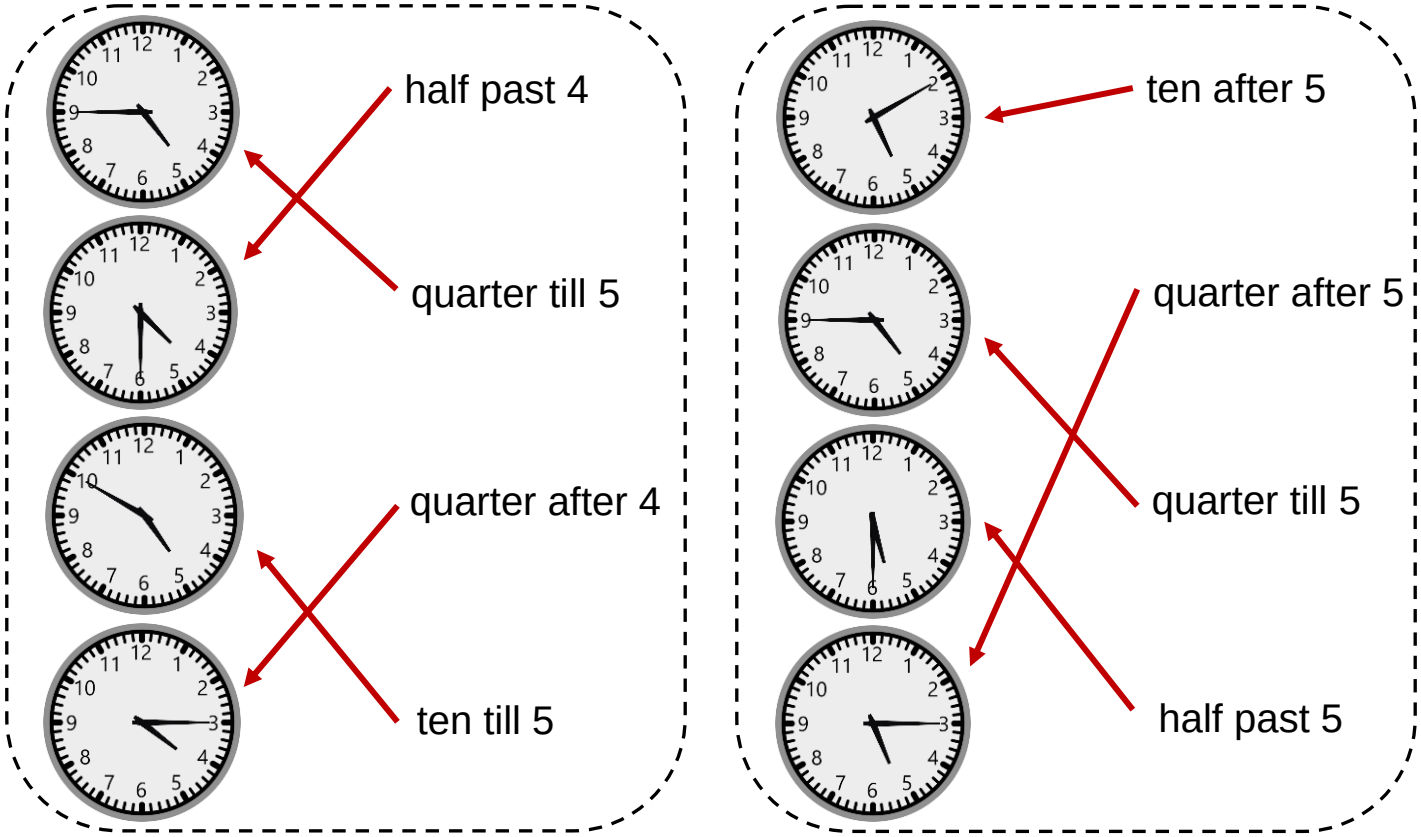
Clocks – Quarters, Half Past and More – V6

Answer Key *Building the Numeracy of Clocks* **Answer Key**

Directions: Match the time description with the correct clock face.



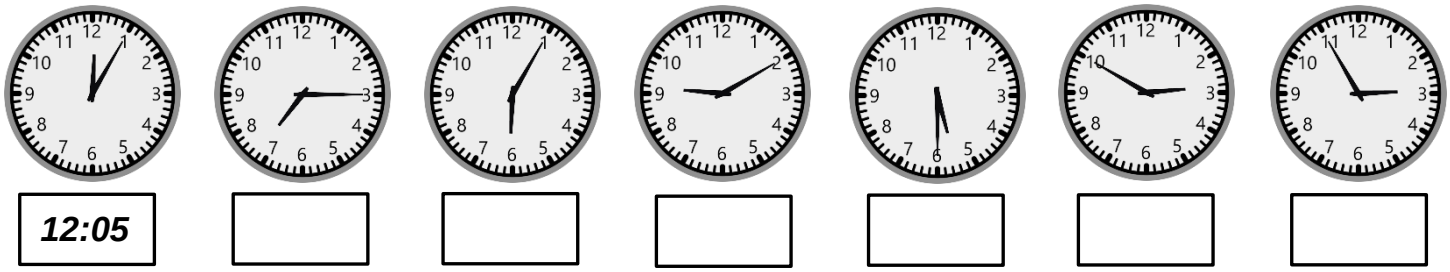
Directions: Match the time description with the correct clock face.



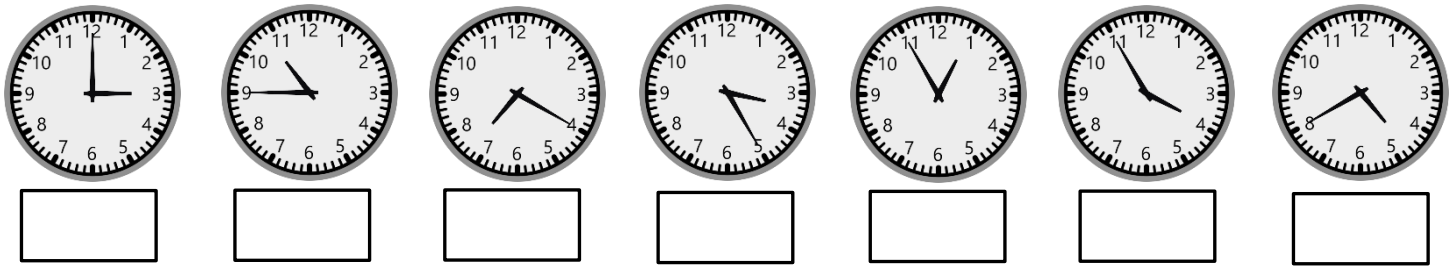
Analog Clocks – Nearest 5 Minutes – V7

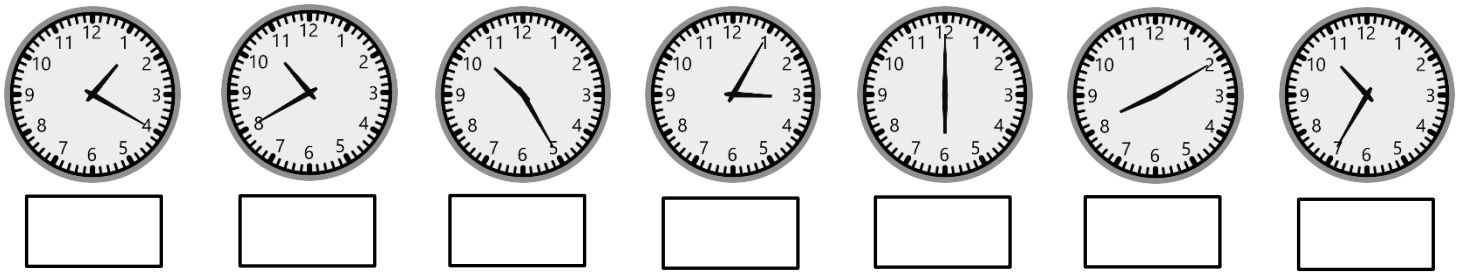
Building the Numeracy of Reading Analog Time.

Directions: Write the time shown on each clock to the nearest five (5) minutes.

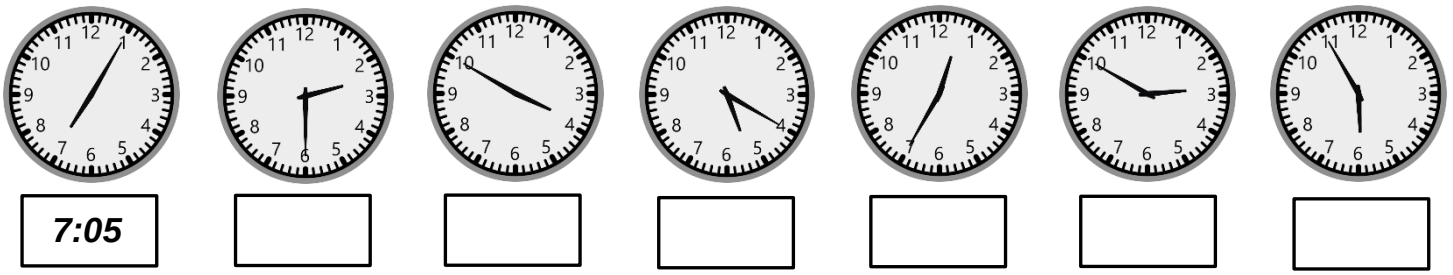


12:05						

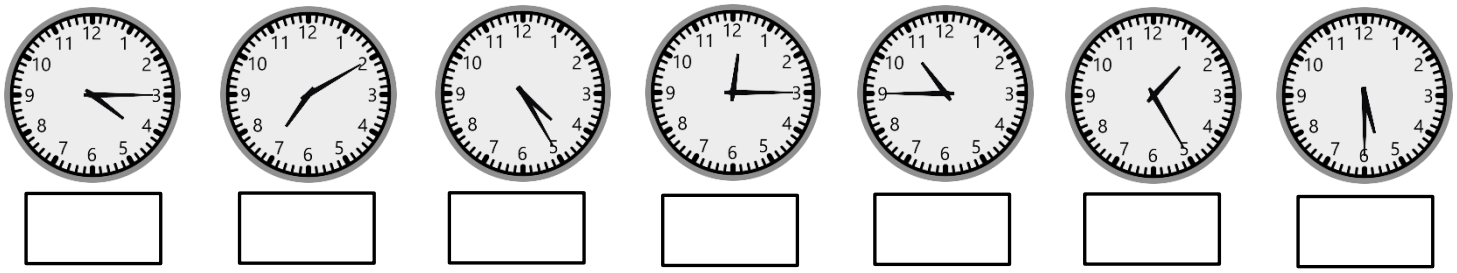


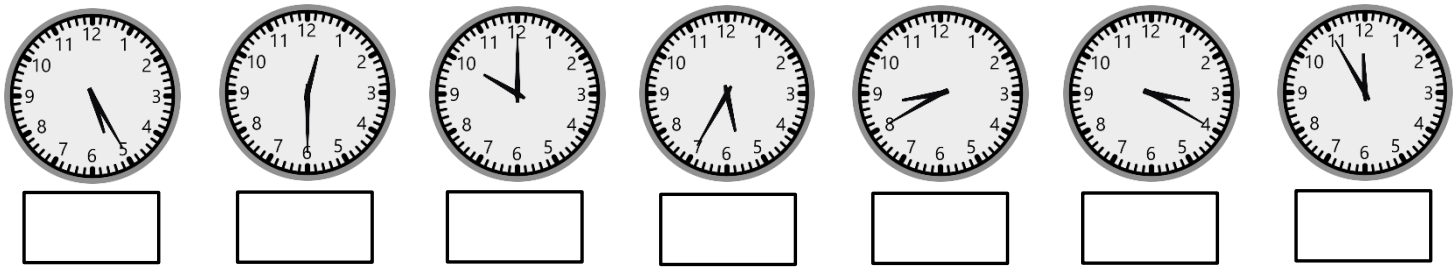


Directions: Write the time shown on each clock to the nearest five (5) minutes.



7:05						





Analog Clocks – Nearest 5 Minutes – V7

Answer Key *Building the Numeracy of Reading Analog Time.* **Answer Key**

Directions: Write the time shown on each clock to the nearest five (5) minutes.

12:05

7:15

6:05

9:10

5:30

2:50

2:55

3:00

10:45

7:20

3:25

12:55

3:55

4:40

1:20

10:40

10:25

3:05

6:00

8:10

10:35

Directions: Write the time shown on each clock to the nearest five (5) minutes.

7:05

2:30

3:50

5:20

12:35

2:50

5:55

4:15

7:10

4:25

12:15

10:45

1:25

5:30

5:25

12:30

10:00

5:35

8:40

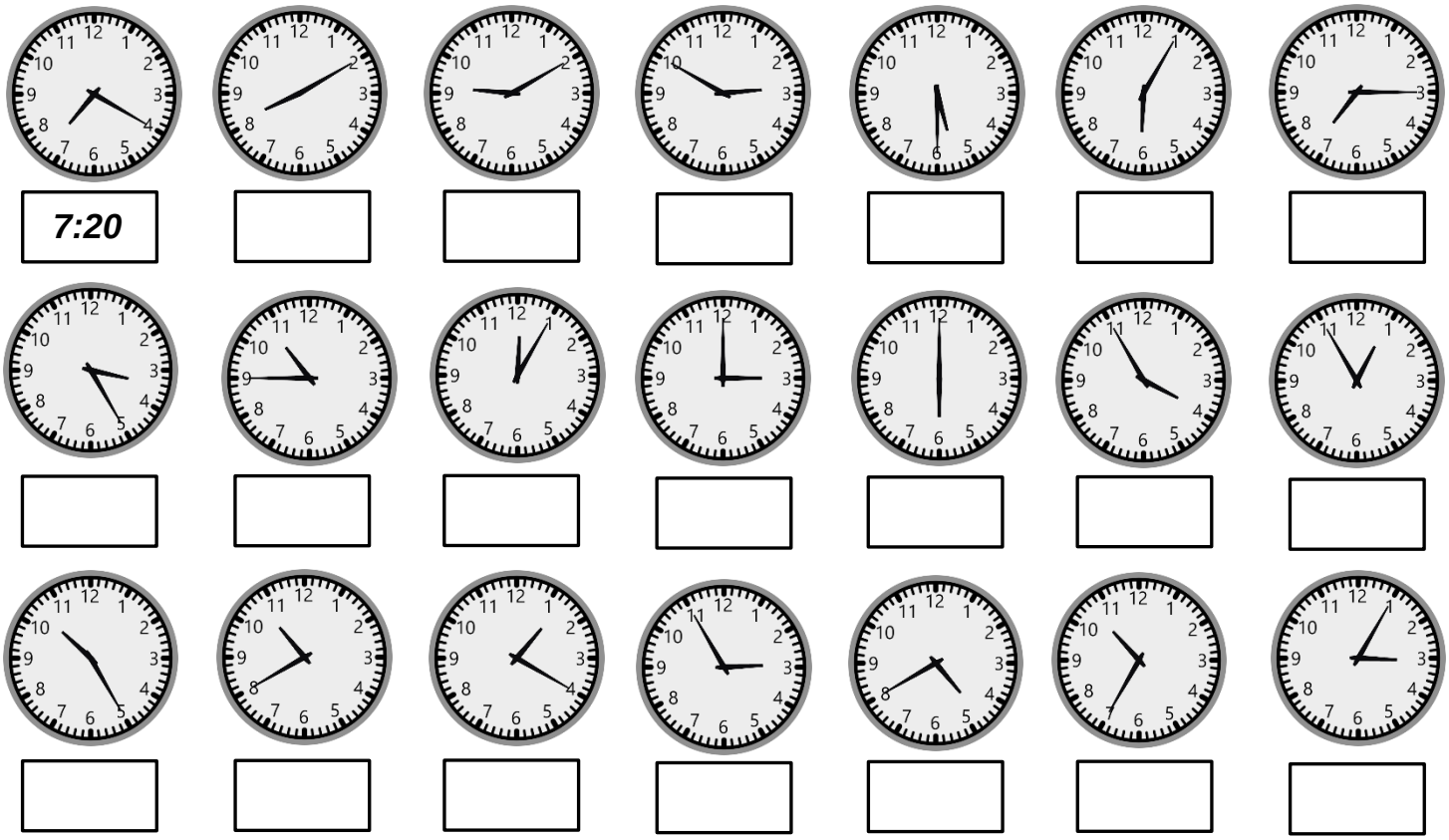
3:20

11:55

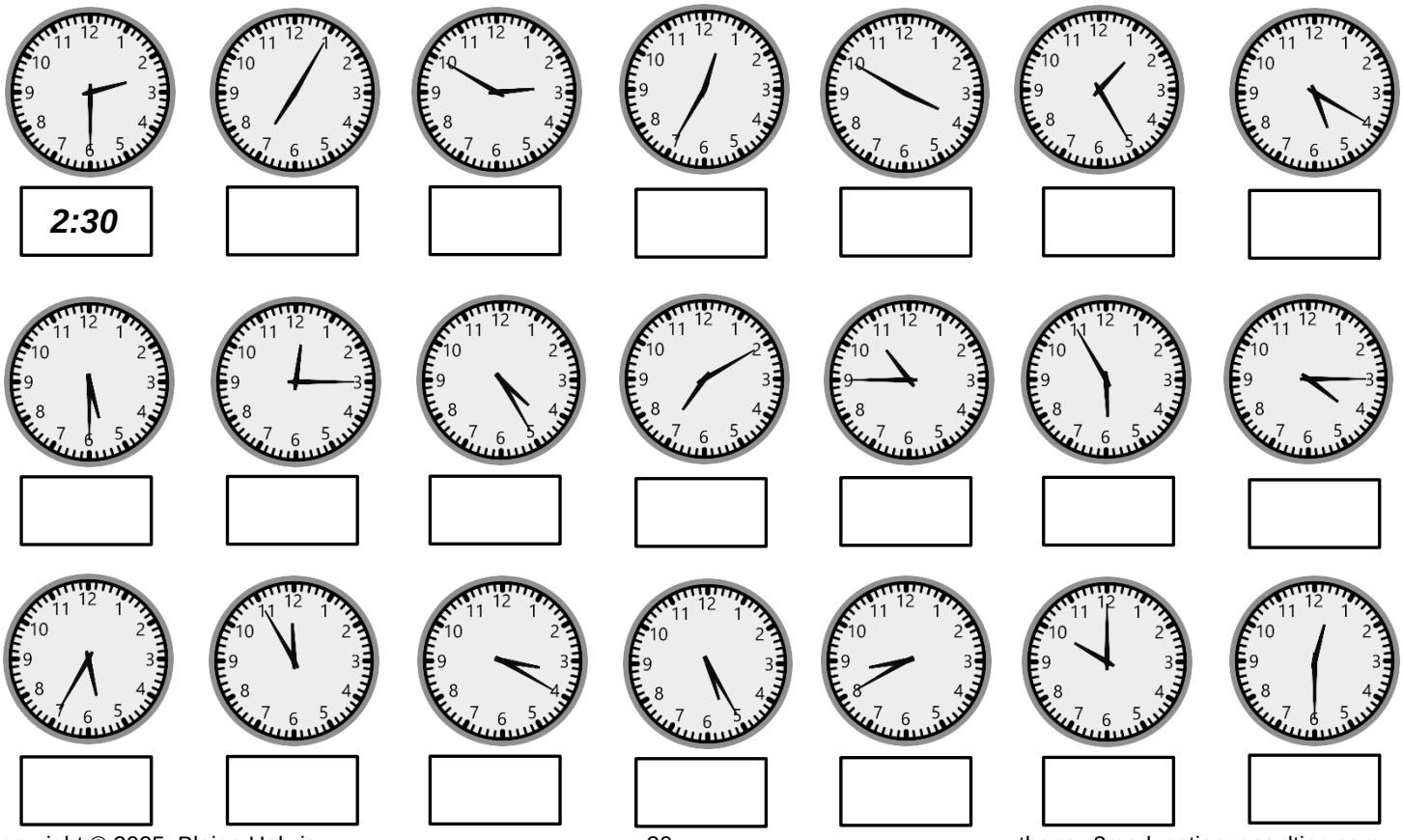
Analog Clocks – Nearest 5 Minutes – V8

Building the Numeracy of Reading Analog Time.

0**Directions: Write the time shown on each clock to the nearest five (5) minutes.**



Directions: Write the time shown on each clock to the nearest five (5) minutes.



Analog Clocks – Nearest 5 Minutes – V8

Answer Key *Building the Numeracy of Reading Analog Time.* **Answer Key**

0**Directions: Write the time shown on each clock to the nearest five (5) minutes.**

7:20

8:10

9:10

2:50

5:30

6:05

7:15

3:25

10:45

12:05

3:00

6:00

3:55

12:55

10:25

10:40

1:20

2:55

4:40

10:35

3:05

Directions: Write the time shown on each clock to the nearest five (5) minutes.

2:30

7:05

2:50

12:35

3:50

1:25

5:20

5:30

12:15

4:25

7:10

10:45

5:55

4:15

5:35

12:55

3:20

5:25

8:40

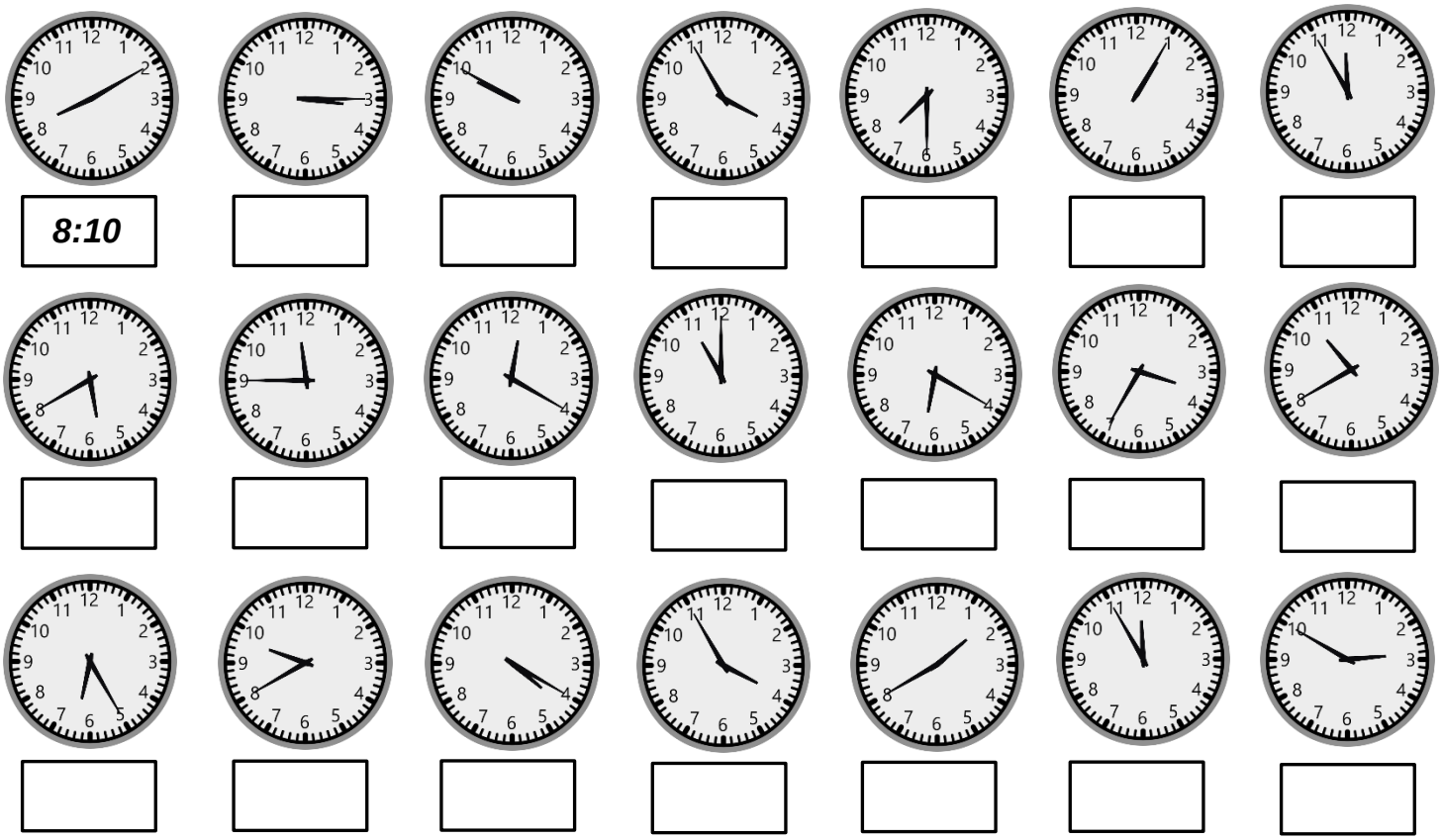
10:00

12:30

Analog Clocks – Nearest 5 Minutes – V9

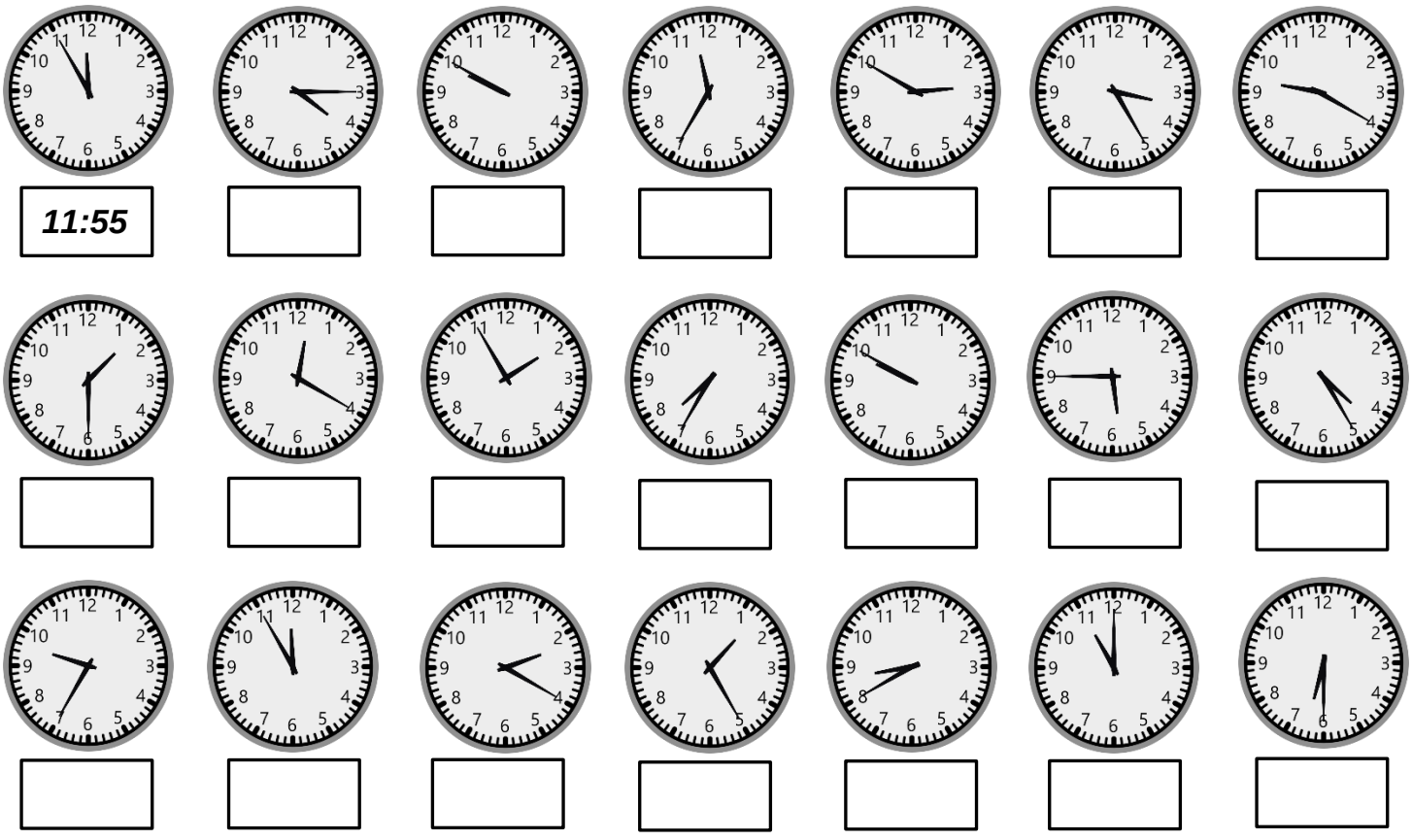
Building the Numeracy of Reading Analog Time.

0**Directions: Write the time shown on each clock to the nearest five (5) minutes.**



8:10

Directions: Write the time shown on each clock to the nearest five (5) minutes.



11:55

Analog Clocks – Nearest 5 Minutes – V9

Answer Key *Building the Numeracy of Reading Analog Time.* **Answer Key**

0Directions: Write the time shown on each clock to the nearest five (5) minutes.

8:10	3:15	9:50	3:55	7:30	1:05	11:55

5:40	11:45	12:20	11:00	6:20	3:35	10:40

6:25	9:40	4:20	3:55	1:40	11:55	2:50

Directions: Write the time shown on each clock to the nearest five (5) minutes.

11:55	4:15	9:50	11:35	2:50	3:25	9:20

1:30	12:20	1:55	7:35	10:50	5:45	4:25

9:35	11:55	2:20	1:25	8:40	11:00	6:30

Using ‘Clock Talk’ – V10

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

five minutes after five

ten to ten

15 to 5

5 minutes to 1

25 minutes after one

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

5 minutes to three

10 after eleven

half-past eight

twenty to nine

quarter after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve-twenty

six thirty-five

half-past twelve

20 after 7

20 minutes to six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve midnight

one-thirty sharp

half-past seven

15 to seven

10 before 5

Answer Key

Using 'Clock Talk' – V10

Answer Key

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

five minutes after five

ten to ten

15 to 5

5 minutes to 1

25 minutes after one

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

5 minutes to three

10 after eleven

half-past eight

twenty to nine

quarter after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve-twenty

six thirty-five

half-past twelve

20 after 7

20 minutes to six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve midnight

one-thirty sharp

half-past seven

15 to seven

10 before 5

Using ‘Clock Talk’ – V11

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

20 minutes after five

twenty-five to ten

15 after 5

five minutes to four

25 minutes till one

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

ten minutes to eleven

twenty-five after two

quarter past 9

twenty to three

quarter after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve-noon

eleven-forty

half-past one

20 after 7

20 minutes to six

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve midnight

nine-thirty

30 minutes after seven

10 to seven

5 to 5

Answer Key

Using 'Clock Talk' – V11

Answer Key

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- 20 minutes after five
- twenty-five to ten
- 15 after 5
- five minutes to four
- 25 minutes till one

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- ten minutes to eleven
- twenty-five after two
- quarter past 9
- twenty to three
- quarter after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- twelve-noon
- eleven-forty
- half-past one
- 20 after 7
- 20 minutes to six

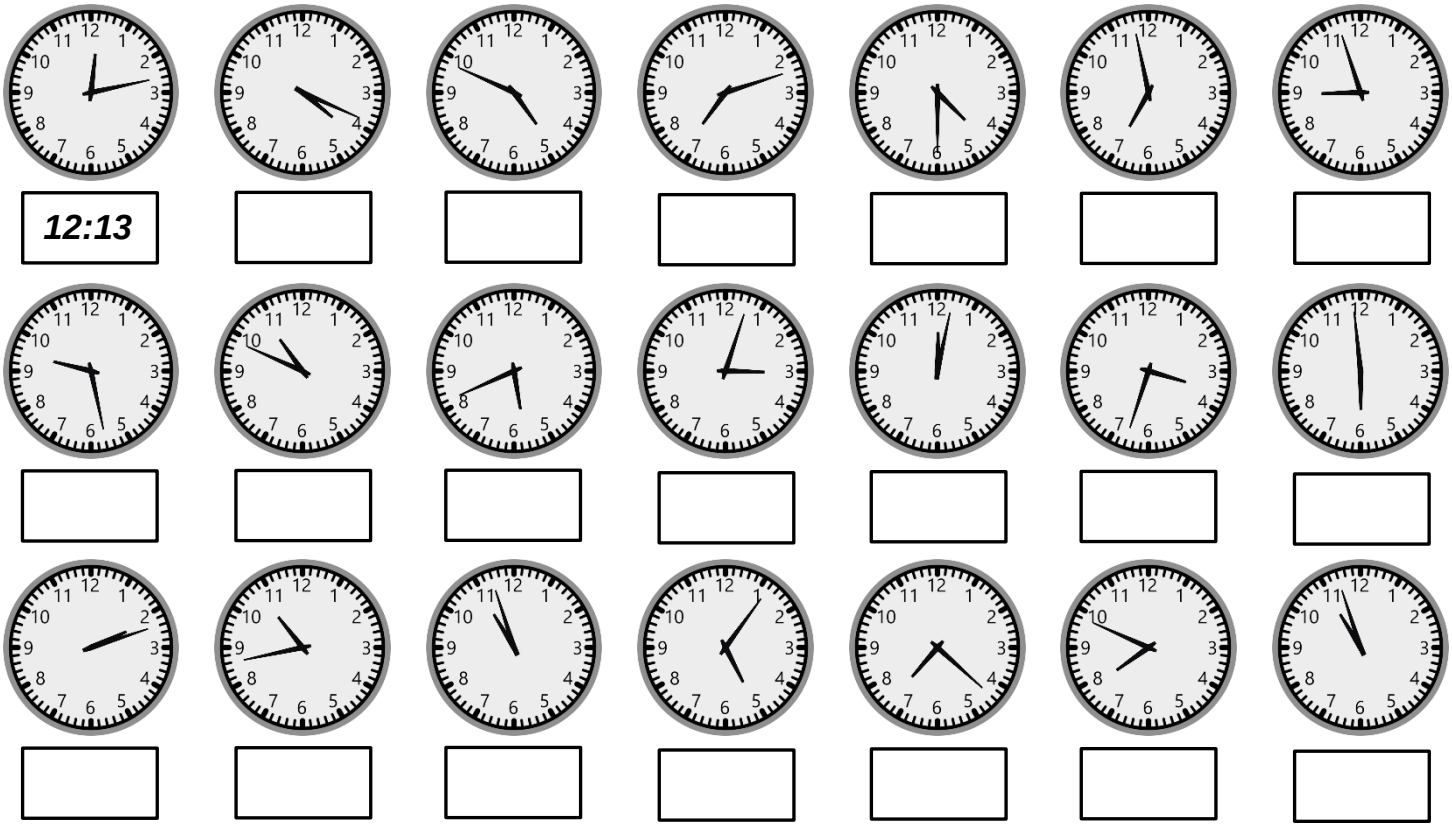
Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- twelve midnight
- nine-thirty
- 30 minutes after seven
- 10 to seven
- 5 to 5

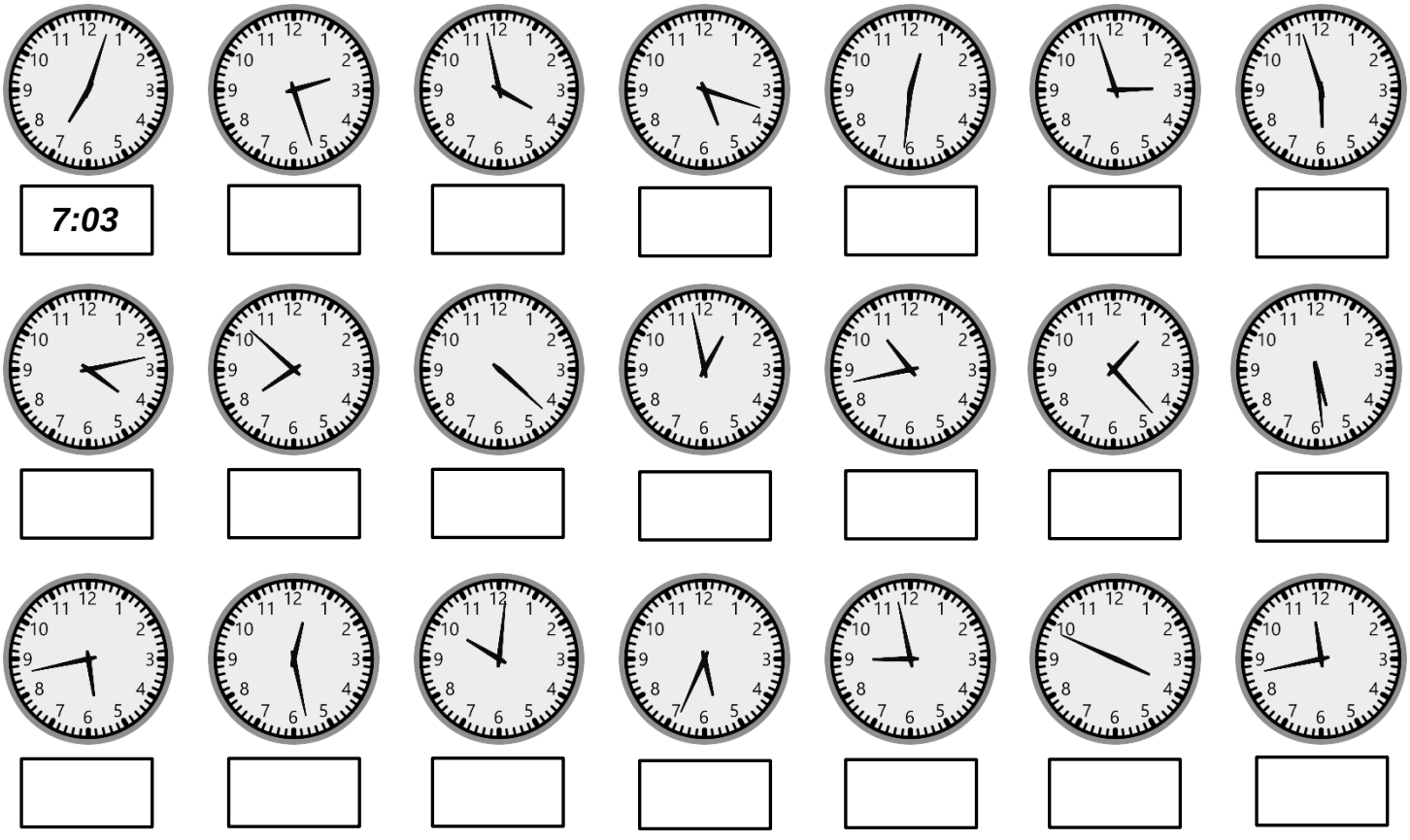
Analog Clocks – Nearest Minute – V12

Building the Numeracy of Reading Analog Time

Directions: Write the time shown on each clock to the nearest minute.



Directions: Write the time shown on each clock to the nearest minute.



Analog Clocks – Nearest Minute – V12

Answer Key *Building the Numeracy of Reading Analog Time* **Answer Key**

Directions: Write the time shown on each clock to the nearest minute.

12:13

4:19

4:49

7:12

4:30

6:58

8:57

9:28

10:49

5:41

3:03

12:02

3:33

5:59

2:12

10:43

10:57

5:06

7:22

7:49

10:57

Directions: Write the time shown on each clock to the nearest minute.

7:03

2:27

3:58

5:18

12:31

2:57

5:57

4:13

7:52

4:22

12:58

10:43

1:23

5:29

5:43

12:28

10:01

5:34

8:58

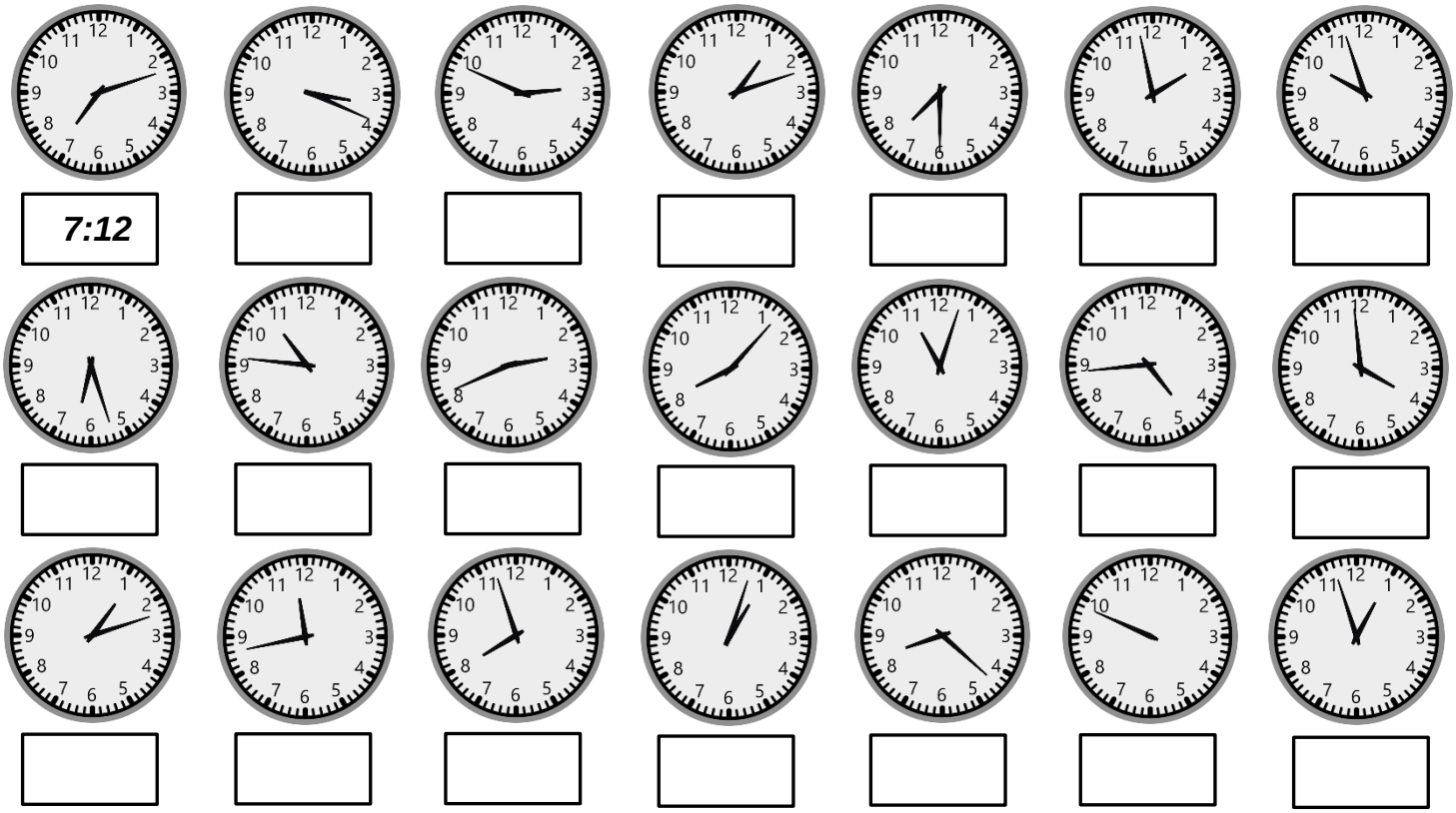
3:49

11:43

Analog Clocks – Nearest Minute – V13

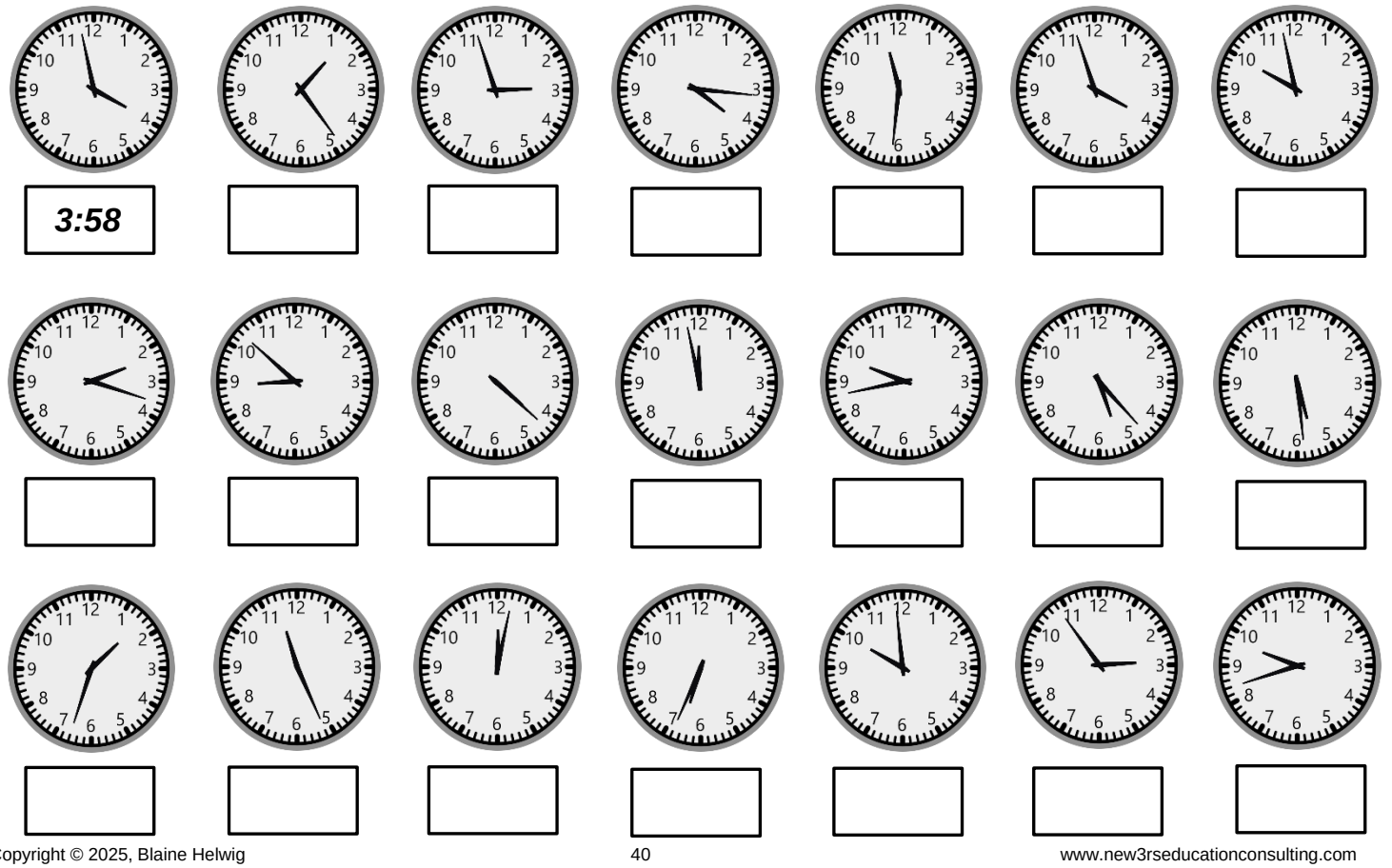
Building the Numeracy of Reading Analog Time

Directions: Write the time shown on each clock to the nearest minute.



7:12						

Directions: Write the time shown on each clock to the nearest minute.



3:58						

Analog Clocks – Nearest Minute – V13

Answer Key *Building the Numeracy of Reading Analog Time* **Answer Key**

Directions: Write the time shown on each clock to the nearest minute.

7:12

3:19

2:49

1:12

7:30

1:58

9:57

6:27

10:46

2:41

8:07

11:03

4:44

3:59

1:12

11:43

7:57

1:03

8:22

9:49

12:57

Directions: Write the time shown on each clock to the nearest minute.

3:58

1:24

2:57

4:16

11:31

3:57

9:58

2:18

8:52

4:22

11:58

9:43

5:23

5:29

1:33

11:26

12:02

6:34

9:59

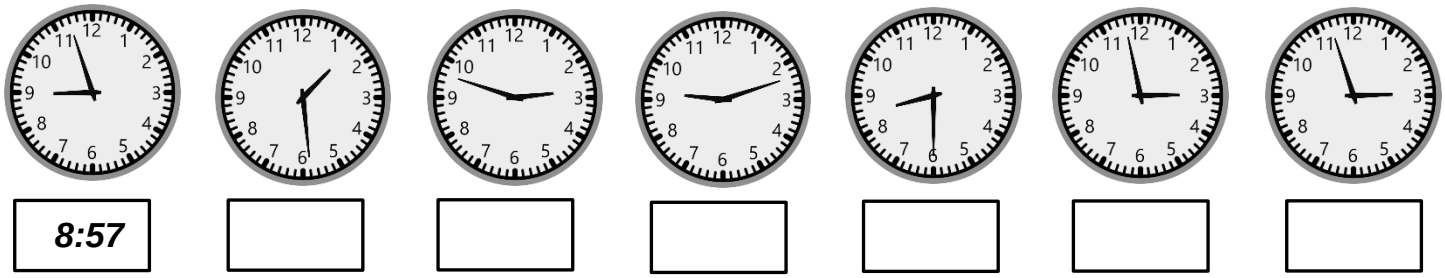
2:49

10:42

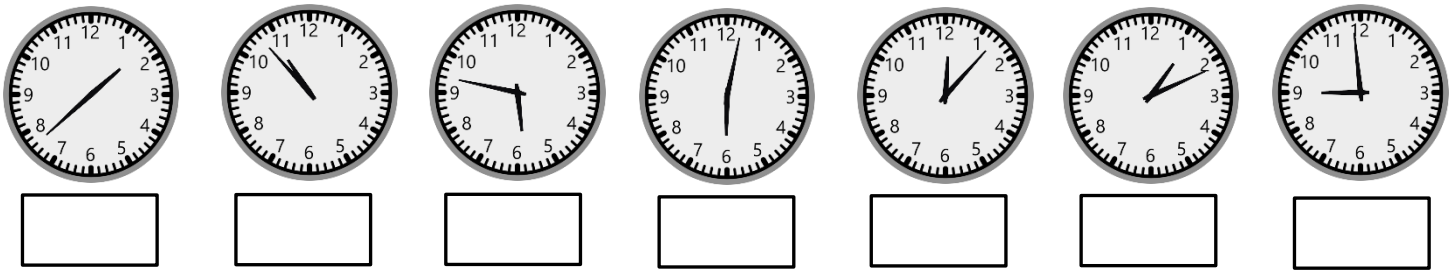
Analog Clocks – Nearest Minute – V14

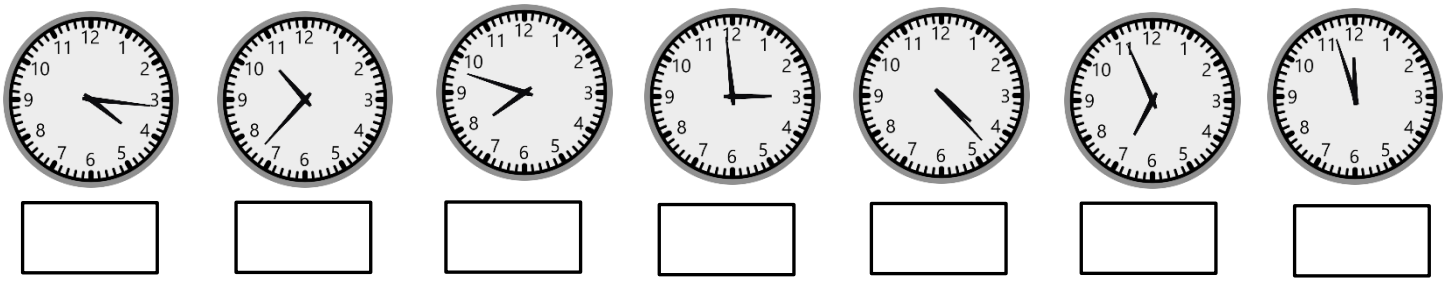
Building the Numeracy of Reading Analog Time

Directions: Write the time shown on each clock to the nearest minute.

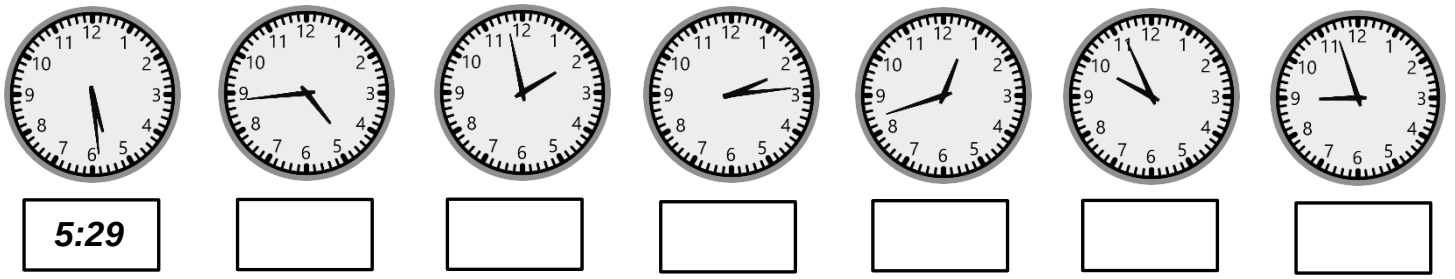


8:57

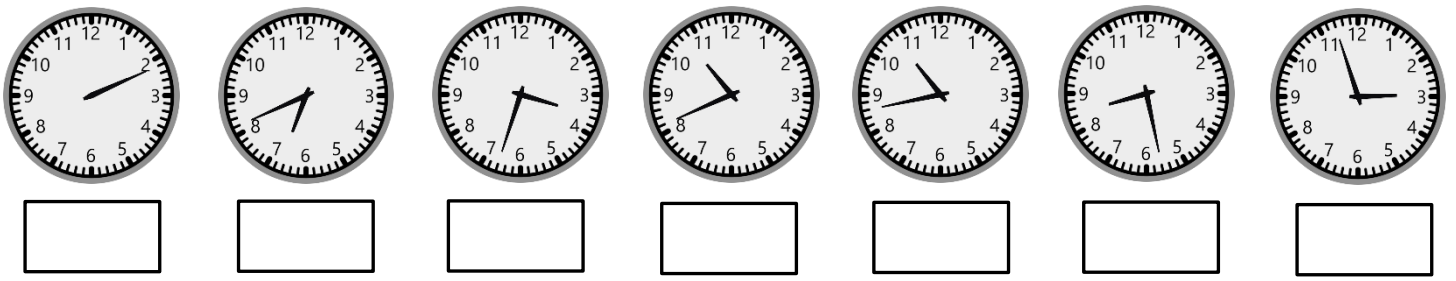


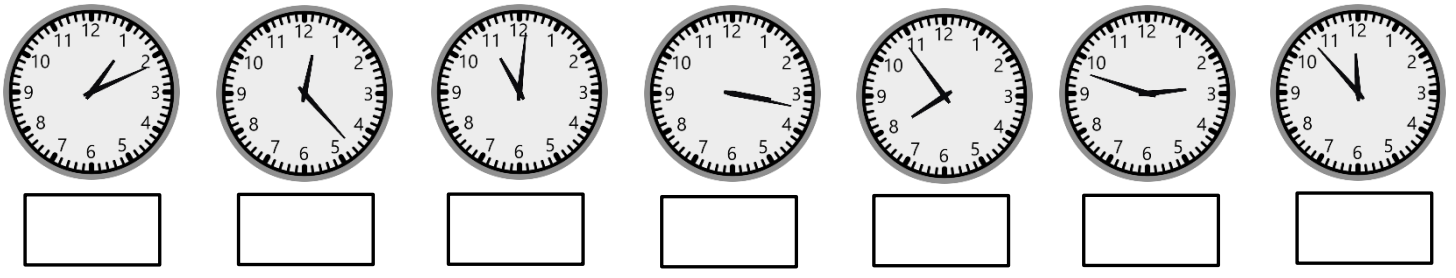


Directions: Write the time shown on each clock to the nearest minute.



5:29

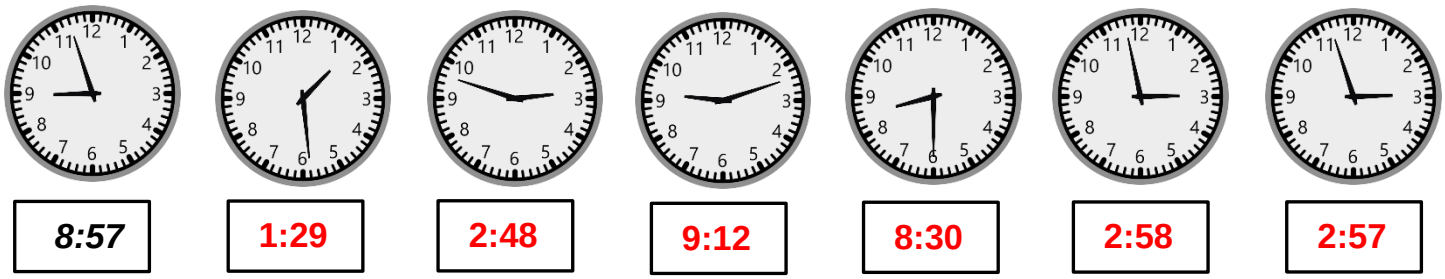




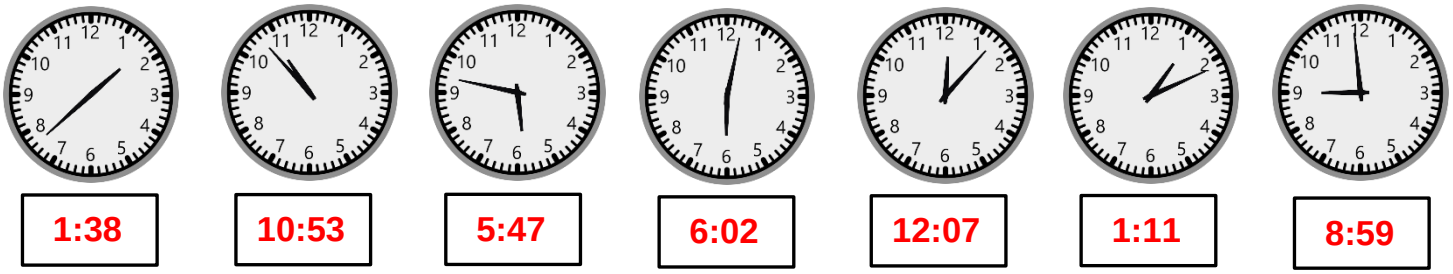
Analog Clocks – Nearest Minute – V14

Answer Key *Building the Numeracy of Reading Analog Time* **Answer Key**

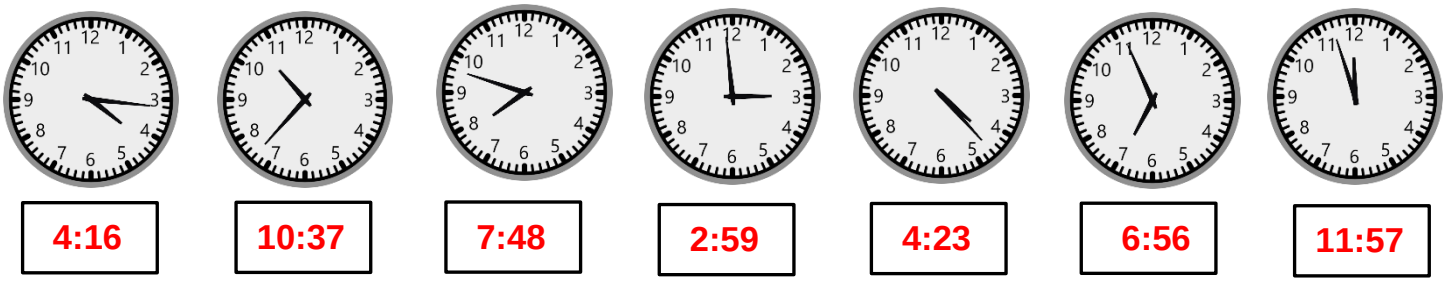
Directions: Write the time shown on each clock to the nearest minute.



8:57	1:29	2:48	9:12	8:30	2:58	2:57

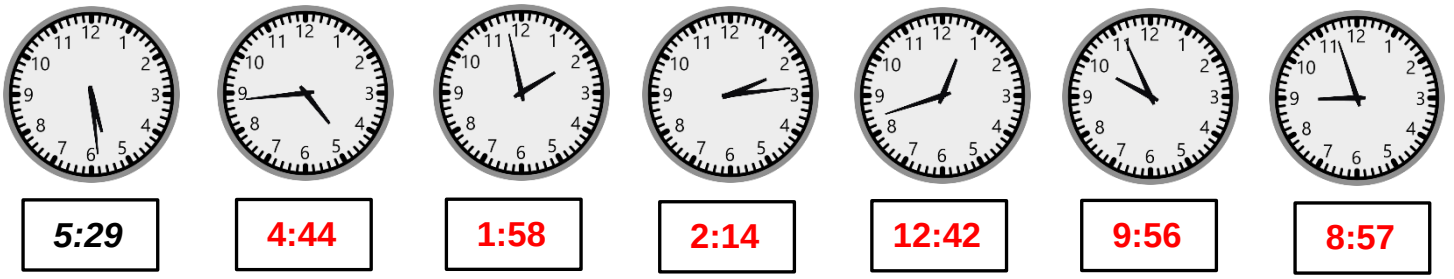


1:38	10:53	5:47	6:02	12:07	1:11	8:59

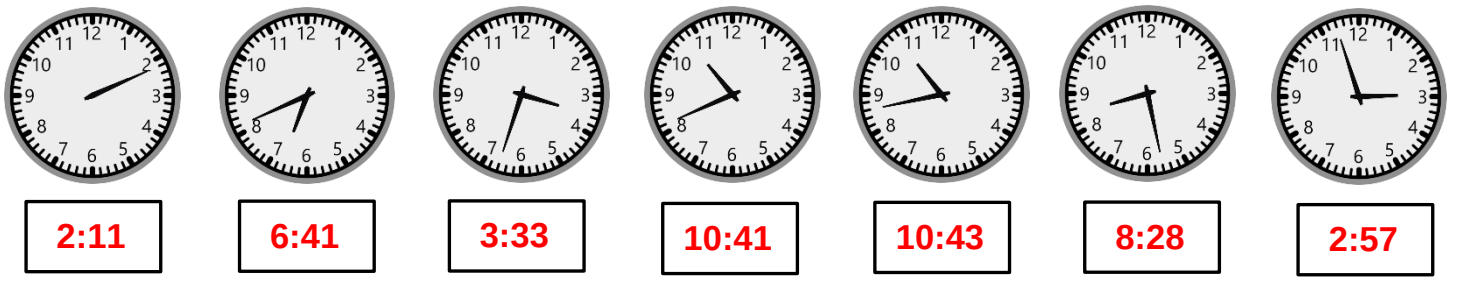


4:16	10:37	7:48	2:59	4:23	6:56	11:57

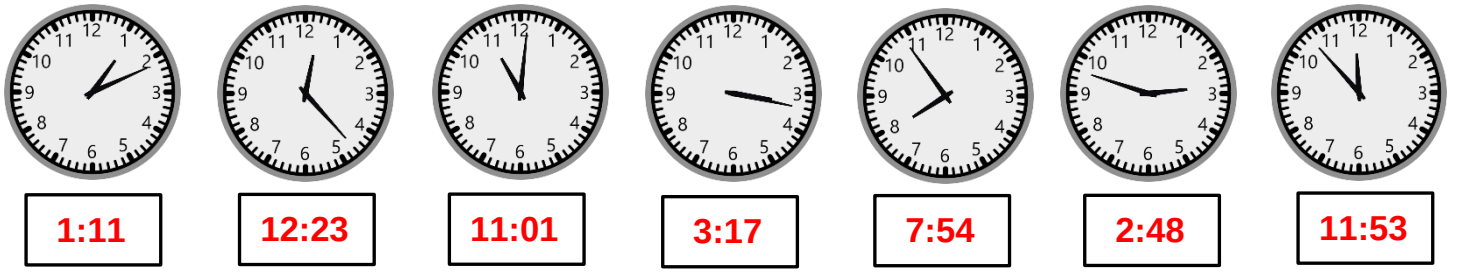
Directions: Write the time shown on each clock to the nearest minute.



5:29	4:44	1:58	2:14	12:42	9:56	8:57



2:11	6:41	3:33	10:41	10:43	8:28	2:57



1:11	12:23	11:01	3:17	7:54	2:48	11:53

Using ‘Clock Talk’ – V15

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

3 minutes after two

seven to ten

12 after 5

17 minutes to 3

21 minutes after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

13 minutes to three

7 after eleven

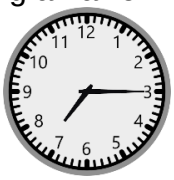
half-past four

sixteen to nine

quarter to three

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve-eleven



two twenty-two

half-past twelve

15 after 7

23 minutes to 4

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve midnight

five-thirty sharp

quarter after 5

2 to seven

13 before 1

Answer Key

Using 'Clock Talk' – V15

Answer Key

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- 3 minutes after two
- seven to ten
- 12 after 5
- 17 minutes to 3
- 21 minutes after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- 13 minutes to three
- 7 after eleven
- half-past four
- sixteen to nine
- quarter to three

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- twelve-eleven
- two twenty-two
- half-past twelve
- 15 after 7
- 23 minutes to 4

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- twelve midnight
- five-thirty sharp
- quarter after 5
- 2 to seven
- 13 before 1

Using ‘Clock Talk’ – V16

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

12 minutes after 1

3 to ten

18 after 6

11 minutes to 6

28 minutes after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

19 minutes to 9

twelve after 9

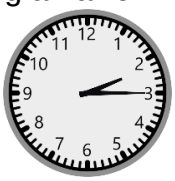
half-past 5

5 to nine

quarter to seven

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve-fifteen



eight twenty-two

15 minutes to twelve

15 after 2

2 minutes to 7

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

twelve noon

five o’clock sharp

3 after 5

8 to seven

21 before 1

Answer Key

Using 'Clock Talk' – V16

Answer Key

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- 12 minutes after 1
- 3 to ten
- 18 after 6
- 11 minutes to 6
- 28 minutes after four

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

- 19 minutes to 9
- twelve after 9
- half-past 5
- 5 to nine
- quarter to seven

Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

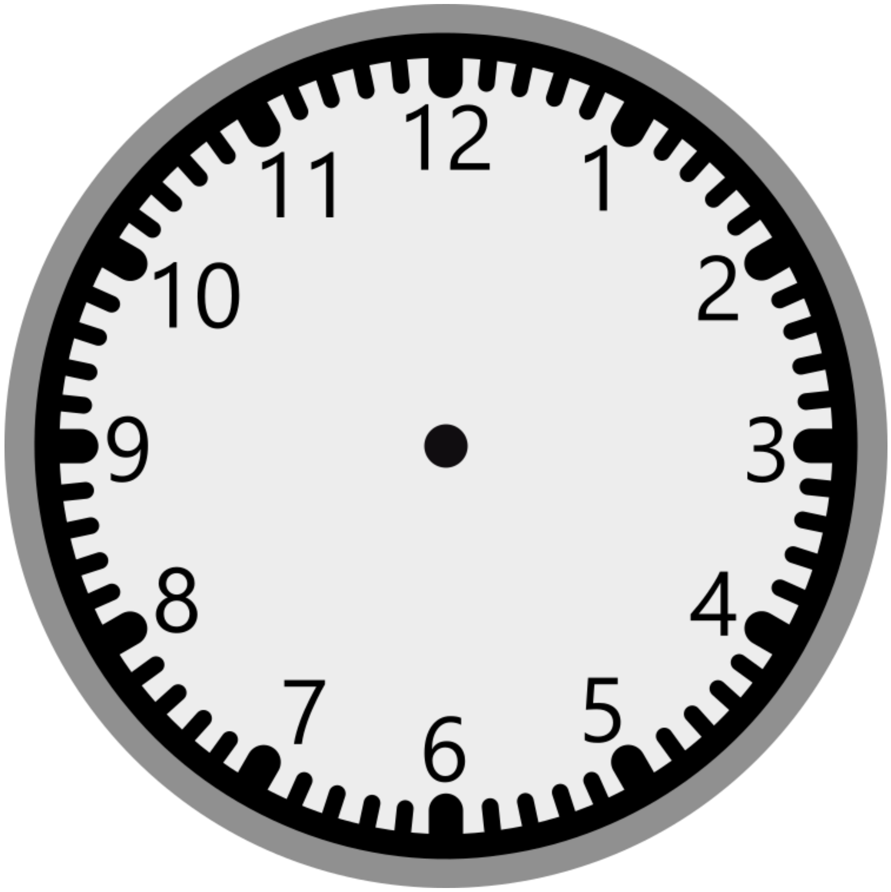
- twelve-fifteen
- eight twenty-two
- 15 minutes to twelve
- 15 after 2
- 2 minutes to 7

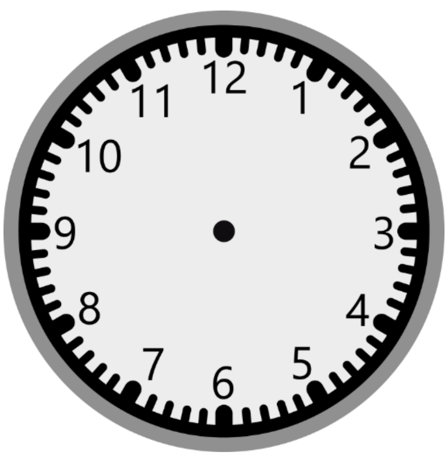
Directions: Match the time on the left with the correct clock face on the right by drawing an arrow.

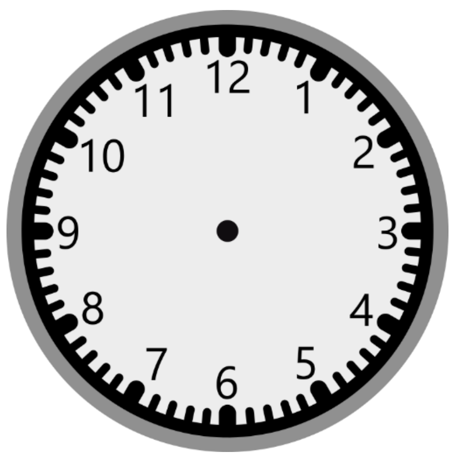
- twelve noon
- five o'clock sharp
- 3 after 5
- 8 to seven
- 21 before 1

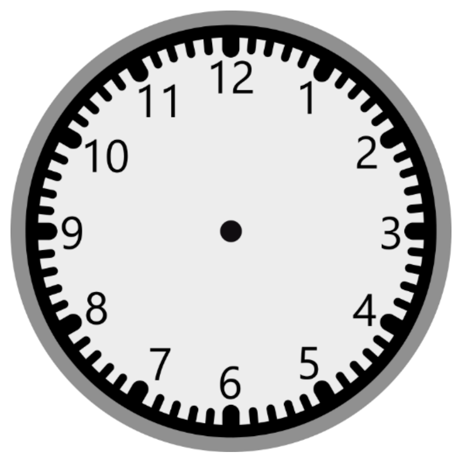
Analog Clocks – Demonstration Tool – V17

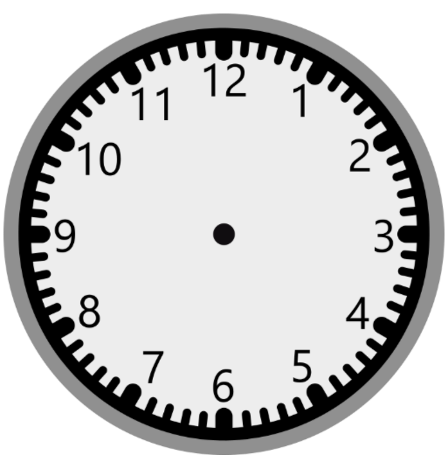
Understanding and Reading Analog Time

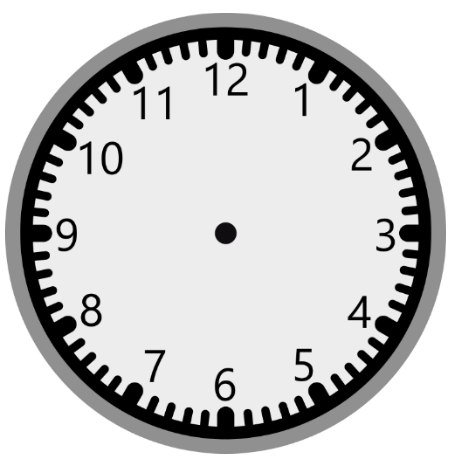


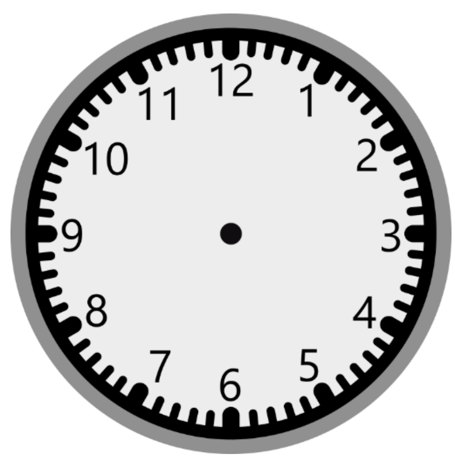






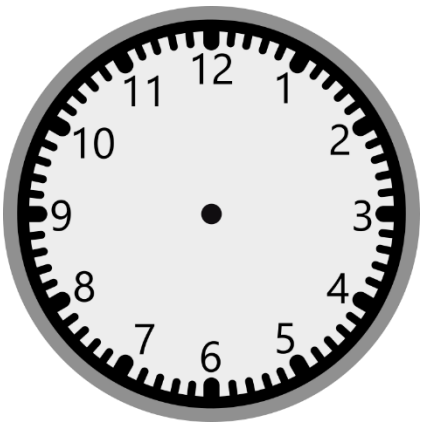
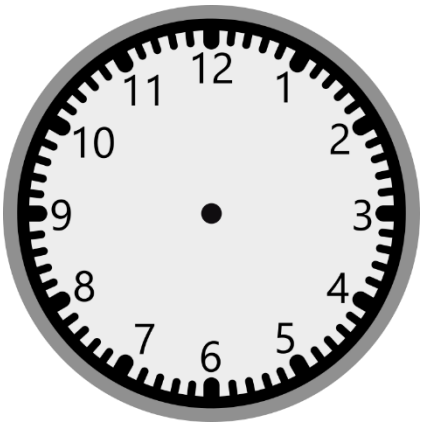
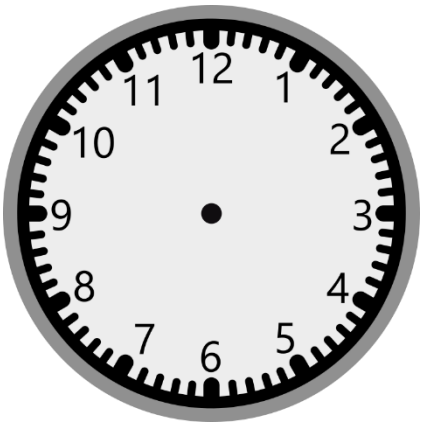
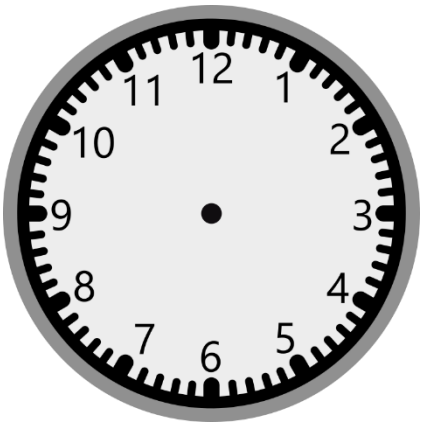
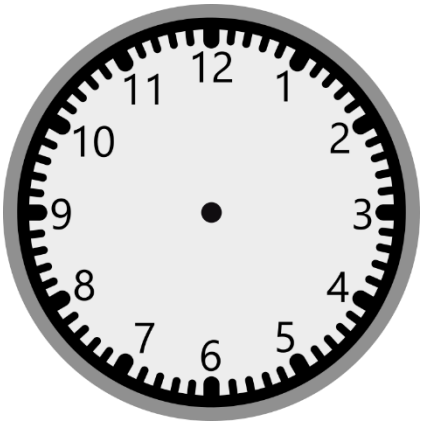
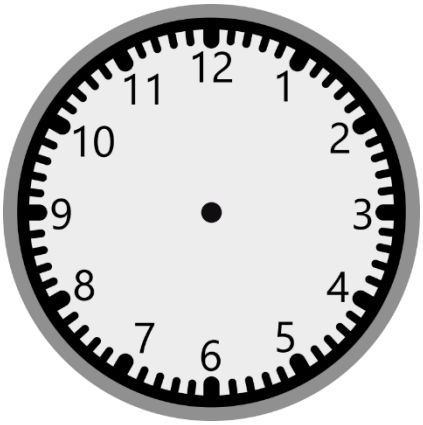
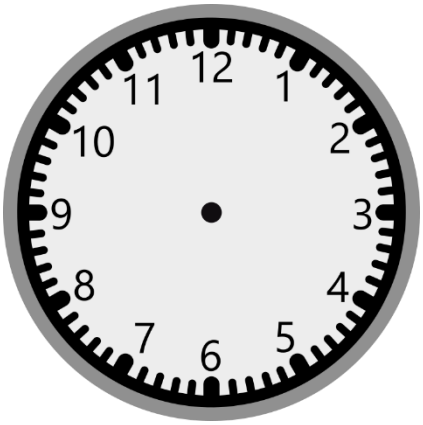
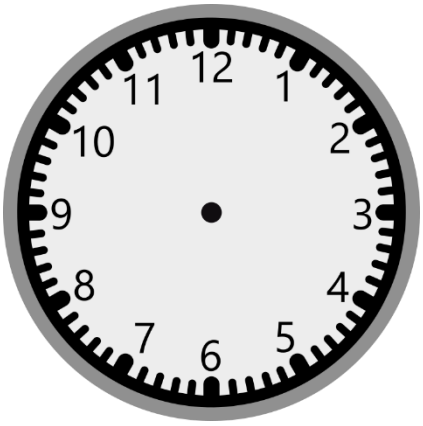
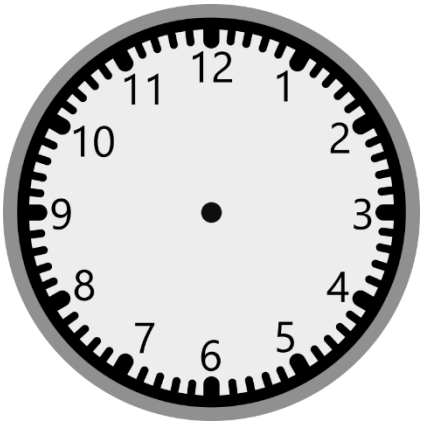






Analog Clocks – No Minute or Hour Hands – V18

Understanding and Reading Analog Time

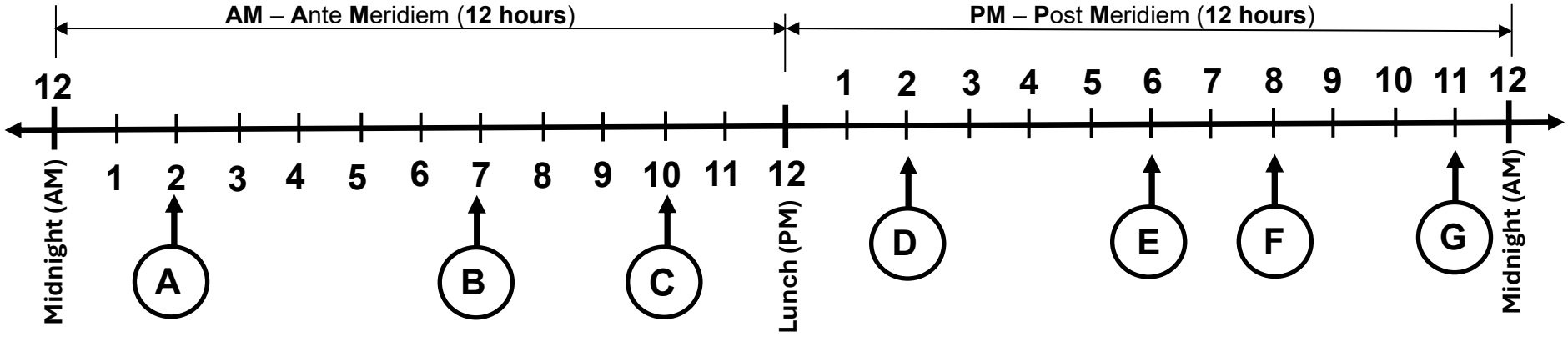
Section 3

A Day of Time

Student Practice Resource

Understanding **MY** Day in Time – **V1**

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) There are **two** 12-hour periods in one day. True **or** False (Circle your answer).

2.) There are 24 hours in one day. True **or** False (Circle your answer).

3.) Lunch-time each day is at _____. 12 AM **or** 12 PM (Circle your answer).

4.) At Point **B,** it is 7 AM. You are _____. going to recess. **or** eating breakfast. (Circle your answer).

5.) At Point **A,** it is 2 AM. You are _____. sleeping in your bed. **or** at school. (Circle your answer).

6.) At Point **D,** it is 2 PM. You are _____. sleeping in your bed. **or** at school. (Circle your answer).

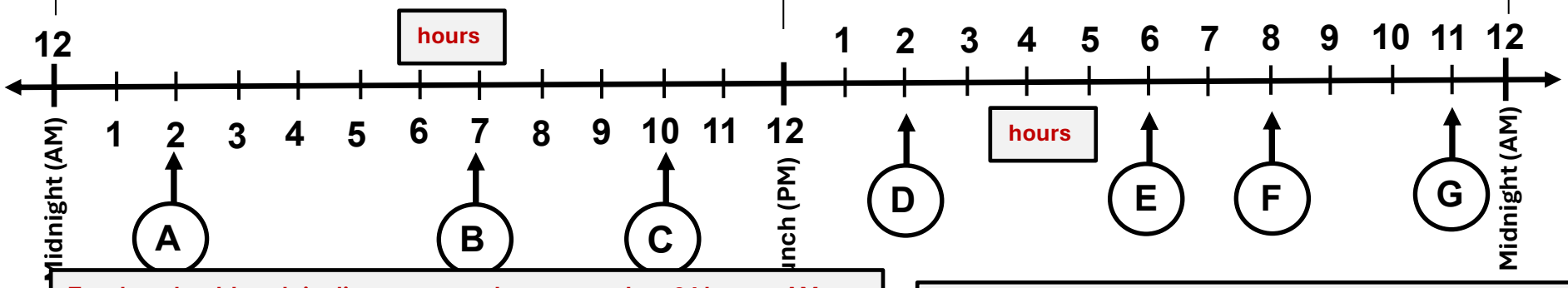
Understanding **MY** Day in Time – **V1**

Answer Key

A 24-HOUR DAY DIAGRAM

Focus their attention on *Lunch* and *Midnight* to frame the diagram.

Answer Key



Teacher should explain diagram to students – one day. 24 hours. AM and PM – each 12 hours. AM is from Latin meaning 'before midday.' Etc.

Students understand this concept with good explanations!

Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) There are **two** 12-hour periods in one day. True **or** False (Circle your answer).

2.) There are 24 hours in one day. True **or** False (Circle your answer).

3.) Lunch-time each day is at _____. 12 AM 12 PM (Circle your answer).

4.) At Point **B,** it is 7 AM. You are _____. going to recess. **or** eating breakfast. (Circle your answer).

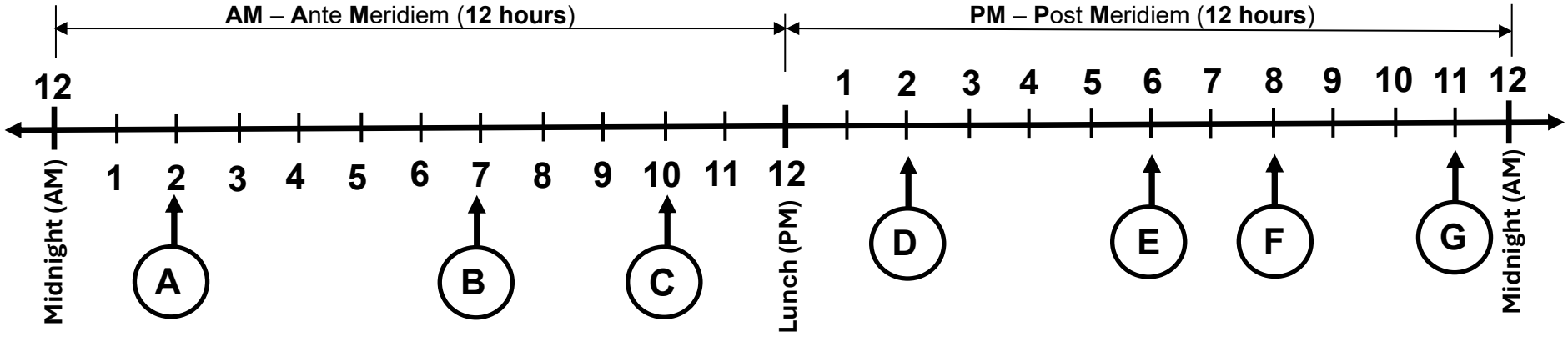
5.) At Point **A,** it is 2 AM. You are _____. sleeping in your bed **or** at school. (Circle your answer).

6.) At Point **D,** it is 2 PM, you are _____. sleeping in your bed. **or** at school. (Circle your answer).

This entire exercise should be completed with the teacher and students via Guided Practice. The teacher should explain the diagram, fully, so students understand it. The students can work V3 and V4, independently.

Understanding **MY** Day in Time – **V2**

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) There are 24 hours in one day. True **or** False (Circle your answer).

2.) There are **two** 12-hour periods in one day. True **or** False (Circle your answer).

3.) Midnight each day is at _____. 12 AM **or** 12 PM (Circle your answer).

4.) At Point **B,** it is 7 AM. You are _____. playing baseball. **or** going to school. (Circle your answer).

5.) At Point **E,** it is 6 PM. You are _____. sleeping in your bed. **or** eating dinner. (Circle your answer).

6.) At Point **G,** it is 11 PM. You are _____. sleeping in your bed. **or** at school. (Circle your answer).

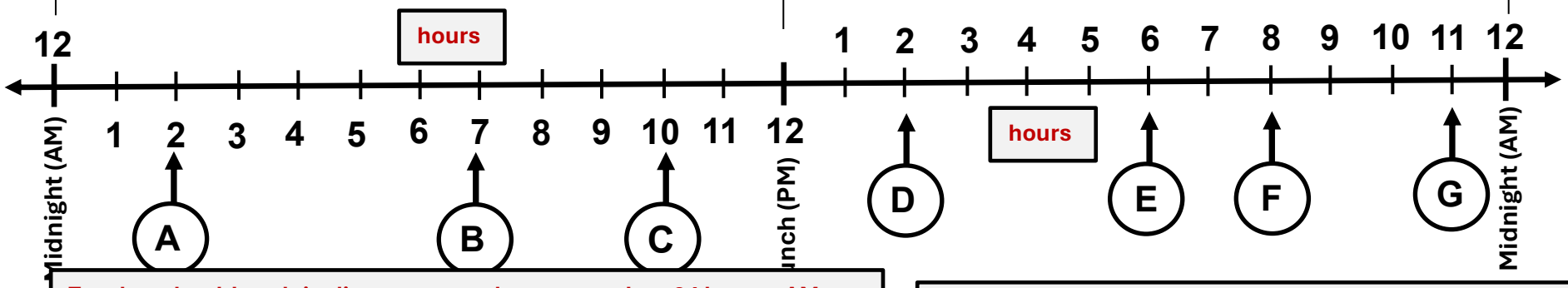
Understanding **MY** Day in Time – **V2**

Answer Key

A 24-HOUR DAY DIAGRAM

Focus their attention on *Lunch* and *Midnight* to frame the diagram.

Answer Key



Teacher should explain diagram to students – one day. 24 hours. AM and PM – each 12 hours. AM is from Latin meaning 'before midday.' Etc.

Students understand this concept with good explanations!

Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) There are 24 hours in one day. (True) **or** False (Circle your answer).

2.) There are **two** 12-hour periods in one day. (True) **or** False (Circle your answer).

3.) Midnight each day is at _____. (12 AM) **or** 12 PM (Circle your answer).

This entire exercise should be completed with the teacher and students via Guided Practice. The teacher should explain the diagram, fully, so students understand it. The students can work V3 and V4, independently.

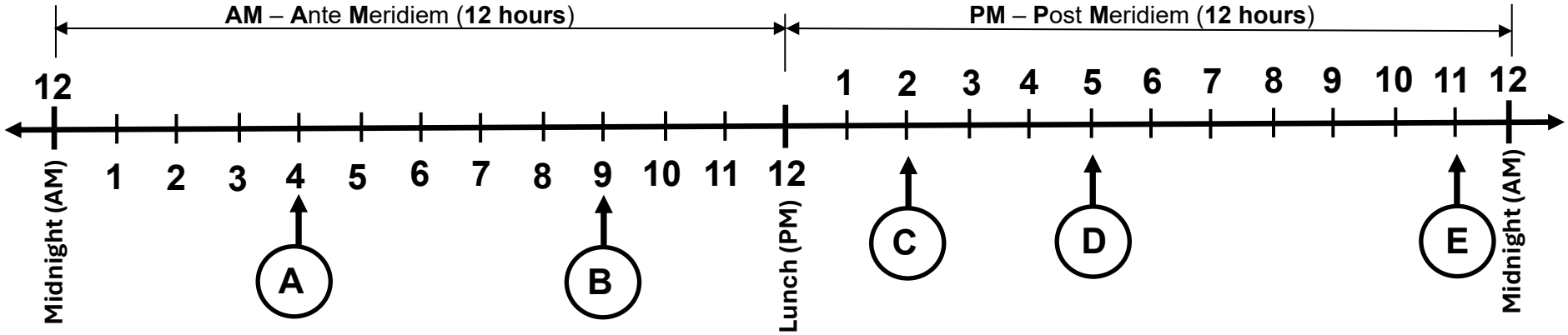
4.) At Point **B,** it is 7 AM. You are _____. playing baseball. **or** (going to school.) (Circle your answer).

5.) At Point **E,** it is 6 PM. You are _____. sleeping in your bed. **or** (eating dinner.) (Circle your answer).

6.) At Point **G,** it is 11 PM. You are _____. (sleeping in your bed.) **or** at school. (Circle your answer).

Understanding **MY** Day in Time – **V3**

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) There are 12 hours in one day. True **or** False (Circle your answer).

2.) There are two 12-hour periods in one day. True **or** False (Circle your answer).

3.) **AM** means **A**nte **M**eridiem. True **or** False (Circle your answer).

4.) At Point **B,** it is 9 AM. You are _____. at school. **or** sleeping in your bed. (Circle your answer).

5.) At Point **D,** it is 5 PM. You are _____. sleeping in your bed. **or** doing homework. (Circle your answer).

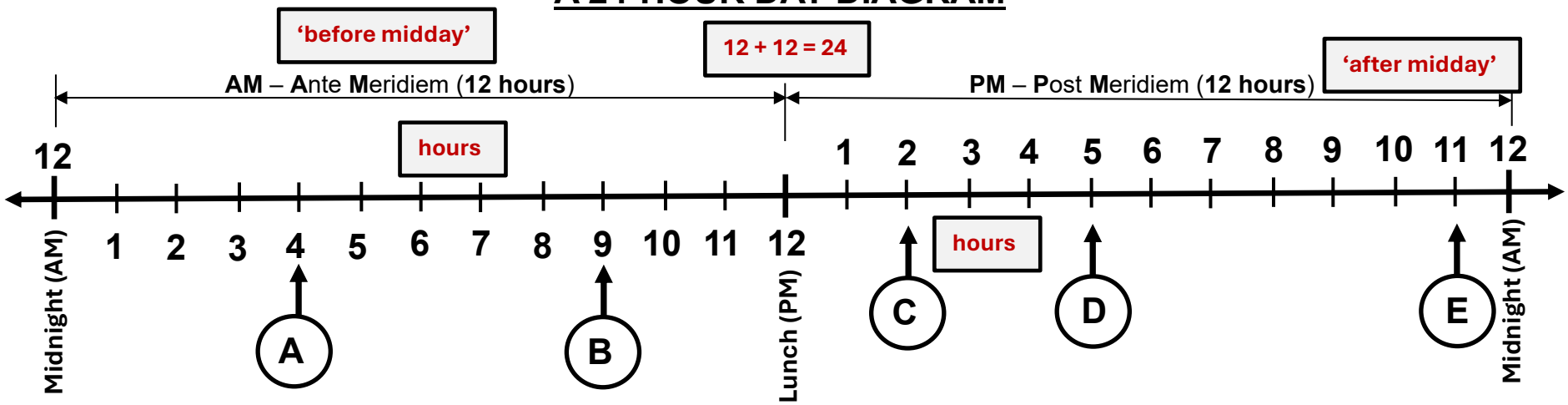
6.) At Point **E,** it is 11 PM. You are _____. sleeping in your bed. **or** at school. (Circle your answer).

Understanding **MY** Day in Time – **V3**

Answer Key

Answer Key

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) There are 12 hours in one day. True **or** False (Circle your answer).

2.) There are two 12-hour periods in one day. True **or** False (Circle your answer).

This exercise can be done with independent practice, but the teacher closely monitors.

3.) **AM** means **A**nte **M**eridiem. True **or** False (Circle your answer).

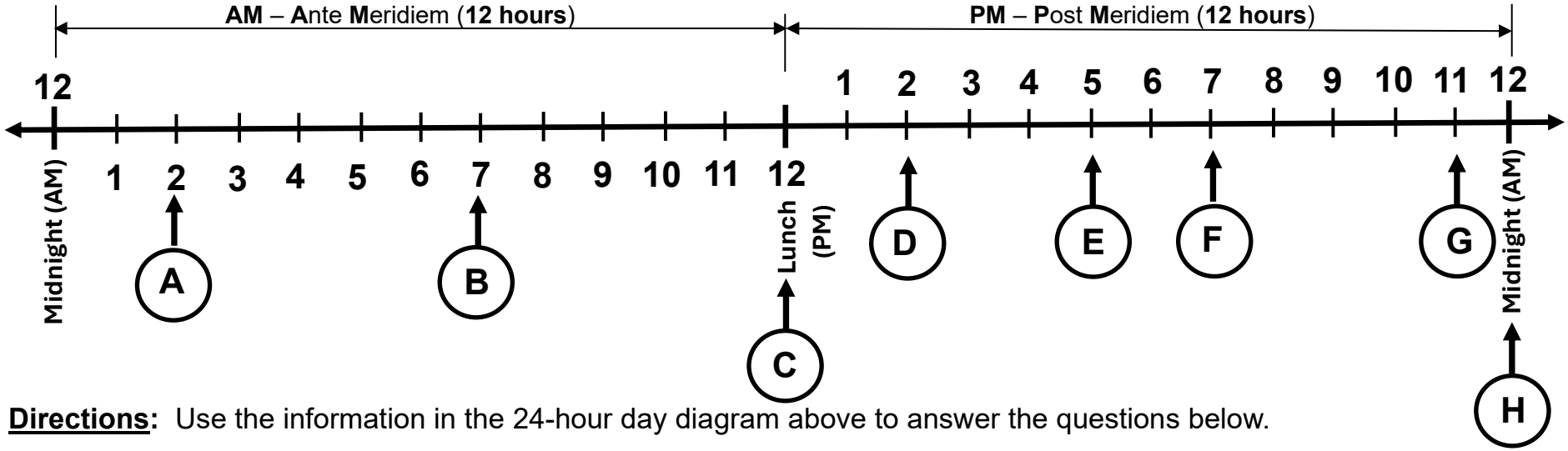
4.) At Point **B,** it is 9 AM. You are _____. at school. **or** sleeping in your bed. (Circle your answer).

5.) At Point **D,** it is 5 PM. You are _____. sleeping in your bed. **or** doing homework. (Circle your answer).

6.) At Point **E,** it is 11 PM. You are _____. sleeping in your bed. **or** at school. (Circle your answer).

Understanding **MY** Day in Time – **V4**

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) **PM** means **P**ost **M**eridiem. True **or** False (Circle your answer).

2.) **AM** means **A**fter **M**idnight. True **or** False (Circle your answer).

3.) Is 12 noon -- PM or AM. AM **or** PM (Circle your answer).

4.) At Point **F,** it is 7 PM. You are _____. at school. **or** reading at home. (Circle your answer).

5.) At Point **G,** it is 11 PM. You are _____. sleeping in your bed. **or** doing homework. (Circle your answer).

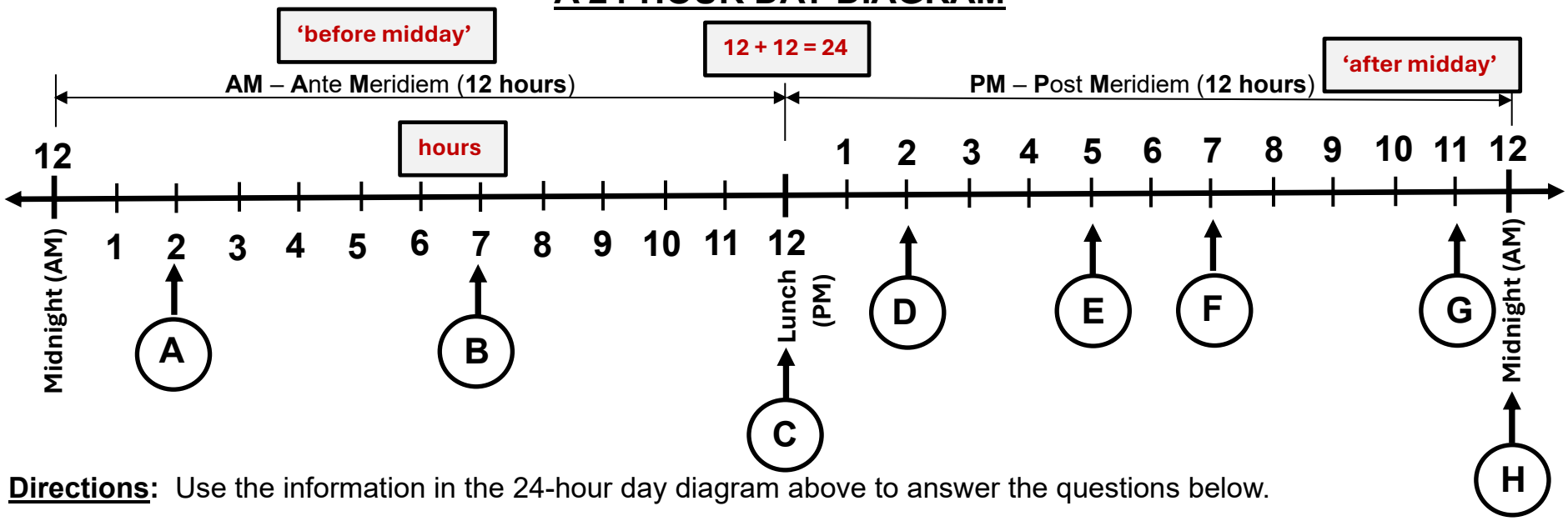
6.) At Point **H,** it is 12 AM. You are _____. sleeping in your bed. **or** at school. (Circle your answer).

Understanding **MY** Day in Time – **V4**

Answer Key

Answer Key

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) **PM** means **P**ost **M**eridiem. True **or** False (Circle your answer).

2.) **AM** means **A**fter **M**idnight. True **or** False (Circle your answer).

3.) Is 12 noon -- PM or AM. AM **or** PM (Circle your answer).

4.) At Point **F,** it is 7 PM. You are _____. at school. **or** reading at home. (Circle your answer).

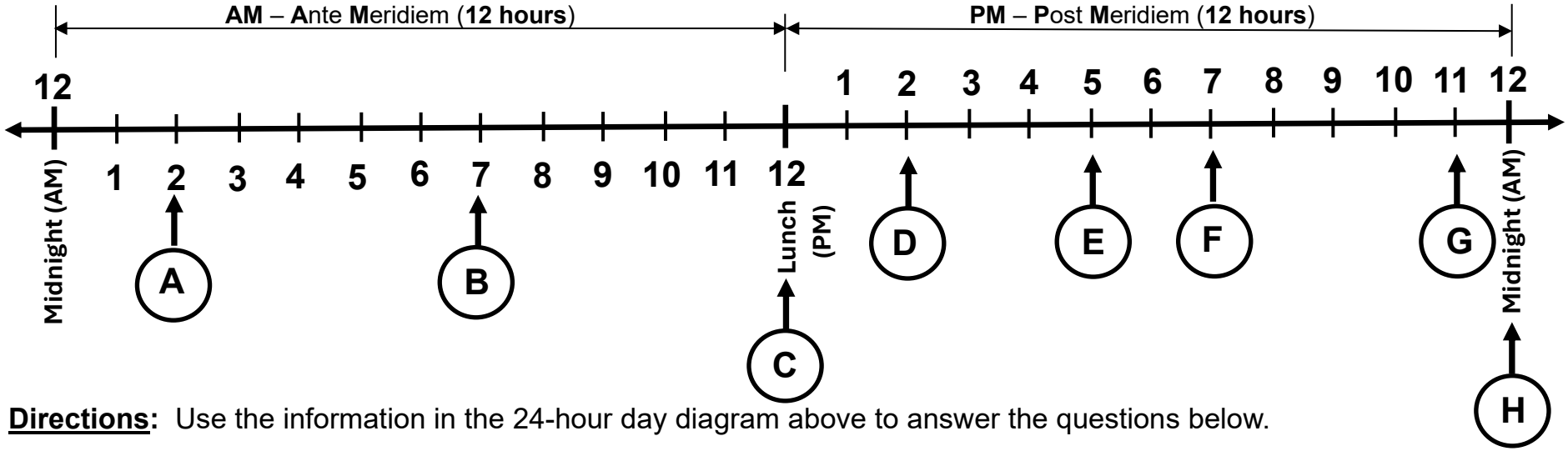
5.) At Point **G,** it is 11 PM. You are _____. sleeping in your bed. **or** doing homework. (Circle your answer).

6.) At Point **H,** it is 12 AM. You are _____. sleeping in your bed. **or** at school. (Circle your answer).

This exercise can be done with independent practice, but the teacher closely monitors.

Understanding **MY** Day in Time – **V5**

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) **PM** means **P**ost **M**eridiem. True **or** False (Circle your answer).

2.) **AM** means **A**fter **M**idnight. True **or** False (Circle your answer).

3.) Is 12 midnight -- PM or AM. AM **or** PM (Circle your answer).

4.) At Point **A,** it is 2 AM. You are _____. at school. **or** sleeping in your bed. (Circle your answer).

5.) At Point **C,** it is 12 PM. You are _____. sleeping in your bed. **or** eating lunch. (Circle your answer).

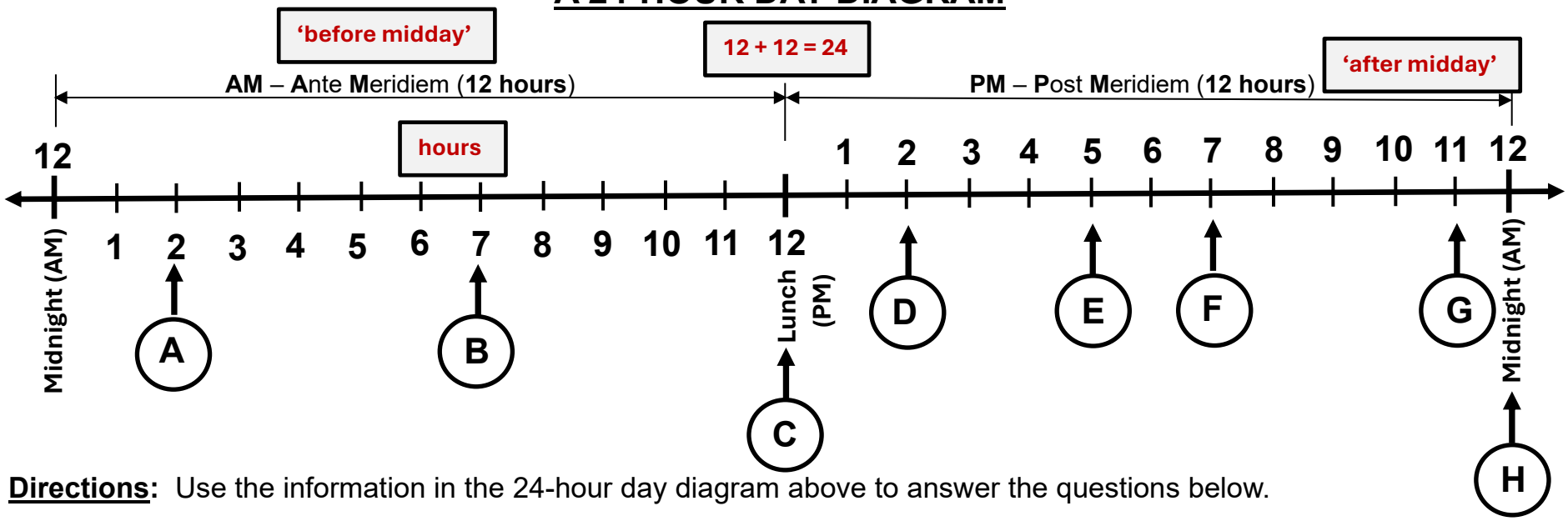
6.) At Point **F,** it is 7 PM. You are _____. sleeping in your bed. **or** watching TV at home. (Circle your answer).

Understanding **MY** Day in Time – **V5**

Answer Key

Answer Key

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) **PM** means **P**ost **M**eridiem. True **or** False (Circle your answer).

2.) **AM** means **A**fter **M**idnight. True **or** False (Circle your answer).

3.) Is 12 midnight -- PM or AM. AM **or** PM (Circle your answer).

4.) At Point **A,** it is 2 AM. You are _____. at school. **or** sleeping in your bed. (Circle your answer).

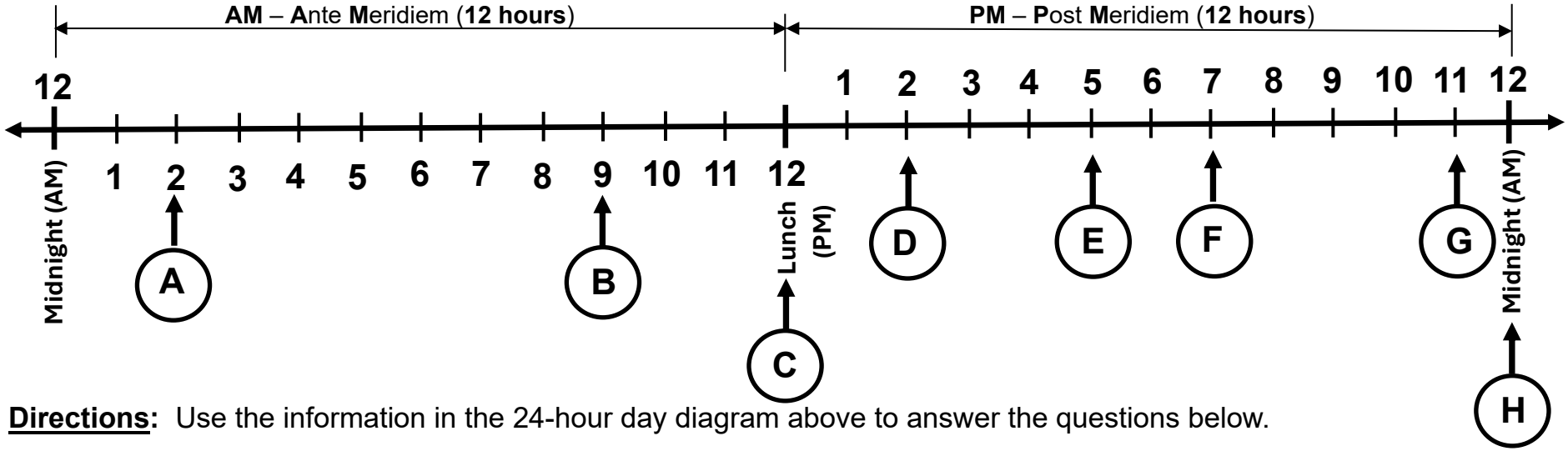
5.) At Point **C,** it is 12 PM. You are _____. sleeping in your bed. **or** eating lunch. (Circle your answer).

6.) At Point **F,** it is 7 PM. You are _____. sleeping in your bed. **or** watching TV at home. (Circle your answer).

This exercise can be done with independent practice, but the teacher closely monitors.

Understanding **MY** Day in Time – **V6**

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) How many hours in one day? _____ hours (Write your answer).

2.) A new day happens at what time? 12 AM **or** 12 PM (Circle your answer).

3.) At what time is lunch each day? 12 AM **or** 12 PM (Circle your answer).

4.) At Point **B,** it is 9 AM. You are _____. at school. **or** sleeping in your bed. (Circle your answer).

5.) At Point **D,** it is 2 PM. You are _____. sleeping in your bed. **or** at recess at school. (Circle your

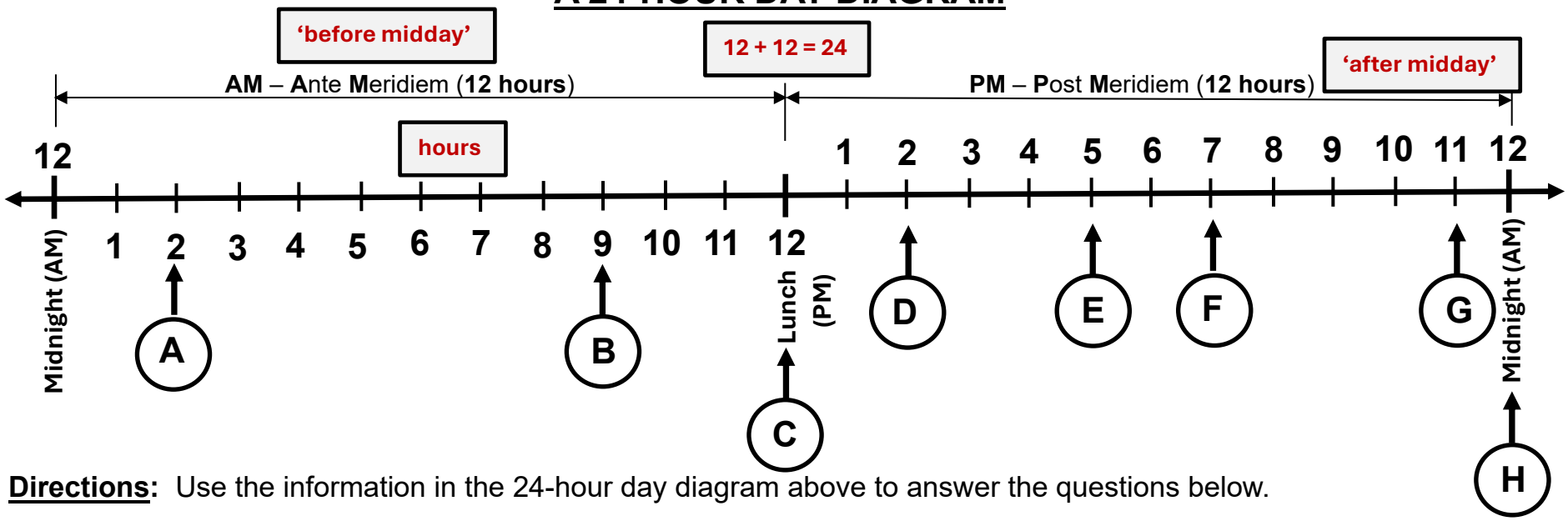
6.) At Point **G,** it is 11 PM. You are _____. sleeping in your bed. **or** watching TV at home. (Circle your answer).

Understanding **MY** Day in Time – **V6**

Answer Key

Answer Key

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) How many hours in one day? **24** hours (Write your answer).

2.) A new day happens at what time? 12 AM **or** 12 PM (Circle your answer).

3.) At what time is lunch each day? 12 AM **or** 12 PM (Circle your answer).

4.) At Point **B,** it is 9 AM. You are _____. at school. **or** sleeping in your bed. (Circle your answer).

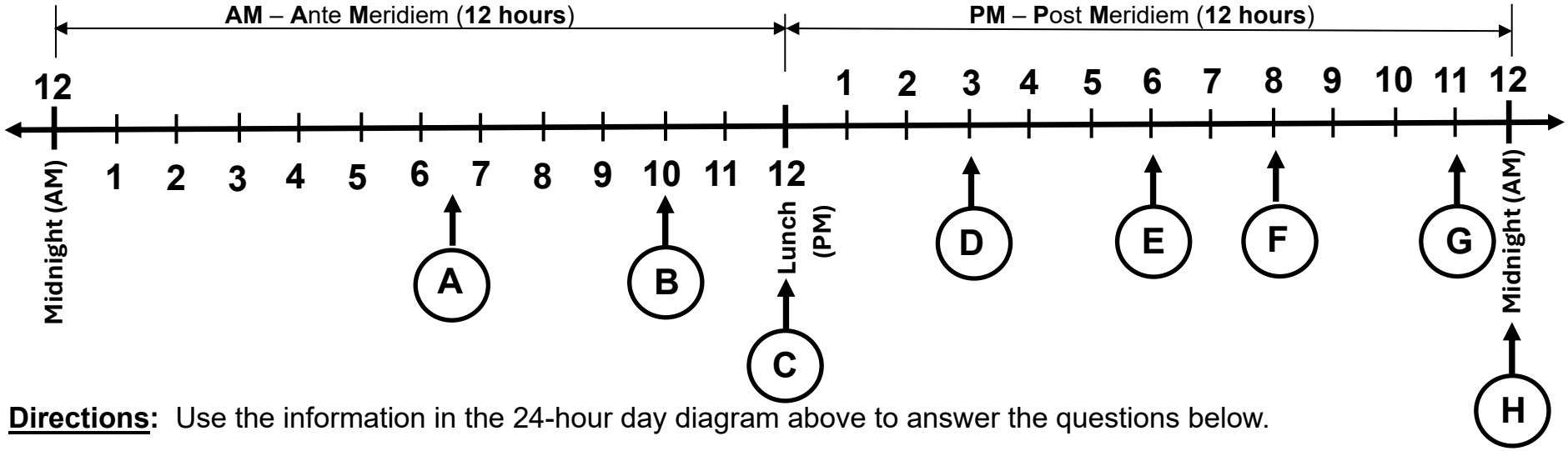
5.) At Point **D,** it is 2 PM. You are _____. sleeping in your bed. **or** at recess at school. (Circle your

6.) At Point **G,** it is 11 PM. You are _____. sleeping in your bed. **or** watching TV at home. (Circle your answer).

This exercise can be done with independent practice, but the teacher closely monitors.

Understanding **MY** Day in Time – **V7**

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) How many hours in one day? _____ hours (Write your answer).

2.) A new day happens at what time? 12 AM **or** 12 PM (Circle your answer).

3.) At Point **A,** it is 6:30 AM. You are _____. at recess. **or** waking up in bed. (Circle your answer).

4.) At Point **B,** it is 10 AM. You are _____. at school. **or** eating dinner at home (Circle your answer).

5.) At Point **D,** it is 3 PM. You are _____. sleeping in your bed. **or** at school dismissal. (Circle your answer).

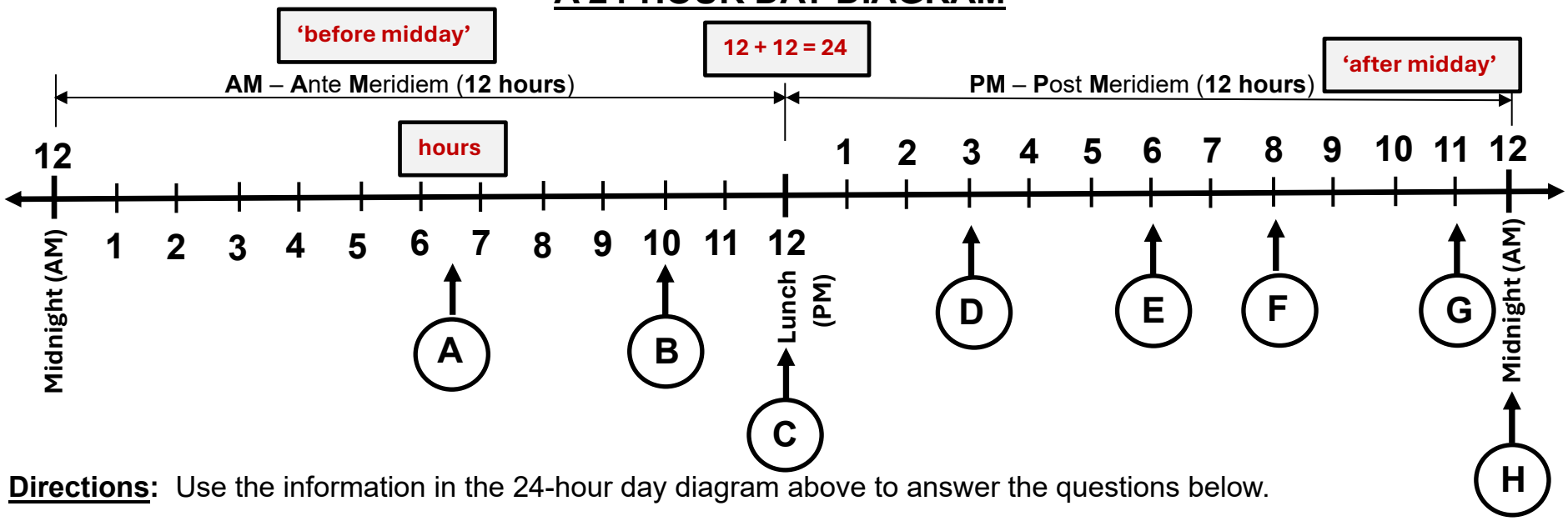
6.) At Point **F,** it is 8 PM. You are _____. reading at home. **or** going to recess. (Circle your answer).

Understanding **MY** Day in Time – **V7**

Answer Key

Answer Key

A 24-HOUR DAY DIAGRAM



Directions: Use the information in the 24-hour day diagram above to answer the questions below.

1.) How many hours in one day? **24** hours (Write your answer).

2.) A new day happens at what time? (12 AM) **or** 12 PM (Circle your answer).

3.) At Point **A,** it is 6:30 AM. You are _____. at recess. **or** (waking up in bed.) (Circle your answer).

4.) At Point **B,** it is 10 AM. You are _____. (at school.) **or** eating dinner at home (Circle your answer).

5.) At Point **D,** it is 3 PM. You are _____. sleeping in your bed. **or** (at school dismissal.) (Circle your answer).

6.) At Point **F,** it is 8 PM. You are _____. (reading at home.) **or** going to recess. (Circle your answer).

This exercise can be done with independent practice, but the teacher closely monitors.

Clocks – AM or PM? – **V8**

Building the Numeracy of Time

Directions: Ring the correct time that matches the description.

Eating breakfast at school	7:30 AM 7:30 PM
Sound asleep in my bed.	4:00 AM 4:00 PM
Eating lunch at school - noon.	12:00 AM 12:00 PM
Start of a new day - midnight.	12:00 AM 12:00 PM
Starting my math class.	10:30 AM 10:30 PM
Completing my homework	4:30 AM 4:30 PM
Watching TV with my friends	5:00 AM 5:00 PM
Going to bed for the night.	8:00 AM 8:00 PM

Directions: Ring the correct time that matches the description.

Riding the bus to school.	7:34 AM 7:34 PM
Riding the bus home from school.	4:05 AM 4:05 PM
At recess – playing tag with my friends.	10:31 AM 10:31 PM
Eating dinner with my family.	5:10 AM 5:10 PM
Sleeping in my bed at night.	2:35 AM 2:35 PM
Eating lunch with my class.	11:34 AM 11:34 PM
Playing soccer after school	4:45 AM 4:45 PM
Studying for my spelling test with my mom's help.	6:55 AM 6:55 PM

Clocks – AM or PM? – **V8**

Answer Key *Building the Numeracy of Time* **Answer Key**

Directions: Ring the correct time that matches the description.

Eating breakfast at school	7:30 AM / 7:30 PM
Sound asleep in my bed.	4:00 AM / 4:00 PM
Eating lunch at school - noon.	12:00 AM / 12:00 PM
Start of a new day - midnight.	12:00 AM / 12:00 PM
Starting my math class.	10:30 AM / 10:30 PM
Completing my homework	4:30 AM / 4:30 PM
Watching TV with my friends	5:00 AM / 5:00 PM
Going to bed for the night.	8:00 AM / 8:00 PM

Directions: Ring the correct time that matches the description.

Riding the bus to school.	7:34 AM / 7:34 PM
Riding the bus home from school.	4:05 AM / 4:05 PM
At recess – playing tag with my friends.	10:31 AM / 10:31 PM
Eating dinner with my family.	5:10 AM / 5:10 PM
Sleeping in my bed at night.	2:35 AM / 2:35 PM
Eating lunch with my class.	11:34 AM / 11:34 PM
Playing soccer after school	4:45 AM / 4:45 PM
Studying for my spelling test with my mom's help.	6:55 AM / 6:55 PM

Clocks – AM or PM? – **V9**

Building the Numeracy of Time

Directions: Ring the correct time that matches the description.

Walking to school in the morning	7:30 AM 7:30 PM
Sound asleep in my bed.	4:00 AM 4:00 PM
School dismissal	3:00 AM 3:00 PM
Start of a new day - midnight.	12:00 AM 12:00 PM
Going to recess with my classmates.	10:30 AM 10:30 PM
Completing my nightly homework	5:30 AM 5:30 PM
Eating dinner with my family.	5:00 AM 5:00 PM
Going to bed for the night.	8:30 AM 8:30 PM

Directions: Ring the correct time that matches the description.

Riding the bus after school.	3:15 AM 3:15 PM
Riding the bus to school.	7:05 AM 7:05 PM
At recess – playing tag with my friends.	10:47 AM 10:47 PM
Doing my home-work at my house.	5:10 AM 5:10 PM
Sleeping in my bed at night.	1:52 AM 1:52 PM
Eating lunch with my class.	12:15 AM 12:15 PM
Playing baseball after school	5:05 AM 5:05 PM
Watching Blue's Clues after school.	4:35 AM 4:35 PM

Clocks – AM or PM? – **V9**

Answer Key *Building the Numeracy of Time* **Answer Key**

Directions: Ring the correct time that matches the description.

Walking to school in the morning	7:30 AM / 7:30 PM
Sound asleep in my bed.	4:00 AM / 4:00 PM
School dismissal	3:00 AM / 3:00 PM
Start of a new day - midnight.	12:00 AM / 12:00 PM
Going to recess with my classmates.	10:30 AM / 10:30 PM
Completing my nightly homework	5:30 AM / 5:30 PM
Eating dinner with my family.	5:00 AM / 5:00 PM
Going to bed for the night.	8:30 AM / 8:30 PM

Directions: Ring the correct time that matches the description.

Riding the bus after school.	3:15 AM / 3:15 PM
Riding the bus to school.	7:05 AM / 7:05 PM
At recess – playing tag with my friends.	10:47 AM / 10:47 PM
Doing my home-work at my house.	5:10 AM / 5:10 PM
Sleeping in my bed at night.	1:52 AM / 1:52 PM
Eating lunch with my class.	12:15 AM / 12:15 PM
Playing baseball after school	5:05 AM / 5:05 PM
Watching Blue's Clues after school.	4:35 AM / 4:35 PM

Clocks – AM or PM? – **V10**

Building the Numeracy of Time

Directions: Ring the correct time that matches the description.

Playing at recess with my friends.	9:30 AM 9:30 PM
Saying “Good-bye” to my teacher.	3:00 AM 3:00 PM
At school dismissal	3:15 AM 3:15 PM
In science class at school.	1:00 AM 1:00 PM
Eating lunch.	12:30 AM 12:30 PM
Saying “Hello” to my teacher.	7:30 AM 7:30 PM
Practicing the piano at home.	5:00 AM 5:00 PM
Sound asleep in bed.	2:30 AM 2:30 PM

Directions: Ring the correct time that matches the description.

Reading a book after school.	4:15 AM 4:15 PM
Riding the bus to school.	7:05 AM 7:05 PM
At recess – playing tag with my friends.	9:35 AM 9:35 PM
Doing my home-work at my house.	6:10 AM 6:10 PM
Bedtime story with my older sister.	7:52 AM 7:52 PM
Eating lunch with my class.	12:15 AM 12:15 PM
Getting out of my car after school	4:05 AM 4:05 PM
Eating an after school snack	3:30 AM 3:30 PM

Clocks – AM or PM? – **V10**

Answer Key *Building the Numeracy of Time* **Answer Key**

Directions: Ring the correct time that matches the description.

Playing at recess with my friends.	9:30 AM / 9:30 PM
Saying “Good-bye” to my teacher.	3:00 AM / 3:00 PM
At school dismissal	3:15 AM / 3:15 PM
In science class at school.	1:00 AM / 1:00 PM
Eating lunch.	12:30 AM / 12:30 PM
Saying “Hello” to my teacher.	7:30 AM / 7:30 PM
Practicing the piano at home.	5:00 AM / 5:00 PM
Sound asleep in bed.	2:30 AM / 2:30 PM

Directions: Ring the correct time that matches the description.

Reading a book after school.	4:15 AM / 4:15 PM
Riding the bus to school.	7:05 AM / 7:05 PM
At recess – playing tag with my friends.	9:35 AM / 9:35 PM
Doing my home-work at my house.	6:10 AM / 6:10 PM
Bedtime story with my older sister.	7:52 AM / 7:52 PM
Eating lunch with my class.	12:15 AM / 12:15 PM
Getting out of my car after school	4:05 AM / 4:05 PM
Eating an after school snack	3:30 AM / 3:30 PM

Understanding **MY** Day in Time – Vocabulary – **V11**

Building the Numeracy of Time

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one hour
60 minutes	one year
60 seconds	one day
365 days	one minute
about 30 days	a decade
ten years	one month

Directions: Match the correct time, quantity or term by an arrow.

365 days	one hour
about 30 days	one year
60 seconds	one day
24 hours	one minute
60 minutes	a decade
ten years	one month

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one minute
60 minutes	one hour
60 seconds	one day
365 days	one year
about 30 days	a century
10 years	one month
100 years	a decade

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one hour
60 minutes	one year
60 seconds	a century
365 days	one minute
about 30 days	one day
ten years	a decade
100 years	one month

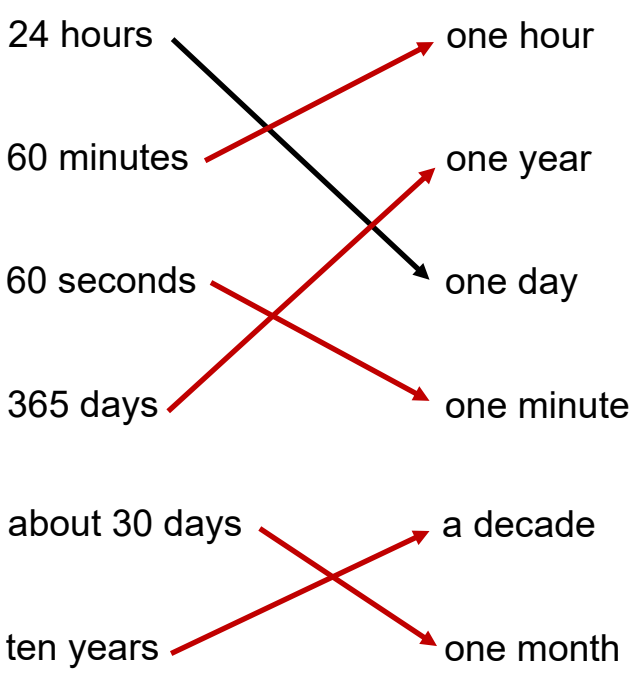
Understanding **MY** Day in Time – Vocabulary – **V11**

Answer Key

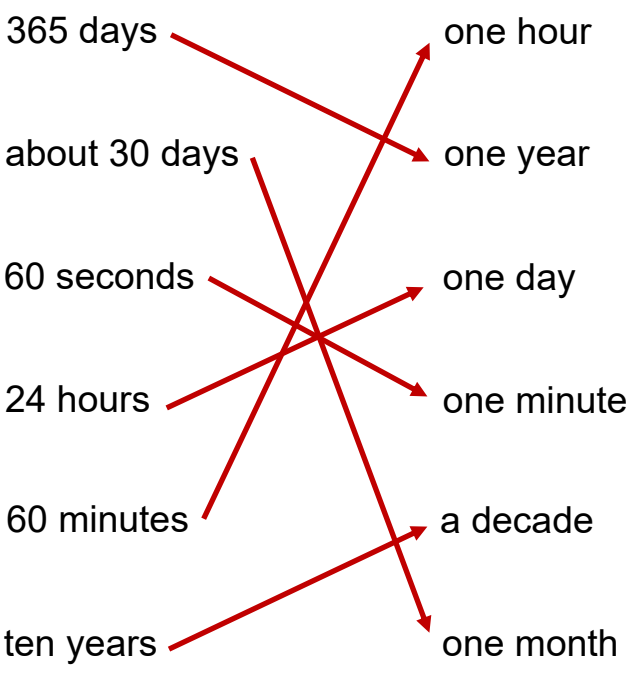
Building the Numeracy of Time

Answer Key

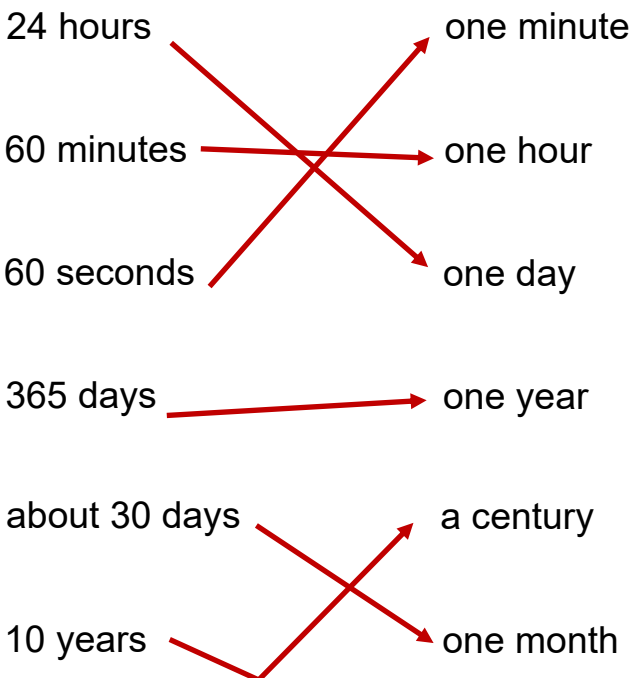
Directions: Match the correct time, quantity or term by an arrow.



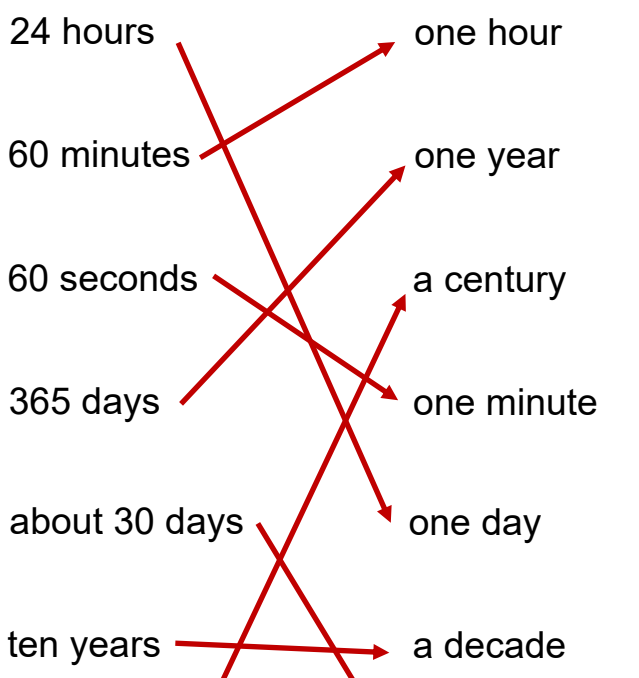
Directions: Match the correct time, quantity or term by an arrow.



Directions: Match the correct time, quantity or term by an arrow.



Directions: Match the correct time, quantity or term by an arrow.



Understanding **MY** Day in Time – Vocabulary – **V12**

Building the Numeracy of Time

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one hour
60 minutes	one year
60 seconds	one day
365 days	one minute
about 30 days	a millennium
1,000 years	one month

Directions: Match the correct time, quantity or term by an arrow.

365 days	one hour
about 30 days	one day
60 seconds	one year
24 hours	one month
60 minutes	a century
100 years	one minute

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one year
60 minutes	one hour
60 seconds	one day
365 days	one minute
1,000 years	a century
10 years	millennium
100 years	a decade

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one hour
60 minutes	one year
60 seconds	one minute
365 days	a decade
about 30 days	one day
10 years	a century
100 years	one month

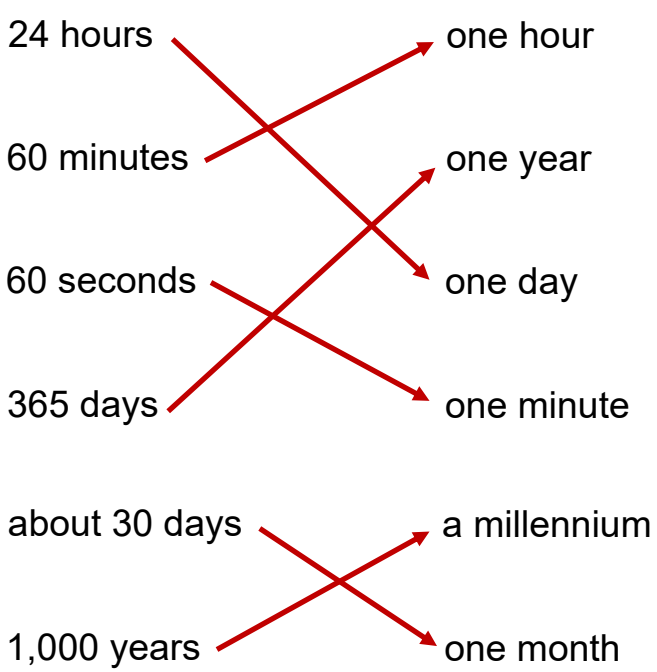
Understanding **MY** Day in Time – Vocabulary – **V12**

Answer Key

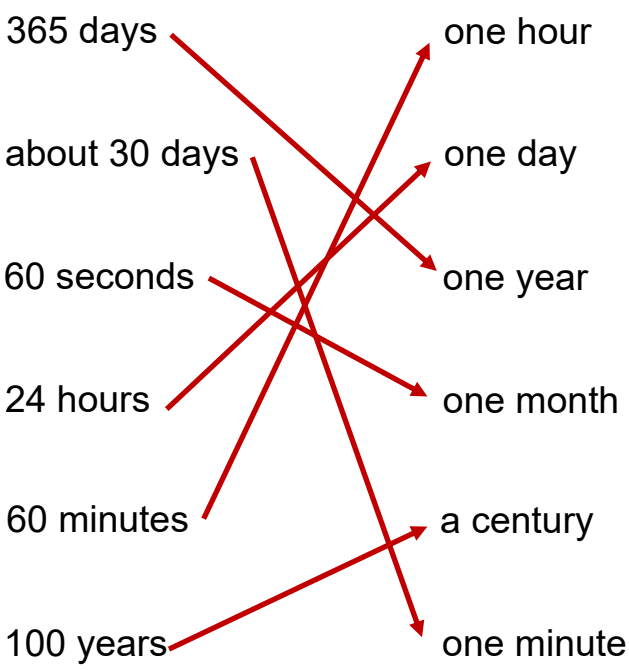
Building the Numeracy of Time

Answer Key

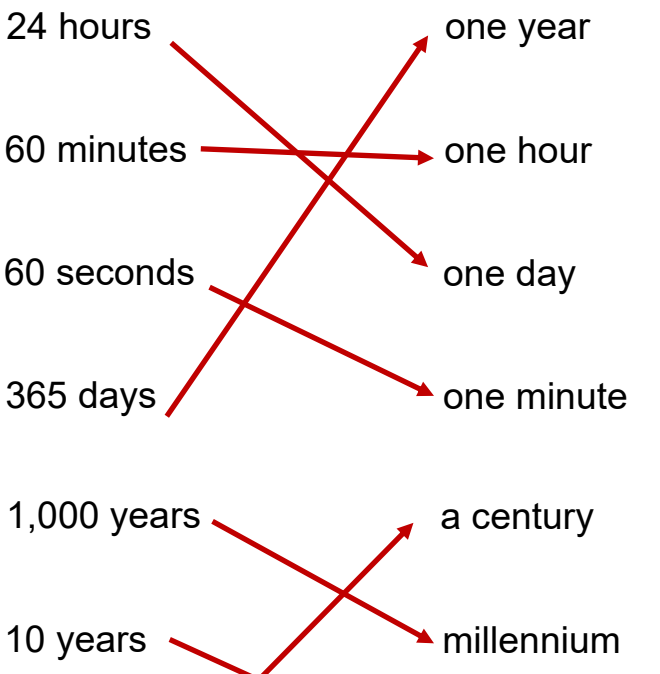
Directions: Match the correct time, quantity or term by an arrow.



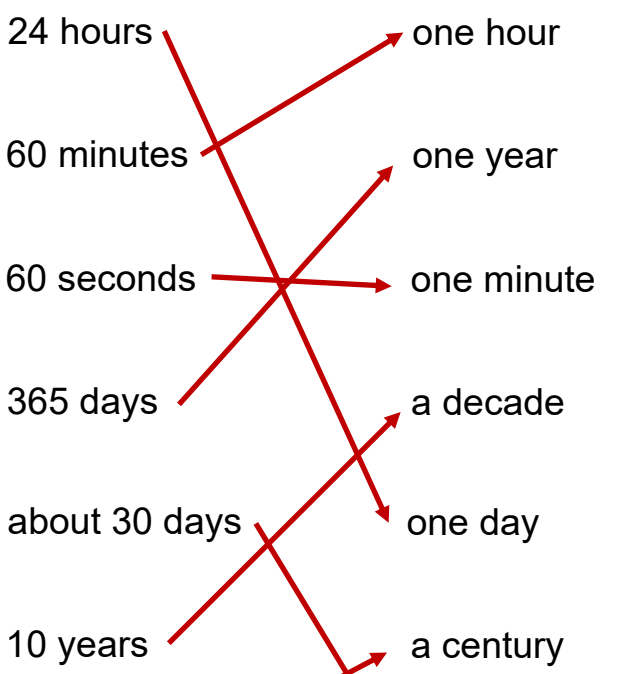
Directions: Match the correct time, quantity or term by an arrow.



Directions: Match the correct time, quantity or term by an arrow.



Directions: Match the correct time, quantity or term by an arrow.



Understanding **MY** Day in Time – Vocabulary – **V13**

Building the Numeracy of Time

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one month
60 minutes	one day
60 seconds	one year
365 days	one minute
about 30 days	one hour
1,000 years	a millennium

Directions: Match the correct time, quantity or term by an arrow.

365 days	one day
about 30 days	one month
60 seconds	one year
24 hours	one minute
60 minutes	a century
100 years	one hour

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one minute
60 minutes	one hour
60 seconds	a century
365 days	one year
1,000 years	one day
100 years	millennium
10 years	a decade

Directions: Match the correct time, quantity or term by an arrow.

24 hours	one hour
60 minutes	one day
60 seconds	a century
365 days	a decade
10 years	one year
about 30 days	one minute
100 years	one month

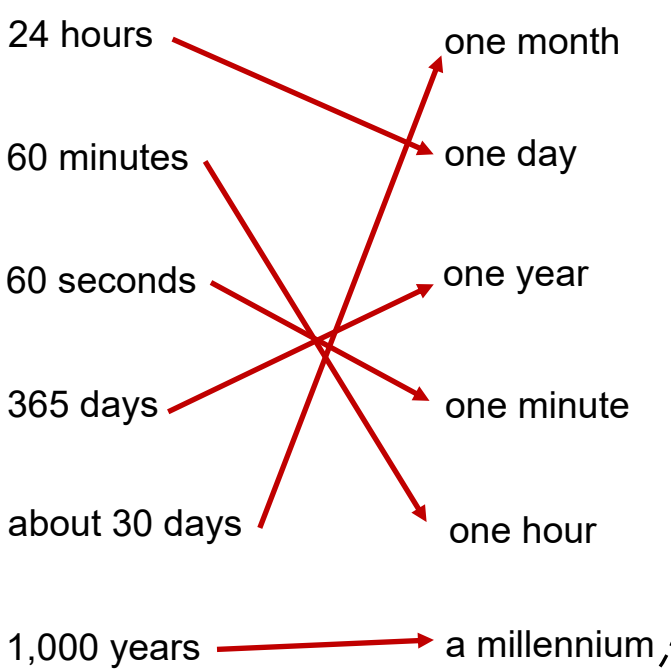
Understanding **MY** Day in Time – Vocabulary – **V13**

Answer Key

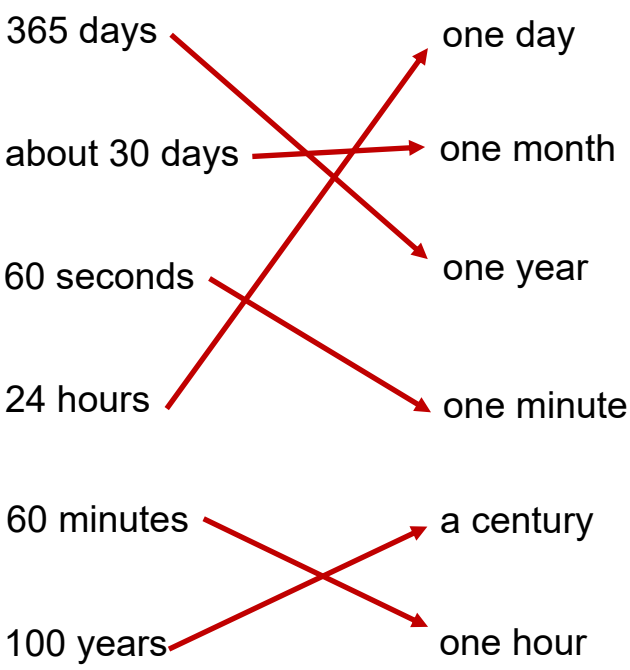
Building the Numeracy of Time

Answer Key

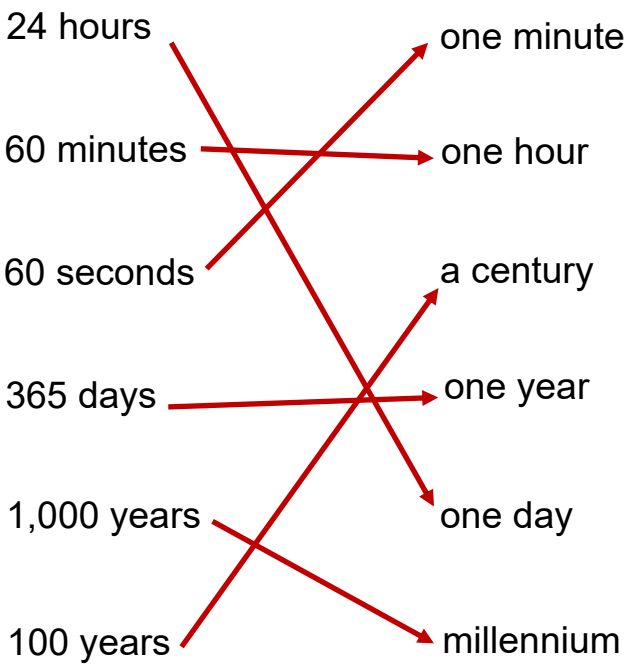
Directions: Match the correct time, quantity or term by an arrow.



Directions: Match the correct time, quantity or term by an arrow.



Directions: Match the correct time, quantity or term by an arrow.



Directions: Match the correct time, quantity or term by an arrow.