Students extend their work with telling time on both analog and digital clocks to the nearest 5 minutes and to the nearest minute.

COMMON CORE STANDARD(S)

3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

DURATION

Two 45-minute classroom periods
Engage and Explore, Explain, Elaborate page 1—one 45-minute classroom period
Elaborate page 2, Evaluate—second 45-minute classroom period

MATERIALS

Analog clock for demonstration
Materials for students to make their own clocks: construction paper and paper fasteners

ENGAGE AND EXPLORE

Engage students by having them make their own clock out of paper plates, construction paper, or plain paper. They can cut out the hands (one short and one long) and connect them to the clock face with paper fasteners. Use the demonstration analog clock as a guide or create your own clock for the demonstration. Have students fold their clocks in half twice. This will help them see where to label the 12, 3, 6, and 9. Then they can label the rest of the numbers.
Show 3:00 on the demonstration clock. Ask students what time the clock shows. Have students explain how they know. [It’s 3 o’clock because the shorter hand (hour hand) is on the 3 and the longer hand (minute hand) is on the 12.] Have students demonstrate the time on their clocks.

Show 9:30 on the demonstration clock. Ask students what time it is and have them explain how they know. When they explain their counting method, ask them how they know where to start. Elicit that the 12 is the starting point and there is no zero on the clock. [It’s 9:30 because the hour hand is between 9 and 10, so you read the number that comes first, 9. The minute hand is on the 6, so you count by 5s from 12 to 6, to make 30 minutes.]

Facilitate a conversation using the Before Discussion Questions.

**EXPLAIN**

**WATCH THE GENERATION GENIUS TELL TIME (NEAREST MINUTE) VIDEO AS A GROUP**

Facilitate a conversation using the Discussion Questions.

Return to the discussion about telling time during the engage and explore. Remind students that they used their clocks to show 9:30. How could you adjust the clock to show 9:35? [The hour hand stays between 9 and 10. If you count by 5s from 12, 35 minutes is at the 7. So, you can move the minute hand to point to 7.]

**ELABORATE**

Direct students to use their new understanding to complete the practice problem worksheets. Page 1 contains bare mathematical problems to solidify understanding of the process. Page 2 contains application problems for students to apply the process to solve real-world problems.

**EVALUATE**

Have students gather in groups of 2 or 4 to compare and discuss their answers to the problems. Allow students enough time to communicate with their peers about their process and their thinking. Encourage students to use correct mathematical language when discussing their process. Have each group choose two questions they want more information about, or they want to discuss as a class.

When groups are ready, take questions from students. Encourage groups to answer questions brought up by other groups.

Students can play the online Kahoot! quiz game located below the video. It provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz, or the exit ticket questions. All these resources are located below the video in the assessment section.