

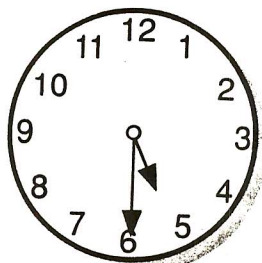
Name \_\_\_\_\_

1.8

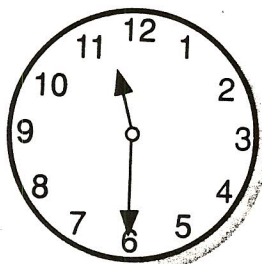
Time to the half hour

# Wake Up, Bear!

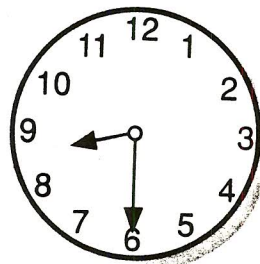
Write each time.



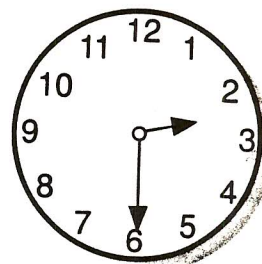
\_\_\_\_\_ : \_\_\_\_\_



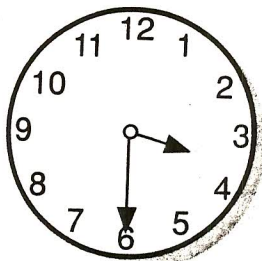
\_\_\_\_\_ : \_\_\_\_\_



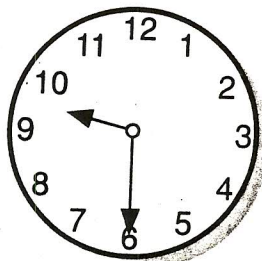
\_\_\_\_\_ : \_\_\_\_\_



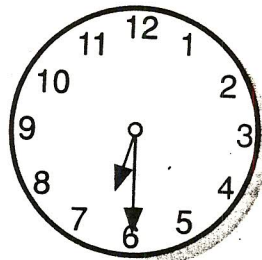
\_\_\_\_\_ : \_\_\_\_\_



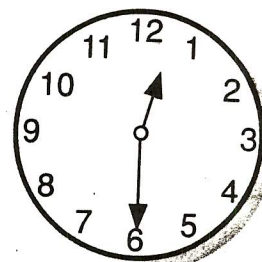
\_\_\_\_\_ : \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_

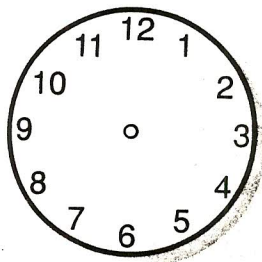


\_\_\_\_\_ : \_\_\_\_\_

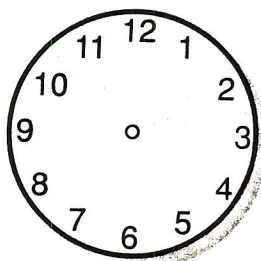


\_\_\_\_\_ : \_\_\_\_\_

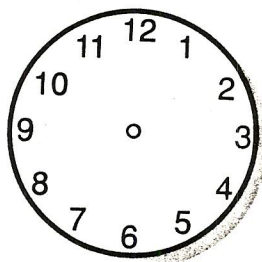
Draw hands to show each time.



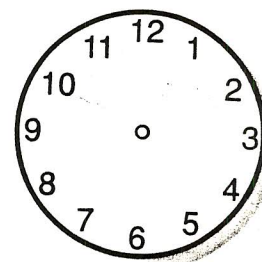
7 : 30



1 : 30



10 : 30

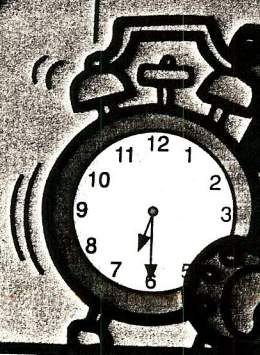


4 : 30

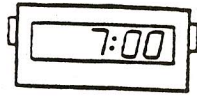
**BR-BRING!**

Try This:

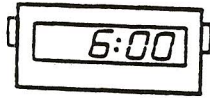
What time do you wake up? Color the clock above that reads nearest that time.



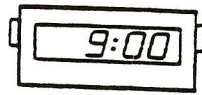
7 Which clock shows 7 o'clock?



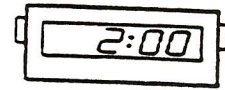
(A)



(B)

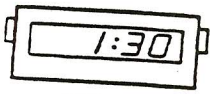


(C)

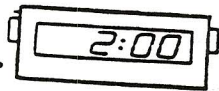


(D)

3. Which clock shows 30 minutes after 11 o'clock?



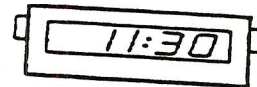
(A)



(B)

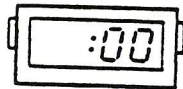


(C)



(D)

What time is it?



11:00

(A)

8:00

(B)

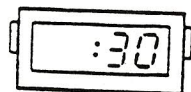
4:00

(C)

2:00

(D)

10. What time is it?



12:30

(A)

9:30

(B)

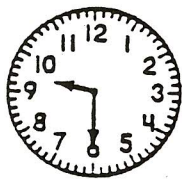
6:30

(C)

11:30

(D)

What time is it?



3:30

(A)

9:00

(B)

9:30

(C)

10:00

(D)

What time is it?



5:30

(A)

7:00

(B)

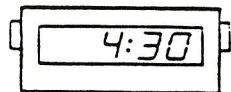
7:30

(C)

8:00

(D)

What time is it?



4 o'clock

(A)

30 minutes after 4 o'clock

(B)

3 o'clock

(C)

30 minutes after 3 o'clock

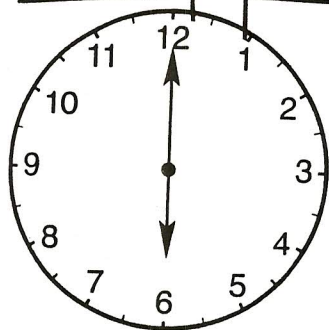
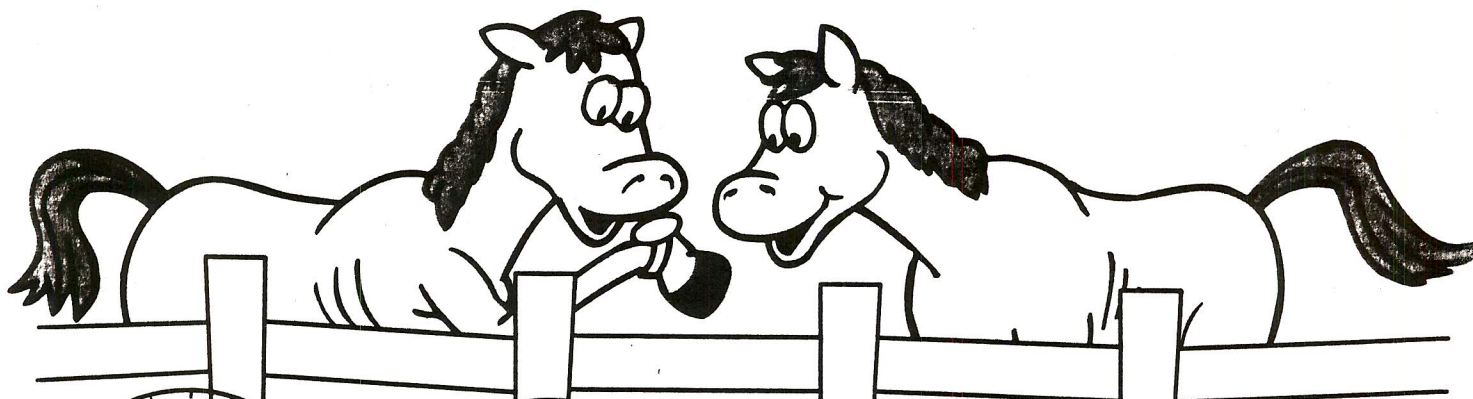
(D)

Name \_\_\_\_\_

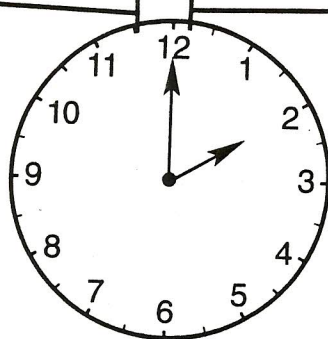
Date \_\_\_\_\_

# Got the Time?

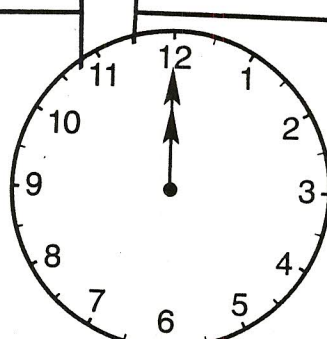
 Color the box that shows the time.



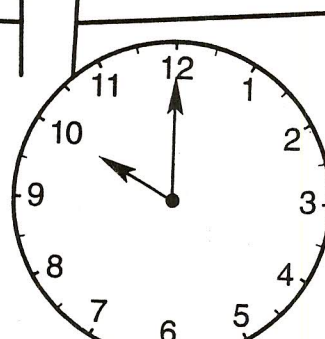
1:00	6:00
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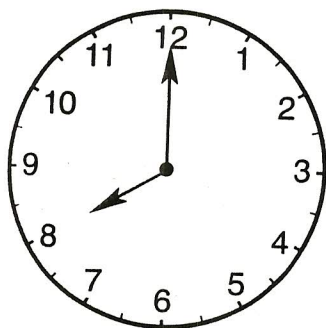
2:00	7:00
------	------



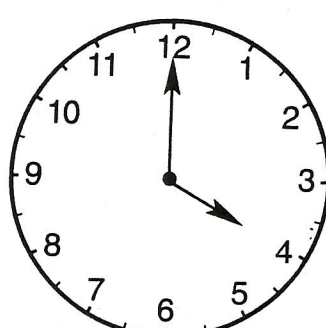
11:00	12:00
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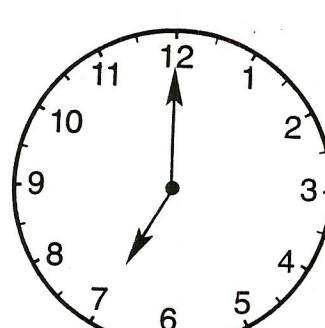
10:00	9:00
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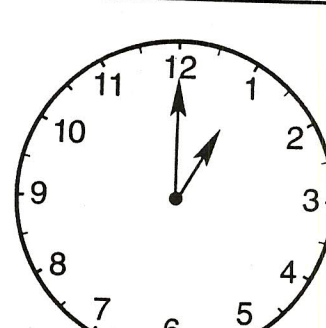
8:00	11:00
------	-------



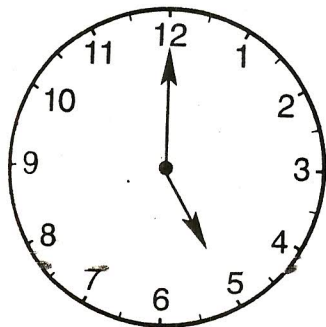
10:00	4:00
-------	------



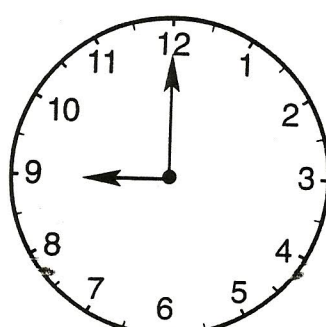
3:00	7:00
------	------



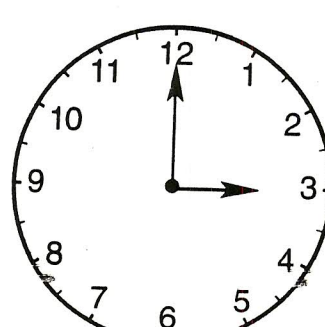
1:00	8:00
------	------



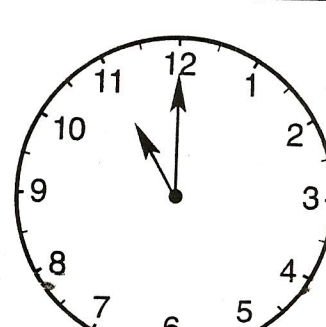
12:00	5:00
-------	------



9:00	4:00
------	------



6:00	3:00
------	------



11:00	2:00
-------	------

Name \_\_\_\_\_

Time: hour and half hour

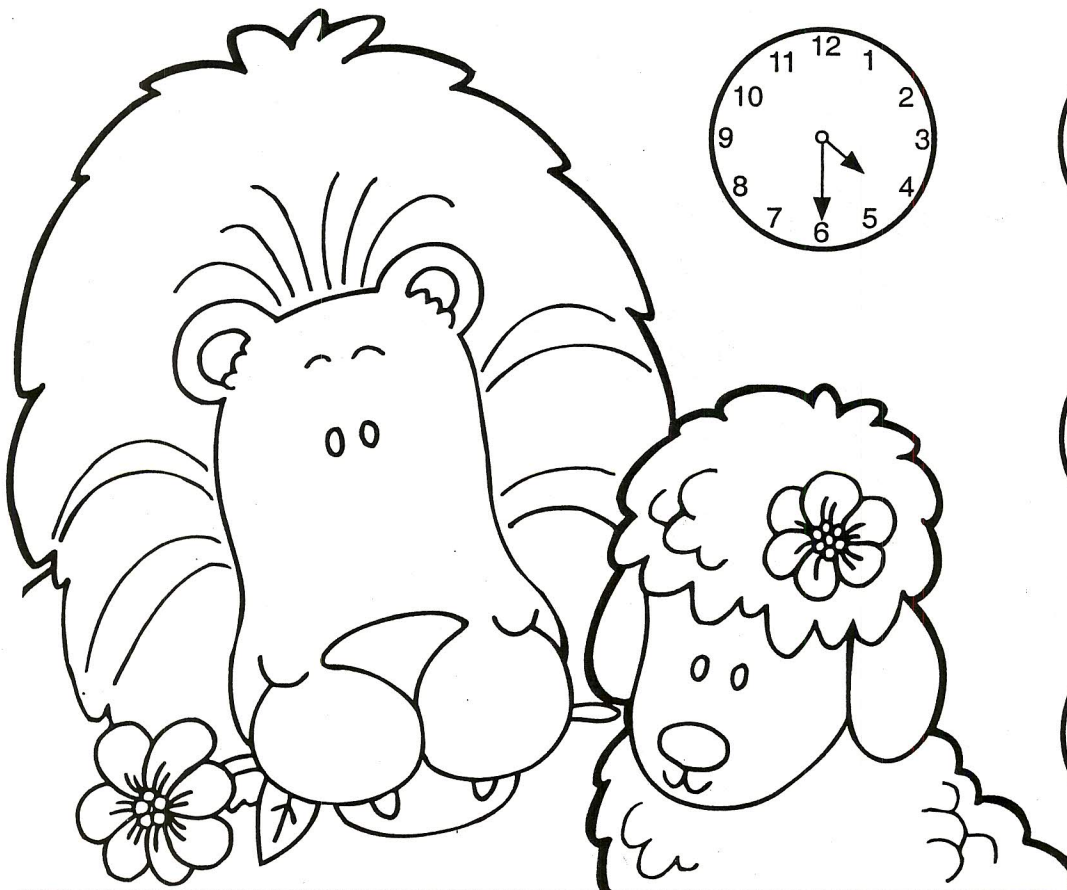
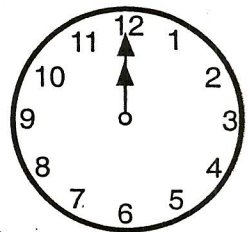
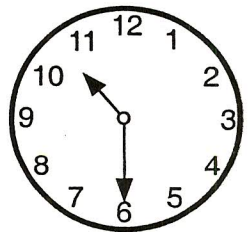
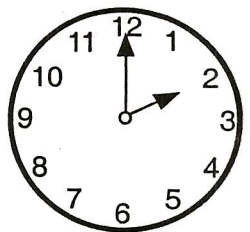
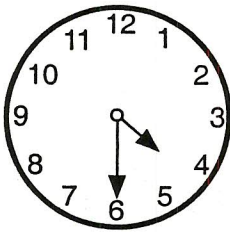
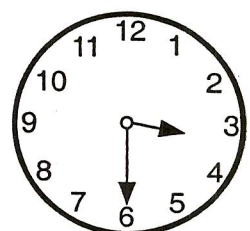
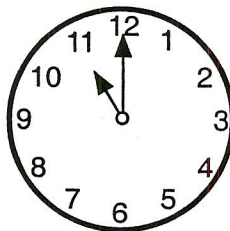
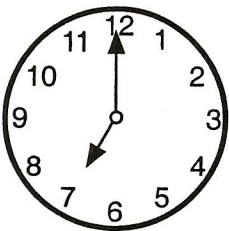
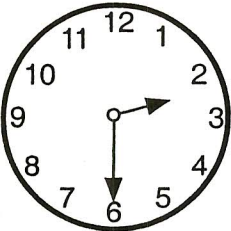
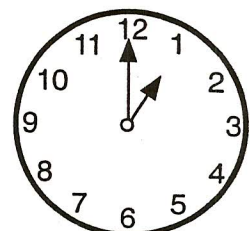
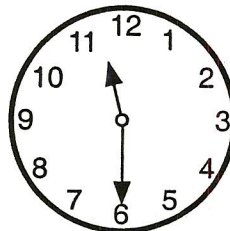
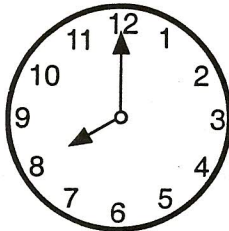
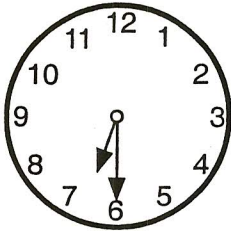
## Watch For Spring



Look at each clock.

If it's \_\_\_\_ o'clock, color it **blue**.

If it's half past \_\_\_\_, color it **orange**.



Name \_\_\_\_\_



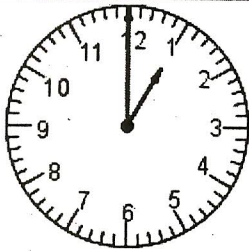
Date \_\_\_\_\_

# Time

(Answer ID # 0728447)

Write the time two ways.

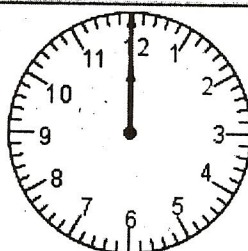
1.



\_\_\_ o'clock

\_\_\_ : \_\_\_

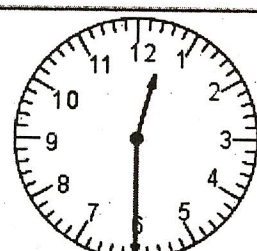
2.



\_\_\_ o'clock

\_\_\_ : \_\_\_

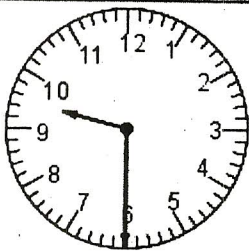
3.



half past \_\_\_

\_\_\_ : \_\_\_

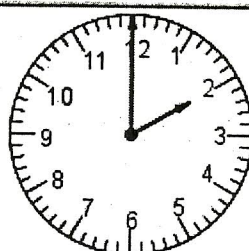
4.



half past \_\_\_

\_\_\_ : \_\_\_

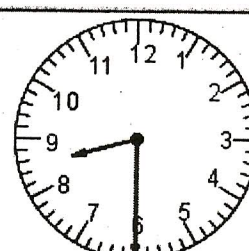
5.



\_\_\_ o'clock

\_\_\_ : \_\_\_

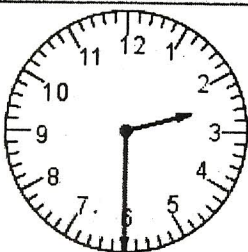
6.



half past \_\_\_

\_\_\_ : \_\_\_

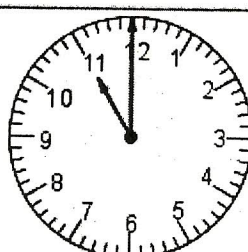
7.



half past \_\_\_

\_\_\_ : \_\_\_

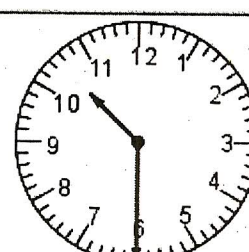
8.



\_\_\_ o'clock

\_\_\_ : \_\_\_

9.



half past \_\_\_

\_\_\_ : \_\_\_

Name \_\_\_\_\_



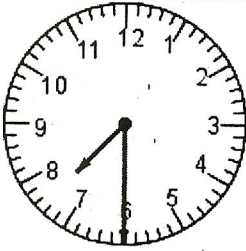
Date \_\_\_\_\_

## Half-Hour

(Answer ID # 0374108)

Write the time two ways.

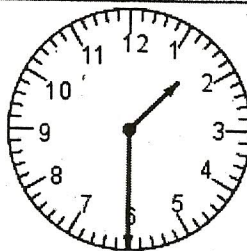
1.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

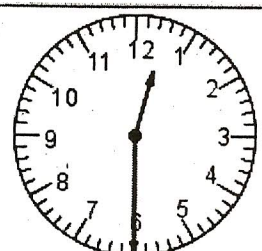
2.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

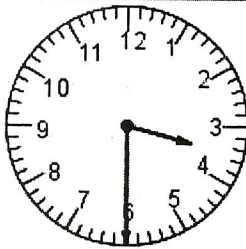
3.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

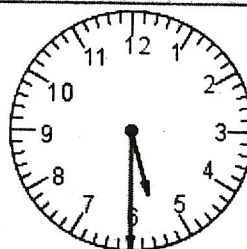
4.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

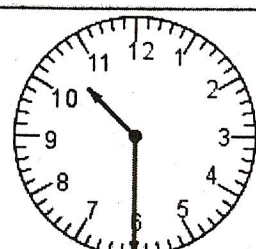
5.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

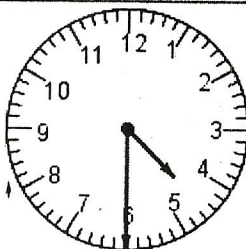
6.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

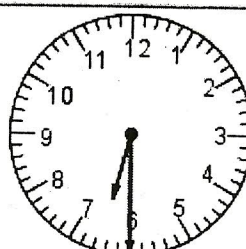
7.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

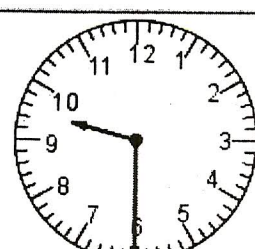
8.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

9.



half past \_\_\_\_

\_\_\_\_ : \_\_\_\_

Name \_\_\_\_\_

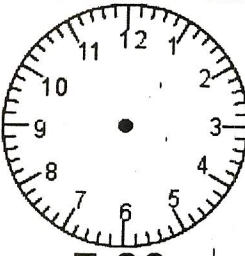
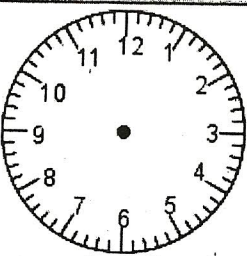
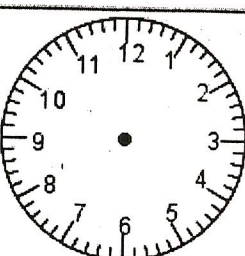
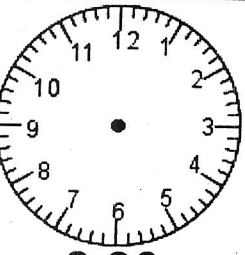
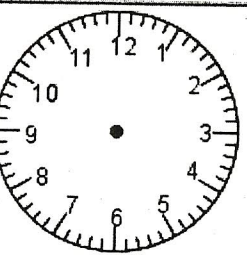
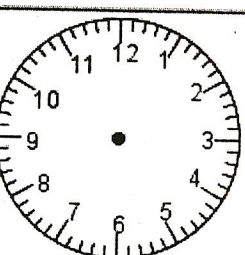
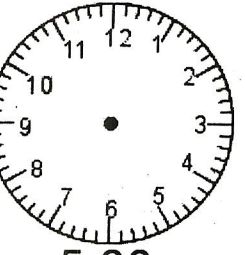
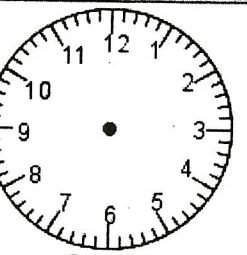
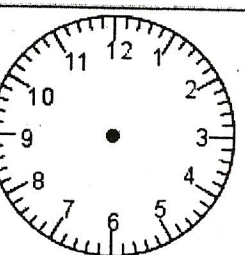
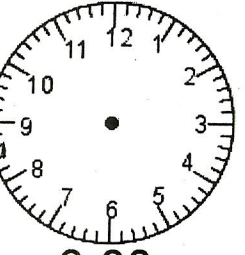
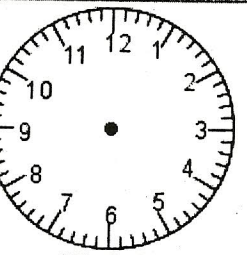
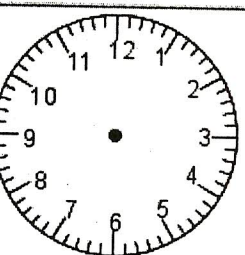


Date \_\_\_\_\_

## Time

(Answer ID # 0376855)

**Draw the two hands on the clock to show the time.**

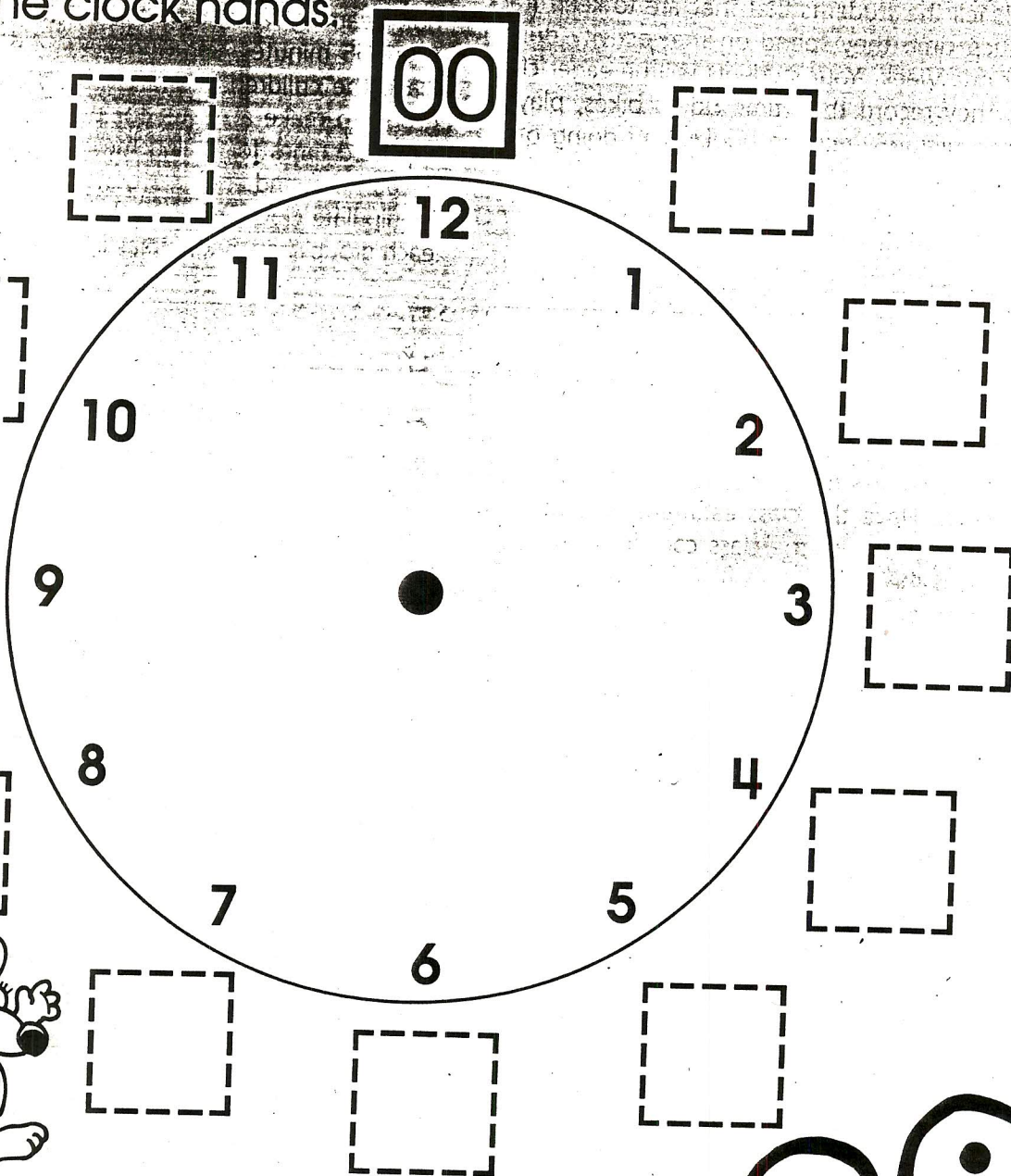
1.  7:00	2.  1:00	3.  8:30
4.  2:30	5.  8:00	6.  1:30
7.  5:00	8.  6:30	9.  11:30
10.  3:00	11.  7:30	12.  12:00

Name \_\_\_\_\_

# Timekeeper

Telling time;  
Counting by fives

Cut out the number squares. Glue them around the clock.  
Cut out the clock hands.

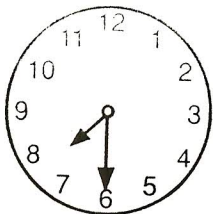


5	10	15	20	25	30
35	40	45	50	55	

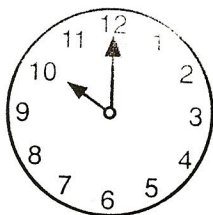
TEACHER: Help the children attach the clock hands with a brad. Let the children practice telling time and counting by fives.

# Time To Get Going!

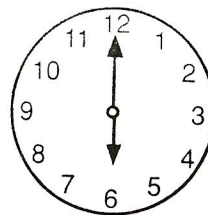
Write each time.



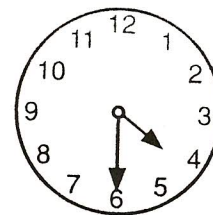
\_\_\_\_\_ : \_\_\_\_\_



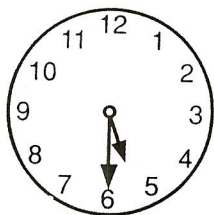
\_\_\_\_\_ : \_\_\_\_\_



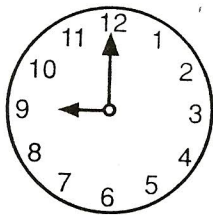
\_\_\_\_\_ : \_\_\_\_\_



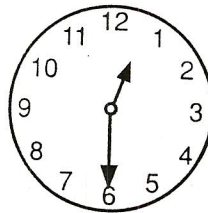
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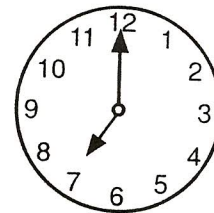
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\_\_\_\_\_ : \_\_\_\_\_

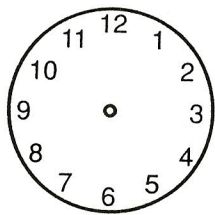


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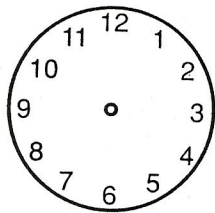


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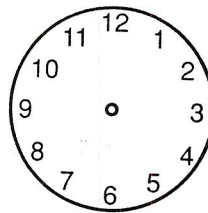
Draw hands to show each time.



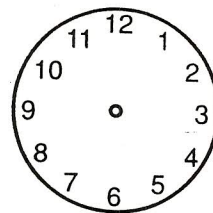
11 : 30



8 : 00



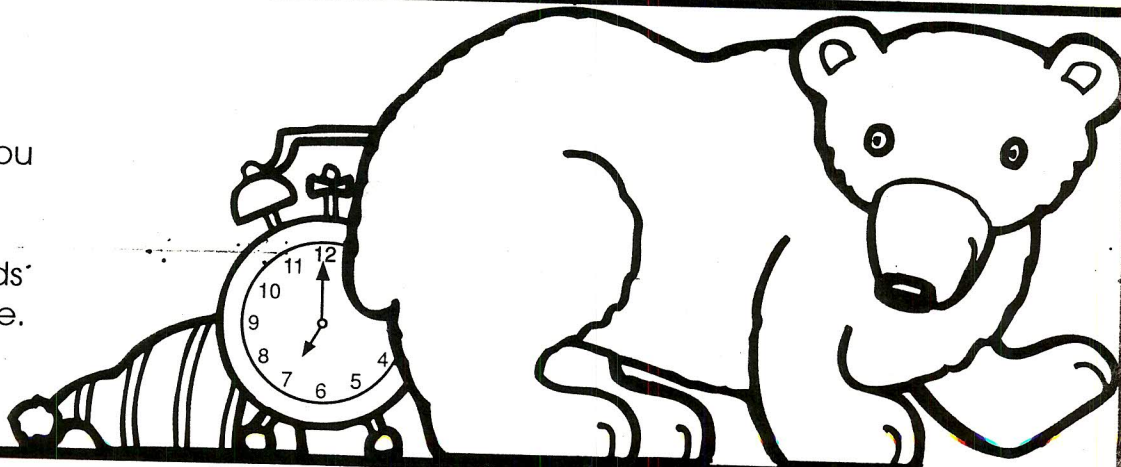
3 : 00

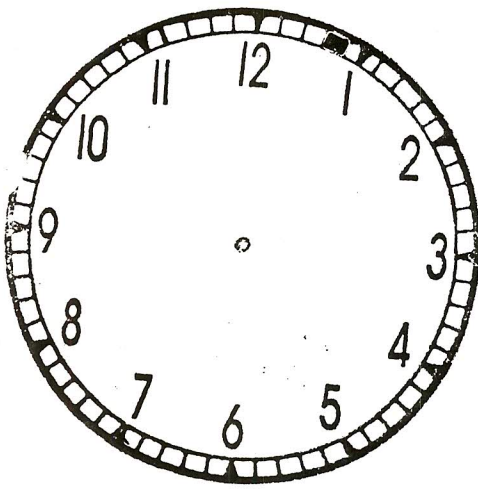


6 : 30

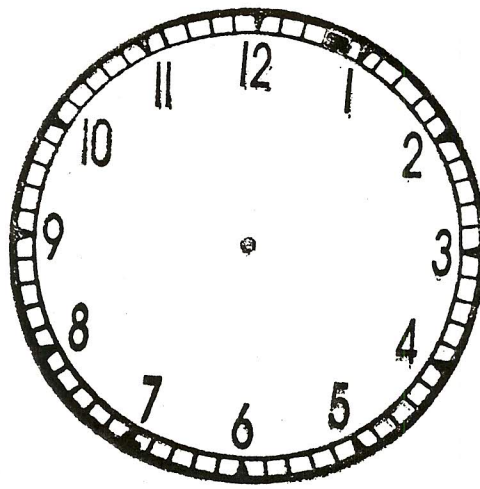
## Bonus Box:

What time do you eat breakfast?  
Color the clock above that reads nearest that time.

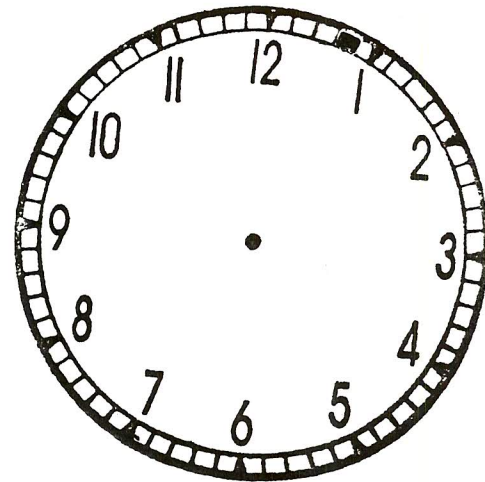




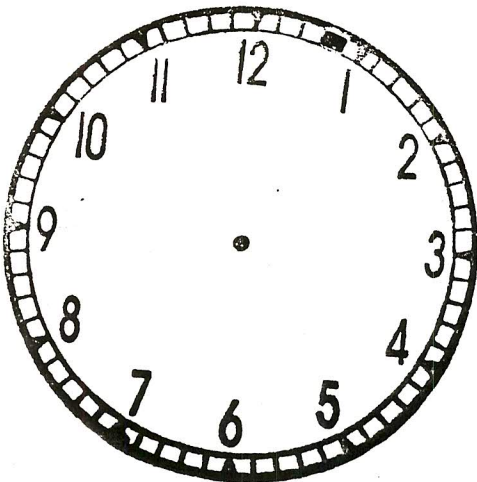
4:00



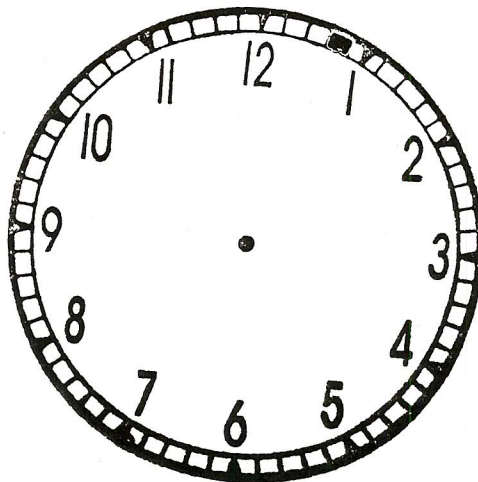
3:30



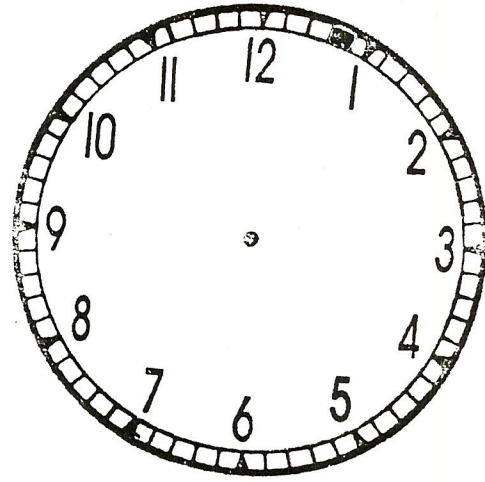
7:30



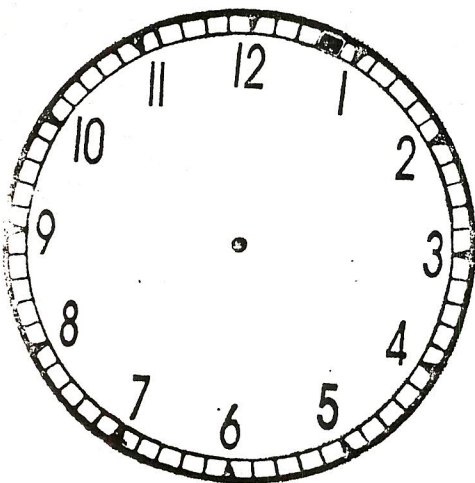
6:00



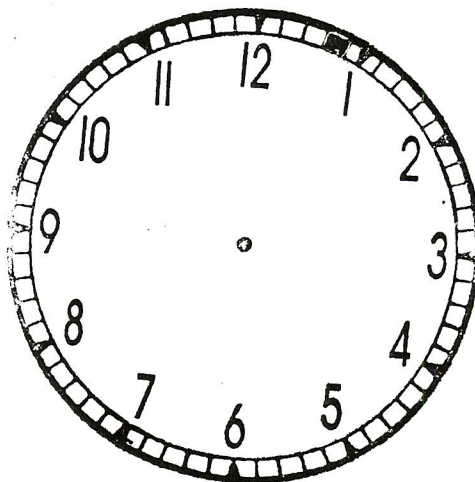
11:00



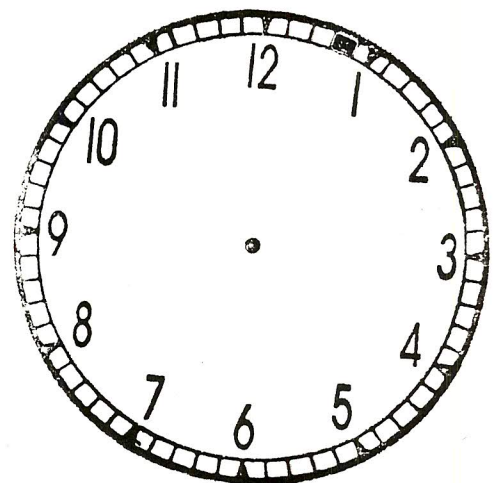
12:30



2:30



3:00



10:30

*ideas by Lucia Kemp Henry*



## It's Time To...

Although many of your youngsters can't yet tell time by looking at a clock, most of them are aware of the passage of time throughout a day. Brainstorm a list of ways that your youngsters can "tell time" without even looking at a clock. Prompt thinking by

- We know it's time for lunch because we're hungry!
- When it's my bedtime my eyes get tired.

asking students how they often know when, for example, it's almost time for lunch or close to their bedtimes. Record youngsters' comments on a sheet of chart paper; then discuss the completed list.

- We know it's time for lunch because we're hungry!
- When it's my bedtime my eyes get tired.



Time goes by.

The earth spins around.  
The sun comes up  
And the sun goes down.

Time goes by.

Morning starts the day.  
The sun arcs the sky  $\rightarrow$   
As we work and play.

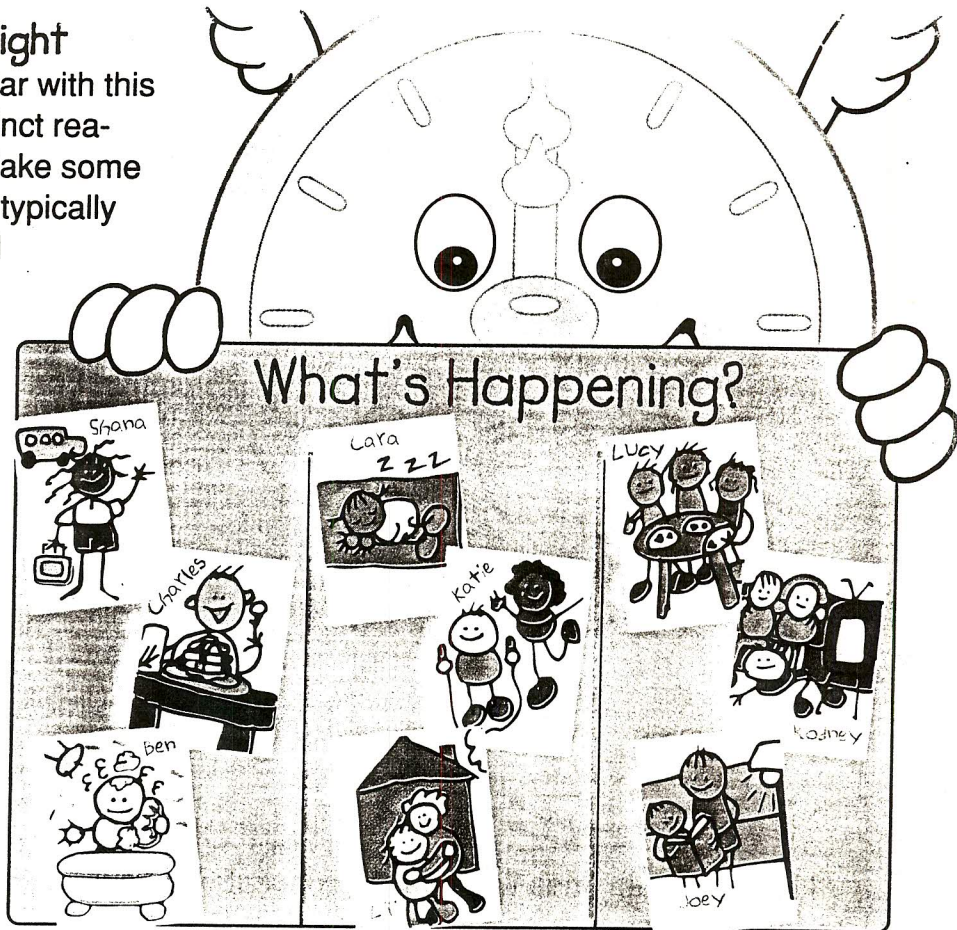
Time goes by.

Darkness is deep.  
The sun's gone down  
Now it's time to sleep.



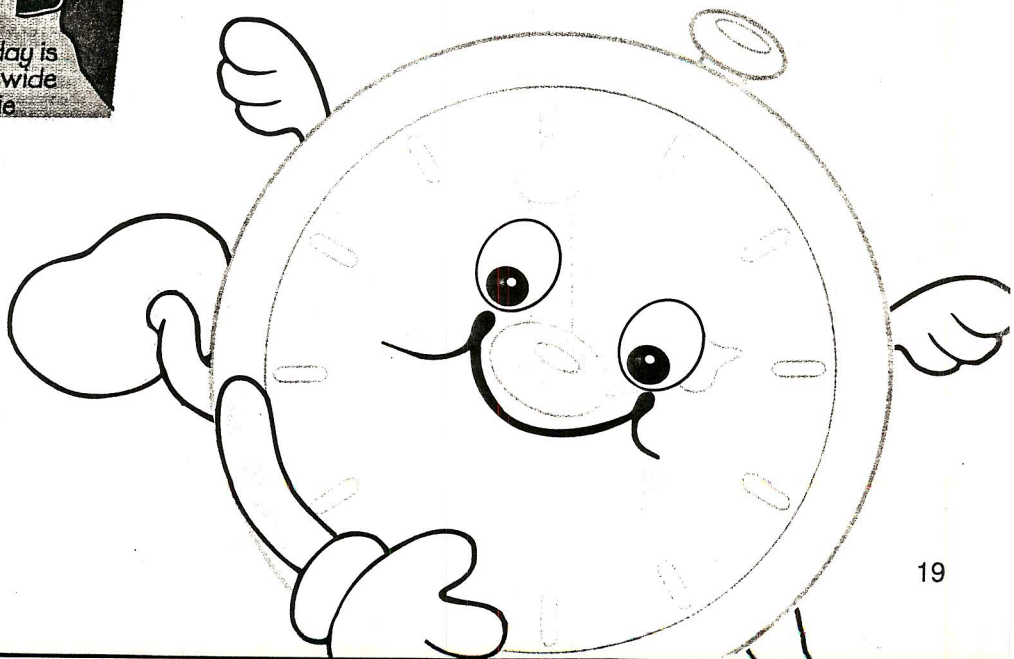
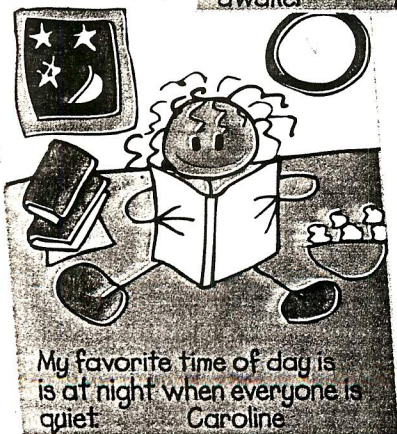
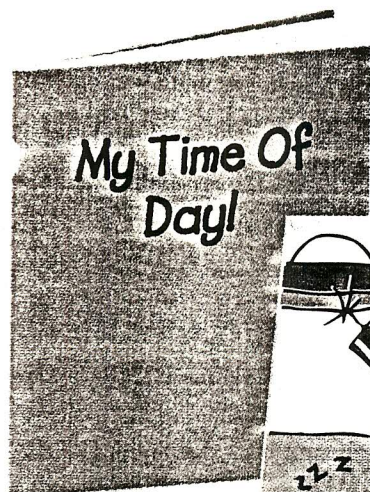
## Morning, Afternoon, And Night

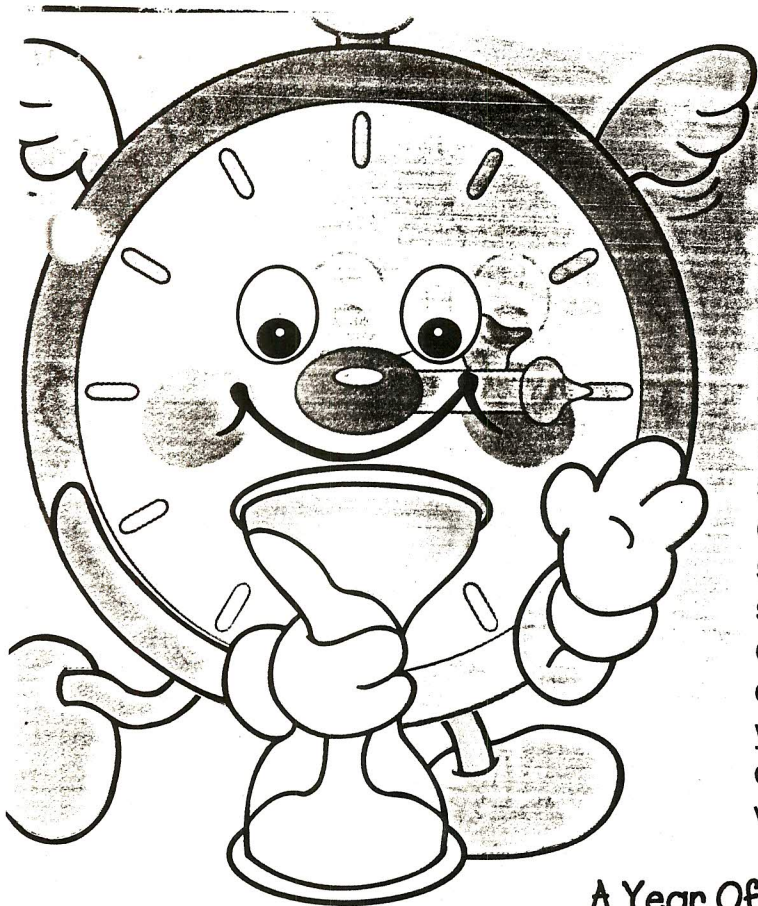
Most likely, your students are familiar with this trio of time designations for three distinct reasons—breakfast, lunch, and dinner! Take some time to discuss what your youngsters typically do during the morning, afternoon, and night. Then divide your class into three groups. Ask one group to draw illustrations of things that happen in the morning. Ask the second group to illustrate afternoon events, and have the third group illustrate night-time events. Then divide a bulletin board into three sections—one section for each time designation. Title the board “What’s Happening?” Have each child post his picture in the appropriate place on the board; then discuss all the pictures.



## That's MY Time Of Day!

Extend your exploration of times of the day and also get to know your students a little bit better while you make this class big book. Begin a discussion by asking children if they have ever heard of someone being a *morning person* or a *night owl*. Ask youngsters to share what they think those sayings mean. After your discussion, ask each child to write/dictate about and illustrate his favorite time of day. Bind all the pages together between two construction-paper covers; then have each child share his page during a group reading time.





## Time It

A minute, is a minute, is a minute—but sometimes it sure doesn't seem like it! Prompt your little ones to explore the consistency of time with this activity. Obtain a timer that you can set for one minute (a sandglass timer works well to add a visual aspect). First ask your youngsters to do something that is relatively challenging or tiresome for one minute. For example, you might have them be absolutely still or try to stand on one foot. Time the chosen task for one minute. Then prompt youngsters to discuss whether that minute felt long or short. Next, time students doing something fun for one minute—such as dancing or playing. Then discuss how the passage of that minute felt. Lead youngsters to conclude that the time elapsed was exactly the same even though it might have felt very much different.

## A Year Of Seasons

Help your little ones wrap up the concept of a year by studying the seasons within it. In advance, glue a torn-paper tree to each of four large sheets of poster board. Then share *Gather Up, Gather In: A Book Of Seasons* by M. C. Helldorfer (Viking) with your students. After discussing the book, divide your class into four groups. Give each group a tree poster; then assign each group a different season. Encourage each group to use art supplies to embellish its poster to depict its specific season (see suggestions below). When the posters are complete, mount them on a wall in a cyclical fashion with arrows. Use the posters to facilitate discussion about a whole year of seasons.

### winter

- Sponge-paint snow on the branches.
- Glue on white foam packing pieces.

### spring

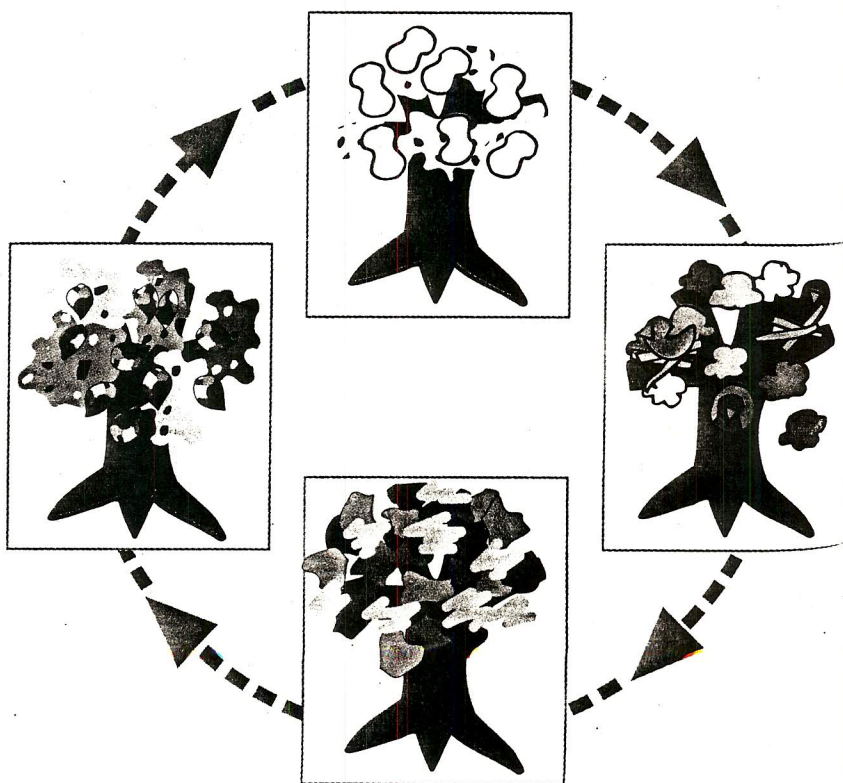
- Glue on construction-paper flowers, birds, and nests.
- Color popcorn with powdered tempera paint; then glue it on for blossoms.

### summer

- Glue on torn tissue-paper leaves.
- Paint lots of leaves on the tree.

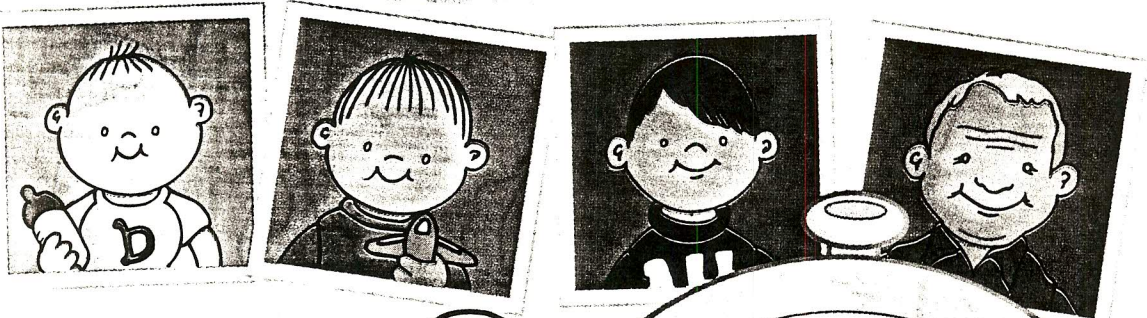
### fall

- Sponge-paint fall-colored leaves on the branches.
- Brush water-diluted glue on white construction-paper leaves. Overlap fall colors of tissue paper on the leaves. Glue the leaves to the tree.



## Time Brings Change

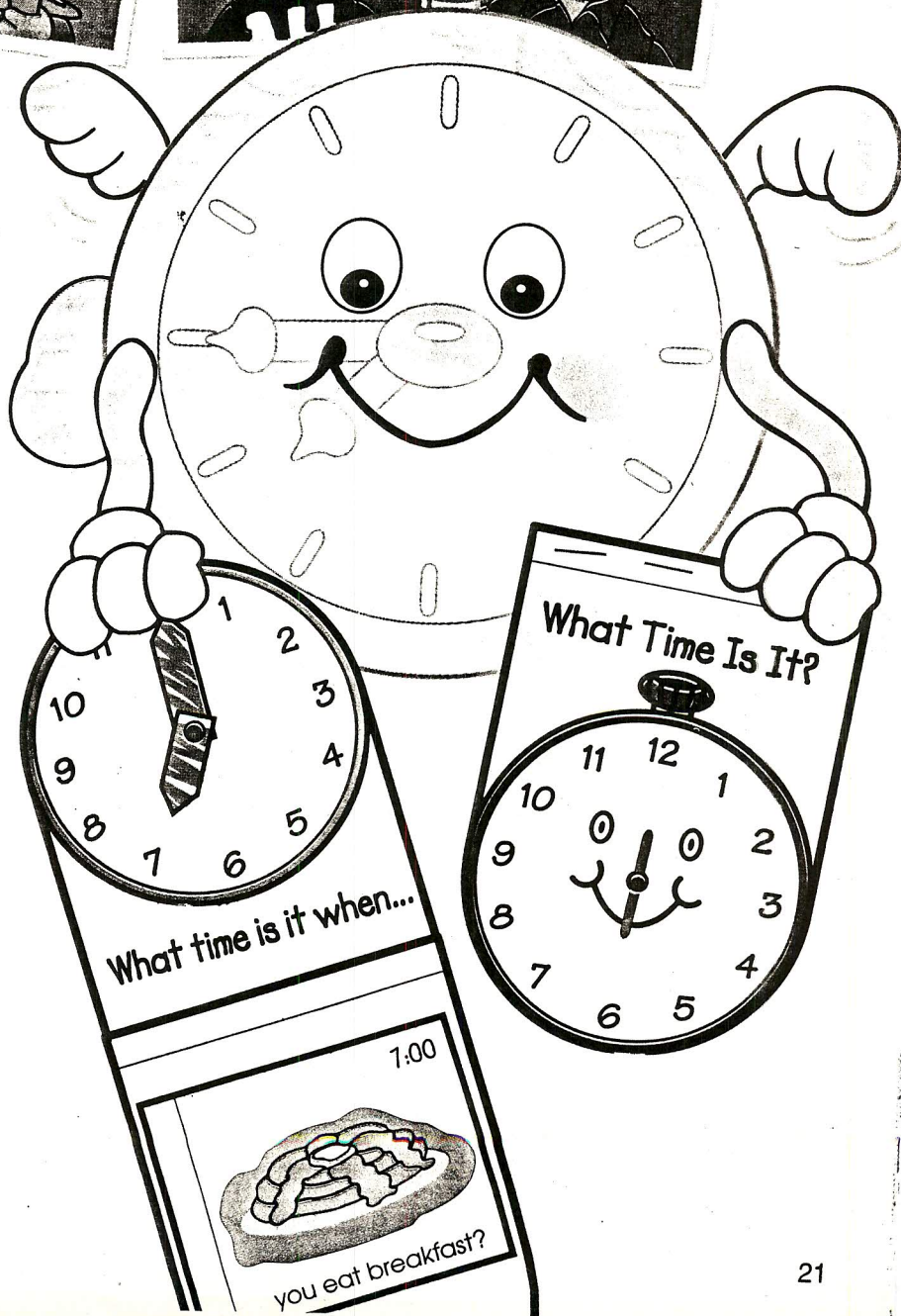
Simple sequence pictures help illustrate for your youngsters how time brings change. Enlarge and photocopy the sequence pictures on page 22. Color and cut out the pictures; then mount each picture on a construction-paper card. To introduce one set of cards, show children the first card in a sequence—for example, the baby. After discussing the picture, ask children what they think might happen after some time passes. Then display the remaining cards in that set in random order. Have children direct you to sequence the cards according to what might happen over time. After this introduction, put all of the cards in a center. When a child visits the center, ask her to arrange the cards according to what could happen over time. If desired, program the backs of the cards for self-checking.



## "What Time Is It?" Booklet

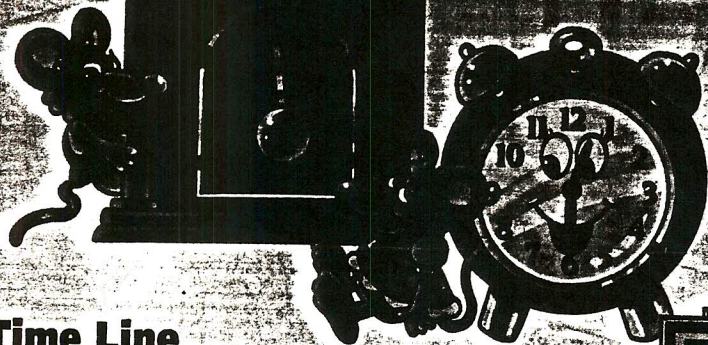
This telling-time booklet will give children a hands-on opportunity to practice their clock skills. For each booklet, reproduce one set of the booklet patterns (pages 23–25) on construction paper. Cut out the outside and inside covers, and glue them together back-to-back. Then cut out the clock hands and punch a hole in the cover and the clock hands where indicated. Push a brad through the cover and the clock hands so that the brad head and clock hands are on the *inside* cover. Fold the brad prongs out to resemble clock hands on the outside cover. Then cut out the back cover and the booklet pages. Staple the front and back covers together; then stack the booklet pages and staple them to the back cover (as shown).

By drawing or gluing on cut-out magazine pictures, have each child illustrate each booklet page. When his booklet is complete, encourage each child to read his booklet with a partner and set the clock hands according to the text on each page.



A  
Thematic  
Unit

# Real-Life Math Telling Time



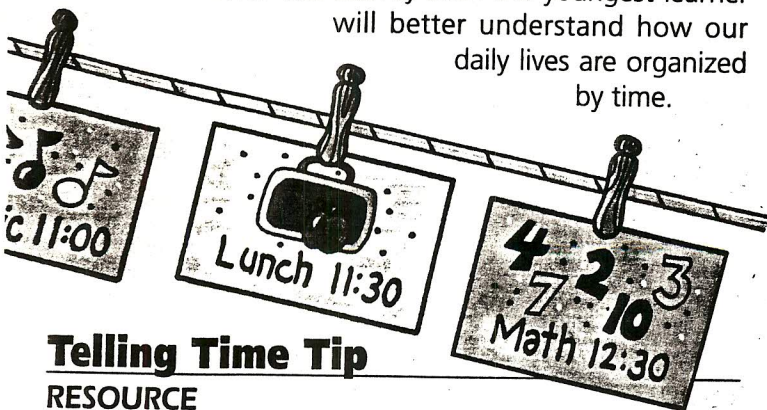
*What time's lunch?  
When's recess?*  
The clock impacts children's lives  
in countless ways! Helping your  
students learn to tell time is an  
important task in today's world.

## A Time Line

### SOCIAL STUDIES

Let your students sequence the school day's activities by creating a time line. First, list on the chalkboard the activities the class will participate in on that day (9:00 Reading, 10:00 Centers, 11:00 Music, 11:30 Lunch, and so on). Then place the students in small groups and assign each group one of the activities to illustrate. (Older children may be able to draw clock faces on their pictures.) String a clothesline across the front of the room and let the groups use clothespins to hang up the pictures. Finally, as a class, put the pictures in chronological order. Each day you may want your students to reorganize the time line and add pictures when needed.

With this activity even the youngest learner will better understand how our daily lives are organized by time.

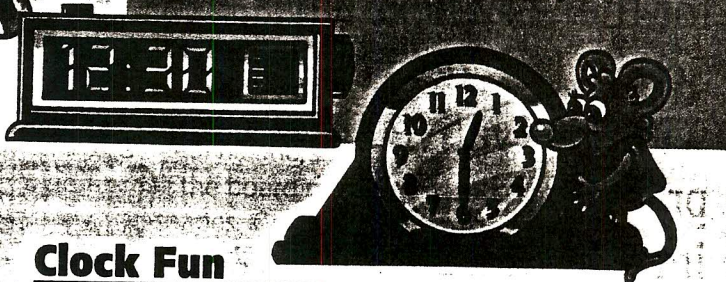


## Telling Time Tip

### RESOURCE

Help primary students tell time in 5-minute intervals with this simple gimmick: On self-stick notes write 00, 05, 10, 15, 20, and so on. Place the self-stick notes in their correct positions on the outer rim of the clock. (See the Timekeeper reproducible activity on page 14.) Your students simply determine the hour and use the self-stick notes to count the minutes by 5!

—Lori Demlow-Delaurie  
Glendale Heights, IL



## Clock Fun

### MANIPULATIVES

## Human Clock

Your students will have fun being part of a human clock. Have 12 children sit in a circle. Ask the other children to place numeral cards 1 through 12 in front of the sitting children to represent the numbers on a clock face. Use different lengths of rope or yarn to represent the minute and hour hands. Call out an hour or half-hour time. Choose two students to arrange the rope "hands" to show the correct time. Use time to the hour, to the half-hour, in 15-minute intervals, and in 5-minute intervals according to your students' ability levels.

## Hoop Clock

Place a Hula-Hoop and punch-out numerals or number cards 1 through 12 on the floor. Help your students set up a clock by placing the 12, 3, 6, and 9 in place first. Then have volunteers position the other clock numbers. Use rulers or yarn for the clock hands. Have the students take turns arranging the hands on the clock to match the times you call out. This clock makes a great center activity where pairs of students work together to move the clock hands so they match the times written on cards.

—Rebecca Dodge  
East Helena, MT

## A Time Log

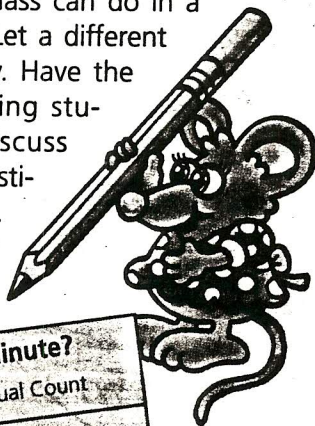
### JOURNAL WRITING

Discuss with your students what their favorite after-school activities are. Have each student write the name of the favorite activity and draw a picture of it in his or her journal. Tell the students that they are to keep track of how much time they spend on that activity during one day or one week. Your students will be eager clock readers as they record their time riding bikes, playing ball, drawing pictures, reading books, and doing other favorite things.

## Time Challenges

### PHYSICAL EDUCATION

Display a clock with a second hand. Ask the students to watch the clock and raise a hand when one minute has passed. Then challenge the children by asking what they can do in one minute's time! Make and post a chart like the one below. Have the class estimate how many of each activity someone in the class can do in a minute. Record the estimates. Let a different volunteer attempt each activity. Have the class count with the performing students. Record the counts. Discuss with the class how well their estimates match the real events. Talk about how long or how short a minute really is!



How Many Can Someone Do in a Minute?		
	Guess	Actual Count
Do sit ups		
Toss a ball in the air		
Jump a rope		
Hop on one foot		
Do jumping jacks		

## Geyser Math

### PROBLEM SOLVING

"Old Faithful" in Yellowstone National Park is possibly the world's most famous geyser. Explain to your students that a geyser is a spring in the ground that spews up hot water, often with such force that it forms tall columns of hot, steaming water. Explain that Old Faithful erupts about every 65 minutes, spraying water for about 5 minutes. Place the children in small groups and challenge each group to make a poster for park visitors indicating the expected times for seeing the geyser erupt, beginning at 12:00 noon and ending around 5:00 p.m. Let the groups manipulate clocks to assist them in their calculations. Let each group share and display its poster.

## Books to Share

### LITERATURE

### A Grouchy Ladybug

Read Eric Carle's *The Grouchy Ladybug* (T. Y. Crowell, 1985) to your students. A ladybug is so grouchy that she spends the entire day challenging larger animals to a fight. A clock on each page shows the hour as the ladybug's day progresses.



Then let your class enjoy creating a hands-on big book patterned after this story. Start by pasting a tagboard clock with moveable hands on each page. Then write the story as a class and assign the illustrations to various students or groups of students. When the children read the time on each page, they can set the clock. The interactive aspect of this book will make it a favorite of even the most hesitant readers.

—Lynne Tolson  
Oak Harbor, WA

## Read-Aloud Books

Share these delightful books about telling time. Let the children respond to the books by drawing pictures of and retelling their favorite parts.

- *Around the Clock With Harriet* by Betsy and Giulio Maestro (Crown, 1984). Colorful pictures guide children through each hour of an elephant's day, beginning at 8:00 a.m.
- *Father Time and the Day Boxes* by George E. Lyon (Bradbury, 1985). The author uses poetry to describe how Father Time tosses each day down to Earth.
- *Leroy and the Clock* by Juanita Havill (Houghton Mifflin, 1988). Five-year-old Leroy visits his grandfather and learns how to live with a loud clock, which bongs every hour!

Illustrated by R. Michael Palan

Name \_\_\_\_\_

# Dinosaur Superstar!

Problem solving  
with time

Cut out the pictures. Glue the pictures in order to find out what time Dolly Dino will be home from her soccer practice.



1:00  
Start Time

\_\_\_\_ : \_\_\_\_  
Ending Time

\_\_\_\_ : \_\_\_\_  
Start Time

\_\_\_\_ : \_\_\_\_  
Ending Time

\_\_\_\_ : \_\_\_\_  
Start Time

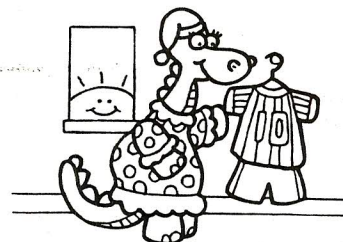
\_\_\_\_ : \_\_\_\_  
Ending Time

\_\_\_\_ : \_\_\_\_  
Start Time

\_\_\_\_ : \_\_\_\_  
Ending Time



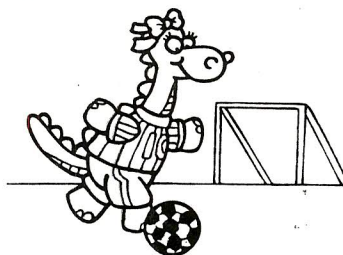
Ride to the practice  
15 minutes



Get dressed  
30 minutes



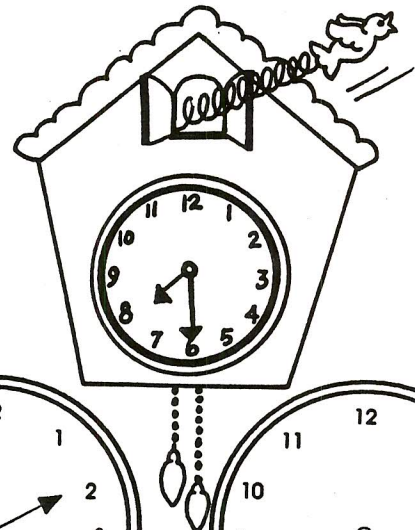
Ride home  
15 minutes



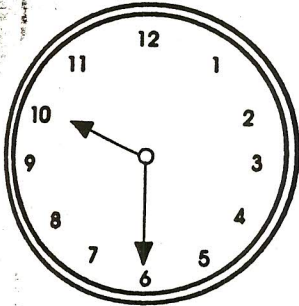
Practice soccer  
1 hour

**TEACHER:** Some children may be able to look at a clock face and figure the time, but others may need manipulative clocks to solve this problem. **ANSWER:** Dolly Dino finishes dressing at 1:30, arrives at soccer practice at 1:45, finishes her soccer practice at 2:45, and gets home at 3:00. (Challenge your students to add to the story by having them create more time blocks for Dolly.)

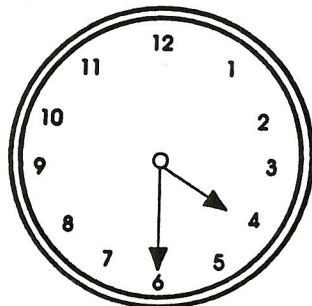
The short hand of the clock shows the hour. The long hand shows how many minutes after the hour. When the minute hand is on the 6, it is half past the hour. A half-hour is thirty minutes. This clock shows 7:30 or half past 7.



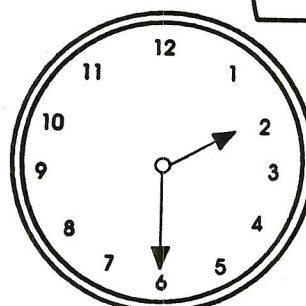
## A. Write the time for each clock.



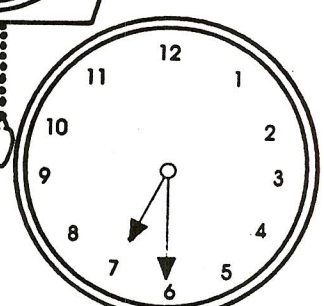
\_\_\_\_\_ : \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_

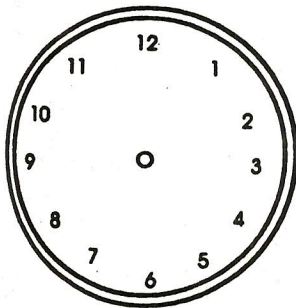


\_\_\_\_\_ : \_\_\_\_\_

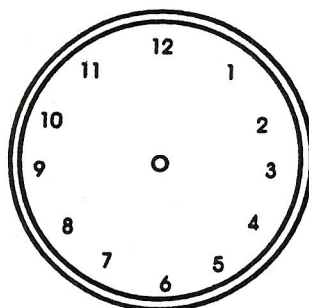


\_\_\_\_\_ : \_\_\_\_\_

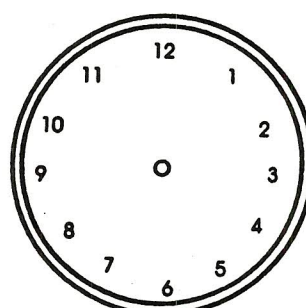
## B. Draw the hands on each clock to show the correct time.



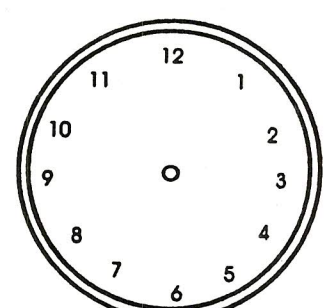
8:30



5:30



1:30

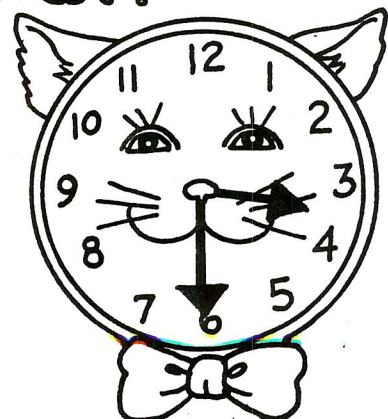


9:30



### Brainbuilder:

Look at the clock. Zack the cat will eat dinner in 2 hours. What time will Zack eat? \_\_\_\_\_ : \_\_\_\_\_

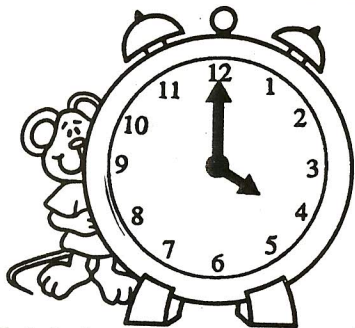


Name \_\_\_\_\_

# Parts of a Clock

Look at the clocks. Answer each question by circling the correct answer.

1.



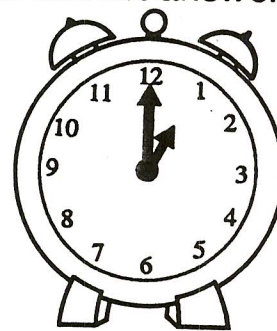
Which hand points to 12?

hour                      minute

Which hand points to 4?

hour                      minute

2.



Which hand points to 1?

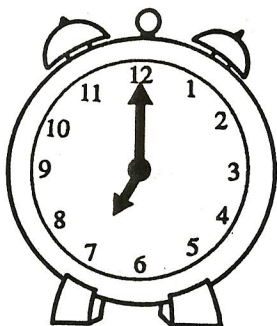
hour                      minute

Which hand points to 12?

hour                      minute

Look at the clocks. Where are the hands? Write the numbers.

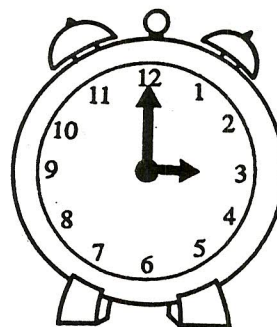
3.



hour \_\_\_\_\_

minute \_\_\_\_\_

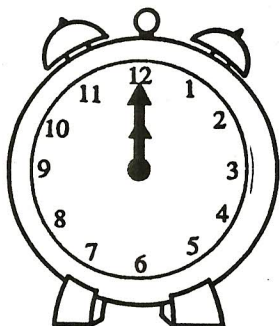
4.



hour \_\_\_\_\_

minute \_\_\_\_\_

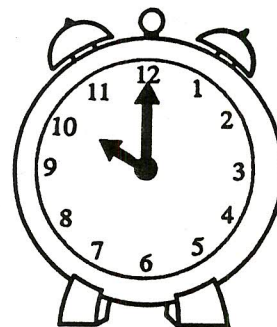
5.



hour \_\_\_\_\_

minute \_\_\_\_\_

6.



hour \_\_\_\_\_

minute \_\_\_\_\_

Fill in the blanks.

7. \_\_\_\_\_, 25, 26, \_\_\_\_\_, \_\_\_\_\_, 30, \_\_\_\_\_, \_\_\_\_\_, 34

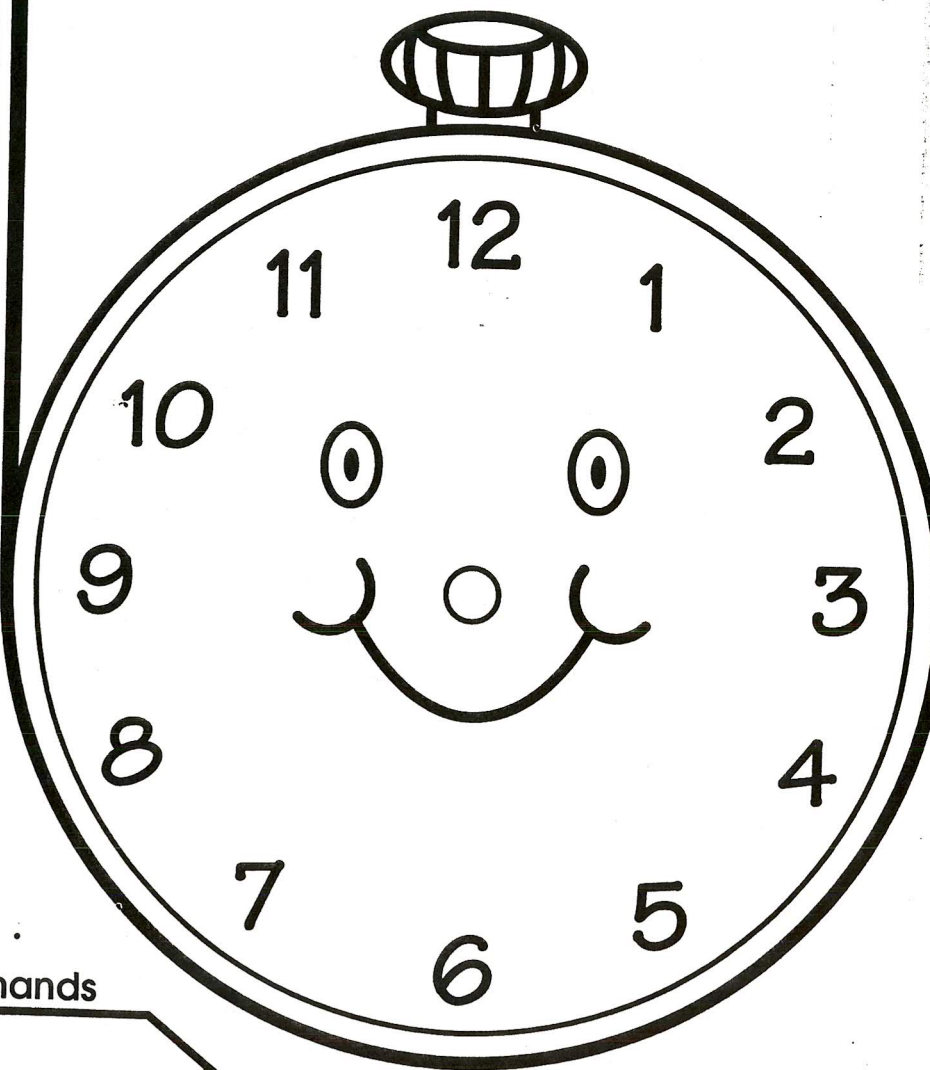
8. 42, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 48, \_\_\_\_\_, \_\_\_\_\_, 51



outside cover

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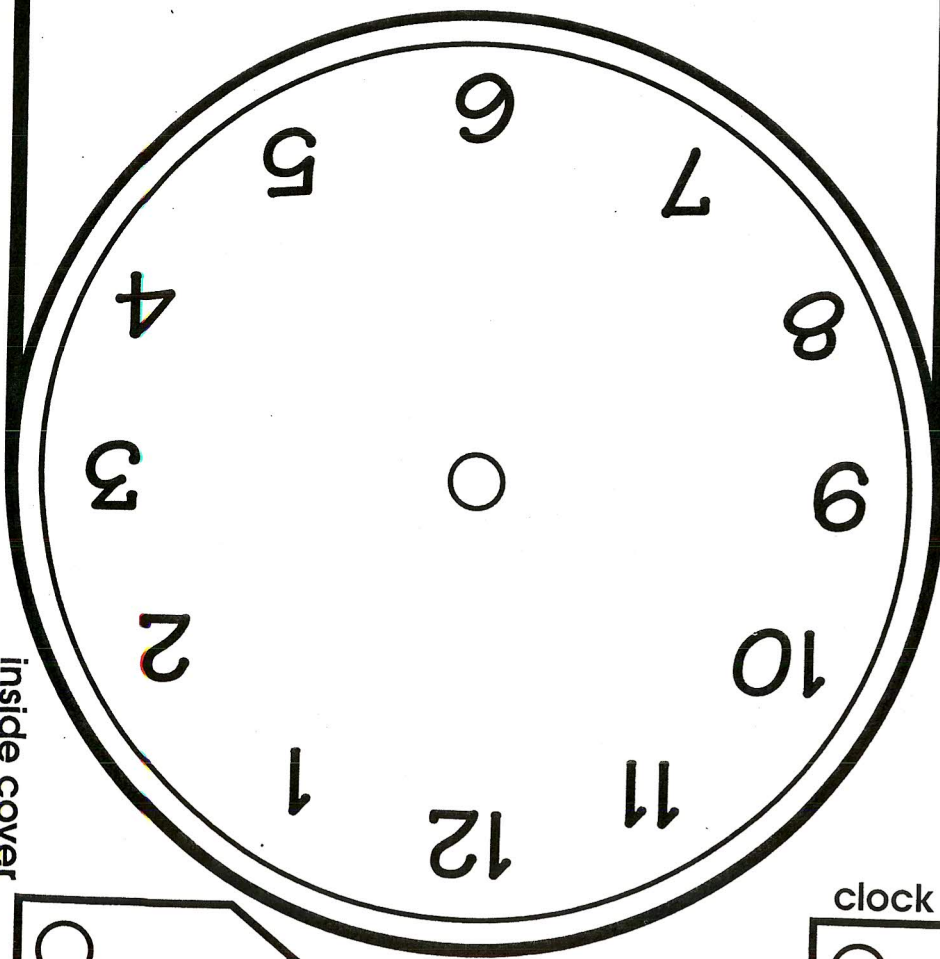
# What Time Is It?



clock hands

Booklet Patterns  
Use with "What Time Is It?" Booklet" on page 21.

What time is it when...

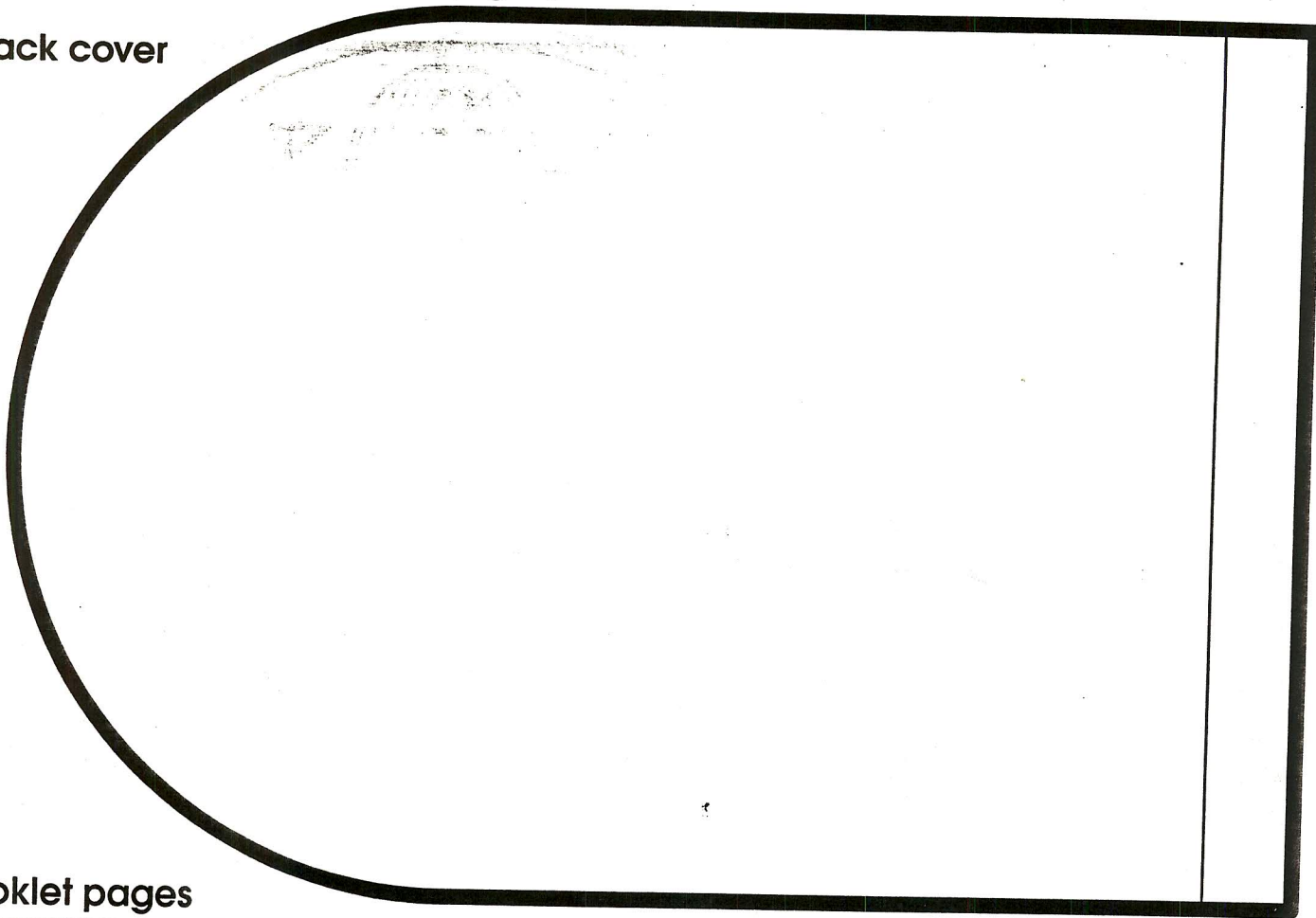


inside cover

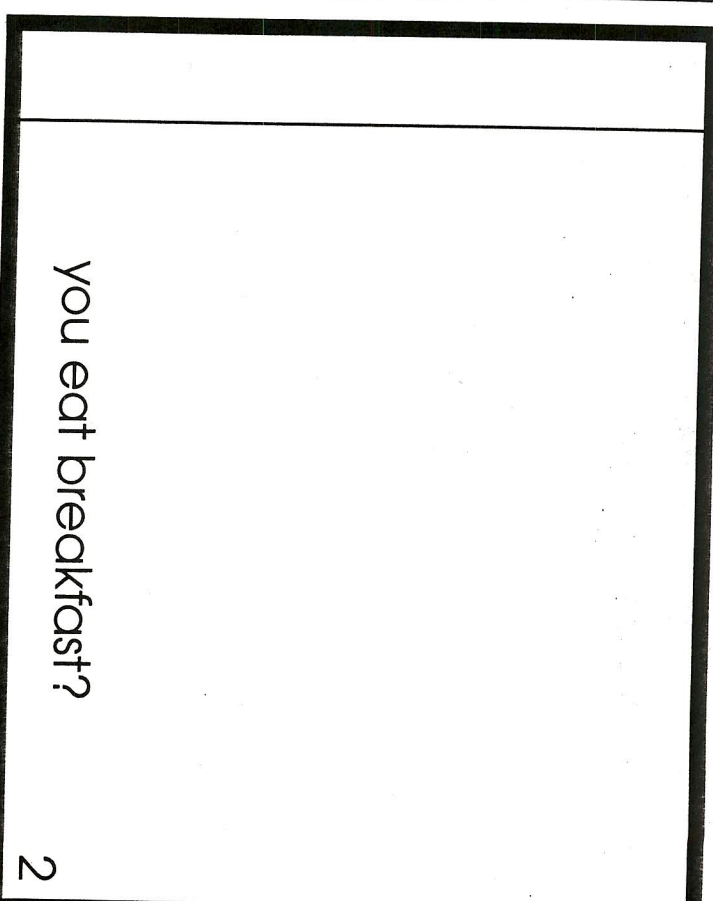
# Booklet Patterns

Use with "What Time Is It?" Booklet" on page 21.

back cover



booklet pages



you eat lunch?

4

you get to school?

3

you go home?

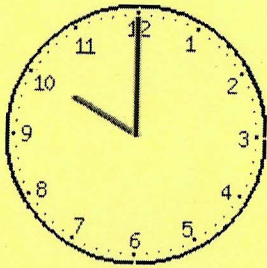
5

you go to bed?

6

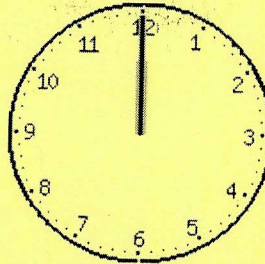
# Clock Worksheet 1

Write the time.



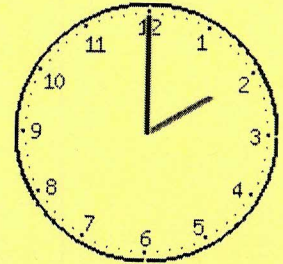
1a

\_\_\_ : \_\_\_



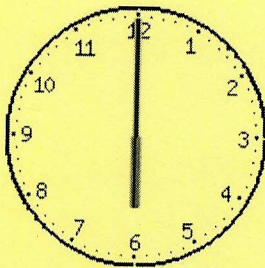
1b

\_\_\_ : \_\_\_



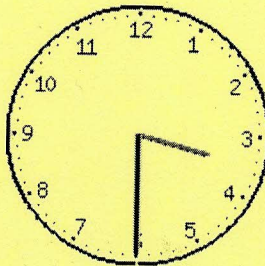
1c

\_\_\_ : \_\_\_



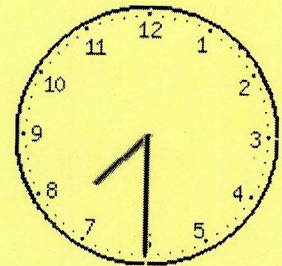
2a

\_\_\_ : \_\_\_



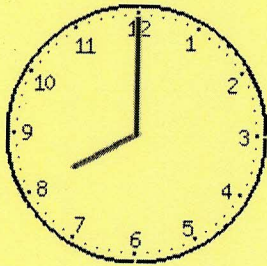
2b

\_\_\_ : \_\_\_



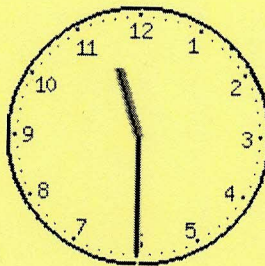
2c

\_\_\_ : \_\_\_



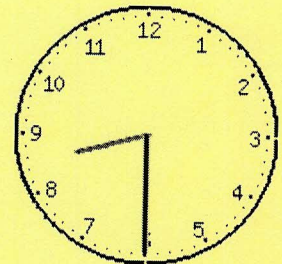
3a

\_\_\_ : \_\_\_



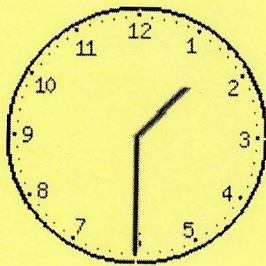
3b

\_\_\_ : \_\_\_

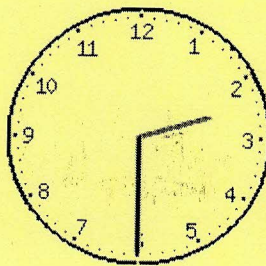


3c

\_\_\_ : \_\_\_

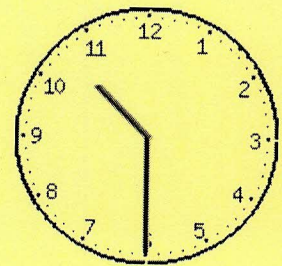


4a



4b

4c



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Telling Time - to the half hour

*What goes zzub, zzub, zzub? A bee flying backwards!*

Write the time shown on the clock.

