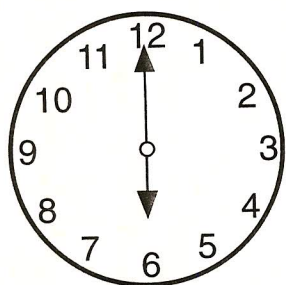
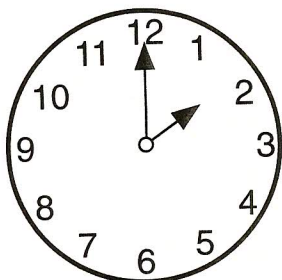


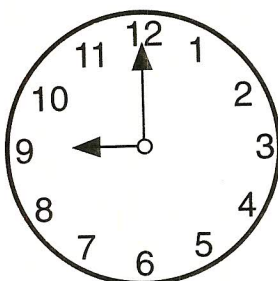
Name \_\_\_\_\_

**Fishy Friends** Write the correct time.

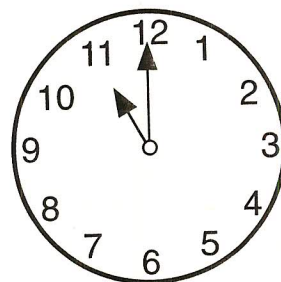
\_\_\_\_\_ o'clock



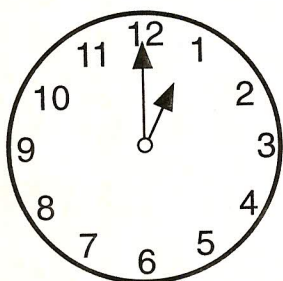
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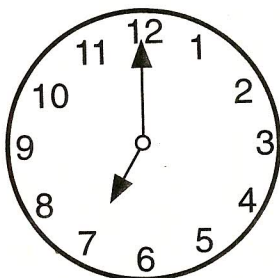
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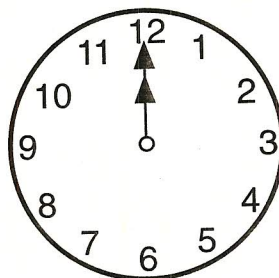
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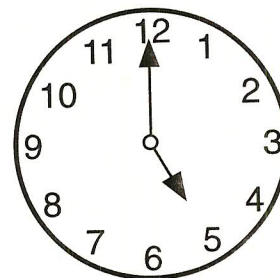
\_\_\_\_\_ o'clock



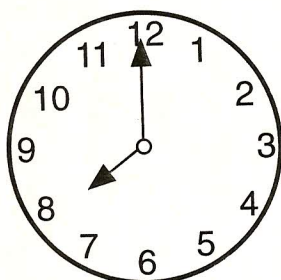
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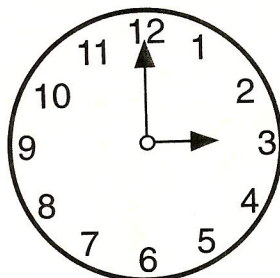
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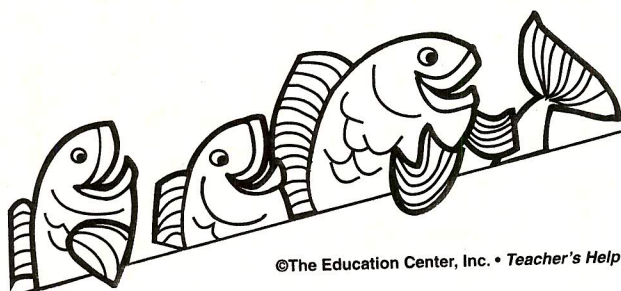
\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



Name \_\_\_\_\_

Time  
Hour

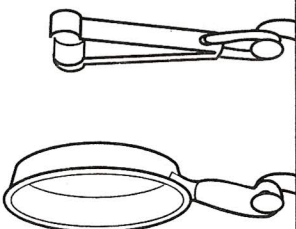
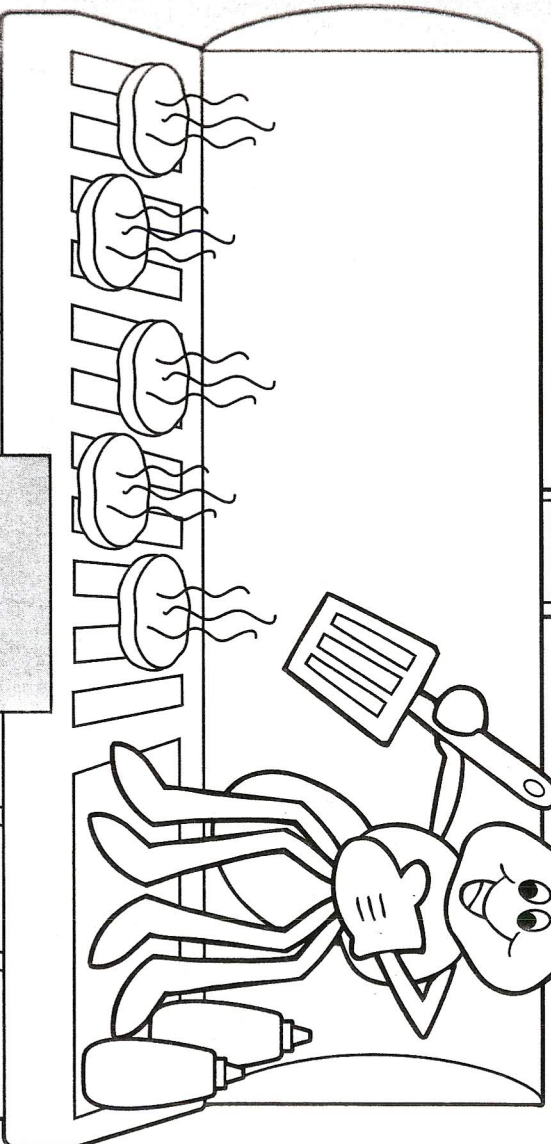
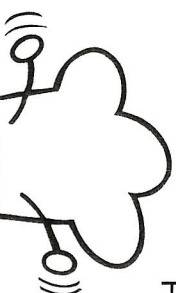
# Almost Done



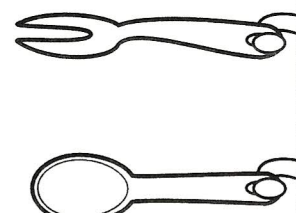
Cut. Match.



Glue.



10:00	
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4:00	
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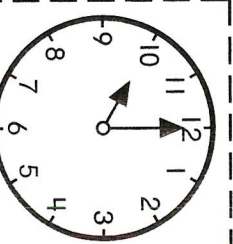
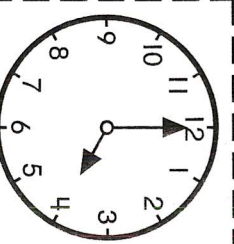
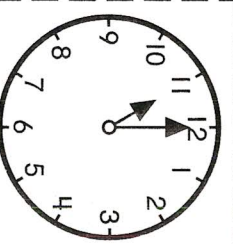
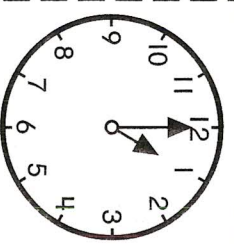
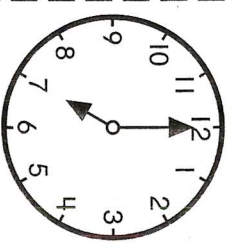
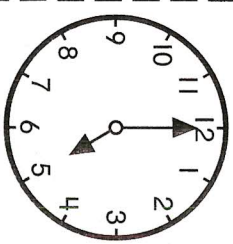
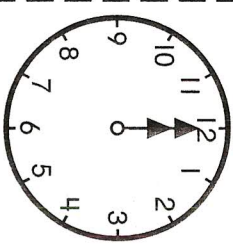
12:00	
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7:00	
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5:00	
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11:00	
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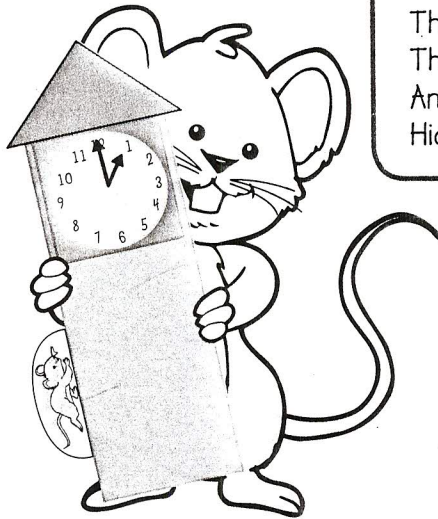
1:00	
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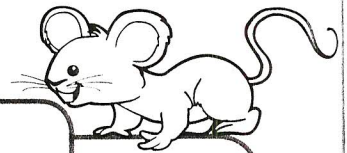


# Hickory, Dickory, Dock

This timely collection of math ideas keeps youngsters running back for more!



Hickory, dickory, dock,  
The mouse ran up the clock;  
The clock struck one,  
And down he run,  
Hickory, dickory, dock.

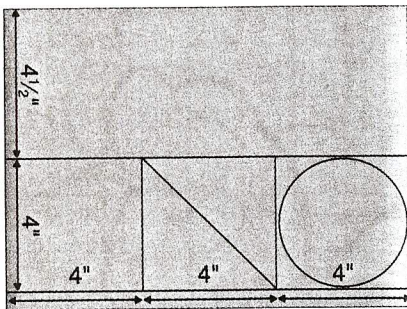


## Shapely Clocks

Geometry

- identifying shapes

Little ones craft these creative clocks from four basic shapes! Use the guidelines provided to cut colorful construction paper into the following shapes (a class supply of each): rectangle, square, circle, and triangle. Sort the shapes into separate containers. Also make a class supply of the mouse pattern on page 54. Then place the prepared items at a table along with crayons and glue. Invite a small group of students to the table. Have each child choose and identify a shape from each container. Then help her glue the shapes together to make a clock like the one shown. Assist each student, if necessary, in adding numerals and hands to the clock face. Finally, have her color and cut out a mouse pattern and glue it to the clock. Ticktock!



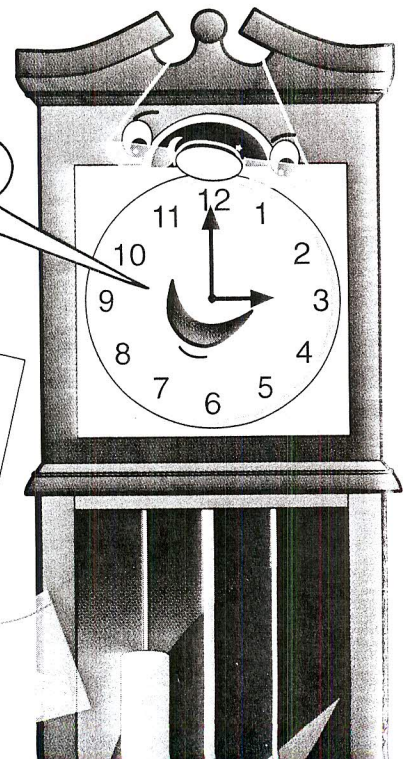
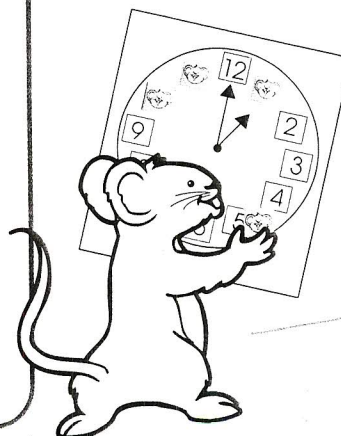
## Clock Cover-Up!

Number and Operations

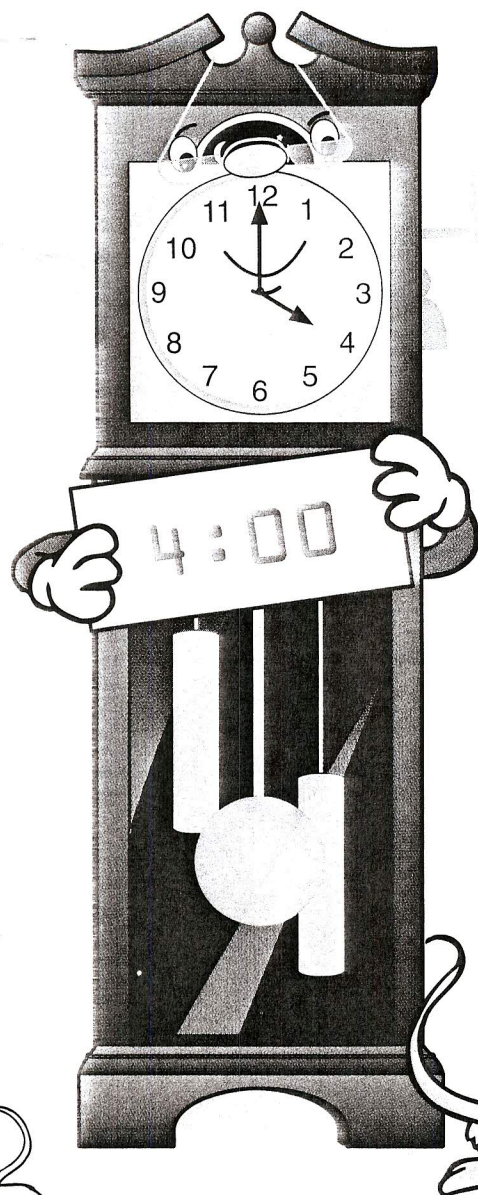
- recognizing numerals

Why should only one mouse run up the clock when there's room for 12 in this numeral identification activity? Make a brown construction paper copy of the mouse cards on page 54 for each child. Then cut apart the cards and place each set of 12 into a resealable plastic bag. Also make a copy of page 55. Write numerals on the clock; then make a copy for each child. Next, give each student a clock and a bag of cards. Call out a number from one to 12. Have him find the corresponding numeral on his clock and then cover it with a mouse card. Continue until each numeral has been covered with a card. Then have each youngster run all the mice down the clock and back into the bag!

Three.



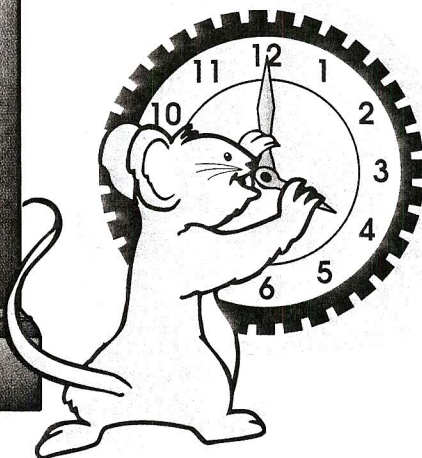




### Measurement

- telling time to the hour

What time is it? It's time for a small-group game that combines movement with telling time on the hour! Make a set of flash cards showing digital times on the hour. Display a play clock at your children's eye level. Then gather a small group of students. Show one of the cards and have the children identify the time. Then recite the rhyme, replacing "one" with the time shown on the flash card. During the recitation, invite a youngster to pretend to be a mouse as he runs up to the play clock, moves the hands to the time shown on the card, and runs back to his seat. Choose a different student and time for each new run. Fun!

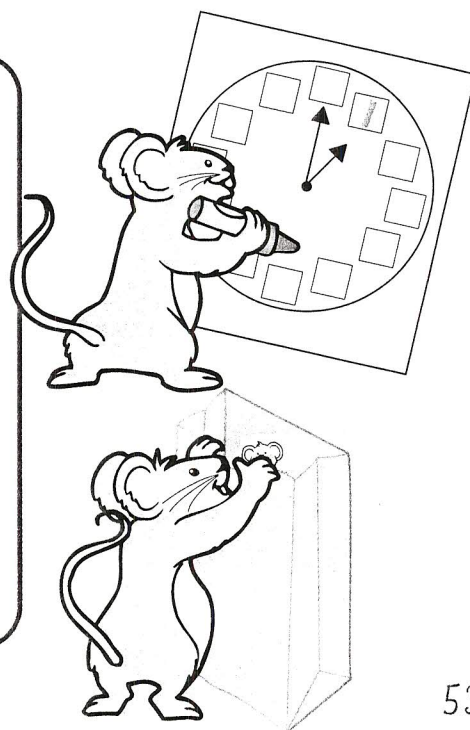
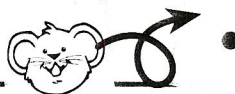


### Where Are the Numerals?

#### Number and Operations

- writing numerals to 12

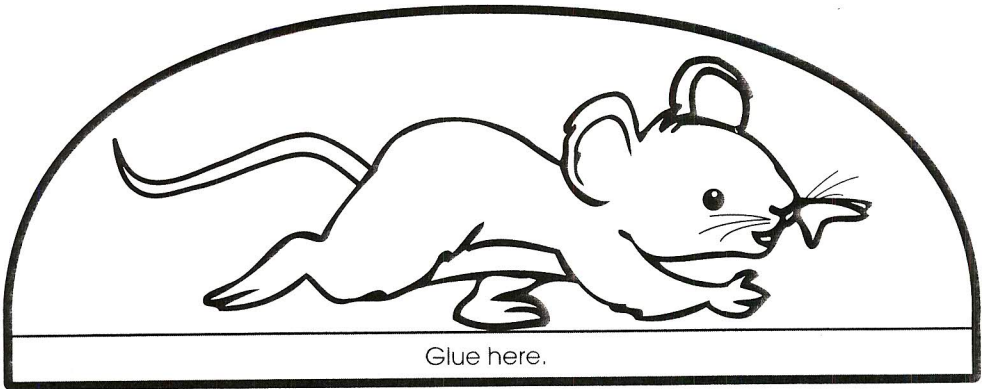
Hickory, dickory, dock—there aren't any numerals on this clock! Little ones fill in the missing numerals at this playful center. Make a copy of the mouse cards on page 54. Label the back of each card with a different number of dots from one to 12. Then laminate the cards and place them in a paper lunch bag. Also make a copy of page 55 for each pair of students. Place the prepared items at a table in a center. A pair of students visits the center and the students take turns removing a card from the bag, counting the dots, and then writing the corresponding numeral in the appropriate location on the clock. (If desired, provide a play clock or completed clock pattern for reference.) When all twelve numerals are written on the clock, the youngsters place the cards back in the bag for the next pair of students. This activity is time well spent!





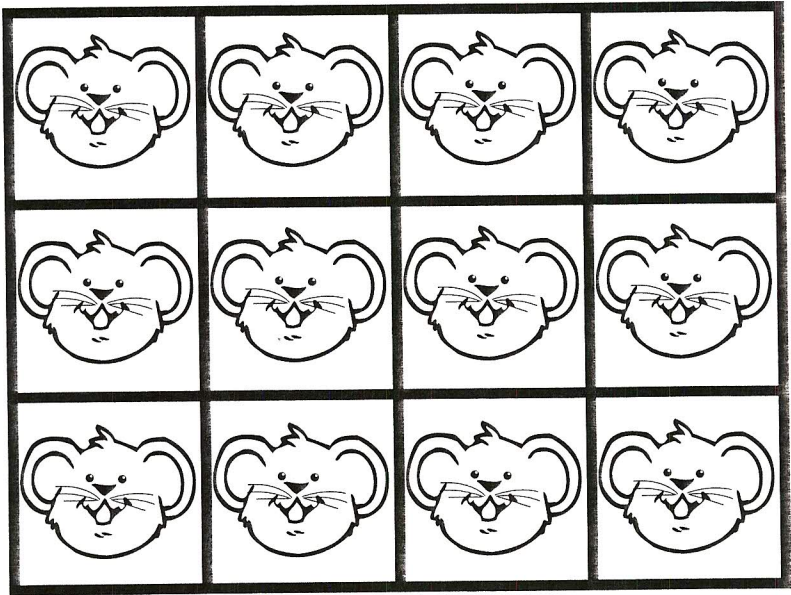
Mouse Pattern

Use with "Shapely Clocks" on page 52.



Mouse Cards

Use with "Clock Cover-Up!" on page 52 and "Where Are the Numerals?" on page 53.



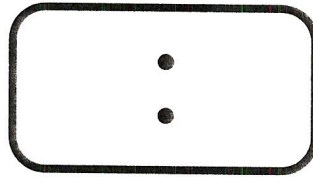
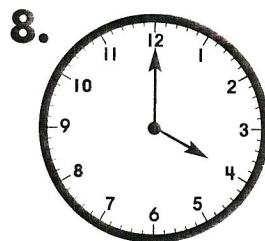
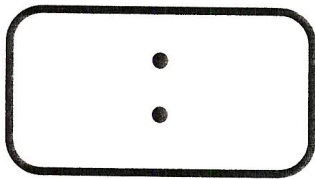
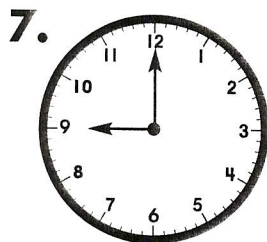
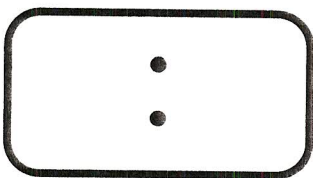
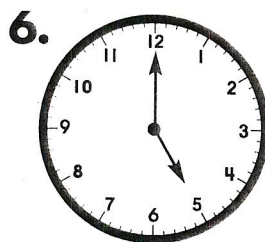
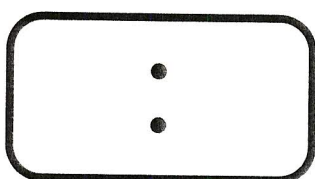
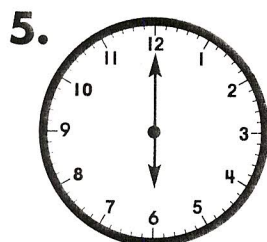
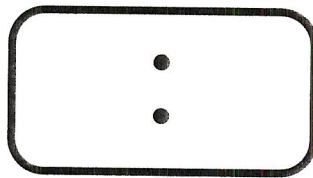
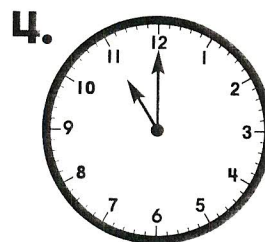
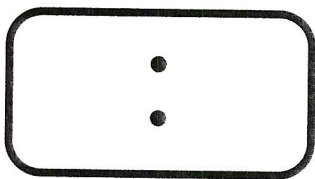
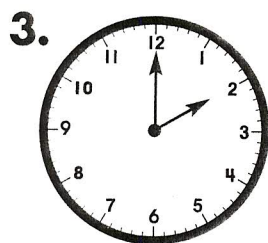
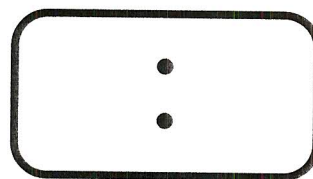
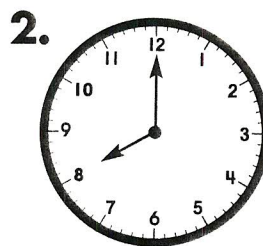
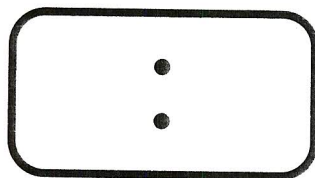
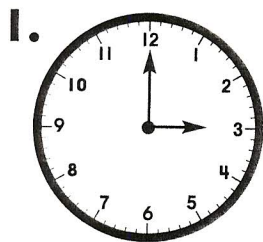




## Digital Time



the time on the digital clock.



### THINK



Is a digital clock easier or harder to read?



Virginia Standards: K.11 The student will tell time to the hour using an analog or digital clock.

#### Activity #1

Materials: number cards 1-12

Procedure: Have the students to sit in a circle. Give each student a number from 1-12 in order to hold. Have one student to lay down in the middle of the circle. Instruct the student to move his/her arms to demonstrate the given time. Repeat until all student have had a chance to be in the middle. Extra students stand behind the others waiting to move into the circle.

#### Activity #2

Materials: hula hoop  
numbers cards 1-12 attached to the hula hoop like a clock

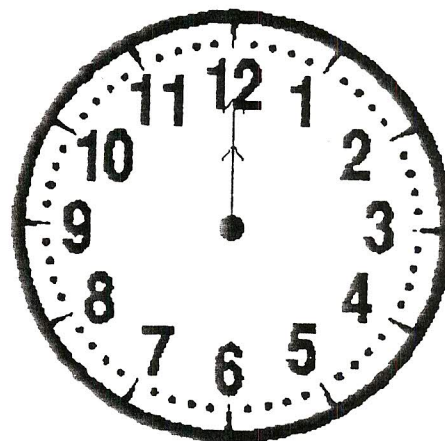
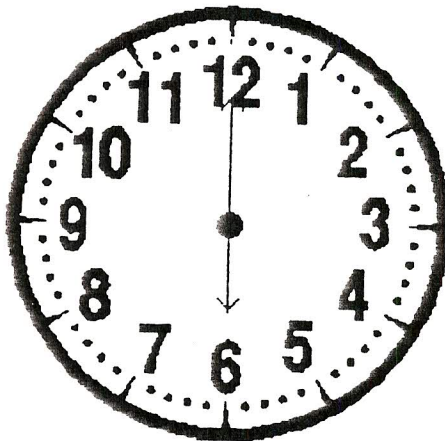
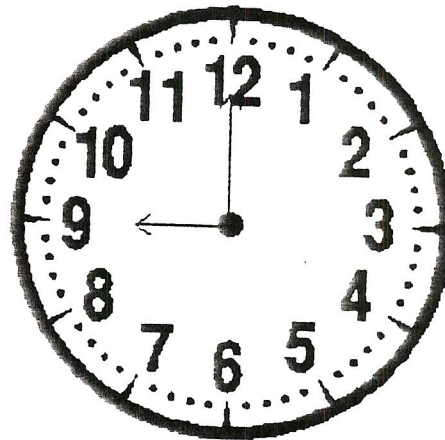
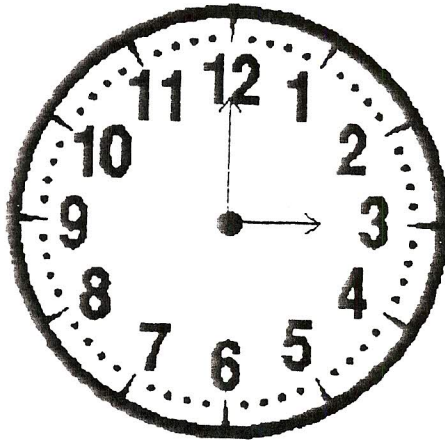
Procedure: The teacher will hold the hula hoop in front of the student's face. Instruct the student to use his/her arms to demonstrate the given time.



## Activity Page 59

## What Time Is It?

Cut out the times below and paste them under the correct clock.



©1997 Back Matter 1997

Cut out these times and place under the correct clock.

3:00

6:00

9:00

12:00

[Back](#)

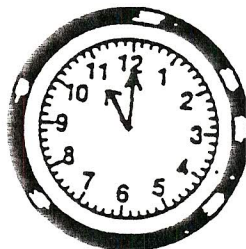
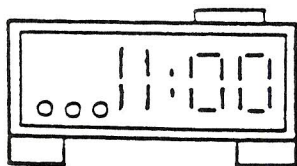
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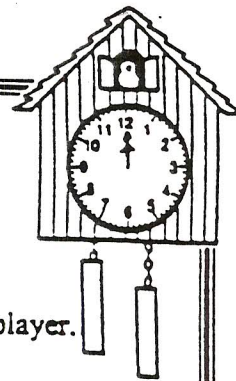
## *Tell time to hour (face and digital clocks).*

*Telling time is difficult for most children. Like learning about money, learning about time should be lessons throughout the year, not one isolated unit. Having an idea of the duration of different units of time comes through multiple experiences and with age. Some activities focus on duration (In one minute how far can you walk around the playground?) and other activities focus on the mechanics of reading a clock. One useful idea is to make circular clocks with only one hand. Using the short hand only, students learn the direction in which the hand moves. They can practice "before" and "after" numbers and learn the position of the short hand for o'clock. Activities which focus on reading the clock should include pictures of times on circular clocks which match those on digital clocks.*

- A. Ask student which hand is the hour hand. Where does the long hand point when the time is o'clock?
- B. When beginning to learn to tell time, have children look carefully at what happens to the hour hand. Discuss how it is exactly on the 2 at 2:00. Watch as the hand slowly moves to the next hour.
- C. Play "The Hour Is" by setting the clock for a magic time, such as 11:00. When the time is 11:00, everyone who notices raises their hand, stands up, tells the teacher, or whatever you decide. This can be added to calendar activities each morning to review time.
- D. Ask student to name some things that are usually completed in one hour or less (for example, eat lunch). Name some things that take more than an hour (for example, going to a movie). Extension: Ask student to tell something that could be done in about one minute.
- E. Have student identify clocks telling time to the hour. What times do they show? Which way do the hands move?
- F. Have students place hands on clock to show specified hours. What would the digital clocks say at these hours?
- G. When shown pictures of clocks, student will write the correct o'clock and the corresponding digital time.

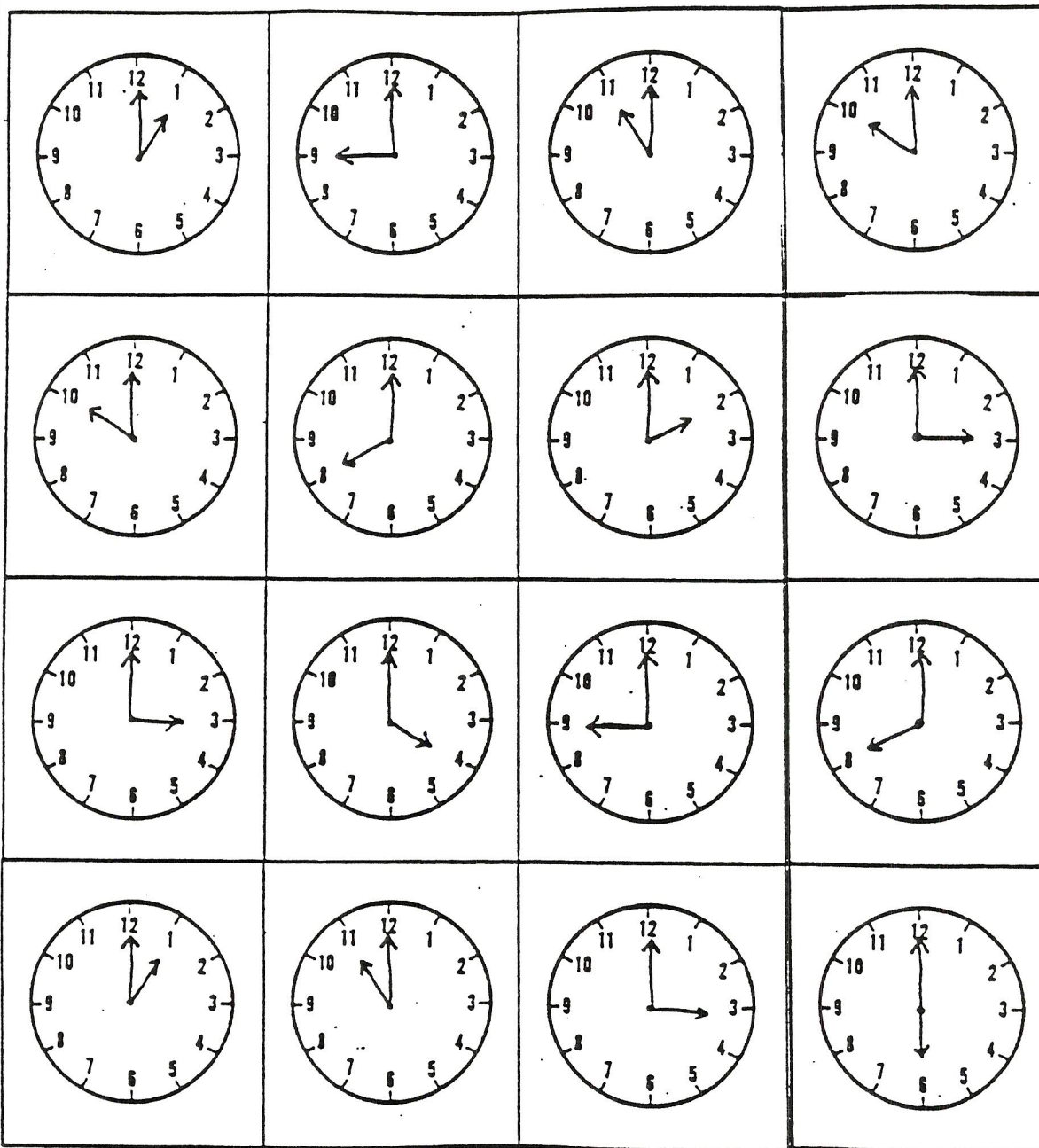


# Clock 3-In-A-Row



**Materials:** Deck- 2 sets of time cards and 10 markers of one color for each player.

**Directions:** Two students take turns drawing a time card from the deck and covering that time on the gameboard. If no clock with that time is available, the player loses a turn. The winner is the first to get 3 markers in a row.





**6:00**

**9:00**

**1:00**

**10:00**

**2:00**

**3:00**

**8:00**

**5:00**

**4:00**

**11:00**

**3:00**

**8:00**

**6:00**

**2:00**

**4:00**

**10:00**

**1:00**

**5:00**

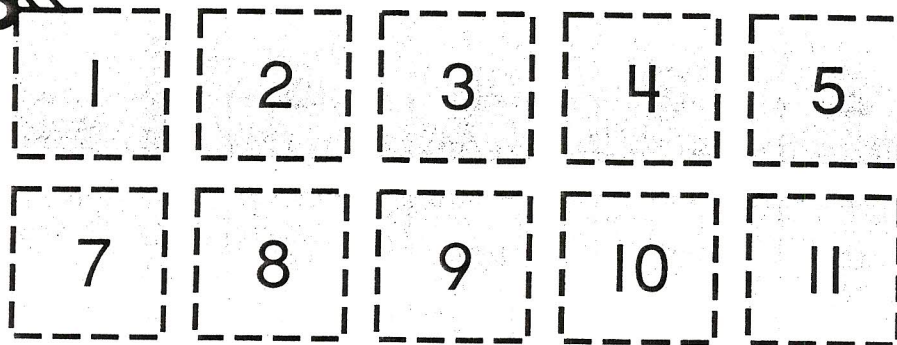
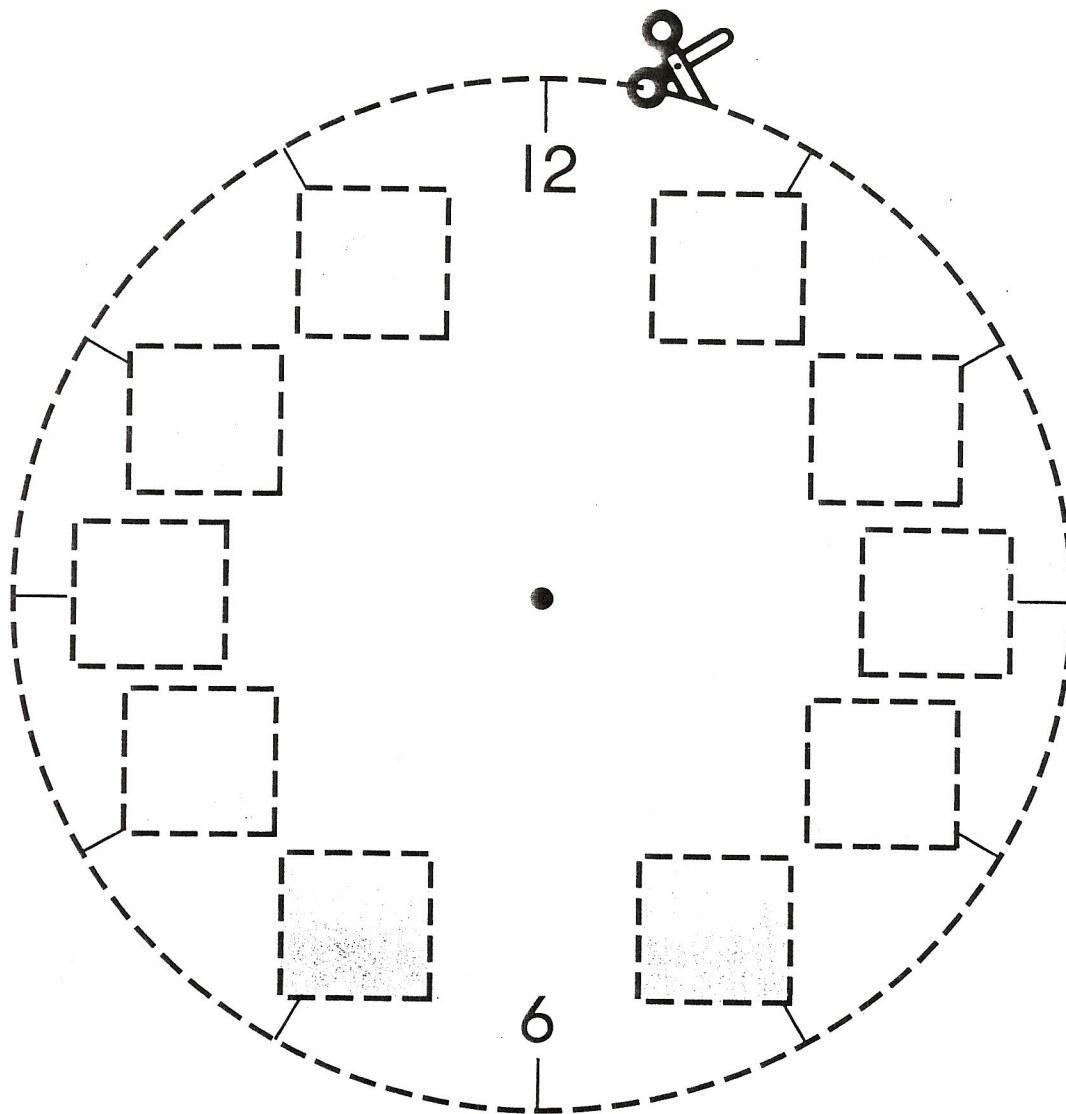
**9:00**

**11:00**



Name \_\_\_\_\_

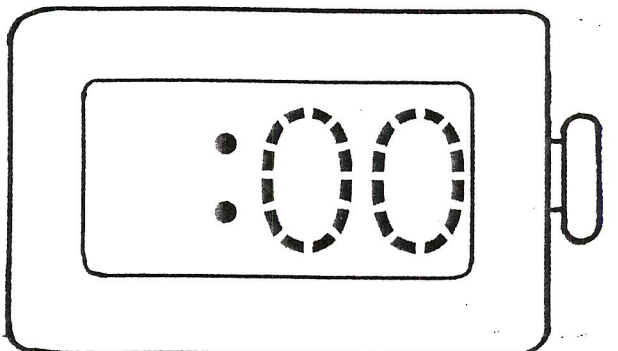
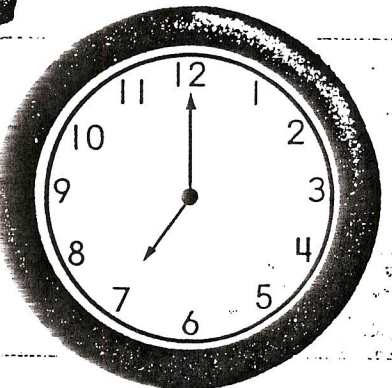
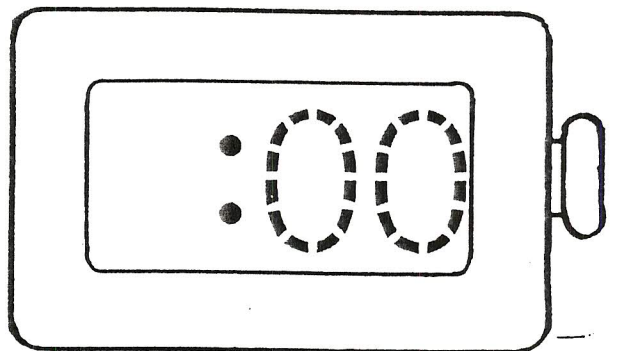
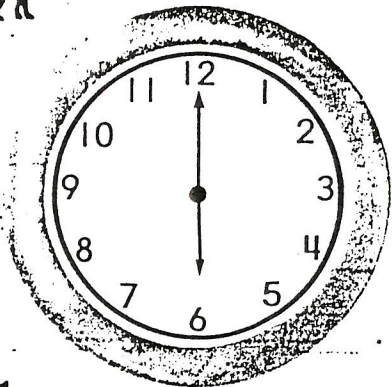
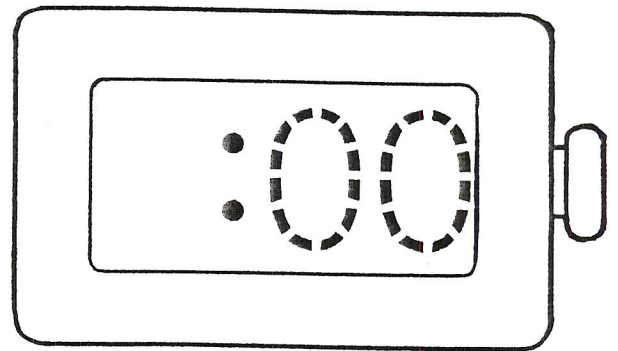
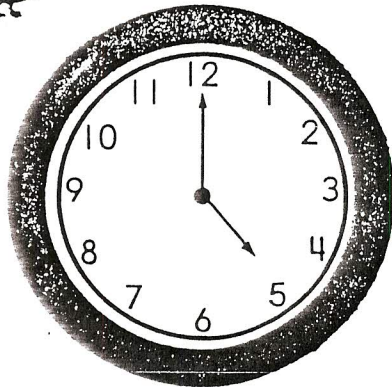
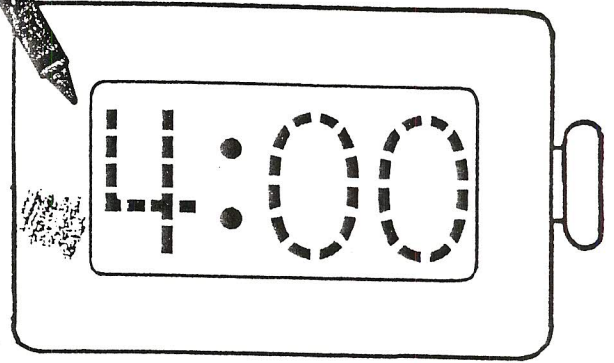
## ACTIVITY SHEET



K.9

# Time to the Hour

Name \_\_\_\_\_



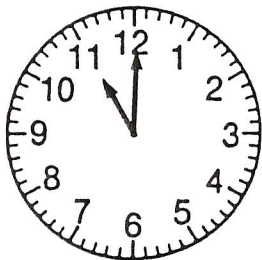
Write the time. Then color each clock to match the one that shows the same time.



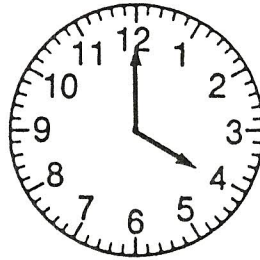
Name \_\_\_\_\_

**Hour hand**

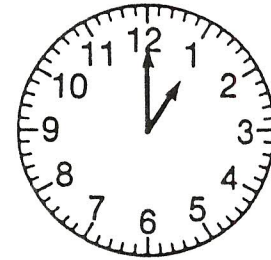
The hour hand is the shorter hand. To which number is each hour hand pointing? Write that number on the blank.



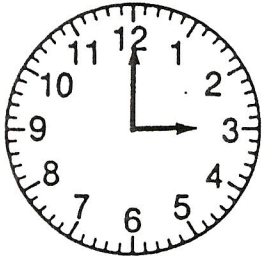
\_\_\_\_\_ 11



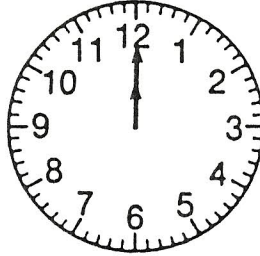
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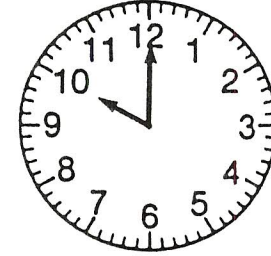
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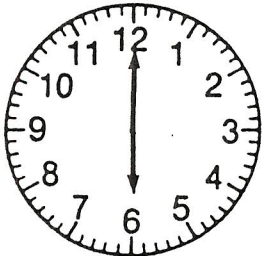
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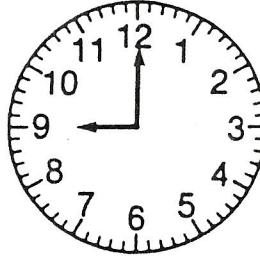
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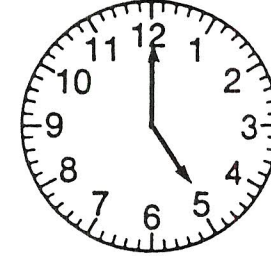
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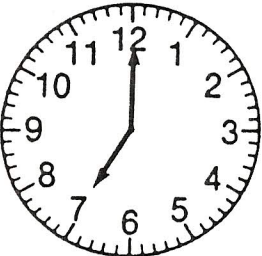
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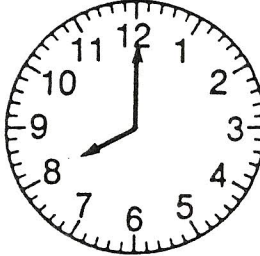
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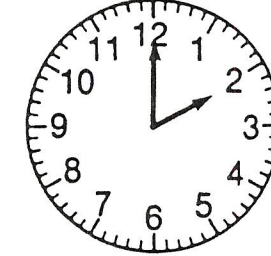
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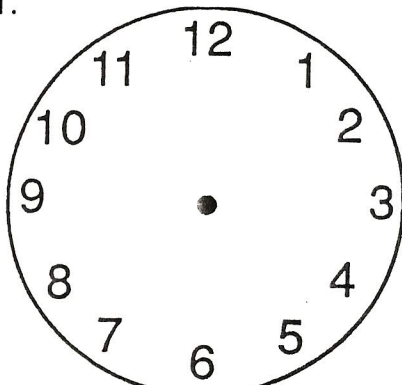
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Name \_\_\_\_\_

## Using Applications

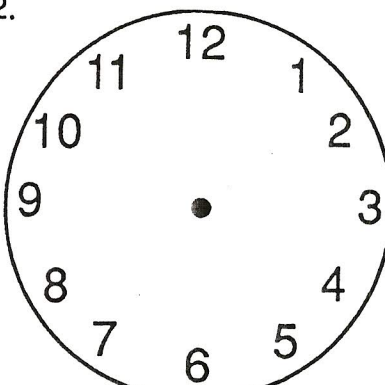
Look at the problems below.  
Draw the hands on the clocks.

1.



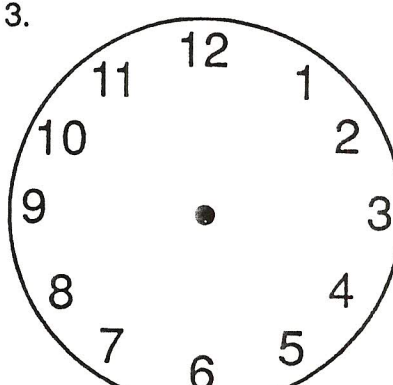
1:00

2.



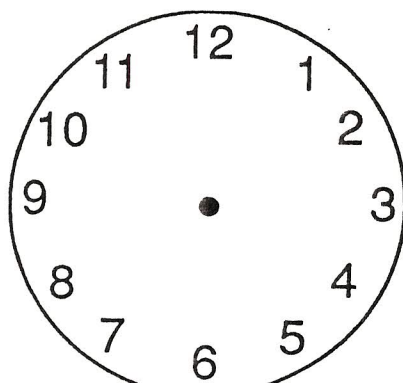
5:00

3.



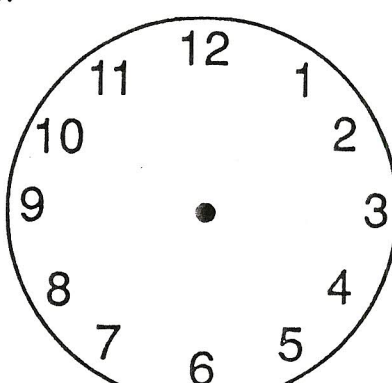
12:00

4.



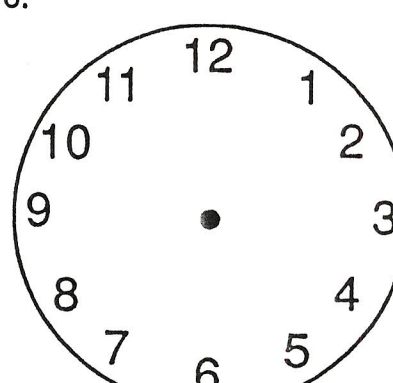
3:00

5.



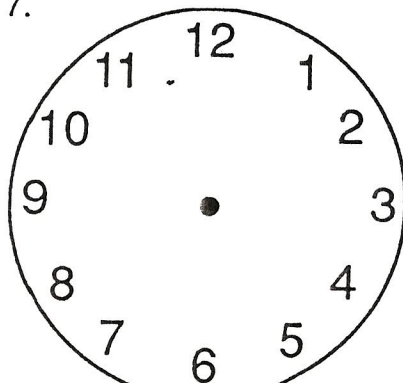
7:00

6.



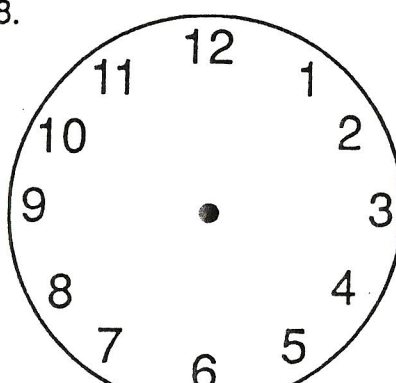
9:00

7.



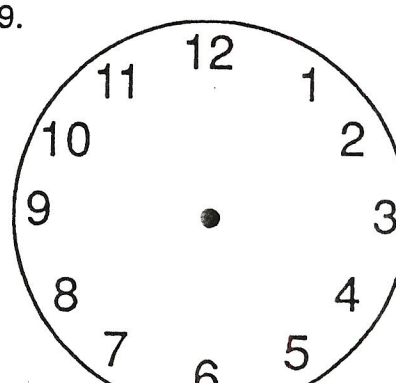
11:00

8.



2:00

9.

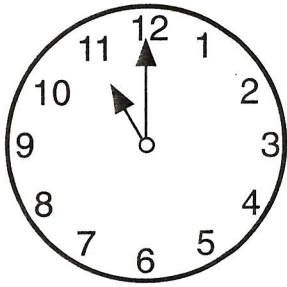


6:00

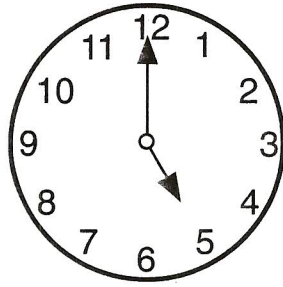
# Sea Breeze

K.9

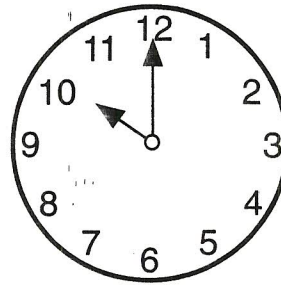
 Write the correct time.



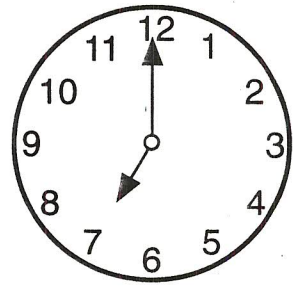
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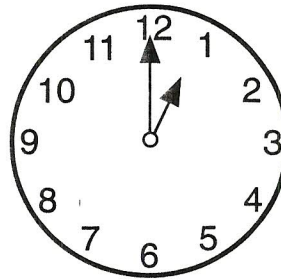
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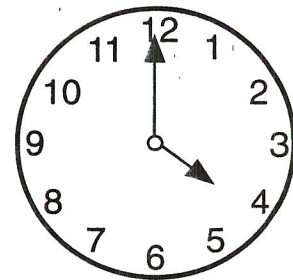
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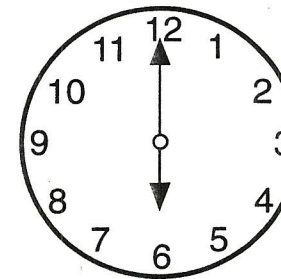
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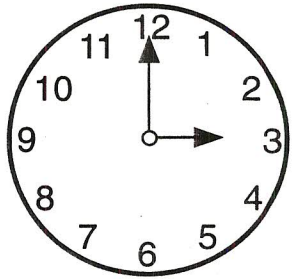
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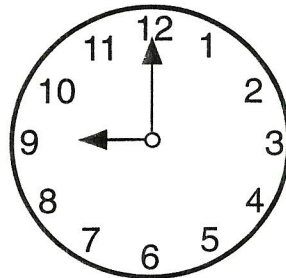
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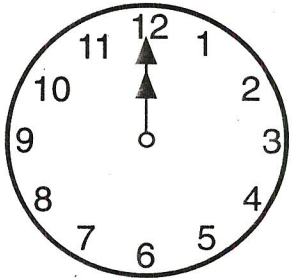
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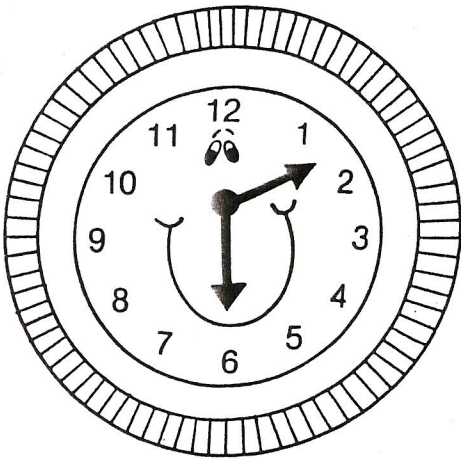


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1. Color and cut out all of the pieces.
2. Glue the clock to the center of the paper plate.
3. Use a pencil to poke a hole through the center circle on the clock.
4. Use a pencil to poke a hole through the circle on each clock hand.
5. Fasten both clock hands to the center of the clock by using a metal paper fastener. (See example.)

