

Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for introducing and reinforcing basic time telling skills with a pocket chart! (LER 2206)

Pocket Chart Math – Basic Time Telling has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners. They encourage listening, speaking, observing and manipulating numbers and pictures to teach children about digital and analog time, and much more. In addition, this book contains 188 ready-to-use cards to aid you in introducing time telling. The cards display illustrations, numbers, and/or words to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library filled with children's literature about time.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

Pocket Chart Math

Basic Time Telling

Introduction Strategies

1. Talk about clocks! Ask students to think of different types of clocks. Some suggestions include: kitchen or school wall clocks, wristwatches, stopwatches, stove or microwave clocks, kitchen timers, hourglasses, sundials, bank clocks, Big Ben, alarm clocks, VCR clocks, clocks on a scoreboard, time clocks, grandfather clocks, and clock radios. Make a list of these clocks, and ask students to draw pictures of each one to post in the classroom.
2. Do a basic time introduction. Explain to students (using a model clock, if possible) that there are 60 minutes in an hour, and each of those minutes are represented on an analog clock. The 60 minutes are broken down into 12 increments of five minutes each ($12 \times 5 = 60$). Two hands travel around the face of the clock, pointing to the hours and minutes. The hour hand is shorter than the minute hand, which is how you can tell them apart! (Some clocks may even show a thin second hand.) As time passes, the hands of the clock move in the same direction (clockwise, of course) to represent the time of day!
3. Have students pick their favorite time of day, and write a paragraph about what they do at that time of day that makes it their favorite. To generate discussion before writing, ask students if they are morning people or night owls. Which daily meal or class at school is their favorite? Do they get to spend time with someone special at a certain time every day?
4. Play "What Time is it, Mr. Fox?" with your students to introduce time. Ask students to line up side by side along one end of a gymnasium or outdoor field. Select one student to be Mr. (or Mrs.) Fox, and ask him or her to stand on the side of the gym or field opposite from the line of students, with his or her back towards them. There should be at least 100 feet between Mr./Mrs. Fox and the line of children. Next, the children call out: "What time is it, Mr. Fox?" Mr. Fox shouts out a time (e.g. "It's four o'clock!"), and turns around to face them. The children take four steps towards Mr. Fox, and he turns around so his back is facing the rest of the class again. This process continues, with the children asking Mr. Fox for the time, and then taking the appropriate number of steps towards him (2 o'clock = 2 steps, 5 o'clock = 5 steps, etc.). When the line of students gets close to Mr. Fox, he shouts out, "Midnight!" when the children ask for the time, and then chases and tags the closest student, who will be the next Mr. or Mrs. Fox.

Teaching Notes: Morning or Night?

Cards needed: (red ☀️)



a.m. p.m. morning afternoon night

Presenting the concept:

Talk about your day! As a class, discuss everyday activities and when they occur. For example, at what times of day do you brush your teeth? When do you eat lunch? When do you take a bath or shower? Arrange the picture cards shown above on a table or flat surface near the pocket chart. In the top pocket of the chart, place the *morning* card on the left side of the chart, the *afternoon* card in the center, and the *night* card in the right side. Invite students to select a picture card and place it under the time of day card that best describes when the activity on the picture card would take place. For example, the card that shows a child waking up should be placed under the *morning* card. Note: Some of the activities shown on the picture cards may occur at various times of the day. Discuss these activities, and decide as a class which category would be most appropriate for the activity.

Follow-up activity:

Place the *a.m.* card below the *morning* card, and the *p.m.* card below the *night* card. Explain to students that **a.m.** refers to any time between 12:00 midnight and 12:00 noon, and **p.m.** refers to any time after 12:00 noon and before 12:00 midnight. Remove all of the cards from the pocket chart, except the *a.m.* and *p.m.* cards, which should remain near the top of the chart.

Invite students to place the picture cards back into the chart underneath the *a.m.* or *p.m.* cards. Explain that a.m. and p.m. split a 24-hour day into two halves.



Name _____

Activity 1

Morning or Night?

Directions: Write **morning**, **afternoon**, or **night** on the line under each picture. Circle **a.m.** or **p.m.** to describe when the action would be most likely to take place.



a.m. p.m.



a.m. p.m.



a.m. p.m.



a.m. p.m.



a.m. p.m.



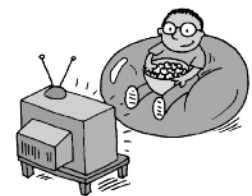
a.m. p.m.



a.m. p.m.



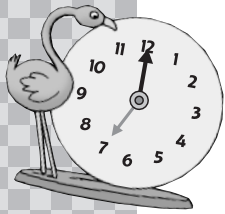
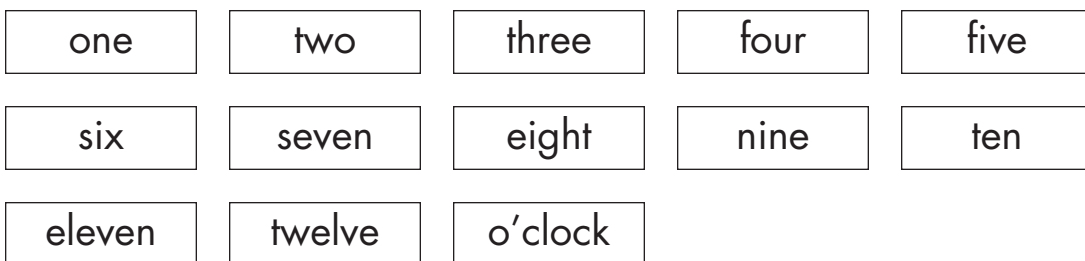
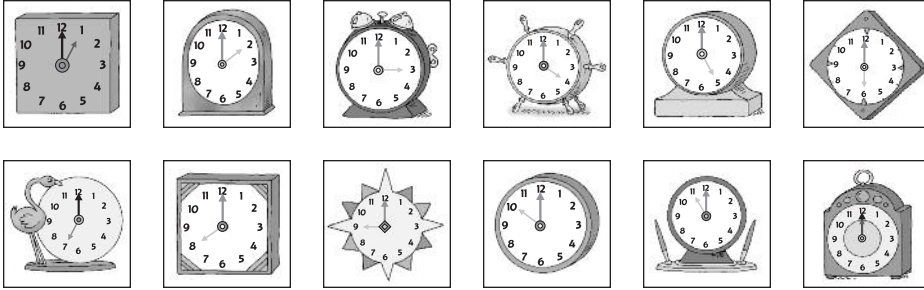
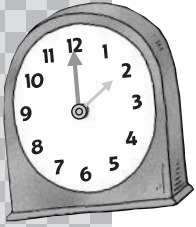
a.m. p.m.



a.m. p.m.

Teaching Notes: Introducing Analog Time

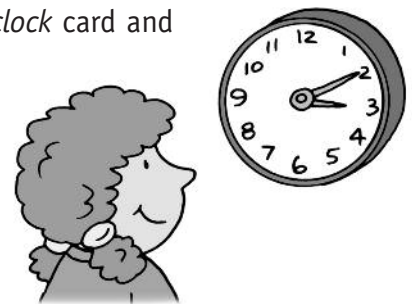
Cards needed: (yellow ☀️)



Presenting the concept:

Begin by talking about some important numbers: 24 hours in a day, 60 minutes in an hour, and 60 seconds in a minute. Talk through a day, by going through the hours aloud as a class, starting at midnight ("Twelve o'clock, one o'clock, two o'clock," etc.). Pause to mention that 12:00 is the "pivotal hour," as the change between a.m. and p.m. occurs at 12:00 midnight and 12:00 noon, respectively.

Next, introduce the minute and hour hands, and the numerals on a clock. Look at your classroom clock, and point out the hands, numbers, minute marks, and clockwise movements of the hands. Place the picture cards shown above in the pocket chart, in order beginning with the 12:00 clock. Use the *o'clock* card and the word cards shown above to "write out" the time underneath (or next to) each analog clock, one clock at a time. Ask students to read the times aloud, and discuss the positioning of the clock hands for each time.



Follow-up activity:

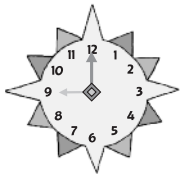
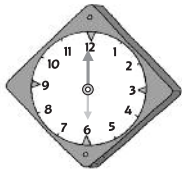
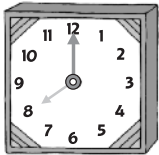
Place the *o'clock* card in the center of the pocket chart where students can reach it. Arrange the word cards on a flat surface, and place the 12 analog clock faces next to the word cards. Ask a student to select a clock card, and pick the corresponding word card (for the 6:00 clock face, students should select the *six* card). The students should then place the word card in front of the *o'clock* card, and place the clock card after the *o'clock* card, to pair a "written-out" time with the analog clock that shows the time. Repeat until all clocks and word cards have been used.

Name _____

Activity 2

Tick-Tock Match-Up

Directions: Draw a line from each clock to the time.



eleven o'clock

six o'clock

ten o'clock

three o'clock

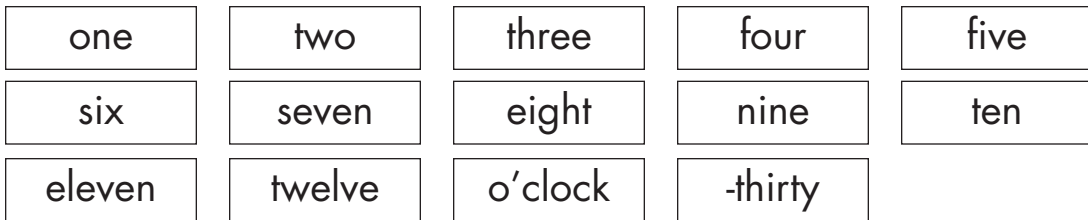
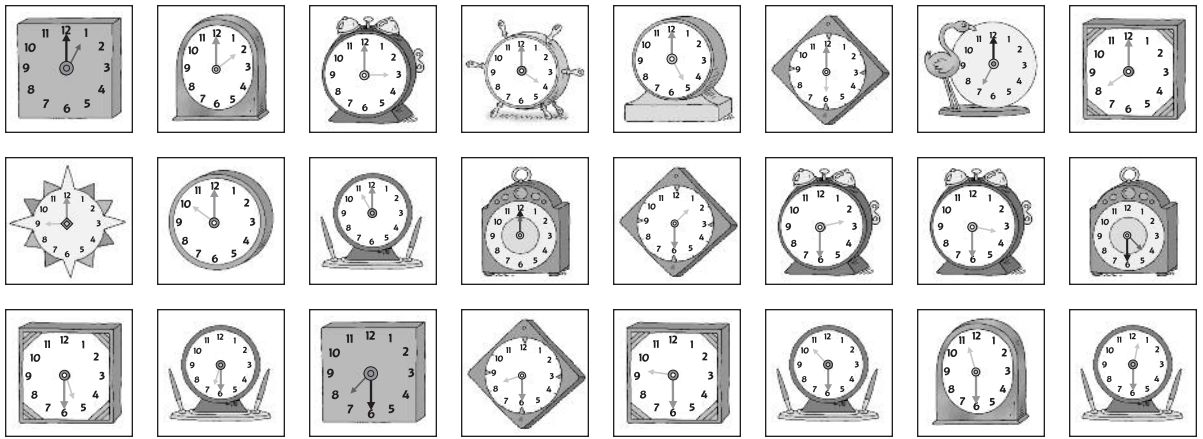
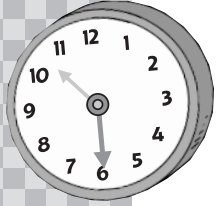
four o'clock

eight o'clock

nine o'clock

Teaching Notes: Analog Half-Hours

Cards needed: (orange ☀️)



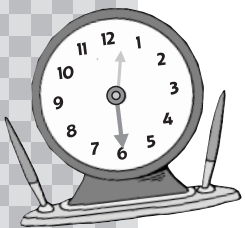
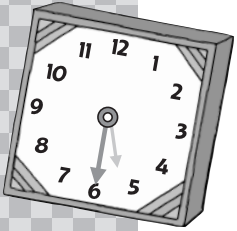
Presenting the concept:

Begin by introducing the term **half-hour** as a length of time equal to 30 minutes. Remind students that 30 minutes, or a half-hour past the hour, is recognized as **____-thirty**. Next, place some of the analog half-hour clocks in the pocket chart. Explain that when 30 minutes have passed the hour, the hour hand of a clock still points to the hour numeral (or slightly past the hour numeral on many clocks), and the minute hand points directly down to the number six.

Modify and repeat the activities from page four by grouping the half-hour clock cards with the numeral word cards (*one, two, etc.*) and the *-thirty* card to form the times. For example, the 2:30 analog clock card should be grouped with the *two* card and the *-thirty* card. Ask students to read each time aloud, and draw attention to the fact that the *o'clock* card is not used when a half-hour time is being spoken or written (e.g. one-thirty o'clock).

Follow-up activity:

Place the hour and half-hour clock cards in the pocket chart, in scrambled order. Ask students to take turns choosing a clock card from the pocket chart, and reading the time shown on the clock aloud to the class. If a student misreads the time on the clock, place the clock card back in the pocket chart. If he or she reads the time correctly, ask the student to place the card in a pile. Repeat until the pocket chart is empty, and the pile contains all of the clock cards. Note: Use a dry-erase marker to write on the blank digital and analog clock cards for custom-made clock cards!

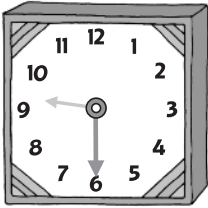


Name _____

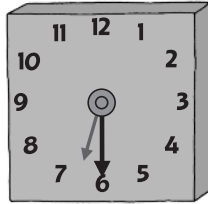
Activity 3

Tick Tock Fill-In

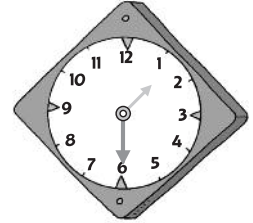
Directions: Look at the time shown on each clock, and complete the blanks below.



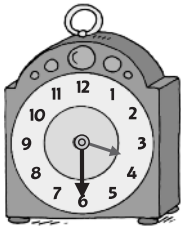
_____ -thirty



six-_____



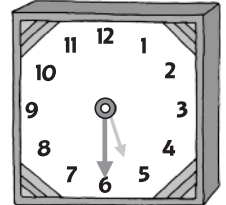
one-_____



_____ -thirty



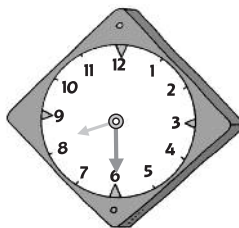
_____ o'clock



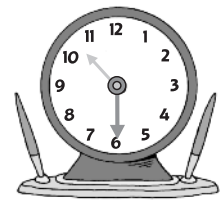
_____ -thirty



twelve-_____



_____ -thirty

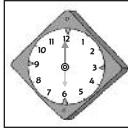


ten-_____

Teaching Notes: Digital Times: Hours and Half-Hours

Cards needed: (green ☀)

all hour
clocks:



all half-hour
clocks:



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

Presenting the concept:

After students have mastered the analog representations for hour and half-hour times, move to digital representations of the times. Begin by explaining how digital time works. Use the numeral cards shown above to demonstrate how to create a digital time (students should practice writing digital times, too). Explain that the first number tells the hour, and the numbers after the colon tell how many minutes of the hour have passed.

Start with the hour clocks and digital time cards. Place six of the analog clocks down the left side of the pocket chart, in scrambled order. Place the six corresponding digital clock cards down the right side of the chart. Ask students to rearrange the order of the analog clocks so they are placed in the same pocket as the corresponding digital clock cards. After students make each match, ask them to read the times aloud. After the first six pairs of cards have been correctly matched, replace them with the remaining six pairs of hour clocks, in scrambled order, for matching. Continue in this fashion using the half-hour analog clock cards, too.

Follow-up activity:

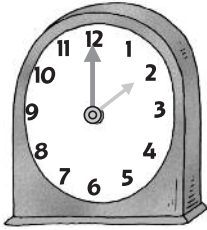
Place the numeral cards shown above on a flat surface near the pocket chart. Place six of the analog clock cards (shown above) in the pocket chart. Behind each analog clock card, place the corresponding digital clock card. For example, behind the 6:30 analog clock card, place the 6:30 digital clock card. Ask a student volunteer to come to the pocket chart and use the numeral cards to show the digital time. For example, a student would place the 6 card and the :30 card (in that order) in the chart next to the 6:30 analog clock. To check to see if their numeral cards correctly display the time shown on the analog clock, pull the hidden digital time card out from behind the analog clock card. Compare the time to the numeral cards the student arranged in the pocket chart. Continue in this fashion until students create digital times for all analog clocks.

Name _____

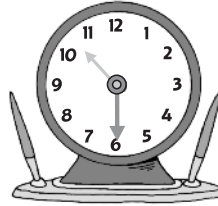
Activity 4

Hours & Half-Hours

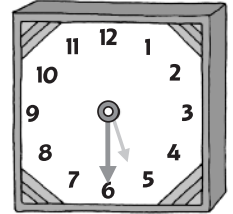
Directions: On the line, write the time shown on each clock.



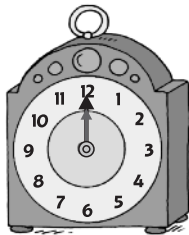
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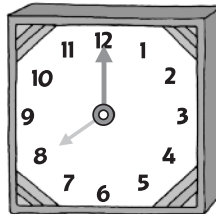
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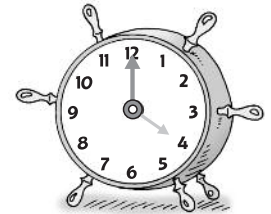
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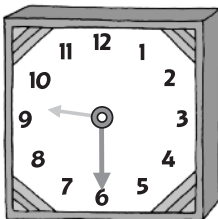
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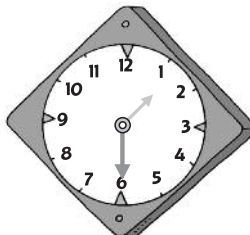
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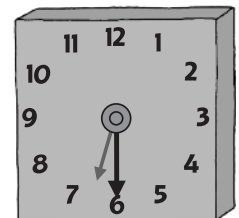
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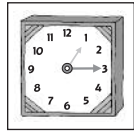


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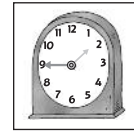
Teaching Notes: 15 and 45 Minutes Past the Hour

Cards needed: (blue ☀)

all 15 minute clocks:



all 45 minute clocks:



1: 2: 3: 4: 5: 6: 7:

8: 9: 10: 11: 12: 15 45

-fifteen -forty-five all numeral word cards: one

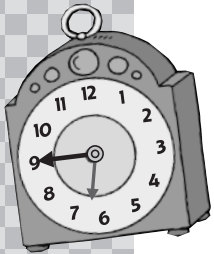
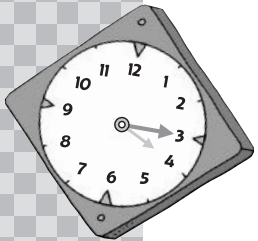
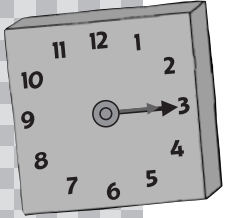
Presenting the concept:

Begin by reviewing that thirty minutes past the hour is known as **-thirty**, fifteen minutes after the hour is known as **-fifteen**, and forty-five minutes after the hour is known as **-forty-five**. The phrase **o'clock** is not used with these times. Next, place some of the analog fifteen-minute and forty-five-minute clocks in the chart, and explain that at 15 minutes past the hour, the hour hand of a clock still points to the hour numeral (or slightly past the hour numeral), and the minute hand points to the number three. At 45 minutes past the hour, the hour hand points to the space between the hour and the upcoming hour, and the minute hand points to the number nine.

Next, group the fifteen-minute clock cards with the numeral word cards (*one, two, etc.*) and the *-fifteen* card to form the times. For example, the 2:15 analog clock card should be grouped with the *two* card and the *-fifteen* card. Ask students to read each time aloud, and draw attention to the fact that the *o'clock* card is not used when a fifteen-minute time is being spoken or written (e.g. two-fifteen o'clock). Repeat these steps with the forty-five-minute clock cards.

Follow-up activity:

Pass out the fifteen-minute and forty-five-minute digital clock cards among the class. Place all of the fifteen-minute and forty-five-minute analog clocks in the pocket chart. Ask a student volunteer to come to the pocket chart, and read off a time from the first clock in the chart. The student holding the digital clock card that matches the time that was read aloud, brings the digital clock card to the front of the room, and places it into the pocket chart next to the corresponding analog clock card. Repeat until all of the digital clock cards are matched to the analog clock cards. For added challenge, ask students to create each time using the numeral cards.

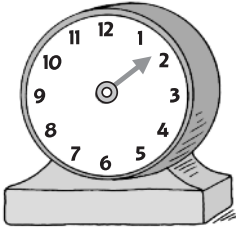


Name _____

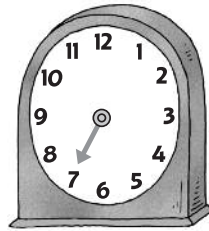
Activity 5

Add-A-Hand

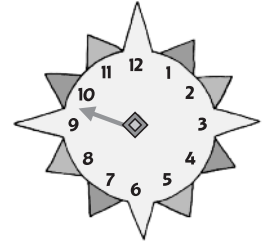
Directions: Oops! These clocks are missing their minute hands! Draw a minute hand on each of the clocks below to show the correct time.



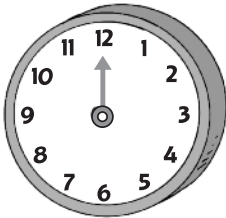
1:45



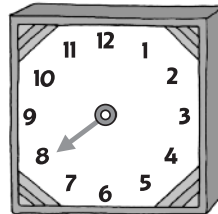
7:15



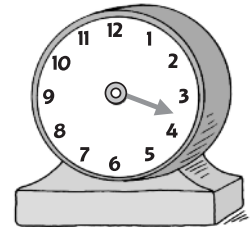
9:45



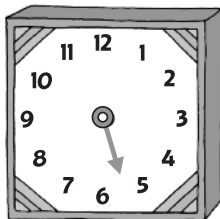
12:15



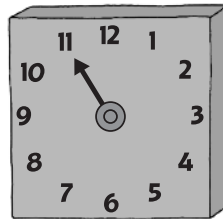
8:00



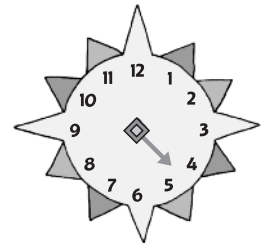
3:45



5:30



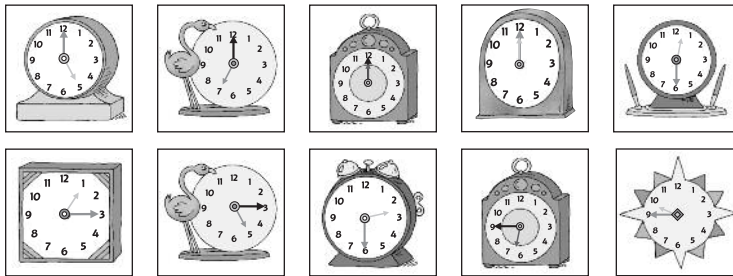
11:15



4:45

Teaching Notes: Time Lingo

Cards needed: (purple ☀️)



sunrise midnight a quarter past a quarter 'til
 sunset noon half past

Presenting the concept:

Introduce the terms shown above by posting them in the pocket chart and discussing them with your students. Talk about the time of day that sunset and sunrise occur in your area (local papers usually show the times for sunrise and sunset each day.) Explain how noon, midnight, and other terms are simply different words ("lingo") used to describe certain times.

Arrange the analog and digital time cards on a flat surface near the pocket chart. Place the "lingo" cards (shown above) in the pocket chart, in random order. One by one, ask the class the questions below. As a student answers a question correctly, he or she should select the correct time card(s) and place it/them in the pocket chart next to the appropriate lingo cards.

1. Which phrase means 15 minutes after the hour? (Student should place 1:15 and 5:15 analog and digital clock cards next to the *a quarter past* card.)
2. At what time of day would sunset be most likely to occur? (Student should place the 7:00 analog and digital clock cards next to the *sunset* card.)
3. Which phrase means 30 minutes past the hour? (Student should place 2:30 and 12:30 analog and digital clock cards next to the *half past* card.)
4. Which word means 12:00 a.m.? (Student should place 12:00 analog and digital clock cards next to the *midnight* card.)
5. Which phrase means 15 minutes before the hour? (Student should place 6:45 and 9:45 analog and digital clock cards next to the *a quarter 'til* card.)
6. At what time of day would sunrise be most likely to occur? (Student should place the 5:00 analog and digital clock cards next to the *sunrise* card.)
7. Which word means 12:00 p.m.? (Student should place 12:00 analog and digital clock cards next to the *noon* card.)

Follow-up activity:

Apply time lingo to everyday situations! Ask students to draw a line lengthwise down a sheet of paper. Post the seven time lingo cards (shown above) in the pocket chart for all to see. Ask students to copy the words down the left side of their divided sheet of paper, giving each word its own line (or two, if room allows). Next, ask students to think of something they do at each time of day listed on the left side of the sheet. Students should write the activity they think of on the right side of the sheet, opposite the corresponding word. For example, if the word **midnight** appears in the left column, a student might write **sleeping** in the right column. After all students have completed their lists, invite them to share them with the class.



Name _____

Activity 6

Lingo Lists!

Directions: Fill in the blanks using words from the word list.

_____ means 12:00 a.m.

 _____ means "after 12:00
in the afternoon."

_____ means 12:00 p.m.

 _____ means "before 12:00
in the afternoon."

_____ means "15 minutes after the hour."

_____ means "45 minutes after the hour."

_____ means "30 minutes after the hour."

_____ happens around 5 or 6 a.m.

_____ happens around 7 or 8 p.m.

Word List

sunrise

sunset

noon

a quarter past

half past

a.m.

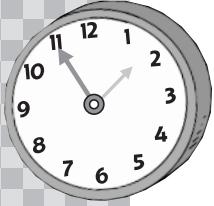
p.m.

midnight

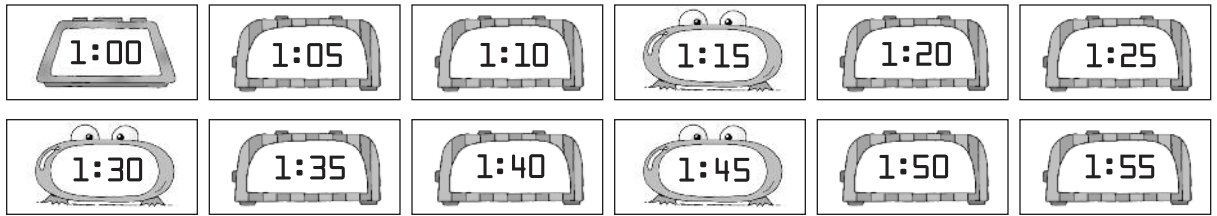
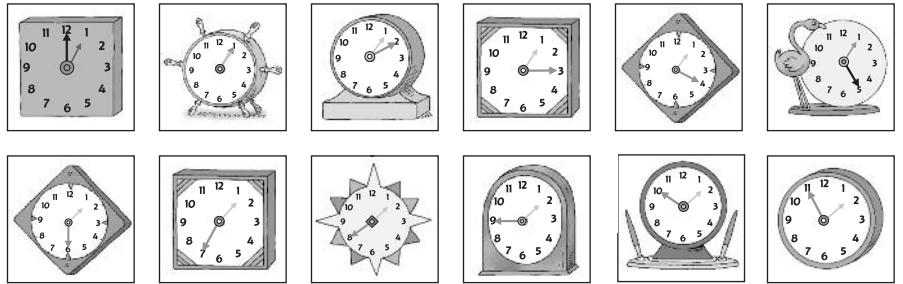
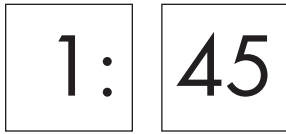
a quarter 'til

Teaching Notes: Five-Minute Increments

Cards needed: (pink ☀️)



all numeral cards:

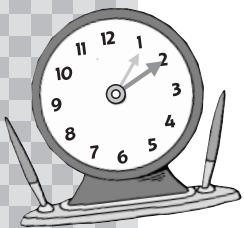
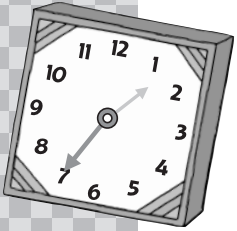


Presenting the concept:

When students have mastered the preceding time concepts, move on to five-minute increments. Put the 12 analog clock cards (shown above) in the pocket chart with the 12 digital clock cards underneath them. Discuss how the position of the minute and hour hands changes with each five-minute increment. After this discussion, remove the digital clock cards from the chart, shuffle them, and arrange them face-up on a flat surface near the pocket chart. Ask for student volunteers to match the digital clocks to the analog clocks. For extra practice, have students build the times for each five-minute increment using the numeral cards.

Follow-up activity:

Pass out the 12 analog clock cards and the 12 digital clock cards to the students. Note: If you have more than 24 students, you may need to have them "double-up" on the cards. If you have fewer than 24 students, you may need to ask students to hold both the digital and analog representations of the times. In an open gym or playground, ask students to arrange themselves in a circle to form a "clock face" according to their times. For example, the student(s) with the 1:00 cards should stand at the "top" of the circle, next to the student(s) with the 1:05 and 1:55 cards. Encourage students to stand equal distances apart, so the "accuracy" of the student clock is maintained, just like a real clock.



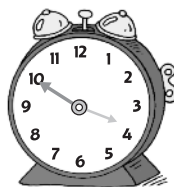
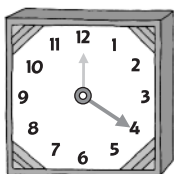
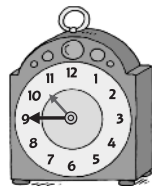
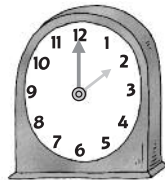
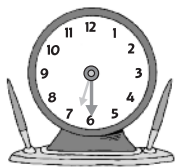
Activity 7

Time-Telling Review

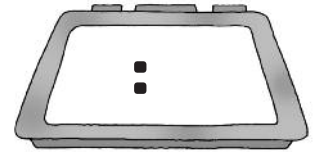
Directions: See how much you know about time by completing this sheet.

Match the following times:

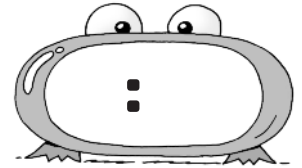
30 minutes past 7	7:45
a quarter after 3	5:15
noon	1:30
half past 1	11:45
10 minutes before 3	8:05
midnight	12:00 p.m.
15 minutes past 5	2:50
a quarter 'til 12	12:00 a.m.
45 minutes after 7	3:15
five minutes past 8	7:30

Look at the clocks below and write the times on the lines.

Fill in the digital clock face below with the times:

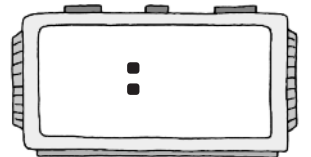
two o'clock



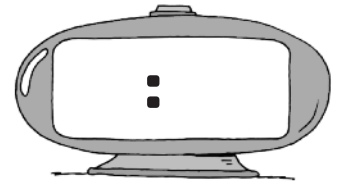
seven-thirty



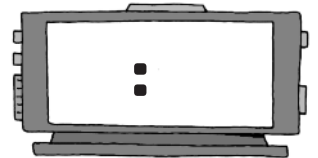
nine-fifteen



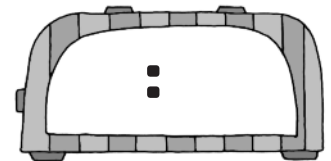
noon



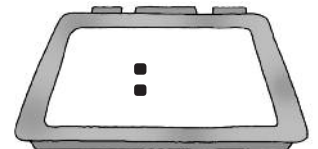
four forty-five



ten o'clock



one forty-five



Reading List

The Backwards Watch

Eric Houghton
Orchard Books, New York: 1991

Bedtime

Ruth Freeman Smith
Holiday House, New York: 1999

The Boy Who Stopped Time

Anthony Taber
Macmillan, New York: 1993

Clocks and More Clocks

Pat Hutchins
Macmillan, New York: 1970

Do You Know Where Your Monster is Tonight?

Joanne Wylie
Children's Press, Chicago, IL: 1984

Hickory, Dickory, Dock

Robin Muller
Scholastic, New York: 1994

The One and Only, Super-Duper, Golly-Whopper, Jim-Dandy, Really-Handy Clock-Tock-Stopper

Patricia Thomas
Lothrop, Lee & Shepard Books, New York: 1990

The School Bus Comes at Eight O'Clock

David McKee
Hyperion Books for Children, New York: 1994

The Stopwatch

David Lloyd
Lippincott, New York: 1986

Sue Patch and the Crazy Clocks

Ann Tompert
Dial Books for Young Readers, New York: 1989

Tick-Tock

Eileen Brown
Candlewick Press, Cambridge, MA: 1994

Tick Tock Clock

Sharon Gordon
Troll Associates, New Jersey: 1982

Woodruff and the Clocks

Elizabeth Bram
Dial Press, New York: 1990

Cards-At-A-Glance

Cards are shown as front-to-back pairs.

				35			
				40			
				45			
				50			
				55			
		1:					
		2:					
		3:					
		4:					
		5:					
		6:					
		7:					
		8:					
		9:					
		10:					
		11:					
		12:					
		00					
		05					
		10					
		15					
		20					
		25					
		30					

o'clock	-thirty
o'clock	twelve
p.m.	eleven
p.m.	ten
midnight	nine
sunrise	eight
noon	seven
-fifteen	a quarter 'til
morning	six
night	five
a.m.	four
a.m.	three
afternoon	two
sunset	one
o'clock	half past
-forty-five	a quarter past