# O'Clock and Half Past Time

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|---|---|---|---|
| **Teacher** | | **Class** | Grade 1 |
| **Subject** | Math | **Topic** | Telling time to the half hour |
| **Date** | | **Room** | |
| **Lesson length** | 60 minutes | **Country** | United States |

Students learn to tell and write time to the hour and half hour. They build clocks, show times, and match analog and digital clocks.

## Curriculum links

- Tell and write time in hours and half-hours using analog and digital clocks [2]

## Learning objectives

- Students will tell time to the hour and half hour on analog clocks.
- Students will write hour and half-hour times from analog and digital clocks.

## Success criteria

- I can read o'clock times like 4:00 on both clocks.
- I can read half-past times like 4:30 on both clocks.
- I can write times like 3:00 and 3:30 correctly.

## What students already know

Show the large demo clock at 3:00. Ask: What do you see? Where do you see clocks at home or school? Listen for numbers, hands, and digital numbers in 2 minutes.

## Key words

| | |
|---|---|
| **o'clock** | exactly on the hour, when the long pointer points to 12 [2] |
| **half past** | 30 minutes after the hour, when the long pointer points to 6 [2] |
| **hour hand** | the short pointer that shows which number the time is near |
| **minute hand** | the long pointer that points to 12 for :00 and to 6 for :30 |
| **digital** | showing time with numbers, like 4:30 [2] |

## Materials

- paper plates for clock faces
- pre-cut short blue hands and long red hands
- split pins
- markers
- 12 and 6 stickers
- large demo clock
- mini whiteboards and markers
- projector and speakers
- copies of Worksheet page 2

## Before the lesson

- Print copies of Worksheet page 2 for each student
- Test Video clip 1 (0:00–5:00) on slide 5 and Video clip 6 (0:00–3:07) on slide 7 with sound
- Pre-cut short and long clock hands, set out paper plates, split pins, markers, and 12 and 6 stickers
- Set up large demo clock and projector for Slides 1-9 and 11

## Lesson outline

**0–5 min** **Starter** 5 min · Whole class

*To connect clocks to daily life and set up building clocks.*

**YOU DO**

1. Show Slide 1: Time to Tell Time! Hours and half hours.
2. Use the hook: Who wants to build a clock with hands that really move?
3. Show Slide 2 question: Where do you see clocks?
4. Have students think, then tell a partner, then share one idea.

**STUDENTS DO**

1. Think about clocks they have seen.
2. Tell a partner one place they see clocks and listen.

**Say:** Today we will tell and write time in hours and half-hours using analog and digital clocks [2]. You will build a clock with hands that really move. First let's think about where we see clocks every day.

**Ask:** Where do you see clocks? (On the wall, on a phone, on a computer, in a car.) · What do you see on a clock? (Numbers, two hands, or digital numbers like 3:00.)

**Check understanding:** Listen to 3-4 partners share. If few answers, point to the classroom wall clock and ask what it shows.

**Support:** Point to the classroom clock while partners talk to give a picture clue. **Stretch:** Ask a student to tell one thing a clock helps us do on time.

Use: Slides 1-2

5–20 min **Teaching** 15 min · Whole class

*To model how o'clock and half past look on both clocks.*

**YOU DO**

1. Show Slide 3 and point to each hand on the large demo clock: short hand shows the hour, long hand shows minutes.
2. Model 3:00: long hand to 12, short hand to 3, show digital 3:00 next to it.
3. Play Video clip 1 (0:00–5:00) on Slide 5 and have class sing and listen for o'clock and half past.
4. Show Slide 4: Two clocks show same time! Hands and numbers can both say 3 o'clock.

**STUDENTS DO**

1. Watch the demo and say o'clock and half past with the teacher.
2. Sing along with the video and do hand motions for up to 12.

**Say:** We tell and write time in hours and half-hours using analog and digital clocks [2]. For o'clock, the long hand points up to 12. The hands clock and the number clock can say the same time, like 3:00.

**Worked example:** 3:00 step by step: 1. Put long hand straight up to 12. 2. Put short hand on 3. 3. Read it as 3 o'clock. 4. Write it in digital numbers as 3:00. Both clocks say the same time [2].

**Ask:** Where does the long hand point for o'clock? (Straight up to 12.) · How do we write 3 o'clock with numbers? (3:00.) · How can two different clocks show the same time? (Hands on one and numbers on the other can both say 3 o'clock.)

**Check understanding:** All students point up for 12 and say 3:00 together. Reteach hands if many point wrong way.

**Support:** Have students trace 12 in the air with a finger while saying up for o'clock. **Stretch:** Ask a student to predict where the long hand will point for half past before next stage.

Use: Slides 3-5, Video clip 1 (0:00–5:00)

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20–45 min **Main activity** 25 min · Pairs

*To build clocks and practice setting and reading o'clock and half-hour times.*

**YOU DO**

1. Hand out plates, pre-cut hands, split pins, and stickers. Model building: blue short hand and red long hand on plate with split pin.
2. Show Slide 6: long hand on 6 means half past, hand points straight down. Model 4:00 then 4:30 on demo clock.
3. Play Video clip 6 (0:00–3:07) on Slide 7 and have class watch o'clock then half past and say the time out loud.
4. Use Slide 8 task: call Show 4 o'clock, then Show half past 4. Students make it, tell a partner, then make more o'clock and half past times.

**STUDENTS DO**

1. Build clock, add stickers on 12 and 6, and move hands to show each called time.
2. Hold up clock to show 4:00 and then 4:30, tell partner the time, and write it on mini whiteboard.

**Say:** Now build your clock. The short blue hand shows the hour and the long red hand shows minutes. The long hand points up to 12 for o'clock and down to 6 for half hour. Show each time on your clock and tell your partner.

**Worked example:** 4:00 then 4:30 step by step: 1. For 4:00, put long red hand up to 12 and short blue hand on 4, write 4:00. 2. For half past 4, move long red hand down to 6 and move short blue hand halfway past 4, read as half past 4. 3. Write it as 4:30. Both use hours and half-hours on analog and digital clocks [2].

**Ask:** How do you show 4:00 on your clock? (Long hand up to 12, short hand on 4, digital 4:00.) · How do you show half past 4? (Long hand down to 6, short hand past 4, digital 4:30.)

**Check understanding:** On signal, all hold up clocks for 4:00 then 4:30. Scan for minute hand errors and remodel if more than a few are wrong.

**Support:** Color the hour hand blue and the minute hand red, and mark 12 and 6 with stickers as guides.
**Stretch:** Students copy the time they made onto a mini whiteboard in digital form, like 4:30.

Use: Slides 6-8, Video clip 6 (0:00–3:07)

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45–60 min **Plenary** 15 min · Whole class

*To check reading and writing o'clock and half past on both clocks.*

**YOU DO**

1. Hand out Worksheet page 2. Students read each clock and say the time aloud to a partner.
2. Show Slide 9: I can read o'clock and half past on both clocks! Have class read it and show :00 or :30 with fingers.
3. Show Slide 11 True or false. Read each line and have students vote true or false with reasons.
4. Close by having winners read one matched analog and digital pair from the worksheet.

**STUDENTS DO**

1. Do Worksheet page 2: read each clock aloud to a partner and write the digital time.
2. Vote true or false and explain using the minute hand.

**Say:** Let's prove what we learned. Read each clock and say the time aloud, then write the numbers. Tell me if each sentence is true or false. Use what you know about 12 for o'clock and 6 for half past.

**Ask:** 3:00 is 3 o'clock and long hand is on 12. True or false? (True. Long hand on 12 means o'clock.) · 2:30 is 2 o'clock. True or false? (False. Long hand on 6 is half past, so it is half past 2.) · Long hand on 6 means half past and points straight down. True or false? (True.)

**Check understanding:** Collect Worksheet page 2 and check :00 and :30 endings. If many mix them, remodel 2:00 vs 2:30 on demo clock.

**Support:** Show the analog and digital side by side and read them together as a class before voting. **Stretch:** A student explains what the clock would show one half hour later, like 2:30 to 3:00.

Use: Slides 9, 11, Worksheet page 2

## Common mistakes

| Mistake | How to spot it | How to fix it |
|---|---|---|
| Mixing up short and long hands | Hour hand on 12 and minute hand on hour number | Point and say: short blue shows hour, long red shows minutes. Check long hand first: 12 or 6 [2]. |
| Reading 4:30 as 4 o'clock or 6 o'clock | Student names the 6 because long hand points there | Remodel: long hand on 6 means half past the hour, short hand past 4 means half past 4, write 4:30. |
| Writing digital time wrong, like 4:3 or 4:00 for 4:30 | Worksheet shows missing zero or :00 for half past | Show _ : _ _ frame and say o'clock ends with :00 and half past ends with :30, then rewrite together. |

## Support

- Color the hour hand blue and the minute hand red, and mark 12 and 6 with stickers as guides
- Start with only o'clock times, then add half-hour times, and read analog and digital side by side

## Stretch

- Copy each time made on the clock onto a mini whiteboard in digital form, like 4:30
- Explain what the clock would show one half hour later and write both times

## For the LSE or teaching assistant

Sit near students who need hand help. Help fix split pins, point to 12 and 6 stickers, and have them say long hand first. Use mini whiteboard frame _ : _ _ for writing.

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## Check for understanding

| Question | Answer |
| --- | --- |
| Show 5:00 on an analog clock. What digital time is it? | 5:00 |
| Show half past 5 on an analog clock. What digital time is it? | 5:30 |
| True or false: Long hand on 6 means half past. | True |

## Homework

Ask at home for one o'clock time you do something and draw both clocks to show it.

## Sources


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