Tick Tock to Five!

Teacher		**Class**	Grade 2
Subject	Math	**Topic**	Telling time to five minutes
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to tell time to five minutes on analog and digital clocks. They draw secret times, swap with a partner, and use a.m. and p.m.

Curriculum links

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2]
- Describe a time shown on a digital clock as representing hours and minutes [2]
- Relate a time shown on a digital clock to the same time on an analog clock [2]

Learning objectives

- Students will tell time to the nearest five minutes on analog clocks.
- Students will write matching digital times with hours and minutes.
- Students will use a.m. and p.m. correctly for morning and night.

Success criteria

- I can read the hour hand and skip-count minutes by fives.
- I can write the same time on analog and digital clocks.
- I can choose a.m. for morning and p.m. for afternoon and night.

What students already know

Show 3:00 and 2:30 on demo clock. Ask: What time is this? How do you know hour and half hour?

Key words

hour hand	short pointer that shows which number it has just passed [6]
minute hand	long pointer that shows how far past the o'clock it is [6]
digital clock	time shown with numbers, like 3:15 [2]
a.m.	time in the morning, after midnight and before noon [2]
p.m.	time in the afternoon and night, after noon and before midnight [2]
skip-count	going up by jumps, like 5, 10, 15, 20 [5]

Materials

- large demo analog clock
- blank clock face sheets
- pencils, crayons
- mini whiteboards and markers
- model clock with minute numbers outside the rim by fives

Before the lesson

- Print blank clock face sheets, one per student plus spares
- Print Worksheet Task C, one per pair
- Load Slides 1-7, 9-11 and test Video clip 1 (0:00-2:02) on Slide 6

- Slides 1-7, 9-11
- Video clip 1 Skip Around the Clock (0:00-2:02) on Slide 6
- Worksheet Task C copies
- Set out demo clock, model clock with rim numbers by fives, and mini whiteboards

Lesson outline

0–8 min **Starter** 8 min · Whole class

Wake up hour and half-hour knowledge and hook students into secret times.

YOU DO

1. Show Slide 1 title and Slide 2 objectives in kid words.
2. Say the hook and show Slide 5 question.
3. Partners whisper the time and how they know.
4. Take 2 answers and confirm 2:30.

STUDENTS DO

1. Look at Slides 1-2 and listen to goals.
2. Turn and talk about Slide 5 question with a partner.
3. Share answer and show 2:30 on fingers or whiteboard.

Say: Draw a secret time, then see if your partner can crack it. Today we will be time detectives. First, let us warm up our clock eyes with a quick riddle.

Worked example: Slide 5: Minute hand points to 6. Hour hand is past 2. What time is it? Minute on 6 = 30 minutes, hour past 2, so 2:30.

Ask: Minute hand points to 6. Hour hand is past 2. What time is it? (2:30, 30 minutes past 2.) · How do you know it is still 2 and not 3? (Hour hand has passed 2 but has not reached 3 yet.)

Check understanding: All hold up whiteboards with 2:30. Reteach half hour quickly if many miss.

Support: Point to 12 and count hops to 6 together: 5, 10, 15, 20, 25, 30. **Stretch:** Ask what digital clock would show for 2:30.

Use: Slides 1-2, Slide 5

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8–20 min **Teaching** 12 min · Whole class

Model how to find the hour and skip-count minutes by fives.

YOU DO

1. Show Slide 3 steps and Slide 4 cards for short and long hands.
2. Play Video clip 1 on Slide 6 and chant 5, 10, 15 around face.
3. Model 1:20 on demo clock thinking aloud.
4. Show that 12 jumps of 5 makes 60 minutes in an hour [5].

STUDENTS DO

1. Chant 5 to 60 while pointing on paper clocks.
2. Watch teacher model and repeat skip-count aloud.
3. Write 15, 30, 45 on whiteboards when minute hand is on 3, 6, 9.

Say: Find the short hour hand first. Then skip-count by 5s for the long minute hand. Each hop from one number to the next is 5 minutes [5].

Worked example: 1:20: hour hand passed 1 so hour is 1 [6]. Minute hand on 4. Skip-count 5, 10, 15, 20. Time is 1:20. Write hour : minutes as 1:20.

Ask: When the minute hand moves from one number to the next, how many minutes is that? (5 minutes [5].) · Minute hand points to 3. How many minutes? (15 minutes.) · How many minutes in one full hour? (60 minutes [5].)

Check understanding: Whiteboards up for 15, 30, 45. Recount together if errors, using rim numbers by fives [7].

Support: Use model clock with the minute numbers written outside the rim going by fives, so students can read 5, 10, 15 directly [7]. **Stretch:** Show minute hand on 7 and ask minutes without rim help.

Use: Slides 3-4, Slide 6, Video clip 1 (0:00–2:02)

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20–32 min **Guided practice** 12 min · Pairs

Link analog and digital times and choose a.m. or p.m. correctly.

YOU DO

1. Show Slide 7 and read a.m. and p.m. meanings with breakfast and bedtime examples.
2. Show Slide 10 to compare analog hands and digital numbers like 4:45.
3. Model describing 3:25 as 3 hours and 25 minutes [2].
4. Hand out Worksheet Task C and do first two matches together.

STUDENTS DO

1. Repeat a.m. and p.m. sort for wake up, lunch, sleeping times.
2. Do 3 items from Worksheet Task C with partner.
3. Read each pair aloud as hours and minutes and write a.m. or p.m.

Say: A digital clock shows hour, then minutes, like 3:15. Morning times use a.m. Afternoon and night times use p.m. We match the hands to the numbers to prove they are twins.

Worked example: 7:25 school morning: hour hand past 7, minute hand on 5 = 25 minutes. Digital shows 7:25. It is morning, so 7:25 a.m.

Ask: Clock shows 7:25 in the school morning. a.m. or p.m.? (a.m., because it is morning before noon.) · Digital 4:45 shows what hours and minutes? (4 hours and 45 minutes [2].)

Check understanding: Pairs hold up Task C matches. Check a.m./p.m. choices and re-sort one tricky card if needed.

Support: Keep morning cards together and evening cards together first, then mix after students see the pattern [2]. **Stretch:** Give 12:00 a.m. midnight and 12:00 p.m. noon to explain.

Use: Slides 7, 10, Worksheet Task C

32–50 min **Main activity** 18 min · Pairs

Students will draw hands and write times to five minutes.

YOU DO

1. Show Slide 9 task and model secret time 2:35 p.m.
2. Give blank clock face sheets, pencils, crayons.
3. Set partners as Student A drawer and Student B reader, then switch.
4. Circulate, check skip-count, and pick 2 clocks to share.

STUDENTS DO

1. Student A draws hands and writes secret digital with a.m. or p.m.
2. Student B reads analog, skip-counts by fives, and writes digital time.
3. Compare, fix, and switch roles for 3 rounds.

Say: Student A, draw hands for a time to five minutes and write your secret digital match. Student B, read the analog, write the digital like 6:40 p.m., and check with skip-count. Then switch jobs.

Worked example: 2:35 p.m.: short hour hand past 2, long minute hand on 7. Skip-count 5, 10, 15, 20, 25, 30, 35. Write 2:35 p.m. because afternoon uses p.m.

Ask: How do you know the hour? (Find the last number the hour hand passed [6].) · How do you know the minutes? (Each number is 5 minutes, so skip-count by fives [5].)

Check understanding: Partners compare secret answer to reader answer. Teacher scans sheets for correct hour, minutes, and a.m./p.m.

Support: Let students copy from a model clock with minute numbers on the outside rim going by fives [7].
Stretch: Have students draw two clocks five minutes apart, like 6:40 and 6:45, and explain what changed.

Use: Slide 9

50–60 min **Plenary** 10 min · Whole class

Check telling and writing to five minutes with a.m. and p.m.

YOU DO

1. Show Slide 11 Quick quiz one question at a time.
2. Ask all to write answers on whiteboards.
3. Model tricky 8:50 hour hand near 9 but still 8.
4. Revisit Slide 2 I-can statements for self-check.

STUDENTS DO

1. Write quiz answers and hold up boards.
2. Explain steps: hour passed, minutes skip-counted.
3. Thumb up if they can do each I-can statement.

Say: Show me what you know. Write each answer big. Tell me how you knew the hour and the minutes. We use a.m. and p.m. to be precise [2].

Ask: Minute hand points to 3. How many minutes? (15 minutes.) · Clock shows 7:25 in the school morning. a.m. or p.m.? (a.m.) · Write this time: hour is 6, minutes 40, at night. (6:40 p.m.)

Check understanding: Exit whiteboards for 6:40 p.m. If hour errors, reteach last-number-passed rule tomorrow.

Support: Post skip-count strip 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60 for glancing [5]. **Stretch:** Ask students to spot why 3:50 is not 4:50.

Use: Slide 11

Common mistakes

Mistake	How to spot it	How to fix it

Reading 8:50 as 9:50 because hour hand looks almost at 9.	Writes next hour for :45, :50, :55 times.	Cover minute hand, name last number hour hand passed, then skip-count minutes [6][7].
Counting minute hand by ones, like hand on 4 means 4 minutes.	Writes 1:04 for 1:20.	Remind each number is 5 minutes, count 5, 10, 15, 20 together [5].
Writing :05 as :5 and mixing a.m. and p.m.	Writes 10:5 a.m. for bedtime 10:05.	Practice describing digital as hours and minutes with two digits and sorting morning vs night [2].

Support

- Use rim-number clocks and skip-count strips for all reading tasks.
- Pre-teach counting by fives to 60 before minute work.

Stretch

- Set and write three times in a row with no model, then check with partner.
- Explain tricky hour hands and five-minute-apart pairs to the class.

For the LSE or teaching assistant

Sit with target pair in main activity. Prompt hour first, then guide skip-count. Check a.m./p.m. choice.

Check for understanding

Question	Answer
Analog shows hour past 4, minute on 6. Write the time.	4:30
Digital shows 9:15 at night. Write with a.m. or p.m.	9:15 p.m.
How many minutes when minute hand points to 9?	45 minutes

Homework

Write 2 home times with a.m. or p.m. and draw one analog clock to match.

Sources

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