

Community Resources Interpret Clock Time

CASAS Competencies:

- 2.3.1 Interpret Clock Time

Outcomes:

- Students will tell clock time and calculate elapsed time.

Teacher Preparation and Materials:

- Teacher clock with minutes marked in 5 minute increments
- Overhead transparencies and class copies of “A Busy Day in the Neighborhood” story (Busy Day 1 and Busy Day 2)
- Class copies of Clocks Sheets # 1 and # 2A/2B for recording and assessment

Why?

Introduce the lesson by discussing the importance of being on time. If students want to arrive at school, work or an appointment on time, how do they decide what time to leave so that they are not late? Use Clock Sheet #1 to dictate five different clock times to students.

Warm up:

Write the times on the board that each student arrives to class, under the headings “On Time” and “Late”, but do not write their names. For example

On Time	Late
8:20	8:35
8:22	8:37
8:23	8:39

Step by Step

Do: Teacher pretends to arrive late to class, hurrying, out of breath.

Say: What time is it? Oh! 8:35 already! Class starts at 8:30. I am 5 minutes late. Sorry! I was on the phone.

Have you ever been late? When? How many minutes late? Why were you late? Did you say an excuse? Is it OK to be late? When is it very important to be on time? What about interviews or doctor’s visits? It’s important to be on time. What about classes at school? Why is it important to be on time?

Elicit: You don't want to be late to school because you may miss important information in class. Employers expect you to start work on time.

Look on the board. How many students were on time this morning? How many were late? Do you like it when your teacher is late? Can you come late to work? What will happen if you do?

Give the students time to think about and share their ideas with the class.

Today we are going to talk about time. Let's look at my clock.

Do: Using the teacher clock, show time on the hour. Then count by 5 minute increments. Count with students to show 15, 30 and 45 minutes after 1pm. Use different beginning times (3:30, 5:45, 8:15 to practice) and ask the students to say the time.

Say: It is 1 o'clock. Listen while I count around the clock. 5,10,15,what happens when I count 60 minutes. Yes! It changes to the next hour. Let's practice saying the times I show you on my clock.

Now I'm going to ask you to listen, and write the times I say on your sheet.

Do: Clock Sheet # 1 and dictate 5 times for the students to write on the sheet.

What?

Ask the students if they know how long it takes them to get to school? The time the trip takes is called elapsed time. It is calculated by counting the minutes from the beginning of an activity to the end of the activity.

Using several "real life" scenarios familiar to the students, calculate elapsed time. Write the scenarios on the board:

- 1) Mai studies English every night from 7:00-8:00. How many minutes pass while she studies?
- 2) Asha eats lunch at 12:30. She finishes at 1:00. How many minutes pass while she eats?
- 3) Mohamed gets on the bus for school at 7:30. He rides the bus for 30 minutes. What time does he arrive at school?

Step by Step

Say: How long does it take you to get to school? The time from home to school is called "elapsed time" Let me write that word on the board. It means how many minutes have passed while you were on your way to school. I have some examples for us to practice. Let's read the first example together.

1) Mai studies English every night from 7:00-8:00. How many minutes pass while she studies?

Say: Can a student come up and show the beginning time on my clock? Great! Now let's count the minutes until we get to the ending time. 5, 10 15 20...It's 8:00. How many minutes have passed?

Give students time to think of the answer, asking them to raise their hands if they are finished. Share answers with the group.

Good! Write 60 minutes = 1 hour on the board. **Now let's read the second example together.**

2) Asha eats lunch at 12:30 . She finishes at 1:00. How many minutes pass while she eats?

Say: How many minutes have passed? Raise your hand if you have the answer. Good! Write 30 minutes on the board.
Now let's read the third example together.

3) Mohamed gets on the bus for school at 7:30. He rides the bus for 30 minutes. What time does he arrive at school?

Say: What time does he arrive at school? Ask your friend at your table. Do you have the same answer? Great! Write 8:00 on the board.

Do!

Group Practice:

In groups of 2, have the students read "A Busy Day in the Neighborhood" (Busy Day 1 and Busy Day 2) story and calculate how much time was spent at each neighborhood place. Then assign each group a neighborhood place sentence to read in front of the group while one partner shows the beginning time and the other shows the ending time on the clock.

Step by Step:

Do: Give each group of two a copy of the story, A Busy Day 1 and 2.

Say: In pairs, please read about Ifrah's day in her neighborhood. With your partner, write how many minutes she spends at each place.

Give the students time to work with their partner, writing the minutes on the line next to each place in the community.

Do: Ask each group to come to the front, one group at a time

Say: Can one of you show the beginning time Ifrah arrives and the other show when Ifrah leaves? Please write how many minutes she was there.

Do: Each group reports to the class, showing the beginning and ending time on the clock, and writing the minutes passed on the board next to the community place. Continue until Ifrah's day is complete and she returns home.

So What?

Assessment:

Use Clock Sheets 2A and 2B to assess students' ability to calculate elapsed time. They must circle answer A, B, C or D.

Correct answers: 1/D, 2/B, 3/D, 4/C

Step by Step:

Do: Give Clock Sheets # 2A and 2B to each student.

Say: Now you are going to work alone. Please look at each clock. How many minutes have passed from one Clock 1 to Clock 2? Circle the right answer. Choose only one answer. Do all 4 questions.

Allow each student 5 minutes to complete the 4 questions.

Say: Please give your papers to your teacher.

Follow-up:

Ask the students to record the time they leave home and the time they arrive at school for one week. Are they late? What can they do if they are always late?

Write their suggestions on the board.

"Leave earlier"

"Walk faster"

"Change shifts"

"Wake up earlier"

"Take an earlier bus"

"Try new schedule"

Ask them to make a plan to get to school on time.

Check progress in a week.

Clock Sheet # 1

Name _____

Write the time that your teacher says on the line.

1. _____ : _____

2. _____ : _____

3. _____ : _____

4. _____ : _____

5. _____ : _____

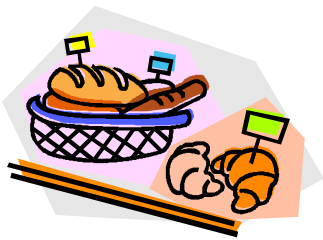
A Busy Day in the Neighborhood



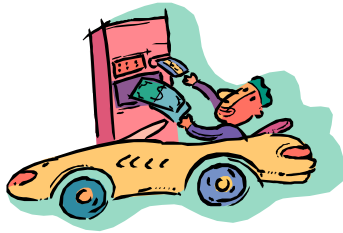
1. Ifrah has a busy day. She leaves home at 8:00 and shops for clothes from 8:30-9:00. How much time has passed while she shopped?



2. Then she goes to buy fruits and vegetables at the supermarket. She shops from 9:15-9:30. How much time has passed while she shopped?



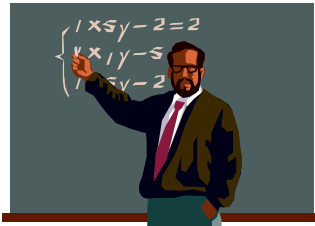
3. She shops at the bakery from 9:50-10:10. How much time has passed while she shopped?



4. She is at the bank from 10:30-10:55.
How many minutes was she at the bank? _____



5. She looks for books at the library from 11:30-12:00. How many minutes have passed while she looked at books? _____



6. She studies at school after lunch from 1:00-3:00. How much time has passed while she was in school? _____



7. She leaves school at 3:15 and walks home. She gets home at 3:30. How long does she walk? _____

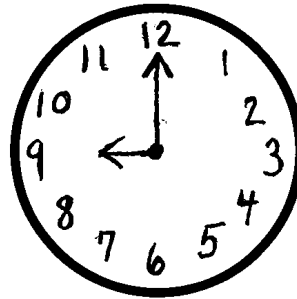
Clock Sheet # 2A

Name _____

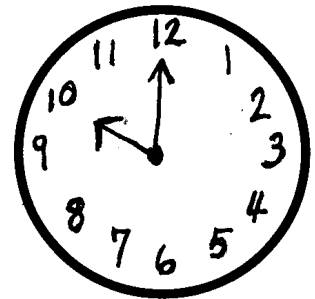
How many minutes have passed from clock 1 to clock 2?
Circle A, B, C, or D

1.
A. 10 minutes
B. 20 minutes
C. 45 minutes
D. 60 minutes (1 hour)

CLOCK 1

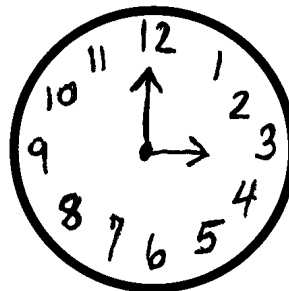


CLOCK 2

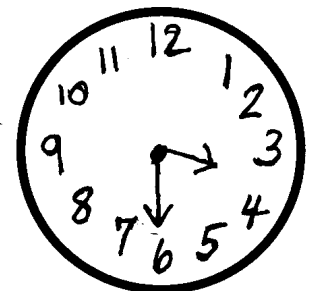


-
2.
A. 5 minutes
B. 30 minutes
C. 40 minutes
D. 50 minutes

CLOCK 1



CLOCK 2



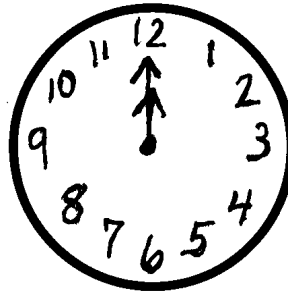
Clock Sheet # 2B

Name _____

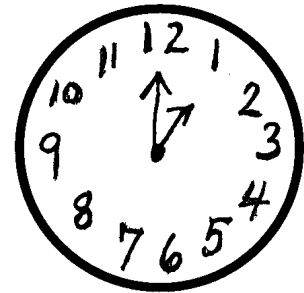
**How many minutes have passed from clock 1 to clock 2?
Circle A, B, C, or D**

- 3.**
A. 10 minutes
B. 50 minutes
C. 45 minutes
D. 60 minutes

CLOCK 1

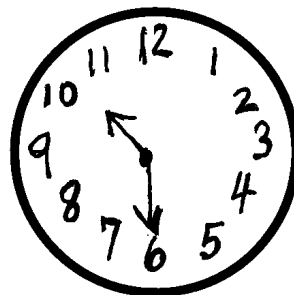


CLOCK 2



-
- 4.**
A. 5 minutes
B. 10 minutes
C. 30 minutes
D. 55 minutes

CLOCK 1



CLOCK 2

