



GRADE 2 SUPPLEMENT

Set D5 Measurement: Telling Time

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Skills & Concepts

- ★ tell time in increments of 5 minutes using digital and analog clocks
- ★ represent quantities in word form through twenty
- ★ represent multiples of ten in word form through ninety
- ★ match a.m. and p.m. to familiar situations
- ★ recall equivalencies associated with time: 60 minutes = 1 hour, 24 hours = 1 day

Bridges in Mathematics Grade 2 Supplement

Set D5 Measurement: Telling Time

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Bridges in Mathematics is a standards-based K–5 curriculum that provides a unique blend of concept development and skills practice in the context of problem solving. It incorporates the Number Corner, a collection of daily skill-building activities for students.

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Set D5 ★ Activity 1



ACTIVITY

Shake, Tell & Record the Time

Overview

Students practice reading and writing time to the nearest five minutes on analog and digital clocks.

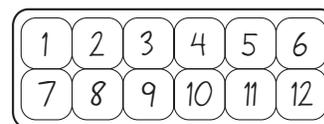
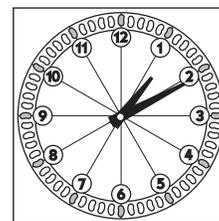
Skills & Concepts

- ★ tell time in increments of 5 minutes using digital and analog clocks

You'll need

- ★ Student Mini-Clocks (page D5.3, quarter class set, see Advance Preparation)
- ★ Shake, Tell & Record the Time (page D5.4, class set)
- ★ egg carton shaker (see Advance Preparation)
- ★ 1 large red button and 1 small white button
- ★ *Telling Time: How to Tell Time on Digital and Analog Clocks!*, by Jules Older (optional)

Advance Preparation If you don't have a set of student clocks, run a quarter class set of page 3 on cardstock, and follow the instructions at the top of the blackline to make a mini-clock for each child. Use your egg carton shaker from the December Number Corner or make one now out of a styrofoam egg carton with the lid still on. Write a number from 1–12 at the bottom of each pocket inside the carton.

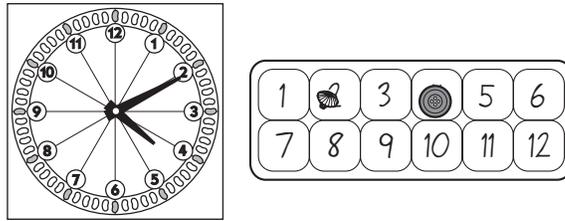


Instructions for Shake, Tell & Record the Time

1. Tell students you're going to do a time-telling activity today. Ask them to get out their pencils as you give each student a mini-clock and a copy of Shake, Tell & Record Time.
2. As they watch, place a red and a white button in your egg carton shaker. Shake the carton, open it, and invite a volunteer to come up and tell his or her classmates where the red button landed. Then ask all the students to set the hour hand on their mini-clock to that number.

Activity 1 Shake, Tell & Record the Time (cont.)

3. Then ask the volunteer to tell the class where the white button landed. Have students set the minute hand on their mini-clock to that number and read the time.



Students *It's 4 oh 2.*

No—it's 2:20!

No it isn't – it's 4:10.

That's right because the hour hand – that's the short one – is on the 4 and the minute hand is on the 2.

So isn't it 2 minutes after 4?

No, with the minute hand, each number is like 5. It's 5, 10 minutes after 4:00, remember?

Oh yeah – you're right! It's four ten.

4. When there's general agreement among the students, write the time on the board (4:10 in this case). Then have students record the time on the digital clock in box A on their record sheet.

5. Repeat steps 2–4 seven more times. After the first couple of rounds, invite student volunteers to shake the egg carton and report the location of the buttons to their classmates.

6. When the students have filled all the clocks on their worksheet, read each of the times they've recorded at random. Have them draw a different shape or mark (i.e., star, check mark, circle, triangle, and so on) beside each of the times you read.

Teacher *Make a star beside the clock that says 9:15 and a happy face beside the one that says 4:10.*

Set D5 Measurement: Telling Time Blackline Run a class set

NAME Marissa DATE _____

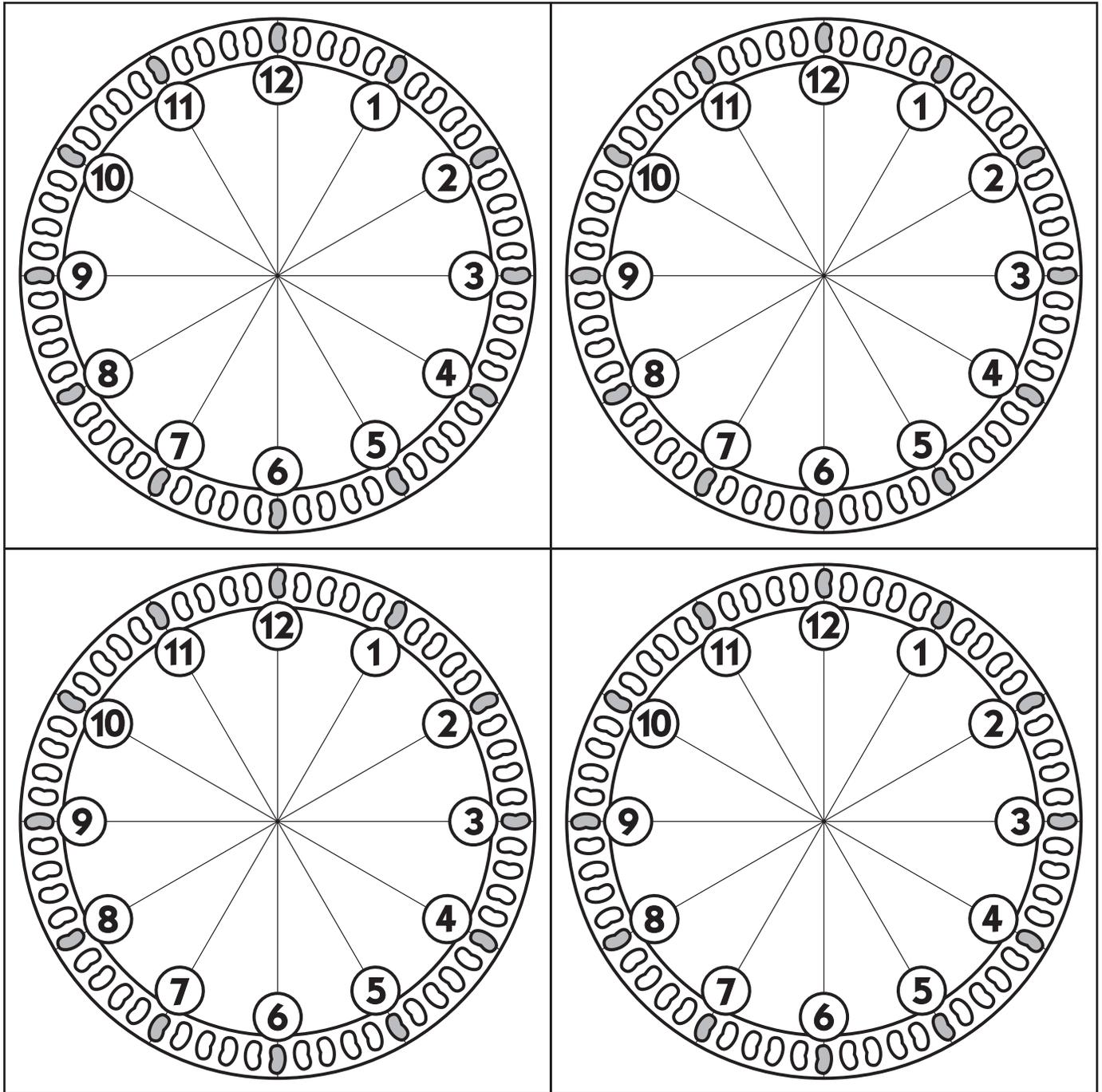
Shake Tell and Record the Time

a		b	
c		d	

Extension

- Read *Telling Time: How to Tell Time on Digital and Analog Clocks!*, by Jules Older, to your class before or after this session. This humorous book explains the concept of time, from seconds to hours on both analog and digital clocks, and provides students with more time-telling opportunities.

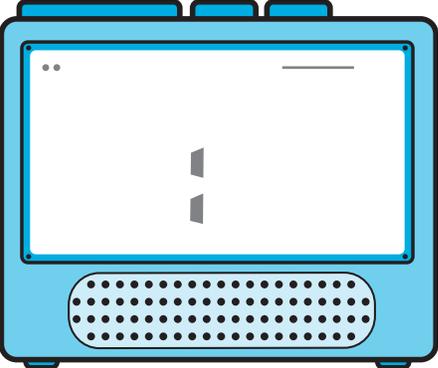
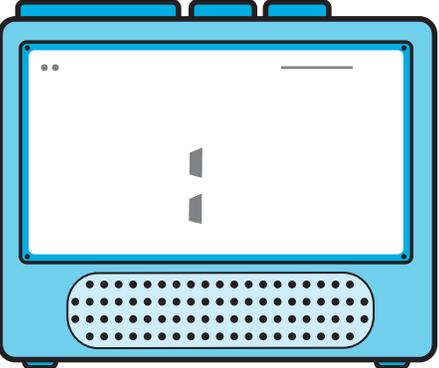
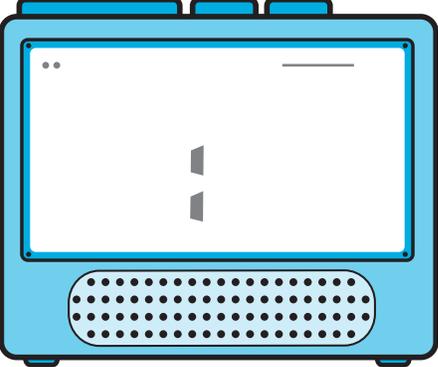
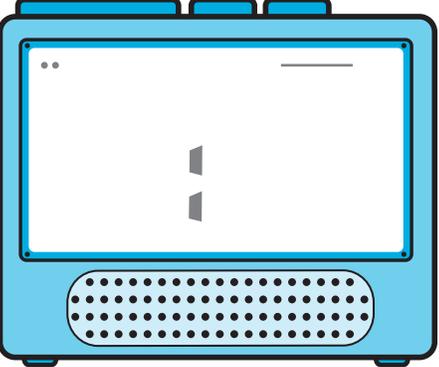
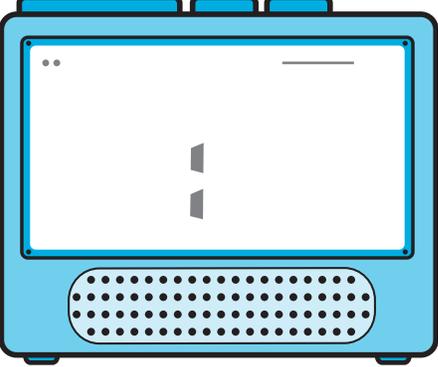
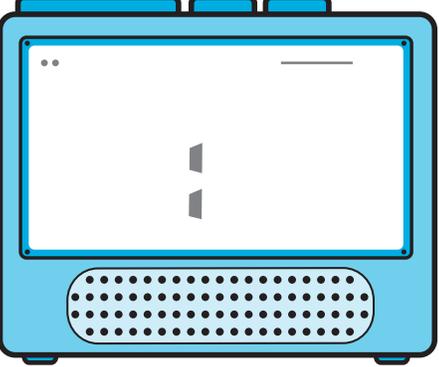
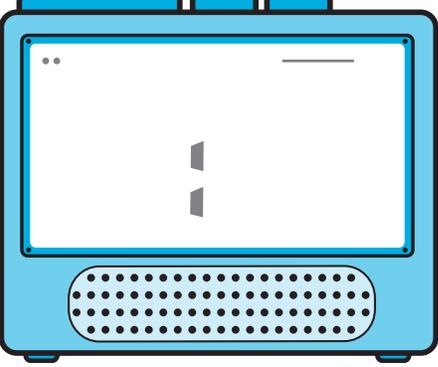
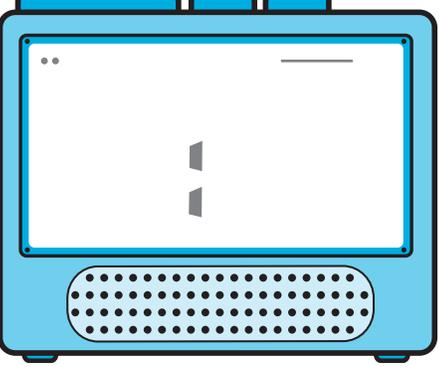
Student Mini Clocks



NAME _____

DATE _____

Shake Tell & Record The Time

a 	b 
c 	d 
e 	f 
g 	h 

Set D5 ★ Activity 2



ACTIVITY

Telling Time Concentration

Overview

Students practice telling time on digital and analog clocks. Then they make the cards for a concentration game and play the game in pairs.

Skills & Concepts

- ★ tell time in increments of 5 minutes using digital and analog clocks

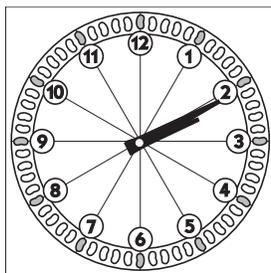
You'll need

- ★ Digital Clocks (page D5.8, half class set, see note)
- ★ Analog Clocks (page D5.9, half-class set, see note)
- ★ class set of Student Mini-Clocks from Set D5 Activity 1
- ★ whiteboard or overhead and markers

.....
Note Run each blackline on a different color copy paper. Use 2 intense shades, such as bright green and fire-engine red, if possible so the printing and students' writing don't show through as much.

Instructions for Telling Time Concentration

1. Tell students they're going to work in pairs to make some cards for a concentration game that will give them some more practice telling time. Before they make the cards and play the game, you're going to do a time-telling warm up.
2. Have a helper pass out a mini-clock to each student. Make a quick sketch of a simple digital clock on the board or overhead and write in the time 2:10. Ask students to read the time to their partner and then show it on their mini-clock.



3. Repeat step 2 with the following times:

- 9:50
- 5:35
- 11:45

4. Now have students pair up (or assign partners if you prefer). Give one student in each pair a copy of the Digital Clocks blackline, and the other a copy of the Analog Clocks blackline.

Activity 2 Telling Time Concentration (cont.)

5. Explain that you're going to read 8 different times aloud to the students. One of the partners will write each of the times on one of the digital clocks on his sheet. The other will draw the clock hands to match that time on one of the analog clocks on her sheet.

6. Read the following times out loud:

- Four thirty-five
- Fifteen minutes after seven
- Nine forty
- Twenty minutes past twelve
- Five minutes after six
- Quarter past eight
- Ten minutes to three
- Quarter to ten

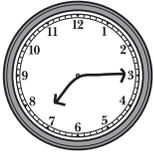
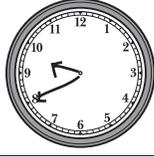
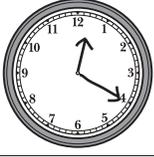
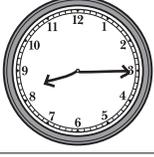
Set D5 Measurement: Telling Time Blackline Run a half class set. Use intense colored copy paper if possible.
NAME Jose DATE _____

Digital Clocks

Set D5 Measurement: Telling Time Blackline Run a half class set. Use intense colored copy paper if possible.
NAME Jayne DATE _____

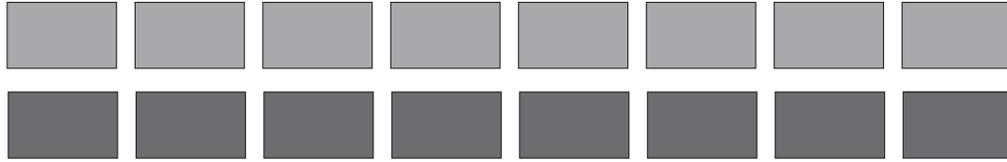
Analog Clocks

Ask students to help each other to listen carefully and fill in the times on their clocks accurately. If they really can't follow the times as you read them aloud, write them one by one on the board or overhead instead.

7. When students have recorded the correct times, ask them to cut their sheets apart along the heavy lines to make 8 cards. Have each student mix his or her set of cards thoroughly.

8. Have one partner organize the analog clock cards face-down in a horizontal line. Have the other partner place his or her digital cards directly underneath the analog cards as shown below.

Activity 2 Telling Time Concentration (cont.)

9. Players take turns flipping over 2 cards, one from each row, and reading the times aloud. If the times on the 2 cards match, the player gets to keep both, but does not get an additional turn. If the times on the 2 cards don't match, the player flips them back over, leaving them in the same location. Play continues back and forth until all the cards are gone. Players count their cards. The player with the most cards wins the game.

10. Ask pairs who finish before their classmates to mix their cards, place them in 2 rows, and play the game again.

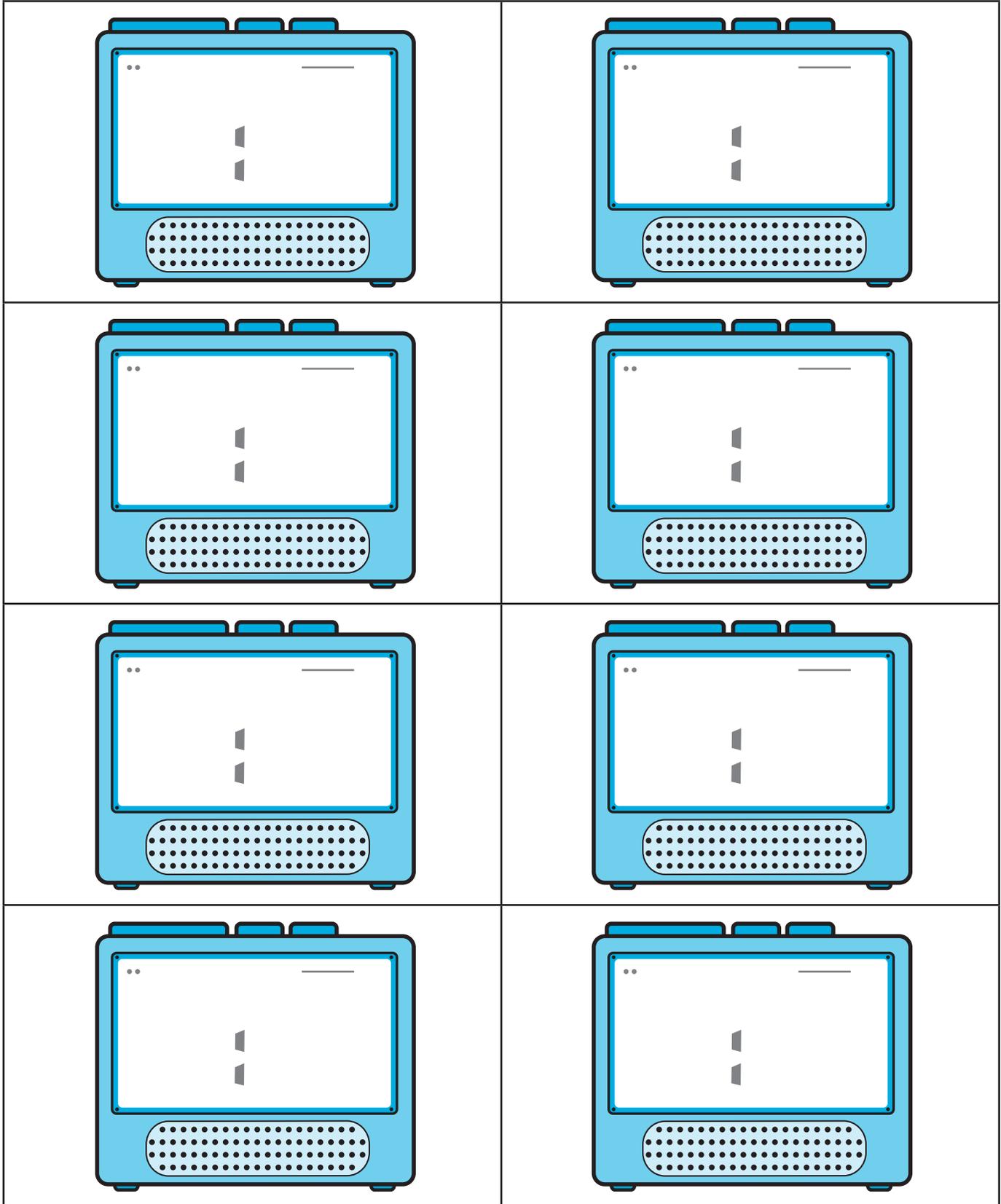
**INDEPENDENT WORK SHEET**

See Set D5 Independent Worksheets 1–5 for more practice reading and writing time on digital and analog clocks, as well as matching A.M. and P.M. to familiar situations and recalling time equivalencies.

NAME _____

DATE _____

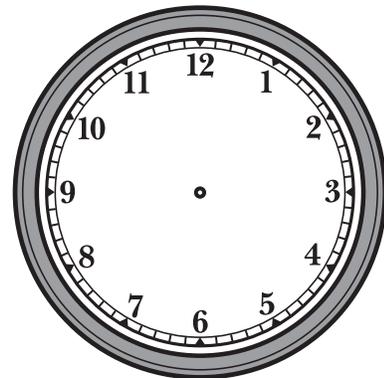
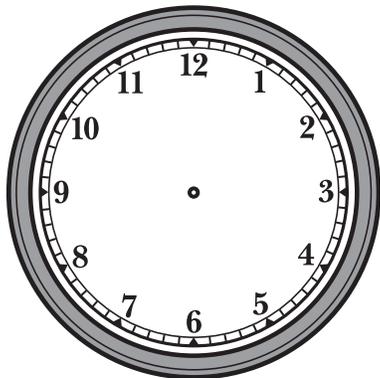
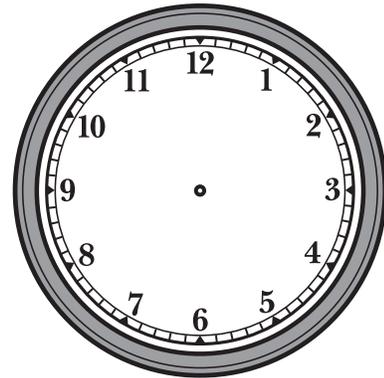
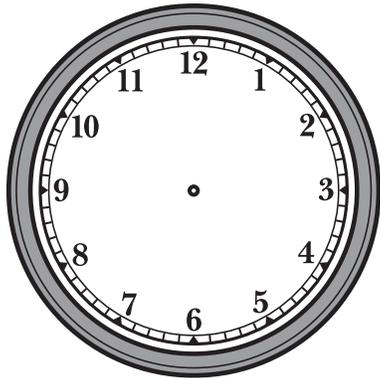
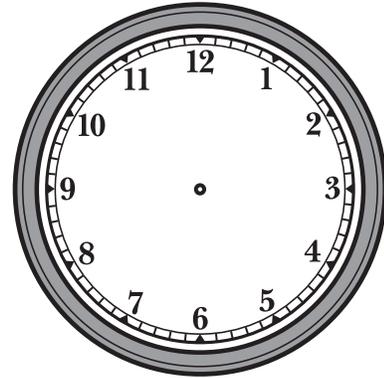
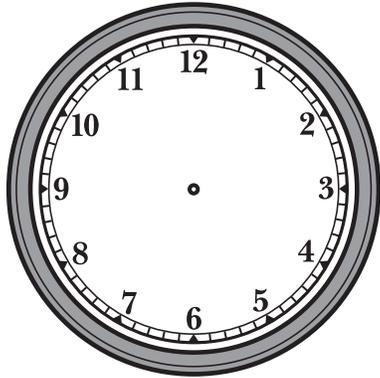
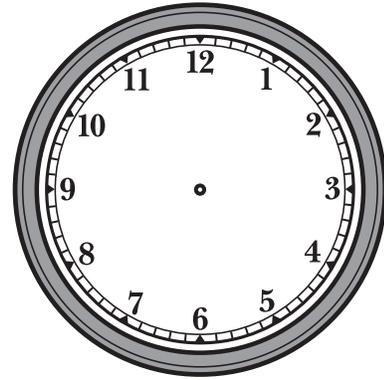
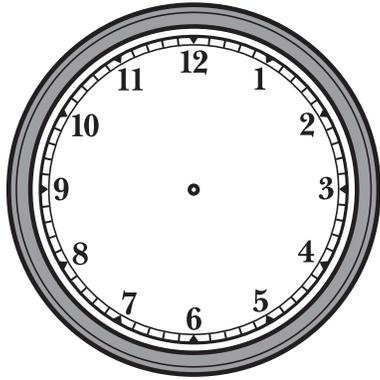
Digital Clocks



NAME _____

DATE _____

Analog Clocks



NAME _____

DATE _____

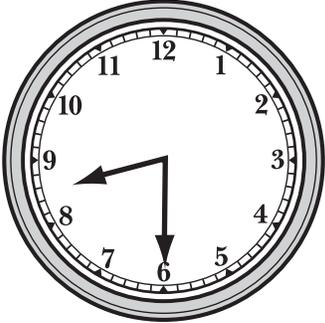
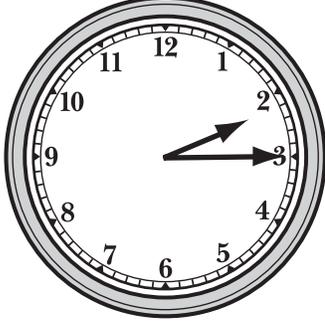
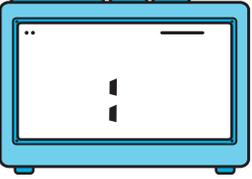
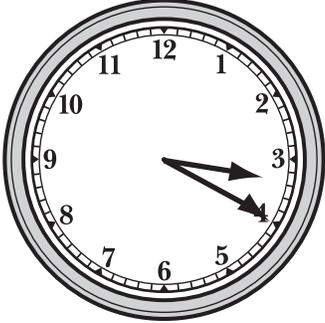
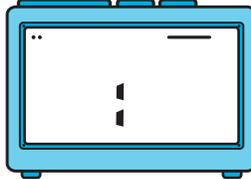
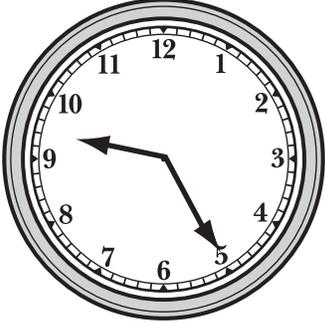
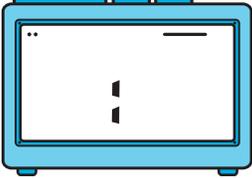
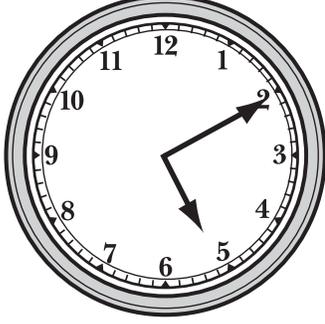
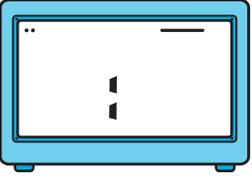
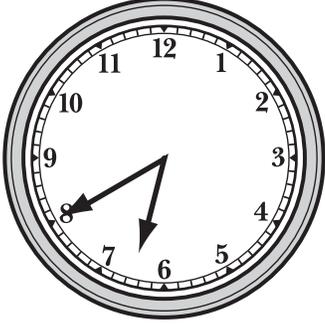
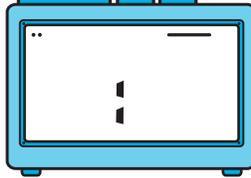
Set D5 ★ Independent Worksheet 1



INDEPENDENT WORKSHEET

Telling Time on Two Kinds of Clocks

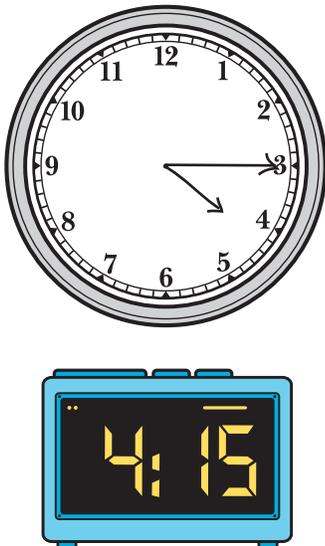
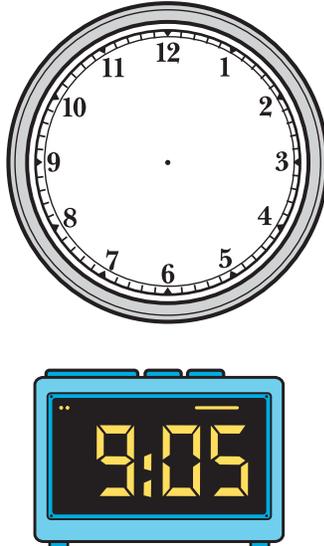
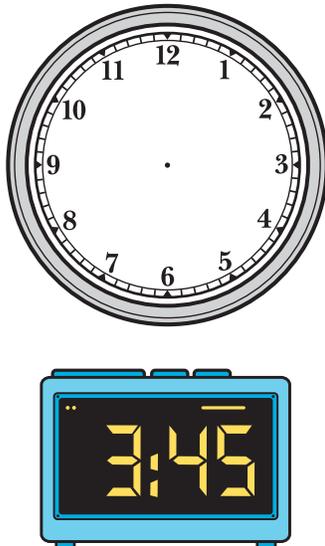
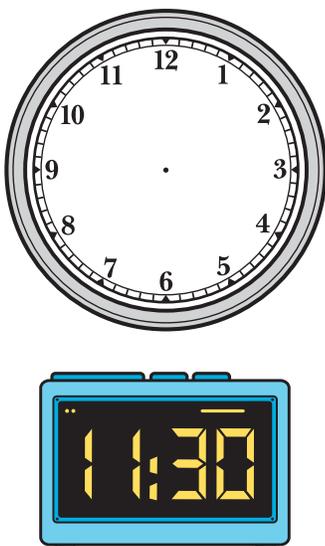
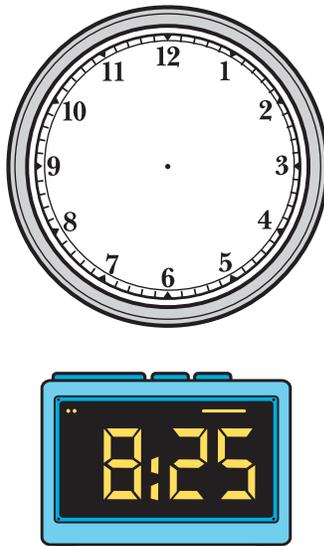
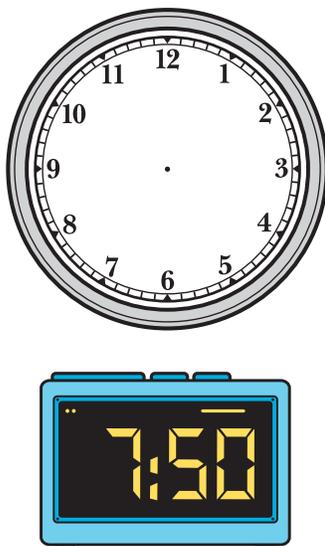
1 Read each of these clock faces and write the time on the digital clock.

<p>a</p>  	<p>b</p>  	<p>c</p>  
<p>d</p>  	<p>e</p>  	<p>f</p>  

(Continued on next page.)

Independent Worksheet 1 Telling Time on Two Kinds of Clocks (cont.)

2 Draw hour and minute hands on the clock facts to show the times below.

<p>a</p>  <p>An analog clock with numbers 1-12. The hour hand is between 4 and 5, and the minute hand is at 3. Below it is a blue digital clock showing 4:15.</p>	<p>b</p>  <p>An analog clock with numbers 1-12 and a central dot. Below it is a blue digital clock showing 9:05.</p>	<p>c</p>  <p>An analog clock with numbers 1-12 and a central dot. Below it is a blue digital clock showing 3:45.</p>
<p>d</p>  <p>An analog clock with numbers 1-12 and a central dot. Below it is a blue digital clock showing 11:30.</p>	<p>e</p>  <p>An analog clock with numbers 1-12 and a central dot. Below it is a blue digital clock showing 8:25.</p>	<p>f</p>  <p>An analog clock with numbers 1-12 and a central dot. Below it is a blue digital clock showing 7:50.</p>

NAME _____

DATE _____

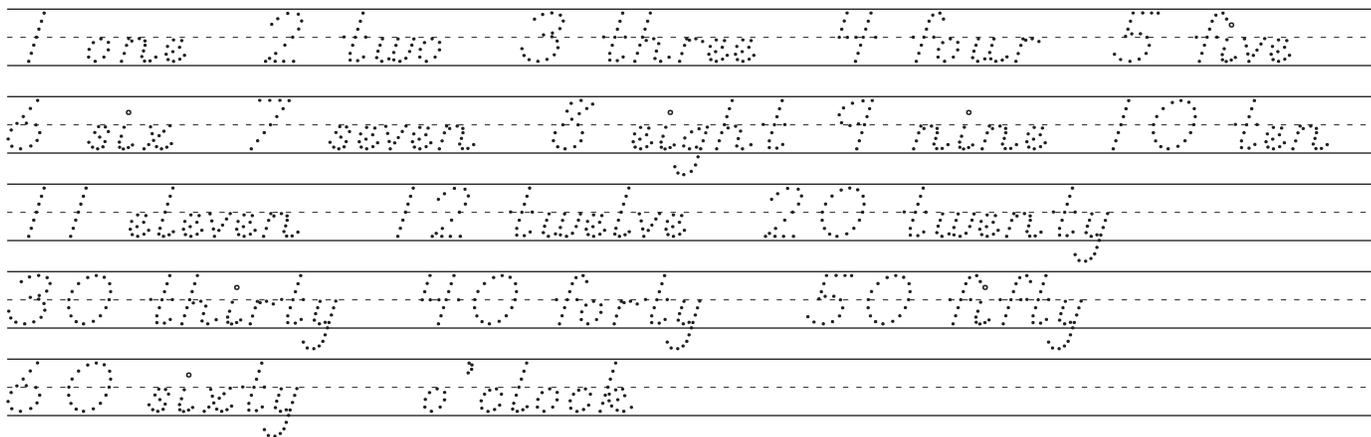
Set D5 ★ Independent Worksheet 2



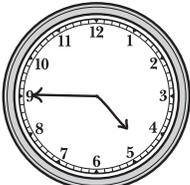
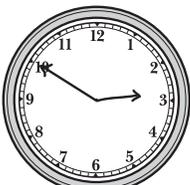
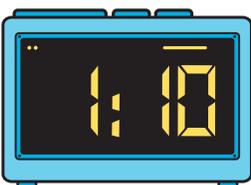
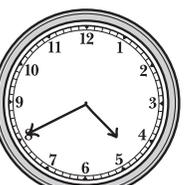
INDEPENDENT WORKSHEET

Writing Time in Different Ways

1 Trace the numerals, number names, and telling time words.



2 Write the time shown on each clock with numbers. Write it again with words.

<p>example</p>  <p>3:50 three fifty</p>	<p>a</p> 
<p>b</p> 	<p>c</p> 
<p>d</p> 	<p>e</p> 

(Continued on next page.)

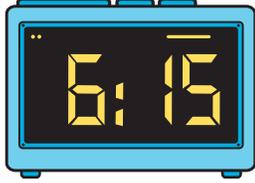
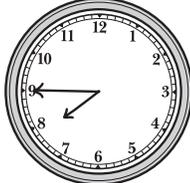
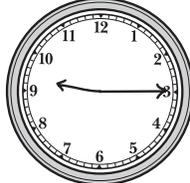
Independent Worksheet 2 Writing Time in Different Ways (cont.)

3 How many minutes are there in an hour? _____

4 Trace the numerals, number names, and telling time words.

15 fifteen 30 thirty 45 forty-five
 quarter past half past quarter 'til

5 Write the time shown on each clock with number words. Write it again with time telling words.

<p>example</p>  <p>four forty-five quarter 'til five</p>	<p>a</p> 
<p>b</p> 	<p>c</p> 
<p>d</p> 	<p>e</p> 

NAME _____

DATE _____

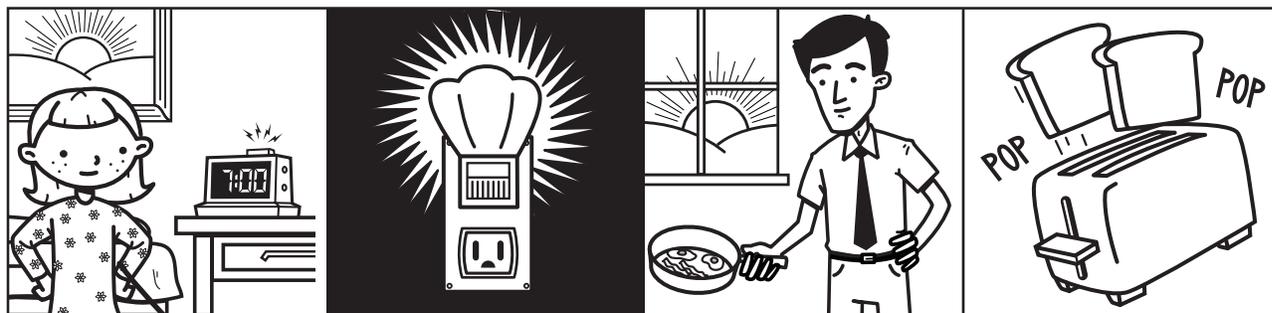
Set D5 ★ Independent Worksheet 3



INDEPENDENT WORKSHEET

A.M. or P.M.?

1 When do people usually do each of these things on a school day? Draw lines to a.m. or p.m. to show.



A.M.

Morning

(Between midnight and noon)

P.M.

Afternoon & Evening

(Between noon and midnight)



2 Marcus is in second grade. School starts for Marcus at (circle one)

8:15 a.m.

8:15 p.m.

3 Erica is in kindergarten. Erica eats dinner at (circle one)

6:00 a.m.

6:00 p.m.

4 James is 7 years old. James goes to bed at (circle one)

8:00 a.m.

8:00 p.m.

(Continued on next page.)

Independent Worksheet 3 A.M. or P.M.? (cont.)

5 Circle the time that people usually do each of these things on a school day.

a Eat lunch



11:45 a.m

11:45 p.m.

b Play at the park



3:00 a.m

3:00 p.m.

c Go to basketball practice.



4:30 a.m

4:30 p.m.

6 Draw a picture of something you do in the a.m. and something you do in the p.m.

A.M.

P.M.

7 How many hours are there in a day? _____

NAME _____

DATE _____

Set D5 ★ Independent Worksheet 4



INDEPENDENT WORKSHEET

Willy Worm's School Day

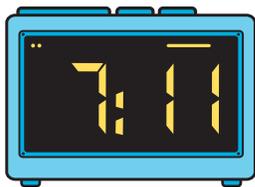


1 Trace the numerals, number names, and telling time words.

1 one 2 two 3 three 4 four 5 five
 6 six 7 seven 8 eight 9 nine 10 ten
 11 eleven 12 twelve 13 thirteen
 14 fourteen 15 fifteen 16 sixteen
 17 seventeen 18 eighteen 19 nineteen
 20 twenty a.m. p.m.

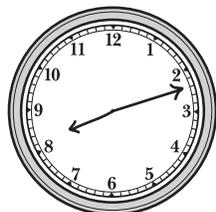
2 Willy Worm goes to Worm School. He is in second grade. The clocks show his school-day times. Use number words to write the time. Include a.m. or p.m.

example Willy gets up in the morning.



seven eleven a.m.

a Willy eats breakfast in the morning.



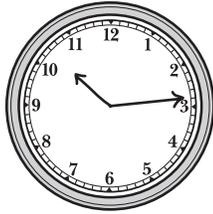
b Willy goes to school in the morning.



(Continued on next page.)

Independent Worksheet 4 Willy Worm's School Day (cont.)

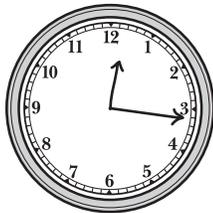
c Willy has recess in the morning.



d Willy does math in the morning.



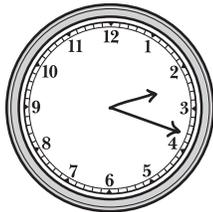
e Willy has lunch in the afternoon.



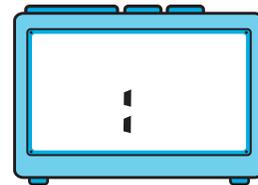
f Willy's teacher reads a story in the afternoon.



g Willy's class goes to the library



h Can you guess when Willy goes home from school in the afternoon?
Write the time on the digital clock to show



NAME _____

DATE _____

Set D5 ★ Independent Worksheet 5



INDEPENDENT WORKSHEET

How Many?

1 How many seconds are there in a minute? (circle one)

10 seconds

30 seconds

60 seconds

100 seconds

2 How many minutes are there in an hour? (circle one)

30 minutes

60 minutes

100 minutes

120 minutes

3 How many days are there in a week? (circle one)

7 days

8 days

10 days

12 days

4 How many weeks are there in the month shown on this calendar? (circle one)

3 weeks

4 weeks

5 weeks

6 weeks

FEBRUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

5 How many months are there in a year? (circle one)

8 months

10 months

11 months

12 months

(Continued on next page.)

Independent Worksheet 5 How Many? (cont.)

6 How many years are there in a decade? (circle one)

5 years

6 years

10 years

12 years

7 How many years are there in a century? (circle one)

50 years

100 years

150 years

200 years