



Students will be able to read the time on a clock to the hour and half-hour using hour and minute hands

40- 50 min

◀ PRE REQUISITES:

G3.45 Know how to classify events based on their duration

TLM



1 clock

MISCONCEPTIONS

Students might think the no. at which minute hand is shows total no. of minutes. Eg. Minutes hand at 6 means 6 minutes



KEY VOCABULARY

"Half-past", "-O'clock"



PLAY



School time 7:30



Lunch time 12:30



School closes : 1:30

Knowing about the clock

○ Show a clock and ask students to observe

QUESTION

What all can you see on a clock? What do you think the numbers represent?

○ Tell the students that the clock helps us keep track of time

○ Tell the students your daily schedule and show the time on the clock (Eg. Show 6:00 on the clock and say that 6 o'clock is my morning walk time. Show 6:30 and say 'half past 6' is my time to return

○ Ask students to think about their daily routine & if they know the time when they do different activities during the day

QUESTION:

Why do people use clocks?

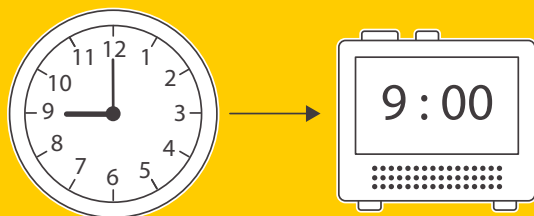


TEACHER'S NOTE: Students are likely to be familiar with time in their daily lives

○ Use this section to understand students' existing know how about time and clocks



PROCESS



Reading time from a Clock

○ Tell the students that clocks tell what time of the day it is. Tell that all clocks have a minute & an hour hand

○ The two hands move on the face of the clock. Point to hour & minutes hand. Tell minute hand moves faster than hour hand

○ Remind students that one minute is much less than one hour. Show 8:00 on a clock

○ Explain that when the hour hand is at 8 & the minute hand is at 12 it represents 8 o'clock

○ Show 8:30 on a clock & tell that when the hour hand is between 8 & 9 & the minute hand is at 6 the time is half past 8

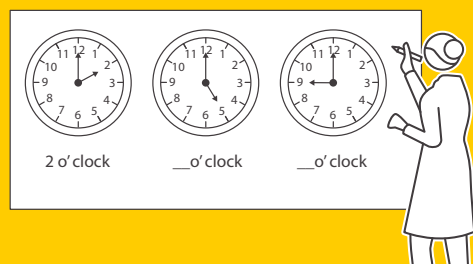
○ Half past 8 is same as 8:30. Take a slip of 9 in one hand and slip of 00 in other hand. Show both slips together

○ Tell that digital clocks show 9 o'clock like that. Show 9:30 by taking slips of 9 and 30 in both hands

QUESTIONS: Hour hand is at 4 and minute hand at 6. Tell the time



PRACTICE



Show clocks on the blackboard and ask students to answer the questions

○ Help the students solve question 2 from the worksheet. Ask the students to look at the clocks and tell the time



2 o'clock



__ o'clock



__ o'clock

QUESTION

What does the longer hand on a clock represent?

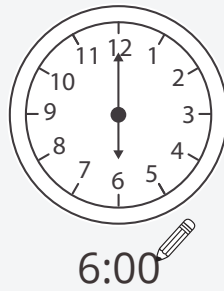
○ Help the students solve question 4 from the worksheet. Ask the students to look at the clock and write how a digital clock would show this time



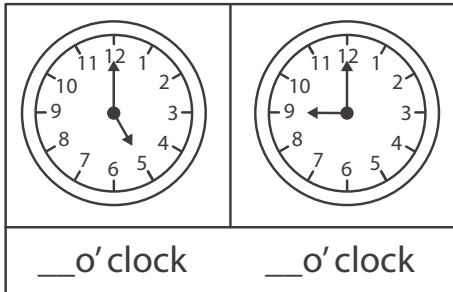
○ Tell the students that minutes hand at number 6 does not mean 6 minutes. Explain that minute hand at 6 represents 30 minutes or half of an hour



- ① SOLVED EXAMPLE : Look at the clock and write the correct time under it:



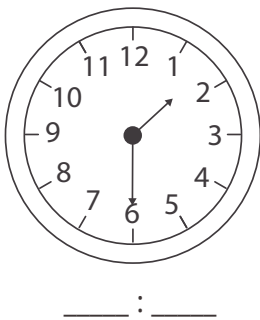
- ② Look at the clocks and write the correct time under each



- ③ Match the clocks with the time they show:

Column 1	Column 2
1. 4:30 on clock	6:00
2.  11:30 on clock	Half past 4
3. 6 O'clock on clock	Half past 11

- ④ Write how a digital clock would show this time



- ⑤ Match the clocks showing the same time

- ⑥ The table shows 5:30 and 8:30 on the clock. Activities that we do at 5:30 and 8:30 in the evening are given. Can you write activities you do at 5:30 in the morning and at 8:30 in the morning

Time	Morning	Evening
		
 5:30		
 8:30		