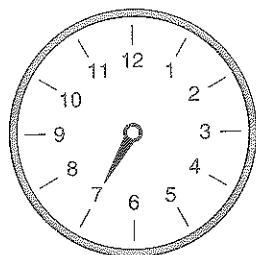


Clock Reading

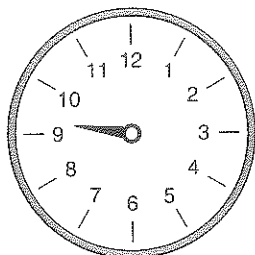
Telling time has little to do conceptually with the measurement of time. The skills of clock reading are related to the skills of reading any meter that uses pointers on a numbered scale. Clock reading is a difficult skill to teach yet nearly everyone learns to tell time by middle school.

By third grade, clock reading is generally a review. Some students continue to experience difficulty with reading clocks to the minute, distinguishing between minutes before and minutes after the hour, and understanding the designations of A.M. and P.M.

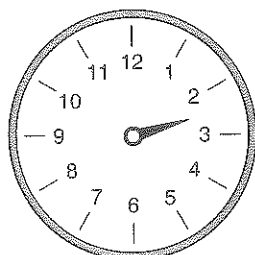
For students experiencing real difficulties with clock reading, a one-handed clock is a good suggestion. As shown in Figure 9.11, a one-handed clock—a clock with only an hour hand—can be read with reasonable accuracy. Practice this idea of reading approximate times using a one-handed clock before trying the following activity.



"About 7 o'clock"



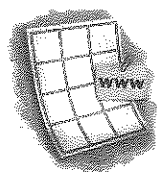
"A little bit past 9 o'clock"



"Halfway between 2 o'clock and 3 o'clock"

FIGURE 9.11 *****

Approximate time with one-handed clocks.



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ACTIVITY 9.11

One-Handed Clocks

Prepare a page of clock faces (see the Blackline Masters). On each clock draw an hour hand. Include placements that are approximately a quarter past the hour, a quarter until the hour, half past the hour, and some that are close to but not on the hour. For each clock face, the students' task is to write the digital time and draw a minute hand on the clock where they think it would be.

Assessment Note

The "One-Handed Clocks" activity is also a good assessment of students' clock reading. If students are having difficulty with this activity, one-on-one work with a one-handed clock paired with both a digital clock and a regular two-handed clock is suggested. Students should first learn to say the approximate time with a one-handed clock. Next they should be able to place the minute hand, as was done in the activity. Then, given a digital time, discuss first where the hour hand should go and then the minute hand. On an ongoing basis, help students by having them focus first on the hour hand and making an estimate of the time. Then they use the minute hand for precision.



Elapsed Time

Determining elapsed time is a skill required by most state curricula. It is also a skill that can be difficult for students, especially when the period of time includes noon. Consider the concepts and skills involved.

First, do students know how many minutes are in an hour, and, if given the digital time or the time after the hour, can they tell how many minutes to the next hour? This should certainly be a mental process for multiples of five minutes. Avoid having students use pencil and paper to subtract 25 from 60.