

MA.1.M.2.1

Overarching Standard: MA.1.M.2 *Tell time and identify the value of coins and combinations of coins and dollar bills*

Benchmark of Focus

MA.1.M.2.1: Using analog and digital clocks, tell and write time in hours and half-hours.

Benchmark Clarifications

Clarification 1: Within this benchmark, the expectation is not to understand military time or to use a.m. or p.m.

Clarification 2: Instruction includes the connection to partitioning circles into halves and to semi-circles

Related Benchmark/Horizontal Alignment

- MA.1.FR.1.1

Vertical Alignment

Previous Benchmarks

This is the first-grade level where students will explore time concepts.

Next Benchmarks

MA.2.M.2.1

Purpose and Instructional Strategies

The purpose of this benchmark is for students to begin to formally tell and write time.

- Instruction includes getting students familiar with an analog clock as to what the hour hand and minute hand are and how to tell time with both digital and analog clocks. (MTR.2.1, MTR.5.1)
- Instruction includes providing opportunities for students to manipulate analog clocks and to discuss and work with time in context. (MTR.5.1, MTR.7.1)
- Instruction connects partitioning clocks in half as a representation of half an hour.
 - For example, half the clock represents half of an hour.
- Within this benchmark, it is not the expectation for students to round all given times to the hour or half-hour, rather all given times should be shown in hours and half-hours.

Common Misconceptions or Errors

- Students may confuse the minute hand with the hour hand or the hour hand with the minute hand.
- Students may get distracted by the second hand.

- Students may read half-hour, or 30 minutes past, as 6 minutes past the hour because they do not recognize how to count minutes. In this case, guide students to notice the individual tick marks on the analog clock and how that represents one minute so if they count each one when they get to the 6, they have counted 30 minutes.
- Students may be confused by the fact that the number 12 also plays the role of the number 0 depending on if looking at the hour hand or the minute hand. For hours, 12 represents 12 noon or 12 midnight, whereas for minutes 12 represents 0.

Strategies to Support Tiered Instruction

- Teacher provides a small clock in which the minute hand has been removed. Instruction includes identifying where the arrow on the hour hand is pointing, how that hour is read and what is happening to the hour hand as time passes. Student-friendly language about the time includes approximations such as:
 - Example:



"When the hour hand is between 4 and 5, it's after 4 and before 5."



"It's after 8:00."



"It's before 3 o'clock."

- Instruction includes making connections to the partitioning of a circle into two equal halves.
 - For example, a clock can be partitioned into two equal halves by drawing a line or by folding the clock in half, noting the "shape" of half hours.



- Teacher provides instruction regarding how the numbers and tick marks on a clock can be thought of as a number line wrapped around a circle. Concepts to uncover on the number line include noticing that on the clock, the minute hands usually only show the count by 5's and why, and that counting by 5's or by ones using the tick marks will yield the same result when reading the clock to the half hour, or the 30-minute mark.
 - For example, students can label a blank number line with numbers 0-59 and tape it in a circle so that 0 also serves as the 60.
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Questions to ask students:

- **It is exactly 5 o'clock. How can you show 5 o'clock using an analog clock? Using a digital clock?**
 - Sample answer that indicates understanding: *I would point the hour hand or little hand to the 5 and the minute hand to the 12. Writing 5:00.*
- **When the clock shows a half hour, what number is the minute hand pointing to?**
 - Sample answer that indicates understanding: *The minute hand is pointing to the 6.*











Instructional Tasks

Instructional Task 1 (MTR.2.1)

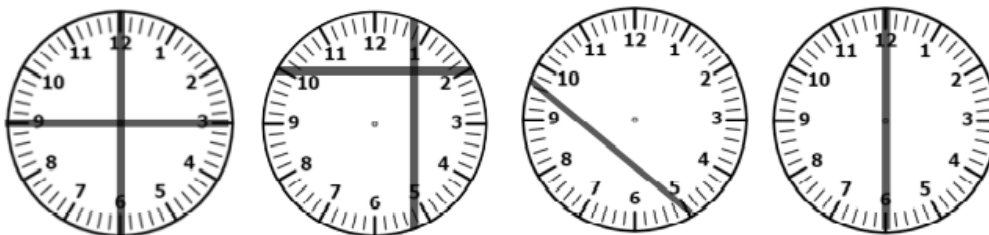
Part A. Look at each analog clock below, write the digital time for the clock.

Part B. Sort analog and digital clock cards that show times for hour or half-hour by placing them on the correct side of the chart below.

Part C. With a partner, compare your answers and explain how you know you put the time in the correct spot.

Time to the hour			Time to the half hour	
				
				
_____ :	_____ :	_____ :	_____ :	_____ :

Instructional Task 2



Part A. Use a blue crayon to color the clocks above that are partitioned into halves.

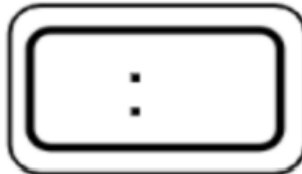
Part B. Use a yellow crayon color the clocks above that are partitioned into fourths.

Instructional Items*Instructional Item 1*

Match the digital clock with the analog clock that has the same time.

*Instructional Item 2*

Part A. Robbie went to lunch at eleven-thirty. Show the time that Robbie went to lunch on the analog and digital clock below.



Part B. What do you notice about the minute hand on the clock when thirty minutes have passed since 11 o'clock?



Additional Resources:

[CPALMS Resources](#)

Video: [Telling Time to the Hour](#)

Video: [Telling Time to the Half Hour](#)

Video: [Telling Time](#) (Whole and Half Hours)

Resources/Tasks to Support Your Child at Home:

Encourage your child to tell the time, to the hour and half hour, regularly in your home.

Ask your child to draw the time they see on the digital clock using an analog clock.

Online Game: [Telling Time \(Hour and Half Hour\)](#)