Telling Time

Unit 12 Overview: 8 lessons

Students count by 5s around the clock, then read and draw times to five minutes on clocks with hands and on digital clocks, name quarter past, half past and quarter to, and choose a.m. or p.m. Keep the Teaching Clock or a geared clock on the board and a paper clock with the minutes around the outside on every desk all unit: students show each time before they write it. The last three lessons (time to the minute, elapsed time in hours and half hours, and units of time) are for the states that teach them in 2nd grade.

THE UNIT, DAY BY DAY

Day 1	**Pre-Check**	What students already know, before the first lesson.
Day 2	**12.1** Count by fives around the clock	I can count by 5s around the clock.
Day 3	**12.2** Tell time to five minutes	I can tell time to five minutes.
Day 4	**12.3** Draw the hands to five minutes	I can draw the hands to five minutes.
Day 5	**12.4** Quarter past, half past, quarter to	I can use quarter past, half past and quarter to.
Day 6	**12.5** a.m. and p.m.	I can choose a.m. or p.m. for a time.
Day 7	**12.6** Time to the minute ★	I can tell time to the minute.
Day 8	**12.7** Elapsed time in hours and half hours ★	I can find how much time passed.
Day 9	**12.8** Units of time: 60 minutes, 24 hours, 7 days ★	I can use minutes, hours, days and weeks.
Day 10	**Unit Review**	The review, to go over together.
Day 11	**Unit Test**	Form A; Form B (other numbers) is for a retest.

★ Taught in 2nd grade in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- A paper clock with the minutes around the outside for each student (Make Your Own Clock, sheet 3)
- A big geared clock, or the Teaching Clock on the board
- Cards with digital times to five minutes, and a digital clock or timer
- Whiteboards with a clock face drawn on, and dry erase markers
- For the state lessons: a time line marked in hours, a class calendar and a one minute timer

HOW EACH LESSON GOES

1. Warm up (5 min)
2. Teach (10 min)
3. Try it together (10 min)
4. Practice (15 min)
5. Exit ticket (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE **Pre-Check**: Day 1, with a key

PRINTABLE **Unit Review**: the day before the test

EXIT TICKET **Exit Tickets**: one a lesson, four to a page

PRINTABLE **Unit Test**: Forms A and B, with keys

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Telling Time

Lesson 12.1: Count by fives around the clock

GOAL Students count by 5s from the 12 around the clock and know the minutes each number stands for: the long hand on the 3 is 15 minutes, on the 9 it is 45 minutes.

I can count by 5s around the clock.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Count by 5s to 60 together, clapping on each number. Then count by 5s again, pointing around the classroom clock.
2. **Teach** (10 min) On the Teaching Clock, point to the 12: 0 minutes. Move the long hand to the 1 and count the marks: 5 minutes. Keep going, writing the minutes outside each number (10, 15, up to 55) and back at the 12, 60. Then point to the 9 and count by 5s: 45. Show that the 6 is 30, halfway around.

   > **Say:** "Each number on the clock is 5 more minutes. Count by 5s from the 12."

3. **Try it together** (10 min) Partners take turns: one points the long hand of a paper clock to a number, the other counts by 5s and says the minutes. Then call out minutes ("35 minutes") and everyone points to the number. Include 5, 30 and 55.
4. **Practice** (15 min) Students write the minutes in the circles on sheet 2 of Label the Clock and the hours and minutes on sheet 3, then use the minutes clock on sheet 3 of Blank Clock Faces to draw the long hand for minutes you call out.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.1** and circle a face beside the "I can" line. On question 1, writing 5, 8 and 6 means they read the numbers, not the minutes. For 20 minutes the long hand points to the 4.

Need help? Count by 5s to 60 on a number line first, then bend the line around a clock face.

Ready for more? Say the minutes for each number, counting back from 55.

GET READY

- A minutes clock for each student (Make Your Own Clock, sheet 3)
- The Teaching Clock with Show Minute Numbers on
- Whiteboards and markers

WORDS TO USE

minute: a short time; 60 minutes make an hour

minute marks: the small lines; there are 5 from one number to the next

minutes after the hour: how far the long hand has gone from the 12

ASK

- How many minutes is the long hand on the 7? How do you know?
- Where does the long hand point for 50 minutes?
- Why is the 12 both 0 and 60 minutes?

WATCH FOR

Says 3 minutes for the long hand on the 3. Count by 5s from the 12 with a finger: 5, 10, 15.

Skips a number while counting by 5s. Touch each number as you count, starting at the 1.

Points to the 2 for 20 minutes. Count by 5s from the 12 to 20: the hand lands on the 4.

ON ANIMAL MATH

- PRINTABLE **Label the Clock: Hours, Minutes and Parts of a Clock**: sheets 2-3
- PRINTABLE **Blank Clock Faces: Printable Clock Templates**: sheet 3
- PRINTABLE **Make Your Own Clock: Cut-Out Hands and a Digital Clock**: sheet 3, to build the minutes clock
- TOOL **Teaching Clock**: Minute Hand Moves By 5 Minutes, Show Minute Numbers
- EXIT TICKET **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.1

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Telling Time

Lesson 12.2: Tell time to five minutes

GOAL Students read a clock to five minutes: the short hand gives the hour (the number it has passed), the long hand counted by 5s gives the minutes. They write the time as 7:40 and match it to a digital clock.

I can tell time to five minutes.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Point the long hand of the Teaching Clock to different numbers; the class says the minutes, counting by 5s.
2. **Teach** (10 min) Set 7:40. Read the short hand first: it has passed the 7 but not the 8, so the hour is 7. Then count the long hand by 5s from the 12: 40. Write 7:40. Then set 2:55: the short hand is almost at the 3 but has not passed it, so it is still 2. Write 2:55 and show it on the digital clock.

   > **Say:** "The short hand tells the hour it has passed. Count the long hand by 5s for the minutes."

3. **Try it together** (10 min) Show times with the digital time hidden; students write them on whiteboards, then press Hide to check. Include 12:25, a time near the next hour (8:55) and a time with the hands close together (4:20).
4. **Practice** (15 min) Students write the time for each clock on sheets 1 and 2 of Telling Time to 5 Minutes, then count the minutes by fives on sheet 3 of Analog and Digital Clocks.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.2** and circle a face beside the "I can" line. On 3:50, writing 4:50 means they read the hour the short hand is moving toward. On the digital clocks, 5:30 means they read the hands the wrong way round.

Need help? Read the minutes only at first, on the Teaching Clock with Show Minute Numbers on.

Ready for more? Read clocks with no numbers on them, or write the time 5 minutes later.

GET READY

- A paper clock for each student
- The Teaching Clock with the digital time hidden
- Whiteboards and markers

WORDS TO USE

hour hand: the short hand; it tells the hour

minute hand: the long hand; count it by 5s

digital clock: a clock that shows the time in numbers

ASK

- Which hand do you read first? Why?
- The short hand is between the 6 and the 7. What hour is it?

WATCH FOR

Reads the hour the short hand is nearly at: 2:55 as 3:55. Ask which number the short hand passed last; that is the hour.

Writes the number the long hand points to: 7:8 for 7:40. Count by 5s from the 12 with a finger.

Swaps the hands, reading the long hand as the hour. Find the short hand first, every time.

ON ANIMAL MATH

- PRINTABLE — **Telling Time to 5 Minutes**: sheets 1-2
- PRINTABLE — **Analog and Digital Clocks: Telling Time Practice**: sheet 3
- MAKER — **Telling Time**: Mode Read the Clock, Clock Type Hours & Minutes, Minute Increments By 5 minutes
- TOOL — **Teaching Clock**: Hide to cover the digital time
- QUIZ — **Telling Time Quiz**: the Five Minutes level
- EXIT TICKET — **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.2

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Telling Time

Lesson 12.3: Draw the hands to five minutes

GOAL Students draw the hands for a time to five minutes: the long hand to the number for the minutes, and a shorter hour hand just past the hour, closer to the next number as the minutes go by.

I can draw the hands to five minutes.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Show three times on the Teaching Clock; the class reads each one aloud. Include a time near the next hour.
2. **Teach** (10 min) Hold up the card 6:35. Minutes first: count by 5s to 35, so the long hand points to the 7. Then the hour: the short hand starts at the 6 and moves toward the 7 as the long hand goes around. At 35 minutes it is a little past halfway, so draw it just past the middle of the 6 and the 7.

   > **Say:** "Draw the long hand to the minutes first. Then draw the short hand just past the hour."

3. **Try it together** (10 min) Call out times; students set them on paper clocks, hold them up and check a partner's. Include 3:05 (the short hand still near the 3), 11:50 (almost at the 12) and 7:30.
4. **Practice** (15 min) Students draw the hands on sheets 1 and 2 of Draw Clock Hands, Minutes, then on sheet 5 of Analog and Digital Clocks.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.3** and circle a face beside the "I can" line. On 4:55, a short hand right on the 4 shows they forgot it moves; it should be almost at the 5.

Need help? Draw only the long hand at first, on clocks with the short hand already drawn.

Ready for more? Draw two times 5 minutes apart and say what changed, or draw times written in words.

GET READY

- A paper clock for each student
- Digital time cards to five minutes
- Whiteboards with a clock face drawn on

WORDS TO USE

long hand: the minute hand; it reaches the marks

short hand: the hour hand; it stops short of the numbers

past: after; at 6:35 the short hand is past the 6

ASK

- Which hand do you draw first? Why?
- Where is the short hand at 8:40, near the 8 or the 9?

WATCH FOR

Draws both hands the same length. The short hand stops halfway to the numbers.

Points the short hand right at the hour. Drag the long hand on the Teaching Clock and watch the short hand move.

Points the long hand to the 2 for 20 minutes. Count by 5s from the 12: 20 is the 4.

ON ANIMAL MATH

- PRINTABLE — **Draw Clock Hands - Minutes**: sheets 1-2
- PRINTABLE — **Analog and Digital Clocks: Telling Time Practice**: sheet 5
- MAKER — **Telling Time**: Mode Draw the Hands, Clock Type Hours & Minutes, Minute Increments By 5 minutes
- TOOL — **Teaching Clock**: drag the long hand and watch the short hand move
- QUIZ — **Telling Time Quiz**: the Five Minutes level
- EXIT TICKET — **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.3

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Telling Time

Lesson 12.4: Quarter past, half past, quarter to

GOAL Students name quarter past (15 minutes after the hour), half past and quarter to (15 minutes before the next hour), read and draw them, and know that quarter to 7 is 6:45.

I can use quarter past, half past and quarter to.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Fold a paper circle in half, then in half again: four quarters. Count the minutes in one quarter of the clock by 5s: 15.
2. **Teach** (10 min) Turn on Shade Past and To. Set 6:15: the long hand has gone a quarter of the way around, quarter past 6. Set 6:30: half past 6. Set 6:45: three quarters around, so only a quarter is left before 7: quarter to 7. Write 6:45 = quarter to 7.

   > **Say:** "Quarter past means 15 minutes after the hour. Quarter to means 15 minutes before the next hour."

3. **Try it together** (10 min) Say a time in words; students set it on paper clocks, then write the digital time on whiteboards. Include quarter to 1 (12:45), half past 12 and quarter past 9.
4. **Practice** (15 min) Students circle the name of each time on sheet 1 of Quarter Past and Quarter To, write the digital time and the words on sheet 2 and draw the hands on sheet 3.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.4** and circle a face beside the "I can" line. On 5:45, circling quarter to 5 means they named the hour just passed (quarter to names the next hour), and half past 5 means they misread the long hand. On quarter past 4, look for the long hand on the 3.

Need help? Shade a paper clock in four colors, one for each quarter, and keep it on the desk.

Ready for more? Say each time two ways (8:45 and quarter to 9), or tell the time a quarter hour later.

GET READY

- A paper circle for each student, to fold into quarters
- The Teaching Clock with Show Time in Words and Shade Past and To
- A paper clock for each student

WORDS TO USE

quarter hour: 15 minutes, a quarter of the way around

quarter past: 15 minutes after the hour

quarter to: 15 minutes before the next hour

ASK

- Is quarter to 5 before or after 5 o'clock?
- Where is the long hand at quarter past? At quarter to?

WATCH FOR

Says quarter to 8 for 8:45. Count on from 8:45: 15 more minutes to 9 o'clock.

Points the long hand to the 9 for quarter past 9. Quarter past is 15 minutes: count by 5s to the 3.

Thinks a quarter hour is 25 minutes. Fold a paper clock in four and count one part.

ON ANIMAL MATH

PRINTABLE **Quarter Past and Quarter To**: sheets 1-3

PRINTABLE **Analog and Digital Clocks: Telling Time Practice**: sheet 2

MAKER **Telling Time**: Mode Clock to Words, Clock Type Hours & Minutes, Minute Increments By 15 minutes. It writes 6:45 as six forty-five, the same time as quarter to 7, and mixes in o'clock times

TOOL **Teaching Clock**: Show Time in Words, and Shade Past and To in Advanced Options

QUIZ **Telling Time Quiz**: the Quarter Hours level

EXIT TICKET **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.4

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Telling Time

Lesson 12.5: a.m. and p.m.

GOAL Students know that a.m. is the time from midnight to noon and p.m. is from noon to midnight, choose a.m. or p.m. for things they do, and tell which of two times comes first in a day.

I can choose a.m. or p.m. for a time.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Ask: what do you do at 7 o'clock? Some say wake up, some say eat dinner. Both are right: there are two 7 o'clocks every day.
2. **Teach** (10 min) Mark midnight, noon and midnight on the time line. Put picture cards on it: wake up at 6:45, recess at 10:15, lunch at 12:20, dinner at 6:00. The cards before noon are a.m., the ones after noon are p.m. Then compare 9:00 a.m. and 3:00 p.m.: 3 is the smaller number, but 9:00 a.m. comes first in the day.

   Say: "a.m. is from midnight to noon. p.m. is from noon to midnight."
3. **Try it together** (10 min) Hold up picture cards with times; partners decide a.m. or p.m. and point to the place on the time line. Then they put two times in order, such as 4:00 p.m. and 10:00 a.m.
4. **Practice** (15 min) Students circle a.m. or p.m. on sheet 1 of A.M. and P.M. and write a.m. or p.m. for Mia's Saturday on sheet 3. Early finishers place the times on the time line on sheet 2.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.5** and circle a face beside the "I can" line. Walk to school is a.m. and the snack after school is p.m. On the second question, circling 2:00 p.m. means they chose the smaller number, not the earlier time.

Need help? Sort picture cards into two piles, before lunch and after lunch, then name the piles a.m. and p.m.

Ready for more? Make a schedule of your day with a.m. and p.m. times, answer the questions on sheet 5 of A.M. and P.M., or circle a.m. or p.m. on sheet 7 of Analog and Digital Clocks.

GET READY

- A time line of one day on the board, midnight to midnight with noon in the middle
- Picture cards of the school day and the evening, each with a time
- The Teaching Clock, with a.m. and p.m. shown

WORDS TO USE

a.m.: the hours from midnight to noon

p.m.: the hours from noon to midnight

noon: 12:00 in the middle of the day

midnight: 12:00 in the middle of the night

ASK

- Is lunch a.m. or p.m.? How do you know?
- Which comes first, 9:30 p.m. or 10:00 a.m.?
- What happens at noon?

WATCH FOR

Calls 1:00 in the night p.m. because it is dark. Point to the time line: a.m. starts at midnight.

Orders two times by the number alone. Put both on the time line: every a.m. time comes before every p.m. time.

Mixes up a.m. and p.m. In the alphabet a comes before p; a.m. comes first in the day.

ON ANIMAL MATH

PRINTABLE **A.M. and P.M.**: sheets 1-3, and sheet 5 for more

PRINTABLE **Analog and Digital Clocks: Telling Time Practice**: sheet 7, for more

TOOL **Teaching Clock**: Show a.m. and p.m., in Advanced Options

QUIZ **Telling Time Quiz**: the A.M. or P.M. level

EXIT TICKET **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.5

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Telling Time

Lesson 12.6: Time to the minute

GOAL Students read and draw times to the minute: count the long hand by 5s to the last number it passed, then on by 1s for the minute marks after it (3:17 is 15 and 2 more).

I can tell time to the minute.

About 45 minutes

★ Taught in 2nd grade in some states

THE LESSON

1. **Warm up** (5 min) Count by 5s to 30, then on by 1s: 30, 31, 32, 33.
2. **Teach** (10 min) Set 8:23. Read the hour: past the 8. Count the long hand by 5s to the last number it passed, the 4: 20. Then count the marks after it by 1s: 21, 22, 23. Write 8:23. Then set 5:58: count by 5s to 55, then 56, 57, 58. The short hand is almost at the 6, but it is still 5.

   > **Say:** "Count by 5s to the number before the long hand, then count on by 1s."

3. **Try it together** (10 min) Show times to the minute; students write them on whiteboards, then press Hide to check. Include 12:07, a time just before the hour (6:57) and one with the long hand just past a number (2:31).
4. **Practice** (15 min) Students count by 5s and on by 1s on sheet 1 of Telling Time to the Minute, read clocks on sheet 2 and draw the hands on sheet 3. Early finishers circle the clock that shows the time on sheet 4.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.6** and circle a face beside the "I can" line. On 1:52, writing 1:50 or 1:57 means they counted the marks from the wrong number. On 10:08, look for the long hand 3 marks past the 1.

Need help? Use the Teaching Clock with Show Minute Numbers on, and step the long hand one minute at a time.

Ready for more? Write the time 1 minute later and 10 minutes later, or circle a.m. or p.m. on sheet 5 of Telling Time to the Minute.

GET READY

- The Teaching Clock with Minute Hand Moves By 1 Minute
- A paper clock with minute marks for each student
- Whiteboards and markers

WORDS TO USE

minute marks: the small lines between the numbers; each one is 1 minute

count on: count by 5s to the number, then by 1s for the marks after it

ASK

- Which number did the long hand pass last? How many minutes is that?
- How many marks come after it?
- Why is 5:58 still in the 5 o'clock hour?

WATCH FOR

Counts every mark by 1s from the 12. Count by 5s to the last number first, then switch to 1s.

Counts on from the number the long hand is moving toward. Point to the number it passed, the one behind the hand.

Draws the long hand on a number for a time like 4:12. Count by 5s to 10, then 2 more marks: the hand sits between the 2 and the 3.

ON ANIMAL MATH

PRINTABLE **Telling Time to the Minute**: sheets 1-3, and sheets 4-5 for more

MAKER **Telling Time**: Mode Read the Clock, Clock Type Hours & Minutes, Minute Increments Any minute

TOOL **Teaching Clock**: Minute Hand Moves By 1 Minute, Show Minute Numbers

EXIT TICKET **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.6

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Telling Time

Lesson 12.7: Elapsed time in hours and half hours

GOAL Students find how much time passed from a start time to an end time in whole and half hours, and find an end time from a start time and how long, counting the whole hours first, then the half hour.

I can find how much time passed.

About 45 minutes

★ Taught in 2nd grade in some states

THE LESSON

1. **Warm up** (5 min) Show 2:00 and ask: what time is it 1 hour later? 2 hours later? Half an hour later?
2. **Teach** (10 min) Say: the game starts at 2:00 and ends at 5:30. Set 2:00, press Start From Here, then move the clock an hour at a time: 3:00, 4:00, 5:00, that is 3 hours. Then a half hour more to 5:30: 3 hours 30 minutes. Draw the same jumps on the time line. Then find the end of a 3 hour trip that starts at 11:00: 12:00, 1:00, 2:00.

   Say: "Jump the whole hours first. Then add the half hour."
3. **Try it together** (10 min) Partners take turns: one sets a start time on a paper clock and says "2 hours later" or "1 hour and 30 minutes later", the other moves the hands and says the end time. Include a start at 11:30, so the end goes past 12.
4. **Practice** (15 min) Students count the hours from start to end on sheet 1 of Elapsed Time for 2nd Grade, draw the end time on sheet 2 and hop on the time line on sheet 3. Early finishers read the field day schedule on sheet 4.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.7** and circle a face beside the "I can" line. On the clocks, 3 hr means they counted from 7 to 10; the answer is 2 hr 30 min. For 3 hours after 12:30, writing 15:30 means they did not start again at 1 after 12.

Need help? Use whole hours only at first, with + 1 Hour on the Teaching Clock.

Ready for more? Try minutes on sheets 1 and 3 of Elapsed Time, a 3rd grade pack.

GET READY

- The Teaching Clock with Elapsed Time on, in Advanced Options
- A paper clock for each student
- A time line on the board, marked in hours

WORDS TO USE

start time: when something begins

end time: when it is over

elapsed time: how much time passed from the start to the end

ASK

- How many whole hours? Is there a half hour left?
- What time is 1 hour after 11:30?
- How can the time line help you check?

WATCH FOR

Counts the start time as one of the hours. Put a finger on the start and count each jump as it lands.

Writes 13:00 for 1 hour after 12:00. On a clock, after 12 comes 1 again.

Forgets the half hour, or adds it twice. Jump the whole hours first, then check the long hand: is it on the 6?

ON ANIMAL MATH

PRINTABLE **Elapsed Time for 2nd Grade**: sheets 1-3, and sheet 4 for more

PRINTABLE **Elapsed Time**: sheets 1 and 3, as a stretch

TOOL **Teaching Clock**: Elapsed Time and Start From Here, in Advanced Options

EXIT TICKET **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.7

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Telling Time

Lesson 12.8: Units of time: 60 minutes, 24 hours, 7 days

GOAL Students know that 1 hour is 60 minutes, 1 day is 24 hours, 1 week is 7 days and 1 year is 12 months, count by 7s to find the days in some weeks, and compare times given in different units.

I can use minutes, hours, days and weeks.

About 45 minutes

★ Taught in 2nd grade in some states

THE LESSON

1. **Warm up** (5 min) Time one minute while students stand on one foot. Then ask: how many of those minutes make an hour?
2. **Teach** (10 min) Build the time facts chart: 60 minutes = 1 hour, 24 hours = 1 day, 7 days = 1 week, 12 months = 1 year. On the calendar, count the days in a week, then count by 7s down the calendar, one row a week. Then compare 1 hour and 45 minutes: change 1 hour into 60 minutes first, so 1 hour is longer.

   > **Say:** "To compare two times, write them in the same unit first."
3. **Try it together** (10 min) Partners use the chart to answer: is 2 weeks more or less than 10 days? Is 1 day more or less than 30 hours? They write >, < or = on whiteboards and explain how they know.
4. **Practice** (15 min) Students finish the time facts on sheet 1 of Units of Time and compare times on sheet 3. Early finishers count by the time facts on sheet 4.
5. **Exit ticket** (5 min) Students do **Exit Ticket 12.8** and circle a face beside the "I can" line. In the table the days go up by 7: 14, 21, 28. On 6 weeks and 42 days, a > or < means they did not count on by 7s to change the weeks into days.

Need help? Use the calendar for weeks and days only at first, then add hours and minutes.

Ready for more? Solve the time stories on sheet 5 of Units of Time, or count days forward and back on sheet 3 of Calendar Word Problems.

GET READY

- A class calendar
- A chart of the time facts on the board
- A one minute timer

WORDS TO USE

hour: 60 minutes

day: 24 hours, from one midnight to the next

week: 7 days, Sunday to Saturday

ASK

- How many days are in 5 weeks? How do you know?
- Which is longer, 1 hour or 50 minutes?
- How can you compare a week and some days?

WATCH FOR

Compares the numbers only: says 1 week is less than 5 days. Change the week into days first: 7 days, then compare.

Mixes up the facts: 1 day = 60 hours. Keep the time facts chart on the desk and say each fact aloud.

Skips a number counting by 7s. Count the weeks on the calendar, one row at a time.

ON ANIMAL MATH

PRINTABLE **Units of Time**: sheets 1, 3 and 4, and sheet 5 for more

PRINTABLE **Calendar Word Problems**: sheet 3, for more

EXIT TICKET **2nd Grade Telling Time Exit Tickets**: Exit Ticket 12.8

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