MA.2.M.2.1

Overarching Standard: *MA.2.M.2 Tell time and solve problems involving money.*

Benchmark of Focus

MA.2.M.2.1: Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.

Benchmark Clarifications

Clarification 1: Instruction includes the connection to partitioning of circles and to the number line.
Clarification 2: Within this benchmark, the expectation is not to understand military time.

Related Benchmark/Horizontal Alignment
- MA.2.FR.1.1

Vertical Alignment

Previous Benchmarks	Next Benchmarks
MA.1.M.2.1	MA.3.M.2.1

Purpose and Instructional Strategies

The purpose of this benchmark is to build on the work of grade 1 by telling and writing time to a more precise measurement in increments of 5 minutes. Instruction at this grade level also makes a connection to fractional terms to express portions of an hour.

- Instruction includes the purpose of the minute and hour hand in analog clocks.
- Instruction includes the understanding that a.m. is used to reference the time from 12:00 midnight to 12:00 noon, and p.m. is used to reference the time from 12:00 noon to 12:00 midnight.
- Instruction includes the reinforcement of a timeline and its connection to a number line

Common Misconceptions or Errors
- Students may incorrectly identify the minute and the hour hand.
- Students may think that when the hour hand is pointing between two numbers, the hour corresponds to the larger number.
- Students may incorrectly skip count by 5s.
- Students may have difficulty identifying the time when the hour hand is approaching the next hour.

Strategies to Support Tiered Instruction
- Teacher provides a blank clock for students to draw and label the parts and use visual supports to help remember the names of each part.
    - For example, students label the inside of the minute and hour hand as shown tp provide a mental picture. It may be helpful to show this illustration with the minute and hour hands in various positions.
- Instruction includes the teacher removing the minute hand from a clock and guides students to notice if the hour hand is pointing before, on, or after a number encouraging students to use approximations such as, "It's just past 2 o'clock" when pointing after the 2, or "It's almost 4 o'clock" when pointing before the 4.

- Instruction includes relating counting minutes on a clock to skip counting sets of 5 by using manipulatives or representations, noting each group of five as a set. Teacher makes connections to the number line and how this relates to the way a clock is like a circular number line.
  - For example, groups of 5 can be made using twelve 1 by 5 grid paper arrays. Teacher arranges the arrays in a horizontal line, having students color every other array, skip counting the rows aloud, and recording the skip counts below each array. Number each set of 5 with a number above the end of each array.
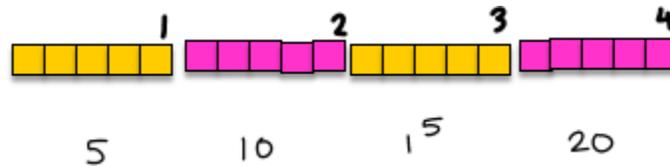
    Students arrange the 12 sets of 1 by 5 arrays into a circular pattern, labeling each set and skip count. Teacher guides students to notice how the units of time are represented on a real clock and on their skip count model; each square is 1 minute, each array is 5 minutes, and all 12 arrays together make 1 hour
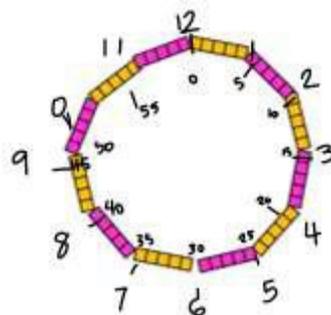
Questions to ask students:
- Ask: Show students an analog clock that shows 3:40 and ask them what time it is. How do you know?
  - Sample answer that would indicate understanding: The student will say it is three forty, because the hour hand is between the 3 and the 4 and the minute hand is on the 8. They will probably count by 5's starting at the 1 on the clock.Sample answer that indicates an incomplete understanding or a misconception: The student will say it is four forty, because the hour hand is past the 2. OR The student may say it is 3 O- eight, because the hour hand is between the 3 and the 4 and the minute hand is on the 8.
- *Ask:* Show students and analog clock that says 6:45 and say that this time is the time that you ate breakfast . What time is it? You must use am and pm when telling the time.
  - Sample answer that would indicate understanding: It is 6:45 am because you eat breakfast in the morning and am is the first half of the day or morning is am.Sample answer that indicates an incomplete understanding or a misconception: It is 6:45 pm because you eat breakfast in the morning and pm is the first half of the day or morning is pm.

Instructional Tasks
Instructional Task 1 (MTR.5.1)

Provide students with individual clocks and various times. [Teacher note: Examples provided should include opportunities for students to rename given times using fractional terms as necessary.]

Part A. Using the clock provided, show and tell the given time to the nearest five minutes.

Part B. Using the clock provided, what are all of the ways you can say the time shown?

Instructional Items
Instructional Item 1

Which of the following is another way to express the time shown on the clock?

a. Twelve minutes past the hour
b. Half past twelve
c. Quarter past twelve
d. Quarter till one

Additional Resources:
CPALMS Resources

Video:
https://learnzillion.com/lesson_plans/8368-tell-time-to-the-nearest-5-minutes-using-analog-and-digital-clocks/

Resources/Tasks to Support Your Child at Home:
- Relate telling time to everyday experiences. What time do you eat breakfast or arrive home from school? What time do you go to bed? Stop and have your child read a clock so he or she can connect these activities to the time on the clock.

- Set your phone timer to go off at various times throughout the day. When the alarm sounds, stop and ask your child read the time from an analog (traditional) clock.