

Snap o'clock

Focus of activity: Telling the time to the quarter hour on analogue and digital clocks.

Working together: conceptual understanding

- Show 1 o'clock on a geared analogue clock. Move the minute hand (the hour hand will automatically move) as you count on in steps of $\frac{1}{4}$ hour, asking children to join in. *1 o'clock, $\frac{1}{4}$ past 1, $\frac{1}{2}$ past one, $\frac{3}{4}$ to 2, 2 o'clock...* until at least 4 o'clock.
- Remind children that we say the time is $\frac{1}{4}$ past because the time is $\frac{1}{4}$ of an hour past the hour, $\frac{1}{2}$ past because it's $\frac{1}{2}$ of an hour past, and then $\frac{3}{4}$ to because it's only $\frac{1}{4}$ of an hour to the next o'clock time. *The minute hand tells us this.* Ask children to say what happens to the hour hand between one o'clock and two o'clock.
- *How minutes are in one hour? How many minutes are in $\frac{1}{2}$ an hour?* Point to the outside of the numbers round the clock and count in steps of 5 minutes until you reach 30 just below 6 on the clock face. Remind children that on the digital clock the time is shown with the hour before the two dots and the number of minutes past the hour after the two dots. Ask children to write $\frac{1}{2}$ past one as it would appear on a digital clock.
- *How many minutes are in $\frac{1}{4}$ of an hour?* Count round the clock in steps of 5 minutes to check. Ask children to write $\frac{1}{4}$ past one as it appears on a digital clock.
- Help children to work out how many minutes are in $\frac{3}{4}$ of an hour. Remind them that this is when there is only $\frac{1}{4}$ of an hour to go before the next o'clock time. Ask them to add the number of minutes in $\frac{1}{2}$ an hour and the number of minutes in $\frac{1}{4}$ of an hour. Count round the clock in steps of 5 minutes to check. Ask children to write $\frac{3}{4}$ to 2 as it would appear on a digital clock. *Remember, digital clocks only show the number of minutes past the hour, not to the hour! Check that they have written 1:45 not 2:45 or 2:15.*
- Give each child an analogue clock with moveable hands. Write 10:30 where they can all see it. They move the hands on their clocks to show this time. Are they all showing the same time? *Where is the hour hand? Why?*
- Repeat for 10:00, 10:15 and 10:45.

Up for a challenge?

What's the time quarter of an hour after quarter past 10? Quarter of an hour after half past 10? Quarter of an hour after quarter to 11?

Now it's the children's turn:

- Children play snap with digital and analogue times.
- Go round the group and check that they are matching the times correctly. You may wish to make notes as a record of their work.

S-t-r-e-t-c-h:

If children cope well, ask them to choose three times, write them down, and then write the times $\frac{1}{4}$ of an hour after each.

Things to remember

Remember that digital clocks always show the number of minutes past the hour. Show some times to the $\frac{1}{4}$ hour on the geared clock. Children write how this time would be shown on a digital clock.

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources

- Geared analogue clock
- Small clocks with moveable hands for children to use
- Snap cards (see child instructions)

Outcomes

1. Children can tell the time to the quarter hour on analogue and digital clocks.
2. Children begin to say the time quarter an hour later than times to the quarter of an hour.

Snap o'clock

Work in pairs

Things you will need:

- A set of snap cards



What to do:

- Shuffle the digital clock cards and place face down. Shuffle the analogue clock cards. Place face down in a different pile.
- On the count of three, one person turns over the top digital clock card at the same time as the other person turns over the top analogue clock card. Do the clocks say the same time? If so, the first person to say, "Snap o'clock!" wins both cards. If not, put both cards to the bottom of their packs.
- Carry on playing until there are no cards left. Who won most cards?
- Sort the cards out, shuffle and play again.

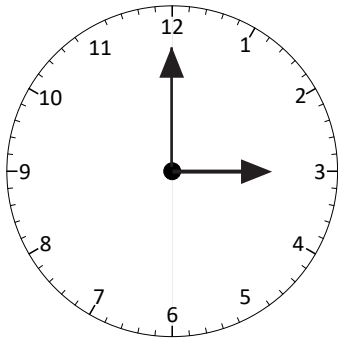
S-t-r-e-t-c-h:

Choose a time card. Write the time, e.g. $\frac{1}{4}$ past 5. Write the time that is $\frac{1}{4}$ hour later. Repeat for two other cards.

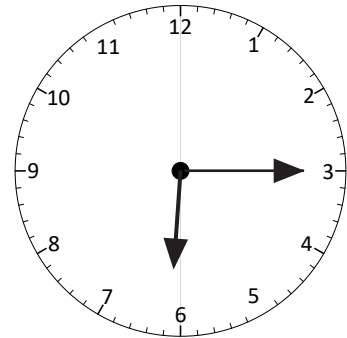
Learning outcomes:

- I can tell the time to the quarter hour on analogue and digital clocks.
- I am beginning to say the time quarter of an hour later than times to the quarter of an hour.

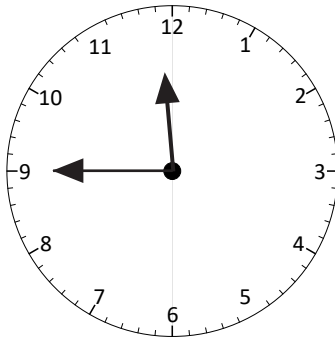
Snap o'clock



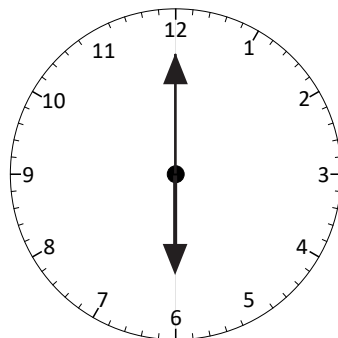
04:00



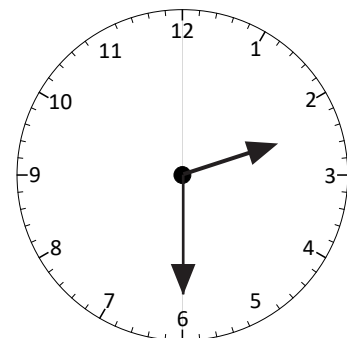
09:45



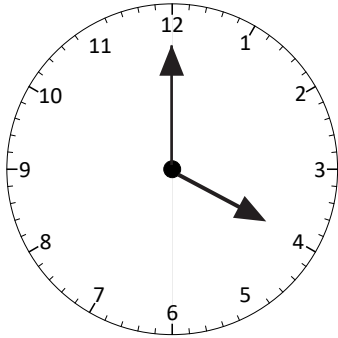
08:30



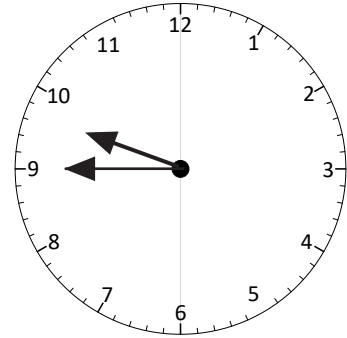
05:15



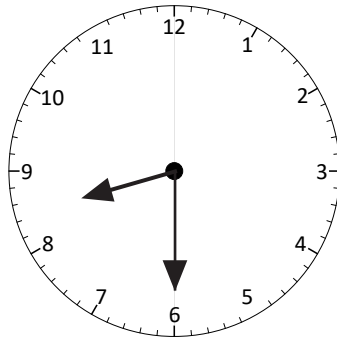
Snap o'clock



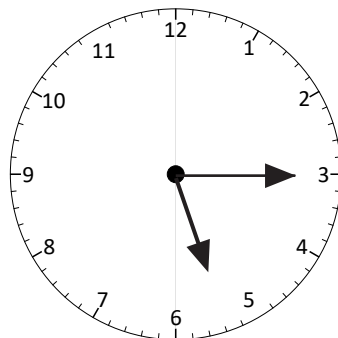
03:00



06:15



02:30



11:45

06:00