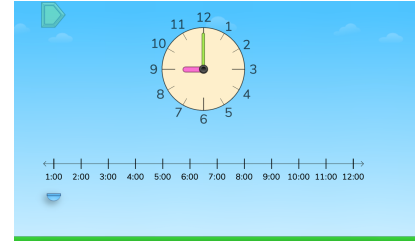




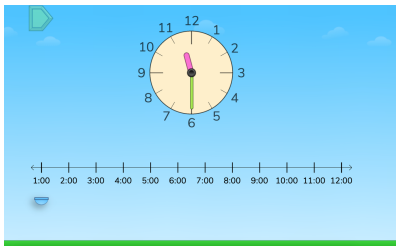
Materials

White board and markers for each student

- Display the first puzzle in Level 1 that has time on the hour. Ask students, “What do you see? What do you think we need to do to solve this puzzle?” Have students Think, Pair, Share how they think they would solve the puzzle and write the time the clock shows on their whiteboards.
- Put the blue bar under a proposed solution. Ask students if they agree or disagree. Ask students what they know about the hands on a clock and how to use the hands to tell time.
- Discuss the number line at the bottom of the puzzle. Ask students, “What is the same about this number line and other number lines you’ve seen? What is different? Do you see our answer on the number line?” Tell students that another way to write time is in digital form. The number line shows digital time. Solve the puzzle.

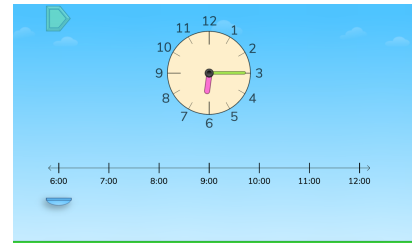


Directions



- Display a puzzle with a time on the half hour. Ask students, “What time do you think this clock shows? Do you see this time on the number line? Where would it be and why?” Have students Think, Pair, Share their answers to your questions and write the time on their whiteboards.
- Work together to read the clock and solve the puzzle. Repeat with the remaining puzzles in Level 1.

- Display the first puzzle in Level 2 that is on the quarter hour. Work through the puzzle together. Read the clock together and emphasize that we count by 5’s as we move around the numbers on the clock. Ask students, “Do you see this time on our number line? Where would it be? Why?”
- Complete the remaining puzzles in Level 2. Display the first puzzle in Level 3. Ask students, “How is this number line different? Why is it different?” Solve the puzzle. Solve a few more puzzles to practice telling time.



Sample Questions

- Why can one number line start at 1:00 and end at 12:00 and another number line start at 12:00 and end at 6:00?
- How did you decide which two numbers to place the cup blue bar between?
- How do you determine the hour part of the time? The minutes?
- At 1:45 the hour hand is closer to 2 than 1. Why is the hour hand closer to the next hour?

What to look for

- How does the student:
- understand that the hour hand moves in addition to the minute hand.
 - understand that after the half hour the time is getting closer to the next hour, but it is still part of the first hour? (e.g., 1:45 is closer to 2:00 but it is still in the hour from 1:00 to 2:00 and therefore stated as a number of minutes after 1:00)
 - know how to refer to a time in multiple ways?
 - read the clock to the nearest 5 minutes?