

Pink past and blue to

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

Working together: conceptual understanding

- Show the first pink and blue Hamilton analogue clock face (see child instructions). Draw hands to show 4 o'clock. Remind chn that the short hand shows the hour and the long hand shows the minutes. *When the long hand, the minute hand on a clock points upwards, what time is it? It's an o'clock time, and the little hand, the hour hand shows us it's 4 o'clock.*
- On the next clock, draw hands to show quarter past 4. Explain that on this clock, when the minute hand is in the pink it is a 'past' time. Ask chn to say Pink Past several times. *The minute hand is a quarter of the way round the clock to show that it is quarter of an hour past 4 o'clock. Look how the hour hand is quarter of the way between 4 and 5.*
- On the fourth clock draw the hands to show quarter to 4. *How long is it until the hour hand gets to the next o'clock time? It is quarter of an hour before the next o'clock time so we call this time 'quarter to'.* Point out how the minute/long hand is now in the blue half of the clock, which shows us it is a 'to' time. Ask chn to say Blue To several times stressing the rhyme.
- On the third clock, draw hands to half past 4. Ask chn what time they see. Agree that it could be half past or half to, as the minute hand is on the join between pink and blue, but we say half past.
- *How many minutes are in an hour? So how many minutes are in half an hour? Say that there 15 minutes in quarter of an hour and 45 minutes in three quarters of an hour. Go back and draw digits on the digital clocks to match each analogue clock. Digital clocks always show the number of minutes past the hour.*
- Use a geared analogue teaching clock to show 2 o'clock. Together count on in steps of quarter of an hour. *Quarter past 2, half past 2, quarter to 3, 3 o'clock... 5 o'clock.*
- Write 3:15. Move the hands back to 2 o'clock and silently move them in steps of $\frac{1}{4}$ hour. Chn shout 'stop' when you reach 3:15, i.e. $\frac{1}{4}$ past 3.
- Repeat with 3:30, 3:00 and 2:45.

Up for a challenge?

*What's the time quarter of an hour after quarter past 2? Quarter of an hour after half past 2?
Quarter of an hour before quarter to 3?*

Now it's the children's turn:

- Give each pair a set of time cards (see child instructions).
- They shuffle the cards and place face down.
- They take the top card and read the time, e.g. $\frac{1}{4}$ past 5. They write this and the matching digital time.
- Repeat. How many cards can they get through before the time is up?
- Go round the group and mark their work, e.g. initially after three examples.

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

If chn cope well, ask them to write three times between 10 o'clock and 11 o'clock in both the way we say an analogue time and how they are shown on a digital clock.

Things to remember

Remember Pink past and Blue to. Ask a child to read a time from their work and a volunteer to show this time on the geared clock. Repeat with other children.

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

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| Resources <ul style="list-style-type: none">• Hamilton clock pictures (see child instructions)• Geared analogue clock• Time cards (see child instructions) | Outcome <ol style="list-style-type: none">1. Chn can tell the time to the quarter hour on analogue and digital clocks. |
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