

Lesson 60 MEASURES

Telling time: o'clock, half past, quarter past and to (review)

CURRICULUM ALIGNMENT

MEA.TIM.3a

compare, approximate and measure time using appropriate units of measurement.

INTERACTIVES

Analog Clock Builder · challenge, display, explore

WHAT THIS LESSON TEACHES

The short hand on a clock points to the hour and creeps slowly. The long hand points to 12 for o'clock, to 6 for half past, to 3 for quarter past and to 9 for quarter to.

→ At quarter past 6 the long hand is on the 3 and the short hand is just past 6.

→ Straight up at the 12 means o'clock and straight down at the 6 means half past.

MODEL THIS ON THE BOARD

SHOWING QUARTER TO 5

- 1 Look at the blank clock and find the hour marks.
- 2 Move the **long** hand to the **9** because that means quarter to.
- 3 Move the **short** hand so it sits just before the **5**, not on it yet.
- 4 Check both hands: long on 9 and short near 5 shows quarter to 5.

DISCUSSION STARTER

REFLECT

Which landmark times feel automatic — o'clock, half past, or quarter past and to?

LESSON ARC

Open with the clock interactive showing 3 o'clock and ask which hand moves fast and which tells the hour. In Watch and Notice, walk four landmark clocks aloud (2 o'clock, half past 4, quarter past 6, quarter to 9), coming back each time to 'the short hand creeps between numbers, it doesn't jump'. Pupils draw four times in their copy, then the Class Challenge checks where the short hand sits. The Student Activity Book page is the pencil practice.

TEACHING MOVES

1. **Getting Started.** Display 3 o'clock and give five seconds of silent think-time before any hands go up. Take three hands-up answers only — don't confirm which hand is which yet, just collect predictions for Watch and Notice to settle.
2. **Watch and Notice.** Walk each of the four clocks one at a time on the interactive, pointing long hand first, then short. The line that matters: at half past 4, say 'it is between, not on' — the short hand has left the 4. Spend longest on quarter to 9; pupils misread it as the hour the short hand just left, so name the hour it's heading to.
3. **Try It Together.** Call a landmark time and send one pupil to drag the hands on the clock on the board. Before they finish, ask the whole class aloud: 'where should the long hand point? where should the short hand sit?' Reset between each of the four times and watch for the half-past slip where the short hand is left exactly on the hour number.

4. **Draw the Times in Your Copy.** Pupils draw four blank clock faces and show o'clock, half past, quarter past and quarter to, writing each time in words underneath. Circulate and glance at the hands — long hand straight up, straight down, on the 3, on the 9. Hand printed blank clock faces to anyone struggling to draw an even circle.
5. **Class Challenge.** Brisk practice — pupils take turns setting each called time on the board and the class confirms before moving on. For every time ask the on-screen check: 'is the short hand exactly on the number, or has it moved past it?' Press Check after each so the room sees the ✓. Don't re-explain — this is consolidation.
6. **What Did We Notice?** This is for talking, not writing. Listen for pupils who describe the short hand as creeping rather than jumping, and revoice a strong answer: 'where the short hand sits tells us how far through the hour we are.' Use quarter to 2 to head off the wrong-hour slip one more time.

COMMON MISCONCEPTIONS

⚠ At quarter to 2, pupils say 'quarter to 1' — they name the hour the short hand has just left instead of the one it is almost reaching.

On the interactive, point to the short hand sitting almost at the 2. Say 'it's nearly there — it's heading to 2, so we say quarter to 2.' Have the pupil trace where the short hand is going, not where it came from.

⚠ For half past, pupils leave the short hand sitting exactly on the hour number (short hand on the 4 for half past 4) instead of halfway to the next.

Stop the board work and drag the short hand from on-the-4 to halfway towards the 5. 'The hour is half gone, so the short hand is half the way across.' Have the class call out 'between, not on' as you reset it.

DIFFERENTIATION

EMERGING

- Stay on just o'clock and half past on the board while the rest of the class works all four times. These two have the long hand straight up or straight down — easier to place.
- Give the printed blank clock face (numerals already on it) so pupils only add the hands and write the words, not draw the circle.

DEVELOPING

- After the copybook page, ask pupils to draw quarter past and quarter to the SAME hour side by side and explain how the short hand moved between them.
- Call a time with no clock shown — 'quarter to 11' — and have them describe where both hands go before drawing it.

PROFICIENT

- During Class Challenge, narrate a harder variant: 'if it's quarter past 6 now, where will the short hand be in another half hour?' Have them reason it aloud without setting the clock.
- Send fast finishers straight into the Student Activity Book page and ask them to write, in words, why the short hand is never exactly on the number at half past.

➤ **Cross-curricular:** Tie to the school day — pupils set the clock to little break, big break and home time, naming each as o'clock, half past or quarter past.

ANSWER KEY

c) seven o'clock; half past ten; quarter past three; quarter to five; five o'clock; half past eight

Q1: 7:00

Q2: 10:30

Q3: 5:00

Q4: 3:15

a) **Always** : O'clock always has the long hand straight up at 12.

b) **Never** : At half past the short hand is halfway to the next hour, never exactly on the number.

c) **Always** : The long hand always rests on 3 for any quarter past time.

d) **Always** : By quarter past the short hand has already crept a little past the hour mark.

EXTENSION SHEET · STRETCH ANSWERS

S1: quarter to 6

S2: Long hand on the 3, short hand just past the 7

S3: No. At half past 9 the short hand is halfway between the 9 and the 10.

S4: quarter to 2, 2 o'clock, quarter past 2, half past 2

S5: quarter to 7