

Telling time to 5-minute intervals

CURRICULUM ALIGNMENT

MEA.TIM.3a

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

MEA.TIM.3b

identify the relationship between different units and representations of time.

INTERACTIVES (Analog Clock Builder · challenge, display, explore)

WHAT THIS LESSON TEACHES

Each number on the clock face is five minutes further round than the one before, so the minute hand lands on a number we can count in fives.

- Long hand on the 4: count 5, 10, 15, 20 – twenty minutes.
- Long hand on the 2, short hand just past the 3: ten past 3.

MODEL THIS ON THE BOARD

READING TWENTY PAST ON A CLASS CLOCK

- 1 Begin at 12 and touch each number while counting in fives as the long hand moves.
- 2 Say **5, 10, 15, 20** when the long hand lands on the 4.
- 3 The short hand sits just past the hour number so the time is twenty past that hour.

LESSON ARC

Start at the IWB clock and have the class chant the fives round the face, then pose the puzzle: twelve numbers, sixty minutes. Walk four worked clocks aloud, pivoting on the 6 as the turning point where 'past' becomes 'to'. Pupils set the long hand at the board in explore mode, then write four clock-face times in words in their copies. The Class Challenge consolidates the 'to' times before the past-or-to maths-talk.

TEACHING MOVES

1. **Getting Started.** Touch each numeral in turn while the class chants 5, 10, 15 round to 60. Then hold the puzzle — twelve numbers but sixty minutes — and give five seconds of silent think-time before two or three hands. Revoice: the twelve numbers split sixty minutes into twelve jumps of five.
2. **Watch and Notice.** Work each clock aloud and pause for the class to count the fives with you before you name the time. Linger on twenty to 10 and five to 12 — the moment the long hand crosses the 6. For every example ask 'past or to?' BEFORE the minutes, and confirm with the on-screen check.
3. **Try It Together.** Name a time, send one pupil to drag the long hand to the matching number, and have the whole class count the fives aloud to confirm. Listen for anyone counting 'to' while the hand is still on the right; prompt 'has the long hand gone past the 6 yet? If not, we're still counting past.'
4. **Write the Times in Your Copy.** Display the four clock faces and give quiet copybook time. Point to the worked model — ten past three — so pupils copy the layout and spelling. Walk the room glancing only at whether each pupil chose 'past' or 'to' correctly; this is practice, not marking.
5. **Class Challenge.** Keep the board work brisk. For each target ask the pupil at the board 'past or to the next hour?' before they set the hand, then confirm with the check mark. On five to 1, watch for 'five to 12' — the long hand is climbing toward the 12, so the hour being reached is 1, not 12.

6. **What Did We Notice?** Listen for pupils naming the 6 as the turning point. Revoice a strong answer: the side the long hand is on tells us whether to say past or to. Head off the slip of counting 'past' all the way round to the 11.

COMMON MISCONCEPTIONS

⚠ Pupils keep counting 'past' all the way up the left side — twenty to 10 gets read as 'forty past 9'. Stop and point to the 6 on the IWB clock as the turning line. Re-set the long hand on the 8 and count both ways aloud: forty minutes since the 12, but only twenty minutes left to the next hour, so we say 'to'. The shorter count wins.

⚠ For five to 1 pupils say 'five to 12' because the short hand still sits near the 1. On the clock, trace the long hand climbing toward the 12 and ask which hour it is reaching next. The next hour is 1, not 12 — so it is five to 1. Counting the minutes left to the 12 tells the minutes; the hour we are reaching tells the name.

⚠ Pupils read the number the long hand points to as the minutes — long hand on the 4 read as 'four minutes past'. Don't accept the bare number. Have the pupil count round in fives from the 12 to the 4 aloud — 5, 10, 15, 20 — so they see the 4 stands for twenty minutes, not four.

DIFFERENTIATION

EMERGING

- Stay on 'past' times only at the board while the rest of the class tackles 'to' times — keep the long hand on the right-hand numbers 1 to 6.
- In the copybook step, pre-print the count of fives under each number on a printed clock face so pupils read the minutes off rather than count from scratch.

DEVELOPING

- After the copybook page, give a chain on one clock: set ten past 4, then move the long hand on five minutes — what is it now, and is it still 'past'?
- Ask pupils to write both the 'past' name and the matching 'to' name where the same number allows it, e.g. the long hand on the 6 as half past versus thirty minutes.

PROFICIENT

- Pose at the board: I am thinking of a 'to' time where the minutes and the count of numbers from the 12 are different — set it and explain why the two counts differ.
- Pull fast finishers into a teacher-narrated harder variant: read a time where the short hand is almost on the next hour (e.g. five to 1) and justify which hour the time belongs to.

✓ **Cross-curricular:** Tie to the Irish school day — pupils read the clock at small break and big break and say each as a 'past' or 'to' time.

ANSWER KEY

Scaffold: visual check on the page

Q1: five past 8

Q2: twenty-five past 7

Q3: twenty to 2

Spot: Each number on the clock stands for **5 minutes**, not 1. Long hand on 4 means $4 \times 5 =$ **20 minutes** past the hour.