

Reading o'clock times through the day

CURRICULUM ALIGNMENT

MEA.TIM.2a understand how time is measured, expressed and represented.

INTERACTIVES Analog Clock Builder · display, explore

WHAT THIS LESSON TEACHES

At an o'clock time the long hand points straight up at 12 and the short hand points straight at the hour number. Read the long hand first, then the short hand to name the hour.

→ At 9 o'clock the short hand points at 9.

→ Short hand on 1 and long hand on 12 means 1 o'clock.

MODEL THIS ON THE BOARD

READING 3 O'CLOCK ON THE CLASS CLOCK

- 1 Look at the long hand first: it points straight up at 12.
- 2 Look at the short hand next: it points straight at 3.
- 3 So the time is 3 o'clock.

LESSON ARC

Open with the three school-day pictures on the IWB—come in, little break, home time—and take hands-up guesses using your school's real times before naming any clock. Model 9, 1 and 4 o'clock: long hand on 12 first, then the short-hand hour; cover the long hand on the last clock. Pupils take turns reading 8, 2, 6 and 11 o'clock at the board. Copybook moment: write home time as an o'clock. Class Challenge practices 7, 10, 5 and 12. Student Activity Book page 93 follows.

TEACHING MOVES

1. **Getting Started.** Point to come-in, little break and home time in turn. Take one hands-up guess per picture before you name any time. Use your school's real home time (often 1, 2 or 3 o'clock) so the later copybook write matches what pupils know.
2. **Watch and Notice.** Work the three board clocks in order: long hand on 12 first, then name the short-hand number. Link 9 to coming in, 1 to after lunch, 4 to after home time. On the last clock, cover the long hand with a sticky note and ask the class to name the hour from the short hand alone.
3. **Try It Together.** Set each clock yourself in the order 8 → 2 → 6 → 11, then invite one pupil to the board to read it aloud. Class agrees or corrects out loud. On 11, watch for the wrong hour and revoice: long hand on 12, short hand on the hour number.
4. **Write home time in your copy.** Say your school's home time aloud once, then pupils write it as an o'clock in their maths copy. Walk the row glancing for forms like "2 o'clock"—no marking; this is whole-class copybook practice.
5. **Class Challenge.** Keep the board work brisk: set 7, 10, 5, then 12 yourself and invite one pupil to name each time. Class confirms before you move on. On 12 o'clock pause for hands-up—where is the short hand now?—then cue after every reading: which hand names the hour?

6. What Did We Notice?. Ask how the short hand tells the hour at a glance. Listen for "it points at the hour number" and revoice: at o'clock the short hand sits right on the hour. Head off any claim that the long hand tells the hour—that hand only checks we are on o'clock.

COMMON MISCONCEPTIONS

⚠ Pupils name the hour from the long hand, or say both hands tell the time the same way.
Cover the long hand with a sticky note on the board clock. "Only the short hand is left—what hour is it?"
Then uncover: the long hand on 12 just proves it is o'clock.

⚠ On 11 o'clock pupils say 12, because the short hand sits close to the top.
Trace the short hand tip with your finger straight onto the 11. Revoice: long hand on 12, short hand on the hour number—near 12 is not on 12.

⚠ On 12 o'clock pupils freeze or invent a different time because both hands sit together at the top.
Pause and ask hands-up: where is the short hand now? It is on 12, so the hour is 12. One finger-trace over both hands stacked on 12 settles it.

DIFFERENTIATION

EMERGING

- On Try It Together, point to the short hand yourself before the pupil speaks, and stick to 8, 2 and 6 before attempting 11.
- Pre-say the home time aloud and leave it written on the board so the copybook write is copy-and-match, not recall.

DEVELOPING

- After each Class Challenge reading, ask which school-day picture (if any) that time could match—and why.
- On the sticky-note cover, have the pupil name the hour, then predict where the long hand must be before you uncover it.

PROFICIENT

- After 12 o'clock, set one more o'clock of their choosing on the board clock and ask them to justify the reading using only the short-hand rule.
- In the copybook, write home time and one other school-day o'clock (come-in or little break) and sketch where the short hand sits for each.

✓ **Cross-curricular:** Tie to SPHE daily routine—pupils name the o'clock they leave home and the o'clock school starts, then place both on the class timetable.

ANSWER KEY

Scaffold: visual check on the page

Q1: 9 o'clock

Q2: 11 o'clock

Q3: 1 o'clock

Q4: 2 o'clock

Q5: 7 o'clock

a) Always : By definition every o'clock time has the long hand on 12.

b) Always : That is how the hour is shown on an analogue clock at o'clock.

c) Never : At o'clock the long hand must point at 12, never at 6.

d) Never : At 10 o'clock the long hand points at 12 and the short hand points at 10.

EXTENSION SHEET · STRETCH ANSWERS

S1: half past 8

S2: half past 11

S3: half past 4

S4: half past 1