

Matching o'clock times to our day

CURRICULUM ALIGNMENT

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

INTERACTIVES [Analog Clock Builder · challenge, display, explore](#)

WHAT THIS LESSON TEACHES

An o'clock time names a moment in the day. The long hand points to 12 and the short hand points to the hour that matches that moment.

→ School starts at 9 o'clock: long hand on 12, short hand on 9.

→ Bedtime at 7 o'clock means the short hand on 7 and the long hand straight up on 12.

MODEL THIS ON THE BOARD

SCHOOL START WITH MUM

- 1 Mum says school starts at 9 o'clock.
- 2 Set the long hand straight up on 12.
- 3 Set the short hand pointing to 9.
- 4 The clock now matches school start at 9 o'clock.

LESSON ARC

Open by asking a few pupils their bedtime o'clock, keeping answers light. On the clock interactive, walk three worked clocks one at a time — 8 o'clock getting up, 12 o'clock lunch, 7 o'clock bedtime — naming both hands before the moment. Pupils take turns setting hands for school-day moments while the class confirms. A short copybook line captures each pupil's own bedtime, then Class Challenge practises four school-day o'clocks at the board.

TEACHING MOVES

1. **Getting Started.** Take three or four quiet bedtime answers. A nearby o'clock is fine. Keep it light and move on — the clock work carries the learning.
2. **Watch and Notice.** Work the three clocks one at a time. Before naming each time, ask what moment it matches. Point slowly: long hand straight up on 12, short hand on the hour. Listen for pupils saying moment and time together, not just the number.
3. **Try It Together.** Call the moment first, then the time: getting up at 8 → little break at 11 → lunch at 12 → home time at 3. One pupil sets both hands; the class agrees or corrects out loud. Watch that the long hand sits on 12 before the short hand is placed. If a pupil sets the short hand first, pause and ask where the long hand must go for every o'clock.
4. **Write your bedtime in your copy.** Pupils write 'I go to bed at ____ o'clock' with their own hour. Walk the row glancing only — whole-class copybook practice, not marking. Nearest o'clock is fine.
5. **Class Challenge.** Keep board turns brisk. Order: 9 school starts → 11 little break → 3 home time → 7 bedtime. Before each check ask: where do both hands go for this o'clock? Catch the long hand missing 12. If time runs short, stop after three checks.

6. What Did We Notice?. Invite one moment paired with its o'clock. Re-voice: the clock shows the moment, and we set it to match what we do. If someone only names the short hand, ask where the long hand goes at every o'clock.

COMMON MISCONCEPTIONS

⚠ Pupils place the short hand on the hour but leave the long hand anywhere — they treat o'clock as 'short hand only'.

Freeze the clock. Ask: 'Where must the long hand sit for every o'clock?' Guide it straight up to 12, then replace the short hand. Repeat with a second hour so the rule sticks.

⚠ Pupils swap the hands — long hand on the hour number and short hand on 12 — and still call it o'clock.

Hold the demonstration clock beside the IWB clock. Trace each hand: 'Long hand is the minute hand — it stands on 12 at o'clock. Short hand is the hour.' Reset both hands together while the class chants long-on-12, short-on-the-hour.

⚠ Pupils name the time correctly but cannot link it to a moment — 'it's 9 o'clock' with no sense of school starting.

Ask 'What are we usually doing when the short hand is on 9 and the long hand is on 12?' Re-voice the pair: school starts at 9 o'clock. Keep moment-first when you call the next one.

DIFFERENTIATION

EMERGING

- On the demonstration clock, pre-set the long hand on 12 so the pupil only places the short hand on the hour you name.
- Stay with two familiar moments — school starts at 9 and lunch at 12 — until both hands are placed without a prompt.

DEVELOPING

- After a correct set, ask the pupil to name a different moment that could also sit at that same o'clock.
- Cover the hour number and ask which hour the short hand is pointing to before they say the time aloud.

PROFICIENT

- Give a moment without the hour — 'set the clock for home time' — and let them choose 3 o'clock, then justify why both hands sit where they do.
- If they finish the board turns early, send them to the Student Activity Book page while the class completes the last check.

✂ **Cross-curricular:** Link to SPHE daily-routines talk — pupils name one morning and one evening o'clock from their own school day.

ANSWER KEY

Scaffold: visual check on the page

Q1: 4 o'clock

Q2: 7

Q3: long hand on 12, short hand on 11

a) Always : Every o'clock time has the long hand straight up on 12.

b) Always : At 9 o'clock the short hand must point to the 9.

c) Never : At 7 o'clock the short hand points to 7, not to 12.

d) Never : O'clock times always keep the long hand on 12, never on 6.

EXTENSION SHEET · STRETCH ANSWERS

S1: to the 6

S2: to the 6

S3: to the 6

S4: to the 11