

# **“Hickory Dickory Doc Tell Time”**

**Rilla Collins**

**Grade Level: Second & Third**

**Time & Money – Scholastic Best-Ever**

**Activity for Grades 2-3 (ISBN- 0-439-29648-X)**

**State Competencies:**

**2<sup>nd</sup> Grade:**

**Standard 4:3:a Tell time on digital and analog clocks to the quarter-hour.**

**3<sup>rd</sup> Grade:**

**Standard 4:4 Tell time on digital & analog clocks to 5 minutes & use information to solve problems involving time & temperature (e.g., read a thermometer).**

**Objectives for this lesson:**

The students will develop and understanding of time and demonstrate this understanding by using clocks. The students will associate everyday items and situations by reading clocks, solving elapsed time problems, and working with and finding other items in our world to help us remember time and the planning of events. This lesson is designed to be fun and encourage students to want to know the needed skills for everyday life pertaining to time.

**Materials & Resources: (also on each activity)**

**Clocks – digital and analog**

**Worksheets**

**Pencil**

**Any book that talks about time (I used “Hickory Dickory Dock- Tell Time”)**

**Instruction:**

**Introduction:** Assess prior knowledge of time concepts by oral questioning to see if the students are aware of how to tell time to nearest 5 minutes, 1 minute, quarter and half past. After these items have been established use the flowing activities to enrich and enforce prior and new knowledge of the students. Begin lessons.

**Instructional Process:** I will actively engage the students in telling time. Then I will let each child or each group begin working on the activity pages (attached). I will monitor the each students understanding by walking around and observing the progress and understanding that is taking place in the class room. **(See activities attached to use with this lesson).**

**Assessment:** I will assess understanding and mastery of this lesson by the worksheets, the oral communication between students and myself, the observation of the groups and students on a one-on-one basis. I will have a check list of concepts and individually ask the students to demonstrate an understanding of each concept. I will use this tool to see if the children understand and have mastery of the concepts presented.

**Modification / Accommodations:** For lower level learners, I would pull them aside and work with them one-on-one to ensure that they are mastering the concepts. I would also send home activities that the parents and children could work on together (for all children) to reinforce. For ELL & lower level learners, I would pair them with more advanced students who could talk them through the process. With special education children, ones with sight problems I would use large printed rulers, larger print handouts, etc.

**Closure:** I will orally / one-on-one assess the students to see who requires more work or if the concepts are mastered. I would also review all the concepts that we worked on and send home a home activity that they can do with their parents.

**Reflection:** The building of the clocks with tortilla, raisins, chocolate chips, and vegetables was great. The kids seems to really understand that there were 60- 1 min. intervals / 5 min. intervals / and of course they loved eating their clocks as times passed. This did take quite a bit of time because we did numerous different times.

## **Time & Money**

**Resource Book: Scholastic Best-Ever Activities for Grades 2-3  
Time & Money--ISBN – 0-439-29648-X**

### **Eat the Clock! (Great beginning activity for time)**

**Introduce students to the parts of the clock with this delicious hands-on activity.**

#### **Materials:**

**tortillas or large round crackers (1 per student)**

**carrot or celery sticks (2 per child)**

**raisins (for the 5 minute intervals – 12 per student)**

**mini-chocolate chips(for the 1 minute intervals – 48 per student)**

**paper towels or paper plates (1 per child)**

Arrange the clock-making materials on a table & have children help themselves to the “parts”. (Or prepackage the materials in sandwich bags and give one to each child).

Ask children to look at the classroom clock. Guide them to notice the clock face, the minute & hour hands, the numbers (count by fives), and the marks between the numbers. Let children guess which food they could use to represent each part.

Model for children how to make a clock, using the tortilla for the clock face, the raisins for the 5-minute intervals, the chocolate chips for the minute intervals, and the carrot or celery sticks on for the minute & hour hands. As you place four chips to represent the minutes between the 12 and 1 follow with a raisin, and ask students what it represents (*the 1 on the clock face*). Continue, counting minutes as you arrange the materials to create the hours and minutes all the way around.

Let children make their own clocks, then invite them to “eat the clock!” Call out different times, starting with the correct time – for example, 12:15. Have students move the hands to show the time, and then eat the parts of the clock that represent that time. Continue, letting them make different times and eat their way around the clock!

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**Modification:** ELL students, use a different-colored marker to write words/phrases in students' native languages. Display these next to the English time-telling words & phrases