McGill | Faculty of Education | Internships and Student Affairs

Learning Plan: ELEMENTARY & SECONDARY[1]

Student Teacher	Stefania Tangredi		**Co-operating Teacher(s)**	-	
Date	May 21, 2025	**Start/End Time**	12:30-1:30 p.m.	**Room**	E32

Title of lesson	Travelling Around the Clock: Estimating/Representing Time	**Grade level**	Cycle 2, year 1 (grade 3)
Subject	Mathematics	**Topic**	Estimating/Measuring and Representing Time
Relevance	It is vital that students learn how to estimate/measure and represent time as it builds students' math-thinking skills, including sequencing and counting skills. For instance, when students measure the minute hand rotation, they will reinforce their understanding/ability of skip counting by five. In addition, as students develop an understanding of time, they learn to better organize their daily activities and stipulate themselves within their routines (i.e. school start time, recess, extracurricular activities). As the students build their understanding of how time shapes their daily activities, they will begin to develop time management skills, which contribute to effective planning and decision-making skills. Within the lesson, students will also develop an understanding and vocabulary regarding different cycles of work (hours, minutes, days, seconds).		
Materials/Resources Required	• Hook: https://www.roomrecess.com/mobile/TimeTeller/play.html • Support cards • Class support poster • Time cards with analog clocks (set to specific times) • One set of flags from around the world with their country name • 2 large analog clock manipulatives • Scavenger hunt worksheets and bonus sheets • Small bin filled with different paper slips with various times • Whiteboards with dry erase markers (per # of students) • SMART (interactive whiteboard) Board • Digital timer		
QEP Subject Area Competencies	***Competency 1:*** *To solve a situational problem related to mathematics* Students will practice identifying key information they know about clocks and the functions of their parts (little hand, large hand, numbers representing hours, etc.). In turn, they will use them to solve the provided analog problems in different contexts. The problems will be centred on countries around the world, taking into account the ethnic diversity of the classroom, and exploring time differences around the world. ***Competency 2:*** *To reason using mathematical concepts and processes* Students will practice and exercise their ability to interpret the positions of the hour and minute hands on analog clocks and apply their current knowledge of skip counting (fives) to determine the exact time provided. Students will also calculate the difference between the times of various countries from around the world, justifying their answers through a brief class discussion. They will be reasoning by making sense of numbers and understanding time as a measurable concept.		

[1] *Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner*

	Competency 3: *To communicate by using mathematical language* As students collectively complete the review problems and then solve the problems around the class, they will practice writing their answers in complete sentences using the problem's context and appropriate mathematical vocabulary. Consequently, students further develop confidence in how to clearly emphasize their responses by expressing their thinking mathematically, both orally (as a class) and in writing.
Learning Objectives	• The students will learn how to measure and represent time on a clock (specifically by using an interactive website, problem solving, analog clock manipulatives, and a scavenger hunt activity). • The students will recognize that time differs across countries, despite living in the same moment. • The students will learn about different units for measuring time (days, hours, minutes, seconds). • The students will understand the purpose of the hour and minute hand, along with the counting sequence the numbers on a clock represent (i.e. counting by 5s)
Essential Question(s)	*What does the position of the hands on an analog clock tell us about time?* *What patterns do we notice/are reflected when measuring time?* *What is time? Why is it important to understand how to read an analog clock?* *How do clocks around the world differ?* *What is the process of reading a clock (namely, hand position)?*

Lesson Timing	**Introduction (hook):**	**Students will know:**
10 mins	To begin this lesson, the teacher will display a digital version of an analog clock on the interactive whiteboard. The students will be prompted to briefly review the basic parts of a clock and their functions. - The teacher will begin a short class discussion to recall what students already know, focusing on identifying the small hand, the long hand, and the numbers going around the clock. - Together, the teacher and the students will clarify concrete functions of each important part of the clock, notably that the small hand tells the hours and the long hand tells the minutes. - Furthermore, the students will be reminded that the numbers going around the analog clock represent hours but can also help us to count the minutes in groups/intervals of 5. The teacher will say/remind, "Before we begin our short review game, let's remember what we just discussed: the small hand is the hour, the long hand is the minute, and the big numbers help us to count by fives around the clock. Let's warm up our minds with a challenge!" Next, the class will engage in a game called the Time Teller game from RoomRecess.com. The teacher will use the projector to display each analog clock shown in the game	• The role of the small hand (hour) on an analog clock • The role of the long hand (minute) on an analog clock • What is an analog clock • The units of measurement used for time • The numbers on a clock represent hours, and they each increase by 5 • How to recognize differences in time across the globe • Key mathematical terms associated with telling time and analog clocks

one at a time.
https://www.roomrecess.com/mobile/TimeTeller/play.html

To introduce the short game, the teacher will explain that the class will work together to practice reading analog clocks that will be shown one at a time. The students will understand that they are expected to use their whiteboards to write down the time they believe is shown on each clock, then hold up their answers when prompted.

- Students will be challenged with a fun end goal of 5 points by the end of the clock game.

Some of the game questions will look like the following example:

- After viewing the question (which remains on the board), the students will use their whiteboards and dry erase markers to write down the time that they see on the clock and turn to hold it up to the teachers (still sitting at their desks).
- To further observe/analyze student readiness and understanding, the teacher can hide the offered multiple-choice answers and just show the clock.

To note: this section of learning can be modified based on provided resources or mode of learning. For example, students can use a simple paper and pencil, use informal silent thumbs, or simply raise their hands to share their answers. For online classes, students can upload their ideas to an online class chat, a Padlet forum, an integrated Zoom poll or even a Slido forum.

- Before each answer submission, the class will briefly discuss/confirm the answer they collectively want to submit. If they are correct, they will earn a point.
- The teacher will ensure that the class's points are tracked either on the game website or on the board. After each awarded point, the game will make a win sound, further engaging students.

	This discussion section will conclude with the final question being a think-pair-share, where students will be prompted to turn and talk to a partner about how they figured out the time on the clock. The teacher will say, "Talk with your partner: How did you figure out the hour and the minutes? What helped you know the right answer?" - After 1-2 minutes of discussion, a few student pairs will be invited to share their thinking with the class. - At this time, the teacher will highlight different strategies and reinforce key concepts mentioned by students, such as counting by fives for minutes. - The teacher will wrap up the activity by summarizing key strategies that were shared and reinforcing the idea that reading analog clocks involves both recognizing hand positions and using skip counting. After the class goal has been achieved, the teacher will say, "Wow, time tellers, you all did a wonderful job identifying what time it was! Now that we have warmed up our minds, let's explore looking at time around the world!"	
25-35 mins	**Development (Learning activities – step by step sequential procedure):** After completing the game, the teacher will revisit the key ideas/rules to remember when measuring/representing time. The teacher will say, "Let's remember some important ideas about time - the short hand is the hour, the long hand is the minute. When measuring time, we will read the hour hand first. Remember that numbers on the clock represent hours, but they also represent minutes, which increase in intervals of 5." The teacher will then transition to a practice problem on measuring time and finding the difference between time in various countries (see Appendix figure 1). The teacher will tell students, "I need your help, I'm planning on going on vacation, but I'm not sure where to go. I want to travel somewhere that isn't very far from Canada. Where should I go? Let's look at these different clocks." *To ease the learning process, the teacher will begin by comparing Canada and Lebanon. The students will be asked to represent the Canada clock time on their whiteboards and, on three, hold it up high to show the teacher. After the countdown, the students will show their work/flip their whiteboard. This process will be repeated for clock 2*	**Students will understand:** • How to read and interpret analog clocks correctly/appropriately • Time is measured in hours and minutes (separated by a colon) • Which hand to look at first (process of reading the clock) • People living in different countries around the world live in different time zones, meaning time varies in different locations • Why is it important to measure/represent time • Time is something that is shared and connects every single person around the world; however, it is experienced differently **Students will do:** • Use an analog clock to represent time • Represent time in number form • Read a clock and represent time on a whiteboard • Recall prior knowledge about the parts of a clock and their functions • Travel around the classroom, read time-based problems, and respond to

(Lebanon). The teacher will then ask students to find the difference between the time in Canada and Lebanon.

The teacher will say, "If it's 12:23 p.m. in Canada and 7:23 p.m. in Lebanon, what do we notice? Where is the time ahead? Remember a.m. means morning or before lunch, while p.m. means after lunch or noon."

After students share their responses, the teacher will ask, "What is the time difference between Canada and Lebanon? How many hours? Think about the different equations you can use here."

The students will share their responses, and the teacher will model the problem-solving process.

The teacher will then add, "Hmmm, but there are two more countries we are thinking about, let's look at these two clocks below, on your whiteboard, read the clock and write out what time it is in Brazil."

After students represent their ideas, the teacher will ask 1 or 2 students to share their thinking process.

The teacher will then ask, "Now let's look at the clock labelled Japan, what time is it in Japan? Do your work and show me"

The teacher will count down, and the students will reveal their boards.

The teacher will then ask the students what the time difference is between Japan and Brazil. Remember, in Brazil it's 8:32 am, while in Japan it's 8:32 p.m."

After the students respond to the question, the teacher will explain the time scavenger hunt activity (see cards/ problems below – figure 2)

The teacher will advise students, "Now, we will hand out your travel card, it's double-sided. Once everyone receives their card, you will walk around the class and solve the problems. When you arrive at card number 1, you will answer question number 1 on your sheet. When you arrive at card number 2, you will answer question number 2, so pay attention to that. Notice how each card takes place in a different country, so enjoy your stay while you're there. Don't forget you'll be travelling the world, so it's important you stay focused so you don't get lost, that means your voice levels should be at 1 – whisper chats. There should be a max of two people per card. Can someone tell me what you will do if there are two?" (see Appendix figure 2)

prompting questions using the teacher-created guide
- Use key mathematical vocabulary words correctly
- Use skip-counting knowledge to determine time on a clock
- Co-create a "Gotta have it" checklist alongside the teacher (consolidating conceptual understandings and procedures)
- Accurately read and identify time
- Participate in class challenges and discussions
- Apply new knowledge to explore the time around the world

Cross-Curricular Competencies:

Solves problems: Students interpret analog clocks found in different problems by identifying the hour and minute hands as well as skip counting by fives to determine the exact time.

Adopts effective work methods: Students use a clear and structured process to read clocks, showing their work on their whiteboard or assessment sheet, and reviewing/ growing their abilities through repeated practice time cards.

Uses information/communication technologies: Students will engage with the digital Time Teller game, which will provide them with a random clock (unidentified time) and use their whiteboards to practice and display their answers.

Communicates appropriately: Students communicate their thinking (how they determined time) and responses using key mathematical vocabulary when participating in class discussions and writing math sentences.

Achieves their potential: Students will further develop their confidence in telling time on analog clocks through repeated practice and practicing problems of increasing difficulty.

Broad Areas of Learning:

Health and well-being: Students will develop confidence as they practice identifying time on analog clocks using clear, repeated steps and receiving direct feedback from teachers. As

After students share their responses the teacher will demonstrate the bonus station, "Now if you traveled the world and have some time to spare you will go to the circle table and pull a problem out of the time traveling bucket, you will then represent that time on the clock or worksheet available at that station. Do we have any questions?"

The teacher will then revise the key ideas about measuring/representing time:
"Now, before we travel off, let's remind ourselves of some key ideas we must remember when measuring or representing time." The teacher will push the discussion to revise the following ideas:

- The hour hand is the short hand, whereas the minute hand is the long hand
- The numbers on the clock represent hours, but they also represent minutes, which increase in intervals of 5
- There are 24 hours in a day, and 60 minutes in 1 hour
- We may be in the same moment, but time varies in different countries
- When comparing times in two or more countries to find out how many hours ahead one country might be, we must find the difference

The teacher will display a visual timer of 25 minutes on the board using "Class Dojo timer". The teacher will show the time helper cards and advise the students that they can grab one and travel around the room with it to remember their key ideas.

"If you would like, you can grab a time helper card to help you remember the important steps and ideas when measuring or representing time. Remember, no more than two passengers per card – safe travels on your 25-minute journey."

- The teacher will make sure to briefly explain the two sides of the support card to ensure that all the students understand how to use it if they wish to (see Appendix figure 3)

As the students complete the activity, the teacher will circulate the class to facilitate student learning and respond to any questions.

they work with whiteboards and engage in a digital time-telling game, the students further build a sense of accomplishment and reduce any anxiety surrounding making mistakes on tests related to time. In turn, students build their confidence in relation to reading analog clocks, fostering emotional well-being and a sense of accomplishment. Finally, they will strengthen their self-regulation throughout learning and tasks in preparation for later testing.

<u>Citizenship and community life:</u> Students explore and identify time differences across the world, including countries that reflect their own ethnic/cultural backgrounds (fosters an inclusive class climate where all students feel valued for who they are and where they come). From this, students will develop an appreciation for cultural diversity and interconnectedness through the minute's aspect of time vs hours (we are all connected through the minutes). Students will be encouraged to share and learn about peers' cultures, fostering open-mindedness, an inclusive class climate, and a sense of belonging for every student within a diverse classroom community that shares learning responsibilities and communicates effectively.

Universal Design for Learning/ Differentiation

Presenting information and content:

- Visual supports: projected (digital) analog clock and wall cards.
- Hands-on tools: analog clock manipulatives and individual whiteboards.
- Clear and collaborative oral and visual review through class discussions.
- Use of familiar tasks to support accessibility for diverse learners.

Differentiating expression:

- Written tasks and whiteboard responses to assess individual understanding.
- Tiered problem-solving:
    - Support cards for students needing extra guidance.
    - Bonus challenges to extend learning for advanced students.

		○ Opportunities for students to engage in group, partner, or individual problem-solving. Stimulating interest and motivation: - Time-related problems connected to students' cultural backgrounds. - Culturally responsive content encourages curiosity, relevance, and a sense of belonging. - Flexible grouping and work options (individual, group, class work) to promote comfort and engagement. - Balance of individual reflection and collaborative learning.
	Closure (transition):	**FORMATIVE - Assessment FOR learning:**
10 mins	- After participating in the "Time around the world" scavenger hunt, the class will regroup. The teacher will ask the students, "How did you feel about the activity? What do you feel went well? What would you do differently next time?" Student volunteers will share their responses. - Next, the class will collectively co-construct a "Gotta have it checklist" which encapsulates the key ideas when measuring/representing time. - This checklist will take the form of a class poster, which will be hung up in the classroom for students to refer to in future lessons. - The teachers will guide learning and facilitate a discussion which touches on the following key ideas: ○ The shorthand represents the hour and should be read first when measuring time ○ The long hand represents the minute and should be read secondly ○ The numbers on the clock represent 5-minute intervals ○ When the minute hand points to 12, the time is read as o'clock ○ Time can be measured through different units (hours, minutes, seconds, days, months, weeks) ○ There are 24 hours in one day, 60 minutes in 1 hour, 60 seconds in 1 minute ○ Time differs around the world	• The teachers will observe class discussions, maintain a public record of students' ideas and acquire insight into students' needs by listening/responding to students' questions. • Time teller game: students use whiteboards to demonstrate their thinking, allowing the teacher to observe student understanding and provide immediate/direct feedback. • Prompts encourage students to explain their reasoning, develop ideas based on diverse perspectives, and help the teacher identify misconceptions and strengths of the class in relation to analog clocks. **FORMATIVE - Assessment AS learning:** • Collectively ask the students throughout this activity what some key points are to remember when measuring or representing time (hour hand, minute hand). • Students will think about different equations required to solve time problems around the room and will discuss what they think went well and what they could have done differently to reflect on their learning The class will collectively co-construct a "Gotta have it " checklist to consolidate learning.

		• **SUMMATIVE - Assessment OF learning:** • The teachers will create a student-completed "time travel" worksheet, which will provide evidence and insight into students' diverse readiness levels, areas of improvement and strengths. • Teachers will also observe students' contributions to the "Gotta have it checklist" to offer insight into their grasp of key concepts.

EDI Considerations:

- *Student culture:* The time-related problems explored by the students are modified to reflect the diverse cultural backgrounds and 'home' countries of the students.
    - By exploring time differences in places around the world relevant to students' identities, they get to see their cultures represented. In turn, this fosters an inclusive classroom climate and feelings of value and belonging.
- *Varied tasks:* This lesson provides tiered problems that increase in difficulty, ensuring that all students are appropriately challenged, supporting individual learning identities and needs.
- *Supports:* Students who require support will be offered a time support card that helps them read and write time accurately and confidently at their own pace.
    - This tool allows them to stay engaged with the whole class without needing to be pulled aside, promoting inclusion by ensuring they can participate fully and independently throughout the lesson.
- Exploring and learning from time problems created to include the names of the students so that they feel a form of connection to their learning, making it meaningful and engaging for the entirety of learning.
- Considers students who would prefer flexible working/grouping options (I.e., individual work, group work, class work, etc.)
- *Class culture:* This lesson encourages a positive classroom by emphasizing and encouraging collaboration during digital clock games and allowing students to contribute to and learn from each other throughout their explorations.

Reflection:

- Did the time helper card effectively support students' needs when solving the problems? Did it elicit any confusion or contradictions to the math problems students were required to solve?
- Did the students understand how time influences our daily life? Did the students understand the value/importance of reading an analog clock?
- Did the bonus station/activity allow students to exercise previously discussed concepts effectively? How may this station be adapted to push for students' inquiry and elicit further questions about math?
- Did this lesson provide opportunities for students to bring in their misconceptions? Were student misconceptions used to push pedagogy, or were they avoided?
- Did the students understand the idea that time varies across countries despite living in the same moment? Did the students recognize the necessary equations to solve for a time difference between two or more countries?
- Did the students understand the difference between a.m. and p.m. and their role when measuring time?
- Did the visual timer help keep students on task, or did it cause students to rush/feel anxious about their work? Did the students have enough time to complete the activity?
- Did the students recognize that diverse cultures were integrated into the problems? Did they see the value/importance of understanding that time varies in different countries despite living in the same moment?

- Did the students draw a connection between reading an analog clock and number patterns? Were they able to identify that the numbers on a clock represent the hour, but they also increase in intervals of 5 minutes?

Professional Competencies:

Competency 1: Act as a cultural facilitator when carrying out duties

- The teacher gives meaning to the learning by drawing connections between the mathematical study of time and GHC content, focusing specifically on diverse countries and cultures. While creating the math problems and questions, the teacher critically reflected on integrating cultures represented in the classroom. The array of time-scavenger hunt questions takes place in a different country, thereby students will recognize themselves within the curriculum and demonstrate an understanding/openness for diversity. The students learn about how time differs globally despite living in the same moment and complete various problems to exemplify this. For instance, the students will compare two or more countries, determining which is ahead.

Competency 2: master the language of instruction

- The teacher will present ideas clearly and coherently to ensure students gradually build their "time-telling" skills. The teacher organized the lesson with the intent to communicate the necessary rules for telling time orally and in writing (e.g. support cards). The teacher will adapt instruction/explanation to students' needs, facilitating comprehension and ensuring appropriate, student-friendly language in discussion. The teacher will use multi-model language tools, including scavenger hunt cards, smart board, and verbal/non-verbal communication when conveying ideas. To promote student engagement and delivery of key ideas, the teacher will pay special attention to intonation and voice levels, particularly when introducing the characters of the short, hour hand and the tall minute hand. The teacher will provide support to students and promote proper math language by modelling key terms for telling time (e.g. minutes, hours, seconds, o'clock, a quarter to, half an hour). The teacher will provide positive, constructive feedback to students on their processes when measuring/representing time.

Competency 3: Plan teaching and learning situations

- This lesson will take place within a unit that includes measuring/representing time; thereby, students' prior knowledge, misconceptions, and strengths will be highly considered. For instance, students have prior knowledge of the role of the hour and minute hand; therefore, questions are adapted based on preconceptions. The teacher integrates cultural references through the thematic "travelling" theme, where each card represents a different country/country. The students will be evaluated on their ability to represent time on a clock or read an analog clock and recognize the time; thereby, this lesson reinforces their ability to develop those skills. The questions vary in complexity and reflect an array of key ideas to ensure that they meet students' readiness levels and areas of strength. The support card was created to facilitate student learning and help them develop the knowledge and confidence to solve time-based problems. For advanced students, following the scavenger hunt is a bonus activity where students will randomly pull a problem and represent it on the analog clock. This lesson integrates diverse teaching styles, including lecturing, teacher modelling, student-led movement while answering questions, hands-on manipulatives, and group discussion, to promote student engagement and provide multiple opportunities for them to grasp relevant points. The teacher will display a visual timer on the board to keep students on task, and the cards will be organized in easily accessible spaces, so students have room to move and reach each card.

Competency 4: Implement teaching and learning situations

- The teacher will advise students on the lesson objectives to promote focus and attention on the key knowledge/skills of the lesson. Through the interactive clock and problem-solving activity, the teacher will activate students' prior knowledge and promote its integration in the current lesson. The shift between diverse tasks ensures that students remain active and engaged in their learning process, rather than passively listening to a lecture. In the lesson, the teacher will co-construct knowledge alongside their student by collaboratively solving time-based problems, questioning how students feel about their learning, and co-constructing a "Gotta Have It" checklist. These opportunities allow the teacher to acquire insight into students' areas of strength and improvement, so that the teacher can provide appropriate feedback to the students.

Competency 5: Evaluates Learning

- In this lesson, the teacher will formatively evaluate students' learning through observation. The students will also complete a scavenger hunt worksheet, which will provide the teacher with insight into their areas of

strength/improvement. The evaluation questions will vary in complexity, thereby students' responses will be used to shape future lessons and provide effective, individualized feedback to the students.

Competency 6: Manage how a class operates

- The teacher will use positive reinforcement to remind students of class expectations and manage the classroom. To signal the class's attention, the teacher will use a variety of strategies, including "if you hear my voice, put your hands on your head and stop talking, or look three eyes on me". The time-based problems and questions will vary in complexity, which promotes positive class participation; students will feel the value of sharing their ideas and see their readiness levels represented in class content, respectively. The students will practice turn-taking, essential social skills, during the scavenger hunt activity. The teacher will remind students of the activity regulations and follow up on unfavourable behaviour through private discussion.

Competency 7: Take into account student diversity

- Students who need support or struggle with confidence have access to the teacher-created support card, which helps remind them of some key points to remember when measuring/representing time. The questions were created to support students' varying needs. For instance, students may demonstrate strength in reading a clock, but they may struggle to represent time on the analog clock; therefore, problems and the support card may be adapted to their needs. During the scavenger hunt activity, the teacher will circulate the class to provide students with individualized feedback, answer questions, and asses their misconceptions. The students will use individual whiteboards, and have students show their responses to demote feelings of anxiety or stress around participation.

Competency 8: Support students' love of learning

- The scavenger hunt activity within the lesson allows students to autonomously solve math problems, which promotes the development of their critical thinking skills and confidence, in turn developing an intrinsic love of learning. The learning situations/problems pull in diverse cultural references, which allow students to see their backgrounds reflected in the class content. The activity provides students opportunities to circulate the class/move around, which demonstrates the teachers' trust in their behaviour; in turn, students will feel valued. Within the lesson, the students and teacher will discuss the key reminders for measuring/representing time, which promotes students' conceptual understanding of mathematical topics, in turn providing comfort, motivation and pleasure in learning.

Competency 12: mobilizes digital technologies

- The teacher will use an interactive clock displayed on the smart board to activate students' prior knowledge about time and keep them engaged. The teacher will use different forms of technology (e.g. smartboard, whiteboards, scavenger hunt cards, interactive analog clocks) to communicate the class content. These varying approaches provide opportunities for students to use technology for positive, effective communication of course content. The teacher will use the smartboard to maintain a public record of student thinking, namely reviewing the main ideas/rules about measuring/representing time.

To find all pertinent materials related to this lesson, please visit this link:

https://www.canva.com/design/DAGnYozJ-7A/dwuZ6mani22Sbat8FBQdxA/view?utm_content=DAGnYozJ-7A&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h5a42c934b2

Appendix

Figure 1:

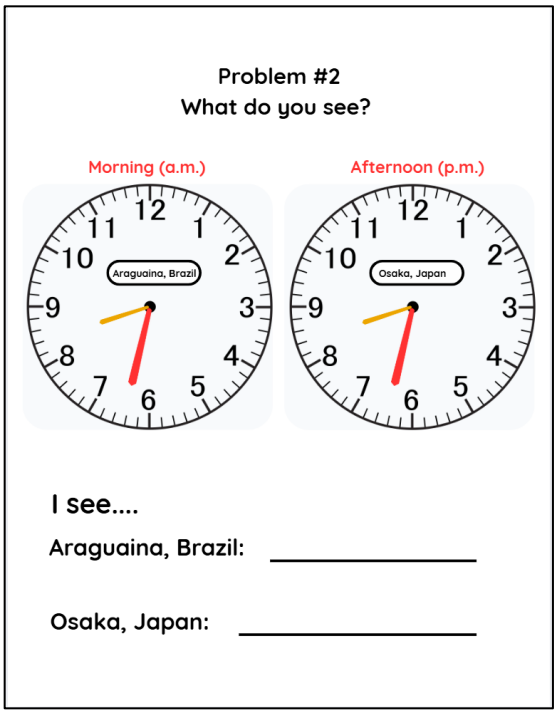
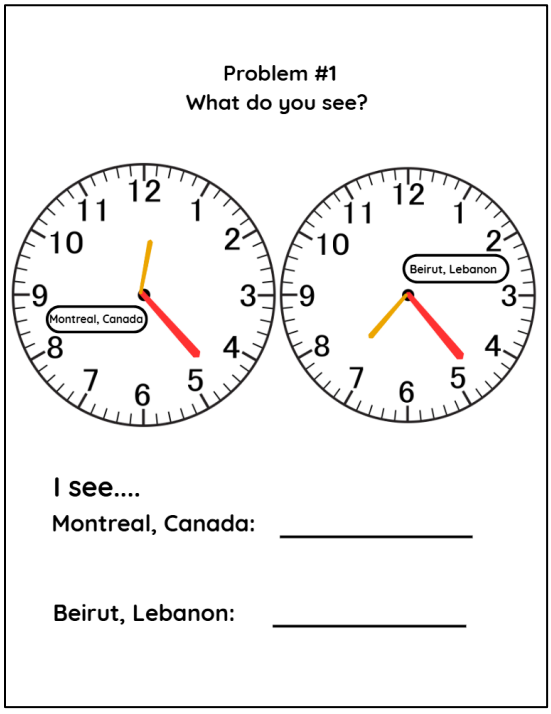
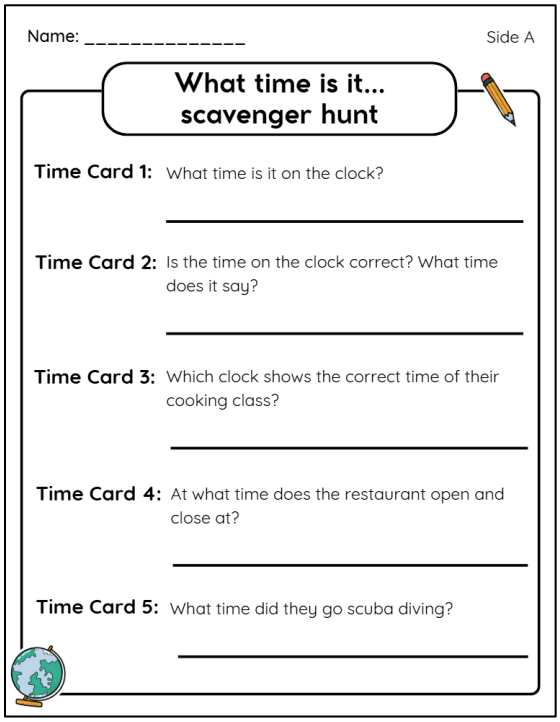


Figure 2:





Name: _____ Side A

What time is it... scavenger hunt

Time Card 1: What time is it on the clock?

_____

Time Card 2: Is the time on the clock correct? What time does it say?

_____

Time Card 3: Which clock shows the correct time of their cooking class?

_____

Time Card 4: At what time does the restaurant open and close at?

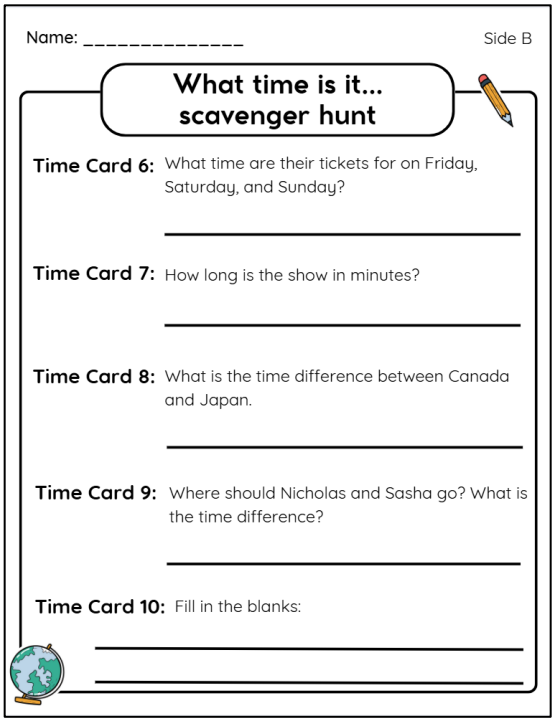
_____

Time Card 5: What time did they go scuba diving?

_____

Figure 3:

Support card front



Name: _____ Side B

What time is it... scavenger hunt

Time Card 6: What time are their tickets for on Friday, Saturday, and Sunday?

_____

Time Card 7: How long is the show in minutes?

_____

Time Card 8: What is the time difference between Canada and Japan.

_____

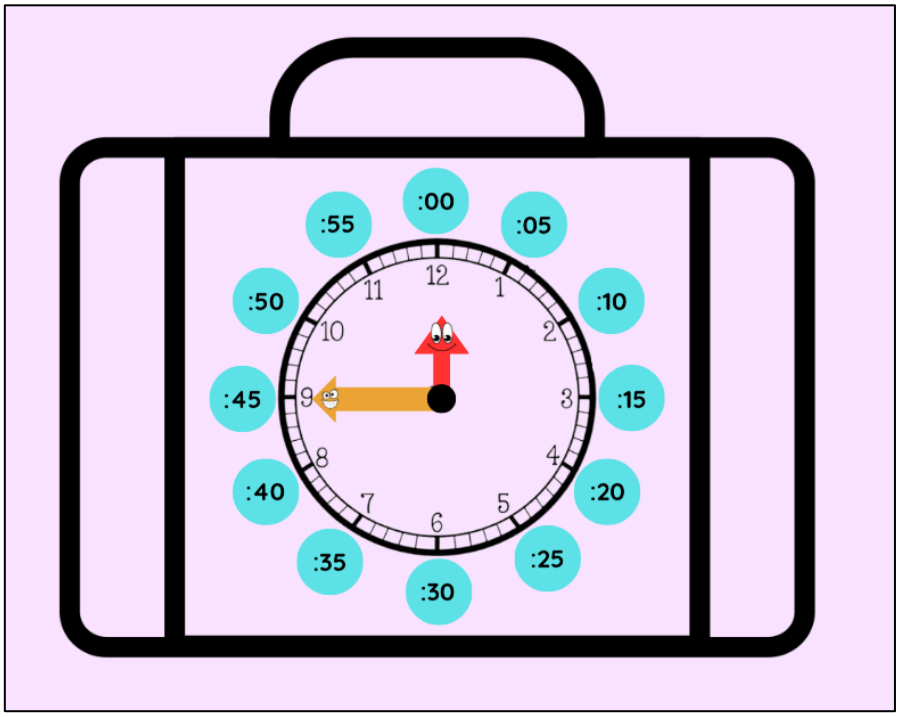
Time Card 9: Where should Nicholas and Sasha go? What is the time difference?

_____

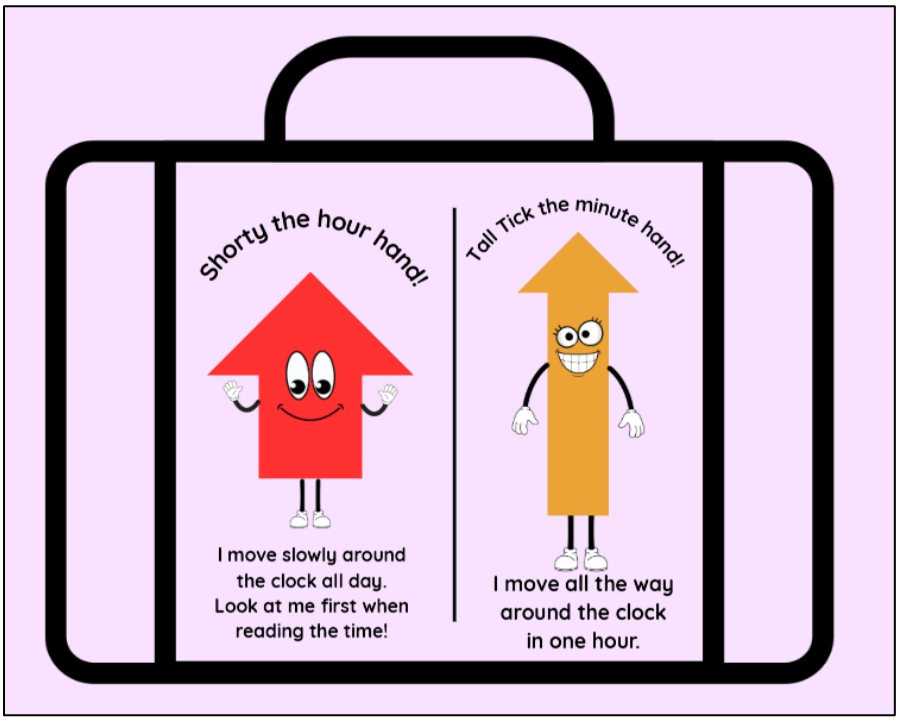
Time Card 10: Fill in the blanks:

_____

_____



Support card back



Time Cards:

TIME

Time Card: **1**

_____ and _____ just arrived in Greece. They are so tired because it is passed their bedtime. They looked at the clock and this is what they saw:

TIME

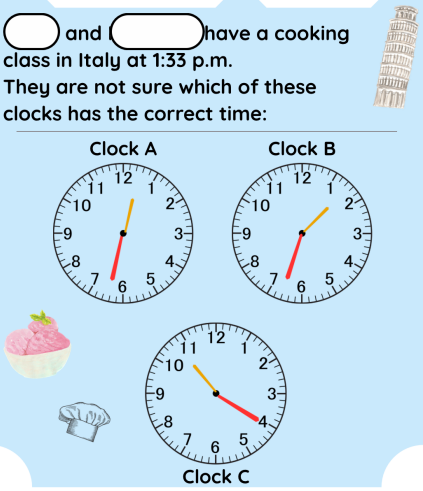
Time Card: **2**

_____ and _____ are flying a plane to Lebanon.
They landed at 7:55 a.m. but when they looked at the clock, it displayed the following time:

TIME

Time Card: **3**

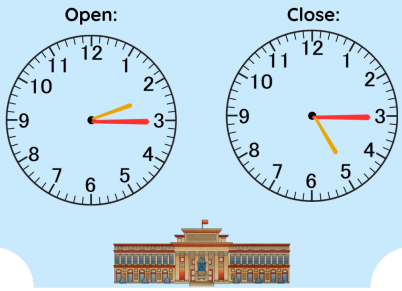
_____ and _____ have a cooking class in Italy at 1:33 p.m.
They are not sure which of these clocks has the correct time:



TIME

Time Card: **4**

_____ and _____ were touring the Prado Art Museum in Madrid.
They are feeling hungry, so they decided to go to the nearest restaurant.
This was the sign on the door:



TIME

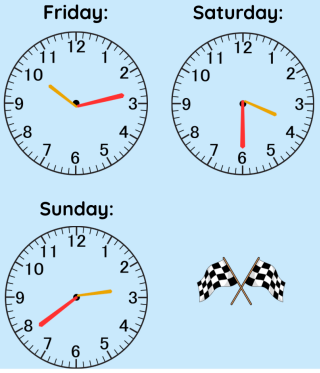
Time Card: **5**

_____ are enjoying their time in Mexico. They decided to go scuba diving.
This was the time when they went scuba diving:

TIME

Time Card: **6**

_____ and _____ have tickets to the Monaco Grand Prix for three days. Their tickets show the following times:



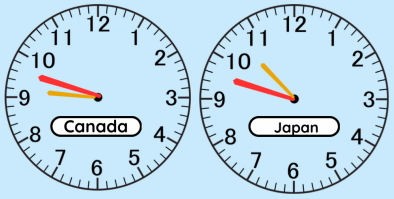
TIME Time Card: **7**

_____, Ms. Adriana, and _____ are going to watch a Moulin Rouge show during their vacation in Paris.

If the show is 3 hours long, how long is the show in minutes?

TIME Time Card: **8**

_____ and _____ are booking a flight to Japan.
What is the time difference between Canada and Japan?
It is morning in Canada.



Remember there is a.m. and p.m.

TIME Time Card: **9**

_____ and _____ are booking a trip and want to visit the destination that has the greatest time difference from Montreal.

TIME Time Card: **10**

_____ is taking her class to Finland for 21 days which is equal to _____ weeks. The students will take a 3 hour train ride from the airport which is equal to _____ minutes.
Their first activity is a visit to Koli National Park, the average wait time to enter the park is 10 minutes or _____ seconds.

Note, for this lesson the blanks were replaced by students names, this is an excellent way to make students feel valued.