



WHAT TIME WORKS FOR US?

Family Telling Time Activity Kit



Real-life clock practice for learning whenever it fits.



Start with your family

Short activities. Flexible timing. No special school schedule required.

Gather a few basics

Pencils, crayons, scissors, and an optional paper fastener. An adult should cut the clock hands and help with the fastener. Print at actual size (100%) on US Letter paper. Cardstock is optional for the practice clock and cards.

Session 1: Read and match

Use pages 3-6. Begin with hours and half-hours, then try quarter-hours and five-minute intervals. Match each analog card to a digital card after mixing them.

Session 2: Make time personal

Use pages 7-9. Choose familiar family activities and work through a few time problems. Use the practice clock to move forward in small steps.

Session 3: Connect and plan

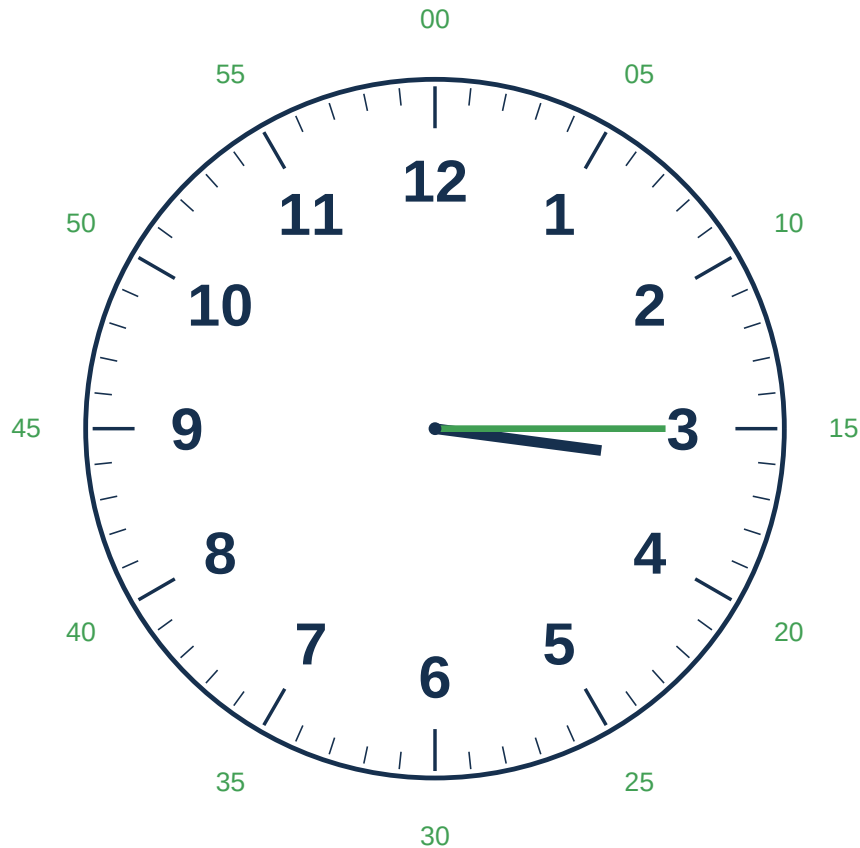
Use pages 10-11. Explore the fall clock change if relevant, then plan one learning activity together. Each session can take about 10-15 minutes; stop sooner when needed.

Choose a comfortable level

Start with whole hours. Add half-hours, quarter-hours, then five-minute intervals. Read questions aloud or let children dictate. Clock faces alone do not show a.m. or p.m.; discuss the context. The unnumbered hands on page 4 are optional.

Meet the clock

The short hand shows the hour. The long hand shows the minutes.



3:15 means 15 minutes after 3. The hour hand has moved a little past 3. It moves gradually between hour numbers as minutes pass.

Count by fives: 1 = 5 minutes, 2 = 10, 3 = 15, and so on. At 12, the minute hand shows 00 minutes for the next hour.

Helpful words

Half past = 30 minutes after the hour.

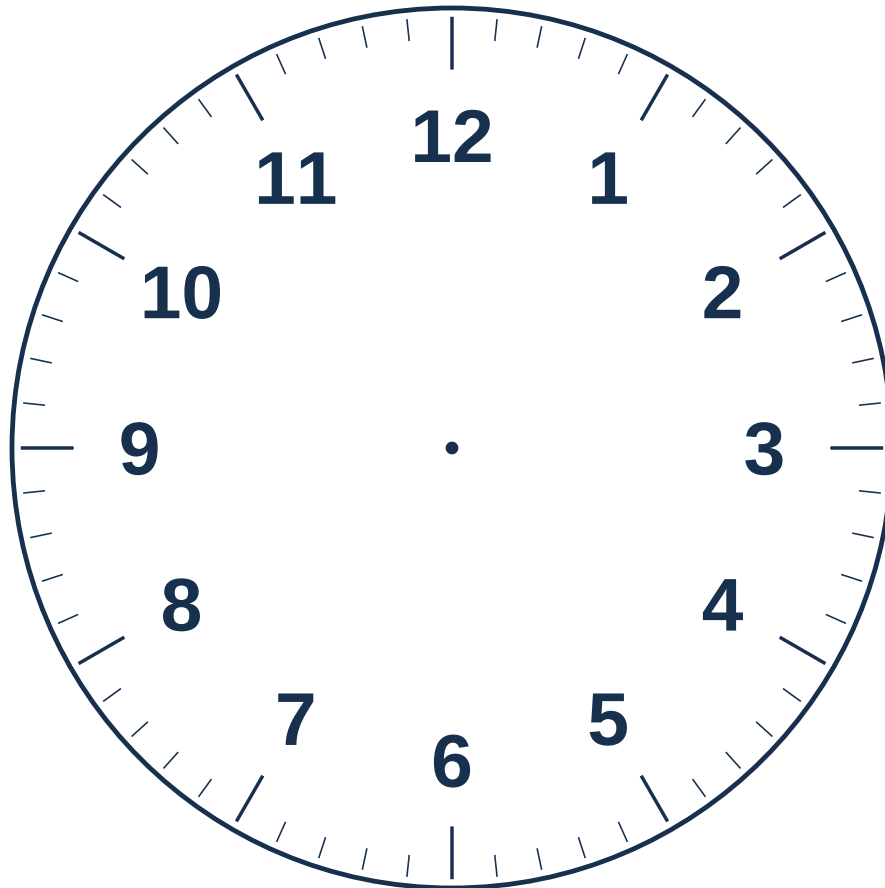
Quarter past = 15 minutes after the hour.

Quarter to = 15 minutes before the next hour.



Build a practice clock

Cut the circle and hands. Or leave the page whole and draw hands with a pencil.



ADULT HELP: CUT AND ASSEMBLE

Attach both hands through the center with a paper fastener. The longer hand is the minute hand. For accurate practice, move the hour hand a little farther between numbers as the minutes increase.



HOUR HAND



MINUTE HAND



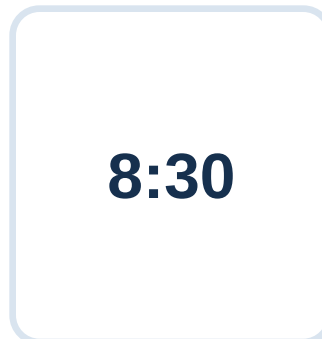
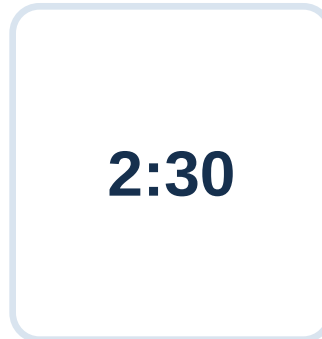
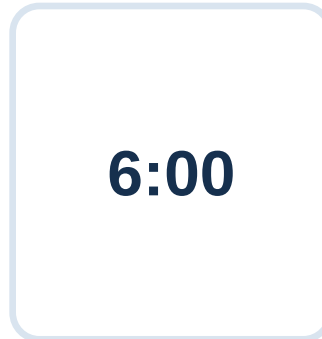
Match: hours and half-hours

Cut along the borders, mix all cards, then match each clock with its digital time.

ANALOG CARDS



DIGITAL CARDS





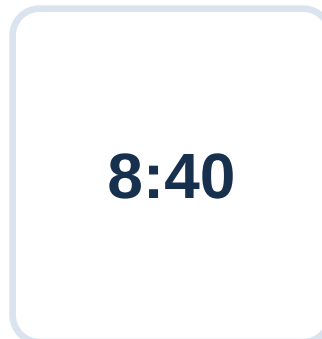
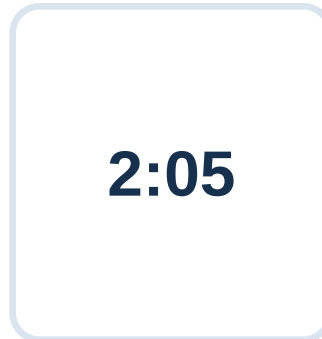
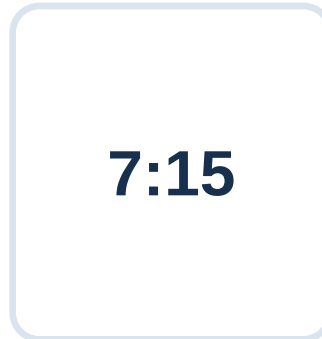
Match: a little more practice

Cut along the borders, mix all cards, then match each clock with its digital time.

ANALOG CARDS



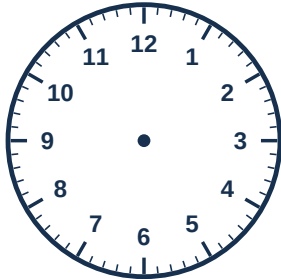
DIGITAL CARDS





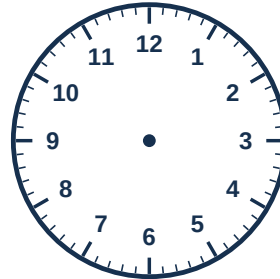
Our day, our times

Choose four family activities. Write a time and draw the matching clock hands.



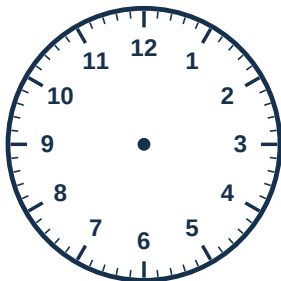
Activity:

Time:



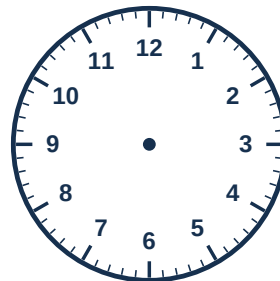
Activity:

Time:



Activity:

Time:



Activity:

Time:

An early breakfast, afternoon project, or weekend read-aloud all count. Add a.m. or p.m. if it helps explain your time.



Everyday time challenges

Use your practice clock. Write the time or draw the hands on scrap paper.

1. You begin reading at 3:15 p.m. and read for 20 minutes. When do you finish?

2. A parent gets home at 6:00 p.m. You start a puzzle 30 minutes later. What time is it?

3. Your baking timer rings at 11:45 a.m. Baking took 15 minutes. When did it start?

4. You leave for the library at 10:30 a.m. The trip takes 20 minutes. When do you arrive?

5. Your art activity begins at 1:05 p.m. and lasts 25 minutes. When does it end?

6. A nature walk starts at 9:40 a.m. and ends at 10:00 a.m. How many minutes is the walk?



How long do we have?

Move forward on the clock. Count the minutes, not just the hour numbers.

Try it together: From 2:45 p.m. to 3:15 p.m., move 15 minutes to 3:00, then 15 more to 3:15. That is 30 minutes altogether.

1. From 8:00 a.m. to 8:15 a.m. = ____ minutes

2. From 11:30 a.m. to 12:00 noon = ____ minutes

3. Start at 4:45 p.m. Add 30 minutes. Finish at _____

4. Start at 9:15 a.m. Add 15 minutes. Finish at _____

5. Start at 12:30 p.m. Add 30 minutes. Finish at _____

6. From 6:45 p.m. to 7:15 p.m. = ____ minutes



When clocks fall back

An optional mini-lesson about daylight saving time.



BEFORE: 2:00 A.M.



AFTER: 1:00 A.M.

Remember: Fall back, spring ahead! In fall, move clocks back one hour. In spring, move them ahead one hour. In participating U.S. locations, the fall change repeats the hour from 1:00 to 2:00 a.m. Some locations do not change their clocks.

Changing a clock changes the time label. It does not create or remove sunlight. Some clocks adjust automatically. These practice questions ask you to subtract one hour from a clock display; they are not appointment calculations.

1. A clock shows 2:00. Move it back one hour: _____

2. A practice clock shows 7:30. Move it back one hour: _____

3. A practice clock shows 12:15. Move it back one hour: _____

Source: NIST, Daylight Saving Time Rules ([click to read](#)).



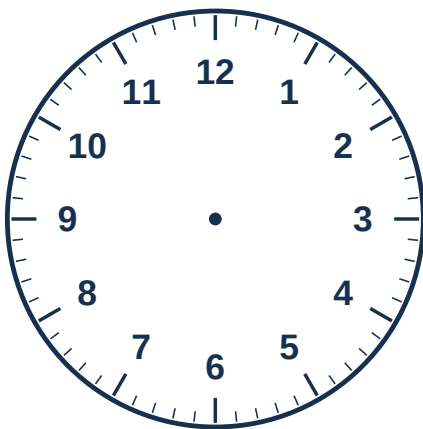
Plan a learning pocket

Pick one small activity. It can happen at any time of day.

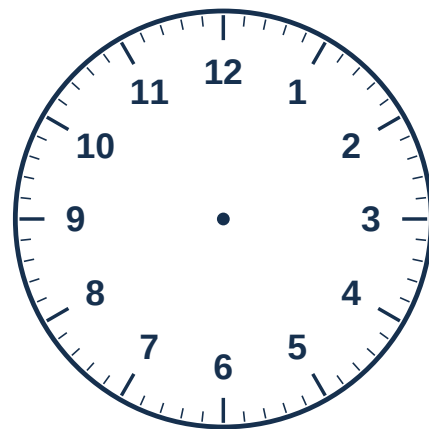
Our activity:

What we need:

Who will join us:



START TIME



FINISH TIME

How many minutes will we spend?

If plans change, our next chance is:



Answers & personal-use terms

Use the key to check work together, rather than rushing to finish.

Pages 5-6: matching cards

Page 5: 1:00, 3:00, 6:00, 10:00, 2:30, 5:30, 8:30, 11:30.

Page 6: 1:15, 4:45, 7:15, 10:45, 2:05, 5:20, 8:40, 11:55.

Clocks are listed left to right, then top to bottom in the analog-card area.

Page 8: everyday challenges

1. 3:35 p.m.
2. 6:30 p.m.
3. 11:30 a.m.
4. 10:50 a.m.
5. 1:30 p.m.
6. 20 minutes.

Page 9: elapsed time

1. 15 minutes
2. 30 minutes
3. 5:15 p.m.
4. 9:30 a.m.
5. 1:00 p.m.
6. 30 minutes.

Page 10: fall-back practice

1. 1:00
2. 6:30
3. 11:15.

Pages 7 and 11: your family

Answers will vary. Check that clock hands match the written times. On page 11, finish time minus start time should equal the chosen duration.

Personal-use terms

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