

Tick-Tick-Tick

CBSE, Maths , Class - IV, Unit - 4

Sun sets and moon rises at the same but still there is different

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Prior Knowledge:

- Difference in the duration of any activity – long/short
- Sequence of events during the day
- Find a particular day/date on the calendar

Learning Objectives:

Students will be able to:

- Read a clock to the nearest hours and minute.
- Denote time using 'a.m.' and 'p.m.'
- Estimate the duration of an event and the approximate time elapsed.

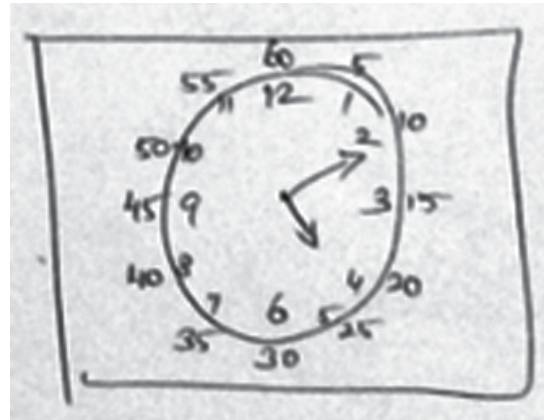
ENGAGE

Teacher sticks the picture of the sun and moon on the blackboard. She gives the pictures of various activities of their daily routine (waking up, brushing, bathing, going to school, assembly, lunch, play time, dinner and bedtime) and asks the students to paste it appropriately under the sun or moon.

Teacher plays a rhyme on hours and minutes. <https://www.youtube.com/watch?v=IVLb2jQe4q4>

EXPLORE

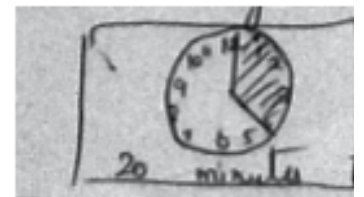
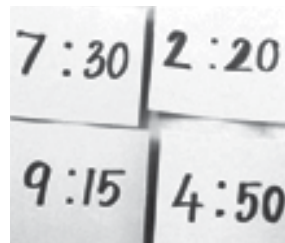
Teacher hangs a chart with the picture of a clock and asks the children to fill the time. The students can draw the same in their notebooks.



Students are given time in the digital form and are asked to shade it on the clock. (E.g., 7.30, 2.20 etc.)

Time chart

Picture after the shade



Images of different times are shown to students and they are asked to guess the time and write it in their notebooks.

EXPLAIN

Teacher gives flash cards of analog time to one

group and digital time to another group and asks them to find the right pair.

Teacher asks the students to read the time they have written for the photos and guides a discussion on A.M. & P.M.

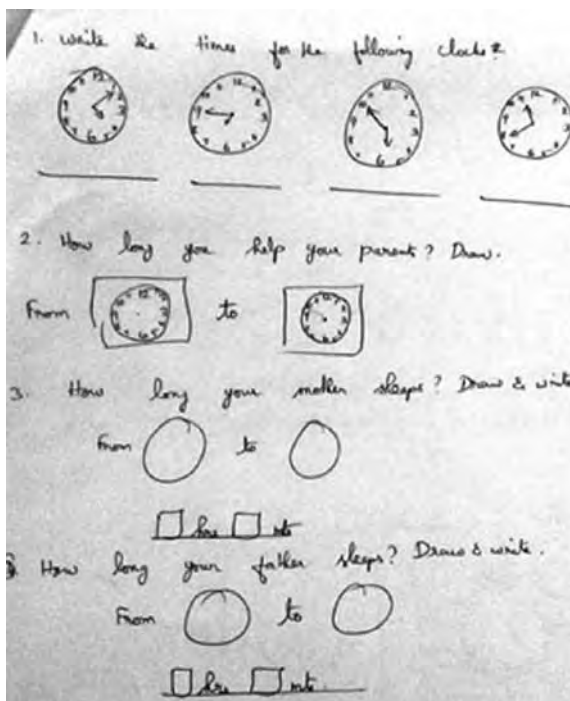
Teacher asks the children to set the clock for a given time.

ELABORATE

Teacher gives students a worksheet to fill in their daily activities from one morning to the next and asked them to calculate the time taken to complete each activity.

EVALUATE

Evaluation is carried out using the worksheet given below.



Try out Reflections

Explore

Activity 1 - Using flash cards

All the children were given flash cards of clocks, asked to mark the time on it and tell the time it represents. This was done in two stages; first with the short hand and then long hand.

Since most of the children were familiar with clocks, they were able to do this activity without much difficulty. When they were asked what the two hands of the clock represent, they knew that the short hand represents hour and the long hand represents minutes. Children were given further practice to tell the time using the clock in the classroom as well as using flashcards. By the end of the activity, students were able to tell that that time is 2 hours and 20 min etc.

Activity 2 - Shading the time.

In this activity, students were given a time and asked to shade it on the clock. Some students found it confusing and made errors while doing this activity. In question 2, they made the mistake of shading the minute reading (For example, 25 minutes instead of 35 minutes). On prompting and asking them questions like where to begin and end the shading, they were able to rectify their mistakes.

Explain

Activity 1 - Introducing A.M and P.M

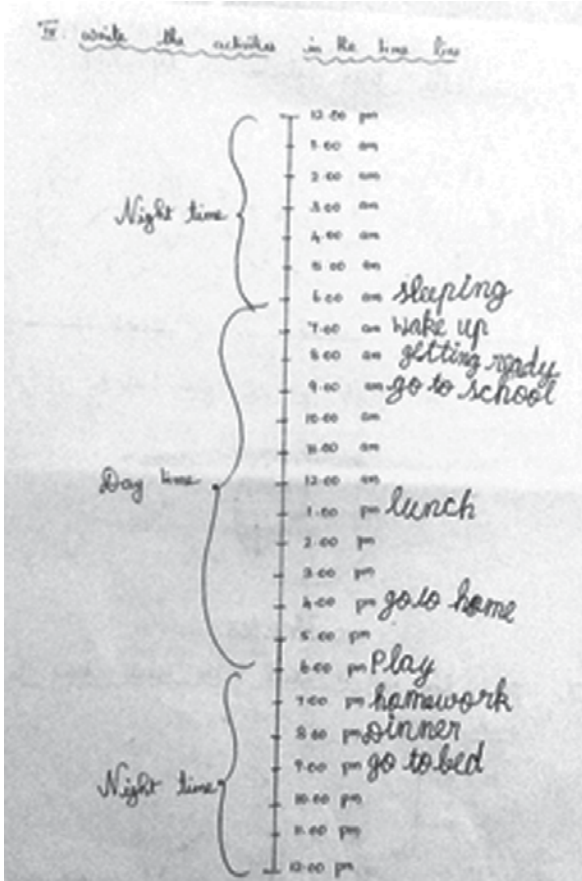
In this activity, students were asked to write the time as per the pictures given. I found that all of them wrote the time only in hours and missed the minutes part. They also did not mention A.M and P.M. So they were shown the day/night pictures once again and asked to find the difference. Hence they understood the concept of day and night after which I explained A.M and P.M to them. They were then shown flash cards to identify time. Most of them were able to give the correct answers using A.M and P.M.



ELABORATE

Activity 1 - Time chart

In this activity, students were given a time chart to mark their daily routines from one morning



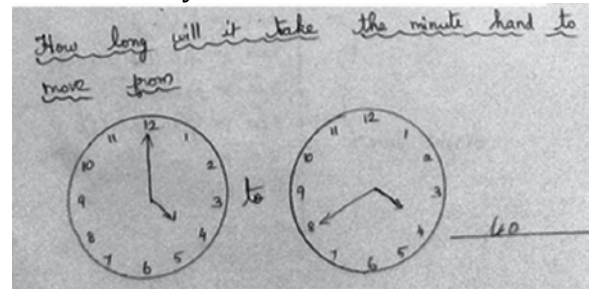
to the next. I asked them to write the time they would spend on various activities like sleeping,

studying at home etc., Most of them were able to calculate the time correctly as the chart was marked only in hours. They were then asked to compare it with actual time they had spent. This activity can be elaborated further by adding the minutes part.

EVALUATE

Students were given a worksheet with clocks that displayed different times and asked to write the time it represented. They also had to calculate the time difference between two clocks. For example, they were asked to calculate the time taken by the minute hand from 4 o'clock to 4.40. Here some students counted the movement of the minute hand from 4-8 instead of 12-8.

The various activities have developed the students' ability to read a clock and tell the time



and differentiate between a.m. and p.m.



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