



## OALCF Task Cover Sheet

**Task Title:** Tell (or set) time using an analogue clock

**Learner Name:**

**Date Started:**

**Date Completed:**

**Successful Completion:**

Yes \_\_\_ No \_\_\_

**Goal Path:** Employment ✓ Apprenticeship \_\_\_ Secondary School \_\_\_ Post Secondary \_\_\_ Independence ✓

**Task Description:**

The learner will read an analogue clock with many different times registered on it, set the time on an analogue clock as requested, and then solve everyday situations at work or at home which involve measuring the elapse of time.

**Competency:**

A: Find and use information  
B: Communicate ideas and information  
C: Understand and use numbers  
E: Manage learning

**Task groups:**

A2: Interpret documents  
B3: Complete and create documents (only if using worksheet)  
C2: Manage time  
E: Manage learning

**Level Indicators:**

A2.1: Interpret very simple documents to locate specific details  
B3.1: Make straightforward entries to complete very simple documents  
C2.1: Measure time and make simple comparisons and calculations  
E.1: Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Performance Indicators—see chart at end

**Materials Required:**

- Question sheets
- Paper and pencil
- Alarm clock or other analogue clock with movable hands

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### Practitioner Instructions:

1. Review the learner's instructions with the student.
2. Go over the checklist with your learner so that your student is aware of the skills to be demonstrated.
3. Set a variety of different times on an alarm clock to see if your learner can identify the times: 11:30 a.m.; 7:45 p.m.; 3:10 p.m.; 1:25 a.m.; 10:15 a.m.; 9:55 p.m.; 8:20 a.m.; 6:35 p.m.
4. Ask the learner what they might be doing at each of these times. Make sure they recognize a.m. or p.m. on the particular alarm clock you are using.
5. Ask the learner to set the following times on the clock: 5:50; 4:05; 12:40; 8:15
6. You may assist the learner by reading the questions for them. They should be able to write the answers.
7. When they have completed the activity, complete the evaluation together with them, enter the date completed, and note whether it was successful or needs to be tried again.

### Practitioner Information:

**Help Allowed:** The learner should know the meaning of a.m. and p.m., but may not be familiar with the clock you are using. You can demonstrate how you know whether it is a.m. or p.m. prior to the exercise. This is not a reading activity, so if the student cannot read the questions on the question sheets, you may read for them. The learner may use the clock to figure out the elapse of time in some of the questions.

**Evaluation:** The learner should be able to identify most of the times and identify a suitable activity for that time of day. It would be important for the learner to be able to set the correct time on the clock. If the learner doesn't spell hour or minute correctly, that is acceptable at this point.

**Adaptation:** Any clocks and any times may be used

Rather than setting times, you may decide to use a question sheet with clocks set at different times. (see attached)

**Task Title: Tell (or set) time using an analogue clock**

**Learner Information and Instructions:**

1. Your instructor will show you a clock with different times on it. Read the time and answer orally. Be sure to include a.m. or p.m.
2. Tell your instructor what you might be doing at that time during the day.
3. Set the times on the clock that your instructor gives you.
4. Answer the questions below. You may choose to read the questions by yourself, or you can ask your instructor to read them to you.

1. What part of the day is it when the time is a.m.? \_\_\_\_\_
2. What part of the day is it when the time is p.m. ? \_\_\_\_\_
3. What part of time does the small hand on the clock indicate? \_\_\_\_\_
4. What part of time does the big hand on the clock indicate? \_\_\_\_\_
5. How many minutes are in an hour? \_\_\_\_\_
6. How many minutes are in a half hour? \_\_\_\_\_
7. How many minutes are in a quarter hour? \_\_\_\_\_
8. If you had to bake a cake for 45 minutes and you put it in the oven at 2:00p.m., when would it be ready? \_\_\_\_\_
9. If Joan starts work at 7:30 a.m. and she has her first break  $2\frac{1}{2}$  hours later, what time would her break start? \_\_\_\_\_
10. How many minutes are there from 1:05 p.m. to 1:35 p.m.? \_\_\_\_\_
11. Your bus arrives at your bus stop at 8:15 a.m. It takes you an hour to get ready and out to the bus stop. What time must you get up in order to catch your bus? \_\_\_\_\_
12. Tom's mid-afternoon break is 15 minutes long. If he leaves on break at 3:15 p.m. what time should he return? \_\_\_\_\_

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Alternate clock page for identifying times

Name \_\_\_\_\_ Date \_\_\_\_\_

**Reproducible Worksheet 7**

What time is shown on each clock face?  
Write the time in digits and in words.



\_\_\_\_\_  
\_\_\_\_\_



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**Task Title: Tell (or set) time using an analogue clock**

**Learner's self reflection:**

1. I can read the times on an analogue clock. Yes  No

2. I know what a.m. and p.m. mean. Yes  No

3. I can suggest suitable activities for different times of the day. Yes  No

4. I can set a given time on the clock. Yes  No

5. I can solve real-life problems involving the passage of time. Yes  No

6. I feel confident telling time using an analogue clock. Yes  No

Learner comments:

**Task Title: Tell (or set) time using an analogue clock– Answer Key**

\*there may be some variation, depending on the questions that the learner asked

1. from midnight until 12 noon (usually morning)
2. from 12 noon until midnight (usually afternoon and evening)
3. the hour
4. the minutes
5. 60
6. 30
7. 15
8. 2:45 p.m.
9. 10:00 a.m.
10. 30 minutes
11. 7:15 a.m.
12. 3:30 p.m.

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<b>Performance Descriptors</b>		<b>Needs Work</b>	<b>Completes task with support from practitioner</b>	<b>Completes task independently</b>
A2.1	<ul style="list-style-type: none"> <li>Locates specific details in simple documents</li> </ul>			
	<ul style="list-style-type: none"> <li>Interprets brief text and common symbols and abbreviations</li> </ul>			
B3.1	<ul style="list-style-type: none"> <li>Makes a direct match between what is requested and what is entered</li> </ul>			
C2.1	<ul style="list-style-type: none"> <li>Adds, subtracts whole numbers</li> </ul>			
	<ul style="list-style-type: none"> <li>Reads time on analog clock</li> </ul>			
	<ul style="list-style-type: none"> <li>Represents times using standard conventions</li> </ul>			
	<ul style="list-style-type: none"> <li>Measures time using common instruments such as clocks</li> </ul>			
	<ul style="list-style-type: none"> <li>Interprets and represents time using whole numbers and common fractions</li> </ul>			
	<ul style="list-style-type: none"> <li>Identifies and performs required operation</li> </ul>			
	<ul style="list-style-type: none"> <li>Uses strategies to check accuracy (using the clock)</li> </ul>			
E.1	<ul style="list-style-type: none"> <li>Begins to monitor own learning</li> </ul>			
	<ul style="list-style-type: none"> <li>Uses feedback to improve performance</li> </ul>			

**This task:** was successfully completed\_\_\_

needs to be tried again\_\_\_

\_\_\_\_\_  
**Instructor (print)**

\_\_\_\_\_  
**Learner Signature**