

Time in five-minute steps



NC.2.MD.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Seven teaching sections; 30 choice items and 30 open/performance items; scripts, models, organizers, worked keys and evidence records.

Current implementation set: 2026-27 / 2027-28. Teach selected tasks across short sessions, not all 60 at once.

Free sample | Contents

NC.2.MD.7 | Second Grade mathematics

This sample contains 18 complete selected pages from the 81-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-14, 29-30, 61, 71

Representative activities

M01: sample PDF page(s) 15; original page(s) 14

M02: sample PDF page(s) 15; original page(s) 14

O01: sample PDF page(s) 16; original page(s) 29

O02: sample PDF page(s) 17; original page(s) 30

Selected teacher prompts and keys: original page(s) 61, 71

Using this sample

Read the preparation and access guidance before using a selected activity.

Keep teacher keys and private preparation pages separate from student copies.

Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

TEACHER GUIDE

Exact standard and targets

NC.2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

I can...

Tell analog and digital time to five minutes.

Write matching digital times and clock hands.

Use a.m. and p.m. with time-of-day evidence.

Collect: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Essential question: How can my model and explanation show what the numbers mean?

TEACHER GUIDE

Plan, materials, and access

Use four short sessions of about 20 minutes: (1) Warm-up and I Do; (2) We Do and begin collaboration; (3) finish collaboration and independent observations; (4) targeted reteaching and exit evidence. Split further when attention or access requires.

The bank is reusable. Each of the seven sections lists optional IDs and one core choice/open pair. Their times total about 80 minutes across sessions, not a single 60-item test. Print only selected student pages.

Prerequisites: Recognize numerals 1-12; count by fives to 60; distinguish hour/minute hands.

Materials: Printed clocks, pencil, optional two-hand movable teaching clock. Hour hand must move gradually as minutes pass.

Access: neutrally read directions; allow oral, signed, AAC, dictated, drawn, or child-directed manipulation. Enlarge diagrams if needed. Record access supports separately from mathematical hints. Handwriting, spelling and accent are not the construct.

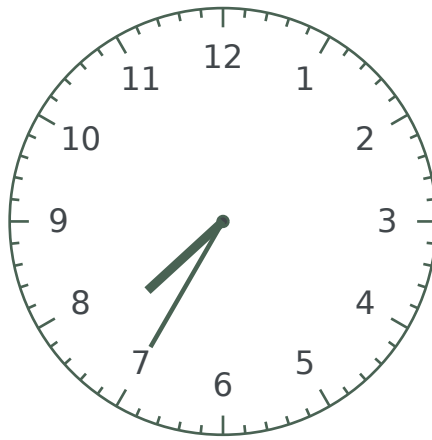
Safety: adults cut templates and supervise any real coins. Use large paper models instead of small objects when needed. No money changes hands in these invented classroom stories.

TEACHER GUIDE

Worked model and anchor

Show 7:35 in the evening. Say: "The long hand points to 7. Counting five minutes per number gives 35. The short hand is past 7 but has not reached 8; it is a little more than halfway toward 8. This is 7:35 p.m. The same hand positions could be morning, so the clock alone does not tell a.m. or p.m." Also state: "12:00 a.m. is midnight; 12:00 p.m. is noon."

Anchor: Long hand: count minutes by fives. Short hand: read the hour just passed. Write hour:two-digit minutes. Use the context for a.m./p.m. Midnight begins a.m.; noon begins p.m.



TEACHER GUIDE

Notice, reteach, and extend

If a child reads 8:35 from a short hand between 7 and 8, move a teaching clock slowly from 7:00 to 7:35 and identify the hour just passed. If the child keeps the hour hand exactly on 7 at :35, demonstrate continuous hour-hand motion. Do not infer a.m./p.m. from a clock face alone.

After reteaching, collect a different unused task without repeating the corrective cue. Ask, "Show how you know." Record the first response and any self-correction.

Three-session inquiry: First, create your own analog/digital time pair with an explicit time-of-day clue. Next, a partner solves it without the author explaining the answer. Finally, compare the model and result, revise any ambiguity, and explain the change. Keep both versions.

Authentic mathematical practices: make sense of the situation, choose a useful representation, explain a strategy, check precision, and critique a partner's reasoning respectfully. Speed is not a scoring dimension.

Time assessment note: The DPI unpacking prioritizes telling and writing time. Hand drawing supports this understanding; use teacher discretion for approximate hand lengths and within-hour placement. Do not require exact angles, fractions, or fine-motor precision.

Use the evidence dimensions later in the packet. MC recognition alone cannot establish the full standard; preserve actual drawings, models, statements and observation records.

TEACHER GUIDE

Warm-up | teaching script

Selected core: M01 and O01. Optional bank: M01-M04; O01-O04. About 8 minutes across short sessions.

0-2 min: Say, "What do you notice about the numbers and model?" Allow private noticing before naming a strategy.

2-5 min: Read M01 neutrally. Ask each learner to choose, then explain what the quantities mean.

5-8 min: Offer O01. Record initial model and explanation. Use errors to choose instruction, not to label ability.

Look/listen for: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Record first response, access support, mathematical cue, self-correction and next step. Early finishers create a different correct representation and explain why it agrees.

TEACHER GUIDE

I Do | teaching script

Selected core: M05 and O05. Optional bank: M05-M08; O05-O08. About 12 minutes across short sessions.

0-3 min: Display the worked model, with student bank pages face down. Say, "Watch how I connect the story to my model."

3-8 min: Show 7:35 in the evening. Say: "The long hand points to 7. Counting five minutes per number gives 35. The short hand is past 7 but has not reached 8; it is a little more than halfway toward 8. This is 7:35 p.m. The same hand positions could be morning, so the clock alone does not tell a.m. or p.m." Also state: "12:00 a.m. is midnight; 12:00 p.m. is noon."

8-12 min: Model M05 and O05 using the full keys. Explain why a tempting incorrect answer fails. Mark this demonstration as supported practice.

Look/listen for: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Record first response, access support, mathematical cue, self-correction and next step. Early finishers create a different correct representation and explain why it agrees.

TEACHER GUIDE

We Do | teaching script

Selected core: M09 and O09. Optional bank: M09-M13; O09-O13. About 15 minutes across short sessions.

0-3 min: Say, "Which information matters? What is unknown?" Invite different representations.

3-9 min: Solve M09 together. Have students test each proposal against the quantities or model.

9-15 min: Build O09 together, pausing before each decision. Ask one learner to show a step and another to explain it. End with an individual retelling.

Look/listen for: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Record first response, access support, mathematical cue, self-correction and next step. Early finishers create a different correct representation and explain why it agrees.

TEACHER GUIDE

Collaborative practice | teaching script

Selected core: M14 and O14. Optional bank: M14-M18; O14-O18. About 13 minutes across short sessions.

0-2 min: Assign maker and checker. Say, "Each person makes their own model and explanation."

2-8 min: Partners solve O14, then switch roles on O15. The checker rebuilds the argument; they do not simply copy.

8-13 min: Discuss M14. Ask, "What evidence rules out another choice?" Save separate work from both children.

Look/listen for: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Record first response, access support, mathematical cue, self-correction and next step. Early finishers create a different correct representation and explain why it agrees.

TEACHER GUIDE

Independent practice | teaching script

Selected core: M19 and O19. Optional bank: M19-M23; O19-O23. About 17 minutes across short sessions.

0-3 min: Provide neutral directions and agreed access tools. Say, "Show your own way. You can draw, talk, sign or build."

3-12 min: Collect O19 individually. If needed, use a fresh task with a different problem type; do not hint at the operation or hand position.

12-17 min: Use M19 as a secondary check. Record exact actions, equation, units or notation and explanation.

Look/listen for: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Record first response, access support, mathematical cue, self-correction and next step. Early finishers create a different correct representation and explain why it agrees.

TEACHER GUIDE

Small-group reteach | teaching script

Selected core: M24 and O24. Optional bank: M24-M27; O24-O27. About 10 minutes across short sessions.

0-2 min: Choose one documented misconception. Say, "Let us test what this model means."

2-6 min: If a child reads 8:35 from a short hand between 7 and 8, move a teaching clock slowly from 7:00 to 7:35 and identify the hour just passed. If the child keeps the hour hand exactly on 7 at :35, demonstrate continuous hour-hand motion. Do not infer a.m./p.m. from a clock face alone.

6-10 min: Fade the teaching prompt. Offer O24 and discuss M24; use another fresh item for independent evidence.

Look/listen for: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Record first response, access support, mathematical cue, self-correction and next step. Early finishers create a different correct representation and explain why it agrees.

TEACHER GUIDE

Exit ticket | teaching script

Selected core: M28 and O28. Optional bank: M28-M30; O28-O30. About 5 minutes across short sessions.

0-1 min: Make materials accessible. Read the task once without mathematical emphasis.

1-4 min: Collect O28; add M28 only if useful. Ask, "How does your model show your answer?"

4-5 min: Record one next teaching step. Mark inaccessible, unobserved or insufficient evidence N/O and arrange a new opportunity.

Look/listen for: Spoken and written times from both analog and digital forms, accurate five-minute positions of both hands, and context-supported a.m./p.m.

Record first response, access support, mathematical cue, self-correction and next step. Early finishers create a different correct representation and explain why it agrees.

STUDENT RESOURCE

Reusable thinking organizer

What is known? What is unknown?

My model / representation

My equation or written time

My explanation and check

STUDENT CHOICE PRACTICE

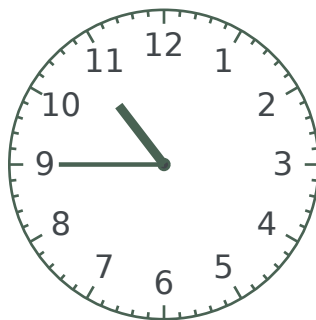
M01 and M02**M01 | Warm-up**

This time is after midnight and before noon. The digital display reads 5:25. Which written time is correct?

- A. 5:30 a.m.
- B. 6:25 a.m.
- C. 5:25 a.m.
- D. 5:25 p.m.

M02 | Warm-up

This time is after noon and before midnight. Read the clock. Which time is correct?

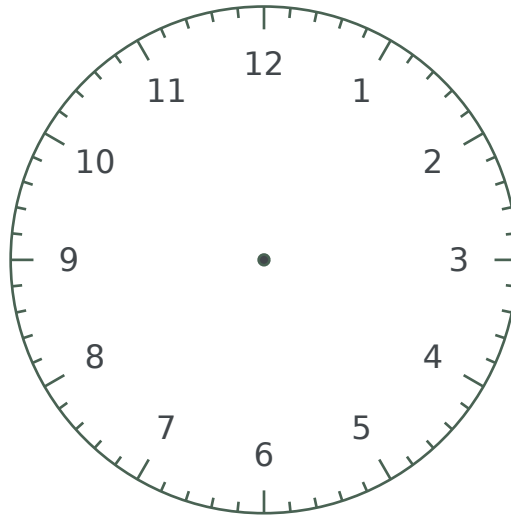


- A. 10:45 p.m.
- B. 11:45 p.m.
- C. 10:45 a.m.
- D. 10:50 p.m.

STUDENT PERFORMANCE | KEEP YOUR OWN WORK

001 | Warm-up

This time is after noon and before midnight. Read 6:30 aloud. Write it with a.m. or p.m. Draw both hands to match.



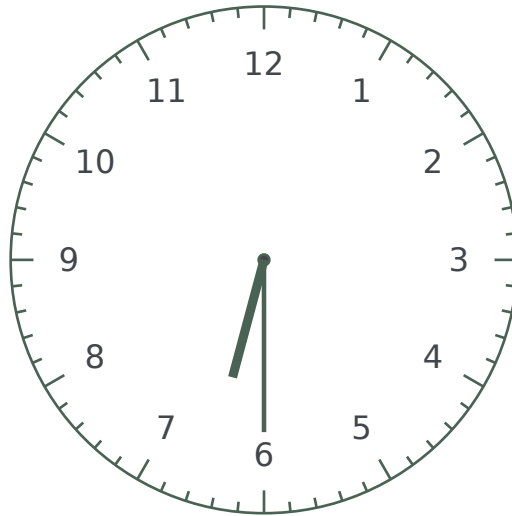
My written time

My explanation and check

STUDENT PERFORMANCE | KEEP YOUR OWN WORK

002 | Warm-up

This time is after midnight and before noon. Tell the analog time. Write the digital time with a.m. or p.m.



My written time

My explanation and check

TEACHER ONLY | KEEP SEPARATE

M01-M03 | worked keys

M01 - C. 5:25 a.m.

5:25 a.m.. Long minute hand points to 5: 25 minutes. Short hour hand is 25/60 of the way from 5 to 6. a.m. includes midnight and the morning before noon.

Distractor check: use the story and representation, not answer position. Incorrect choices change the quantity, unit interpretation, hour/minutes, or time-of-day marker.

Target: Tell and write five-minute analog/digital time with a.m./p.m.

M02 - A. 10:45 p.m.

10:45 p.m.. Long minute hand points to 9: 45 minutes. Short hour hand is 45/60 of the way from 10 to 11. p.m. includes noon and the time before midnight.

Distractor check: use the story and representation, not answer position. Incorrect choices change the quantity, unit interpretation, hour/minutes, or time-of-day marker.

Target: Tell and write five-minute analog/digital time with a.m./p.m.

M03 - D. 8:55 a.m.

8:55 a.m.. Long minute hand points to 11: 55 minutes. Short hour hand is 55/60 of the way from 8 to 9. a.m. includes midnight and the morning before noon.

Distractor check: use the story and representation, not answer position. Incorrect choices change the quantity, unit interpretation, hour/minutes, or time-of-day marker.

Target: Tell and write five-minute analog/digital time with a.m./p.m.

TEACHER ONLY | KEEP SEPARATE

001-003 | worked keys

001 - expected performance

6:30 p.m.. Long minute hand points to 6: 30 minutes. Short hour hand is 30/60 of the way from 6 to 7. p.m. includes noon and the time before midnight.

Accept equivalent correct models/equations and oral, signed or dictated explanations. Look for the actual performance; a correct answer without the required representation is incomplete evidence.

Target: Tell and write five-minute analog/digital time with a.m./p.m.

002 - expected performance

6:30 a.m.. Long minute hand points to 6: 30 minutes. Short hour hand is 30/60 of the way from 6 to 7. a.m. includes midnight and the morning before noon.

Accept equivalent correct models/equations and oral, signed or dictated explanations. Look for the actual performance; a correct answer without the required representation is incomplete evidence.

Target: Tell and write five-minute analog/digital time with a.m./p.m.

003 - expected performance

8:45 p.m.. Long minute hand points to 9: 45 minutes. Short hour hand is 45/60 of the way from 8 to 9. p.m. includes noon and the time before midnight.

Accept equivalent correct models/equations and oral, signed or dictated explanations. Look for the actual performance; a correct answer without the required representation is incomplete evidence.

Target: Tell and write five-minute analog/digital time with a.m./p.m.