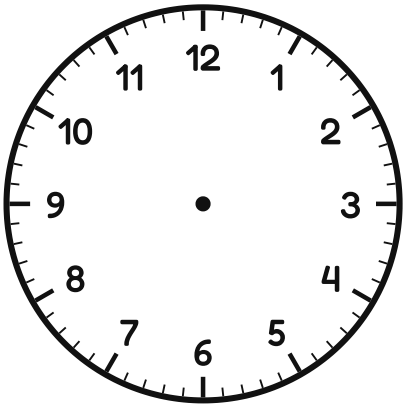
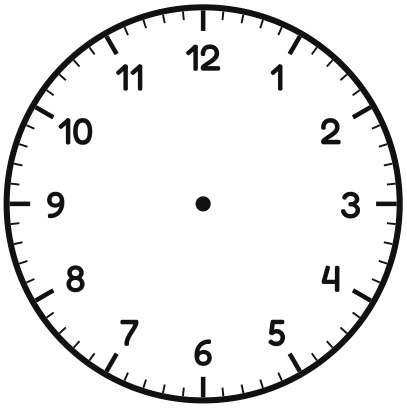
Draw the Hands: Five Minutes

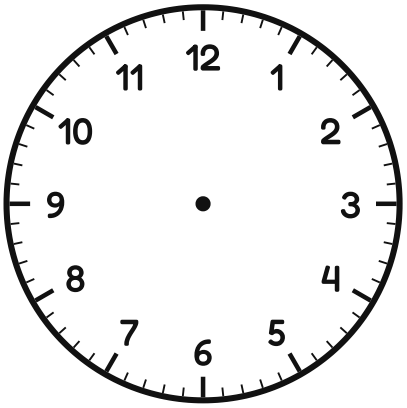
Set A. Draw the hands. Count by 5s to place the long hand.



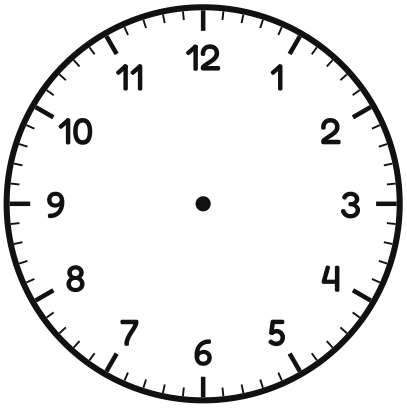
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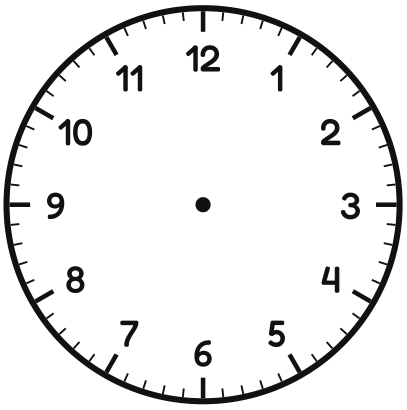
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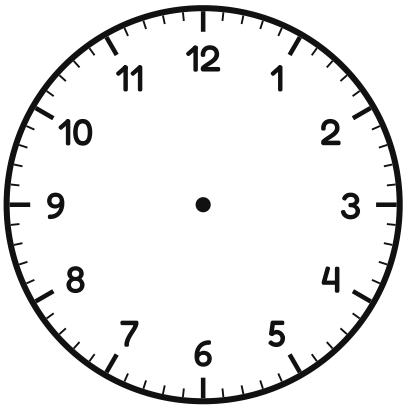
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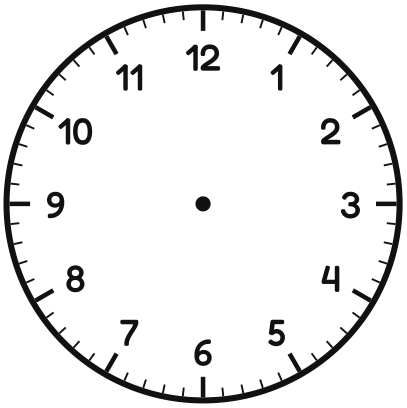
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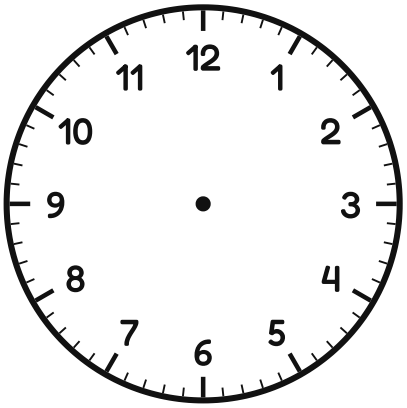
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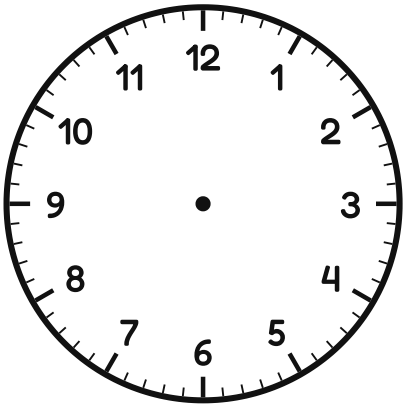
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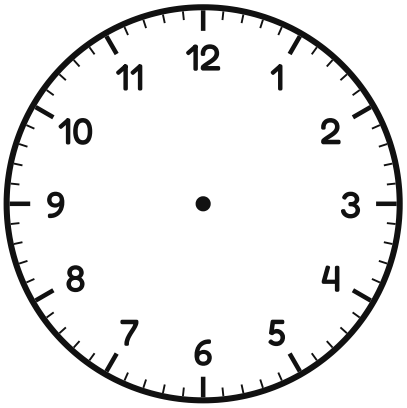
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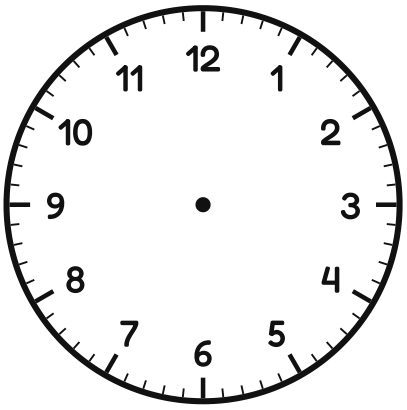
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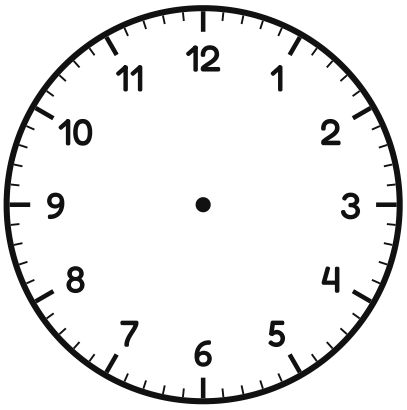
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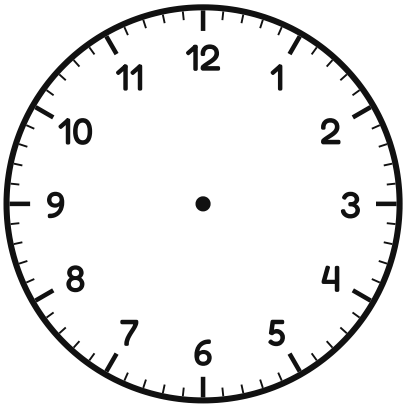
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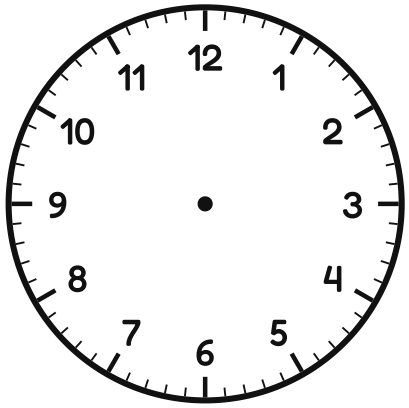
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Draw the Hands: Five Minutes

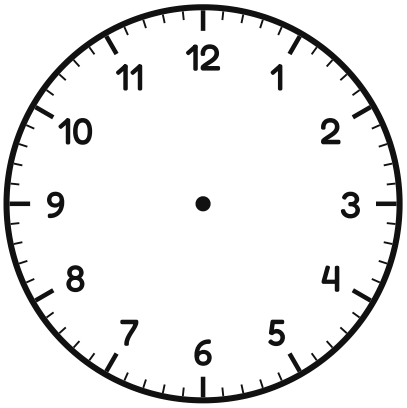
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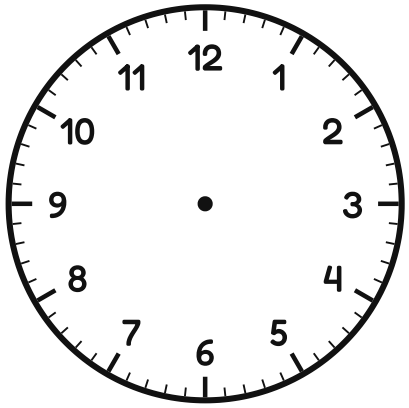
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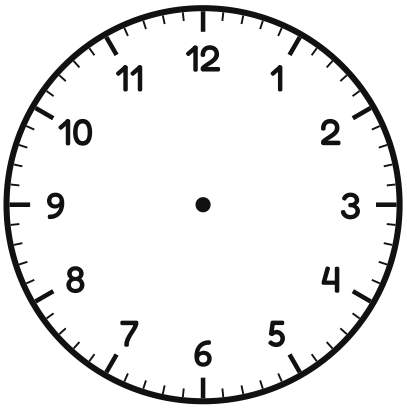
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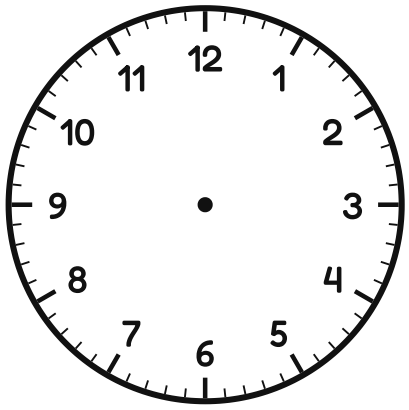
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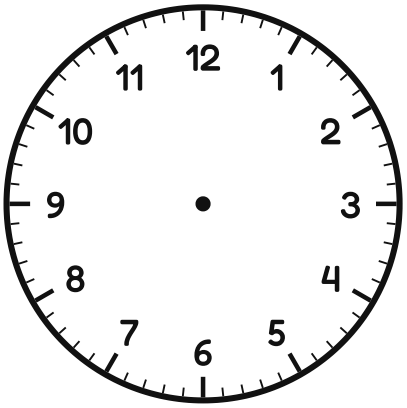
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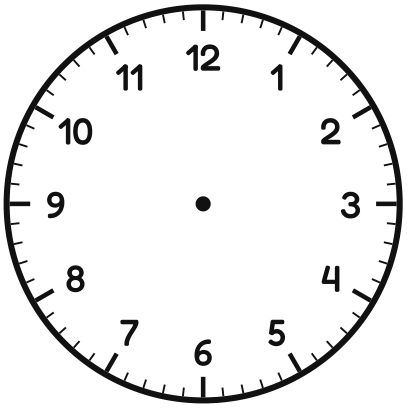
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Draw the Hands: Five Minutes

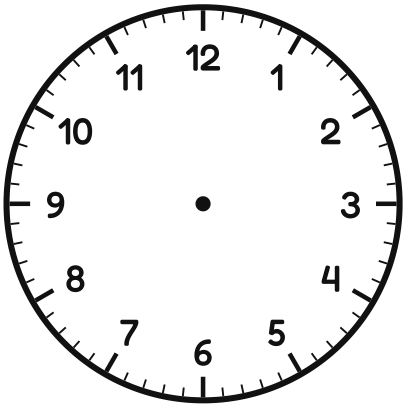
Set B. Draw the hands. Count by 5s to place the long hand.



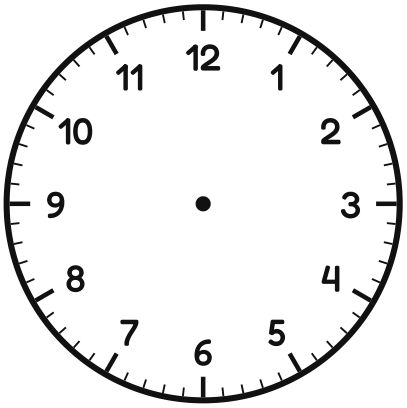
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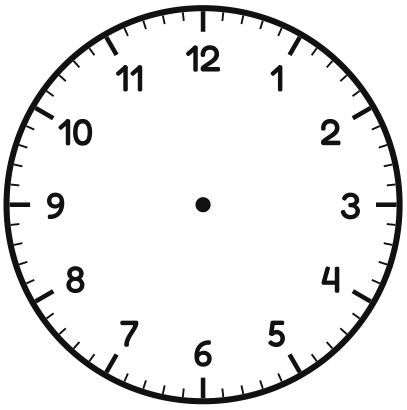
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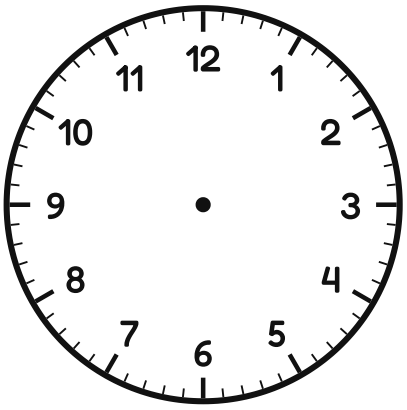
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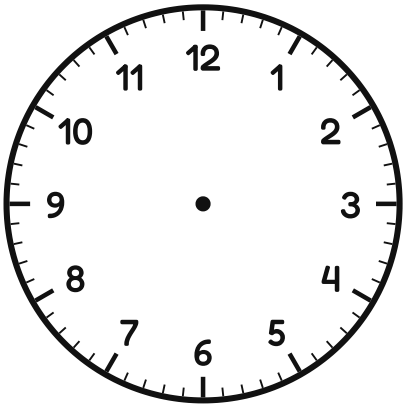
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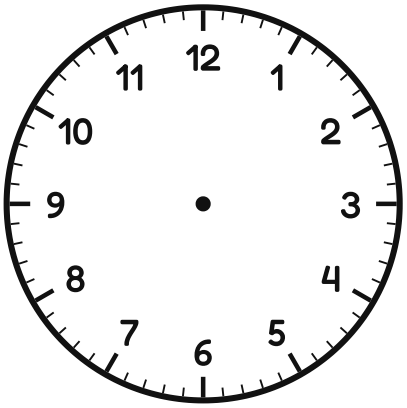
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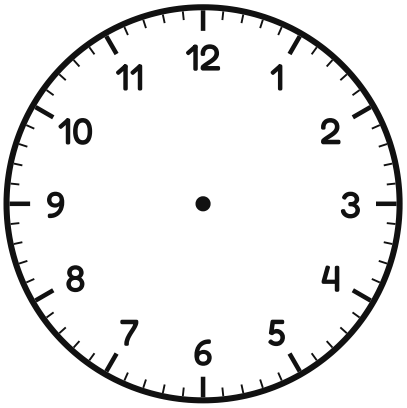
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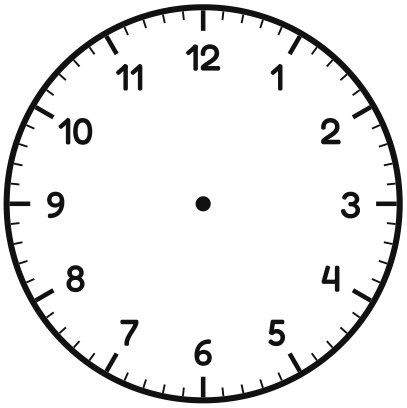
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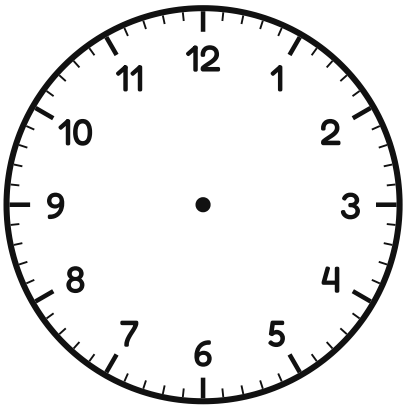
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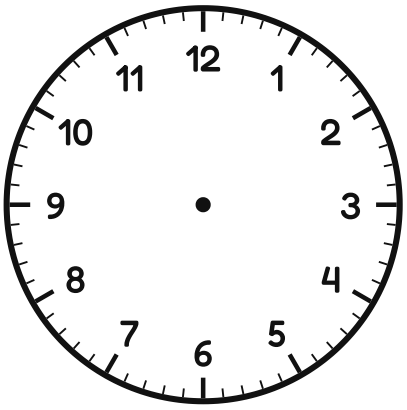
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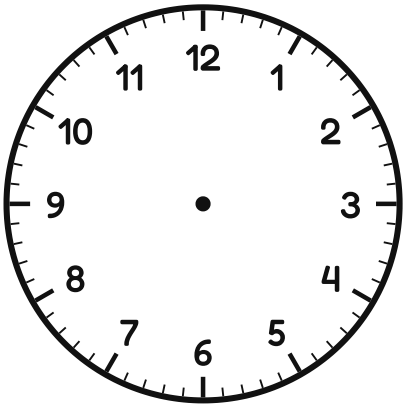
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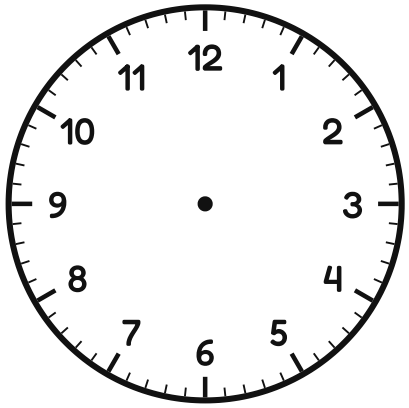
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Draw the Hands: Five Minutes

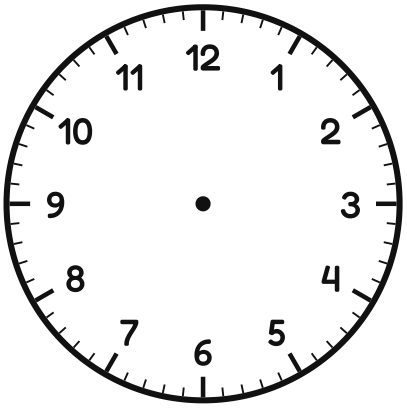
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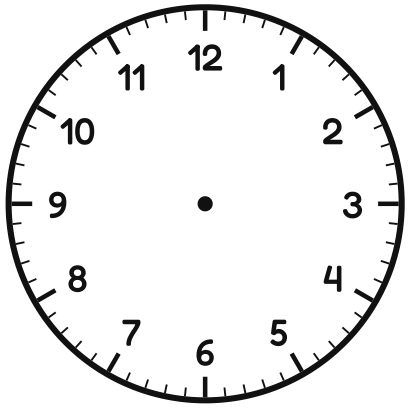
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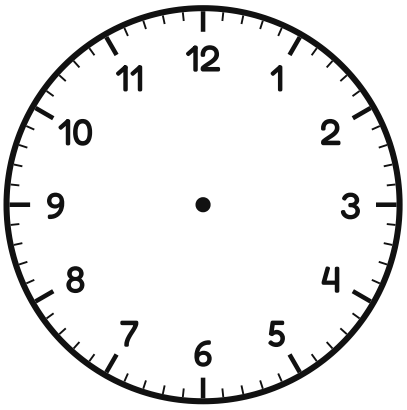
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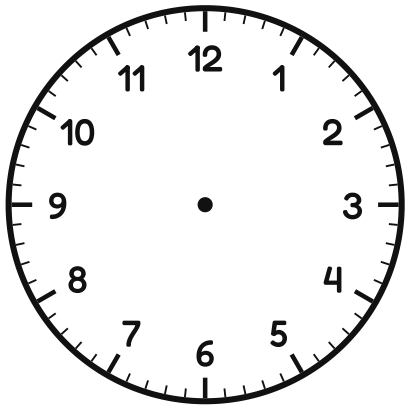
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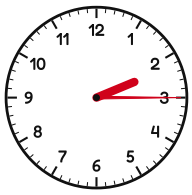
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Draw the Hands: Five Minutes: Answer Key

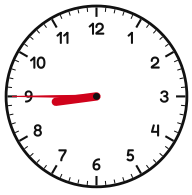
For the grown-up. The hands are drawn in red. The short hand is the hour.

Page 1


7:00


2:15


10:35


8:45


12:25


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Page 2


12:50


4:05


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Page 3

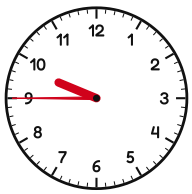

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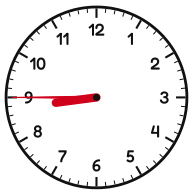

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Page 4


11:10


6:25


4:05


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Draw the Hands: Five Minutes: Answer Key

For the grown-up. The hands are drawn in red. The short hand is the hour.

Page 5


7:00


1:30


9:45


12:25


2:15


1:10

Page 6


10:15


9:20


6:50


3:35


10:35


12:50

For Grown-Ups: How to Use These Worksheets

One page at a sitting, after the Write the Time sheet. For second grade.

Why use it

Showing a time to 5 minutes means turning the minutes into a place on the clock (Common Core 2.MD.C.7): 20 minutes is the long hand on the 4, because the child counts by 5s. The short hand has moved along too, a little past the hour, or almost to the next one by 55 minutes.

What it is good for

- Counting by 5s to place the long hand.
- Moving the short hand along with the minutes.
- Second graders who can read a clock to 5 minutes.

How to use it

1. Read the time under the clock together.
2. Your child counts by 5s from the 12 to find where the long hand goes, and draws it.
3. Your child draws the short hand just past the hour, or further past when the minutes are large.
4. Ask which hand is short, and check it is.
5. Check with the answer key, where the hands are drawn in red.

> **Try saying:** “Count by 5s to the minutes. How far past the hour should the short hand be?”

Tip: At 45 minutes the short hand is three quarters of the way to the next number. Point to it on the key.