

SECTION 8: LEARNING THE "TO" TIMES.

8.1 Understanding how the hour hand moves.

RESOURCES:

Model clock with *00, 05, ...30 and o'clock, 5 past,1/2 past* ready to attach.

ACTIVITIES 8.1

Set the hands on the model clock to 12 o'clock and together watch what happens to the hour hand as the minute hand moves full circle. As the minute hand goes "down past" the hour the hour hand starts to leave 12. As the minute hand starts to move up the left hand side of the clock face, the hour hand starts to moves towards 1. It is coming "up to" 1 o'clock.

Keep going round again up to 2 o'clock, 3, 4, 5 etc until you have completed the full 12 hours. Use the language "*down past 1 o'clock, up to 2 o'clock*", etc. Once the child is ready take turns to move the minute hand.

Place the *00, 05, 10, 15, 20, 25, 30, 5 past, 10 past, $\frac{1}{4}$ past, 20 past, 25 past, $\frac{1}{2}$ past* labels down the right hand side of the clock face and repeat the above exercise saying the time at 5 minute intervals. Sometimes use the digital so,

"12.00, 12.05, 12.10, 12.15, 12.20, 12.25, 12.30 and up to 1 o'clock"

Other times use the analogue so,

"12 o'clock, 5 past 12, 10 past 12, $\frac{1}{4}$ past 12, 20 past 12, 25 past 12, $\frac{1}{2}$ past 12 and up to 1 o'clock"

Take turns.

Discuss how you could label the other side. This is the "up to" side.

8.2 "25 to", "20 to", " $\frac{1}{4}$ to/15 to", "10 to", "5 to"

RESOURCES:

Model clock with *25 to, 20 to, $\frac{1}{4}$ to, 10 to, 5 to*, ready to attach.

2 sets of cards *25 to, 20 to, $\frac{1}{4}$ to, 10 to, 5 to* and *one "15 to"* from sheet 8.2

5 times table cards from sheet 4.1ii

Laminated clock face with all past times ready to attach using sheets 3.1i and 7.1.

Spinner or die with "25 to", "20 to", " $\frac{1}{4}$ to", "10 to", "5 to" times as options sheet 8.2

ACTIVITIES 8.2

1. Revisit your 5 times table up to 30 then back down from 30. Practise the order forwards and in reverse. Match *5 to, 10 to, 15 to, 20 to, 25 to*, to the 5 times table.
2. Attach one set of "to" cards to the LHS of the laminated clock face, use the "15 to" card at first. Take turns to word/word match the second set then place the " $\frac{1}{4}$ to" card over the "15 to" card. Discuss how we use " $\frac{1}{4}$ to" rather than "*15 to*" as 15 minutes past is $\frac{1}{4}$ past.
3. Remove the "to" cards and attach the past cards to the RHS of the laminated clock face. Take turns to attach the "to" cards to the LHS. Discuss the pattern: "*5 to*" is opposite "*5 past*", "*10 to*" is opposite "*10 past*", " *$\frac{1}{4}$ past*" is opposite " $\frac{1}{4}$ to" etc. You point to one side as child points to opposite, corresponding number. At the bottom, $\frac{1}{2}$ past, your fingers meet, *CRASH!*
4. Remove all cards except $\frac{1}{4}$ to, $\frac{1}{4}$ past and $\frac{1}{2}$ past. Practise placing rest in the correct position.

5. Attach all the *past* and *to* cards to the laminated clock face. Use spinner or die with the "to" times to generate a minute time and practise placing the minute hand in the correct position. You use the model clock so child can check visually.
6. Using the model clock take turns to move the minute hand round the clock face saying the time at each 5 minute interval as you move the minute hand full circle.
 For example "1 o'clock, 5 past 1, 10 past 1, $\frac{1}{4}$ past 1, 20 past 1, 25 past 1, $\frac{1}{2}$ past 1, 25 to 2, 20 to 2, $\frac{1}{4}$ to 2, 10 to 2, 5 to 2, 2 o'clock DONG, DONG." Ensure the child is ok with what happens as the minute hand passes through $\frac{1}{2}$ past, the hour you say changes. Why? Because you are now moving "up to" the next hour. You could use a nice noise, eg da, da, daa! As you pass through $\frac{1}{2}$ past to mark the change.
 Take turns until you have been through all 12 hours. You move the hands as they talk OR they move the hands as you talk.
 Use a toy character to add interest.

8.3 Telling the "to" time

Resources

Model clock with all "to" times attached.

Set of hour cards from sheet 2.1i

Grid with minutes to/hour from sheet 5.2i

Set of cards "25 to", "20 to", " $\frac{1}{4}$ to", "15 to", "10 to", "5 to" from sheet 8.2

Let the child have the laminated clock face and you use the model clock. Take turns to turn over two cards, one from the "minutes to" deck and one from the "hour" deck to generate a time.

Minutes to	hour
------------	------

Read the time. The child then places the hour and minute hand in the correct position on their clock. You do same with model clock. Read the time from both clocks. Continue in this way until secure.

Swap clocks.

Attach "to" labels to your house/school clock and use them everyday to help tell the time. Change the time of certain activities again, so time to brush teeth, time for bed. Make it a "to" time.

Make two or three more clocks alongside pictures of specific activities (as in activities 3.1 no.8) and display next to the clock.

8.4 Using "past" and "to" time together.

RESOURCES:

Two sets of hour cards from sheet 2.1i

Set of "past" cards from sheet 7.1

Set of "to" cards from sheet 8.2

Two grids, the "minutes past" and the "minutes to" from sheet 5.2i

A spinner or die with "past" and "to" as options from sheet 8.3

Model clock with all "past" and "to" times attached.

Laminated clock from sheet 3.1i with all past and to times attached, sheets 7.1 and 8.2

minutes past	hour
--------------	------

Minutes to	hour
------------	------

ACTIVITIES 8.4

Let the child start with the laminated clock.

Set out cards from sheets 2.1i, 7.1 and 8.2 face down next to appropriate board. Spin spinner or toss the die to decide whether to use the "past" or "to" grid eg lands on "to" select "minutes to" grid and turn over cards from sheet 8.2 and 2.1i, place on grid, read the time. Child sets hands on their clock, you set hands on the model clock. Read time from both clocks. Continue in this way until one set of cards is completed.

Add extra interest by keeping score how many times you get the time correct with a small reward for the winner.

You are now in a position to be telling the time throughout the day.

Also use lotto games etc, modified if necessary.

Buy your child a watch. Choose carefully you should be able to find one with *past* and *to* times as we have been using above.