

SECTION 9: LEARNING THE DIGIT FORM OF TIME

We have already introduced the digit time for "past" however the "to" times do not match in either hours or minutes, "10 to 2" is 1.50!

9.1 Learning the 5 times tables up to 60

RESOURCES:

Words and numbers for 00, 05, 10, ...60 (two sets) from sheet 4.1ii and 9.1

12 Numicon five shapes or 12 Numicon five rods.

5 track up to 60 (made by drawing round Numicon 5 shapes) or rod track.

Spinner/die with "stop/go" options from sheet 4.1i

Magic bag.

Train/toy character.

ACTIVITIES 4.1 revisited.

Work on the five times table up to 60 using games as in activities in section 4.1.

9.2 Introducing the 5 times table up to 60 around the clock face.

Resources:

Model clock with 00, 05, ...55 attached and all the "pasts" and "to" marked on.

Laminated clock from sheet 3.1i

2 sets cards with 00 to 60 from sheet 4.1ii & 9.1.

Stop/go spinner, sheet 4.1i

Magic bag, bean bags, toy character.

ACTIVITIES 9.2

Let the child use the laminated clock. You use other to help demonstrate.

1. Using the first set of cards 00, 05, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55 place them in the correct position around the clock face. Work around the clock matching the second set of cards. When you arrive back up at the o'clock position place 60 over 00 saying "There are 60 minutes in one hour, we are back at the beginning, at the o'clock". Discuss how we use the card 00 rather than 60 at the top of the clock.
2. Play games with the second set of cards face down taking turns to turn over a card and match to the cards on the clock face. First have the cards in a deck in the correct order, later in a random order. Take turns to turn over a card.
3. With the second set of cards facing upwards randomly arranged, take turns to spin the spinner, if it stops on "go" place a number in the correct place on the clock face, if it lands on "stop" you miss a go. Person to place the last card in position is the winner.
4. Use a die for this game instead of a spinner.
5. Pick the second set of cards out of a magic bag and place round clock face.
6. Cover the second set of cards with bean bags, lift off bean bag, place card in correct position, then toss bean bag into a basket/bucket.

Once finished run a train or toy character round the face saying the numbers.

Practise above first by matching second set of cards to first set of cards then later without the first set of cards.

9.3 Linking digital to analogue

Resources:

Laminated clock faces 9.3i and 9.3ii

Two laminated clock faces sheet 9.3iii

Dry wipe pen and cloth.

Model clock with 05, 10,.....55, 00 and all "past" and "to" times attached.

ACTIVITIES 9.3

1. Using the model clock set the time to 25 to 2. Discuss the fact that it is 25 minutes up to the o'clock, up to the next hour 2 o'clock. Then move the minute hand back to 1.00 and move it, counting in 5s back round to 25 to 2. You have counted to 35, it is 35 minutes past 1 or 1.35. Leaving the model clock displaying this time place minute and hour hands on laminated clocks 9.3i and 9.3ii to show this time. Help the child to mark the time 25 to 2 by drawing a circle around "25 to" and "2" on one of the clocks sheet 9.3iii and matching to 9.3i. Then on the other, mark off 1.35 by drawing circles around "35" and "1" and match to 9.3ii. Discuss what is different the "past 1" and the "up to 2". It is the same time we just say it differently. Clean clocks.

Repeat this exercise for 2.35, 3.35, 4.35,12.35

2. Once this is secure move onto 1.40 and "20 to 2" repeating all of activities 9.3

Then

3. 1.45 and $\frac{1}{4}$ to 2,

4. 1.50 and 10 to 2,

5. 1.55 and 5 to 2.

DO NOT RUSH each of these steps will take time. One per week is easily sufficient.

6. Activities including all of these times:

Using the model clock with all times attached set the time to 1.00. Practise moving the minute hand round the clock face stopping at 5 minute intervals to read the time so 1.05, 1.10,, 1.30. They should be confident with first half. As you pass through 1.30 or " $\frac{1}{2}$ past 1" say "*we are now on our way up to 2 o'clock BUT it can still be thought of as past 1 o'clock. So we are going to say 1.35, 1.40, 1.45, 1.50, 1.55, 2.00 (not 1.60!)*"

Take turns for each hour. Keep practising.

9.4 Continuing making the link

RESOURCES:

Model clock with 00, 05, ..55 and all "pasts" and "tos" marked around outside.

Laminated clock faces sheets 9.3i and 9.3ii

Two sets of hour cards, sheet 2.1i

Set of cards with 05, 10, ...00 sheet 4.1ii and 9.1.

Set of "to" cards, sheet 8.2,

= sign, sheet 7.1

Two grids "minutes to/hour" and "hour/minutes" , sheet 5.2i

Two laminated clocks sheet 9.3iii, dry wipe pen & cloth.

Let the child choose the laminated clock 9.3i.

Set out cards under relevant board. Child to turn card over from sheet 8.2 and sheet 2.1, place on board, eg first grid below, and read the time. Set hands to show time on clock 9.3i and read the time from the clock.

You then select the correct cards to make this digital time on the second grid below and set the hands on model clock.

Ask the child to draw the hands on the laminated clock face 9.3iii and circle the hour and minutes relevant to their grid, then you circle the ones relevant to your grid on the second clock face, 9.3iii

Minutes to	hour
10 to	2

USE WITH CLOCK 9.3i

=

Hour	:	minutes
1	:	50

USE WITH CLOCK 9.3ii

Look again at the clock "10 to" is in the same position as "50" but we don't say 2.50 we say 1.50 because it is 50 minutes past 1, 50 minutes past the old hour, or 10 minutes to 2, 10 minutes up to the new hour. Keep taking turns. Once confident swap boards and let the child use the laminated clock face 9.3ii, later let them use the model clock.

Other ideas

Go on a time hunt and record times from different clocks then practise setting the hands of the model clock to that time.

Place clock 9.3iii next to an analogue clock and when you prompt the child for the time ask them to say it both ways.

ALL OF THE OTHER MINUTES

Once secure with this introduce all 60 minutes cards 00, 01, 02, 59 and using an "hour", "minute" grid work on the more detailed time. Remember this is needed if you are using a digital watch or clock. However using the analogue clock we usually say "nearly 5 to 3" rather than 2.54 etc.

All of this is not going to happen over night. It takes typically developing children many months even years to learn the time.

If our children can grow up and be able to be on time to catch a bus, see a movie, meet a friend, we will have given a skill that will make a big difference to their adult lives.