## Time 2

<table>
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<tr>
<th>Outcome</th>
<th>Teaching and Learning Activities</th>
<th>Notes/ Future Directions/Evaluation</th>
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| A student: | › describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-1WM** | **Background information**  
'Timing' and 'telling time' are two different notions. The first relates to the duration of time and the second is 'dial reading'. Both, however, assist students in understanding the passage of time and its measurement.** **Duration**  
It is important in Stage 1 that students develop a sense of one hour, one minute and one second through practical experiences, rather than simply recalling that there are 60 minutes in an hour.** **Telling Time**  
In Stage 1, 'telling time' focuses on reading the half-hour on both analog and digital clocks. An important understanding is that when the minute hand shows the half-hour, the hour hand is always halfway between two hour-markers. Students need to be aware that there is always more than one way of expressing a particular time, eg **Note:** When writing digital time, two dots should separate hours and minutes, eg 9:30.** | • calendar,  
• week,  
• days,  
• date,  
• month,  
• time,  
• clock,  
• analog,  
• digital,  
• hour hand,  
• minute hand,  
• clockwise,  
• numeral,  
• hour,  
• minute,  
• second,  
• o’clock,  
• half past,  
• quarter past,  
• quarter to. |
| | › uses objects, diagrams and technology to explore mathematical problems **MA1-2WM** | | |
| | › supports conclusions by explaining or demonstrating how answers were obtained **MA1-3WM** | | |
| | › describes, compares and orders durations of events, and reads half- and quarter-hour time **MA1-13MG** | | |

**Syllabus Content Note:**
1<sup>st</sup> content outcome relates to duration of months, weeks and hours – activities below do not address this AC outcome

2<sup>nd</sup> content outcome relates to telling the time

**Syllabus reference:**
Hard copy: 105  
Digital: 110
### Explicit Mathematical Teaching

Describe duration using months, weeks, days and hours (ACMMG021)

- use a calendar to calculate the number of months, weeks or days until an upcoming event
- estimate and measure the duration of an event using a repeated informal unit, eg the number of times you can clap your hands while the teacher writes your name
  - solve simple everyday problems about time and duration (Problem Solving)
  - recognise that some cultures use informal units of time, eg the use of tidal change in Aboriginal communities (Reasoning)
- compare and order the duration of events measured using a repeated informal unit, eg 'It takes me ten claps to write my name but only two claps to say my name'
- use the terms 'hour', 'minute' and 'second'
- experience and recognise activities that have a duration of one hour, half an hour or a quarter of an hour, one minute, and a few seconds
  - indicate when it is thought that an activity has continued for one hour, one minute or one second (Reasoning)
  - compare and discuss the relationship between time units, eg an hour is a longer time than a minute (Communicating, Reasoning)
  - make predictions about the duration of time remaining until a particular school activity starts or finishes, eg the length of time until lunch begins (Reasoning)

Tell time to the quarter-hour using the language of 'past' and 'to' (ACMMG039)

- read analog and digital clocks to the quarter-hour using the terms 'past' and 'to', eg 'It is a quarter past three', 'It is a quarter to four'
- describe the position of the hands on a clock for quarter past and quarter to
  - describe the hands on a clock as turning in a 'clockwise' direction (Communicating)
  - associate the numerals 3, 6 and 9 with 15, 30 and 45 minutes and with the
terms 'quarter past', 'half past' and 'quarter to', respectively (Communicating)
• identify which hour has just passed when the hour hand is not pointing to a numeral
• record quarter-past and quarter-to time on analog and digital clocks

Musical Clocks
Students sit in a circle. They pass a number of clock faces around the circle to the music. When the music stops a child chooses a time flashcard and reads it out. The children with the clocks make that time. Alternatively, they could make an hour earlier or later

Whole Class Teaching
What takes a long time? What does not take very long? How can we measure how long things take?
Outside model time measurement using informal measures eg clapping, counting, dropping counters in a tin.
Activities in rotating small groups "How long does it take to
- throw 10 beanbags into a bucket?
- hop across the playground?
- jump in and out of a hoop 5 times?
Sharing circle inside. What took the longest?
What could you do in the shortest amount of time? Was the time the same for everyone? Why/why not?

Clocks
• Types of clocks- find pictures of different types of clocks.
• Link to literacy
• How do clock hands move?-investigate the motion of the hands on a clock.
• Make a clock-students make their own analog and/or digital clock.
• What do we do? List o’clock times in the day and ask students to think of things they do at that time.
• Sequencing-before/after. What will be happening in one hours time? What did we do an hour ago?
• Timetables-investigate the class or a television timetable. Students pose questions that can be answered using the timetables.
• Time bingo
• Time snap
• Time dominoes
<table>
<thead>
<tr>
<th><strong>Ordering time</strong> – students order various clock faces (digital, analog).</th>
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</thead>
<tbody>
<tr>
<td><strong>Questioning</strong></td>
</tr>
<tr>
<td>What’s the little hand counting?</td>
</tr>
<tr>
<td>What’s the big hand counting?</td>
</tr>
<tr>
<td>What’s another way of saying that time?</td>
</tr>
<tr>
<td>What will happen half hour/hour before/after given event?</td>
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**Construct a Clock - Sample Units of Work pg 114**  
Students construct an analog clock, label its parts and include any markings they already know. Students then compare their clock with a real analog clock and describe how the clocks are alike and different. They are given the opportunity to include any additional features on their clock.  
Have children look at a variety of timetables and list the information they provide. Discuss how time is presented in the timetables.

**Time Sequence**  
Identify time sequence in events at the zoo. How long is a minute?  
Close eyes and put hands up when children think a minute has passed.  
Outside PE activities for duration of one minute eg skipping, hopping, jumping etc  
Identify activities that occur at half hours  
Use teaching clocks and ask students to show half hour times on the digital and analogue clocks. Discuss events in our lives which happen on the half hour. Children draw some events in their life and share these.

**Time Snap**  
The teacher provides students with sets of matching time cards in both analogue and digital notation. Students’ place cards face up one at a time. If two matching times are placed simultaneously, students ‘snap’ the pile. The game continues until one student has all the cards.

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