



The Clock

P.2.10

Word Wall:

Introduction

Students will be given opportunities to explore clocks and o'clock times; and associate these times with events and activities in a day.

Resources

- Teaching clock --- Shows current time or clock face which can be advanced in hours and minutes:
- <http://www.wmnet.org.uk/files/CountDown-timer.swf>
- Class clock – drag and move hands to change time: <http://www.time-for-time.com/swf/myclox.swf>
- Daily prep timetable – visual display
- Numbers to 12
- Large circle, hoop, or draw a circle with chalk. Draw 12 marks to assist number placement
- The Bad Tempered Ladybird by Eric Carle

Word Wall: explore, clock, o'clock, &me, events, until, how long, current, past, middle of the day, timetable, list, what's the time, before, after, daytime, night---time, yesterday, tomorrow, before, after, morning, afternoon, day, week, longer, not very long, quick slow, slow, slower, fast, lunchtime, home time,

Time / Classroom Organisation

This activity may be introduced in a whole group circle or carpet time, or with small groups. Refer to the time regularly throughout the day to make links between the time of day and activity.

Australian Curriculum---Year level Prep

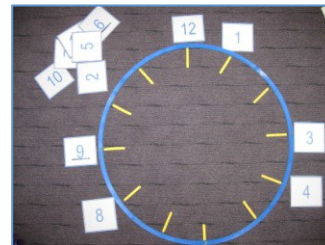
Compare and order duration of events using everyday language of time (ACMMG007)

Activity Process

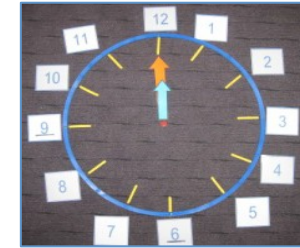
1. Introduce a clock (on the interactive whiteboard - [http://www.wmnet.org.uk/wmnet/custom/files_uploaded/uploaded/uploaded_resources/503/clock.swf](http://www.wmnet.org.uk/wmnet/custom/files_uploaded/uploaded_resources/503/clock.swf), or use a teaching clock) and discuss the features. Say: *What numbers can you see? How many hands are on the clock? How are they different? What shape is the clock?*



2. Provide a large circle or hoop. Lay the numerals 1-12 on the floor, and ask the students to place the numerals inside the circle to make a clock face.



3. Place a long arrow and a short arrow on the clock. Explain that the long hand is called a minute hand because it counts the minutes and that the short hand is called an hour hand, because it points to the hour.



4. Leave both hands on the 12, and explain that this is 12 o'clock – that's in the middle of the day – just before lunch. Show what you would be doing at 12 o'clock on your daily timetable.



5. Move the hour hand to the 1 and ask: *What time do you think this would be?* Using your daily timetable, discuss what you would be doing at 1 o'clock. Sing *Hickory Dickory Dock* – 1 o'clock is when the mouse ran up the clock. Continue this as you continue around the clock. Say: *It's 3 o'clock – What do we do at 3 o'clock in the afternoon?* Refer to the daily timetable.

6. Ask children to stand where the hour hand would be pointing at 9 o'clock; 3 o'clock; 11 o'clock. Move the hour hand to this position.



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7. Repeat this using the *teaching clock* – this clock can be advanced one hour at a time – and has a symbol for day and night. Talk about what you would do at 7 o'clock in the morning and what you would do at 7 o'clock in the night.

Variations & Extensions

1. The Bad Tempered Ladybird

Resources: The Bad Tempered Ladybird by Eric Carle and a class clock or interactive whiteboard class clock

<http://www.time-for-time.com/swf/myclox.swf>

Read the story and ask a child to move the hands of the clock to the time in the book.

2. What's the time Mr Wolf?

Resources: Teaching clock.

Choose one child to be the wolf. The remainder of children stand behind a line and call out: *What's the time, Mr Wolf?* The wolf moves the clock hands to an o'clock time rather than calling out the time. If the wolf moves the clock hands to 12 o'clock, all the children run back to the starting line, with the wolf giving chase. Whoever is tagged is the next wolf.



3. Daily timetable

Resources: Daily timetable and small clocks. Discuss important times of the day. Ask children to



move the hands of the clock to this time. Say: *3 o'clock is home time – show me 3 o'clock on your clock.*

Digital Resources

<http://www.ideal-resources.com.au/index.php>



Contexts for Learning

Play:

Leave clocks out for exploratory play. Have a teaching clock in the dramatic play area. Scaffold the play with questions about the time, and what they would be doing at this time. Play *What's the time, Mr Wolf*.

Investigation:

Problem – show the children a clock with only an hour hand. Say: *I have a friend who has a clock – but it only has the hour hand. She has to take her dog to the vet at 4 o'clock. How will she know when it is time to go?*

Real life experience:

Set up a display about how we measure time. Include clocks, egg timers, watches and books about time.

Routines and Transitions:

Refer to the daily routine and use the language of time: before, after, how long, o'clock times, between.



Adapted for use in the Cairns Diocese with the permission of the Catholic Education Office Toowoomba

•Use an egg timer.

<http://www.time-for-time.com/swf/myclox.swf> to show the duration of time left for tidy---up time.

Assessment

Teachers observe the children's ability to use the language of time and identify activities associated with different parts of the day. *What happens after music? What do we do before lunch? What o'clock time do we go home?* Use anecdotal notes and observations; collect artefacts the children develop to explain their thinking; annotated photos of children's comparisons.

Achievement Standard: Explain the order and duration of events.

Background Reading

Play underpins all development and learning for young children. Teachers support this play by modelling the language of time and scaffolding children's efforts at explaining their reasoning. Use explicit language of time.

Source: *Continuum of Mathematics Learning*. 2007.

NAPLAN links

2009 Question 8 – Reads time to half---hour on an analogue clock

Links to Related MAGs

- P.1.8 – Daily Timetable
- P.3.8 – Calendar 1
- P.4.8 – Calendar 2
- 1.2.8 – Time – ½ hour