

## Timely Activities

One of my favourite resources for time-related activities is the AIMS book: "It's About Time". It is available in the education library & I have a few copies available for signing out.

The following two activities are available on the AIMS website free of charge and I've posted them on *the Math4Teachers* blog:

### Activity Name: "Hour by Hour":

- Develops awareness of the clock a number line. Explore how the numbers on a clock are similar to those on a number line. Reading clock to the nearest 1 hour.

### Activity Name: "Times by Five":

- Explores reading an analog clock and how counting by 5's helps students tell time.

Consider purchasing the AIMS book: "It's About Time" or downloading individual time-related activities (@ \$2.00US each) from [www.aimsedu.org](http://www.aimsedu.org)

### Suggested Activities:

**Always focus on real life applications. PLEASE do not try to teach "time" in a week or two. It should be discussed and explored everyday throughout the school year, starting in Kindergarten!!**

1. Develop a sense of time through identifying activities that take a long time and short time to complete (e.g.) eating lunch; counting to 10; driving to Florida.
2. Order events of the day; and identify things students do before or after a specific time or during a specific time. (e.g.) What do you do after school? Describe what you do in the morning before you get to school, etc.
3. Use NON- STANDARD measures of time!! This is important in Kindergarten and Grade 1. For example, have students clap a beat, or swing a pendulum, or create their own "Hour Glass" sand timer with pop bottles. Discuss how long it takes to complete certain events, relating it back to the number of pendulum swings, or what they were able to do for ONE sand timer unit, etc.
4. Consider having students use their body to reference the passage of time. Thus, they are using the distance from their head to their toes as a measuring tool. For example, if you are measuring 1 hour of time; you will have travelled to your waist measure the passage of a  $\frac{1}{2}$  hour.
5. When using **Analog clocks** ALWAYS have geared clocks in your class!!!!!!
  - a. Start with a one armed clock
  - b. Relate the movement of the arm(s) to fractions of a whole (the clock face)
  - c. Focus on approximations (e.g.) It is about 12:00, or it is  $\frac{1}{2}$  way between 1 and 2.

- d. Cover a regular clock and begin to relate the students' approximations of time to the "real" two armed clock – their estimation skills will improve and they will begin to see the relationship between the movement of the hour hand and the minute hand!!
6. Create HUMAN clock in your classroom. Provide students with the numbers 1 -12. Have them stand in a straight line, in order. Then have them join hands and form a circle to model the clock formation. One or two students are the hour and minute hands. A second group of students can also hold up the 5 minute intervals, standing behind each of the 1- 12 hour students. Use a long "pointer" or create your own with a stick and a glove attached to the end (have the glove pointing, of course 😊).
7. If you are going to have students make "paper plate" clocks, make a **ONE ARMED** clock!! Then focus on approximations of time.
8. Practice counting by 5's to help students with reading the time to the nearest 5 minutes.
9. Compare digital times to analog times continuously, throughout the year. Make references to the time you start lunch, or end your language lesson, or leave for recess, etc. Very quickly students will let you know that recess, lunch or the end of the day is fast approaching 😊
10. Starting in Grade 2, have a sign out board at the door of the classroom. When a student leaves the class, they must sign out. You could have a real digital clock and have students record the digital time and set the analog clock for the time they left the room. It also helps you track how long students have been gone from the room (thus a form of classroom management).
11. Time should be discussed and made an integral part of every classroom activities. Students' conceptions of time develop slowly and at different rates. Repeated exposure to time and real life applications of time will assist students in developing their understanding of this abstract concept.
12. Include time related tasks as **Home Connection Activities** throughout the school year.