

<b>Time 1</b>			
Outcome	Teaching and Learning Activities	Notes/ Future Directions/Evaluation	Language / Date
<p><b>A student:</b></p> <p>› describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols <b>MA1-1WM</b></p> <p>› uses objects, diagrams and technology to explore mathematical problems <b>MA1-2WM</b></p> <p>› describes, compares and orders durations of events, and reads half- and quarter-hour time <b>MA1-13MG</b></p> <p><b>Note:</b></p> <p>1<sup>st</sup> content outcome relates to knowledge on order months and <b>seasons – activities below do not address this outcome.</b></p> <p>2<sup>nd</sup> content outcome relates to day/calendar knowledge– activities below do not address this outcome.</p> <p>3<sup>rd</sup> content outcome relates to telling the time</p> <p><b>Syllabus reference:</b> Hard copy: 104 Digital: 109</p>		<p><b>Background information</b></p> <p>'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.</p> <p><b>Duration</b></p> <p>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.</p> <p><b>Telling Time</b></p> <p>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</p> <p><b>Note:</b> When writing digital time, two dots should separate hours and minutes, eg 9:30.</p> <p><b>In Aboriginal communities,</b> calendars may vary in accordance with local seasonal and environmental changes, such as the flowering of plants and the migration patterns of animals, or according to significant events in the local community. Consult with local communities regarding specific local perspectives.</p>	<ul style="list-style-type: none"> <li>• <b>calendar,</b></li> <li>• <b>days,</b></li> <li>• <b>date,</b></li> <li>• <b>month,</b></li> <li>• <b>year,</b></li> <li>• <b>seasons,</b></li> <li>• <b>time,</b></li> <li>• <b>clock,</b></li> <li>• <b>analog,</b></li> <li>• <b>digital,</b></li> <li>• <b>hour hand,</b></li> <li>• <b>minute hand,</b></li> <li>• <b>o'clock,</b></li> <li>• <b>half past.</b></li> </ul>

Activities		
<p><b>Explicit Mathematical Teaching</b></p> <p>‘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.</p> <p>Duration</p> <p>At this Stage, the focus is on the passage of time measured using informal units and in hours, minutes and seconds. Using informal units allows students to focus on the process of repeatedly using a unit as a measuring device.</p> <p>It is important at this Stage to have students develop a sense of one hour, one minute and one second through practical experiences rather than know that there are 60 minutes in an hour.</p> <p>Telling Time</p> <p>At this Stage, ‘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 half-way between two hour markers.</p> <p>Students need to be aware that there are three ways of expressing the time.</p> <p>Note: When writing digital time, two dots should separate hours and minutes eg 9:30.</p>		
<p><b>Musical Clocks</b></p> <p>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</p>		
<p><b>Whole Class Teaching</b></p> <p>What takes a long time? What does not take very long? How can we measure how long things take?</p> <p>Outside model time measurement using informal measures eg clapping, counting, dropping counters in a tin.</p> <p>Activities in rotating small groups "How long does it take to</p> <ul style="list-style-type: none"> <li>- throw 10 beanbags into a bucket?</li> <li>- hop across the playground?</li> <li>- jump in and out of a hoop 5 times?</li> </ul> <p>Sharing circle inside. What took the longest?</p> <p>What could you do in the shortest amount of time? Was the time the same for</p>		

<p>everyone? Why/why not?</p> <p>Clocks</p> <ul style="list-style-type: none"> <li>• Types of clocks- find pictures of different types of clocks.</li> <li>• Link to literacy</li> <li>• How do clock hands move?-investigate the motion of the hands on a clock.</li> <li>• Make a clock-students make their own analog and/or digital clock.</li> <li>• What do we do? List o'clock times in the day and ask students to think of things they do at that time.</li> <li>• Sequencing-before/after. What will be happening in one hours time? What did we do an hour ago?</li> <li>• Timetables-investigate the class or a television timetable. Students pose questions that can be answered using the timetables.</li> <li>• Time bingo</li> <li>• Time snap</li> <li>• Time dominoes</li> <li>• Ordering time – students order various clock faces (digital, analog).</li> </ul> <p>Questioning</p> <p>What's the little hand counting?</p> <p>What's the big hand counting?</p> <p>What's another way of saying that time?</p> <p>What will happen half hour/hour before/after given event?</p>		
<p><b>Construct a Clock - Sample Units of Work pg 114</b></p> <p>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.</p> <p>Have children look at a variety of timetables and list the information they provide. Discuss how time is presented in the timetables</p>		
<p><b>Time Sequence</b></p> <p>Identify time sequence in events at the zoo. How long is a minute?</p> <p>Close eyes and put hands up when children think a minute has passed.</p> <p>Outside PE activities for duration of one minute eg skipping, hopping, jumping etc</p> <p>Identify activities that occur at half hours</p> <p>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</p>		

draw some events in their life and share these.		
<p><b>Time Snap</b></p> <p>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.</p>		