

### Time

<p><b>Outcomes</b></p> <p>Early Stage 1</p> <ul style="list-style-type: none"> <li>› describes mathematical situations using everyday language, actions, materials and informal recordings MAe-1WM</li> <li>› sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks MAe-13MG</li> </ul>	<p><b>Language</b></p> <p>daytime, night-time, yesterday, today, tomorrow, before, after, next, a long time, a short time, week, days, weekdays, weekend days, time, morning, afternoon, clock, analog, digital, hands (of a clock), o'clock.</p>	
<p>Syllabus pp59 &amp; 60</p> <p><i>Duration</i></p> <p>In Early Stage 1, students begin to develop an understanding of the duration of time and learn to identify moments in time. An understanding of duration is introduced through ideas such as 'before', 'after', 'how long' and 'how soon'. It should be noted that time spans in Early Stage 1 are personal judgements. Moments in time include ideas such as daytime, today, days of the week and seasons. Sunday is commonly the first day of the calendar week. A week, however, may also mean a period of seven days beginning on any day, eg 'One week starting from Thursday'.</p> <p>Teachers should be aware of the multicultural nature of our society and of significant times in the year for different cultural groups. These could include religious festival days, national days and anniversaries.</p> <p><i>Telling Time</i></p> <p>In Early Stage 1, 'telling time' focuses on reading hour time on analog and digital clocks. The focus on hour time in Early Stage 1 is only a guide. Some students will be able to read other times.</p>		
<p><b>Teaching and Learning Activities</b></p>	<p><b>Notes/ Future Directions/Evaluation</b></p>	<p><b>Date</b></p>
<p><b>Analogue/Digital</b></p> <p>Use large analogue and digital clocks demonstrate the o'clock times in both forms.</p>		
<p><b>Brainstorm</b></p> <ul style="list-style-type: none"> <li>- Where do we find clocks?</li> <li>- Why do we need clocks?</li> <li>- What different types of clocks are there?</li> </ul>		

<p><b>Class Day Book</b>  <u>Telling time</u>          Make a class day book. Draw a clock on each page, starting at 12 o'clock midnight. Illustrate the pages after discussion about what they do on a typical day. Have a collection of cards with clocks showing times on the hour for students to sequence.</p> <p>Students make repeating patterns such as: 1 o'clock, 3 o'clock, 5 o'clock, 7 o'clock ...          Note: In the case of this pattern, does the student stop at 12 o'clock or continue on to 1 o'clock.</p>		
<p><b>Class Times</b>          Regularly talk about time.</p> <ul style="list-style-type: none"> <li>- We come in from recess at 11 o'clock.</li> <li>- When the clock says 10 o'clock we will go to the library.</li> </ul>		
<p><b>Class Weather Chart</b>          Record the weather over a period of time (eg a week/month) on a chart depicting the days.</p>		
<p><b>Clock Bingo- Hours</b>          Children have a Bingo Board each and listen to times on the hour being read out. If one of the times matches a time on their Bingo Board they place a counter on it.</p>		
<p><b>Daily Talk</b>          Every day talk about what day it is and what day it will be/was tomorrow/yesterday. Discuss what is regularly done on this day.          Eg Friday is sports day, Thursday is Library day. List the day and draw the activity next to it.</p>		
<p><b>Day/Night Time</b></p> <ul style="list-style-type: none"> <li>- What do we do during the day/night?</li> <li>- How do daytime and night-time activities differ?</li> </ul>		

- Discuss animals – owls that sleep during the day and are active at night. (introduce nocturnal)
- Make up a class comparison chart/book.
- Picture sort – daytime and night-time activities
- Paint pictures of day/night activities

**Duration**

Make a chart displaying the following headings and ask students to identify events to be recorded in each column.

What happened yesterday?	What is happening today?	What will happen tomorrow?
It was Eliza's birthday	We are going to the library	We are having sport

Revise describing and listing events that take 'a long time' and events that take 'a short time'

Students compare the duration of two events using informal methods, e.g. it takes me longer to eat my lunch than it takes me to clean my teeth.

**Investigating Digital Numbers**

Children construct digital numbers using straws.  
Children colour sections to represent digital numbers.

**Make Your Own Digital Clocks**

Children cut and assemble own digital clocks to show times.

<p><b>Morning/Afternoon</b></p> <ul style="list-style-type: none"> <li>- Same as day/night activities</li> <li>- Create morning/afternoon mobile</li> <li>- Signs around classroom – what we do in the morning/afternoon</li> <li>- Discuss or hold a shared morning/afternoon tea. Invite parents or other family members</li> </ul>		
<p><b>Seasons</b> (<i>Links to Sci/Tech KLA</i>)</p> <ul style="list-style-type: none"> <li>- Make a season chart:</li> <li>- The children cut out illustrations in magazines and add them to the appropriate season</li> <li>- List the children’s names in the season when their birthday is.</li> <li>- Discuss the season that you are in now. What are its characteristics?</li> <li>- Do an art activity – autumn leaves, blossoms etc.</li> </ul> <p><b>Season Question</b></p> <p>What is something you do in summer that you do not do in any other season?</p>		
<p><b>Sequencing O’Clock Times</b></p> <p>Children sequence time cards in order.</p>		
<p><b>Silly Story</b></p> <p>Using pictures placed in incorrect sequence relate an "out-of-sequence" funny story Ask students what is wrong with the "silly story" and the sequence of pictures and ask them to sequence them correctly.</p>		
<p><b>What’s the time?</b></p> <ul style="list-style-type: none"> <li>- Divide children into teams.</li> <li>- Make an o’clock time (digital or analogue) and ‘flash’ it for the first members of each team.</li> <li>- First team to correctly state the time wins a point.</li> </ul>		

<b><i>What's the time Mr Wolf?</i></b>		
<b><u>Using Technology to Teach Mathematics</u></b> <b>Mathletics:</b> <ul style="list-style-type: none"> <li>• Days of the Week</li> <li>• 5 Minute Times</li> <li>• Tell Time to the Hour</li> <li>• Hour Times</li> </ul> <b>Ideal Resources:</b>		
<b><u>Story Books</u></b> <ul style="list-style-type: none"> <li>- Moonlight, Sunshine by Jan Ormerod</li> <li>- Boss for a Week by Libby Handy</li> <li>- The Very Hungry Caterpillar by Eric Carle</li> <li>- Mrs Honey's Hat by Pam Adams</li> <li>- Where does Thursday go? By Janeen Brian</li> <li>- A Year on Our Farm by Penny Matthews &amp; Andrew McLean</li> <li>- Hairy Charlie by Jackie French</li> <li>- The Seasons</li> <li>- Books of Rhymes</li> <li>- What's the time Mr Wolf?</li> <li>- Time for Bed by Mem Fox</li> <li>- Time for Clocks</li> <li>- Day and Night Diary</li> <li>- The bad tempered ladybird by Eric Carle</li> <li>- The very hungry caterpillar by Eric Carle</li> <li>- Tick-tock by James Dunbar</li> <li>- What time is it? By Julie Haydon</li> <li>- Clocks and more clocks by Pat Hutchins</li> </ul>		
<b>Other Activities</b>		