

Title: Making Time

Grade Ranges:

K-4

5-8

9-12

Subject Tag:

Math: Basic Math

Synopsis:

The purpose of this lesson is to reinforce students' speed and accuracy as time tellers. In pairs, students play the role of either an hour hand or a minute hand. The pairs compete in a teacher-led game to "make time" the fastest. Students earn points based on their accuracy and each time's degree of difficulty.

Keywords:

making time, telling time, clock games

Body:

1. On the floor of your classroom or on the ground outside, use tape or chalk to create two clock faces that have only numbers (no hands) and are big enough for your students to lie down on and act as the hands. Note: This lesson does not need two clock faces, but having two makes it easier to have a competitive game.
2. Divide students into pairs, preferably so the students in each pair are different heights.
3. Explain that each pair will make time by becoming a clock. In each pair, one student will play the role of an hour hand; the other student will be a minute hand.
4. Two at a time, pairs will compete to form a time that you give them.
5. To decide who in each pair will be which clock hand, ask each pair to identify who in their pair is shorter. Ask students why height should play a role in deciding who plays which hand. (To ensure all students understand where to place both hands at a given time, have the members of each pair switch the hands they play partway through the game.)
6. The fastest, most accurate pair of hands wins the round. The number of points earned depends on the degree of difficulty: 5 points per hour; 10 points per half-hour; and 15 points per quarter-hour.
7. Choose the times for each pair at random so that difficulty gets assigned randomly.

Features:

Contains special education tips

Quick Activity (less than 30 minutes; story starter)

Requires Internet access for students to complete

Objective:

Students will sharpen their time-telling skills through creative play.

Standards:

NY: 3.2: Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas. **3.4:** Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information, and relationships.

NYC: A4a. Learn from models. **A5a.** Work with others to complete a task. **M8e.** Pure mathematics investigation, in which the student extends or “plays with,” as with mathematical puzzles, some mathematical feature (e.g., properties and patterns in numbers).

CT: 1. Number Sense. Students will use numbers to count, measure, compare, order, scale, locate and label, and use a variety of numerical representations to present, interpret, communicate and connect various kinds of numerical information.

NJ: 4.1: All Students Will Develop The Ability To Pose And Solve Mathematical Problems In Mathematics, Other Disciplines, And Everyday Experiences. **4.2:** All Students Will Communicate Mathematically Through Written, Oral, Symbolic, And Visual Forms Of Expression. **4.3:** All Students Will Connect Mathematics To Other Learning By Understanding The Interrelationships Of Mathematical Ideas And The Roles That Mathematics And Mathematical Modeling Play In Other Disciplines And In Life. **4.6:** All Students Will Develop Number Sense And An Ability To Represent Numbers In A Variety Of Forms And Use Numbers In Diverse Situations.

Prerequisite Skills:

1. ability to tell time

Time Required:

15-30 minutes

Technology and Materials Needed:

1. chalk or tape

Assessment Criteria:

1. Do students accurately demonstrate the role of the hour hand?
2. Do students accurately demonstrate the role of the minute hand?

Recommended Lesson Plan Review Date:

Review Comments: