AusVELS Learning Focus Statement:

AusVELS Standard/s (if necessary):

Level 2 They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events.

Level 3 They tell time to the nearest minute. Students identify the time between two events.

Level 4 They convert between units of time. Use am/pm notation

Vocabulary Development:

o’clock, half past, digital clock, analogue clock, quarter past, quarter to, minute hand, hour hand, second hand, clock face, minute, hour, second, morning, afternoon, evening, am, pm, noon, midday, midnight

Common Assessment Tasks

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<th>Assessment FOR Learning</th>
<th>Assessment OF Learning</th>
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<th>Other Resources:</th>
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<tr>
<th>Key Understandings to Look For During This Unit:</th>
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# Teaching and Learning Sequence

<table>
<thead>
<tr>
<th>Sequence Focus</th>
<th>Warm up</th>
<th>Student Learning Activity (including introduction)</th>
<th>Share / Reflection / Assessment</th>
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| **1**          | 10 Things I know About…  
- Analogue Clocks  
- Digit Clocks  
- Seasons | **Draw a Calendar- See Pack.**  
Students are given a blank sheet of paper and asked to draw a calendar for any given month.  
(See R.A.T. Page 107) | **Calendar Jigsaw**  
Show students a month on the calendar, ask them to discuss what the blank boxes mean. Give students an A3 calendar of the full year month by month (this can be made and printed off in Word). Students cut out each individual month and lay end to end, the pieces fit together like a jigsaw.  
**Students record special days on their calendar e.g. birthdays, xmas etc** |
| **2**          | **10 Second Walk:**  
Maths on the Go (Rob Vingerhoets) Book 1 Activity 18 pg 49 | **Calendar Jigsaw- Seasons**  
Students colour in the months based on season.  
Note: relate it to temperature- when is it the coldest? Perhaps look at an annual graph. | |
| **3**          | **POSTER – when do we need to know the time**  
Brainstorm for 10 minutes about why telling the time is useful/when we need it, make a poster and display it. | **Calendar- Seasons Wheel**  
Students create a season wheel to reinforce the idea of a cycle. Using blank circle cut outs (or kinder circles), students cut them into quarters. Each section represents a season. Students to draw images that correspond with that season on each section. Label each section and paste in order on top of a whole circle. Students then can label the months that are in each season. | |
| **4**          | **Be there in a minute:**  
Maths on the Go (Rob Vingerhoets) Book 1, pg 53 (See resources pack) | **Calendars book-** Scatters the names of the months around the room. Send students off to find their birthday month (could be done silently). Give them a calendar page for their month. Record each person’s birthday and any other special events that happen that month. Write some statements about that month and this will form a page of a special calendar book. Take a photo of the kids in each group and that will go into the book as well.  
**__________’s Holiday** (See Joanna’s San Fransisco Adventure- come up with a name to suit your room). | |
| **5**          | **Guess my Time:**  
Teacher gives clues for a time in their head. Teacher gives clue, students have guess, teacher gives clue, student has guess etc | **Clock Time Assessment Task (See Pack)**  
Warm up: create a human clock using number cards 1-12. Discuss where the numbers go and what is needed for a clock, etc.  
Students to draw and label 4 daily activities in the boxes on the sheet and fill in a blank analogue clock to match and write the corresponding digital time.  
While students are drawing their activities, teacher to walk around (checklist) with a set of clocks showing various times (o’clock, half past, quarter to, 5 to). | |
| **6**          | | **Be There in a Minute- see resource pack**  
Brainstorm with the students- what is something you could do that takes exactly one minute? Students work in pairs to estimate and then measure how many times they can complete different activities in one minute. | |
| 8 | **Connection between analogue and digital clocks**  
Discuss connection between analogue and digital time and model on the big clock from the time kit, teacher makes an analogue time and a child makes the matching digital time.  
Partner game: using mini clocks from the time kit. One partner tells the other a time to make, the other has to make it on the analogue clock and write it on the digital clock. Show your partner and discuss how you went. Take it in turns. |
|---|---|
| 9 | **Converting time from digital to analogue**  
Review connection between digital and analogue clocks and model on the big clock from the time kit, but this time teacher makes a digital time and a child makes the analogue time.  
Small group game - give children a bundle of digital clock cards (from Nelson 3 BLM 17). They shuffle these up and place them in the middle of the table. One child pulls the first time from the pile and they all have to make it on their analogue clock. First child to do this correctly wins a counter. First to 10 counters is the winner. Children should be in groups with children of similar ability level, and teacher can remove the more challenging times from the piles if needed for that group.  
Adapt to suit the children - could have one set of times that are just o'clock and half past.  
**Extension:** students in pairs can focus on duration between two different clocks. |
| 10 | **Open-Ended Problem (See Pack)**  
Mum said I went to bed later than my usual time of 8oclock. What time might I have gone to bed?  
**Note:** Encourage the students to make reasonable estimations (not midnight - we want them demonstrating their understanding of half past, quarter past, quarter to).  
Make small analogue clocks available for students to manipulate.  
**Open-Ended Problem**  
What are the times when the hour and the minute hand are at right angles?  
Record all of the possibilities. |
| 11 | **TV Guide (reading and interpreting timetables)- Jess to complete using Nelson 3- p 37**  
Beg- read and answer questions regarding times of particular tv shows (looking at an actual tv guide).  
Ext- answer questions that focus on duration of time. |
| 12 | **Assessment Task:**  
**Classroom Timetable**  
Show students a clock face displaying nine-o-clock. Ask ‘what do we do at nine o’clock in the morning?’  
Repeat, using another significant time of day. Have students show you on their own analogue clocks different times for certain activities. Students make a one-day classroom timetable (a handful of blank cut-out clocks available for use).  
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