

Approach: One to one
 Focus: Interpreting a calendar, date calculations
 Resources: 2 model clocks, recording book

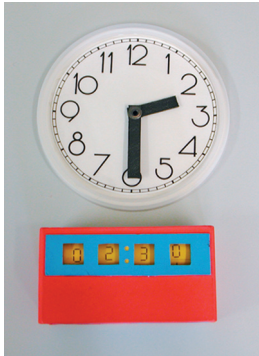
Year: 4 & 8

Questions / instructions:

This activity is about telling the time.

We will use these model clocks to show the time.

Give student clocks.



I am going to show you some times on these clocks and I want you to tell me what they are.

Show 3:00 on analogue clock.

1. What is this time?

Record what the student said.

student gave correct time 95 (89) 99 (98)

Show 6:30 on digital clock.

2. What is this time? correct time 91 (92) 99 (99)

Record what the student said.

Now I am going to tell you some times, and I want you to show those times to me on both model clocks.

3. Show me one o'clock. Show me one o'clock on both model clocks.

Record the time the student made on each clock.

Analogue: correct time 93 (89) 98 (97)

Digital: correct time (1:00 or 01:00) 80 (76) 98 (99)

4. Show me eleven-thirty.

Record the time the student made on each clock.

Analogue: correct time 56 (53) 85 (85)

Digital: correct time (11:30) 91 (87) 98 (96)

5. Show me quarter to nine.

Record the time the student made on each clock.

Analogue: correct time 43 (32) 80 (82)

Digital: correct time (8:45 or 08:45) 25 (19) 85 (82)

Remove digital clock.

6. Make the time that is half an hour after 4:30.

Record the time the student made.

correct time (5 o'clock) 49 (49) 90 (87)

7. Make the time that is 20 minutes before 9 o'clock.

Record the time the student made.

correct time (8:40) 32 (30) 75 (82)

Remove analogue clock, give student digital clock.

8. Make the time that is quarter of an hour before 7 o'clock.

Record the time the student made.

correct time (6:45 or 06:45) 29 (27) 84 (86)

9. Make the time that is 10 minutes before 5 past 11.

Record the time the student made.

correct time (10:55) 24 (24) 66 (69)

Total score: 12 9 (6) 37 (43)

10-11 13 (18) 44 (35)

8-9 19 (20) 15 (12)

6-7 30 (29) 3 (9)

4-5 19 (21) 2 (1)

0-3 10 (6) 0 (0)

Commentary:

Students at year 8 level were strong in all aspects of this task. Year 4 students were able to read the times quite well but were poor in tasks involving adding or subtracting time or showing time such as *quarter to nine*. Changes from 2001 to 2005 were negligible.