

# Past or To?

**Objectives:**

- To learn securely how to tell the time using an analogue clock.

**Learning Outcomes:**

I can tell the time using an analogue clock.

**Method:** Whole class teaching followed by group work. Follow-up activity for use with a parent at home.

**What you need:** For each group: a geared teaching clock.

**Class Lesson**

Discuss the fact that some people find learning to tell the time easy and others find it quite difficult. You are going to teach the pupils a game called 'Past or To?' which will really help them to learn to tell the time if they are still finding it difficult. The game has different levels to it. You are going to teach it to them as a class. Once they have got the hang of the rules they will be working in groups. You will be looking for good group leaders.

Show the children the geared teaching clock. Play the clock rap with them (see separate teacher's notes for this activity) to ensure that they are secure with the idea of times following in sequence. Through discussion, establish that the long (minute) hand travels the whole way round the clock in one hour. The short (hour) hand moves forward one number.

Discuss times 'past' the hour and 'to' the next hour. Establish that when the long (minute) hand is on the right hand side of the clock the time is 'past' the hour. When it is on the left hand side, the time is 'to' the hour because it is on its way 'to' the next hour. Note the position of the hour hand at different times, either just past the previous hour or nearly at the next one.

Play level 1 of the game as explained below. The first time you play, begin with times on the 'past' side. Work through a series of times asking the question for each. When you move past the half hour, the pupils' answer should change. Once you have played the game a few times, ask one of the pupils to come out and be 'teacher', turning the clock to appropriate times in sequence and asking the question for each.

Once you are sure that the pupils are confident with level 1 then introduce level 2. Play the game until the pupils are fairly secure at this level. Then ask for volunteers who think that they will be able to ask the questions correctly and might like to be group leaders. Ask several to take it in turns to come out and be 'teacher', turning the clock to appropriate times in sequence and asking the two questions for each. Note who does well.

After some practice at level 2 then introduce level 3. Explain that not everyone may be ready for level 3 yet, but you will show everyone how it works and then they can play in their groups at the right level for them.

Begin by working with quarter to and quarter past only. Once the pupils are confident, introduce five past, ten past, five to and ten to. Vary your approach, working only with the 'past' times, then with the 'to' times, then with a mixture. Finally, bring in twenty past, twenty to, twenty-five past and twenty-five to. If the pupils struggle at any point, either home in on the area of difficulty and give several similar times, or return to something easier.

As you work, make the pupils aware of your strategies. Point out how you are introducing a few new words at a time and building everyone's confidence with these before introducing more. Emphasise that the group leaders will be expected to do this when it comes to the group work. Again ask for volunteers to be 'teacher' and assess who you think is best at remembering the questions correctly.

### **Group Task:**

Divide the class into three or four groups. Allocate for each a group leader who is confident telling the time and also able to ask the questions correctly at each of the levels of the game.

Set the groups to play the game. Instruct the group leaders to play at level 1 initially. Circulate and listen to ensure that each group is playing correctly.

Now tell the groups to progress to level 2. Remind the group leaders of the two questions. Remind the leaders that they should match the questions to the level of their group, ensuring that everyone in their group is understanding. If they think someone in their group is finding the questions too difficult, they should make them easier. You circulate and listen, correcting where necessary.

Stop the play and remind the pupils of level 3. Make sure the group leaders are confident with the three questions. Tell the leaders to continue to play at level 2. If they think someone in their group is finding the questions too difficult, they should make them easier again. If *everyone* in the group is finding them easy then they can progress to level 3. Remind the leaders about beginning with quarter to and quarter past, then adding the times at the top of the clock and then the ones at the bottom. Remind them that it is their role to make sure that everyone is on board with the learning. If the leaders think someone is not 'getting it' then they should home in on the tricky area on its own or return to something easier.

Again, circulate and listen, correcting where necessary. Note pupils who appear to be struggling. After a suitable interval (or the following day) regroup the pupils so that those struggling are in a group with you and the others are working independently. Repeat the game daily, either in school or as a homework exercise, until all pupils are secure with telling the time.

# Past or To?

## Information for Parents

**Objectives:**

- To learn securely how to tell the time using an analogue clock.

**Learning Outcomes:**

I can tell the time using an analogue clock.

**What you need:** A geared clock or watch which your child can use to turn the hands to different times.

This game is one of a series that helps with the telling the time. It is designed specifically to help children who are finding this a challenge.

The game is in three levels. The secret in playing it, is to make sure that your child is totally secure with one level before progressing to the next. Your child will have been taught the game in school. The instructions are given on the enclosed sheet. Here are some tips to help you with playing it.

**Level 1**

The first time you play, begin with times on the 'past' side. Work through a series of times asking the question for each. When you move past the half hour, your child's answer should change. Once you have played the game a few times, ask your child to be 'teacher', turning the clock to appropriate times in sequence and asking you the question for each.

**Level 2**

Once you are sure that your child is confident with level 1 then introduce level 2. Play the game until your child is fairly secure at this level. Then again let your child have a turn at being teacher, turning the clock to appropriate times in sequence and asking you the two questions for each.

**Level 3**

After some practice at level 2 then introduce level 3. Begin by working with quarter to and quarter past only. Once your child is confident, introduce five past, ten past, five to and ten to. Vary your approach, working only with the 'past' times, then with the 'to' times, then with a mixture. Finally, bring in twenty past, twenty to, twenty-five past and twenty-five to. If your child struggles at any point, then either focus on the area of difficulty and give several similar times, or return to something easier.

**Important Note**

Little and often is the key. If you play the game for 5 minutes a day for a week, you will notice a steady improvement in your child's confidence and competence.

# Past or To?

## Rules of the Game

### Level 1

Turn the clock to show a time. Show it to your partner or team.

Ask the question 'Past or To?'

Your partner or team has to answer 'Past' or 'To'.

Repeat with another time, turning the clock clockwise (forwards).

### Level 2

Turn the clock clockwise to show any new time you wish.

Ask the first question 'Past or to?'

Your partner or team has to answer 'Past' or 'To'.

Ask the second question 'Past what?' or 'To what?'

Your partner or team has to answer eg 'Past 11', 'To 4', 'Past 6', 'To 9' etc.

Repeat with another time.

**Example at level 2:** (Clock showing eg twenty to 5)

You: Past or to?

Partner: To

You: To what?

Partner: To 5.

### Level 3

Turn the clock clockwise to show any new time you wish.

Ask the first question *'Past or to?'*

Your partner or team has to answer 'Past' or 'To'.

Ask the second question *'Past what?'* or *'To what?'*

Your partner or team has to answer eg 'Past 11', 'To 4', 'Past 6', 'To 9' etc.

Ask the third question eg *'What past 7\*?'* *'What to 9\*?'*, etc

Your partner or team has to answer eg 'Ten past 11', 'Twenty To 4', etc.

Repeat with another time.

### Examples at level 3

*Clock showing twenty to 5*

You: Past or to?

Partner: To

You: To what?

Partner: To 5\*.

You: What to 5\*?

Partner: Twenty to 5\*.

*Clock showing twenty-five past 8*

You: Past or to?

Partner: Past

You: Past what?

Partner: Past 8\*.

You: What past 8\*?

Partner: Twenty-five past 8\*.

Note: \* means this is an example only.

The numbers in question 3 will depend on the answers to question 2.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Past or To?

### The Three Questions

#### Level 1

First question only: *'Past or to?'*

#### Level 2

First question: *'Past or to?'*

Second question: *'Past what?'* or *'To what?'*

#### Level 3

First question: *'Past or to?'*

Second question: *'Past what?'* or *'To what?'*

Third question: *'What past 3\*?'* or *'What to 6\*?'* Etc

Note: \*These numbers are examples only. The numbers in the third question will depend on the answers to question 2.

Important: When you **answer** a question you have to say the **full answer**.

Example Question: Past what?

Example Answer: Past 6. (Saying '6' on its own will not do!)