



Makes Maths Fun

Level 2

TIME

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

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## Time

Level 2 is designed for students in their second year at school which is most often referred to as Year 1. The Time strand allows students to compare the duration of events and read clocks on the hour and half hour.

**Knowledge:** Students compare the duration of pairs of events with which they are familiar and circle the longer event in each pair.



Students who demonstrate proficiency in this activity move on to Comprehension.



Students stop here as they require additional teacher support to master this activity.

**Comprehension:** Students are given a number of clocks and must read the time on each clock face in both digital and analogue time and record the time shown.



Students who demonstrate proficiency in this activity move on to Application.



Students stop here if time has run out or they require additional support with this activity.

**Application:** Students are given blank analogue and digital clocks and must record the hourly time by drawing the hand on analogue clocks and writing the time on digital clocks.



Students who demonstrate proficiency in this activity move on to Analysis.



Students stop here if time has run out or they require additional support with this activity.

**Analysis:** Students match digital and analogue times to the clocks and multiple notations for the same time such as 12:00 can be midday and 12 O'Clock.



Students who demonstrate proficiency in this activity move on to Synthesis.



Students stop here if time has run out or they require additional support with this activity.

**Synthesis:** Students make a digital and analogue clock using the template given printed onto cardboard. They will require glue and scissors and each student can make a time of their own.

**Evaluation:** Suggested questions provide a starting point for discussions related to Time.



Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.

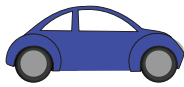


All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

Name: \_\_\_\_\_

# Longer and Shorter Times

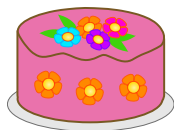
Circle the activity which takes the longest time in each pair.



Drive to school



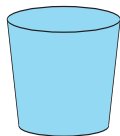
Brush your teeth



Bake a cake



Eat a banana



Drink a glass of water



Go to a party



Eat an ice block



Write a story



Play a game of cards



Grow a flower



Watch a movie



Build a house



Read a novel



Eat an apple



Let's Try This Again

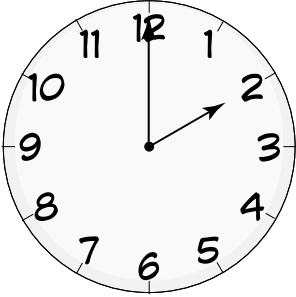


Progress To Comprehension

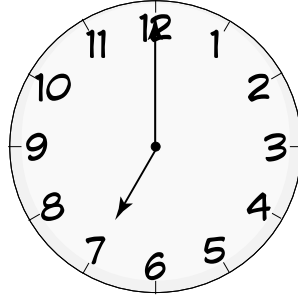
Name: \_\_\_\_\_

# Telling The Time

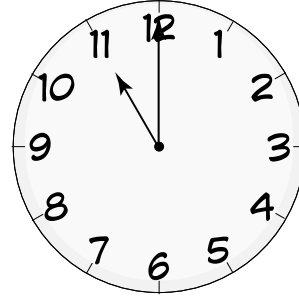
Write the hourly time shown on each clock.



\_\_\_\_\_ O'Clock



\_\_\_\_\_ O'Clock



\_\_\_\_\_ O'Clock



\_\_\_\_\_ O'Clock

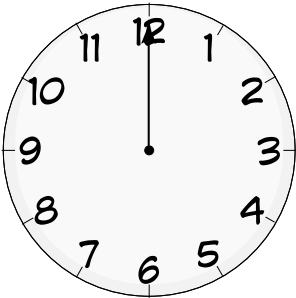


\_\_\_\_\_ O'Clock

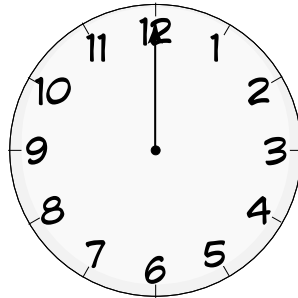


\_\_\_\_\_ O'Clock

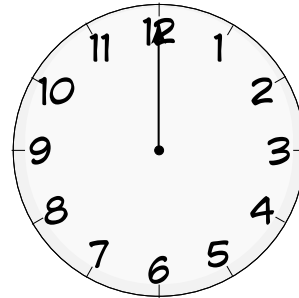
Record the time shown on each clock.



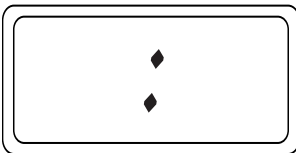
3 O'Clock



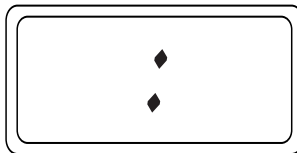
12 O'Clock



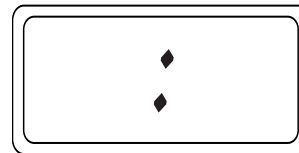
8 O'Clock



9 O'Clock



4 O'Clock



10 O'Clock



Let's Try This Again

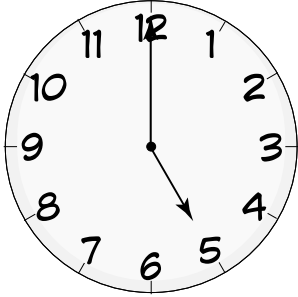


Progress To Application

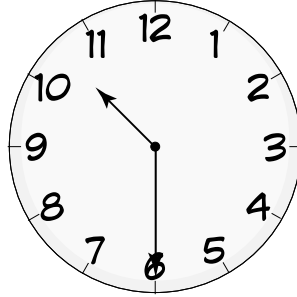
Name: \_\_\_\_\_

# Hourly And Half Hour Time

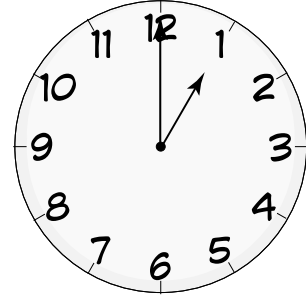
Write the time shown on each clock.



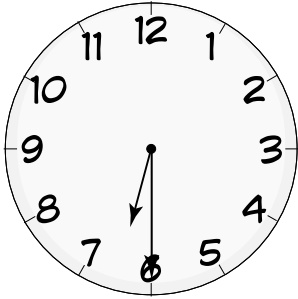
\_\_\_\_\_ O'Clock



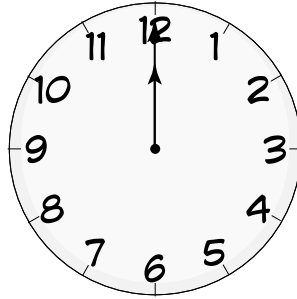
Half Past \_\_\_\_\_



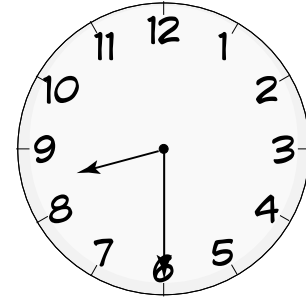
\_\_\_\_\_ O'Clock



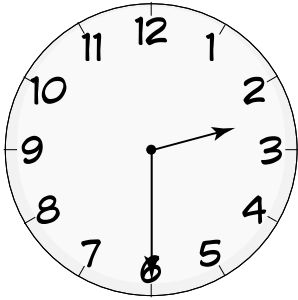
\_\_\_\_\_ Thirty



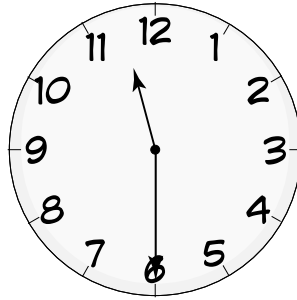
\_\_\_\_\_ O'Clock



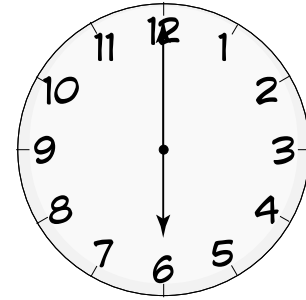
Half Past \_\_\_\_\_



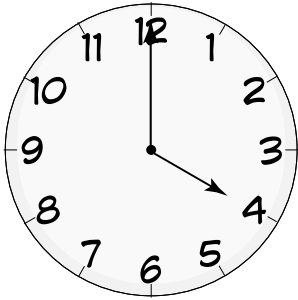
\_\_\_\_ : \_\_\_\_



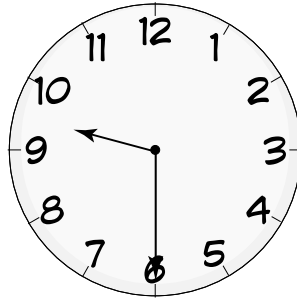
\_\_\_\_ : \_\_\_\_



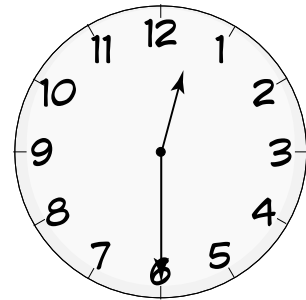
\_\_\_\_ : \_\_\_\_



\_\_\_\_ : \_\_\_\_



\_\_\_\_ : \_\_\_\_



\_\_\_\_ : \_\_\_\_

Time - Level 2 - Students will compare the duration of events and tell time using hour and half hour.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation



Let's Try This Again

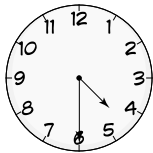


Progress To Analysis

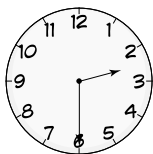
Name: \_\_\_\_\_

# Match The Time

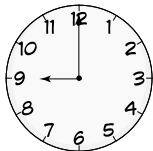
Match the digital, analogue and notated times.



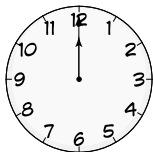
Midday



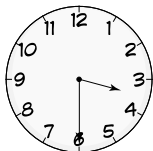
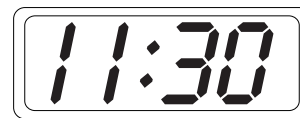
4:30



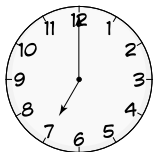
5 O'Clock



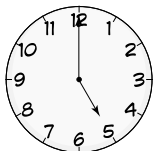
Half Past 2



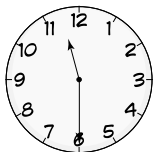
9 O'Clock



11:30



Half Past 3



7 O'Clock



Time - Level 2 - Students will compare the duration of events and tell time using hour and half hour.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation



Let's Try This Again

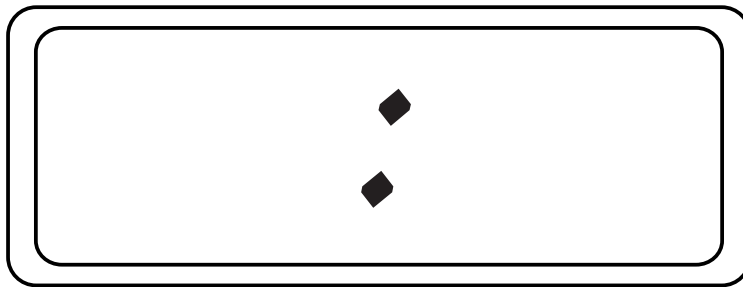
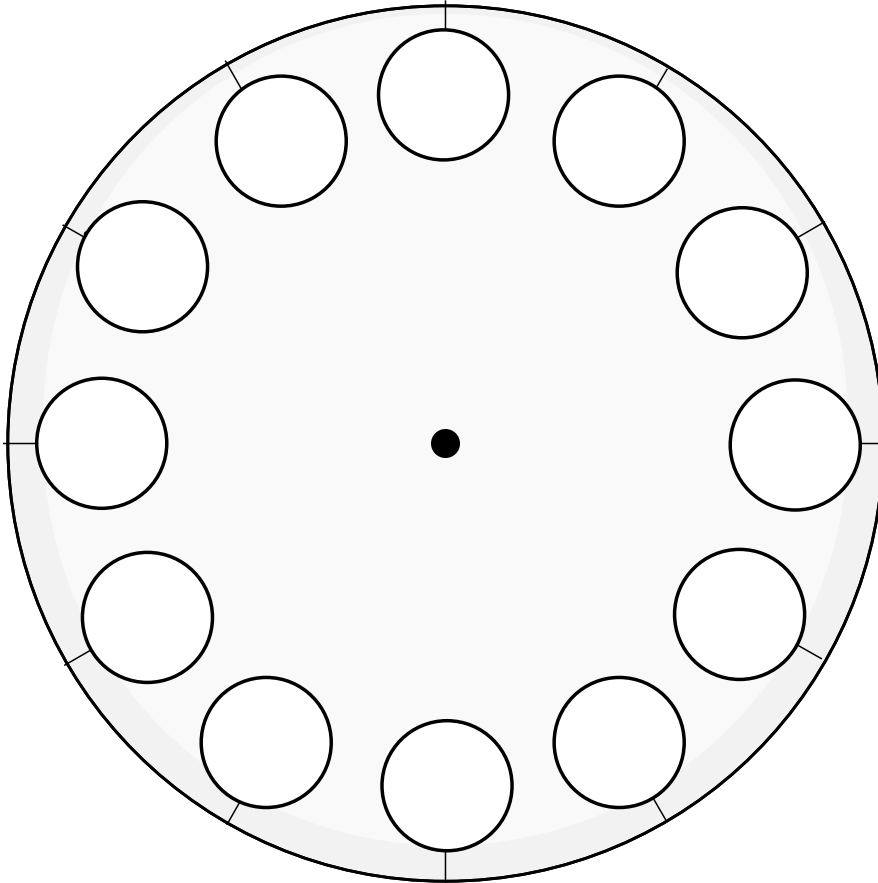


Progress To Synthesis

Name: \_\_\_\_\_

# Make A Clock

Write numbers from 1 to 12 correctly around the clock face and then cut out and paste the hands to show the time you have written on the digital clock face.



Let's Try This Again



Progress To Evaluation

TM 2 55



Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Time - Level 2 - Students will compare the duration of events and tell time using hour and half hour.



# Time Discussion

The following questions and activities are provided as a starting point for fun discussions related to Time. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Time activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.



Introduce students to the terms ante meridiem, Latin for "before noon" and post meridiem or "after noon" and where and when these are used. Discuss some of the many ways we let people know what time we are referring to such as after lunch, dinner time etc.



Why do we need to be able to tell the time. List some of the many things for which we need to be "on time" and what this term means.



Look at 24 hour time and where and when this is used. Have students convert given times into 24 hour times and 24 hour times in 12 hour times.



Look at some of the new technology in watches which sync to a phone or tablet or Google glass time projections.



Show students an image of a candle clock and have them suggest ways in which an alarm may have been created for this 'clock'. (For an alarm a nail was inserted at the desired time and when this time was reached the nail would fall out and make a noise on the metal plate below like a modern day alarm).

