

**Ages**  
**5+**

**Grades**  
**K+**

# Magnetic Time

**Activity Set**



## **WARNING:**

**MAGNETS**—This product contains small magnets. Swallowed magnets can stick together across intestines causing serious infections and death. Seek immediate medical attention if magnets are swallowed or inhaled.

This Magnetic Time Activity Set is an ideal tool for any classroom. The durable, plastic clock hands are geared to help students understand the relationship between hours and minutes. The clock hands and numbers can be used for demonstration on any magnetic surface such as whiteboards or chalkboards. The large size allows for easy viewing from anywhere in the classroom.

### Setting up the clock:

To set up the clock, attach the hands to the whiteboard. Make sure you have a large enough area to place the numbers around the hands. Set the clock to 12:00 and place the number 12 at this position. Next, set the clock to 1:00 and place the number 1 at the 'hour' position. Repeat this process to set up the remaining clock numbers.

## Suggested activities:

### Learning Connections

Point out the features of the clock to students. The hour hand is short and it is red. The minute hand is long and it is blue. Demonstrate how to hold onto the 'knob' on the minute hand to get the clock hands to move. Have students practice moving the geared clock hands. Make sure to point out and discuss that when the minute hand moves, so does the hour hand. The hands work together to show the relationship between minutes and hours.

### Telling Time

Practice telling time using the clock hands and numbers. Set up the clock on a magnetic surface and say a time (such as 2:00) for students to display. Start with times to the hour and then progress to minutes. It is best to start telling time by every hour and half hour, then move into quarter hours, then five minutes and finally minute increments. Use specific math vocabulary such as "quarter past", "quarter till", "half past", etc.

### Elapsed Time

By using the geared clock hands, students can have hands-on practice with the concept of elapsed time. Attach the clock hands to a whiteboard and place the numbers in the correct positions. Students can practice determining elapsed time by solving problems posed by the teacher. For example, "If school begins at 8:00 and ends at 3:30, how much time are you at school?" or "The movie started at 7:00 and ended at 9:00. How long was the movie?" Students can move the clock hands to the starting time and then move the clock ahead hour by hour to the ending time. When you can no longer move ahead a full hour, start the hands moving in ten or five-minute increments and then add all the hours and the minutes that go by.

### Changing Clock Faces

Provide students with opportunities to "see" different clock face formats by setting up the clock, removing the magnetic numbers, and writing either Roman numbers or military time numbers in the correct places. Students can practice telling time using the different representations.



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