

Tell Me When

Reinforce students' time-telling skills and their understanding of time duration by asking them to "tell me when." Encourage students to tell you when it is time for lunch, recess, or a specific activity. Try to set these activities for certain times throughout the day.

Time Talk

Get your students involved in the language of time! Refer to specific times in a variety of ways. For example, say the time 3:45 as "a quarter to 4," "Use expressions like "half past," "past the hour," "quarter to," "quarter after," or "about." As students become more familiar with telling time, they will enjoy using different words and descriptions for specific times.

Your Primary Time Teacher Learning Clock can be used by itself or in conjunction with other time-telling or time-related manipulatives.

Try these other manipulatives from Learning Resources®:

- LER 112 Pupil Clock Dials
- LER 507 Let's Make Telling Time Easy with Clock
- LER 2095 Big Time™ Geared Student Clock
- LER 2994 Primary Time Teacher™ Learning Clock®



For a dealer near you, call:
(847) 573-8400 (U.S. & Int'l)
(800) 222-3909 (U.S. & Canada)
+44 (0)1553 762276 (U.K. & Europe)

www.learningresources.com



© Learning Resources, Inc., Vernon Hills, IL (U.S.A.)
Learning Resources Ltd., King's Lynn, Norfolk (U.K.)
Please retain our address for future reference.
Made in China. LRM2996-GUD

U.S. Patent No. D377, 949 • U.K. Design 2054671
U.S. Patent No. 5,851,118



12 Hour Learning Clock®
Teaches to the Minute!

The Improved Primary Time Teacher Learning Clock™ will help your students make connections between analog and digital time-telling formats. *The Primary Time Teacher Learning Clock* is unique in that it has both an analog clock and a digital clock that work simultaneously. Turn the knob on the minute hand and watch both the synchronized hour hand and the digital numbers turn. The hours and the minutes on both the analog and digital clocks are color-coordinated so your students can easily make transitions between the clocks.

The Primary Time Teacher Learning Clock can be used in a variety of learning environments. Place the clock in a learning center for students to explore or to use in directed activities. Your students will love to turn the hands and watch the mechanisms move while they make the connection between analog and digital time.

Learning Connections

Point out the hour hand on the analog clock. Ask students to describe its features. Students might notice that the hour hand is short and that it is red. Then, ask students to guess which numbers on the digital clock are the hours. The hours are printed in red. Point out the minute hand and ask students to describe its features. Make connections between the color of the minute hand and the printed minutes on the digital clock.

Slowly turn the minute hand. Encourage students to describe what happens. Students should notice that the minutes change frequently on the digital clock, but the hours change only when a complete revolution has been made. Explore the relationship between how often the digital clock's numbers change and the distance the minute hand travels.

Minutes

Use your *Primary Time Teacher Learning Clock* to help students find the number of minutes in an hour. Ask students if they know how many minutes are in an hour. (60) Then, ask students how they could find out. Discuss their suggestions and try them. The minute hand points to the tick marks around the face of the analog clock. Ask students what they think these tick marks might mean. (The space between each tick mark shows one minute.)

Count the tick marks on the clock. This is a good time to practice "skip counting" by fives. There are sixty minutes in an hour. As soon as sixty is reached, the minutes start all over again. Reinforce students' skip counting by fives with the minutes on the digital clock.

Each time you to move the minute hand five minutes, the minute numbers on the digital clock turn.

Hours

The Primary Time Teacher Learning Clock helps make learning connections when students explore hours in the A.M. and the P.M. Ask students to tell the number of hours in a day. (24) Ask students to tell how many hours are shown on the analog and the digital clock. There are only twelve! Explore this dilemma.

There are twelve hours in the A.M. and twelve hours in the P.M. Ask students what they think happens when time goes from 12 o'clock A.M. to 1:00 P.M. (The hours start all over again.) Show this on the analog clock and encourage students to tell what happens when this occurs on the digital clock. Now ask students what happens when the minutes go from sixty to one.

Minute Time

Help your students tell time in minute intervals. Close the digital windows. Show a time on your analog face. Ask students to tell which minutes and hours are shown. Then, open the digital windows so students can check their times. Reverse the process! Cover the analog face and show students a time in the digital windows. Then ask them to tell where the hour and the minute hands should be.

Time Clocks

Time for play! Your *Primary Time Teacher Learning Clock* is similar to a clock used in workplaces everywhere. Encourage students to pretend they are going to work. They should tell the time they will arrive and show it on the clock. You can even make time flash cards for students to practice writing times in digital formats or in words. For example, students could write 8:00 A.M. or 8 o'clock. Encourage students to punch in and out of class each day to practice telling times.

Elapsed Time

To practice elapsed time, students should write down the time they "punch in" and the time they "punch out." Then, they can use the clock to find the elapsed time. Students can turn the crank and count the hours and minutes elapsed. Students can tell how long they were in a class, how long they spent on a particular task, or how long they were "at work."