

Package 13, Lesson 3.

Reading minutes past



Task: to understand 5 minute intervals (between numbers)

Prior knowledge: fraction positions, counting in fives, minutes

You will need: Segmented Puzzle (resource sheet 6), Segmented Clock (resource sheet 7), Also: Scissors

Language to use: Segments of time, quarter past, half past, minutes past

First:

Ask your child: What they have learnt about time so far. Prompt them to identify that it takes 60 minutes for the minute hand to move around the clock face. Also, that there are fraction positions that can be described in terms of 1/4, 1/2, 3/4 or 1/4 to. These positions have a value that is a fraction of the whole 60 minutes (15, 30, 45 minutes past or 15 minutes to).

Next:

Ask your child to: Count in fives up to 60. If this is difficult for your child, they will need to spend time practicing this skill verbally (from memory), and with the resource provided.

Cut out the 5 minute segments resource sheet 6 (Segmented Puzzle).

Tell your child that: 60 minutes have been broken into five minute segments of time (intervals).

Ask your child to: Place the mixed up segments in order, starting with 5 minutes at the top of the circle. When the circle is complete, ask your child why they think the segments have been colored in this way. Direct them to the fact that the different colors indicate the fractions of the clock face.

Ask the student to: Identify how many minutes past if the minute hand is pointing towards the last segment of the first quarter (15 minutes past). Repeat this for the other fraction positions.

Finally:

Cut out the minute hand and refer to resource sheet 7 (Segmented Clock)

Ask your child: What they think the minute hand is for (to count the minutes around the clock). Discuss the clock face with your child, asking "how many segments are in the whole clock face? How many minutes are in the whole clock face? How many minutes does it take the minute hand to travel around the clock? What are the numbers for? (note: if your child says they tell the minutes, prompt them that numbers tell the hours. It takes 5 minutes for the minute hand to move between each number).

Tell your child to: Place the minute hand so that the number 1 is in the window. Ask "how many minutes past O'Clock has the minute hand moved? (5 minutes).

Tell your child to: Place the minute hand so that the number 2 is in the window. Ask "how many minutes past O'Clock has the minute hand moved now? (10 minutes).

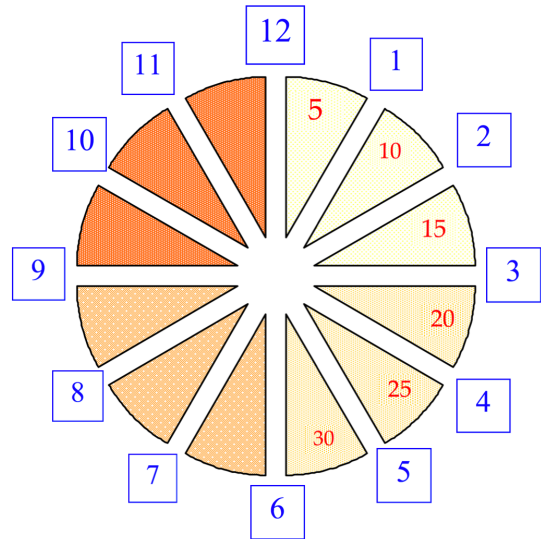
Tell your child to: Place the minute hand so that number 3 is in the window. Ask "how many minutes past O'clock has the minute hand moved? Can we describe this position in a different way? (Say "quarter past and 15 minutes past indicates the same position.") Continue to half past. Ask your child to state the different ways that half past can be described. (1/2 past, 30 minutes past).

Position the minute hand on numbers up to six in random order, asking how many minutes past O'Clock it is. Also ask your child to place the hand on dictated positions.

Package 13, lesson 3
Resource Sheet 7
Segmented Clock



Segmented Clock



Minute hand

Cut out

Package 13, lesson 3
Resource Sheet 6
Segmented Puzzle



Segmented puzzle

