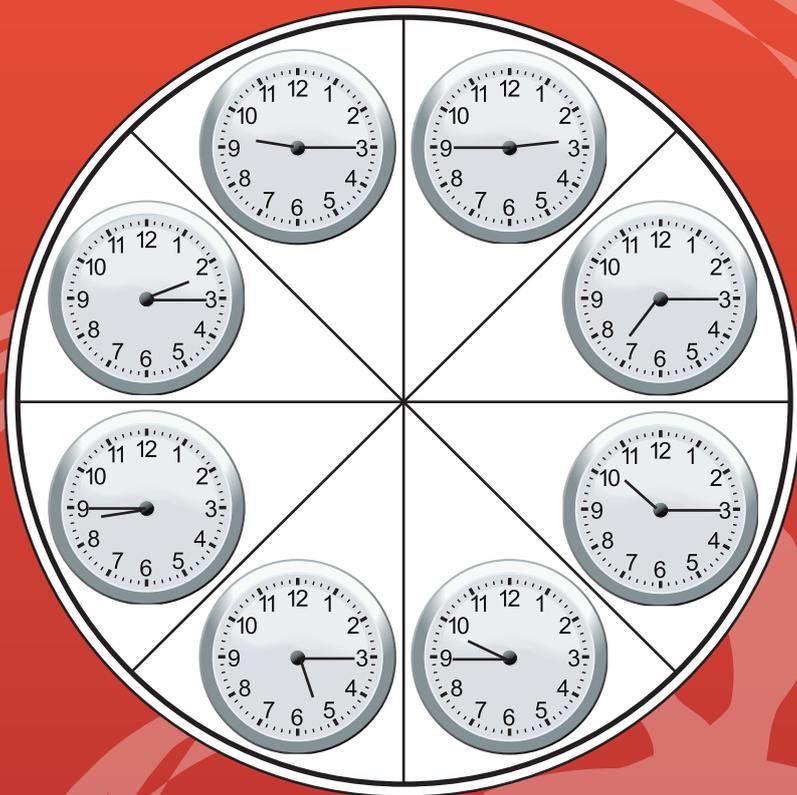


# Time Match (Quarter Hour)



## Time Match Quarter Hour

A game for two players.

**Aim:** To be the first player to place three counters, next to each other, in a row, column or diagonal.

**Materials Required:** 36 transparent counters, 18 of one colour and 18 of another colour.

- Players take turns to flick the spinner and place a counter on the board that is equivalent to the time shown on the spinner.
- Play continues until one player has placed three counters, next to each other, in a row, column or diagonal.

### Variation

- Allow a 'bump off' rule.

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quarter past 7	5 fifteen	quarter past 9	9:45	quarter to 9	2 fifteen	quarter to 3	10:15
9:15	2 forty-five	7:15	2 fifteen	quarter past 10	5:15	7 fifteen	quarter past 5
8:45	quarter to 10	2:45	9 fifteen	9 forty-five	quarter past 2	10:15	8 forty-five
quarter past 9	5:15	10 fifteen	2:15	quarter past 7	9 fifteen	2 forty-five	quarter to 10
quarter past 2	7 fifteen	9:15	9 forty-five	quarter past 5	2:45	quarter past 10	8:45
9:45	quarter to 9	5 fifteen	7:15	8 forty-five	10 fifteen	2:15	quarter to 3

# Time Match (Quarter Hour)

Students may be exposed to time in several ways prior to the formal teaching of clock reading. An analogue and digital clock should hang at the front of every classroom. Reference may be made to various times in the day. For example, 'It is nearly 12 o'clock and we have lunch at 12 o'clock' or 'it is nearly 3 o'clock; time to pack up.'

## Australian Curriculum Links

- Children in Year 1 are expected to tell time to the nearest half hour (ACMMG020) so the 'Time Match' series of games begin with telling the time to the hour. Children are introduced to analogue clocks, digital representations of time and the o'clock language.
- The second game in the series targets telling time to the half hour (ACMMG020). In this version, children have to link the analogue representation of time with the digital representation. The language of 'half past' and 'thirty' is introduced.
- The third game in the series targets telling the time to the quarter hour. Children in Year 2 are expected to tell the time to the nearest quarter of an hour (ACMMG039). In this version, children have to link the analogue representation of time with the digital representation. The language of 'quarter past', 'quarter to', and 'fifteen' and 'forty-five' is introduced.

## Teacher notes

### Half Past

A geared clock may be used to model the movement of the hands around the clock face. Point out that as the minute or longer hand moves around the clock so does the hour hand (shorter one). Turn the gears on the back of the clock and highlight the fact that at 'half past', the long hand is pointing at 6, the hour hand will be half-way between two numbers on the clock. For example, at 'half past ten' the hour hand will be positioned half way between 10 and 11.

### Quarter Past and Quarter to

The idea of 'past' and 'to' can cause difficulty for young children because of the language used to describe a time. For example 8:45, may be expressed as 'eight forty-five' and 'quarter to nine'. Note that in the first two instances the 'eight' is highlighted, whereas 'eight' is not mentioned in the third example.

Try to expose the children to a variety of clock faces so that they become familiar with the standard clock face, a 12, 3, 6 and 9 clock face, Roman numeral clock faces and so on.

### 5 Minutes and 1 Minute

At Year 3 level, students are expected to tell the time to the nearest minute (ACMMG062). Students will need to read the calibration marks between each 5 minute interval. Initially students might be taught to read to the nearest 5 minutes (children will need to be able to skip count by 5s). Later they will need to count on in one minute periods from the previous five minute interval. Students may then notice that in the case of "19 minutes past", it is easier to look at the 20 minute interval marker and count back one minute. Students will need to make judgments when the minute hand points between two one-minute interval markers. There are clear links between reading a calibrated scale, such as an analogue clock face, and number lines. so Teachers may wish to consider teaching number lines in detail prior to teaching children to reading a sophisticated number line, with a double scale, that goes around a circle.

### Extensions to the rules

- Allow a 'bump off' rule, that is, one player may remove another player's counter from the board and replace it with one of their own.
- Require the players to place 4 counters in a row, diagonal or column.

