Using Analog Clocks: the Wall Clock, the Working Clock, and the Wondertime Clock

Introduction

Sometimes we assume that students can sense the ‘flow of time,’ but many students have not yet developed this skill. Regularly referring to an analog clock helps students develop their sense of time and enables them to estimate how long activities will take and plan their time accordingly.

- The wall clock: keeps time
  - Have analog clocks around the room at eye level. Be sure they have regular numerals and not Roman numerals.
  - Teach students how to convert digital times to analog times.

- The working clock (ideally with glass face and magnetic border): shows how much time is left. Have a stand or hook for the clock so it can be easily removed by the teacher but also displayed so all students can see it.

- The Wondertime clock: an analog clock with adapted animals face used as a precursor to learning how to read analog clocks with numbers (Ward, 2018, [http://efpractice.com/](http://efpractice.com/))

Integration Ideas

- Use a countdown timer (e.g. Time Timer) to time each part of an activity.
- Have students choose a break (or R & R) activity when finished or between parts of a task. Optimal work/break times for students: 20 mins work/10 mins break.
- Designate a student to be the class ‘time tracker.’
Task Activity

Use a working clock during a classroom task

- Decide how much time the students have for the task (including Get Ready, Do, and Done components).
- Start with wipe-off marker at middle of the clock and draw along the minute hand to the border.

- Count time by 5’s, moving the marker around the perimeter to the end of the time segment.
• Shade the time in. Use different colour markers for each Get Ready, Do, Done component.

• Add time markers (e.g. get ready, start point, mid-point, stop point) and use Tracknets or labels (e.g. printed words on white board around the perimeter of the clock).