

# TIME MACHINES™

Dear Teacher,

**Welcome to the TIMEX Time Machines program!** This program is designed to support your standards-aligned units on time with hands-on, kinesthetic, and cross-curricular activities to bring time to life for your students.

To use this leveled program:

- Make copies of the clock template on page 5 and the student activity sheets on pages 6–10. You'll need one copy of each sheet per student.
- Copy the watch hands below, cut them out, and use a brass fastener or tack to attach them to the watch face on the poster included on page 4 of this kit.
- Hang the poster and use the movable watch hands to demonstrate important time concepts to your class!
- Make copies of the app and sweepstakes sheet on page 9 and share it with your colleagues.

## Continue the Learning Fun at Home

Use the two-page family sheet on pages 12–13 to encourage families to support time-telling practice with fun at-home activities.

**For a digital version of these materials, visit:**  
[scholastic.com/timextimemachines](http://scholastic.com/timextimemachines).

## DIGITAL GAMES

### APP

#### GO MOBILE

Practice  
telling time  
anywhere with the  
free **TIMEX**  
Time Machines  
app!

### ONLINE GAME



For digital games, visit:  
[scholastic.com](http://scholastic.com/timextimemachines)  
[/timextimemachines](http://timextimemachines).

**HOUR**

**MINUTE**

Photocopy  
and cut out  
these watch  
hands for  
the poster.

Sponsored Content

**TIMEX**  
**TIME  
MACHINES**



# Teacher Instructions

This program supports the core skill of telling and writing time using analog and digital clocks.

## Lesson 1 Show Me the Time!

**Objective:** Students will tell time using an analog clock model

**Time Required:** 40–60 minutes

**Materials:** Teacher—program poster; watch clock hands; brass fastener or tack; students—Clock Template Reproducible; brass fasteners; paper plates

### Make the Connection

Have students name daily school activities. As they identify what time those activities start, write the correct time on the board in digital format. Ask volunteers to write the word name for the digital times listed on the board.

**Leveling:** Grade 1—round times to the nearest hour or half hour.

### Let's Talk Time

Pass out the Clock Template Reproducible and have students create their own clocks. As a class, practice moving the hands of the clock to the times shown on the board. **Practice tips:** Emphasize: a) the length of the hour and minute hands; b) the minute hand moves around the clock once each hour; c) the space between numbers represents five minutes (grades 2 and 3); d) explain how the hour hand moves over the course of the hour.

### Time in Action

Make 12 marks on the floor with tape to create a life-size clock. Call out a time and have two students demonstrate it by standing where the hour hand should point and the minute hand should point. Give all students a chance to demonstrate time. **Practice tips:** Have the class state the time students are showing and indicate whether it's o'clock (all grades),

half past (all grades), quarter past or quarter to (grades 2 and 3).

**Leveling:** Grades 2 and 3—have students jump from number to number and count by five.

## Lesson 2 Activity Times

**Objective:** Students will connect time with specific activities

**Time Required:** 40 minutes

**Materials:** Activity Sheets A and B, index cards, tape, watch or stopwatch

### Make the Connection

List students' favorite activities on the board. Ask if there are specific times of day these activities need to happen. Talk about how we use time to determine the best moment to complete certain activities. Discuss and define a.m. and p.m.

### Let's Talk Time

Have students complete Activity Sheet A. **Leveling:** Grade 1—have students draw pictures to accompany their text. Grade 3—have students outline their ideas on the sheet, then use separate paper to write paragraphs about each time.

### Time in Action

Have students write one time in two ways on index cards: card 1—analogue, card 2—digital. Review the cards and correct errors. Select pairs of analog and digital time so that you have one per student. Tape one card on each student's back. Allow students to move around and work collaboratively to record the time each student has on his or her back on Activity Sheet B. When the times are matched, have students return to their seats and complete the activity sheet.

## Lesson 3 How I Use My Time

**Objectives:** Students will predict and/or calculate elapsed time

**Time Required:** 40 minutes, plus project time

**Materials:** Activity Sheet C, colored pencils or crayons

### Make the Connection

Ask the class how long they predict it would take to walk to a specific destination at school. Record the start time, walk to the destination, and note the arrival time. Compare the elapsed time to students' estimates.

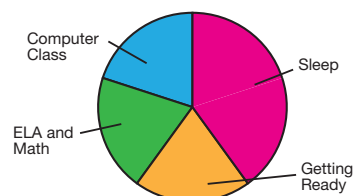
### Let's Talk Time

Draw a timeline on the board to demonstrate elapsed time.

**Leveling:** Grade 1—use the timeline as a visual aid. Grade 2—count by fives on the timeline. Grade 3—Explain why subtracting the stop time from the start can create errors (e.g., 2:05 – 1:48, if subtracted as 205 – 148 would equal 57, but the actual elapsed time is 17 minutes). Explain parts of the the problem: start time, end time, and elapsed time. Provide and solve a few elapsed time word problems.

### Time in Action

Have students complete Activity Sheet C. Demonstrate how to fill in the clock as shown below.



**Project:** After students complete the second clock for homework, have them use their completed sheets to create a Timeline of My Day poster. Students will draw a timeline on poster board and label the timeline with the activities they noted on the activity sheet. **Leveling:** Timelines should include a drawing of three (grade 1) to six (grade 3) clocks that highlight important times of the day.



# Teacher Instructions

## Lesson 4 Time for Fun

**Objectives:** Students will reflect on and prioritize the activities in their lives. Grades 2 and 3 students will be able to apply their knowledge of elapsed time to create schedules for themselves to ensure that they allocate sufficient time to high-priority activities.

**Time Required:** 40–60 minutes

**Materials:** Activity Sheet D and colored pencils or crayons (grade 1); Activity Sheet E (grades 2 and 3)

### Make the Connection

Pose a hypothetical situation to the class. You have the opportunity to visit Awesomeland, the world's greatest amusement park, for just three hours. These are some of the park's attractions:

Attraction	Waiting Time		
	Grade 1	Grade 2	Grade 3
Snack Bar	30 minutes	30 minutes	20 minutes
Steel Roller Coaster	60 minutes	60 minutes	42 minutes
Moon Rocket Simulator	30 minutes	45 minutes	33 minutes
Haunted House	60 minutes	25 minutes	35 minutes
Car Race Show	30 minutes	20 minutes	55 minutes
Skydive Spectacular	60 minutes	25 minutes	47 minutes
Ice Cream Station	30 minutes	15 minutes	16 minutes

Note: The times in the chart are provided in grade-appropriate units.

Write the appropriate times on the board, then divide the class into small groups. Have them plan a three-hour visit to the amusement park. Ask them to decide which attractions they will try in the park. Remind them to consider how long each one will take because there isn't enough time to experience everything on the list.

### Let's Talk Time

Debrief the activity afterward as a class. Ask what made it difficult. Answers could include disagreements about priorities, difficulty in planning, difficulty in calculating how many attractions can be experienced in three hours, etc. The groups that were able to prioritize the important attractions and made sure they left enough time to experience them probably had the best time.

### Time in Action

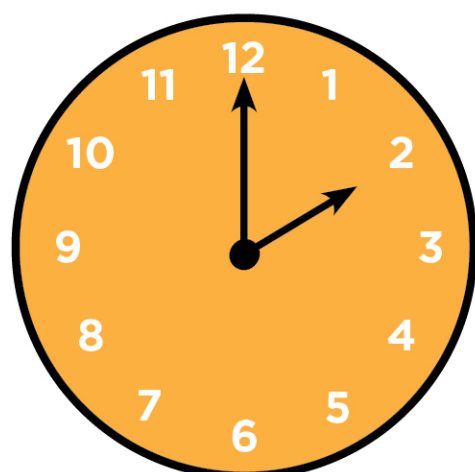
Indicate that the same process can be applied to managing our time in our personal lives. **Leveling:** For grade 1, distribute Activity Sheet D. Engage the class in a discussion about what they do after school. Use two or three activities as examples. In a show of hands, ask the class how important those activities are to them and how long they think each activity takes. After the discussion, ask students to complete the chart on the activity sheet. Students should discuss their charts with the class. **Leveling:** For grades 2 and 3, distribute Activity Sheet E. Allow students to fill in the chart at the top of the activity sheet. For the bonus chart, have students determine the total elapsed time between when they arrive home from school and when they go to bed. Then have them use the activities they listed in the top chart to create their own schedule. NOTE: Students should indicate the time elapsed for each activity.

Reflect on time management with the class. Share how planning and prioritizing made it easier to schedule the more important activities.



# WHAT TIME IS IT?

## TIME TERMS

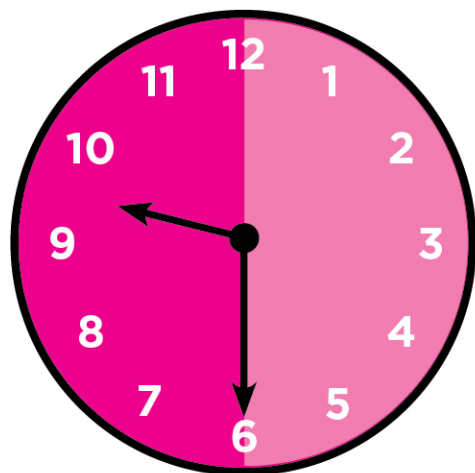


### HOUR

1 hour = 60 minutes

Say it: Two o'clock

Write it: 2:00

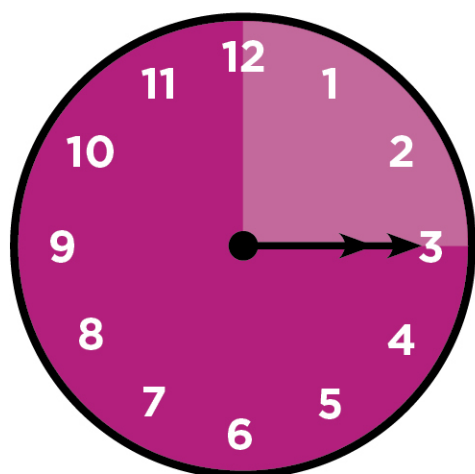


### HALF HOUR

1 half hour = 30 minutes

Say it: Half past nine

Write it: 9:30



### QUARTER HOUR

1 quarter of an hour = 15 minutes

Say it: Quarter past three

Write it: 3:15



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 SCHOLASTIC

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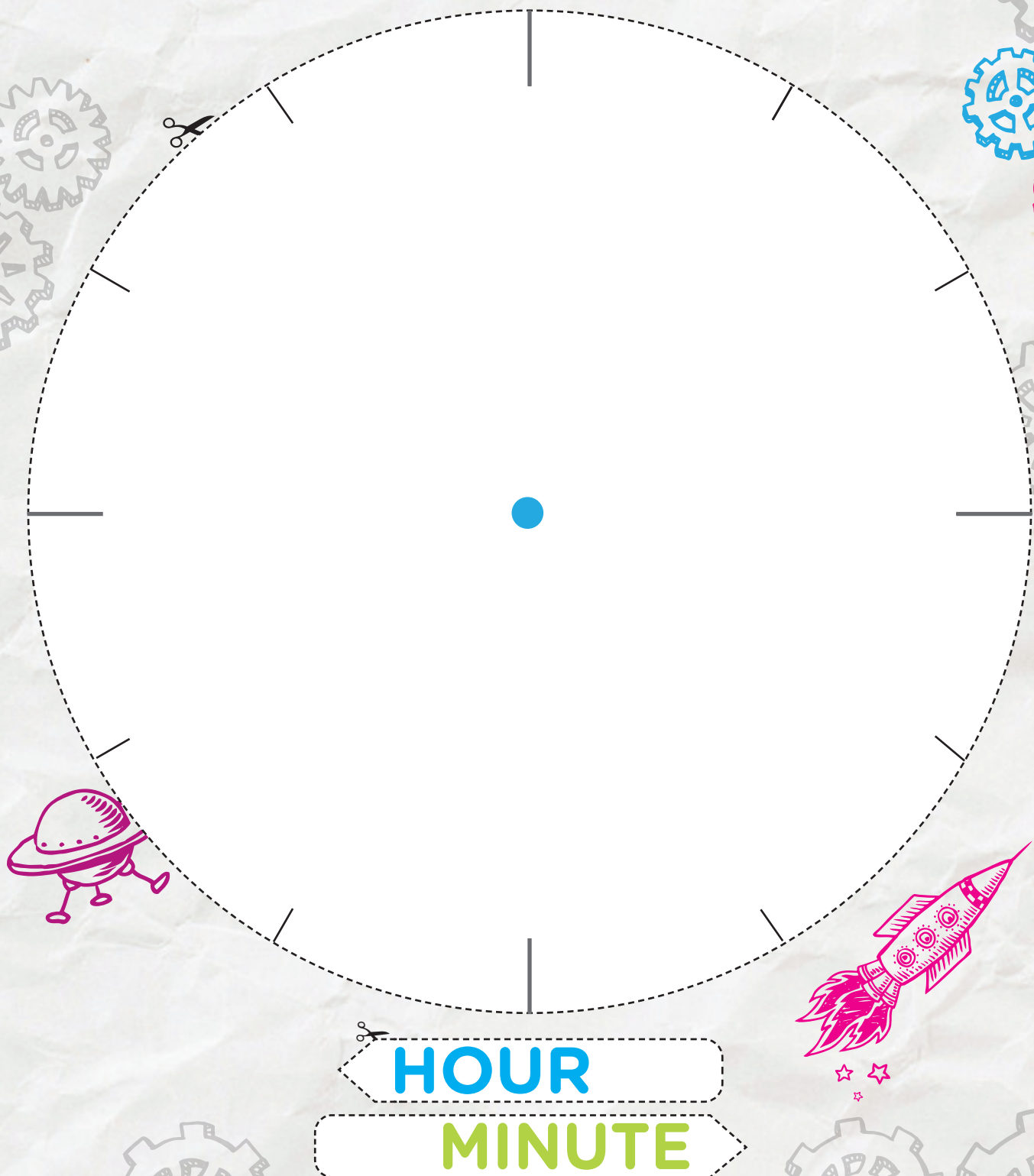




Reproducible

# Let's Make a Clock!

Add numbers to the clock face, then color it in. Cut out the hands, glue the clock onto a paper plate, then use a brass fastener to attach the hands to the center of the face!

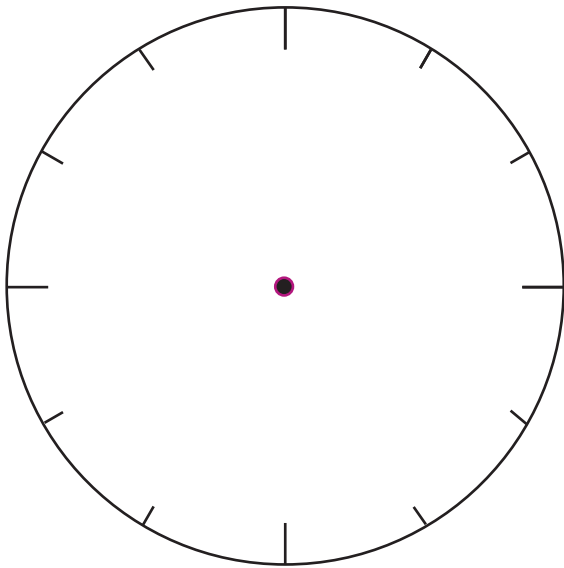


# A Tale of Two Times



What is your favorite time of day? What about your least favorite time of day? Draw the hour and minute hands on the clocks below to show your favorite and least favorite times of the day. Then describe what happens at those times.

MY FAVORITE  
TIME OF DAY



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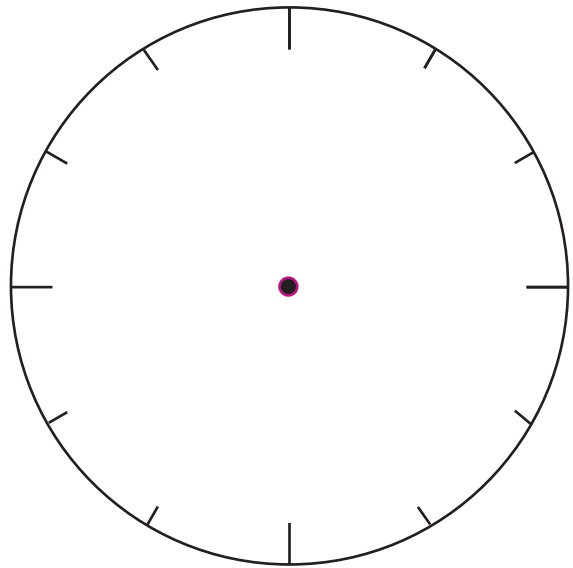
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MY LEAST FAVORITE  
TIME OF DAY



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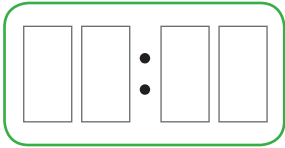
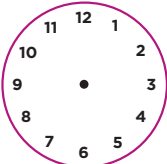
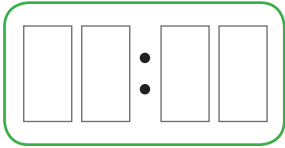
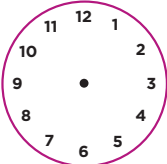
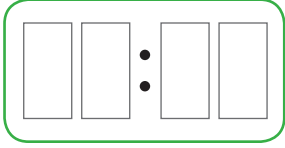
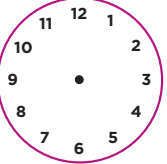
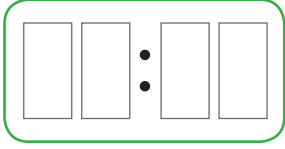
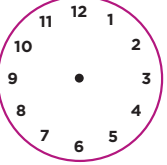
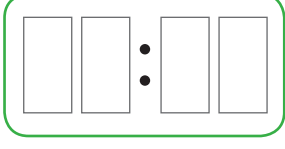
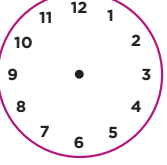
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# Time to Match

Find your classmates who have matching digital and analog times! Use this sheet to write in their names and the times on their index cards. What activities can you do at these same times?

DIGITAL CLOCK	ANALOG CLOCK	TIME (word name)	ACTIVITY
 <p>Classmate: _____</p>	 <p>Classmate: _____</p>		
 <p>Classmate: _____</p>	 <p>Classmate: _____</p>		
 <p>Classmate: _____</p>	 <p>Classmate: _____</p>		
 <p>Classmate: _____</p>	 <p>Classmate: _____</p>		
 <p>Classmate: _____</p>	 <p>Classmate: _____</p>		

# My Schedule

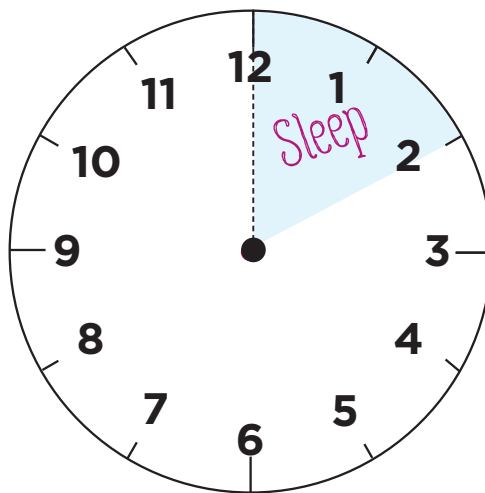


What do you do at midnight? What about when you wake up? What about every other hour of the day? Fill in the blanks next to the times below with all of the activities you do throughout your day. Don't forget to note the hours you are sleeping!

A.M.

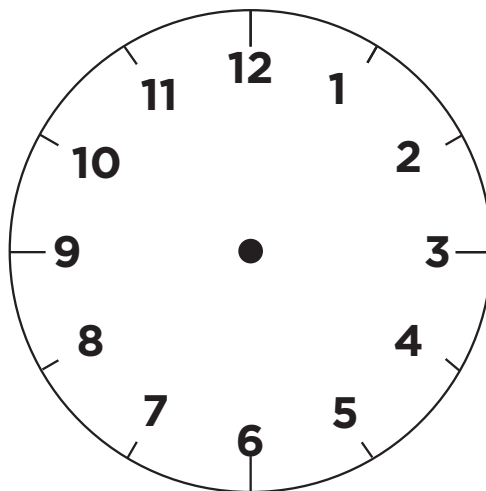
Now color and label the clocks.

12:00 (midnight) <u>Sleep</u>	6:00 _____
1:00 <u>Sleep</u>	7:00 _____
2:00 <u>Sleep</u>	8:00 _____
3:00 _____	9:00 _____
4:00 _____	10:00 _____
5:00 _____	11:00 _____



P.M.

12:00 _____	6:00 _____
1:00 _____	7:00 _____
2:00 _____	8:00 _____
3:00 _____	9:00 _____
4:00 _____	10:00 _____
5:00 _____	11:00 _____








# How Important Is It?



**Step 1:** What do you do when you get home from school? Make a list below! Don't forget to include homework, time to be with family, and meals.

**Step 2:** Write down how long each activity takes.

**Step 3:** Color in how important each of your activities is. Use the color key below!

-  Color the box RED if the activity is very important.
-  Color the box BLUE if the activity is kind of important.
-  Color the box YELLOW if the activity is not that important.

Activity	How long does it take?	How important is it?

**Tip:** Talk to your parents about why it's important to do the activities you colored in red first.

# Planning for What Matters



**Step 1:** Make a list of the activities you do when you get home from school. Don't forget to include homework, time to be with family, and meals.

**Step 2:** Write down how long each activity takes.

**Step 3:** Decide whether the activity has high, medium, or low importance.

Activity	Time Required	Importance (High, Medium, or Low)

**Bonus:** Make an after-school schedule for one day of the week. Think about how long each activity takes. How many activities can you do before bedtime?

Activity	Time Required	Start Time	End Time
Home from School			
Bedtime			

**Do the Math:** How much time will you spend on your after-school activities? \_\_\_\_\_



Sponsored Content



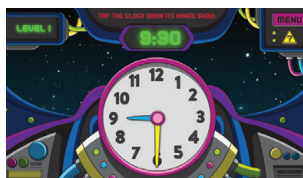
# FREE App

## Practice telling time anywhere!

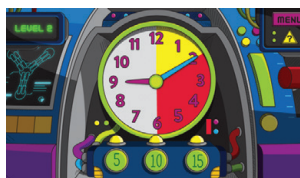
Download the **TIMEX Time Machines** app to your school's mobile devices for fun **interactive games** that will enhance your students' core time-telling skills.



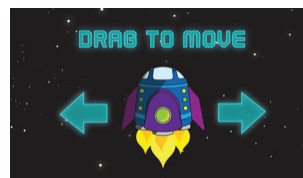
Learning Mode



Time Stopper



Counting Time



Rocket Time

Visit [scholastic.com/timextimemachines](http://scholastic.com/timextimemachines) to access the app.



Go to [Timex.com](http://Timex.com) and get 15% off your purchase with code: **TIME2TEACH**.



100%  
Worry-Free  
REPLACEMENT  
PLAN

Chance to  
win a  
TIMEX kids'  
watch

## Family Sweepstakes!

Are you a parent? Share a picture of your family doing a favorite activity for a chance to win a **Timex Time Machines** watch for your child!

### To enter the sweepstakes:

- Go to [scholastic.com/timextimemachines](http://scholastic.com/timextimemachines).
- Upload a photo of your family doing a favorite activity.
- Create a unique caption that starts with, "I know it is \_\_\_\_ o'clock when..."
- Enter to win both the Spring and the Fall sweepstakes.

**Fifty winners will receive a TIMEX kids' watch.**

**NO PURCHASE NECESSARY.** Void where prohibited. Eligible: Parents/Legal Guardians who are 18+ in US & DC. Spring sweepstakes ends 12:00 a.m. on May 14, 2017. Fall sweepstakes ends 12:00 a.m. on January 14, 2018. Enter: Visit [scholastic.com/timextimemachines](http://scholastic.com/timextimemachines) to share/upload a photo and caption (the "Photo") that describes an activity that your family likes to do at a given time of day and complete all required fields on the entry form. Fifty Grand Prize Winners will receive a TIMEX Kids' watch. (ARV \$20 per watch.) See Official Rules for details: [www.scholastic.com/timextimemachines/rules](http://www.scholastic.com/timextimemachines/rules).

Sponsored Content



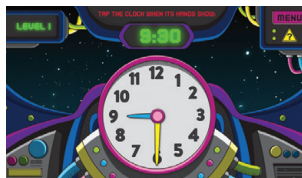
# FREE App

## Telling time is a fundamental skill!

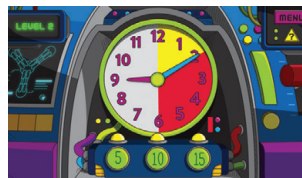
As children practice telling time, they strengthen basic math skills, such as skip counting, addition, and subtraction. Telling time also supports the valuable life skill of time management. Help your kids practice telling time anywhere with the **free Timex Time Machines app**.



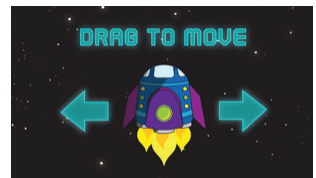
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Chance to win a TIMEX kids' watch

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# Activity Ideas for Parents

**Activity 1: How Much Time?** With your child, decide on an activity he or she will complete that will last at least several minutes. After he or she estimates how long the activity will take, note the time the activity starts and stops. Then have your child draw the times on the two analog clocks below.

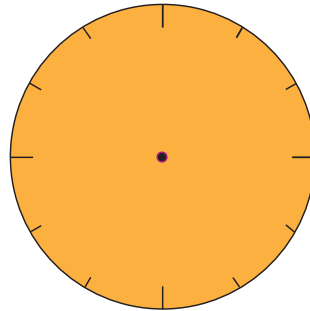
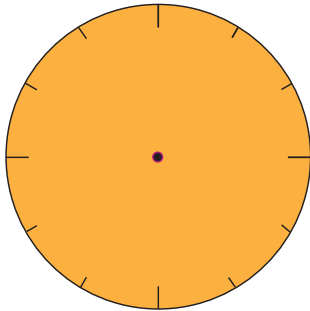
Estimated time \_\_\_\_\_

Start:

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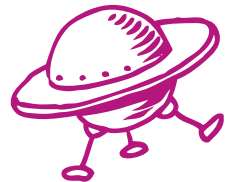
Stop:

		:		
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Actual time \_\_\_\_\_

**Activity 2: Time to Talk.** Discuss with your child how you manage your time at home and at work. Talk about how certain activities, possibly bedtime and getting ready for school, can be challenging for you as a parent. Ask your child what part of day is busiest for him or her. Agree on a “code word” to use when your child is “off task” that will remind him or her to be mindful of the time. Don’t be afraid to be silly or playful with your code word!



**Activity 3: Matching Time!** Cut out the digital and analog clock times below and mix them up. With your child, match the two clocks that show the same time.

Analog clock showing 6:40. The hour hand is between 6 and 7, and the minute hand is at 8.	Analog clock showing 7:17. The hour hand is between 7 and 8, and the minute hand is between 3 and 4.	Analog clock showing 9:30. The hour hand is between 9 and 10, and the minute hand is at 6.	Analog clock showing 4:42. The hour hand is between 4 and 5, and the minute hand is between 8 and 9.	Analog clock showing 12:00. Both the hour and minute hands are at 12.	Analog clock showing 6:15. The hour hand is between 6 and 7, and the minute hand is at 3.
6:40	7:17	9:30	4:42	12:00	6:15