

Spatial Sense



TIME WARP

Purpose

- To reinforce the movement of a clock to measure time through the relationship between minutes and hours.
- To reinforce calculating elapsed time using a clock as a measurement tool.

Division – Primary, Junior

Equipment

- Tape
- Number Lines (one 12-hour number line and one 60 minute number line per group)

Set-up

- Divide students into groups of two.
- In the activity area, use tape to create number lines for each group: one number line up to 12 for hours and one number line up to 60 for minutes.
- Draw a number line on the board or post a number line in the activity area.

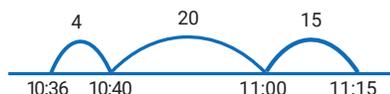
Activity

- Give students an elapsed time question to solve based on their grade level (e.g., “It’s 10:36. How many minutes until the next hour?”).
- One student plays the role of the hour hand and the other student plays the role of the minute hand on the number line by getting into starting position (10 on the hour number line; 36 on the minutes number line).
- Using the double number line, ask students to model and calculate the movement from the start time to the end time by walking (or jumping) the lines.
- Visually demonstrate the students’ thinking by drawing on the number lines on the board/posted in the activity area and showing the movement.

Bridging through 60



How many minutes is it to the next hour?



continued on reverse...

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Modifications

- Activity can include groups of three and a third number line that represents the second hand.

Questions for Student Understanding

- Who moved more often in the activity: the minute or hour person? Why do you think this happened?
- Describe the relationship between the number of minutes moved and the number of hours moved.
- What strategies did you use to calculate the change in time?