Telling Time Checklist

Name _____________

Check off and date when you have completed a given task.

C Level - Choose 10 activities

_____ Play “Telling Time Quizmo” with 4 friends
_____ Play “Telling Time Bingo” with 4 friends
_____ Play “Bear Time” with a partner
_____ Make a paper plate clock
_____ Play “Telling Time Concentration” with a friend
_____ Play “Telling Time” flash cards with a partner
_____ Complete worksheets in your designated folder

_____ Demonstrate the correct time to the hour, half-hour, and quarter hour using the Judy clocks with a partner.

_____ Pick a computer program game on telling time to play
_____ Create your own Telling time flash cards with the clock face stamps.

_____ Play “Tick, Tac, Tock” Time Telling Game - up to 4 players

_____ Use the overhead clock to demonstrate the correct time with your flash cards - with a partner or a small group

_____ Play Scoobee - To learn the minutes after

_____ Play Scoobee in a Circle - To learn the minutes after
_____ Demonstrate the correct time using a Judy clock and relate it to an event throughout your busy day.

_____ CCC – computer lab

_____ Time Telling Puzzle cards

_____ Read one of the books listed on your teachers list about telling time.

**B Level – Choose 5 activities**

_____ Use the elapsed time flash cards with a partner

_____ Demonstrate telling time using the stopwatch

_____ Create your own “Telling Time” flash cards and relate it to an event throughout your busy day.

_____ Using your Math Journal: Explain how analog and digital time is the same and how they are different.

_____ After reading two of the story books listed on your teachers list about telling time, complete the given comprehension worksheet and/or the Venn diagram designated to that story.

_____ Read *The Grouchy Ladybug* and create your own version of the story and relate it to yourself. Write the story in the first person.

_____ With a partner or a small group, create your own rap, chant, cheer, or song to help you remember daily activities and telling time.

_____ Design a pamphlet or a brochure on clocks

_____ Create a poster on telling time

_____ With a partner or a small group, create a mind-map (This is a thematic graphic organizer that illustrates information)
A Level – Choose 3 activities
Have a conference with your teacher to decide what activities to complete.

_____ Complete the worksheets on elapsed time in your folder

_____ Explain to the class why one needs to know the importance of elapsed time in our every day life so that we can plan activities.

_____ Write a report on clock making and include who invented the first one and give some background information.

_____ Complete the Clock Wise Activity packet

_____ Explain how do time and modular arithmetic relate to each other?

_____ Explain what is military time to your class

_____ Do research on military time and discuss why it is used instead of our regular standard time.