

Name/Title: What time is it, Mr. Clock?

Purpose of Event: Students will practice telling time through movement, teamwork and cooperation - as they demonstrate how a clock represents time.

Prerequisites: fundamental locomotor skills

Suggested Grade Level: K-2

Materials Needed: laminated numbers (1-12) to set upright in each hoop, 25 pennies (15 red, 10 yellow), 12 hula hoops, CD player and music

Description of Idea

Set the 12 hula hoops in a large circle (approximately 30 foot diameter). Each hula hoop represents one of the twelve number positions of a clock. Use the laminated numbers to represent the numbers on the face of the clock.

Give the red pennies to 15 students (or about 3/5 of your class). The students wearing the red pennies construct the minute hand. The hour hand is made from the 10 students wearing yellow pennies.

Instruct the students to move about the playing area, in and out of the clock in a specific way (i.e. skipping, galloping, animal movements, etc.) while music is playing. When the music stops, the students stop and wait for a time of the day to be announced. The students quickly attempt to position their bodies to represent the hands on a clock. Remind students that the two hands (or lines of students) should meet in the center of the clock.

Starting with even hours is easier for young students and leads to quicker understanding of the game. After each "time" has been constructed, have the students move around the playing area again and repeat the process. After a few rounds, begin to use quarter and half-hours. If age-appropriate, use more challenging times such as 11:55, 6:25 or even 12:01. Students really have to cooperate and work together when the hour and minute hands are very close.

Have students switch places as the hour or minute hand, so all students can gain an understanding of the use of time.

Variations:

Construct smaller clocks with a smaller number of students in each group. Give practical examples of time, i.e., "What time does school start each day?" or "What time do we eat dinner?"

Assessment Ideas:

Observe students' movement, ability to work together and correct positioning of the bodies to accurately represent time.

To demonstrate understanding of time, provide students with a worksheet to evaluate the "times" used in the class.

Adaptations for Students with Disabilities:

All students should be able to be included in the group hands.

Submitted by **Chad Hottle** who teaches at Monfort Elementary School in Shelby Township, MI. Thanks for contributing to PE Central! **Posted on PEC: 4/23/2007.**

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