



CHALK CLOCK COMPETITION GRADE 3-4

Are you sharp enough to show the precise time? Demonstrate your spatial awareness to draw a life size segmented clock. Jump in and become the hands of your clock!

WHAT YOU'LL LEARN:

- Precise time telling
- How to manipulate your bodies in space to emulate a human clock.
- How to draw a clock with precise segmentation of hours and minutes

CURRICULUM OUTCOMES:

Students learn about the relationships among seconds and minutes, minutes and hours, hours and days, and days and months. Learners use those relationships to solve problems involving time (seconds in a minute, the number of minutes in an hour, number of hours in a day, or the number of days in a given month)

MATERIALS:

- Chalk to draw a clock.
- String, scissors, and tape measure for each group
- Something to mark the center of the clock (ie. a rock)
- Outdoor clothing suitable for lying on the ground
- Camera (optional)

This is a group, outdoor activity, it can be done in outdoor spaces of the school, home backyard, nearby park/trails

WHAT TO DO:

Divide the class into groups of around 4 students.

1. Draw a circle with a 3m diameter using the chalk and string. *Hint - make a 1.5m radius that will go around making a 3m diameter.
2. Next, number the clock first by making a half of the circle, for 12 and 6. Then make quarters to add in the 9 and 3. Lastly divided into twelfths and add all the numbers. Reinforce age appropriate fraction concepts when segmenting the clock.
3. After the clock is ready, students take turns to become the hour and minute hands to lie down at the correct positions to show the different times. Take photos for records (optional).
4. Want to kick things up a notch? Pit your groups up against one another in a friendly time telling competition. Have students line up in their groups equally distanced from their clocks. Call out a time and have two students from each group race to their clock and work together to lie down at the correct positions to tell the appropriate time.

ASSESSMENT:

- Educator can evaluate on how well learners demonstrated the understanding and concept of time with their relationship with hours, minutes, days

EXTENSION:

- Motivate learners to use the concept of time in their day to day life, they could measure time by observing how much time does it takes to reach school, to finish food? How much time they use on screen? How best they can utilise their time in productive activities, have they ever missed school bus by being few minutes late?

CREDIT/REFERENCES:

This activity has been modified from [Learning Through Landscapes](#)