

TIME FAMILIES GAMES

by
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TEACHER'S GUIDE



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PROGRAM COMPONENTS

Four Game Boards:

The O'Clock Family Game Board
The Fifteen Family Game Board
The Thirty Family Game Board
The Forty-Five Family Game Board

96 Draw Cards (24 per game)

4 Dice

24 Playing Pieces

Teacher's Guide

PERMISSION TO REPRODUCE

Permission is granted for the user to reproduce the Family Album Sheets and Progress Chart in limited quantity. The reproduction of these sheets for commercial use, an entire school system, hospital system or institutional system is strictly prohibited.

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INTRODUCTION

The *Time Families Games* help students learn the difference between reading time to the hour, quarter hour and half hour on both an analog and digital clock. Each of the four games focuses on a different time-telling group, symbolized by a memorable “Time Family” concept. This technique helps students learn to associate the name of basic time elements with the way each family points. The O’Clock Family always points UP; the Fifteen Family always points RIGHT; the Thirty Family always points DOWN and the Forty-Five Family always points LEFT.

The clock faces of the four families are shaded to represent the appropriate number of minutes. The clock face of the O’Clock Family is entirely shaded to represent a whole hour. The clock face of the Fifteen Family is shaded one-fourth to show that $\frac{1}{4}$ hour or 15 minutes has passed since the O’Clock time. The clock face of the Thirty Family is shaded one-half to show that $\frac{1}{2}$ hour or 30 minutes has passed since the O’Clock time. The clock face of the Forty-Five Family is shaded three-fourths to show that $\frac{3}{4}$ hour or 45 minutes has passed since the O’Clock time.

The area outlined with dotted lines on the Fifteen, Thirty and Forty-Five Families represents the indicated hour (e.g., 5:15 has dotted lines between the 5 and 6) to show “the hour of 5.” This adaptive teaching method helps students learn to tell time when the hour hand is between two numbers.

Students begin by learning the difference between each of the four time families and their slogans. The first game, the O’Clock Family, teaches them how to read the “hour” on each of the 12 small clock faces on the game board. Once participants have mastered each hour, they move on to the Fifteen Family game. After mastering the second game, they move respectively to the third and fourth game.

The program emphasizes the following learning styles:

1. **VISUAL LEARNERS**
strengthen memory skills by seeing the shaded portion of each clock, which represents the elapsed time. Players also benefit from seeing the dotted lines that represent each hour.
2. **AUDITORY LEARNERS**
reinforce the concepts by saying and hearing the names of the times shown and by repeating and hearing each time family slogan.
3. **KINESTHETIC LEARNERS**
practice moving the hour hand on the central clock.

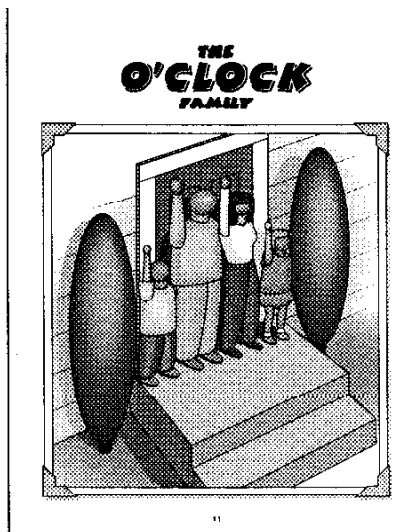
Time Families Games are structured on the premise that, if these four time increments are understood, students will be able to read time to the minute more easily when moving to a more advanced time telling program. To enhance the learning that takes place with the board games and to prepare students to tell time without adaptive helpers on the clock face, PCI also offers a set of 100 reproducible activity sheets, *Time Families Worksheets* (sold separately).

GETTING STARTED

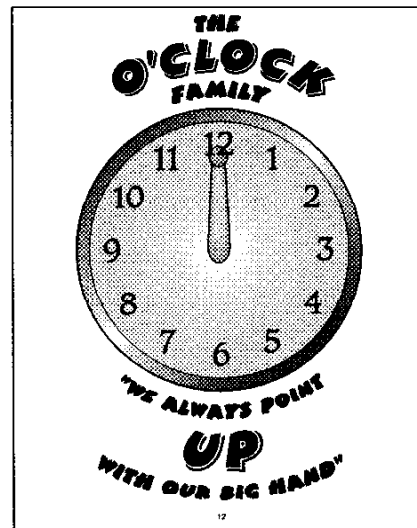
1. **NUMBER OF PLAYERS:** 1 to 6 players per game board can play at one time. Students' skill levels and attention spans should be considered when deciding the number of participants.
2. **EXPLAIN THE O'CLOCK FAMILY:** Make copies of the O'Clock Family Album art and slogan sheets. Distribute one of each to every student. Ask the students to describe what the family in the illustration is doing, "Pointing UP." Tell the students that today, they are the O'Clock Family. Explain that they will be acting as if their hands and arms are the "hands of a clock." Have the students stand and point up as they say the slogan, "The O'Clock Family: We always point UP with our big hand." Students can use either hand to point as long as they are pointing in the correct direction. Explain that on a clock the big hand is the minute hand. Have students repeat the family slogan several times.

Ask the group to look at the clock face on the O'Clock Family slogan sheet. Note that the big minute hand is pointing UP. Explain that when a clock's big minute hand is pointing UP to the number "12," the O'Clock Family is telling time "to the hour."

Using the example of 1:00, explain that when the small hour hand is pointing to the number "1," it is "the hour of 1." Stress that the time will remain "the hour of 1" until the small hour hand fully reaches the number "2" on the clock face. Then, explain that it will be "the hour of 2" until the small hour hand fully reaches the number "3" on the clock face and so on around the clock.



Family Album Art Sheet



Family Album Slogan Sheet

3. **DISPLAY CONCEPTS IN CLASSROOM:** For time-telling reinforcement throughout the year, place the four Family Album art sheets on the left side of a large poster or bulletin board starting with the O'Clock Family. On the right of the board, place the corresponding Family Album Slogan sheets as shown above. This method of display allows students to see both "helper sheets" at the same time for association learning purposes. The posters are also effective for students to use as reference tools when reading the classroom clock or their watches.

4. **LEARN THE CLOCK FACES ON THE GAME BOARD:** Show everyone the large central clock with its big minute hand pointing UP. Have students repeat the O'Clock Family slogan. Demonstrate how to carefully rotate the small hour hand. Explain that the hour hand can be pointed to each number on the clock face. Review that the entire face of the O'Clock Family is shaded to represent a whole hour on the clock. Then, starting at 1:00 and moving clockwise, have students say aloud the time on each of the small clock faces.

5. **PRE-GAME PRACTICE:** Have each student choose a game piece and place it on the 12:00 clock face at the top of the game board. Set the large, central clock at 12:00 to begin the game. Students then roll the die to see who goes first. Explain that the player who rolls the highest number will take the first turn. The die should then be put away as it is not used in the pre-game practice. (The *Time Families* draw cards are also not used in the pre-game practice.)

The first player begins by moving his or her game piece clockwise to the first clock face (1:00). The player then sets the small hour hand on the central clock by comparing it to the small, outer clock that the game piece occupies. While turning the hour hand on the central clock to the "1" position, the player says, "One," and then, with index finger, traces clockwise around the clock face until reaching the minute hand while saying, "O'Clock." The player should then be asked, "What is the hour?" After the player answers "the hour of 1," he or she should also say the O'Clock Family slogan. The player then moves the small hour hand on the central clock back to the 12:00 position, and his or her turn is over. Play moves to the next participant. Continue around the board until all players have mastered this beginning level. Some players may need extended practice as others advance to the next level.

6. **PROGRESS CHART:** A reproducible *Time Families* Progress Chart can be found on the inside back cover of this guide. Make a photocopy for each participant. Use this form each time students play the games. Use the angled spaces under the section "Progress Dates" to write the day the game is played. When a student can name a time without difficulty, put a check "✓" in the space that corresponds to that time. If a student still needs prompting to identify a time, put an "X" in the space. A partially completed sample sheet is shown below.

NAME		DATE													
NAME		DATE													
1.	One O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	Two O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Three O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	Four O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	Five O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.	Six O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7.	Seven O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8.	Eight O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.	Nine O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10.	Ten O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11.	Eleven O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12.	Twelve O'Clock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13.	One Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.	Two Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15.	Three Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16.	Four Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17.	Five Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18.	Six Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19.	Seven Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20.	Eight Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21.	Nine Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22.	Ten Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23.	Eleven Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24.	Twelve Half Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25.	One Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26.	Two Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27.	Three Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28.	Four Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29.	Five Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
30.	Six Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31.	Seven Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
32.	Eight Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
33.	Nine Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
34.	Ten Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
35.	Eleven Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
36.	Twelve Quarter Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37.	One Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
38.	Two Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
39.	Three Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
40.	Four Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
41.	Five Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
42.	Six Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
43.	Seven Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
44.	Eight Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
45.	Nine Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
46.	Ten Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
47.	Eleven Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
48.	Twelve Quarter To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

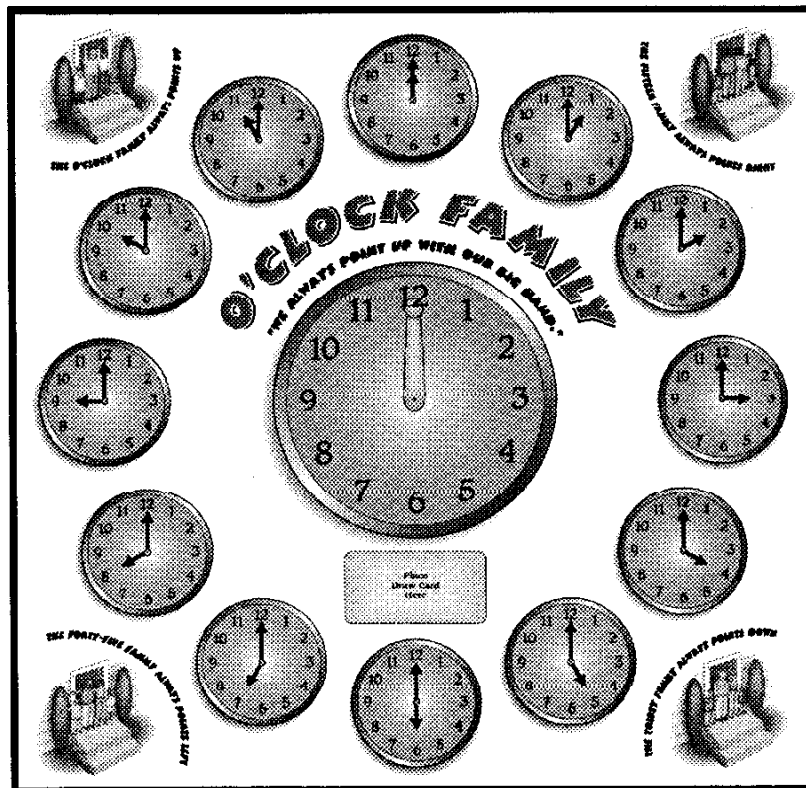
Sample Progress Chart

HOW TO PLAY

LEVEL I: This level is similar to the pre-game practice but instead of the players moving around the board in the order of the clock faces, they roll the die to land on a random clock face. (The *Time Families* draw cards are not used in this level.)

Set up the game board as described in number 5 of "Getting Started." Students roll to see which player goes first. The first player rolls the die and moves his or her game piece clockwise around the board using each small clockface as a space. As the player moves the game piece to the new location, he or she should name the time on each small clock face. For example, if a "6" was rolled on the first turn, the player would say aloud while moving the game piece, "One O'Clock, Two O'Clock, Three O'Clock, Four O'Clock, Five O'Clock, Six O'Clock." The player should then be asked to move the small hour hand on the central clock to match the time on the small (six o'clock) clock. The player should then be asked, "What is the hour?" After answering "the hour of 6," he or she should be asked to repeat the O'Clock Family slogan.

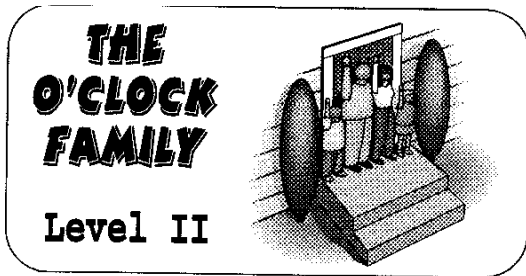
When a player's turn is over, have him or her move the small hour hand on the central clock back to the 12:00 position. It is then the next player's turn. Continue until most players can match the central clock to the clock faces and tell each time. Some players may stay on this level for an extended time as others advance to the next level.



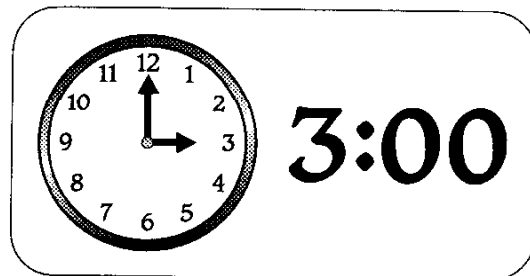
O'Clock Family Game Board

LEVEL II: Level II introduces the *Time Families* draw cards to the game. Shuffle the O’Clock Family I Level II draw cards (12 cards) and place them face down beside the board. Players again start with their game pieces on the 12:00 clock face. In this level, players do not roll the die to move their game piece. Instead, they draw one card at a time from the card deck. The Level II draw cards are printed with the digital time, along with a “clue” clock on the card. The first player takes the top draw card and places it face up on the indicated space below the central clock.

The player moves his or her game piece clockwise around the board to land on the small clock face that matches the time on the draw card. As the game piece is moved to the new location, the player should name the time on each small clock face. For example, if 3:00 is on the draw card on the first turn, the player would say aloud while moving the game piece, “One O’Clock, Two O’Clock, Three O’Clock.” The player should then be asked to move the small hour hand on the central clock to match the time on the small clock just landed on, “Three O’Clock.” The player should then be asked, “What is the hour?” For example, if the draw card is 3:00, the player should answer, “the hour of 3.” He or she should also be asked to quote the O’Clock Family slogan.



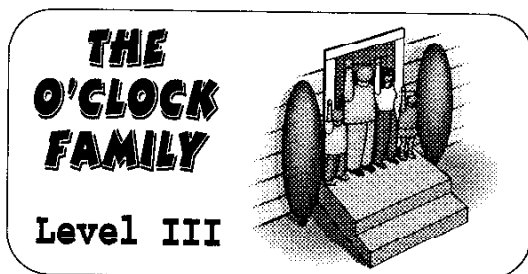
O’Clock Family Level II Draw Card Front



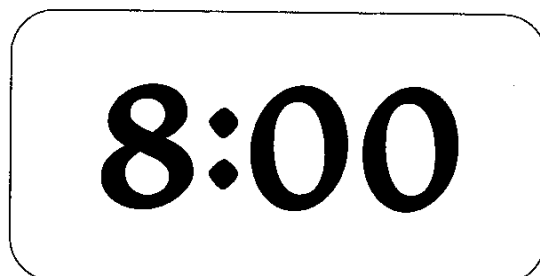
O’Clock Family Level II Draw Card Back

When the player’s turn is over, have him or her move the small hour hand on the clock back to the 12:00 position. It is then the next player’s turn to draw. Continue the game until most players are able to match the central clock to the cards and name each time.

LEVEL III: Level III draw cards are the advanced level and only show the digital time (e.g., 8:00). Shuffle the draws cards and place them face down beside the board. Follow the same directions in Level II with this new card deck. It is also possible for students working at different levels to play together by drawing from different card decks. When a student has mastered all three levels of the O’Clock Family, he or she is ready to learn the next game board concept.



O’Clock Family Level III Draw Card Front



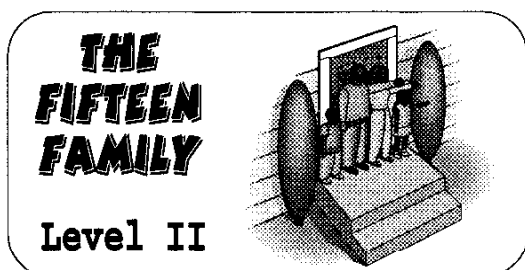
O’Clock Family Level III Draw Card Back

MOVING TO THE OTHER GAME BOARDS

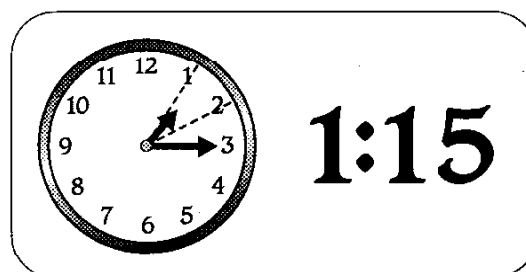
1. **EXPLAIN THE FIFTEEN FAMILY:** Distribute copies of the Fifteen Family Album art and slogan sheets to every student. Ask the students to describe what the family in the illustration is doing, “Pointing RIGHT.” Tell the students that today, they are the Fifteen Family. Have the students stand and point to the right as they say the slogan, “The Fifteen Family: We always point RIGHT with our big hand.” Review that on a clock the big hand is the minute hand. Have students repeat the family slogan several times.

Ask the group to look at the clock face on the Fifteen Family slogan sheet. Point out that the big minute hand is pointing RIGHT. Note that one-fourth of the clock face is shaded to represent that $\frac{1}{4}$ hour or 15 minutes have passed since the O’Clock time. Explain that when a clock’s big minute hand is on the “15,” the “Fifteen Family” is telling time “to the quarter hour.”

Using the example of 1:15 in the draw cards, show the students the “helper” dotted lines by the numbers “1” and “2.” Explain that when the small hour hand is between two numbers such as the “1” and “2,” it is still “the hour of 1.” Further explain that once the small hour hand leaves the “1,” it moves slowly toward the next number. For example, on 1:15, the small hour hand has moved one-fourth of the way between the numbers “1” and “2.” Stress that the time will remain “the hour of 1” until the small hour hand reaches the number “2” on the clock face, when it will become “the hour of 2.”



Fifteen Family Level II Draw Card Front



Fifteen Family Level II Draw Card Back

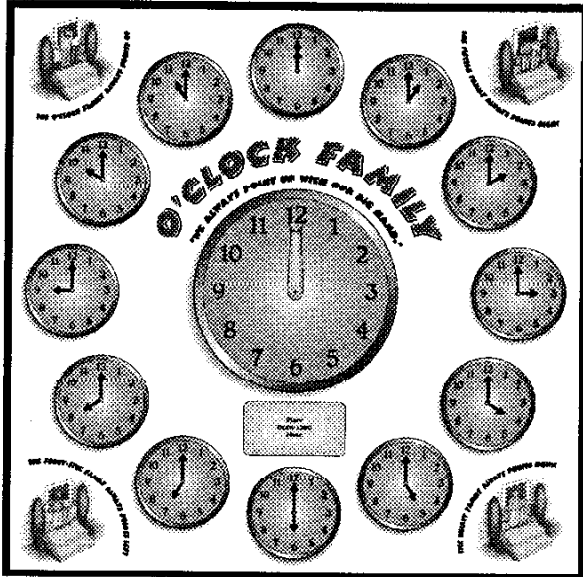
The addition of the dotted lines on the clock faces helps students learn to tell time that falls between two numbers. All levels of the Fifteen Family games are played exactly as the O’Clock Family game. See “How To Play” on page 7 if needed.

2. **THE THIRTY AND FORTY-FIVE FAMILIES:** Using the above explanation for the Fifteen Family, substitute the correct information for each game where words or numbers are underlined. The third and fourth game follow the same directions as for O’Clock and Fifteen Families.

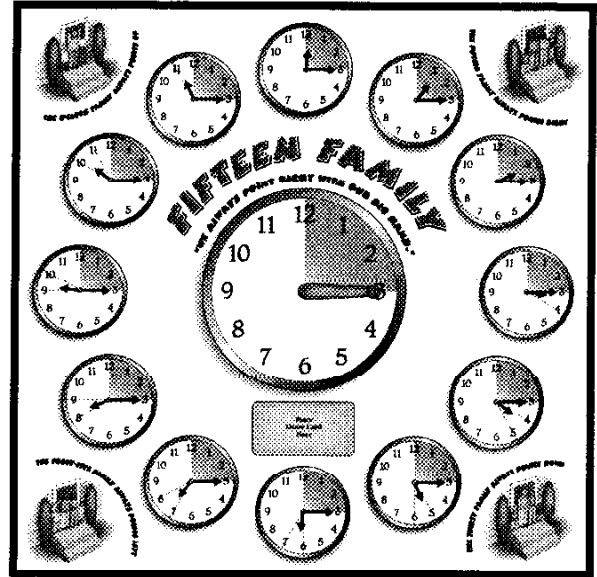
REINFORCEMENT

Throughout the games the teacher should reinforce the concepts by asking, “Which way does the _____ Family point?” When students are learning the Fifteen Family game, they should be asked which way both the O’Clock Family and the Fifteen Family point and so on. As the students learn the different *Time Families*, take the opportunity throughout the day to ask them to read the correct time on the classroom clock utilizing what they have learned (e.g., 8:00, 9:15, 10:00, 11:45, 12:15, 1:30, 2:45).

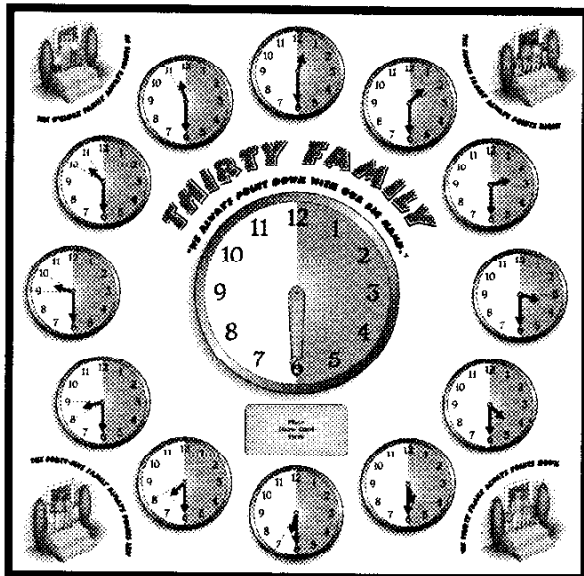
TIME FAMILIES GAME BOARDS



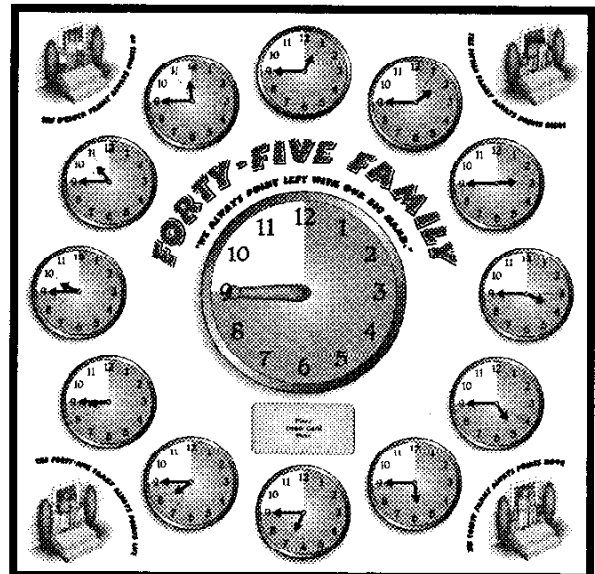
The O'Clock Family Game Board



The Fifteen Family Game Board

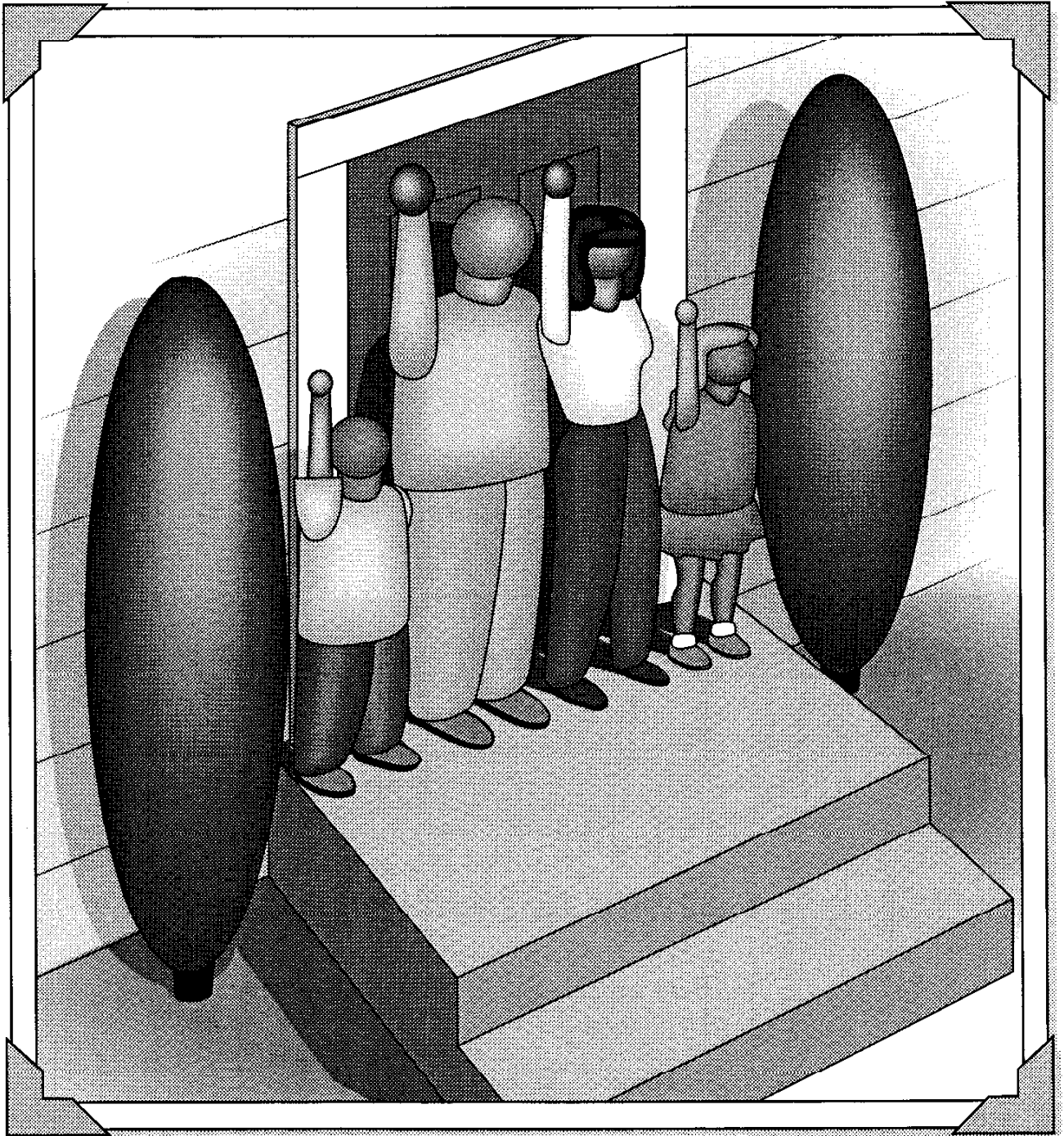


The Thirty Family Game Board

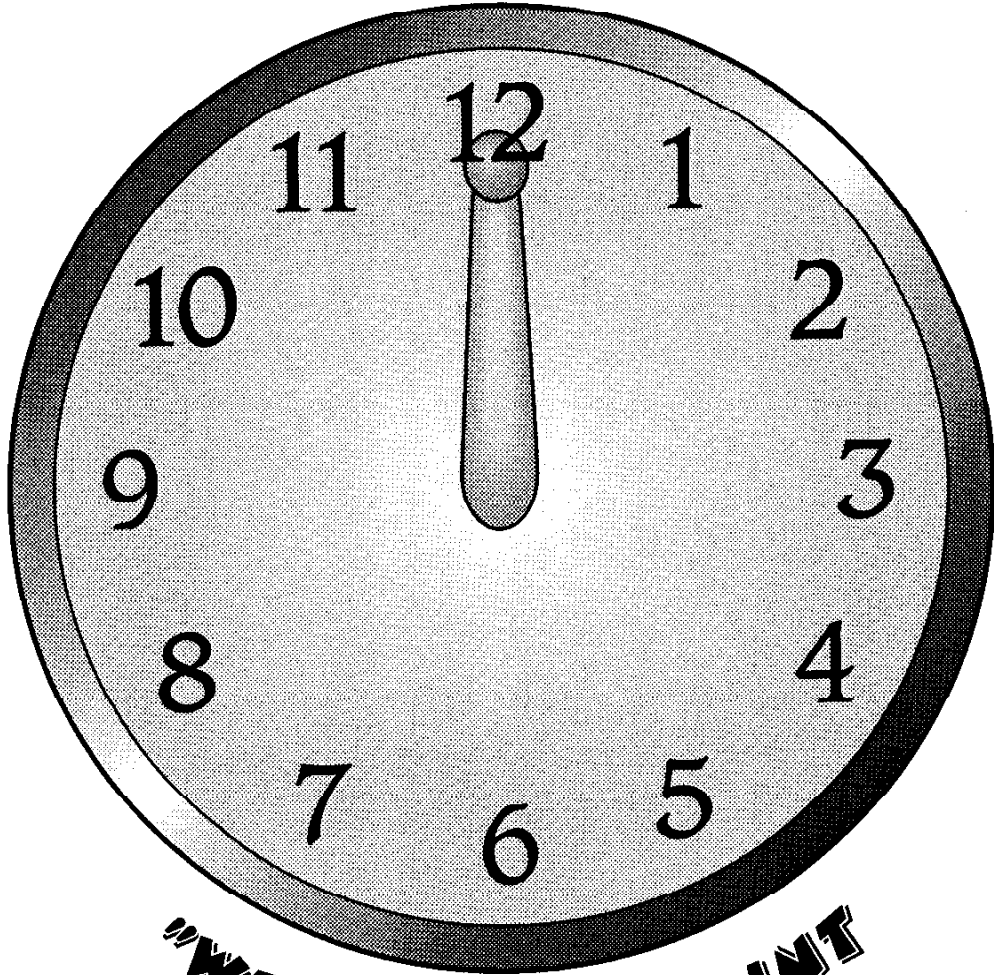


The Forty-Five Family Game Board

THE O'CLOCK FAMILY

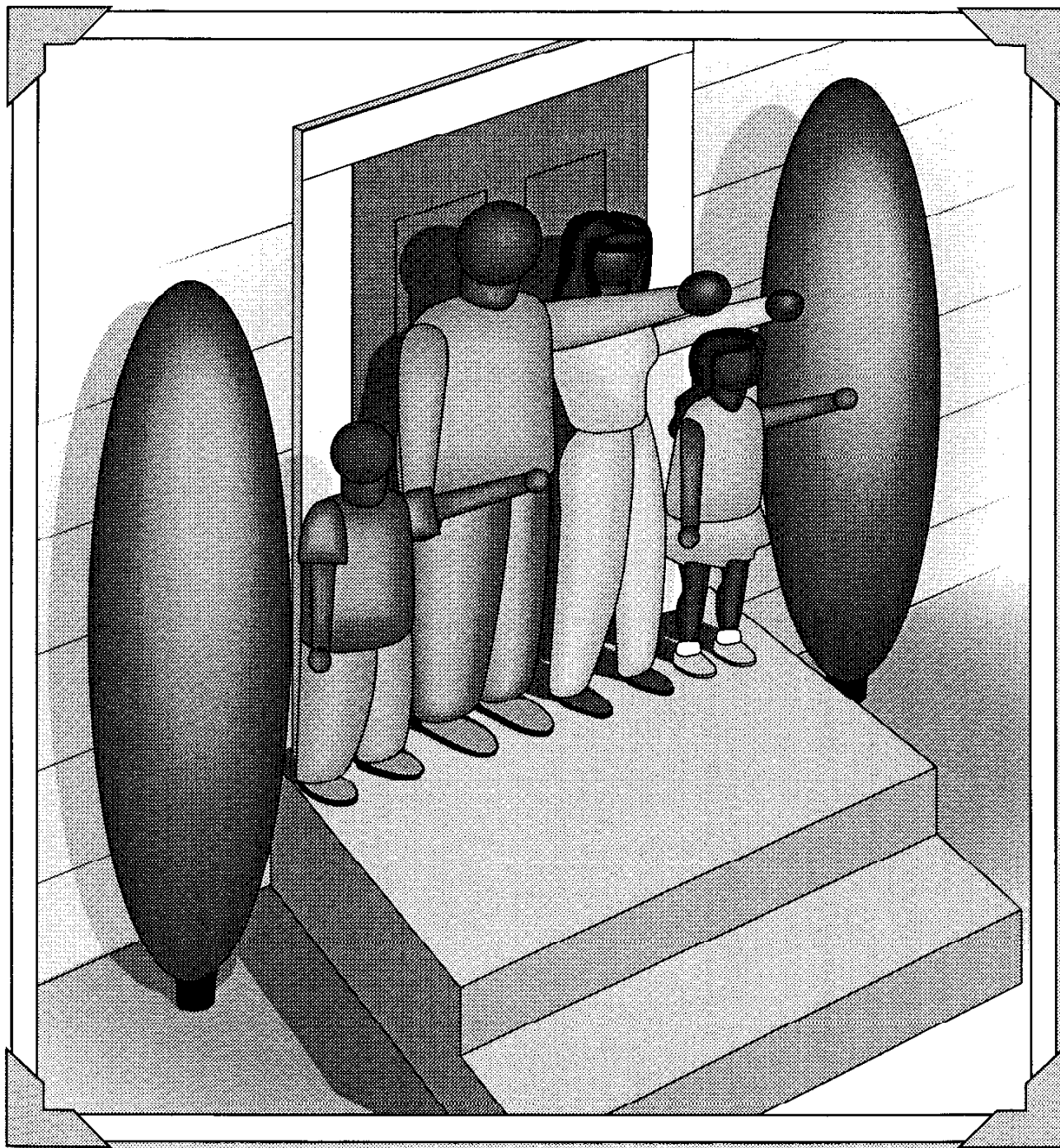


THE
O'CLOCK
FAMILY

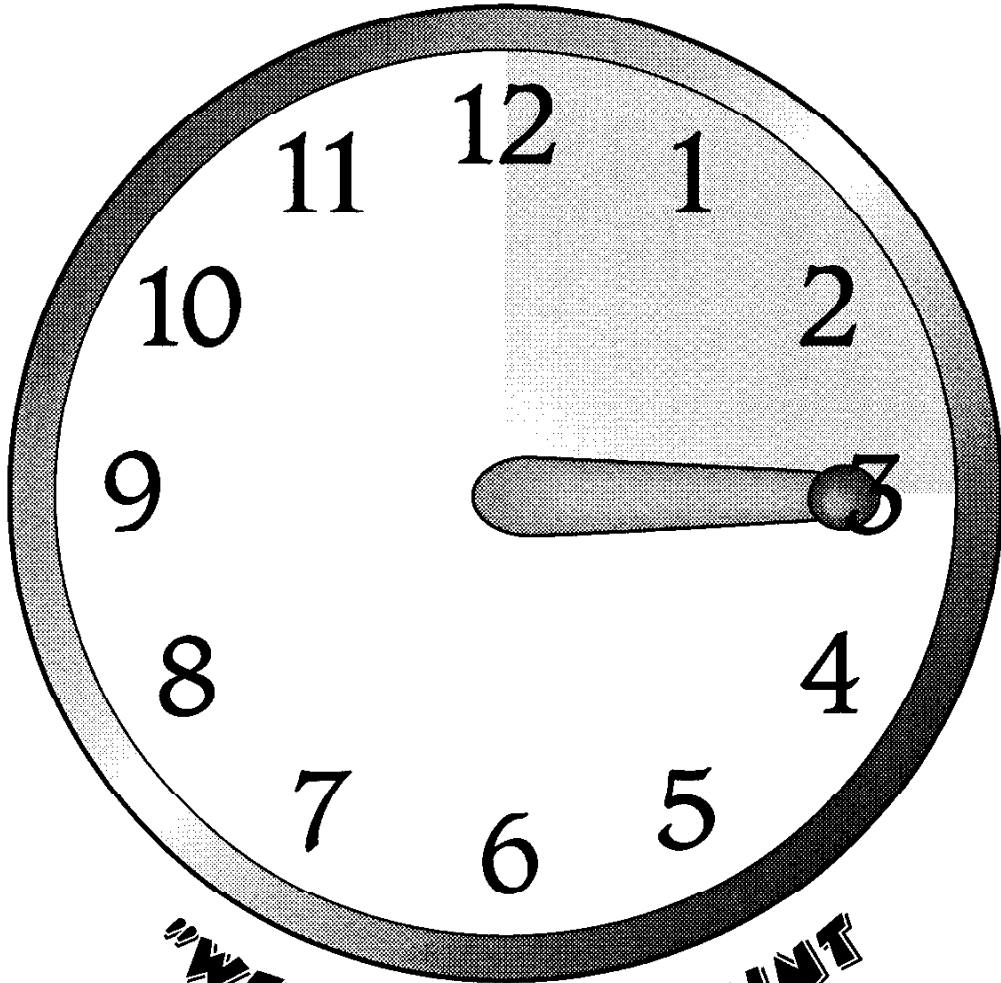


"WE ALWAYS POINT
UP
WITH OUR BIG HAND"

THE FIFTEEN FAMILY

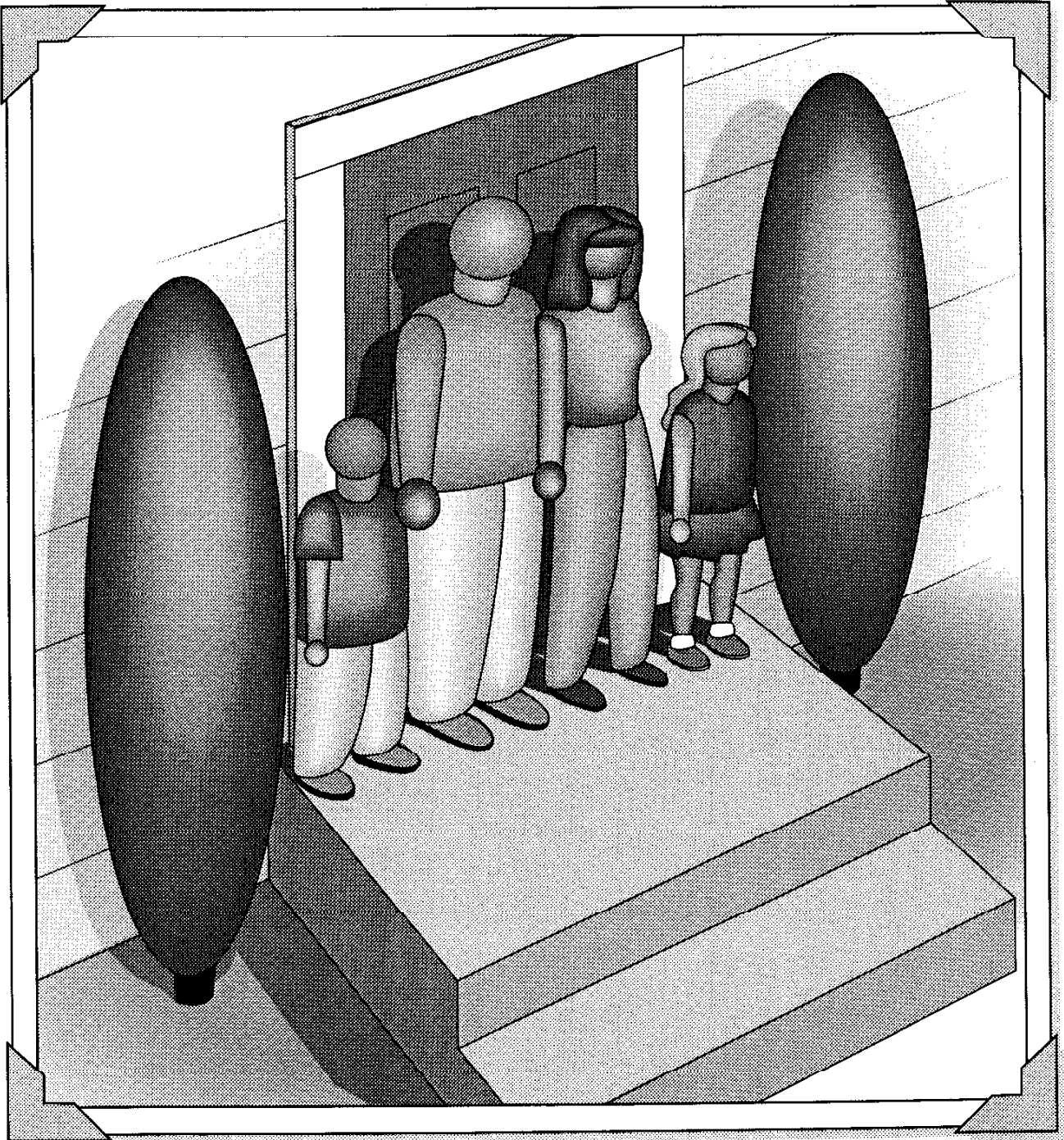


**THE
FIFTEEN
FAMILY**

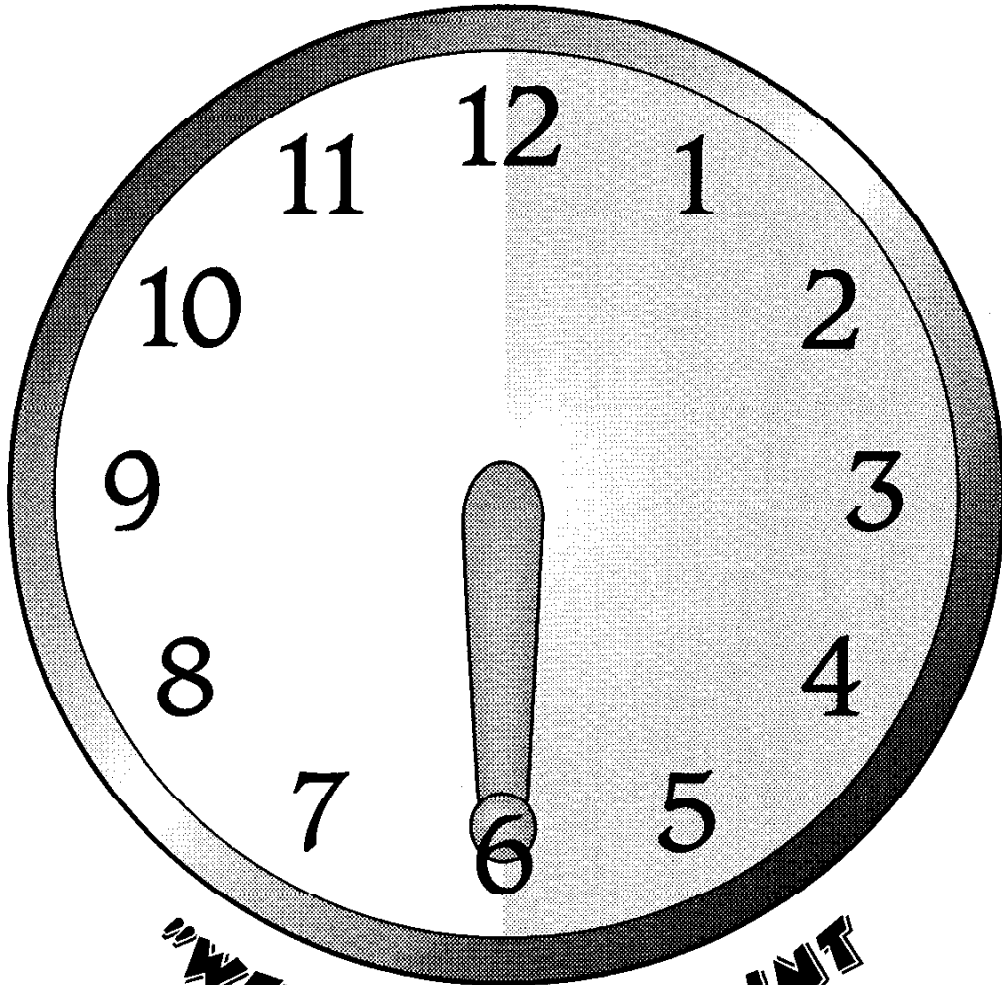


**"WE ALWAYS POINT
RIGHT
WITH OUR BIG HAND"**

**THE
THIRTY
FAMILY**

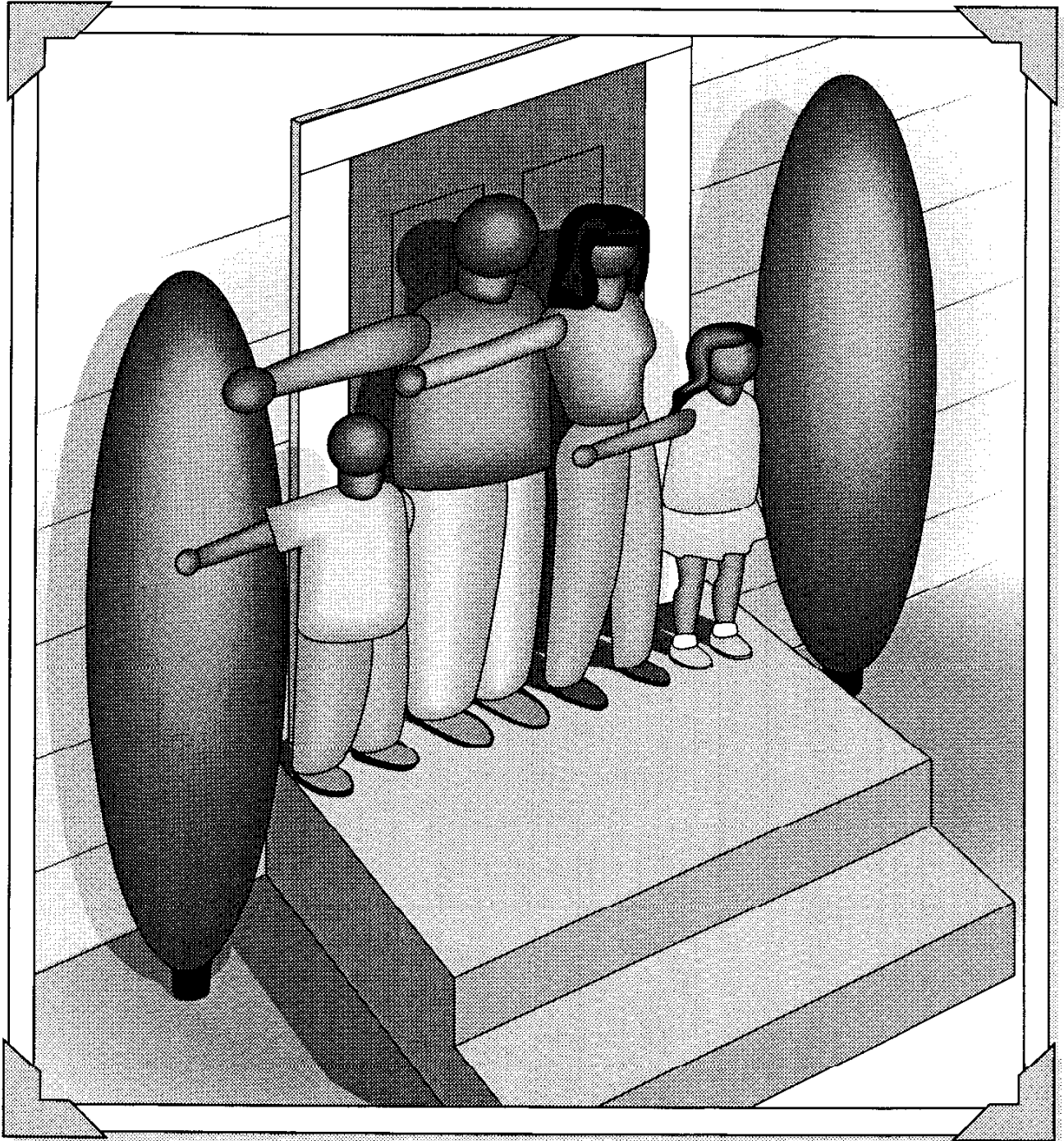


**THE
THIRTY
FAMILY**

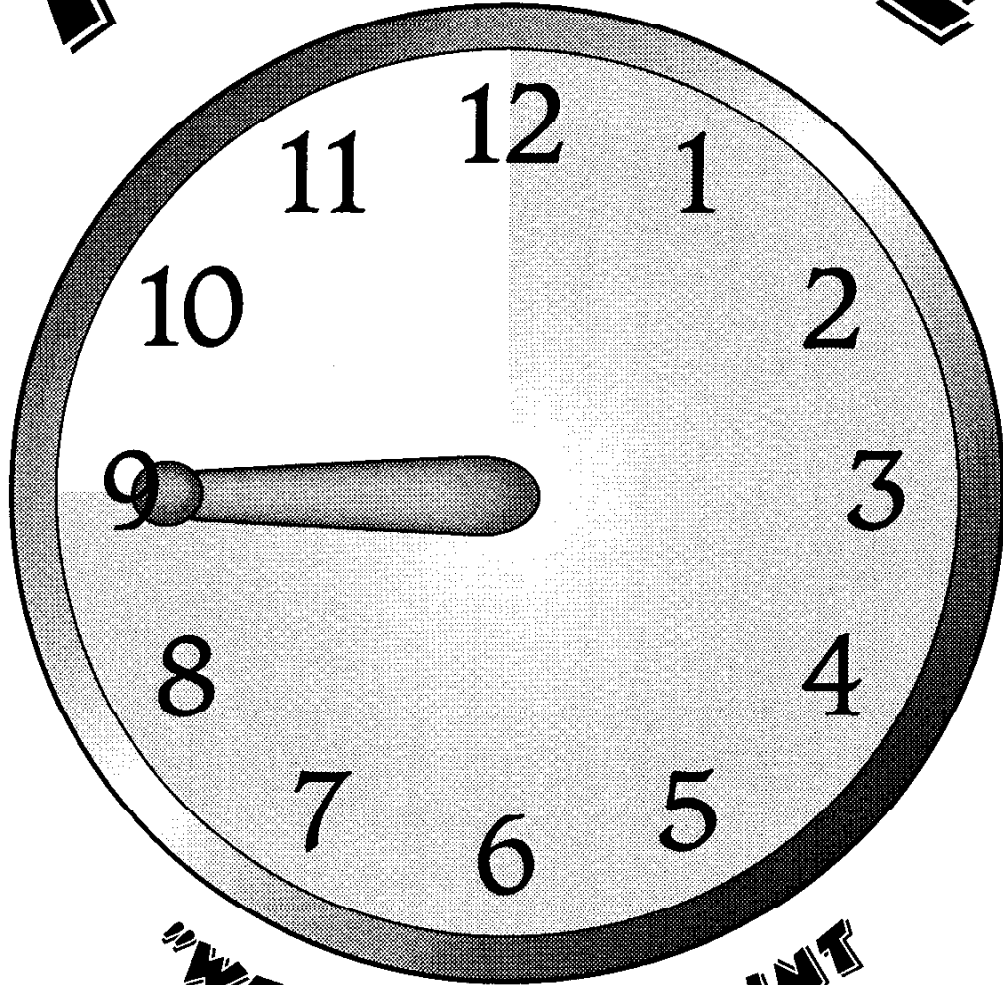


**"WE ALWAYS POINT
DOWN
WITH OUR BIG HAND"**

THE
FORTY-FIVE
FAMILY



**THE
FORTY-FIVE
FAMILY**



**"WE ALWAYS POINT
LEFT
WITH OUR BIG HAND"**

TIME FAMILIES PROGRESS CHART

Name: _____		Progress Dates					Evaluated by: _____
<input checked="" type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Did Not Accomplish							Comments
O C L O C K F A M I L Y	1. One O'Clock						
	2. Two O'Clock						
	3. Three O'Clock						
	4. Four O'Clock						
	5. Five O'Clock						
	6. Six O'Clock						
	7. Seven O'Clock						
	8. Eight O'Clock						
	9. Nine O'Clock						
	10. Ten O'Clock						
	11. Eleven O'Clock						
	12. Twelve O'Clock						
F I F T E E N F A M I L Y	13. One Fifteen						
	14. Two Fifteen						
	15. Three Fifteen						
	16. Four Fifteen						
	17. Five Fifteen						
	18. Six Fifteen						
	19. Seven Fifteen						
	20. Eight Fifteen						
	21. Nine Fifteen						
	22. Ten Fifteen						
	23. Eleven Fifteen						
	24. Twelve Fifteen						
T H I R T Y F A M I L Y	25. One Thirty						
	26. Two Thirty						
	27. Three Thirty						
	28. Four Thirty						
	29. Five Thirty						
	30. Six Thirty						
	31. Seven Thirty						
	32. Eight Thirty						
	33. Nine Thirty						
	34. Ten Thirty						
	35. Eleven Thirty						
	36. Twelve Thirty						
F O R T Y F I V E F A M I L Y	37. One Forty-Five						
	38. Two Forty-Five						
	39. Three Forty-Five						
	40. Four Forty-Five						
	41. Five Forty-Five						
	42. Six Forty-Five						
	43. Seven Forty-Five						
	44. Eight Forty-Five						
	45. Nine Forty-Five						
	46. Ten Forty-Five						
	47. Eleven Forty-Five						
	48. Twelve Forty-Five						