



## Time, Money and Measurement Supplemental Intervention

### Concepts of Time, Working with Money and Measurement Attributes

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#### Time

##### The Parts of A Clock

*Parts of a Clock, Meaning of Time*

Materials: Student Clocks, Parts Of A Clock Cards, Velcro numbers 1-12 and clock hands for each student, 1 minute sand timer.

Using the student clock, point to the smaller lines and tell the student(s) that the small lines represent one minute. Demonstrate the length of one minute by having the student(s) remain silent for one minute as you watch the sand timer. Explain that there is 60 minutes in one hour. Discuss possible activities that can be done in one hour. Show the students the hour hand on the student clock. Tell the students that this hand tells the hour. Show the students the minute hand and tell the students that this hand tells the minutes. Tell the students that there are 12 numbers on the clock which help you tell the time. Count the numbers with the students. Have the students Velcro the numbers and the hands on the "Parts Of A Clock Card".

## O'Clock Activity

*Reading and Writing Time to the Hour, Half Hour and Quarter Hour*

Materials: Student Clock, Clock White Boards, Dry Erase Markers

Place the minute hand on the 12 on the demonstration clock. Have the student(s) place their minute hand on the 12. Tell the students that the hour hand tells the hour. Move the hour hand to a number and read the time. Show the students how to write the time. Practice telling and writing time to the hour.

Extension: As the students progress, teach half hours and quarter hours in the same manner.

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## Show Me The Time

*Indicating Time on a Clock, Writing Time*

Materials: Clock White Boards, Dry Erase Markers, Chips

Provide each student with a clock white board and a marker. Say a time (3:00) and have the student draw the correct time on the clock and write the time in numerals on the clock. If the student is correct, give the student a chip. See how many chips the students can get by the end of the session.

Adjust the difficulty of the activity as needed. For example, for students just beginning to learn to tell time, use only hours. For students who are progressing with their skills, use  $\frac{1}{2}$  hours and quarter hours.

## Time Memory

*Matching clock to written time*

Materials: Time Cards

Place the time cards face down on the table (some or all based on skill.) Each player takes a turn flipping over two cards. If the clock card matches the correct written time, the player makes a match and keeps the cards. Play continues until all cards are gone. The player with the most cards wins the game.

## Body Clocks

*Telling Time*

Materials: Numbers 1-12, Time Cards (Digital Only)

Place the numbers 1-12 in a large circle on the floor in the positions of a clock. Have two students represent the hands of the clock. Ask the taller student to be the minute hand and the shorter student to be the hour hand. Have the other student call out a time using the time cards (i.e. 4:30). Have the students make the time on the large floor clock with their bodies.

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## About What Time Sequence Board

Materials: About What Time Board, Activity Pictures

Place the board on the table in front of the student(s). Tell the student(s) that there are 24 hours in one day. Discuss the difference between am and pm and when each time period begins. Using the picture activity cards, place a card below the clock on the board when the student(s) participate in that activity.

## "Time" For A Board Game

*Telling Time*

Materials: Time Board Game, Die, Pawns

Have the students take turns rolling the dice and moving their game piece accordingly. Once on the spot, the student needs to read the time on the clock. If read correctly, the student may remain on the spot. If read incorrectly, the student must return to the previous position. The first student to the finish line wins!

## Time Flashcards

### *Reading Time*

Materials: Time Cards (Clocks Only)

Use the flashcards for drill and practice. Show the student the flashcard and have him/her read the time. Begin with the hour flashcards and then move to the half hour, quarter hour, and minutes. For advanced students, mix the cards together.

## Money

### What Am I?

#### *Identifying Coins and Dollars and Value of Money*

Materials: penny, nickel, dime, quarter, half dollar, dollar, five dollar bill

Place a penny and nickel on the table. Tell the student the name of each coin. Discuss the differences. Hold up the penny and ask the child to name the coin. Repeat with the nickel. Once the child has mastered this task, add the dime and repeat. Continue to add the coins while discussing the similarities and differences. Begin to discuss the value of the coins by ordering them from least valuable to most valuable. Show how 5 pennies equals one nickel, 10 pennies— one dime or 2 nickels and so on.

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### What's My Value?

#### *Value of Coins*

Materials: What's My Value Card, Play Money Coins

Place the What's My Value Card and Play Money on the table in front of the student. Have the student place the coin on the corresponding space indicating value.

### Adding Coins

Materials: Adding Coins Cards, Play Money Coins and Bills

Place an Adding Coins Card and play money on the table in front of the student(s). Prompt the student to count the value of the money on the card. For example, when shown the card with the two nickels, count 5– 10 cents. Ask the student to place the coin that represents the same value (dime).

## Buy Me- Level 1

*Counting Money*

Materials: Buy Me Cards, Chips

Place a Buy Me Level I Card and a chip on the table in front of the student(s). Have the child place the chip on the correct choice.

## Buy Me- Level 2

*Counting Money*

Materials: Buy Me Level 2 Cards, Play Money Coins and Bills

Place a Buy Me Level II Card and the play money on the table in front of the student(s). Have the student(s) place the correct amount of money on the card.

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## Money Puzzles

*Counting Money*

Materials: Money Puzzle Pieces

Place the cards on the table in front of the student(s). Have the student(s) match the correct value to the cost of the item.

## Piggy Bank

*Counting Money*

Materials: Piggy Bank, Play Money Coins and Bills, Money Cards

Place the Piggy Bank on the table in front of the student(s). Draw a Money Card and have the student count out the correct amount and place the money in the bank.

## Money Bingo

### *Identifying Coins*

Materials: Money Bingo Boards, Chips, and Money Cards

Provide each student with a bingo board and bingo chips. Place the money cards face down on the table in front of you. Draw a card one-by-one, saying the amount. If the student has that amount, he/she places a chip on their board. Play continues until a player has filled his/her card.

When using Set 1 Money Bingo Boards use money cards: 1¢, 2¢, 3¢, 5¢, 6¢, 7¢, 10¢, 11¢, 15¢, 16¢, 20¢, 21¢, 25¢, 27¢, 30¢, 32¢

When using Set 2 Money Bingo Boards use money cards: 35¢, 40¢, 43¢, 50¢, 60¢, 65¢, 70¢, 75¢, 76¢, 80¢, 87¢, 99¢, \$1.00, \$1.01, \$2.05

When using Set 3 Money Bingo Boards use money cards: \$3.10, \$4.11, \$5.25, \$6.00, \$10.30, \$11.50, \$12.00, \$13.75, \$14.00, \$15.00, \$20.00, \$25.00, \$50.00, \$52.00, \$99.00, \$100.00.

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## How Many Ways?

Materials: How Many Ways Cards, Play Money Coins and Bills

Place a How Many Ways Card on the table in front of the child. See how many ways he/she can use the play money to create the desired amount.

## Coin Fight

### *Counting Money*

Materials: Coin Fight Boards, Coin Fight Coin Cards

Players have 3, 4, or 5 cards on their playing board, flipping one over at a time in turn. Cards have different coins on the front, and players add coin values as each card is flipped. The winner of each round is the player with the highest combined value of all their coin cards. One who starts out with a quarter to everyone else's pennies or nickels may not end up being the final winner! Players can catch up or fall behind quickly, with the turn of a single card.

## Shopping Spree

*Exchanging Value*

Materials: Shopping Spree Board, Shopping Spree Cards, Play Money Coins and Bills, Die, and Pawns

Advance around the board collecting quarters, dimes, or nickels on each space. Whenever you land on a corner square, trade in your coins for school supply cards. When all players reach the final check-out, only school supply cards count toward each player's total for the game. The winner is the player with the greatest value in school supplies!

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## Measurement

### Critter Lengths

*Measuring in Inches*

Materials: Critter Lengths Flip Book, Rulers

Provide each student with a Critter Lengths Flip Book. Show the student the inches side of the ruler. Demonstrate how to line up the ruler with the line under the critter. Have the student flip to the length of his/her critter.

## Learning Length

### *Measuring in Inches and Centimeters*

Materials: Rulers, Pre-Measured Pipe Cleaners

Provide each student with a ruler. Show the student the inches side of the ruler. Provide each student with a pipe cleaner (cut to various inches). Demonstrate how to line up the pipe cleaner with the side of the ruler. Have the student tell you how long his/her pipe cleaner is. Once the students become proficient measuring to the inch, have him/her measure the pipe cleaners to the  $\frac{1}{2}$  inch, and  $\frac{1}{4}$  inch. Repeat the tasks with the centimeter side of the ruler.

## Can You Measure Up?

### *Measuring in Teaspoons and Tablespoons*

Materials: Teaspoon and Tablespoon Measuring Spoons, Sand, Teaspoon and Tablespoon Recipe Cards, Bowl

Provide the student the teaspoons/tablespoon measuring spoons. Show the student(s) the labels on each spoon pointing out the abbreviations. Practice measuring sand to the tablespoon and teaspoon. Once the student(s) are proficient, practice measuring to the  $\frac{1}{2}$  and  $\frac{1}{4}$ . Have the student(s) then mix the spoons (i.e. can you measure  $1\frac{1}{4}$  Teaspoons?).

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## Can You Measure Up?

### *Measuring in Cups*

Materials: Measuring cups, Water, Measuring in Cups Recipe Cards, Bowl

Familiarize the student(s) with markings on the cup. Practice measuring with water to the cup mark and then to the two cup mark. Once the student(s) become proficient, have him/her measure to the  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{4}$  cup (i.e.  $1\frac{1}{2}$  cups,  $\frac{1}{3}$  cups). Using the recipe cards, have the student(s) practice measuring the amount and pouring the water in the bowl.

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