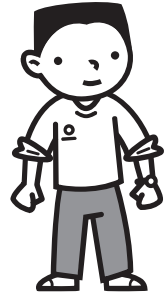


NAME _____

DATE _____

Danny's School Day Page 1 of 2

This is Danny. He goes to school every day except Saturday and Sunday, just like you do.



1 At 8:00, Danny gets on the bus. Circle the clock that says 8:00.



2 At 10:00, Danny's class goes to recess. Circle the clock that says 10:00.



3 At 11:30, Danny's class does math. Circle the clock that says 11:30.



4 At 12:30, Danny's class goes to lunch. Circle the clock that says 12:30.



5 At 1:00, Danny's class has Story Time. Circle the clock that says 1:00.



NAME _____

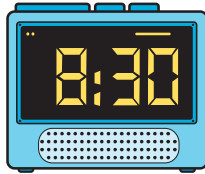
DATE _____

Danny's School Day Page 2 of 2



Here are some other times in Danny's school day. Draw lines to connect the clocks that tell the same time.

School Starts



Reading Time



Writing Time



P.E.



Science Time



School Ends



Tick Tock Clock 3 in a Row

Building Fluency: tell time in hours and half hours

Materials: gameboard, two sets of time cards and ten markers of one color per player

Number of Players: 2

Directions:

1. Players take turns.
2. Draw a time card from the deck and cover that time on the gameboard with a marker.
3. If no clock with that time is available, the player loses a turn.
4. The winner is the first player to get three markers in a row.

Variation/Extension: Players could try to get 4 in a row.



| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

6:00**3:00****1:30****2:00****3:30****9:00****1:00****5:00****8:00****8:00****10:00****2:00****4:30****3:00****10:30****9:30****6:00****5:00****11:00****4:00**

Time Concentration

Building Fluency: tell time in hours and half hours

Materials: game cards

Number of Players: 2

Directions:

1. Place all cards face down on the table.
2. Players take turns.
3. Choose two cards and tell the time.
4. If the cards match, the player keeps the cards.
5. If they do not match, the player turns the cards over.
6. The winner is the player with the most matches.

Variation/Extension: Players can play with cards face up.



| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

10:00

10:30

11:00

11:30

12:00

12:30

1:00

1:30

2:00

2:30

3:00

3:30

4:00

4:30

5:00

5:30

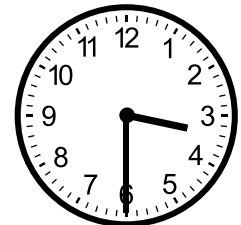
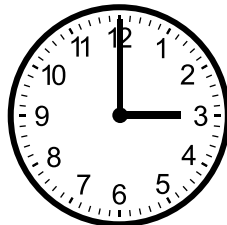
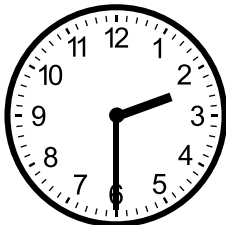
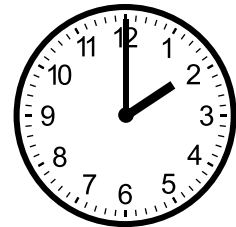
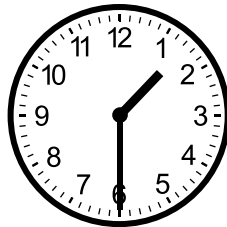
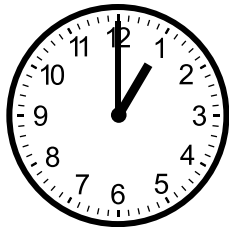
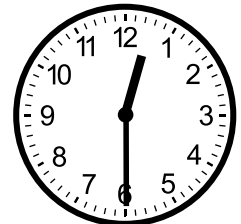
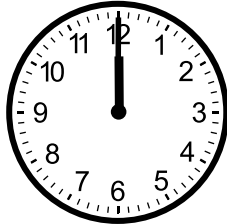
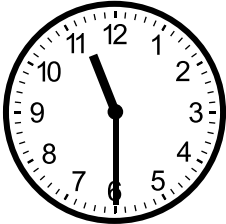
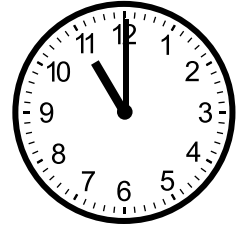
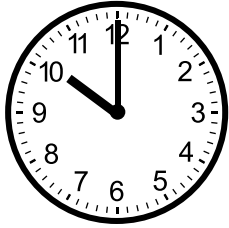
6:00

6:30

8:30

9:00

9:30



7:00

7:30

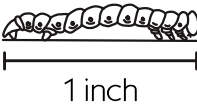
8:00

NAME _____

DATE _____

How Long Is It? Measuring with the Inchworm

This is an inchworm. He is 1 inch long.



1 Find three things in your room that are about an inch long.

a A _____ is about 1 inch long.

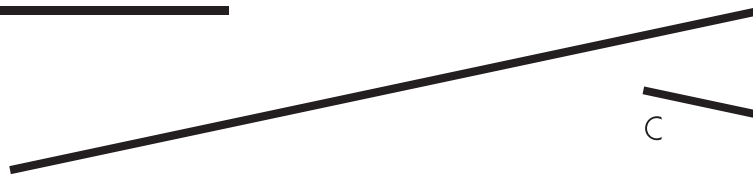
b A _____ is about 1 inch long.

c A _____ is about 1 inch long.

2 Choose *one* of the things you found. Use it to help estimate how long each of these line segments is.



A



B

C

a Line segment A is about _____ inches long.

b Line segment B is about _____ inches long.

c Line segment C is about _____ inches long.

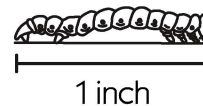
NAME _____

DATE _____

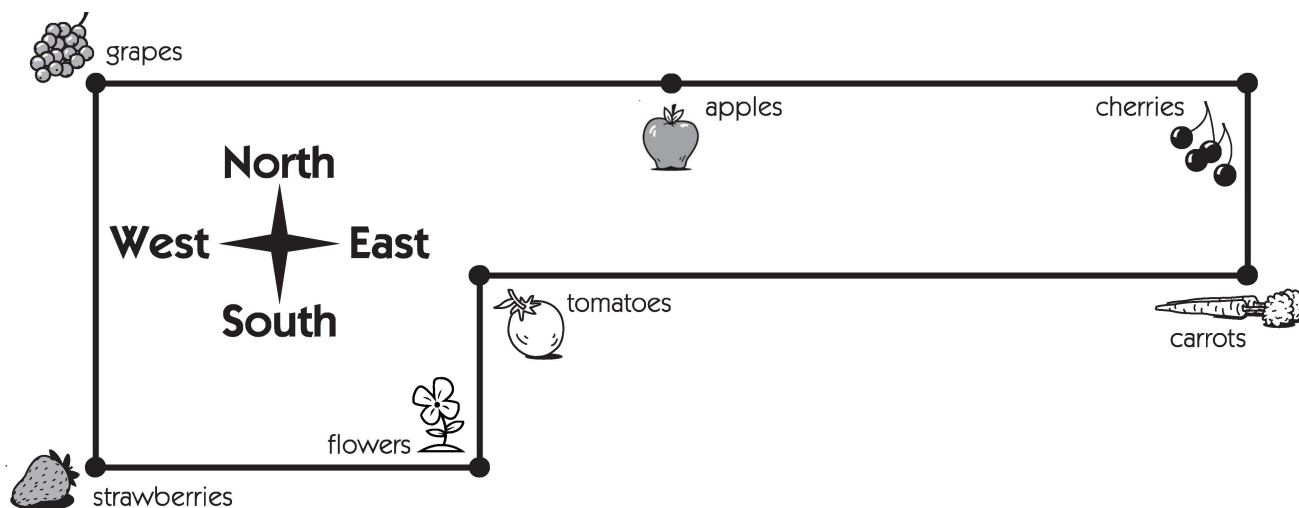
Little Inchworm's Garden

1 Little Inchworm is 1 inch long. Find something in your room that is about 1 inch long.

A _____ is about 1 inch long.



2 Use your 1 inch measure to help find out about how many inches Little Inchworm has to crawl to get from one part of his garden to another. Tell what direction he has to crawl. Sometimes he will have to go one direction and then another. He has to stay on the paths.



| From | To | How Many Inches? | What Direction(s)? |
|------|----|------------------|--------------------|
| a | | | |
| b | | | |
| c | | | |
| d | | | |
| e | | | |