Nearest 5 Minutes

TASK BOX

INDEPENDENT Work





3:05 ✓

3:30

3:45

Special Education · Independent Work · PreK – 2nd

by Bright Path Sped

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TWO CLOCK SETS, ONE BOX

Sections 1 and 2 hold the same cards twice: tinted faces for a laminated classroom box, black-and-white faces for a photocopier or a copy that goes home. Both hands are drawn at the exact minute in both sets. A dot code in the corner is the only mark of a card's level.

PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards with the matching time marked and nothing more; what that means for a student is your team's call.

☆ START HERE Start Here — Three Steps

Ninety seconds of clock reading, the length of a popcorn-machine run. The cards need scissors and nothing else.

1

Print and cut

Print the minute strip and the three card pages from the color set (pages 6–9) on cardstock, or the ink-saver set (pages 11–14) on plain paper. Laminate if the box will be passed around.

Cut along the dashed lines: two straight cuts across and two down make six cards a page. Keep each level in its own bag; the dots restore a jumbled box.

2

Run the cards

Hand over one card and use the same short words each time (page 21). The child reads both hands and marks the one digital time that matches: a circle, a clothespin or a chip. Laminated cards take a dry-erase marker.

Begin at Level 1 unless the student already reads five-minute times without help; the answer key (page 16) lists every card.

3

Record and graph

Write the date, the level, cards correct and cards given on the data sheet (page 17) the same day, and what help was given in your own words.

Plot the percent on the graph (page 18). Send the family page (page 20) home the week the box is new.

WHAT THIS FILE IS

A fillable PDF with cut-apart clock cards and a minute strip, plus the data pages behind them. The cards are a print task (a time is circled, clipped or covered); the data sheet, graph, family page and headers take typing. It works offline, with no account or subscription.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. It uses five-minute times only, so there are no times like 4:07, and it is not a telling-time curriculum: no lesson sequence and no mastery rule. It describes how to run the cards already printed and how to count what happened.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a percent means for a student, when to move up a level, or what the goal should say. Each of those is a blank for your team's plan and your district's wording.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.
A student gets the hour right and the minutes wrong. Try Level 1 and the minute strip. The **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in data sheet or graph is a student record: initials only on anything that leaves your hands, first name only on the family page. Cards and strip live in the box; the data sheet and graph stay in the student's folder.

STRIP

Minute Reference Strip (Color)

Twelve clocks, :00 through :55, each over its digital time. Print once, laminate, keep it with the box.



9:00

long hand on the 12



9:05

long hand on the 1



9:10

long hand on the 2



9:15

long hand on the 3



9:20

long hand on the 4



9:25

long hand on the 5



9:30

long hand on the 6



9:35

long hand on the 7



9:40

long hand on the 8



9:45

long hand on the 9



9:50

long hand on the 10



9:55

long hand on the 11

COUNT BY FIVES ROUND THE DIAL

Each numeral stands for five more minutes than the one before it: the 1 is 5, the 2 is 10, the 3 is 15, on round to the 11, which is 55. The 12 is :00. A pottery kiln timer and a gym stopwatch are counted round the same way. Read the long hand first and say its minutes; the short hand then tells you the hour that goes in front.

WHEN TO PUT THE STRIP AWAY

Lay it beside the box for a student who is learning the numerals, the way a laminated dismissal schedule hangs by a classroom door. Write “strip out” in the help column so two sessions compare fairly, and fold it away once a level runs clean without it. Every clock on it is drawn at nine o’clock plus minutes, so the short hand barely moves and the long hand does the talking.

CARDS Level 1 Cards (Color)

6 cards (clocks at 3:05, 8:15, 11:25, 6:40, 1:50, 9:00), three times, the same hour, only the minutes change. Print on cardstock, cut along the dashed lines. This is the color set; the same cards are on page 12 in the ink-saver set.



What time is it?

3:05 | 3:30 | 3:45

1



What time is it?

8:50 | 8:15 | 8:35

2



What time is it?

11:00 | 11:45 | 11:25

3



What time is it?

6:40 | 6:10 | 6:55

4



What time is it?

1:20 | 1:50 | 1:05

5



What time is it?

9:25 | 9:40 | 9:00

6

RUNNING A LEVEL 1 CARD

Every time on the card has the same hour, so the short hand does not need to be read yet; the long hand does all the work. Card 1 prints 3:05, 3:30 and 3:45: the child says which numeral the long hand sits on and how many minutes that numeral stands for, the way a kiln timer on the art-room shelf is read by its dial marks. Hand over one card at a time.

THE DOT CODE

One dot in the corner is Level 1. A jumbled box goes back in order by its dots, no clock reading needed. Every card is listed on the answer key (page 16) under the small number in its bottom-left corner.

CARDS Level 3 Cards (Ink-Saver)

6 cards (clocks at 4:15, 8:35, 2:50, 9:20, 5:05, 11:45), four times, both hands matter. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) set; the same cards are on page 9 in the color set.



What time is it?

4:15	3:20
5:15	4:40

1 ●●●



What time is it?

7:40	8:35
9:35	8:10

2 ●●●



What time is it?

1:50	2:20
2:50	10:10

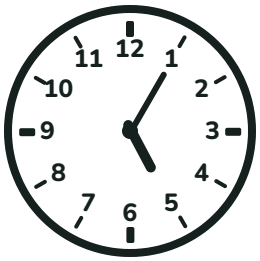
3 ●●●



What time is it?

10:20	4:45
9:50	9:20

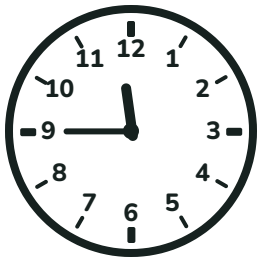
4 ●●●



What time is it?

4:05	5:05
1:25	5:35

5 ●●●



What time is it?

12:45	9:55
11:45	11:15

6 ●●●

RUNNING A LEVEL 3 CARD

Four tiles, and each wrong one is a misreading a child really makes. Card 1 shows 4:15; the other tiles are 3:20 (the two hands read the wrong way round), 5:15 (the next hour over) and 4:40 (right hour, other minutes). Three dots mark this level.

MIXING LEVELS IN ONE BOX

Once a student is steady at Level 3, a shuffled stack from all three levels works too, and the dots sort it afterward. Write “mixed” in the level column so the percent is read against the right cards.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the digital five-minute time the clock shows marked. Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	CARDS USED	CARDS CORRECT	CARDS GIVEN	PERCENT	HELP GIVEN	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to a whole number. One marked tile that matches the clock is correct; two marks, or none, is given and not correct. "Cards used" lists the card numbers handed over.

THE HELP COLUMN IS YOUR OWN CODE

Write what you did, in the same few words each session: nothing, touched the long hand, strip out, said the minutes together. This file supplies no prompt order and no fading rule; those belong to your team's plan.

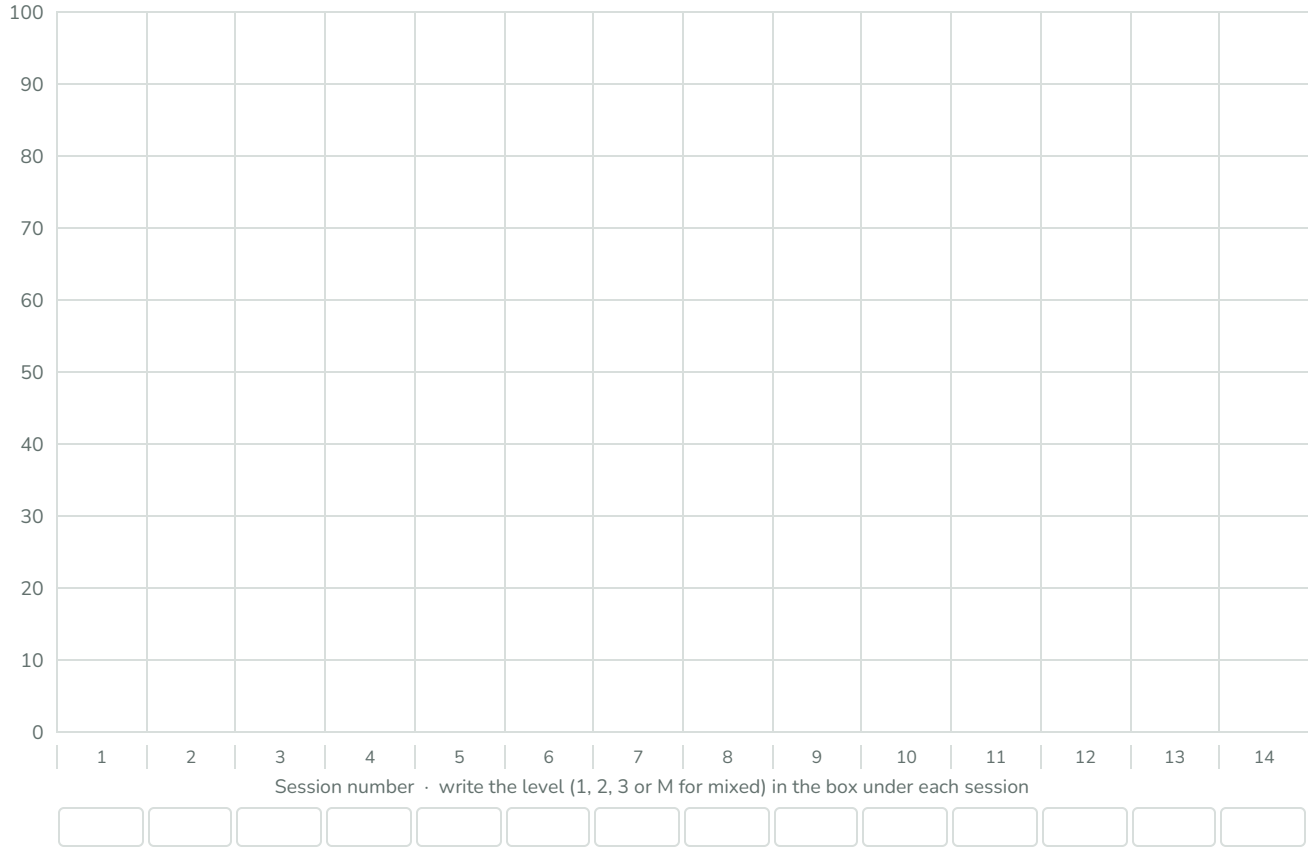
TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

STUDENT _____ TASK BOX _____ CRITERION (YOUR TEAM SETS IT) _____

PERCENT CORRECT · ONE DOT PER SESSION, THEN DRAW THE LINE



A LEVEL CHANGE IS A BREAK IN THE LINE

When the level goes up, expect the percent to dip — that is a harder set, not a lost skill. Start a fresh line segment at each level change so the graph is read within a level, not across one.

SETTING THE CRITERION FIELD

This page prints no target and no typical rate. Write the criterion your team agreed to in the field above before the first session, from the goal on the data sheet (page 17), so every dot is read against the same line.

BRINGING THIS PAGE TO A MEETING

A line is easier to read across a table than a column of percents. Copy or screenshot this page for a progress report or a family conference; the raw rows stay on the data sheet.

THREE FLAT SESSIONS

Three sessions in a row flat or falling within one level is a reason to read the help column and the notes on the data sheet, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

> Every number in the read-out is re-counted straight from the table above.

Odalys is invented, and so is every mark on this page. 8 sessions on this task box, moving to the next level when the team decided to (this file sets no rule for that).

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/8	L1	1–6	3	6	50%	Touched the long hand
2	9/10	L1	1–6	5	6	83%	Strip out
3	9/15	L2	1–6	4	6	67%	Said the minutes together
4	9/17	L2	1–6	5	6	83%	None
5	9/22	L2	1–6	6	6	100%	None
6	9/24	L3	1–6	2	6	33%	Touched the short hand
7	9/29	L3	1–6	4	6	67%	Strip out
8	10/1	L3	1–6	5	6	83%	None

READING THE NUMBERS

Session 1, Level 1: 3 of 6 cards, 50 percent. The first Level 3 session was 2 of 6, 33 percent, lower than the 100 percent the session before it. The latest session is 5 of 6, 83 percent. Each percent is its own row's correct divided by given, rounded to a whole number.

A LINE THIS SHEET COULD WRITE

"On the nearest-five-minutes task box (Level 3), Odalys marked the time the clock showed on 2 of 6 cards on 9/24 and 5 of 6 on 10/1 (help given: none)."

HOW THE GRAPH WOULD LOOK

8 dots across, a fresh line segment at each level change (page 18); the level box under each session reads 1, 1, 2, 2, 2, 3, 3, 3 for this table. The criterion field would hold whatever Odalys's team wrote, not a number this file supplies.

WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It predicts nothing about how fast any real student moves and sets no typical rate for reading a clock; it shows how the data sheet, graph and phrase bank read once real numbers are on them.

THE HELP COLUMN, FILLED IN

Every entry is what the adult did, in the same short words each time. 3 of the 8 rows read "none"; 1 row scored 100 percent. A row that reads "none" beside a high score is what independent work looks like on paper, and none of the entries is a label for Odalys.