Nearest Minute

TASK BOX

INDEPENDENT Work





3:07 ✓

3:28

3:46

Special Education · Independent Work · 2nd – 4th

by Bright Path Sped

PLEASE READ

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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 sit 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.

PREVIEW

01

The Color Set

The fives-then-ones strip and every card at three levels, with tinted clock faces, for a laminated classroom box.

PREVIEW

IN THIS SECTION

Count Fives, Then Ones (Color) 6

Level 1 Cards (Color) 7

Level 2 Cards (Color) 8

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STRIP

Count Fives, Then Ones (Color)

Twelve clocks at minutes between the fives, each over its digital time. Print once, laminate, keep it with the box.



9:06

5 × 1 = 5,
then 1 more



9:12

5 × 2 = 10,
then 2 more



9:17

5 × 3 = 15,
then 2 more



9:23

5 × 4 = 20,
then 3 more



9:28

5 × 5 = 25,
then 3 more



9:34

5 × 6 = 30,
then 4 more



9:39

5 × 7 = 35,
then 4 more



9:41

5 × 8 = 40,
then 1 more



9:46

5 × 9 = 45,
then 1 more



9:52

5 × 10 = 50,
then 2 more



9:54

5 × 10 = 50,
then 4 more



9:57

5 × 11 = 55,
then 2 more

PREVIEW

COUNT BY FIVES, THEN BY ONES

Start at the 12 and touch each numeral the long hand passes: 5, 10, 15, on round the dial. Stop at the last numeral it has passed, then count the small marks after it one at a time. Say the whole number of 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 still counting the small marks, the way a metronome sits on a music stand. 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 3 Cards (Color)

6 cards (clocks at 4:17, 8:34, 2:51, 9:22, 5:09, 11:43), five times, both hands matter and one is only a minute off. Print on cardstock, cut along the dashed lines. This is the color set; the same cards are on page 14 in the ink-saver set.



What time is it?

4:17 | 3:20 | 5:17 | 4:42 | 4:18

1 ●●●



What time is it?

7:40 | 8:34 | 9:34 | 8:09 | 8:32

2 ●●●



What time is it?

1:51 | 2:21 | 2:51 | 10:10 | 2:53

3 ●●●



What time is it?

10:22 | 4:45 | 9:47 | 9:22 | 9:21

4 ●●●



What time is it?

4:09 | 5:09 | 2:25 | 5:39 | 5:10

5 ●●●



What time is it?

12:43 | 9:55 | 11:18 | 11:44 | 11:43

6 ●●●

PREVIEW

RUNNING A LEVEL 3 CARD

Five tiles, and each wrong one is a misreading a child really makes. Card 1 shows 4:17; the others are 3:20 (the two hands read the wrong way round), 5:17 (the next hour over), 4:42 (right hour, other minutes) and 4:18 (right hour, one minute off). 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.

02

The Ink-Saver Set

The same strip and cards with black-and-white clock faces, for a photocopier, a spare box, or a copy that goes home.

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Level 1 Cards (Ink-Saver) 12

Level 2 Cards (Ink-Saver) 13

Level 3 Cards (Ink-Saver) 14

PREVIEW

CARDS Level 2 Cards (Ink-Saver)

6 cards (clocks at 7:16, 2:29, 10:34, 4:47, 12:03, 5:58), three times, the same minutes, only the hour changes. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) set; the same cards are on page 8 in the color set.



What time is it?

7:16 | 9:16 | 4:16

1 ●●



What time is it?

11:29 | 2:29 | 5:29

2 ●●



What time is it?

7:34 | 12:34 | 10:34

3 ●●



What time is it?

4:47 | 1:47 | 6:47

4 ●●



What time is it?

3:03 | 12:03 | 10:03

5 ●●



What time is it?

8:58 | 2:58 | 5:58

6 ●●

PREVIEW

RUNNING A LEVEL 2 CARD

Now every time on the card has the same minutes and the hours disagree (card 1: 7:16, 9:16, 4:16). The long hand is no help, so the child looks at the short hand and finds the hour it has most recently passed, like a subway platform board or a trolley timetable that lists the train that has already left. Two dots mark this level.

MARKING A CARD CORRECT

A card is correct when exactly one tile is marked and it is the time the clock shows. Two marks, or none, is given and not correct. Write cards correct and cards given on one row of the data sheet (page 17).

03

Key, Data and Home

Every card answered, a data sheet and graph that turn marked times into a percent, a filled example, a family page and a phrase bank.

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PREVIEW

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the digital time the clock shows to the minute 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								

PREVIEW

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to a whole number, as a bakery timer shows whole minutes. 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 SHORTHAND

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

NOTES

Practice at Home

Send home the week the box is new. No percents and no levels; the data sheet already has those. Six of the same cards the child reads at school.

STUDENT

WEEK OF

FROM (TEACHER)

THE SAME CLOCKS WE READ AT SCHOOL (CUT APART, PLAY FOR TWO MINUTES)

Cut the six cards apart. Hold one up and ask: “Where is the long hand? What time is it?” Your child circles the matching time or covers it with a button. Count by fives to the last numeral, then count the small marks one by one.



8:49 | 8:23 | 8:04



6:14 | 6:33 | 6:51



1:19 | 1:52 | 1:36



7:16 | 9:16 | 4:16



7:34 | 12:34 | 10:34



8:58 | 2:58 | 5:58

SOMETHING THAT WENT WELL THIS WEEK

WE PLAYED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

CLOCKS WE READ TOGETHER AT HOME

The oven clock with hands, the wall clock in the waiting room, a wrist watch, the clock above the pharmacy counter — any clock whose hands can be read to the minute.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

PREVIEW