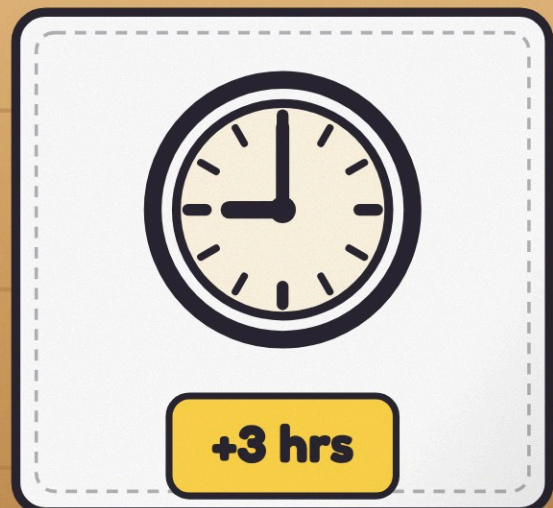


What Time Will It Be?



+3 hrs



12:00



4:00



8:00



22 pages • 3 levels

What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps
START HERE**

4

01 The Color Set

PAGES 6–9



**Start-to-End
Reference Strip
(Color)
STRIP**

6



**Level 1 Cards
(Color)
CARDS**

7



**Level 2 Cards
(Color)
CARDS**

8



**Level 3 Cards
(Color)
CARDS**

9

02 The Ink-Saver Set

PAGES 11–14



**Start-to-End
Reference Strip
(Ink-Saver)
STRIP**

11



**Level 1 Cards (Ink-
Saver)
CARDS**

12



**Level 2 Cards (Ink-
Saver)
CARDS**

13



**Level 3 Cards (Ink-
Saver)
CARDS**

14

03 Key, Data and Home

PAGES 16–21



**Answer Key and
Card List
REFERENCE**

16



**Task Box Data
Sheet
LOG**

17



**Percent Graph
TRACKER**

18



**Filled Example
EXAMPLE**

19



**Practice at Home
NOTES**

20



**Phrase Bank
REFERENCE**

21

TWO CLOCK SETS, ONE BOX

Sections 1 and 2 are the same cards twice: tinted clock faces for a laminated classroom box, black-and-white faces for a photocopier or a copy that goes home. Every clock is drawn, so the hands sit exactly on the start hour in both sets. Nothing on a card says its level except a dot code in the corner.

PRACTICE, NOT A TEST

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



START HERE

Start Here — Three Steps

Ninety seconds of clock math. The cards need scissors and nothing else.



1

Print and cut

Print the reference 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 live in a rotation.

Cut along the dashed lines: two straight cuts across and two down give you six cards a page. Keep each level in its own bag; the dot code puts a jumbled box back together.



2

Run the cards

Hand over one card and read the same short line each time (page 21). The child reads the start hour on the clock, counts forward the number of hours the line names, and marks the one digital time that matches — a circle, a clothespin or a chip. Laminated cards take a dry-erase marker and wipe clean.

Start at Level 1 unless the student already counts forward past the hour 12 without help; the answer key (page 16) has 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 start-clock cards and a start-to-end reference strip built in, plus the data pages behind them. The cards are a print task (an end time is circled, clipped or covered); the data sheet, graph, family page and headers take typing. It works offline, with no account or subscription, and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. Every time is a whole hour, and it is not a telling-time curriculum: it carries no lesson sequence or 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. Every one of those is a blank you fill from your own 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 marks the time already on the clock. Point back to the "+N hours" line. The **Ask a Question** tab reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in data sheet, graph or example-style note is a student record: initials only on anything that leaves your hands, first name only on the family page. The cards and strip live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

STRIP

Start-to-End Reference Strip (Color)

Twelve starting hours, each worked a fixed number of hours forward, so the method is there to check — no card in the box repeats one of these pairs.



+2h → 3:00



+3h → 5:00



+4h → 7:00



+5h → 9:00



+2h → 7:00



+3h → 9:00



+4h → 11:00



+5h → 1:00



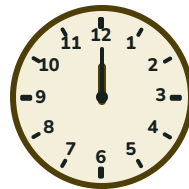
+2h → 11:00



+3h → 1:00



+4h → 3:00



+5h → 5:00

WORKING OUT AN END TIME

Say the start hour, then count forward one number at a time for every hour being added — past 12 keeps going at 1, the same way the clock face itself loops. The twelve examples on this strip show every starting hour worked a different fixed number of hours forward.

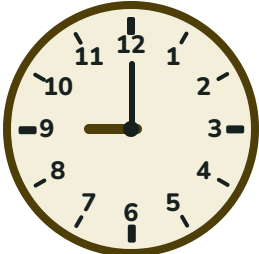
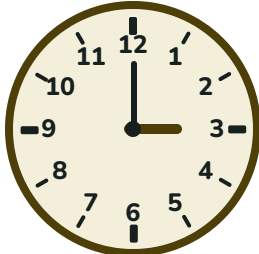
HOW THE STRIP IS USED, AND WHEN TO PUT IT AWAY

Lay it beside the box. A child who loses count finds the matching start hour here and copies the counting method, not the answer — no card in the box repeats one of these twelve pairs. Note “strip out” in the help column and fold it away once a level runs clean without it.

CARDS

Level 1 Cards (Color)

6 cards (starting at 9:00, 12:00, 3:00, 5:00, 10:00, 4:00), three end times to choose from, far apart on the dial. 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.

 +3 hours. What time will it be? 12:00 4:00 8:00	 +3 hours. What time will it be? 9:00 3:00 7:00	 +3 hours. What time will it be? 2:00 12:00 6:00
1	2	3
 +4 hours. What time will it be? 1:00 9:00 3:00	 +3 hours. What time will it be? 5:00 7:00 1:00	 +3 hours. What time will it be? 1:00 7:00 11:00
4	5	6

RUNNING A LEVEL 1 CARD

Hand over one card and read the line under the clock out loud: "Plus how many hours? Now find the end time." On this level both wrong end times sit on the far side of the dial from the real end time, so counting forward to the general region is enough to settle it.

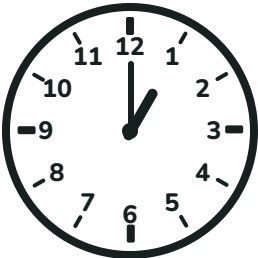
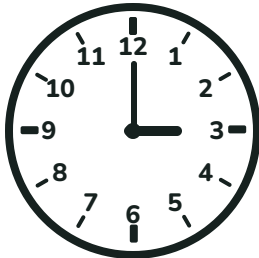
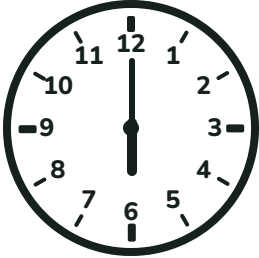
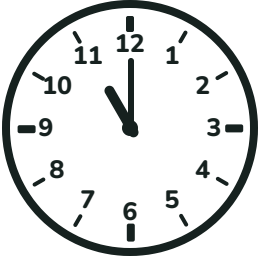
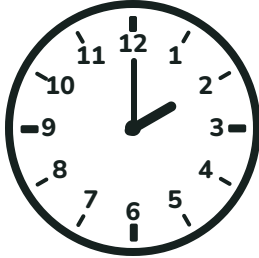
THE DOT CODE

One dot in the corner means a Level 1 card. If the box gets jumbled, the dots restore it without doing any of the arithmetic again. Every card is listed on the answer key (page 16) by the small number in its bottom-left corner.

CARDS

Level 3 Cards (Ink-Saver)

6 cards (starting at 7:00, 1:00, 3:00, 6:00, 11:00, 2:00), four end times to choose from, the next-door hours included. 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.

 +5 hours. What time will it be? 12:00 11:00 1:00 10:00	 +2 hours. What time will it be? 2:00 3:00 4:00 5:00	 +4 hours. What time will it be? 6:00 8:00 7:00 9:00
1 ...	2 ...	3 ...
 +4 hours. What time will it be? 9:00 11:00 8:00 10:00	 +6 hours. What time will it be? 4:00 5:00 6:00 3:00	 +6 hours. What time will it be? 7:00 9:00 8:00 6:00
4 ...	5 ...	6 ...

RUNNING A LEVEL 3 CARD

Four end times, and the two hours on either side of the real end time are always among them — the classic off-by-one after counting one hour too few or too many. Three dots mark it.

MIXING LEVELS IN ONE BOX

A student who is steady at Level 3 can be handed a shuffled stack drawn from all three levels at once; the dots sort it apart again afterward. Record the level as “mixed” on the data sheet 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 correct end time marked after counting the hours forward. 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 the nearest whole number. A card is correct when exactly one end time is marked and it is the time counting forward from the start actually lands on; two marks, or none, is given and not correct.

THE HELP COLUMN IS YOUR OWN CODE

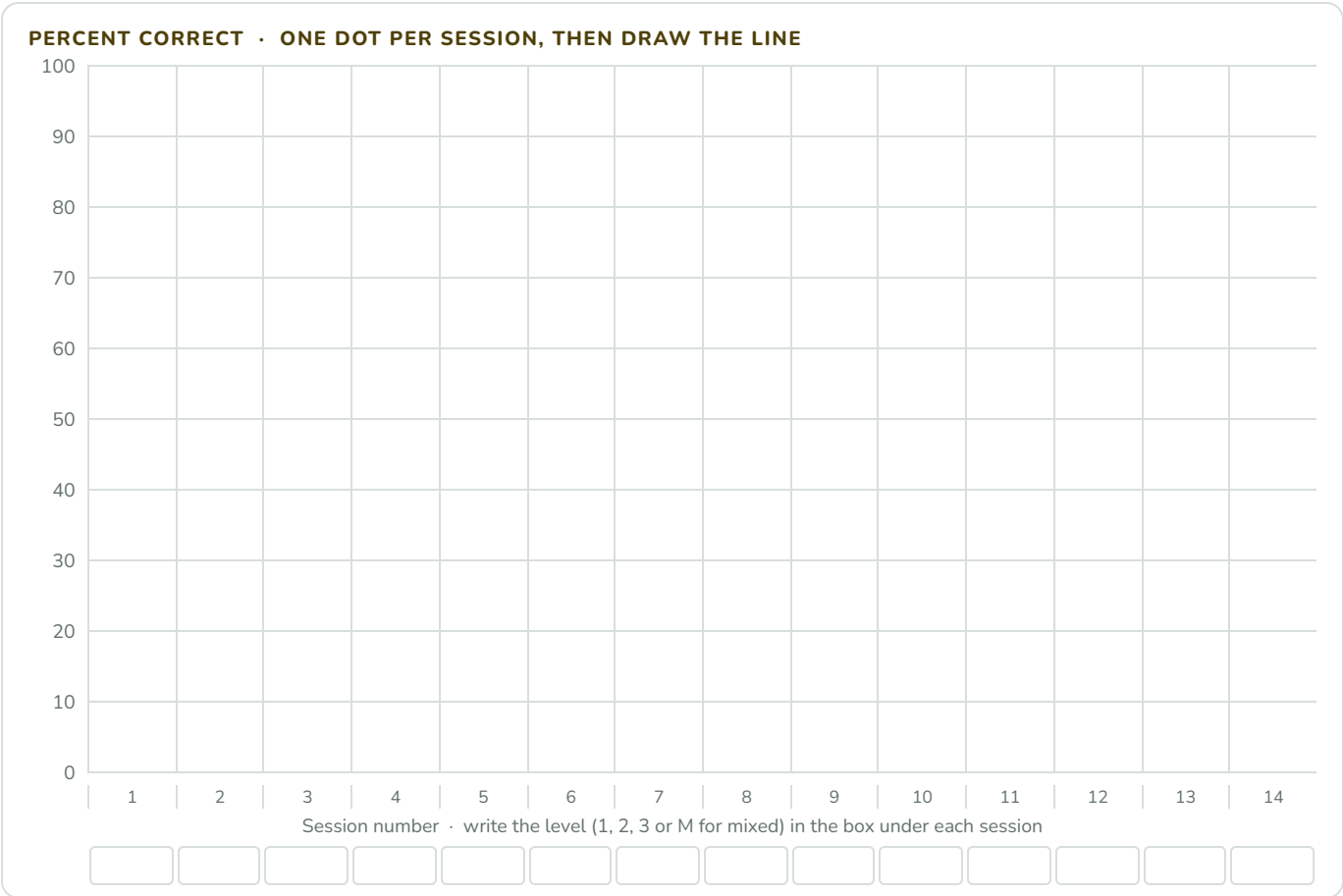
Write what you actually did — nothing, counted out loud together, pointed to the reference strip, covered the clock and worked from the start number alone. The same short words every session so two rows compare. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

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)



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.

Tobias is invented, and so is every mark on this page. 8 sessions on this task box, moving up a level when the percent held at the team's criterion for two sessions running.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/8	L1	1–6	4	6	67%	Counted out loud together
2	9/10	L1	1–6	6	6	100%	None
3	9/15	L2	1–6	3	6	50%	Pointed to the reference strip
4	9/17	L2	1–6	4	6	67%	Strip out
5	9/22	L2	1–6	5	6	83%	None
6	9/24	L3	1–6	2	6	33%	Counted forward on fingers
7	9/29	L3	1–6	4	6	67%	Strip out
8	10/1	L3	1–6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 4 of 6 cards, 67 percent. The first Level 3 session was 2 of 6, 33 percent — a dip on a harder set, which is the expected shape. The most recent session is 6 of 6, 100 percent. Every percent above is that row's own correct count divided by its given count, rounded to the nearest whole number.

A LINE THIS SHEET COULD WRITE

"On the elapsed-hours task box (Level 3, four end times to choose from, the next-door hours included), Tobias marked the correct end time on 2 of 6 cards on 9/24 and 6 of 6 on 10/1 (help given: none)."

HOW THE GRAPH WOULD LOOK

8 dots across, with a fresh line segment starting 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 Tobias's team wrote, not a number this file supplies.

WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It does not predict how quickly any real student moves between levels and sets no typical rate for adding hours on a clock — it exists only to show how the data sheet, the graph and the 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 — "none," "counted out loud together," "strip out." None of them is a label for Tobias. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.