

## SECTION 3: LEARNING THE O'CLOCKS

### 3.1 O'clock

Resources:

Laminated clock, sheet 3.1i

Cards 1.00 to 12.00, sheet 3.1ii.

Model clock with a minute and hour hand that work together; hands on. (Or you can use a real clock with the front removed.) Word "o'clock" to attach.

Cards with clock faces showing 1 to 12 o'clock, sheet 3.1iii.

Lotto board of o'clocks only, sheet 3.1iv.

#### ACTIVITIES 3.1

1. Using your model (or real) clock and the word "o'clock" attached to the number 12, start from 12 o'clock and move the minute hand once round the clock, this is one hour, this is a "long time", round again another hour etc. "What is happening to the hour hand?", "can you see it moving very slowly?"

At the o'clock the minute hand is always pointing to 12. The hour hand points to the hour. Discuss this.

2. Take it in turns to move the minute hand fully round the clock face - moving the minute hand round once makes the hour hand move from 1 o'clock to 2 o'clock .... Go through each hour, taking it in turns, until you're back where you started. At each o'clock move your finger down the hour hand and point to the hour and then up the minute hand reinforcing the fact that it always points to 12, the o'clock position.
3. Let the child use the laminated clock, since the hands are easier to place in the correct position, and you use the model clock, take turns to turn cards over from the analogue set, sheet 3.1iii, and place the hour and minute hand to show the same time.
4. Repeat above with digital cards, sheet 3.1ii.
5. Swap clocks and repeat 3 and 4.
6. Match analogue cards to digital cards playing pairs games etc.
7. Play the lotto game, sheet 3.1iv, showing o'clocks, first using the digital cards, then the analogue cards, then a mixture. Use the laminated and model clock alongside to help reinforce these times.
8. *Make a series of clocks for the days events* with special times marked on them and pictures/sentences for the activity, for example lunchtime. Place them next to the clock. Just do two or three to start with showing o'clocks only at first. At certain times during the day ask the child to check to see if it is time yet, "is it nearly time?", "is it a long time or a short time to lunch". Can they tell you when it is lunchtime. The clocks from sheet 3.1iii and the pictures from sheets 1.6v to viii may help you in producing these resources. See picture 3



It is 9 o'clock

It is time to do my writing.



Picture 3



It is 12 o'clock.

It is time to eat my dinner



9. **Make a time diary.** This is like a conversation diary. Include date, month, year, day, picture of activity, sentence (initially said by child and modified by you to be grammatically correct), two clocks, one showing start of activity one showing end of activity with a sentence eg "I went swimming at 11 o'clock".

See picture 4



I went swimming at 11 o'clock.

Sunday 14<sup>th</sup> June 2006

