



# THE TIME AND THE CLOCK

## TEACHING AND ACTIVITY GUIDE

**REF. 30255**

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**Not recommended for children under the age of 3 as it contains elements which may become detached, with the risk of them being swallowed. Keep to hand this information and the manufacturer's details.**

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## 1. CONTENTS

- **A METALLIC BOARD (50x70 cm)** on which the magnetic pieces can be stuck.
- **134 CARDBOARD ACTIVITY VIGNETTES (6.5x6.5 cm)** consisting of the following:
  - 35 VIGNETTES with a **green border** and drawings of 24 **DAILY ACTIVITIES**.  
*Getting up (2), Having a wash (2), Getting dressed (2), Having breakfast (1), Leaving home to go to school (1), Entering school (1), Doing school work (2), Playing at playtime (1), Leaving school (1), Playing at home (1), Eating (1), Cleaning your teeth (2), Going back to school in the afternoon (1), Doing school work (2), Leaving school in the afternoon (1), Having an afternoon snack (1), Doing homework (1), Watching television (1), Having a bath (2), Putting on your pyjamas (2), Having dinner (1), Cleaning your teeth (2), Going to the toilet (2), Sleeping (2).*
  - **15 VIGNETTES with a blue border and drawings of SCHOOL ACTIVITIES:**  
*Reading or Library (Open book), Writing, (Pencil, page with letters), Arithmetic (Numbers and abacus), Drawing (Colours and page with drawing), Plastic art (Scissors cutting a sheet of paper), Games (Puzzle, construction game), Gymnastics or Co-ordination of movements (Girl with outstretched arms, hoop), Plasticine or modelling (Object half modelled), Music (Recorder and drum), Painting (Palette and paintbrush), Nature (Flower and bird), Conversation or story (Children seated in a semicircle), Playtime (Children playing in the playground), Theatre (Puppet theatre with puppet), Religion (Altar).*
- **6 VIGNETTES with an orange border with DRAWINGS of a SCENE WITH THE SUN AND MOON**
- **1 VIGNETTE with a YELLOW SUN**
- **1 VIGNETTE with an ORANGE SUN**
- **1 VIGNETTE with the MOON**
- **48 VIGNETTES with CLOCKS showing the times on the hour, half past, quarter to and quarter past**
- **24 VIGNETTES with NUMBERS 1 to 24**
- **4 VIGNETTES WITH GRAPHIC CIRCLES symbolising the passing of quarters of an hour**
- **3 cardboard HANDS for use on the board clock:**
  - \* **2 GREEN HOUR HANDS (short)** one of which has a 2 cm diameter hole in the middle
  - \* **1 BLUE MINUTE HAND (long)**
- **4 PLASTIC BAGS to store all of the different elements**
- **1 BAG with SELF-ADHESIVE MAGNETS**
- **1 TEACHING AND ACTIVITY GUIDE**

## 2. INSTRUCTIONS FOR PREPARING THE GAME

### **A) ASSEMBLY**

Hang the board in a place in which it is clearly visible and at a height which can be reached by pupils to allow their participation in the different activities.

STICK the SELF-ADHESIVE MAGNETS in the CENTRE of the BACK PART of all of the CARDS and the two SHORT HANDS.

### **B) FITTING THE HANDS TO THE CLOCK**

Stick the magnets to the back of the hands. Place the LONG hand over the SHORT hand so that both can be moved separately.

### **C) STORAGE**

Use the 4 PLASTIC BAGS to keep the different groups of pieces together:

1. Daily activities vignettes (green border)
2. School activities vignettes (blue border)
3. Clocks.
4. Sun and moon scenes. Suns and moons. Vignettes with circle representing the time. Numbers. Clock hands

## 3. AGE

This material can be used with children from the age of 3 onwards.

#### **4. PSYCHO-PEDAGOGICAL AIMS**

This material can be used to practice numerous aspects related to the **CONSTRUCTION OF THE TIME CONCEPT**: the appropriate use of time concepts, acquiring the notion of the passing and duration of time and as an initiation to measuring time by means of the use of the clock.

The **vignettes with a green border** which show **DAILY ACTIVITIES** can be used to form many **sequences of daily events that are familiar to the child**. In this way children will gradually acquire different **time concepts**: “before-now-after”, “day-night”, “morning-midday-afternoon-night”.

The **vignettes with a blue border** with **SCHOOL ACTIVITIES** can be used to prepare the **classroom activity timetable** and display it on the board to use every day as an **ACTIVITY PANEL**.

The **vignettes with an orange border** with the **SUN OR MOON** can be used for **classifications** such as **morning, afternoon or night**.

**LEARNING ABOUT THE CLOCK**: begin by relating different daily activities to the time at which they are carried out, introducing the pupil to the concept of **measuring time and how it is shown on the clock**. The following aspects can be practised:

The relationship between the time on the clock and the time of the day: morning, afternoon, night

The different components of a clock: **Hands, Numbers**

Learning the **on the hour** clock times.

Learning the fractions of an hour: **half past, quarter to, quarter past**

Learning the fractions of an hour: **minutes**

The **CLOCKS** showing the times **on the hour, half past, quarter past and quarter to** will be useful to reinforce this knowledge in relation to daily and school activities.

This material can also be used to teach several aspects involved in the **LEARNING of a SECOND LANGUAGE**:

To learn the names of different daily activities

To narrate these activities

To learn the names for the different parts of the day

To use time adverbs (concepts) correctly

To learn the appropriate greetings for the different times of the day

To learn how to tell the time

To relate the different daily activities with the time at which they are carried out in the country of the foreign language that is being learnt

**NOTE**: To continue learning about units of measurement of time (days of the week, months, seasons) we suggest trying another of our products: “**THE MAGNETIC SCHOOL CALENDAR**”.

#### **6. ACTIVITIES**

The suggested activities that can be carried out with this material for the learning of time concepts and to learn about the clock follow developmental patterns in the construction of the time concept and have been divided into three age groups: **3-6 years, 6-8 years and 8-10 years**.

The different vignettes of **DAILY ACTIVITIES, SCHOOL ACTIVITIES, SUNS AND MOONS, CLOCKS, SCENES WITH THE MOVEMENTS OF THE SUN AND MOON, NUMBERS AND CIRCLES** which represent the passing of time can ALL be placed in the **RED or GREEN SQUARES** or on the **CLOCK**, allowing numerous activities.

The vignettes required for each of the different activities are indicated between brackets.

##### **3-6 years**

#### **A. LEARNING TIME CONCEPTS**

##### **1. BEFORE-AFTER** (Vignettes with green border)

- The teacher will ask the children what they do before or after having lunch, dinner, etc.
- The teacher will select the relevant activities in sequences of 2-3 vignettes and will arrange them in order in the squares. They can then be ordered by the pupils.
- Having put these vignettes on the board the teacher will ask pupils what the boy/girl does first, what he/she does after, what he does before or after one of the activities.

- A pupil will act out one of the sequences in the suggested order.
- To practice the notions of before-after in a more dynamic way, the teacher can carry out the following types of activities:
  - To pick up an object “before” leaving it in another place, putting it in a box.
  - To throw an object into the air and catch it before it falls on the floor or pick it up after it has fallen, etc.
  - To jump and clap hands “before” or “after” it reaching the ground.

**2. DAY – NIGHT** (*Vignettes with green border. Vignettes with yellow sun and moon*)

- The teacher explains the differences between night and day.
- The pupils will then sort the VIGNETTES according to whether the activities are carried out during the day or at night.
- The teacher will hand out the vignettes to the pupils who will describe them and say whether the activities they show happen during the day or at night. The pupils will form two groups: those with daytime vignettes and those with night time vignettes.
- The teacher will put the SUN in the first square of the red zone and the MOON in the first square of the green zone. Pupils will then place the daytime vignettes in the squares after or under the sun and the night time vignettes in the squares after or under the moon.

**3. MORNING** (*Vignettes with green border with activities that are carried out in the morning. Yellow sun*)

- The teacher and pupils discuss things that they do in the MORNING from the time the sun rises or they get up and have breakfast to lunch time.
- The teacher will select the VIGNETTES of activities that are carried out during this period and after placing the YELLOW SUN in the first square of the red zone will then put the sequence of activities that take place in the morning on the board.
- The teacher will hand out the vignettes to 1 or more pupils and then name each of the activities. The pupil with the corresponding vignette will describe its contents and place it on the board.

**4. AFTERNOON** (*Vignettes with a green border with activities that are carried out in the afternoon. Orange sun*)

- The teacher and the pupils will talk about the things that they do in the AFTERNOON, from just after lunch until it gets dark, explaining that the afternoon activity that is related to food is THE AFTERNOON SNACK
- The teacher will choose VIGNETTES of activities that are carried out in the AFTERNOON and after putting the ORANGE SUN in the first square of the green zone the teacher will place the activities in order.
- The teacher will hand out the vignettes to 1 or more pupils and proceed in the same way as that suggested for the morning activities.

**5. MORNING AND AFTERNOON** (*Vignettes with green border with activities that are carried out in the morning and afternoon. Yellow sun and orange sun*)

- The teacher will hand out the morning and afternoon vignettes to pupils and will place the YELLOW SUN in the first square of the red zone and the ORANGE SUN in the first square of the green zone. Pupils should then place the MORNING vignettes in order after the YELLOW SUN and then the AFTERNOON vignettes in order, after the ORANGE SUN.
- Differentiate the important activities that are carried out in the morning and afternoon: BREAKFAST and AFTERNOON SNACK.
- With the morning and afternoon vignettes that are handed out to the pupils different activities can be carried out:
  - Divide the class into groups of pupils with morning or afternoon vignettes.
  - Pupils say which activity appears on the vignette and go on to describe it.
  - One pupil describes the vignette he/she has and another must say if it is a morning or afternoon activity.

**6. MORNING, AFTERNOON AND NIGHT** (*Vignettes with green border*)

- The teacher will put the 24 daily activity vignettes in order in the squares on the board.
- The teacher will ask pupils which of these activities is carried out in the MORNING, AFTERNOON or at NIGHT.
- The teacher will hand out the vignettes to the pupils, dividing them in groups of those with vignettes showing morning, afternoon or night time activities. One pupil will say out loud the activity he/she has and another will say if it is a morning, afternoon or night time activity.

## B. INITIATION TO HOW THE CLOCK WORKS

### 1. RELATIONSHIP BETWEEN ACTIVITIES, CLOCK TIME AND THE TIME OF THE DAY AT WHICH THEY ARE CARRIED OUT: (*Vignettes with green border, Vignettes with yellow sun, orange sun and moon.*)

- The teacher will discuss the TIME AT WHICH DIFFERENT DAILY ACTIVITIES ARE CARRIED OUT and ask pupils questions.
- Using this information and bearing in mind the customs and habits of the place, a relationship will be established between each activity and the time ON THE HOUR at which they are carried out.
- The teacher will select the VIGNETTES with a green border in which activities related to different clock times are shown and he/she will arrange them in the correct SEQUENCE in the area of squares on the board.
- When the vignettes have been placed on the board, several activities can be carried out:
  - Ask pupils to differentiate between morning, afternoon and night time activities.
  - Ask pupils to indicate at what time the girl or boy in the sequence carries out the activity in question.
  - Ask them to say the time and the part of the day.

### 2. CONSTRUCTION OF THE CLOCK WITH THE DAILY ACTIVITIES CARRIED OUT AT DIFFERENT TIMES (*12 initial vignettes of activities related to different times. Numbers 1 to 12, long hand and short hand without perforation*)

- The teacher will place the SEQUENCE of VIGNETTES on the bottom row of the red and green squares and will then place the NUMBER representing the time at which the activity is carried out on the top row, above each activity.
- With the VIGNETTES and NUMBERS displayed on the board, the teacher will ask pupils the TIME at which each activity is carried out.
- With the NUMBERS displayed on the board and having handed out the activity VIGNETTES to the class, pupils will be asked to place each activity under the corresponding number.
- With the vignettes displayed on the board and having handed out the numbers to the class, pupils will be asked to place the numbers above each of the corresponding activities.
- Having handed out the numbers and vignettes to the pupils, one pupil will say out loud the activity vignette that he/she has and the corresponding pupil will hold up the number and vice versa. Pupils can form activity-number (time) pairs.
- With the vignettes and numbers in the top squares, the teacher or a pupil will then place the vignettes in the clock squares, beginning with the first one and saying out loud the time at which the activity is carried out. The activity can be carried out the other way round, i.e. placing the vignettes on the clock.
- With the vignettes and time numbers displayed at the top part of the board, the LONG HAND is placed on the clock pointing to 12 and then the SHORT HAND is pointed to the time of the first activity. There are several activities that can be carried out based on this:
  - Move the hour hand and say what time it is out loud followed by the corresponding activity: At ..... he/she gets up, at ..... he/she goes to school, etc.
  - Put the corresponding vignettes in the clock squares whilst moving the hand to change the time.
  - Put the numbers over those on the clock whilst moving the clock hand.
- With the HOUR hand (short hand) in position on the clock and the vignettes related to the different hours also on the clock, gradually move the hand round pointing to each of the activities selected and saying the time out loud.
- These activities can be carried out with any sequence of 12 vignettes that can be related to the different times of the day.

6-8 years

## A) LEARNING TIME CONCEPTS

### 1. MIDDAY (*Vignettes with green border with activities that are carried out at midday*)

- The teacher will discuss the activities that are carried out around lunch time and will explain that MIDDAY is space that separates the morning from the afternoon and that the main activity is LUNCH.
- The teacher put up on the board, in the squared area, the SEQUENCE of activities that are carried out at MIDDAY: coming out of school, playing at home, having lunch.
- The vignettes are handed out to one or several pupils who should put the sequence of midday activities in order.

### 2. MORNING-MIDDAY-AFTERNOON-NIGHT (*Vignettes with green border*)

- The teacher will arrange the FULL SEQUENCE of daily activities on the board, indicating those that are carried out in the morning, at midday, in the afternoon or at night.



- Once the sequence of activities has been put on the board, the teacher will ask pupils questions about the vignettes: what is the boy/girl doing?, what time of the day is it?...
- The teacher will explain to pupils how each part of the day is related to an activity concerned with FOOD: MORNING: Breakfast/mid-morning snack, MIDDAY: Lunch, AFTERNOON: Afternoon snack, NIGHT: Dinner.
- The teacher will indicate the GREETINGS that are used for each part of the day: MORNING: Good morning, AFTERNOON: Good afternoon, NIGHT: Good night.
- The vignettes are handed out to pupils and several activities can be carried out:
  - Each pupil will say which scene he/or she has been given and in what part of the day the activity is carried out.
  - One pupil will describe the scene he/she has been given and another pupil will say if it is a morning, midday, afternoon or night time activity.
  - Pupils will be put into groups of those with morning, midday, afternoon or night time vignettes.
  - Beginning with the first activity (getting up) each pupil will put the next scene on the board.

### **3. THE MOVEMENT OF THE SUN AND THE PARTS OF THE DAY** (*Vignettes with orange border with drawings showing the movement of the sun*)

- The teacher will show pupils the position of the sun at the different times of the day: morning, midday, afternoon.
- In the squared area of the board either the teacher or a pupil will arrange the sequence of vignettes showing the movement of the sun in the correct order.
  - The pupils should relate the vignettes to the corresponding part of the day: 1<sup>st</sup> and 2<sup>nd</sup> vignettes: morning; 3<sup>rd</sup>: midday; 4<sup>th</sup> and 5<sup>th</sup>: evening; 6<sup>th</sup>: night time.

## **B. LEARNING ABOUT THE CLOCK**

### **1. THE “ ON THE HOUR” TIME** -*Vignettes with green border showing the time, Vignettes with number 1 to 12, Vignettes with clocks showing the “on the hour” time, Short hand (without perforation) and long hand.*

- With the TWO HANDS in position on the clock (the long hand pointing to 12), the teacher will explain about the time on a real clock.
- With the VIGNETTES WITH A GREEN BORDER on the bottom row of the red and green squares and the NUMBERS on the top row, according to the time at which the activities are carried out, the teacher will place the hands of the clock to show the time of the first activity. The teacher will then name each activity and place the VIGNETTE WITH THE CLOCK on the corresponding time so that pupils can see that both clocks, the big clock and the clock on the vignette are in the same position. This activity will be repeated for all of the numbers that represent the time. The teacher will then remove the vignettes with numbers from the top row and replace them with the vignettes with clocks.
- With the VIGNETTES WITH A GREEN BORDER and the CLOCKS on the top part of the board, the teacher will place the hands of the clock at a certain time and a pupil will say which activity is carried out at that time.
- Beginning with the first VIGNETTE WITH A GREEN BORDER in the sequence, the teacher will position the hands of the clock at the correct time and then place the vignette in the clock square and then the number that represents the time, in the square on the top row. When the sequence has been completed, the top squares will show the numbers that correspond to the clocks showing the “on the hour” time.
- After handing out the numbers, clocks and/or vignettes to the pupils, several activities can be carried out:
  - The numbers can be placed under the corresponding clock and vice versa.
  - One pupil holds up his/her number and another pupil shows the corresponding clock (or vignette) and vice versa.
  - Form pairs of pupils with clock - number, vignette - number and vignette - clock.
  - The teacher will put the hands of the clock to an on the hour position and the pupil with the clock that shows this time will place it on the board clock.
  - The teacher or a pupil will say a time (on the hour) and another pupil will position the hands of the clock to show said time.
  - Pupils correlatively say the time on the clocks that they have been given.
  - One pupil says a time and the corresponding pupil holds up his/her clock (and vice versa).

### **2. HALF PAST** (*Sequence of 3 vignettes with a green border which are displayed in the space of one. Clocks showing the time “on the hour”. Clocks showing half past times. Vignettes with a circle which represents the passing of the quarters of an hour, half an hour and full hour. Long and short hands (without perforation)*)

- The teacher will form the selected SEQUENCE in the squared area of the board. He/she will place, in the bottom square of the first vignette, the CLOCK showing the time at which the activity is carried out and then the GRAPHIC

CIRCLES that represent half an hour and a full hour. The teacher will explain that in one hour several different activities can be carried out. Finally the teacher will put the clocks showing the half hour and the following “on the hour” time in the squares under the circles.

- With the long hand pointing to 6, the teacher will move the short hand to form the half past the hour times and pupils will say what time it is.
- The teacher will put the VIGNETTES WITH THE CLOCKS SHOWING THE HALF PAST THE HOUR TIME in the squared area of the board. The teacher will then point to each vignette and pupils will say what time it is.
- After handing out these vignettes to the pupils the following activities can be carried out:
  - ➔ The teacher or a pupil can form a time on the board and the pupil who has the vignette of this time will hold it up.
  - ➔ A pupil will say the time he/she has on his/her vignette and another will form said time on the board clock.
  - ➔ The teacher or a pupil will say a time and the corresponding pupil will show his/her vignette.
  - ➔ The teacher or a pupil will say a time out loud and another pupil will form the time on the board clock.

The activities marked with an arrow ➔ can be carried out to practice the quarters of an hour.

**3. QUARTERS OF AN HOUR** (*Sequence of 5 vignettes that take place over a period of one hour. Clocks showing the time on the hour, half past, quarter to and quarter past, indicating the time at the beginning and end of the sequence. Graphic circles which represent the passing of the hour. Long and short hands (without perforation)*)

- The teacher will arrange the SEQUENCE on the top row of squares on the board and then, in the square under the first vignette the teacher will display the CLOCK that shows the “on the hour” time for said activity as well as the graphic CIRCLES which represent the passing of the quarters of an hour. The teacher will then explain that in a period of one hour activities can be carried out before and after half past the hour. Finally the teacher will put the CLOCKS that show quarter past the hour, half past and quarter to the hour and the next “on the hour” time under the circles and repeat these times on the board clock.
- The following activities can be carried out to practice the concept of half past the hour (they are marked with an arrow ➔).

**4. ON THE HOUR, HALF PAST, QUARTER TO AND QUARTER PAST** (*Clocks showing the time on the hour, half past, quarter to and quarter past, long and short hands (without perforation)*)

- Once the vignettes with clocks have been handed out the activities marked with an arrow ➔ can be carried out to practice the concept of half past the hour.

## 8-10 YEARS

### **A) LEARNING ABOUT THE CLOCK**

**1. THE MINUTES** (*Clocks showing half past, quarter to and quarter past the hours, long and short hands (without perforation)*)

- The teacher will explain that an hour is divided into 60 minutes and that the quarters of an hour coincide with 15 and 45 minutes and half past with 30 minutes, indicating that on the clock the minutes are grouped in 5 minute divisions.
- After handing out the clocks to the pupils, several activities can be carried out:
  - Each pupil will say the time with minutes indicated on his/her clock.
  - The teacher or a pupil will say a time with minutes and the corresponding pupil will hold up his/her clock.
  - A pupil will say the time on his/her clock and another will show this time on the board clock.
- The teacher will set the clock to five past the hour and say the time and then move the position of the long and short hands to 10 past, quarter past, 20 past, whilst saying each time out loud.
- The teacher will place the long hand pointing to the minutes and then move the short hand to indicate each hour saying out loud: It’s ... past ...
- The teacher or a pupil will say a time with minutes and another pupil will show it on the board clock and vice versa (observing the blue numbers on the clock frame and the position of the short hand)

**2. THE 24 HOUR CLOCK (13 TO 24)** (*Vignettes with numbers 1 to 24, vignettes with clocks with the “on the hour” time, long and short hands with and without perforation*)

- The teacher will explain that there are 24 hours in a day and that from 1 o’clock in the afternoon onwards number 13 begins and that the first twelve hours are before midday and the following twelve hours are after midday.
- The teacher will place NUMBER 13 over number 1 on the clock and number 14 over number 2 etc. TO number 24.

- With the clock converted in this way, the LONG AND SHORT HANDS WITHOUT PERFORATIONS should be fitted. The teacher will then indicate different times whilst saying out loud: 13, 14, 15 ... followed by the minutes.
- The teacher or a pupil will set the clock to a certain time and another pupil will say the time out loud, observing the blue numbers on the clock frame which indicate the minutes.
- The teacher or a pupil will say a time and another pupil will show this time on the clock.
- The teacher will remove numbers 13 to 24 from the clock and fit the PERFORATED LONG AND SHORT HANDS which allow the green numbers from 13 to 24 to be seen through them. The pupils will then indicate different times on the clock and say the time out loud observing the green numbers that can be seen through the perforation (hours) and the blue numbers on the clock frame (minutes). Once pupils are familiar with this the same activity can be carried out using the short hand without a perforation.
- Having handed out the CLOCKS with the “on the hour” times and the NUMBERS 13 to 24, the following activities can be carried out:
  - One pupil will hold up his/her number or say the number out loud and the corresponding pupil will hold up his/her clock or vice versa.
  - Each pupil will place his/her NUMBER in the squared area of the board matching up numbers 1 to 12 with numbers 13 to 24.

## 7. DAILY SCHOOL ACTIVITY PANEL

The teacher can use the **TOP PART OF THE SQUARED AREA** of the board each day as a **SCHOOL ACTIVITIES PANEL**. A possible layout for the panel could be as follows:

AREA OF **RED SQUARES**: **MORNING** activities.

AREA OF **GREEN SQUARES**: **AFTERNOON** activities.

The **TOP ROW** of each area of squares can be used to display **VIGNETTES** of **SUNS, NUMBERS OR CLOCKS** which indicate the time of the day when the activity is carried out. The **BOTTOM ROW** can be used to display the **VIGNETTES** of the different **ACTIVITIES**. The process to be followed for each age group is as follows:

### 0 TO 6 YEARS

*Vignettes of a yellow sun and an orange sun, vignettes with numbers, vignettes of school activities: blue border.*

- The **YELLOW SUN VIGNETTE** will be used to indicate **MORNING** activities. The sun will be placed in the **FIRST BOX ON THE TOP ROW OF THE RED SQUARES** and can be moved along the boxes to coincide with the **VIGNETTE OF THE ACTIVITY** that is being carried out at each given time and which is displayed on the **BOTTOM ROW**.
- For the activities carried out in the **AFTERNOON**, the **ORANGE SUN VIGNETTE** will be used. It will be placed in the **FIRST BOX OF THE TOP ROW OF THE GREEN SQUARE AREA**.
- When pupils are more familiar with numbers and can relate the activities to the times at which they are carried out, the **VIGNETTES** with **NUMBERS** can also be used to indicate the time (on the hour) when each activity is begun.

### 6 TO 10 YEARS

*Vignettes with numbers, with clocks and activity vignettes (blue border).*

- Initially the vignettes with **NUMBERS** will be used to indicate the time (on the hour) at which each activity is begun. When pupils become more familiar with telling the time, the **CLOCKS** can be used to indicate the exact time at which each activity is initiated: on the hour, half past, quarter past or quarter to.
- The daily use of the School Activities Panel will allow the different time concepts dealt with in this teacher’s guide to be practised:
  - Before-after. Morning-midday-afternoon. Learning about how the clock works. The relationship between activities and the time. On the hour. Half past. Quarter to and quarter past.



## 8. LEARNING A SECOND LANGUAGE

To teach aspects of the construction and measurement of time in a second language the following types of activities can be carried out:

### DAILY ACTIVITIES:

- The teacher will narrate the contents of a vignette underlining the main activity and asking pupils which activity the boy or girl is carrying out in each scene.

### TIME CONCEPTS AND PARTS OF THE DAY:

- The teacher will select a sequence of vignettes and will narrate the sequence using the different time concepts: firstly, then, after. A pupil will then narrate the sequence.
- The teacher will select several vignettes of activities which are carried out at a specific time of the day (morning, afternoon or night) and will indicate the activity preceded by the time of the day at which it is carried out. The teacher will then ask what the children in the vignettes do in the morning, afternoon or at night or at what time of the day the children in the vignettes carry out certain activities.

### LEARNING TO TELL THE TIME:

- Following the sequence suggested for learning to tell the time, the teacher will carry out the activities indicated for “on the hour”, half past, quarter to and quarter past.
- The teacher will ask pupils questions about the time at which the children in the scenes carry out the different activities shown.

## 9. CARDS FOR PHOTOCOPYING

To complete the activities explained in this Guide, the following pages include a series of Cards that the teacher can photocopy and use in different ways:

### SMALL CLOCKS:

- The teacher draws the hands on the clocks to indicate a certain time. The pupil writes the time in words or numbers under the clock and vice versa.
- The teacher writes the time in numbers underneath the clock and the pupil draws the hands on the clock.
- Pupils draw the hands on the clock and write down the time in words or numbers, reproducing a series of clocks displayed in the squared area of the board or the different times that the teacher indicates on the big clock.
- Pupils draw the hands on the clock indicating the time and underneath write the daily or school activity that is carried out at that time.
- Pupils draw the hands on the clock to indicate any time they choose and then write the time underneath in words or numbers.

### BIG CLOCK WITH HANDS:

- Colour in the clock and draw the hands, copying the time indicated on the big board clock.
- Colour in and cut out the clock and the hands which can then be stuck on the clock, reproducing the time indicated on the board clock. If the central circle of the hands and clock are perforated and a binding clip is inserted the clock hands can then be moved.

