## Telling the Time

<table>
<thead>
<tr>
<th>1 o’clock</th>
<th>2 o’clock</th>
<th>3 o’clock</th>
<th>4 o’clock</th>
<th>5 o’clock</th>
<th>6 o’clock</th>
<th>7 o’clock</th>
<th>8 o’clock</th>
<th>9 o’clock</th>
<th>10 o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Clock" /></td>
<td><img src="image2.png" alt="Clock" /></td>
<td><img src="image3.png" alt="Clock" /></td>
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<td><img src="image19.png" alt="Clock" /></td>
<td><img src="image20.png" alt="Clock" /></td>
</tr>
</tbody>
</table>

Education Authority SENIS (Cognition and Learning), April 2020
Print the template onto coloured paper and cut out the cards so you will have twelve sets of matching cards.

**Education Authority SENIS (Cognition and Learning), April 2020**
Games to play with your cards:

- ‘Snap’. Each player takes it in turn to put down a card in the middle of the table. If two cards are the same, they shout ‘snap!’ The winner is the person with the most cards at the end.

- ‘Matching Pairs’. Start with six cards, only. Shuffle the cards and place them so that the time faces down. Ask your child to turn one card over and then another, with the aim of finding the matching card. If it is not a match, turn the card face down again. Continue until all the cards are paired, encouraging your child to look carefully at where each card is. As the child becomes more confident, add more cards until eventually all cards are used in the game.

- You will need an analogue clock. Use one set of cards and place them face down on the table. Ask your child to turn over a card and read the time aloud. Next, ask your child to show this time on the analogue clock face. Remember to reinforce that the shortest hand on the clock is the ‘hour hand’, the longest hand is the ‘minute hand’ and when the minute hand is at twelve, this is ‘o’clock’.

- ‘Story telling’. Using one set of cards, each player takes it in turns to take a card and make up a sentence, e.g. ‘At 1 o’clock I have my lunch’. The next player repeats the sentence and adds a new sentence, e.g. ‘At 1 o’clock I have my lunch, at 2 o’clock I brush the floor’. If a player misses a word, they are out and the winner is the player who can remember the list of times and their activities!

- You will need a hula-hoop. Place the hula-hoop flat on the floor or the ground outside and draw the numbers of the clock around the inside of the hoop. Ask your child to turn over a card and use chalk to draw the hands to show the time on the card. Wipe off with a damp cloth and continue until all the time cards have been used.

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