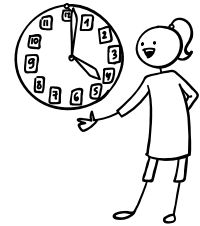


Lesson:

Time: telling and asking for the time



General:

Time:	40 mins - 1 hour
Objectives:	Telling and asking for the time.
Structures:	"¿Qué hora es?" "Por favor ¿Podrías decirme la hora?" "Es la una en punto", "Son las ... en punto"
Target Vocab:	reloj, en punto, hora

You will need to download:

Printables:	<ul style="list-style-type: none">• "La cara del reloj" craft sheet• "¿Qué hora es?" worksheet• ¿Qué Hora Es? Song Poster• Warm Up & Wrap Up lesson sheet
Reader:	¿Qué Hora Es?
Songs:	¿Qué Hora Es? (What time is it?)

These can be downloaded at <http://www.spanishkidstuff.com/lesson-plans.html>

You will also need:

- colored crayons / pencils
- CD / Tape player or something to play the song on
- white / black board with marker / chalk
- numbers 1-12 written separately on A4 sheets of paper and stuck on classroom walls

Notes:

This is a really good lesson for introducing your students to telling the time as it contains key vocab and structures. The gestures in the song are easy and fun – your students will enjoy swinging their arms around with the times in the song.

Lesson Overview:

Warm Up and Maintenance:

1. See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

1. Introduce a clock and review numbers 1 to 12
2. Practice recognizing numbers 1-12
3. Play "Touch the numbers on the wall"
4. Write the numbers on the board
5. Teach the time vocab
6. Practice the gestures of the song
7. Sing the "¿Qué Hora Es?" song
8. Do the Clock Craft Sheet
9. Read classroom reader "¿Qué Hora Es?"
10. Play "What time do you?"

Wrap Up:

1. Set Homework: "¿Qué hora es?" worksheet
 2. See our "Warm Up & Wrap Up" lesson sheet.
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Lesson Procedure:

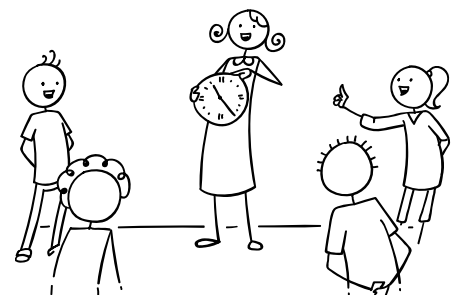
Warm Up and Maintenance:

See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

1. Introduce a clock and review numbers 1 to 12

Start the lesson by bringing in a clock or alternatively make a craft clock using our clock shape craft sheet. Elicit and chorus the word "reloj". Then point to number 1 and elicit the



number. Point to each number 1-12 in order and elicit the numbers (you can move the hour hand around as you do this).

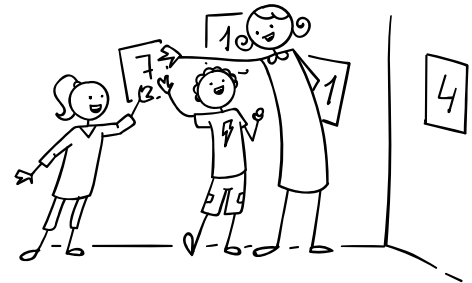
2. Practice recognizing numbers 1-12

Before class prepare twelve A4 sheets of paper with a number (1-12) written on each piece. Place the numbers randomly around the walls of the classroom at a height where your student can reach them. In class, draw your students' attention to the numbers and say "Señalar el número 1" (Point to number 1). Everyone should point. Then go through all the numbers 1-12.



3. Play "Touch the numbers on the wall"

Get everyone standing in the middle of the classroom. Shout "¡Tocar el número 7!" (Touch Number 7!). Everyone should run and touch that number – it will be a mad scramble but good fun! Then go through the rest of the numbers.



4. Write the numbers on the board

Along the top of the board write the numbers in order 1-12. Divide the class into 4 teams and get each team to elect a representative to write on the board. Have the 4 students come to the board and tell them they are going to race to write the numbers 1-12. The winner will win a point for their team. Say "En sus marcas - listos - ¡fuera!" (Ready – Steady – Go!) and the 4 students race to write the numbers. Then get another 4 students to have a go. At the end the team with the most points is the winner.



5. Teach the time vocab

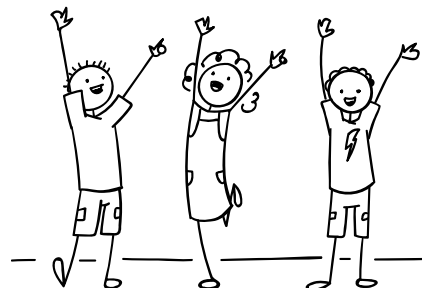
Hold up your clock and set a time at 2 o'clock. Ask the class "¿Qué hora es?". Elicit / teach "Son las dos en punto". Move the hand to 3 o'clock and ask again (you can also ask "Por favor ¿Podrías decirme la hora?"). Go through the hours up to 12 eliciting the times from the class so that everyone can practice the structure "Son las ... en punto". Finally, move the hand of the clock to number 1 and elicit the time - your



students will most probably say the incorrect structure "Son las una en punto" - here you have the opportunity to teach the correct form for 1 as "Es la una en punto".

6. Practice the gestures of the song

Stand everyone in front of you. Say "Indicar con las manos la 1 en punto" (Point your hands at 1 o'clock) and demonstrate how to do this (hold one arm straight up at 12 and the other at 1). Then say "Indicar con las manos las 2 en punto" (Point your hands at 2 o'clock) ... continue all the way round to 12 o'clock.



7. Sing the "¿Qué Hora Es?" song

Now everybody is ready to do the gestures for the song "¿Qué Hora Es?". Start the song and demonstrate moving your arms to show the times as the song is sung - get everyone to follow you and sing along.

Lyrics for "¿Qué Hora Es?" (What time is it?)

Tic-toc-tic-toc, Tic-toc-tic-toc

Coro:

¿Qué hora es?

¿Qué hora es?

Por favor ¿Podrías decirme la hora?

Estrofa 1:

Es la una en punto

Son las dos en punto

Son las tres en punto

Son las cuatro en punto

Son las cinco en punto

Son las seis en punto

Tic-toc-tic-toc, Tic-toc-tic-toc

Coro

Estrofa 2:

Son las siete en punto

Son las ocho en punto

Son las nueve en punto

Son las diez en punto

Son las once en punto

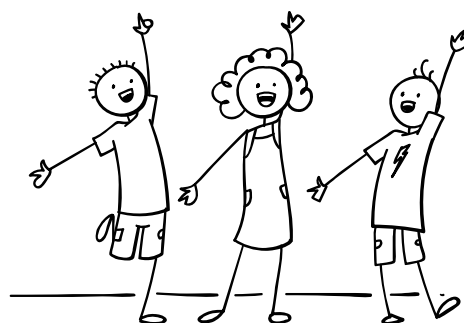
Son las doce en punto

Tic-toc-tic-toc, Tic-toc-tic-toc

Gestures for "¿Qué Hora Es?" (What time is it?)

For this song your students are going to be human clocks, using their arms to show the time. Have everybody stand up with plenty of room to move their arms around without hitting anyone.

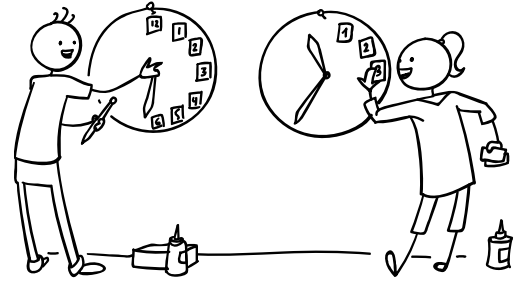
1. For the question words sing along and hold your hands out, palms up, in the question gesture.
2. For the times, hold your arms straight out in the time position. So, for 1 o'clock, hold one arm straight up towards 12 and the other arm towards one. As the song continues, one arm will move around the clock counting off each hour.



"Son las ocho en punto"

8. Do the Clock Craft Sheet

Before class print out the clock shape craft sheet – enough so that each student has one. You can either cut out the shapes before class or have your students cut out the shapes in class. You will also need fasteners for each clock to fasten the arms to the clock. After constructing the clocks, put students in pairs. First model the activity with a student. Student A sets a time on his/her clock and asks "¿Qué hora es?" or "Por favor ¿Podrías decirme la hora?". Their partner answers. Each pair takes it in turn to ask each other.



9. Read classroom reader "¿Qué Hora Es?"

By now your students will have had a good amount of practice telling the time so we can reinforce the new phrases with a fun story. Before class, download and print off the reader "¿Qué Hora Es?" from our website. As you go through each page, point to the clocks in each picture and elicit the times they are showing, for example:



Teacher: (reading from page 1) "Un día, el reloj Mateo se encontró con su amiga, el reloj Camila." ... ¿Cuál creen que es el reloj Mateo?

Students: ¡El azul!

Teacher: Si, así es. (pointing at the clocks) ... Este es el reloj Mateo y este es el reloj Camila ¿De qué color es el reloj Camila?

Students: ¡Rosa!

Teacher: Si, ¡es rosa! (reading from page 1) "¡Oh, Dios mío!", dijo el reloj Mateo. "¿Qué hora es?" ... Veamos. ¿Qué hora señala el reloj Mateo? (pointing at Mateo Reloj)

Students: ¡Son las 3 en punto!

Teacher: ¡Muy bien! ¿Y qué me dicen del reloj Camila? (pointing at Camila Reloj)

Students: ¡Son las 7 en punto!

Teacher: ¡Si!, ¡Pero ellos muestran horas diferentes! (Teacher looks puzzled). (Reading on ...) "Vamos a preguntarle al reloj Lucas" ... etc.

Continue through the story, asking for the times. Get the students really involved in the story by asking lots of questions (e.g. about the clock colors) and even ask yes/no questions about the times on the clocks (making mistakes, of course), for example:

Teacher: (reading from page 3) "¡Hola, reloj Lucas!", dijo el reloj Camila. "¿Qué hora es?" ... ¿Qué hora señala el reloj Lucas? ¿Son las dos en punto?

Students: ¡No!

Teacher: ¿No?, Entonces, ¿Qué hora es? (pointing at Lucas Reloj)

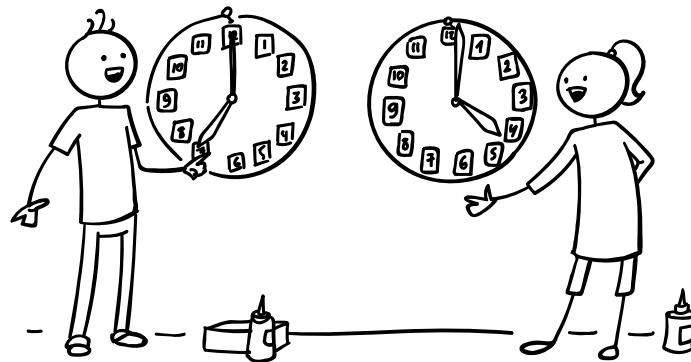
Students: ¡Es la una!

Teacher: ¿Es la una? (Looking more closely). Ah si, ¡es la una! ¡Bien hecho! etc.

10. Play "What time do you?"

Still using the clocks, your students are going to show you the time they usually do things. Ask the class questions, such as "¿A qué horas te levantas?" (What time do you usually wake up?) (if they are not sure you can use gestures to show what you mean). As you ask the questions, everyone should move the hands on their clock to the time they do these activities. Then select some students to orally tell you their time (e.g. "Me levanto a las 7 en punto" (I wake up at 7 o'clock)). We are only concentrating on the hourly times for this lesson, so if students have times on their clock such as 7.20 you can teach "Como a las 7" (About 7 o'clock).

Other routine questions you can ask the time for could be: eat breakfast / lunch / dinner, go to bed, go to school, leave school, take a bath, do homework, brush teeth, etc.



Wrap Up:

1. Assign Homework: "¿Qué hora es?"
2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" lesson sheet.

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at spanishkidstuff.com/lesson-plans.html
 - More free Lesson Plans are available at spanishkidstuff.com/lesson-plans.html

Please report any mistakes at <http://www.spanishkidstuff.com/contact.html>

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