Telling Time

## Clocks tell us what time it is.

- Time is very important in our day.
- It helps us know when to wake up, when to eat, and when to go to sleep.
 It helps us know when to be somewhere.
- It helps us know how long something will be.



## There are two types of clocks.


and
Analogue Clocks

## Digital clocks are easier to read.

The first set of numbers tells the hour.
The second set of numbers tells the minutes.


First you say the hour, then you say the minutes. This clock says it is twelve forty-eight.
If the minutes say 00 , you say o'clock.

## Analogue clocks can be harder to read.

Analogue clocks have a face and two hands.


## The shorter hand tells the hour.

## The longer hand tells the minute.

You can remember this because the word hour is shorter and the word minute is longer.

## minute

## First you read the hour.

The short hand points to the hour.

If it has passed an hour, but is not at the next hour yet, we say the hour behind it.


This hour hand shows 12.


This hour hand shows 3.

## Then you read the minutes.

The long hand points to the minute.
Each hour has sixty minutes. We can count by fives using the numbers on the clock..


This minute hand shows :05.


This minute hand shows :17.

## Let's practice.

First read the hour. Then read the minutes.


This clock says 12:05.
"Twelve o'five"


This clock says 4:17.
"Four seventeen."

## Sometimes we use special words..

When the minute hand is on the 12 , we say o'clock.


This clock says 5:00.
"five o'clock."

## Sometimes we use special words..

There are other special words.


Sometimes :15 is called
quarter after.


This clock says 5:15
or "quarter after five"

## Sometimes we use special words..

There are other special words.


Sometimes :30 is called
half past.


This clock says 5:30
or "half past five."

## Sometimes we use special words..

There are other special words.


Sometimes :45 is called
quarter to the next hour.


This clock says 5:45
or "quarter to six."

## A.M. and P.M. tell us what part of the day it is.



