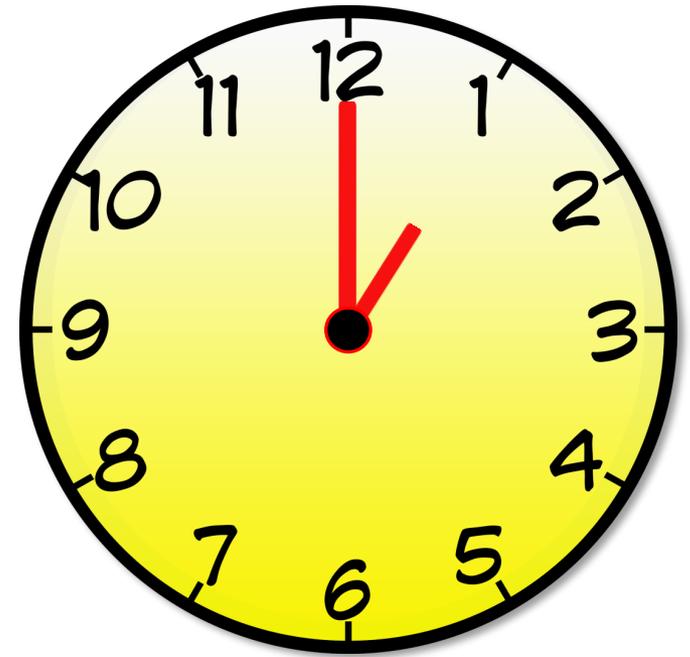


We are learning:

- to ask and say what time it is
- the times of the day



Teacher notes

Additional resources

Small clocks used in numeracy lessons, class clock(s).

Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with:

- ¡hola! ¿qué tal? ¿cómo estás?
- ¿cómo te llamas?
- ¿qué fecha es hoy?

Introduce the lesson by using the phrase “**hoy vamos a aprender la hora**” – “today we are going to learn about telling the time”. Revise the numbers 1 to 12 as these are the numbers on a clock, counting forward and backward. Praise the children regularly – **genial, excelente, muy bien, fantastico** etc.

Introduce the structure of telling the time. For all hours, except 1 O'clock, the structure is “**son las** [hour]”, for example “**son las ocho**” – “it’s 8 O'clock”. For 1 O'clock (only), the structure is “**es la una**”. This rule also applies to quarter past, half past and quarter to the hour, which is covered later in the lesson.

Ask the children what times are shown on the clocks on the slide. In partners and using small numeracy clocks, ask the children to make a time and ask each other “**¿qué hora es?**” and respond to the question.

Use **escuchad** and **repetid** to introduce the vocabulary – provide lots of opportunity for repetition. Ask the children “**¿cómo se escribe [the word]?**” – “how do you spell...[the word given]?”. Introduce vocabulary associated with time – morning, afternoon, night etc. Again, provide lots of opportunity for repetition. In Spanish there is no word for evening, so **tarde** is used until sunset or about 7pm.

Teacher notes

For the next three slides, ask the children to combine saying the time with the time of day, for example:

son las siete de la mañana – it's 7 O'clock in the morning

son las siete de la noche – it's 7 O'clock in the evening

The following slides consolidate the concepts of times and time of day but they also introduce different countries that speak Spanish. In addition, the use of midday and midnight for 12 O'clock are also introduced.

The next slides look at the time in countries from different time zones than the UK. Discuss the concept of times being different in different parts of the world. The time differences are accurate although some may change by an hour depending on whether it is GMT or BST. For example, the time between the UK and Colombia - in summer there is 6 hours difference and in the winter the difference is 5 hours.

The next part of the lesson looks at telling the time using quarter past, quarter to and half past the hour. In Spanish, quarter to translates as 'the hour less a quarter'. For example, quarter to 10 is **diez menos cuarto** – 10 less a quarter. The same rule for 1 and the other numbers is the same (**es** or **son**), but we add **y cuarto** (quarter past), **y media** (half past) or **menos cuarto** (quarter to) to the hour. Ask the children what times are shown on the clocks on the slide. In partners and using small numeracy clocks, ask the children to make a time and ask each other “**¿qué hora es?**” and respond to the question.

For the next three slides, ask the children to combine saying the time with the time of day, for example:

son las siete y media de la mañana – it's half past 7 in the morning

son las siete menos cuarto de la noche – it's quarter to 7 in the evening

Teacher notes

Quiz

- Match the times correctly.

Extension

Some children may ask how to say the time in intervals of minutes. The structure is the same as taught in the lesson, saying the hour followed by the number of minutes, for example:

son las ocho y veinte – twenty past eight

son las siete y veintidós – twenty two minutes past seven

For minutes leading up to to the next hour (after quarter to the hour), use the same structure using **menos**, for example:

son las diez menos siete – seven minutes to ten (10 O'clock less seven minutes)

Play **¿qué hora es señor/señorita lobo?** – What time is it Mr/Miss Wolf?

- assemble the children against a wall in a line
- choose '**señor/señorita lobo**' and ask him/her to stand at one end of the playing area
- **señor/señorita lobo** turns his/her back so he/she cannot see the other children
- The row of children chant "**¿qué hora es señor/señorita lobo?**"
- **señor/señorita lobo** turns around and answers a time (for example, "**son las cuatro**")
- the children advance the number of steps called out (the number of hours) and then repeat the chant
- eventually they will be standing very close to **señor/señorita lobo**, who can, at any moment once the line of children is close, respond "**¡es la hora del almuerzo!**" – "lunch time!" in a loud growl, instead of giving a real time
- this is the cue for lots of screaming (remind them not to scream) and running because now **señor/señorita lobo** has to chase the rest of the children and tag one of them who will now be **el lobo**

Teacher notes

Notes

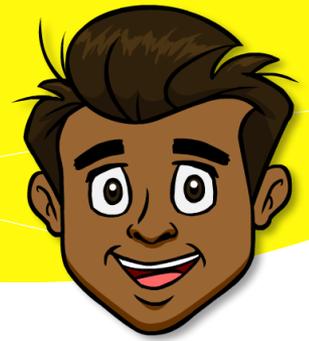
At various times of the day ask the children to tell you the time.

If possible, show a number of classroom clocks on the wall, each showing the time in a different Spanish speaking country. Include labels that ask “¿qué hora es en ... Colombia?” etc.

Teacher notes

National Curriculum coverage

- **listen attentively to spoken language and show understanding by joining in and responding**
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- **speak in sentences, using familiar vocabulary, phrases and basic language structures**
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- **appreciate stories, songs, poems and rhymes in the language**
- **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- **understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**



12

11

1

10

2

9

3

8

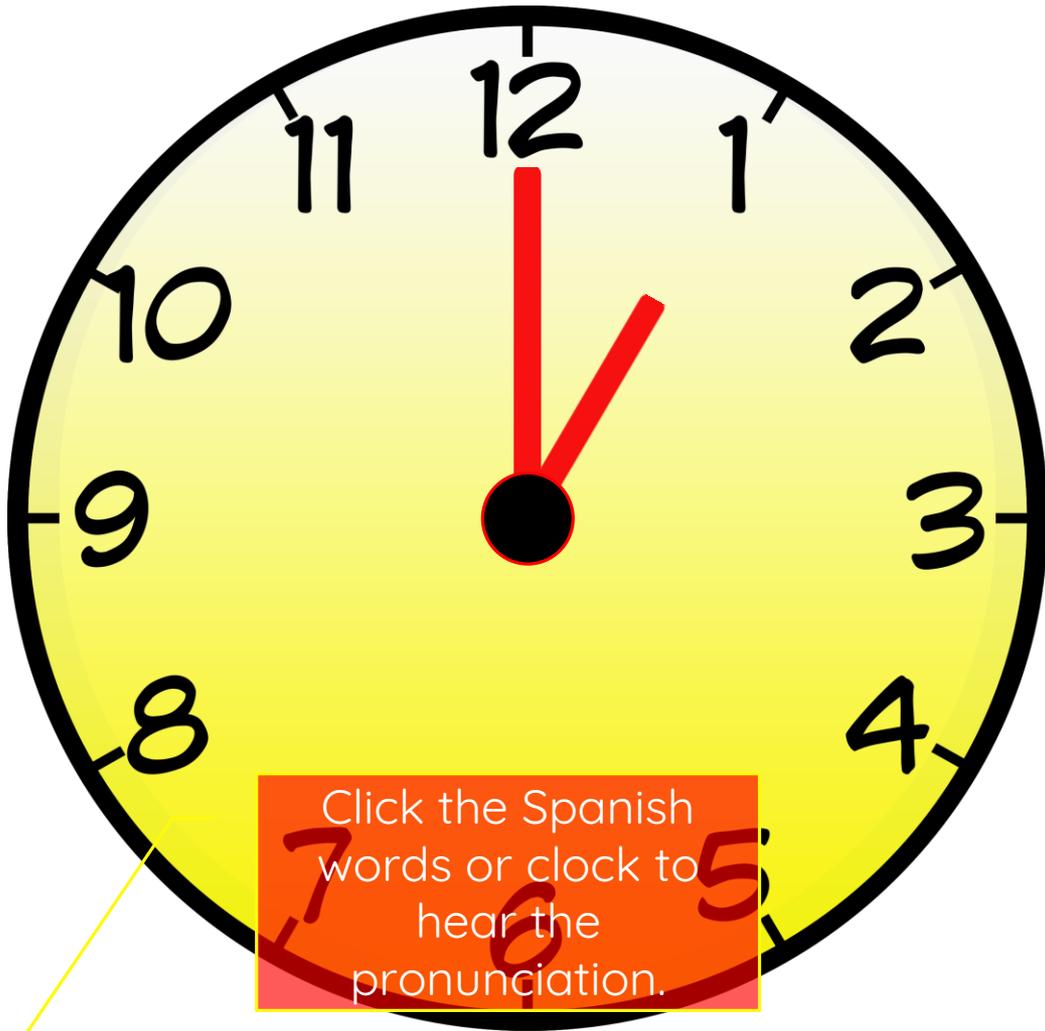
4

7

6

5

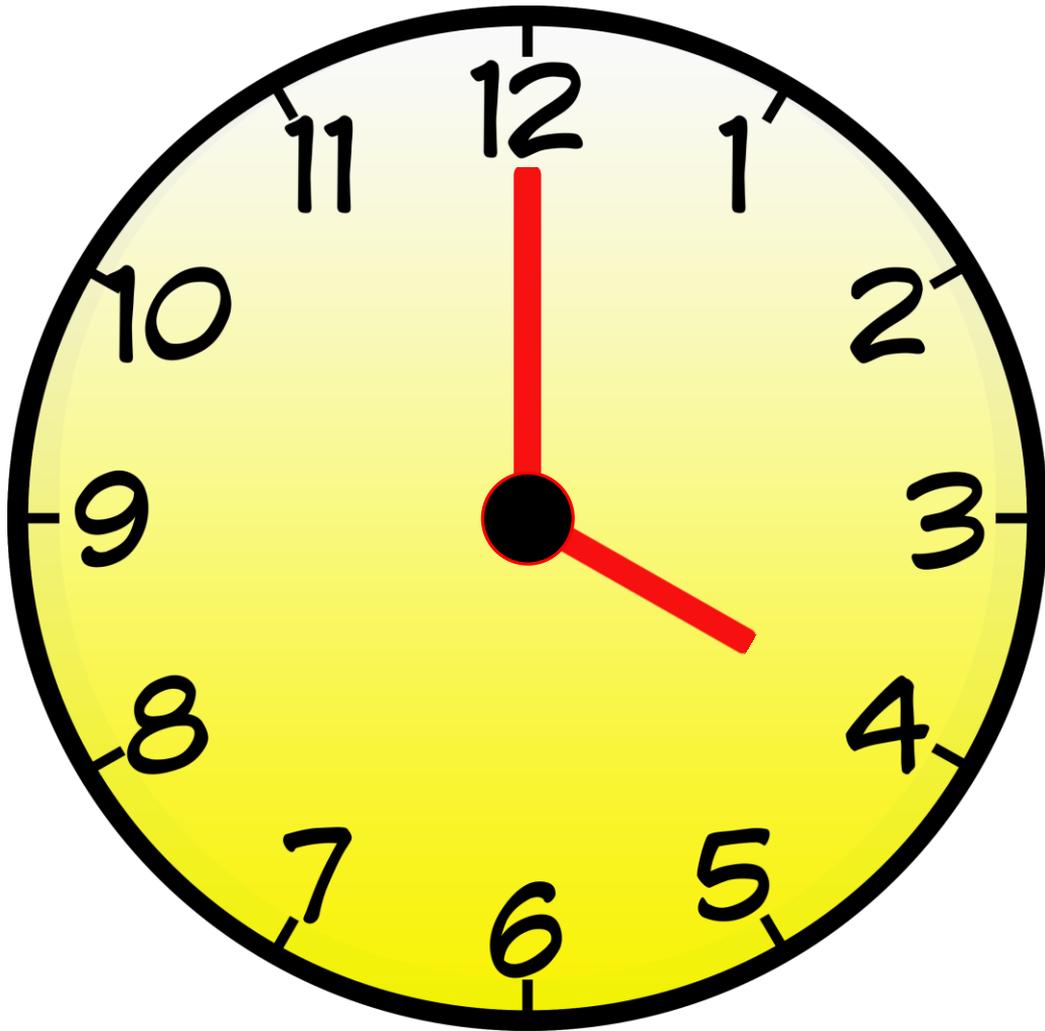
¿Qué hora es? What time is it?



In Spanish, when it is
1 O'clock we say

es la una

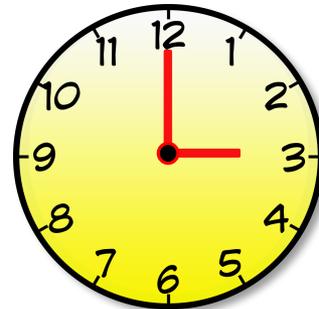
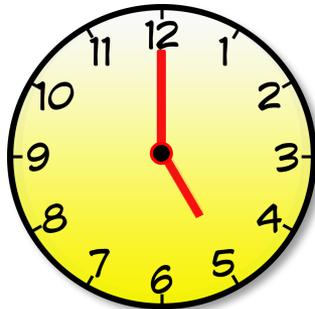
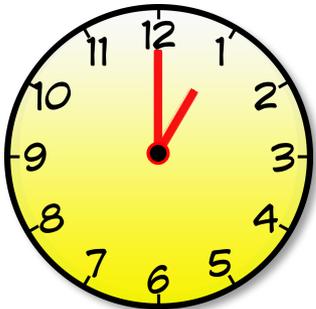
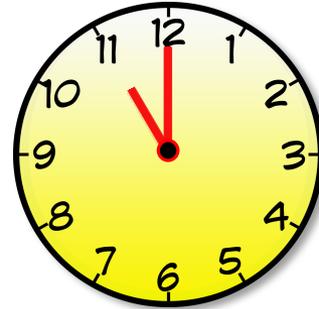
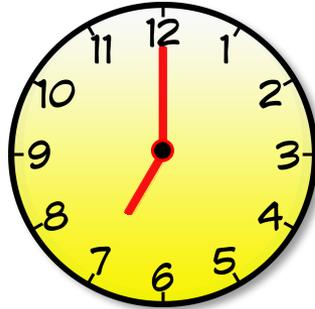
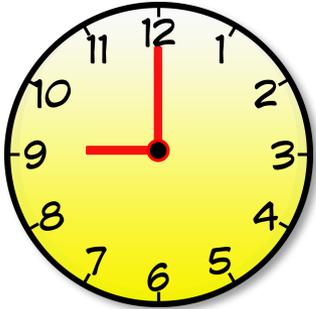
¿Qué hora es? What time is it?



When it is any hour
of the day other
than 1 O'clock we
say

son las ... [cuatro]

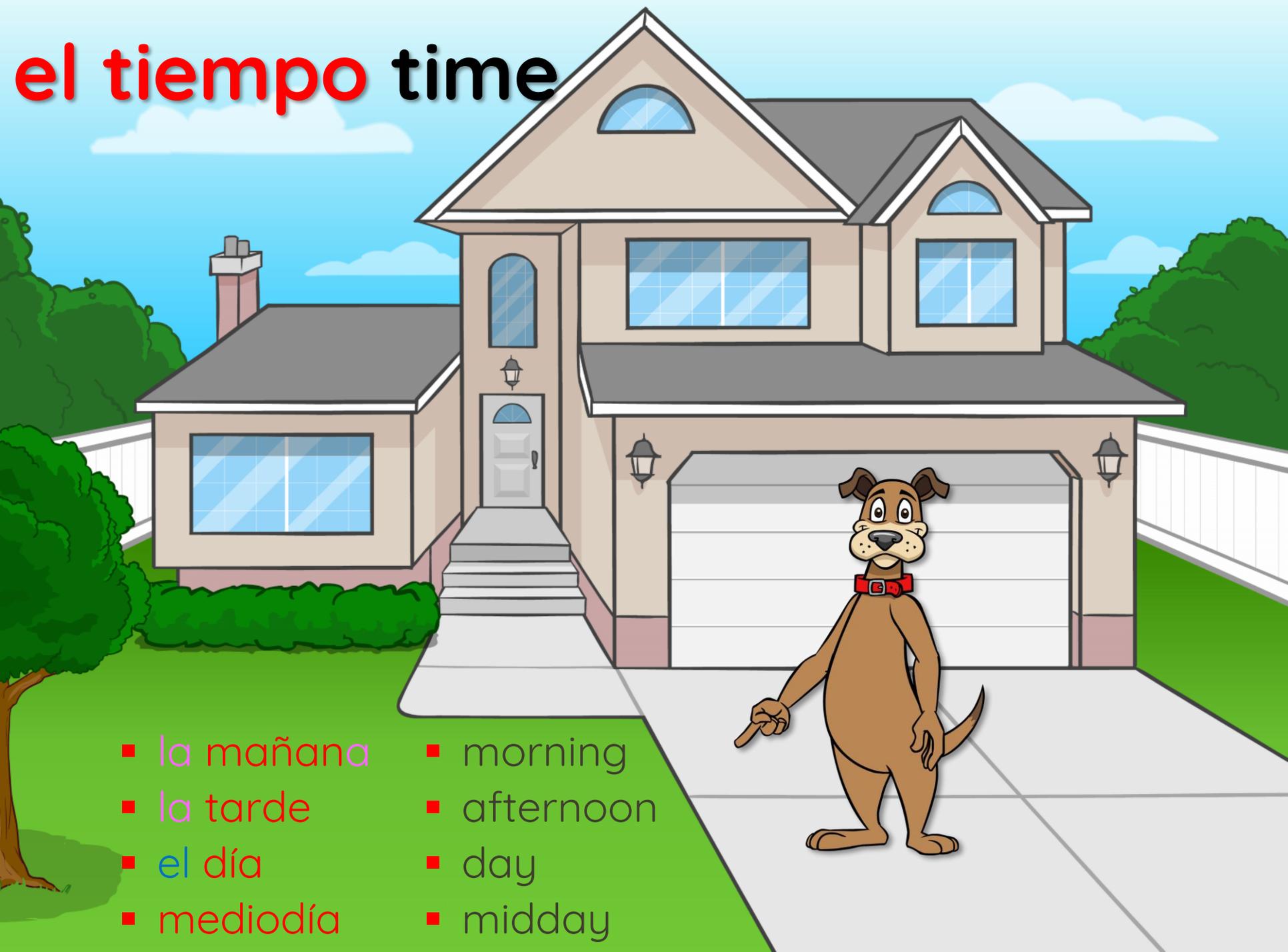
¿Qué hora es? What time is it?



vocabulario vocabulary

- el tiempo
- un reloj
- una hora
- un minuto
- la aguja pequeña
- la aguja grande
- ¿qué hora es?
- es la una
- son las [nueve]
- the time
- a clock or watch
- an hour
- a minute
- the small hand
- the big hand
- what time is it?
- it is 1 O'clock
- it is [the hour]

el tiempo time



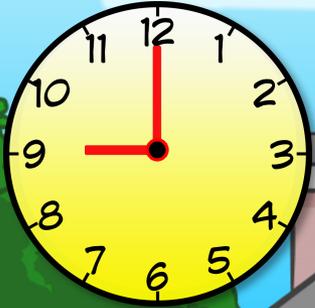
- la mañana
- la tarde
- el día
- mediodía
- morning
- afternoon
- day
- midday

el tiempo time



- la noche
- night
- medianoche
- midnight

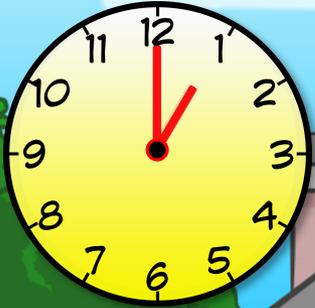
¿Qué hora es? What time is it?



Son las nueve de la mañana.



¿Qué hora es? What time is it?



Es la una de la tarde.



¿Qué hora es? What time is it?



Son las diez de la noche.

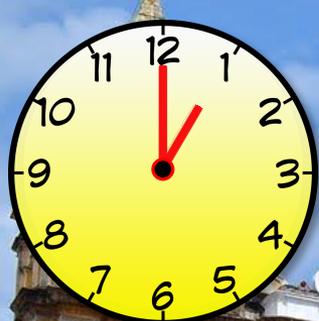




¿Qué hora es
en Londres?



En Londres son
las ocho de la
noche.



¿Qué hora es en Colombia?

En Colombia es la una de la tarde.

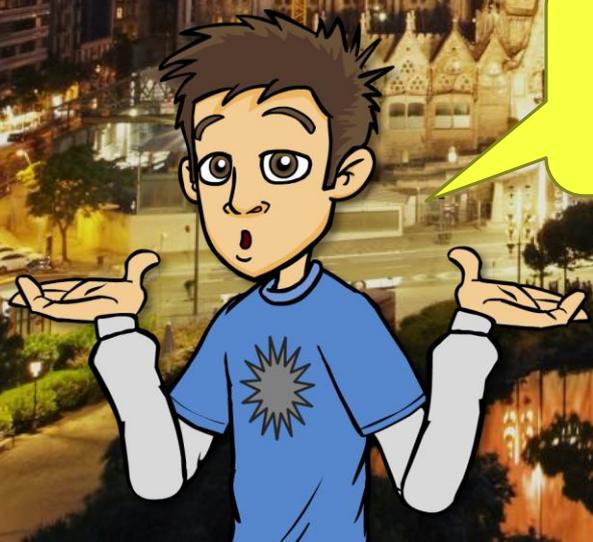




¿Qué hora es en Madrid?



En Madrid son las siete de la mañana.



¿Qué hora es
en Barcelona?



En Barcelona
es medianoche.



¿Qué hora es en Peru?



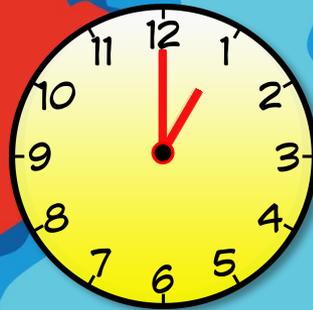
En Peru es mediodía.



El Reino Unido



Colombia



¿Qué hora es en El Reino Unido?

¿Qué hora es en Colombia?

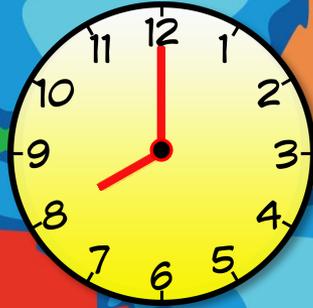




El Reino Unido



España



¿Qué hora es en España?

¿Qué hora es en El Reino Unido?

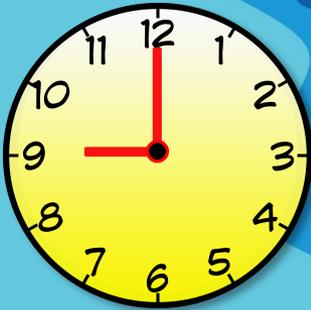




España



Mexico



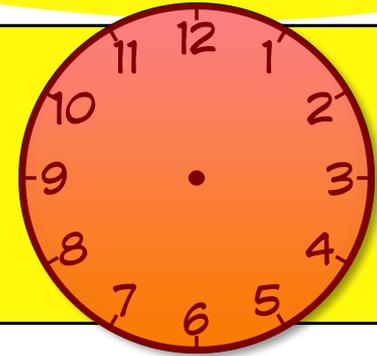
¿Qué hora es en España?

¿Qué hora es en Mexico?

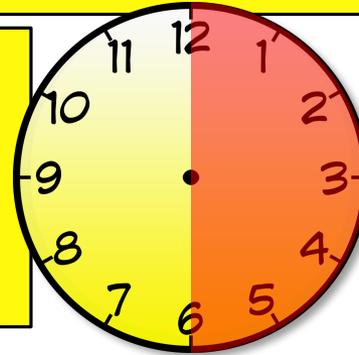


el tiempo time

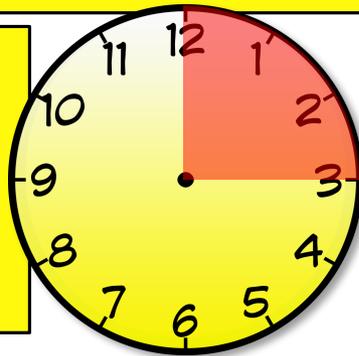
una hora
60 minutos



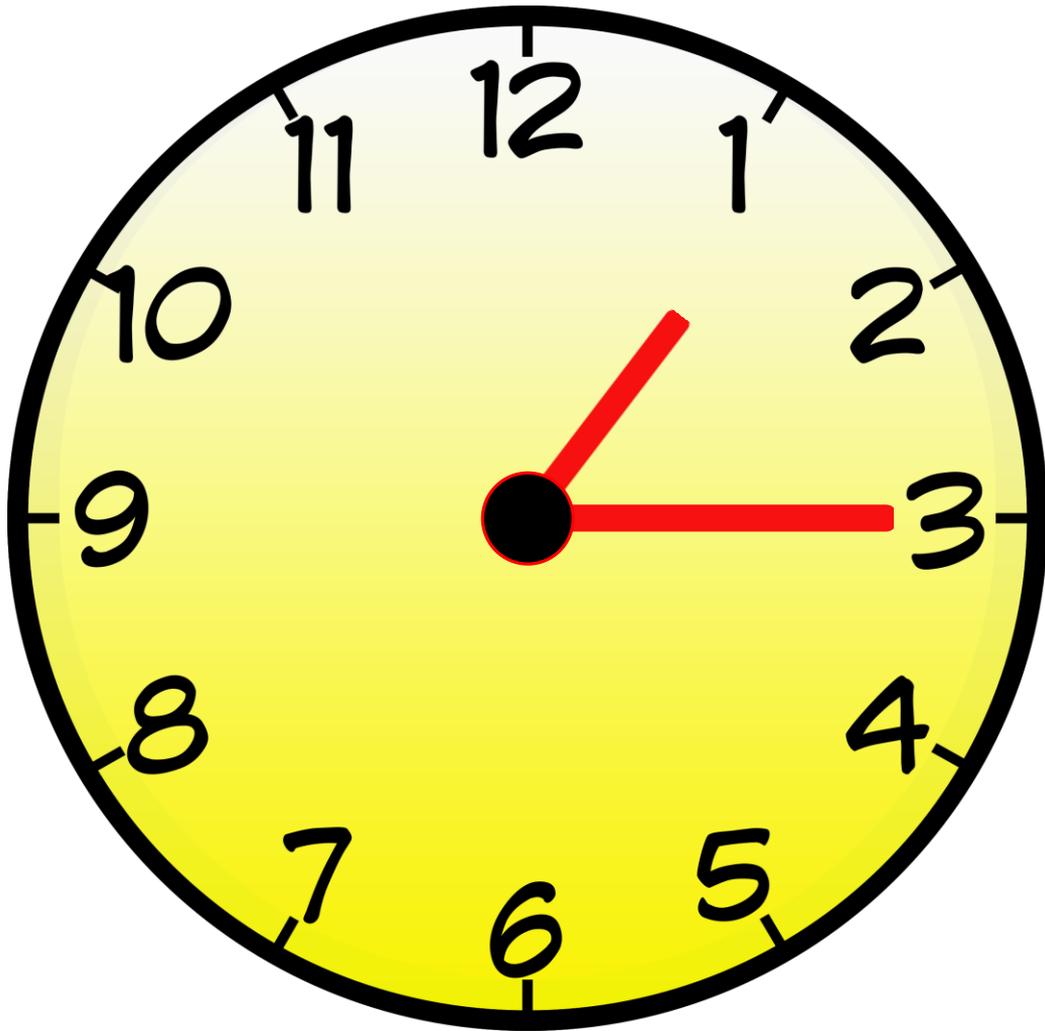
media hora
30 minutos



un cuarto de hora
15 minutos



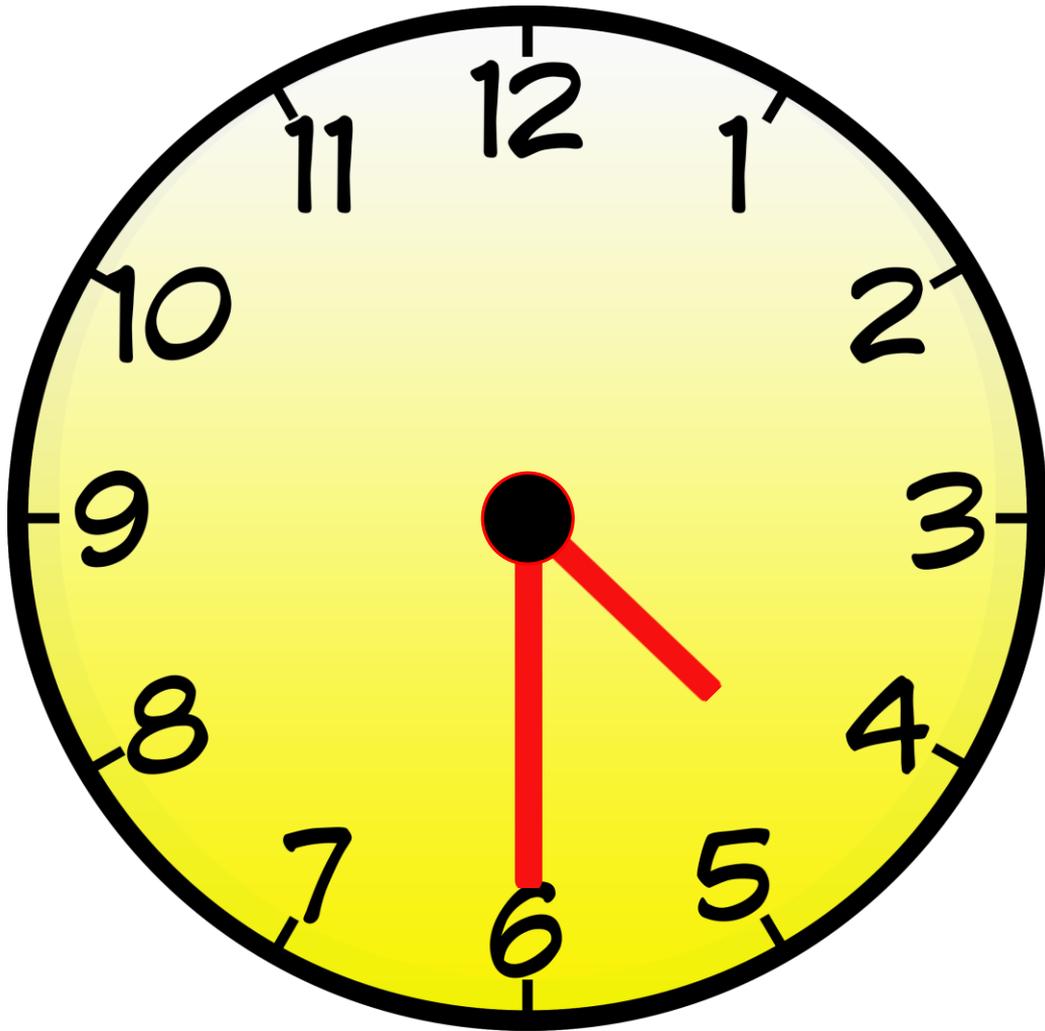
¿Qué hora es? What time is it?



To say quarter past the hour we say the hour then add **y cuarto** – and a quarter.

es la una **y cuarto**

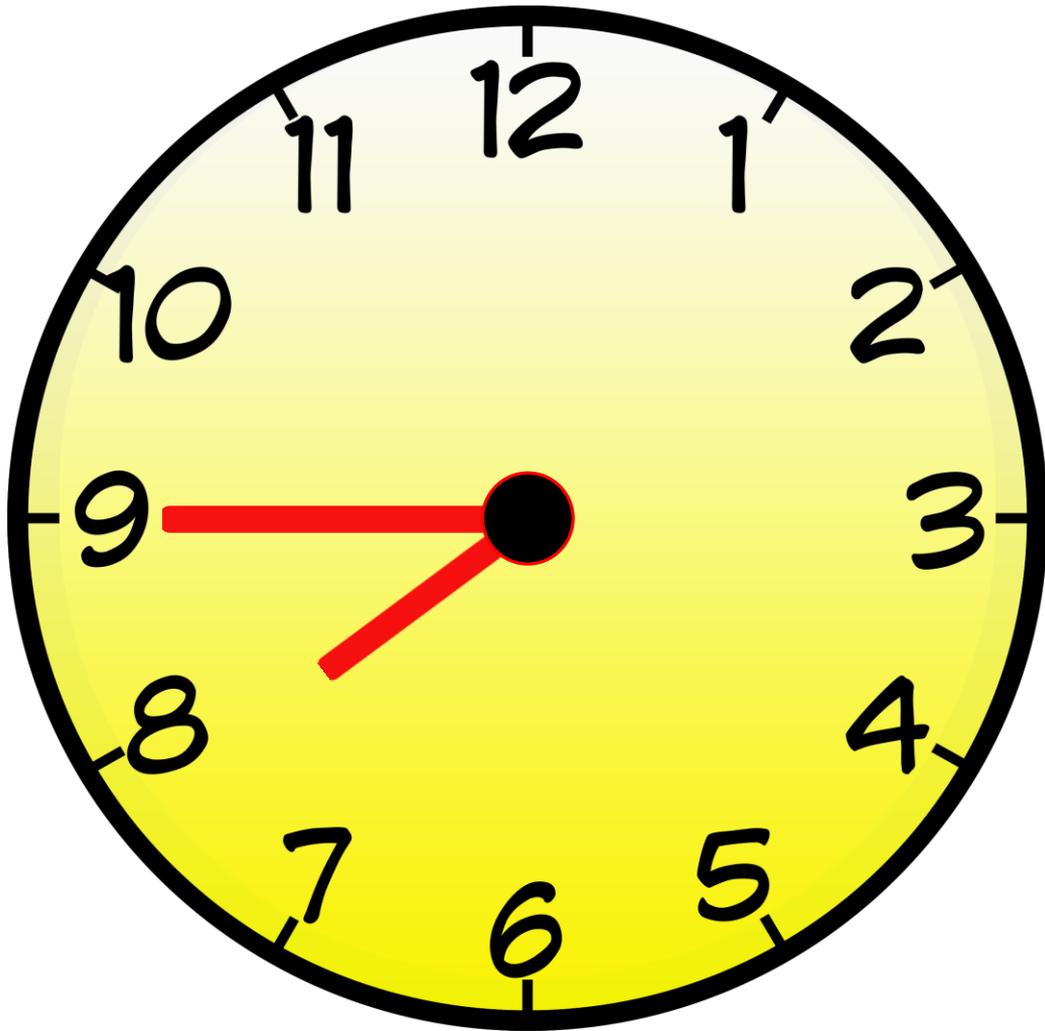
¿Qué hora es? What time is it?



To say half past the hour we say the hour then add **y media** – and a half.

son las cuatro
y media

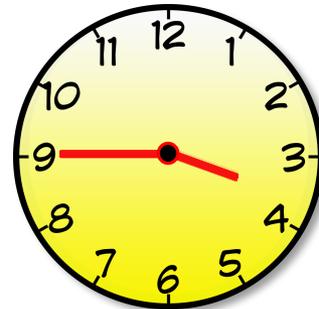
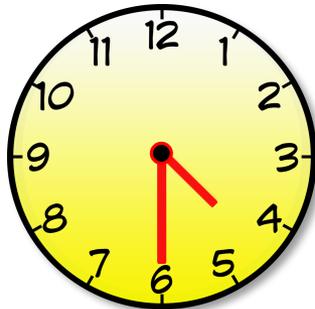
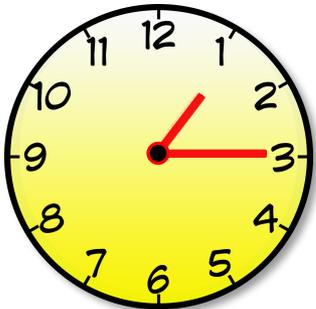
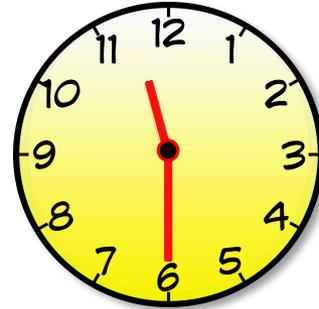
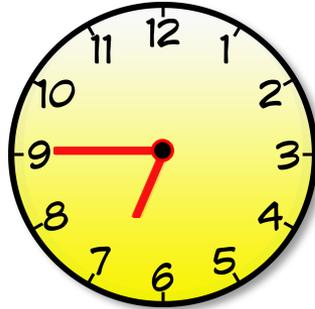
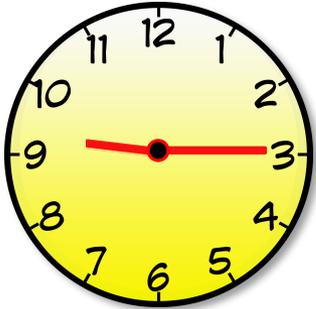
¿Qué hora es? What time is it?



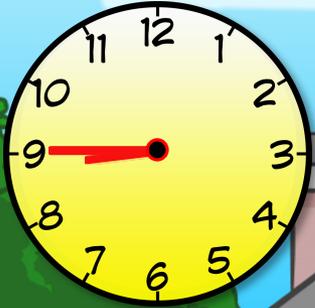
To say quarter to the hour we say the hour to come then add **menos cuarto** – less a quarter.

son las ocho **menos cuarto**

¿Qué hora es? What time is it?



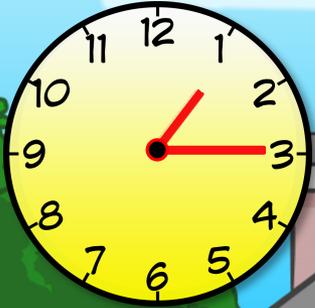
¿Qué hora es? What time is it?



Son las nueve menos cuarto de la mañana.



¿Qué hora es? What time is it?



Es la una y cuarto de la tarde.



¿Qué hora es? What time is it?



Son las diez y media de la noche.



 canción - song

Chorus:

Un, dos, tres. ¿Qué hora es? Cuatro, cinco, seis. Por favor, ¿qué hora es?
Un, dos, tres. ¿Qué hora es? Siete, ocho, nueve, diez. Por favor, ¿qué hora es?

Es la una en España. Es la una, duermo con la luna.

Es la una en España. Es la una, de la mañana.

Son las ocho y media en Bolivia. Son las ocho me levanto cada día.

Son las ocho y media en Bolivia. Son las ocho y media de la mañana. (Chorus)

Son las nueve en Costa Rica. Son las nueve, voy a la escuela.

Son las nueve en Costa Rica. Son las nueve y cuarto, de la mañana.

Son las doce en Ibiza. Son las doce, casi mediodía.

Son las doce en Ibiza. Son las doce menos cuarto, de la mañana.

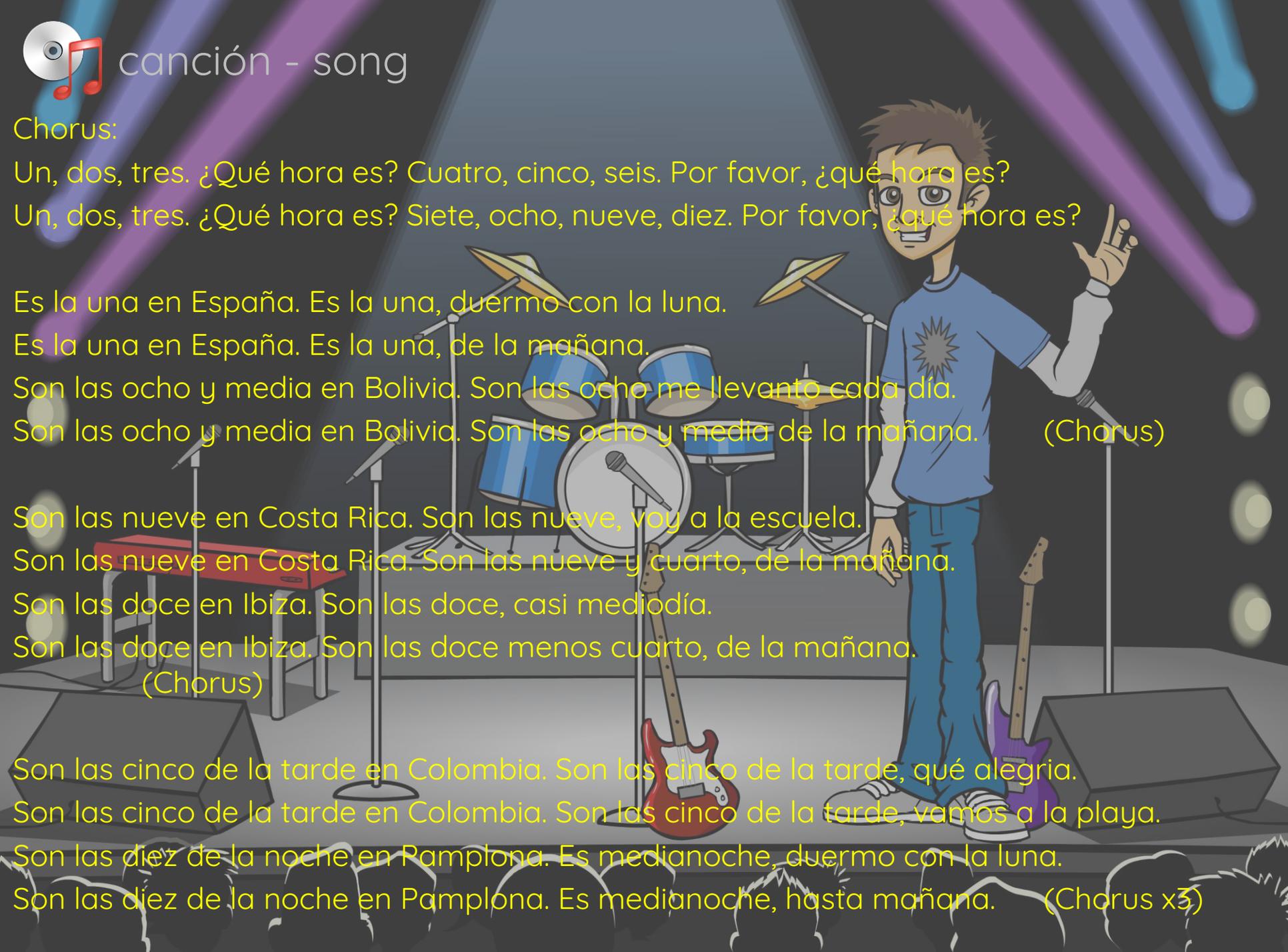
(Chorus)

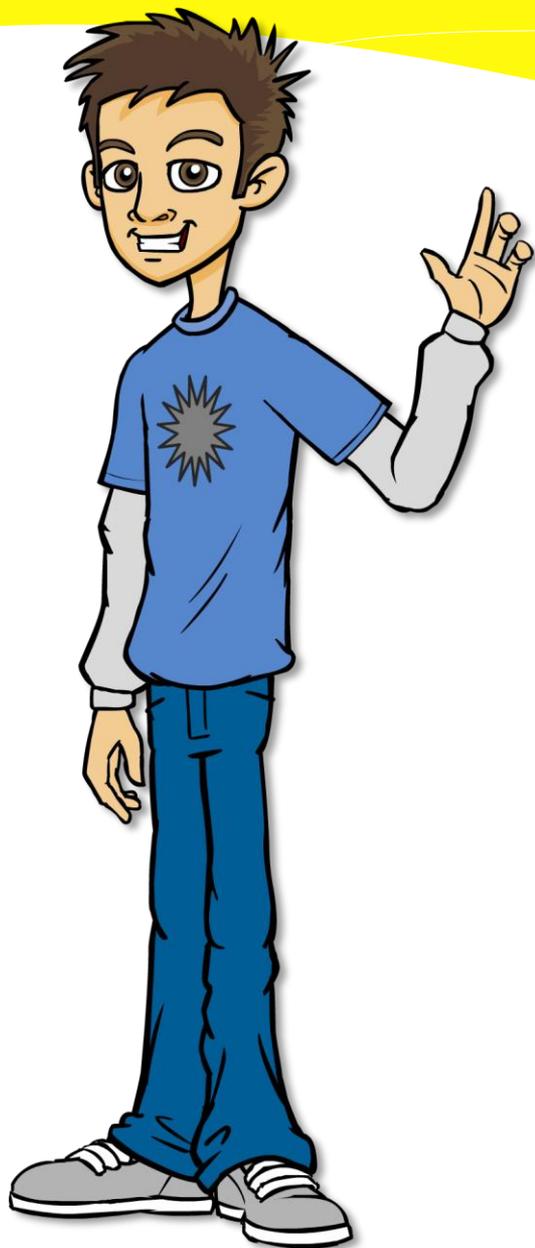
Son las cinco de la tarde en Colombia. Son las cinco de la tarde, qué alegría.

Son las cinco de la tarde en Colombia. Son las cinco de la tarde, vamos a la playa.

Son las diez de la noche en Pamplona. Es medianoche, duermo con la luna.

Son las diez de la noche en Pamplona. Es medianoche, hasta mañana. (Chorus x3)





¡Hasta pronto!