

# 12 and 24 clock times: card sort

Developed by Alison Symonds at Bedford LA  
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The webaddress for this activity is:

<http://www.collaborativelearning.org/12and24clocksort.pdf>

We have provided four different sets in colour and the same versions in black and white which you can photocopy onto coloured card.

There is a sound enabled version available from <[www.mantralingua.com](http://www.mantralingua.com)> You may want to use this to provide instructions in English or other languages. There are of course a variety of ways of 'telling' the time and these variations could be recorded on the cards.

## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.


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## Notes for teachers

### Aims:

- o Practice conversion of 12 to 24 hour clock times and vice versa
- o Use language of agreement/disagreement and of justification
- o Work collaboratively

### Activity in groups of four divided into two pairs


1. One pair (A) has one set of twelve cards in one colour. They share them equally and hold them so that they can see them, but the other pair can't.
2. The other pair (B) has six counters.
3. The member of pair A that has a card with a  begins by reading one of their cards. The other member of pair A decides which of their cards matches it. They show their two matching cards to the other pair.
4. Pair B decide whether pair A are correct and say either "I/we agree because..." or "I/we disagree because..."
5. If pair B agree with pair A they give them a counter.
6. Repeat steps 3.-5. until all the cards are used.
7. Pairs A and B swap roles and repeat the activity either using the same set or a different set of cards.
8. If they finish before other groups: write three different ways o changing 24 to 12 hour clock times on wowo boards.

### Explain activity

- Ask pairs to explain to each other what they have to do.
- Ask a pupil to explain to the class what they have to do.

# 12 and 24 Clock Times: Card Sort


## Instructions

1. You are working in two pairs - A and B
2. Pair A have a set of coloured cards.
3. Pair B have six counters.
4. Pair A should divide their cards equally. You can look at each others cards, but do not show them to Pair B.
5. The person in Pair A with the card with a  on it should read it out loud.
6. Pair A should then look for a matching card and show both cards to Pair B.
7. If Pair B agree that the cards match they should say either "I/we agree because..." and give Pair A a counter. or if they don't think they match they should say "I/we disagree because..."
8. Pair A and Pair B should repeat this until all the cards are matched.
9. Pairs should change places and repeat the activity using either the same or a different set of coloured cards

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1:00 in the  
morning

1:00 in the  
afternoon

9:00 in the  
evening

8:00 in the  
morning

12:00 midday

7:00 in the  
evening

01:00

13:00

21:00

08:00

12:00

19:00



1:00 in the  
morning

1:00 in the  
afternoon

9:00 in the  
evening

8:00 in the  
morning

12:00 midday

7:00 in the  
evening

01:00

13:00

21:00

08:00

12:00

19:00



2:00 in the  
morning

5:00 in the  
afternoon

4:00 in the  
afternoon

5:00 in the  
morning

10:00 in the  
morning

10:00 in the  
evening

02:00

17:00

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2:00 in the  
morning

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4:00 in the  
morning

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2:00 in the  
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9:00 in the  
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4:00 in the  
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2:00 in the  
afternoon

9:00 in the  
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7.00 in the  
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11:00 in the  
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23:00



3:00 in the  
morning

8:00 in the  
evening

3:00 in the  
afternoon

11:00 in the  
morning

6.00 in the  
morning

12:00 midnight

03:00

20:00

15:00

11:00

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24:00



3:00 in the  
morning

8:00 in the  
evening

3:00 in the  
afternoon

11:00 in the  
morning

6.00 in the  
morning

12:00 midnight

03:00

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