

# TELLING TIME

## To the Hour or Half Hour

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Match the Hour**

Directions: Look at the digital clock. Cut out and glue the analog clock that matches the time.

1. 3:00	2. 10:00	3. 1:00	4. 8:00
<input type="checkbox"/>	<input type="checkbox"/>		
5. 9:00	6. 4:00	7. 11:00	8. 2:00
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. 5:00	10. 12:00	11. 5:00
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

**Tick Tock**

What time is it?

By: Mabelle

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**How Long Does it Take?**

Directions: Look at the activity. Determine how long it should take to complete. Then, draw a line connecting that activity to the amount of time it should take to complete.

1. Wash your hands	1 Second
2. Do homework	1 Minute
3. Go to a friend	1 Hour
4. Watch a movie	
5. Tie your shoes	
6. Clean the house	
7. Take a photo	
8. Go to the swimming pool	
9. Light the fire	
10. Sing a song	

**Parts of a Clock Model**

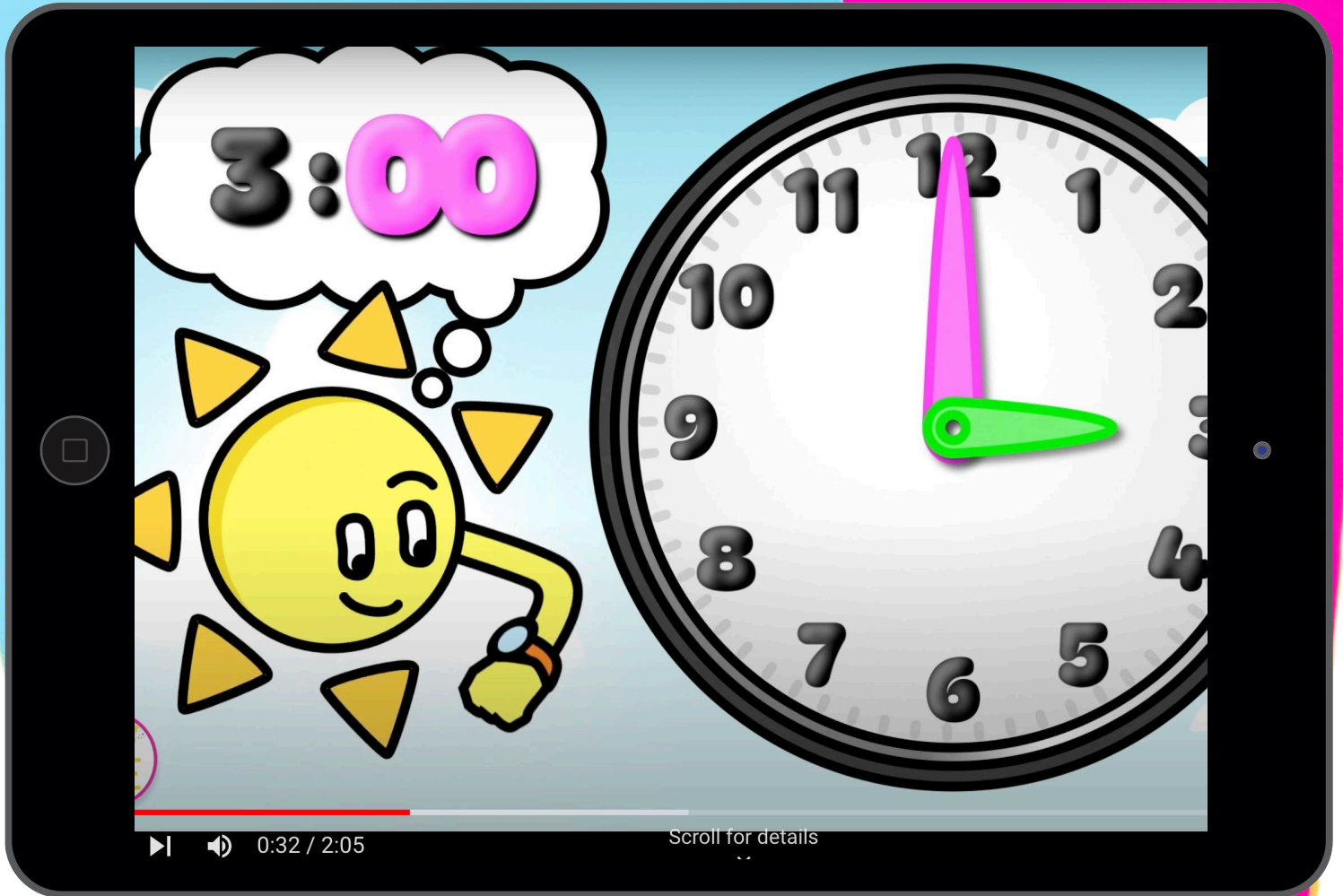
Label the parts of the analog clock!

FACE

MINUTE HAND

1st Grade





**Make Learning Fun!**  
**Original song and**  
**video to introduce and**  
**reinforce the skill.**



# Parts of a Clock

Label the parts of the analog clock.



### Digital Clock

04:00

### Analog Clock



It is important to know how to tell time. We measure time in several ways.

MINUTE HAND

HOUR HAND



We say, "four o'clock!"



4:00

On a clock, we measure time in hours and minutes.

©2010 Bala

When the minute hand is on the 12, we say "o'clock." When the minute hand is on the 6, we say "thirty" or "half past."

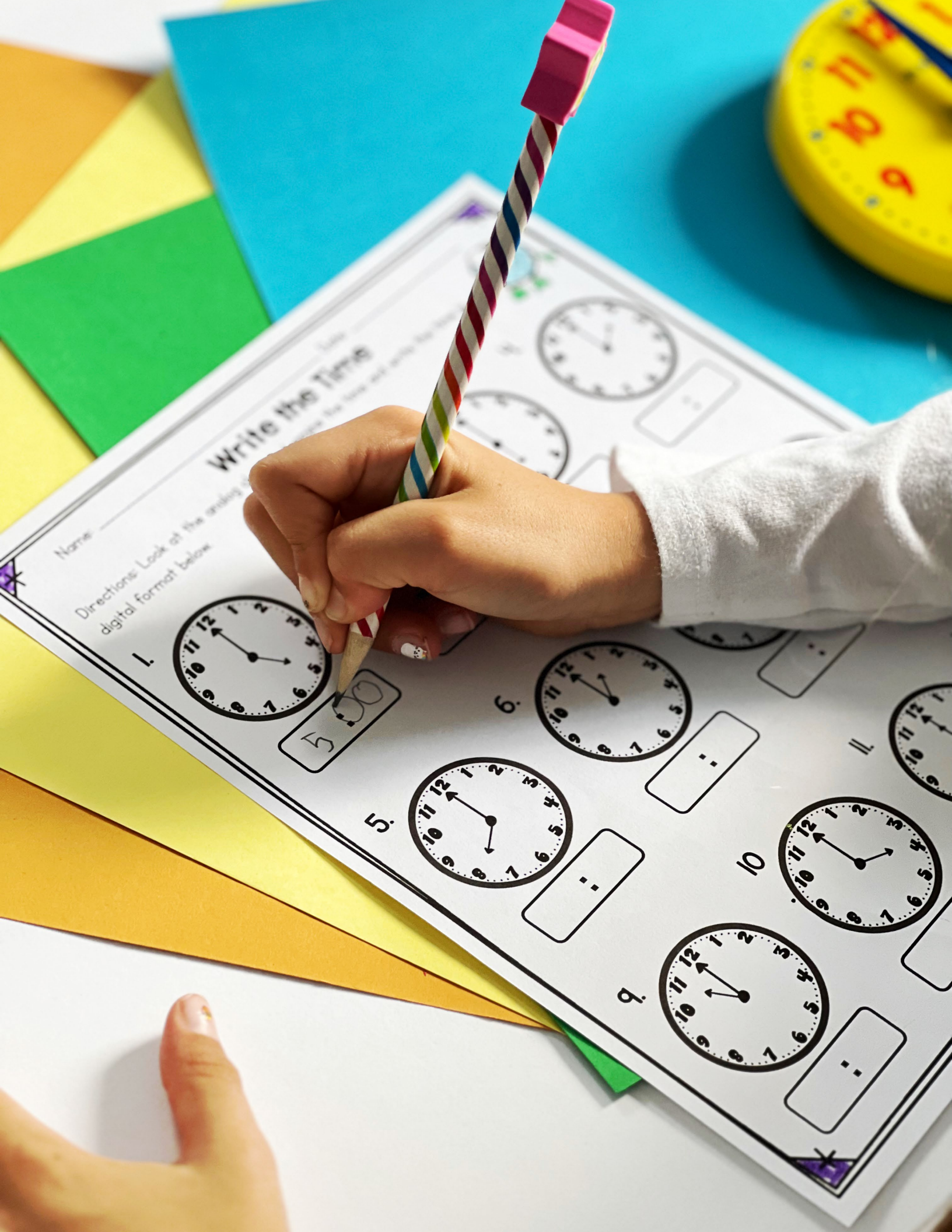
We say, "four o'clock!"



4:00

We say, "nine thirty" or "half past nine!"





# Write the Time

Name: \_\_\_\_\_

Directions: Look at the analog clock and write the time in digital format below.

1.



5:00

5.



..

9.



..

10.



..

11.



..

6.



..



..

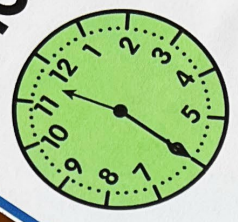


..

7:0

Half

11:0



© Julie B...

Digital C

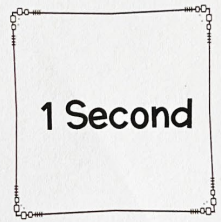


Name: \_\_\_\_\_ Date: \_\_\_\_\_

### How Long Does it Take?

Directions: Look at the activity. Determine how long it should take to complete. Then, draw a line connecting that activity to the amount of time it should take to complete.

1. Wash your hands



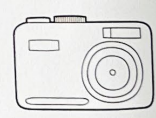
6. Clean the house



2. Do homework



7. Take a photo



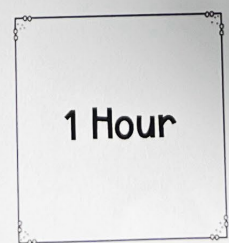
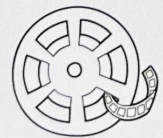
3. Wave to a friend



8. Go to the swimming pool



4. Watch a movie



9. High five



5. Tie your shoes



10. Sing a song



© Julie B...

# TELLING TIME

## To the Hour or Half Hour

1. Pedagogy
2. Lesson Plans
3. Vocabulary Cards
4. Song
5. Model Time Activity Chart
6. How Long Does it Take? Worksheet
7. Anchor Chart: Telling Time
8. Parts of a Clock Model
9. Paper Clock Activity
10. Write the Time Worksheet
11. Match the Hour Cut and Paste Worksheet
12. Anchor Chart: Half Hour
13. Color the Half Hour Worksheet
14. Match the Half Hour Cut and Paste Worksheet
15. Time Travelers Activity
16. Mini-book
17. What Time Is It? Game
18. Problem Solver
19. Write the Time - hour and half hour Worksheet
20. Match the Time - hour and half hour Worksheet
21. Tick Tock Center Game
22. Quiz

# Tell Time to the Hour or Half Hour

The ability to tell time is an essential life skill for our students. This is the beginning stage of telling time. Students need to build a foundational understanding of time, how to measure it, and how to read a clock. This includes the reading of both analog and digital clocks.

This unit will begin by fostering an understanding of the concept of time and how it is measured. Students will build upon this understanding by learning about the key elements of reading time accurately and how to interpret both an analog clock, as well as a digital clock. Then, students will work on identifying the time to the hour. This will be mastered both verbally and visually. Students will then transition into telling time to the half hour verbally and visually. Students will have multiple opportunities to engage as a group to identify correct times and accurately read clocks.

Students will develop a deep grasp of time and how it is measured. Students will also understand the elements of a clock, allowing them to read time to the hour and half hour with accuracy. Students will not only be able to correctly note the time, but they will also be able to read the time both on analog clocks and digital clocks.



# Tell Time to the Hour or Half Hour

**Day 1:** Introduce the concept of time

**Mini Lesson:** Introduce the purpose of the lesson today: to understand the concept of time.

- Explain to students that before we can tell time, we have to understand what time is.
- Show students a stopwatch online, on the computer, on a phone, or show them an actual stopwatch. Demonstrate the length of 1 second and the length of 1 minute. Ask students to identify which was faster. Share that there are 60 seconds in a minute.
- Discuss the length of an hour and the length of a day.
- Pull up the model time activity. Model identifying how long it would take you to:
  - Go to the grocery store - 1 hour
  - Sneeze - 1 second
  - Work - 1 day
  - Pack up your things - 1 minute
- As you discuss these activities, write them in the correct area of the model time activity chart.

**Guided Practice:** Have students help you sort the following activities: Do a jumping jack, brush your teeth, eat dinner, go to an amusement park

**Independent Practice:** Students complete the How Long Does It Take? worksheet.

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**Day 2:** Parts of a clock

**Mini Lesson:** Introduce the purpose of the lesson today: to understand the parts of a clock.

- Show students the unit vocabulary cards.
- Watch the Telling Time Song.
- Introduce the "Telling Time" Anchor Chart.
- Highlight that we have two types of clocks: analog and digital.
- Using either the anchor chart or a model analog clock, point out the different parts of the clock, such as the numbers, hands, and face.
- Explain the difference between the two hands, highlighting the hour hand and the minute hand. Be sure to explain their purpose and what they each represent. Be sure to point out how the hour hand and minute hand translate to the digital clock.

## Day 2 continued . . .

**Guided Practice:** Show students the guided practice model clock. As a class, label the parts of the clock.

**Independent Practice:** Guide students through making their own paper clocks. They will use these throughout the rest of the unit.

## Day 3: Telling time to the hour

**Mini Lesson:** Introduce the purpose of the lesson today: to tell time to the hour.

- Review the unit vocabulary cards and the Telling Time song.
- Review the “Telling Time” Anchor Chart.
- Explain to students how to look at an analog clock and understand how to write the time, looking at the hour hand first, writing down its number, and then looking at the minute hand.
- Explain how the minute hand goes by 5s, so if they can count by 5s, they can read the minute hand easily! As a class, go around the clock with the minute hand, counting by 5s.
- Explain how when the minute hand is pointing straight up at the 12, it means “o’clock” or “00.”
- Model showing 3 different times on your model analog clock: 7:00, 5:00, and 2:00. As you show them on the analog clock, narrate as you write down the time as digital. Put emphasis on identifying “o’clock” and how you know.

**Guided Practice:** Show the class 3 more times on your model analog clock: 9:00, 6:00, and 12:00. As a class, have students help you work through writing the time down digitally. Be sure to engage in discussion when identifying 12:00 as this is a tricky one for students.

**Independent Practice:** Students complete the Write the Time worksheet.

## Day 4: Telling time to the hour

**Mini Lesson:** Introduce the purpose of the lesson today: to tell time to the hour.

- Review the unit vocabulary cards and the Telling Time song.
- Review the “Telling Time” Anchor Chart.
- Write up 3 digital times (to the hour) on the board, model, and narrate making that digital time on your analog clock.

## Day 4 continued . . .

**Guided Practice:** Write up 3 digital times (to the hour) on the board. Have students use their paper clocks to make the digital time on their analog clocks. After each time, ask a student to come up and show the correct time on your model analog clock

**Independent Practice:** Students complete the Match the Hour Cut and Paste Worksheet.

## Day 5: Telling time to the half hour

**Mini Lesson:** Introduce the purpose of the lesson today: to tell time to the half hour and use partitioning.

- Review the unit vocabulary cards and the Telling Time song.
- Review the “Telling Time” Anchor Chart.
- Introduce the “Half Hour” Anchor Chart.
- Explain to students that a clock’s face is a circle, and we can partition it in half or in a semi-circle; this shows us where the half hour mark is. Point this out on your clock.
- Model drawing a circle and partitioning it in half.
- Discuss the minutes on a clock. Be sure to point out where the half hour mark is and how we say “thirty” or write “30” for the minutes.
- Be sure to highlight where the hour hand is and why it is between two numbers.
- Model showing 3 different times on your model analog clock: 9:30, 1:30, 12:30. As you show them on the analog clock, narrate as you write down the time as digital. Put emphasis on identifying how to verbally say the time with the half hour and how you know.

**Guided Practice:** Show the class 3 more times on your model analog clock: 3:30, 8:30, 11:30. As a class, have students help you work through writing the time down digitally.

**Independent Practice:** Students complete the Color the Half Hour worksheet.

## Day 6: Telling time to the Half Hour

**Mini Lesson:** Introduce the purpose of the lesson today: to tell time to the half hour.

- Review the unit vocabulary cards and the Telling Time song.
- Review the “Half Hour” Anchor Chart.
- Write up 3 digital times to the half hour on the board, model, and narrate making that digital time on your analog clock.

\* Day 6 continued . . . \*

**Guided Practice:** Write 3 digital times (to the half hour) on the board. Be sure to include 6:30. Have students use their paper clocks to make the digital time on their analog clocks. After each time, ask a student to come up and show the correct time on your model analog clock. Engage in discussion over 6:30 and explain how to figure out the time based on the hands.

**Independent Practice:** Students complete the Match the Half Hour Cut and Paste worksheet.

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**Day 7: Review telling time**

**Mini Lesson:** Introduce the purpose of the lesson today: to tell time to the hour and half hour.

- Review the unit vocabulary cards and the Telling Time song.
- Review the “Telling Time” and “Half Hour” Anchor Chart.
- Model showing 4 different times on your model analog clock: 5:30, 12:30, 8:00, 10:00. As you show them on the analog clock, narrate as you write down the time as digital. Put emphasis on identifying how to verbally say the time and how you know.

**Guided Practice:** Show and play the “Time Travelers” activity with the class.

**Independent Practice:** Students complete the mini-book.

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**Day 8: Review telling time**

**Mini Lesson:** Introduce the purpose of the lesson today: to tell time to the hour and half hour.

- Review the unit vocabulary cards and the Telling Time song.
- Review the “Telling Time” and “Half Hour” Anchor Chart.
- Teach students the “What Time Is It?” game.

**Guided Practice:** Students play the “What Time Is It?” game.

**Independent Practice:** Students complete the problem solver.

Day 9: Telling time to the hour and half hour

**Mini Lesson:** Introduce the purpose of the lesson today: to tell time to the hour and half hour.

- Review the unit vocabulary cards and the Telling Time song.
- Review the “Telling Time” and “Half Hour” Anchor Chart.
- Optional to teach students the Tick Tock center game.

**Guided Practice:** Optional to have students play the Tick Tock center game.

**Independent Practice:** Telling Time to the Hour and Half Hour Quiz.

A large, light gray watermark logo is centered on the page. It features the word "Magi" in a cursive script font above the word "CORE" in a bold, blocky sans-serif font. The entire logo is enclosed within a large, light gray circle. Above the word "Magi", there is a decorative graphic of a wand with a star at the tip, surrounded by several smaller stars of varying sizes.

Magi  
CORE

# Tick Tock

Tick tock goes the clock  
What time is it right now?  
Telling time is a measurement  
So let's read the clock and how

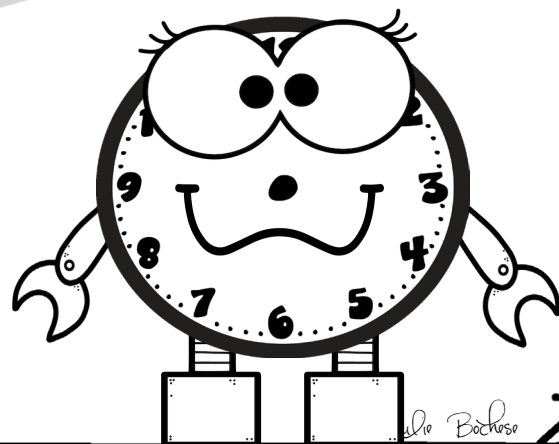


Tick tock goes the clock  
Can you tell the time?  
Let's look here real quick  
Before another second goes by

Analog clocks show all your numbers  
At least the one through twelve  
The minute hand is long the hour short  
And that's how time tells

When the minute hand is on the twelve  
it's the hour of the shorter hand  
the short hand is on 4 and the long on 12  
We call it 4 o'clock then

Tick tock goes the clock  
What time is it right now?  
If you are using a digital clock  
it's sure easier and how



Tick tock goes the clock  
It also shows time on its face  
Whether digital or analog  
That time keeps the same pace



When the minute hand is on the 6  
We say 30 minutes or half past  
then another 30 minutes makes an hour  
Time, it sure moves fast

So if the long hand is on the 6  
And the short hand past the 9  
Well, we will call that 9:30  
And we just told the time

The tick tock of the clock  
It never stops or goes away  
You'll see hours and half hours  
All throughout this the day

Tick tock goes the clock  
And now you know the time  
Don't waste an hour, minute, or even  
second  
As it all flies by

## Time 2

Tick tock goes the clock  
We are going to learn to tell some time  
Digital is easier than analog  
But both work just fine

On an analog clock, you have  
The numbers 1- 12  
The minute hand is long the hour short  
And that's how the time tells

See when the minute reaches the 12  
Or gets to the very top  
That's when we look at the hour hand and  
see it's o'clock

So tick tock goes the clock  
Now you know when it's on the hour  
But if you watch the minute hand more  
You have more time telling power



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How Long Does it Take?

Directions: Look at the activity. Determine how long it should take to complete. Then, draw a line connecting that activity to the amount of time it should take to complete.

1. Take a lick of ice cream



1 Second

6. Go for a hike



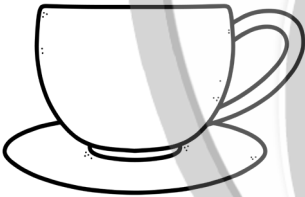
2. Go for a bike ride



7. Take a sip of water

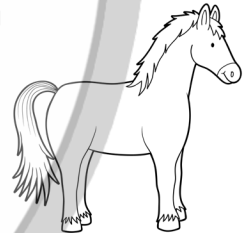


3. Wash your dishes



1 Minute

8. Go horseback riding



4. Pet your cat



9. Brush your hair



5. Listen to a song



1 Hour

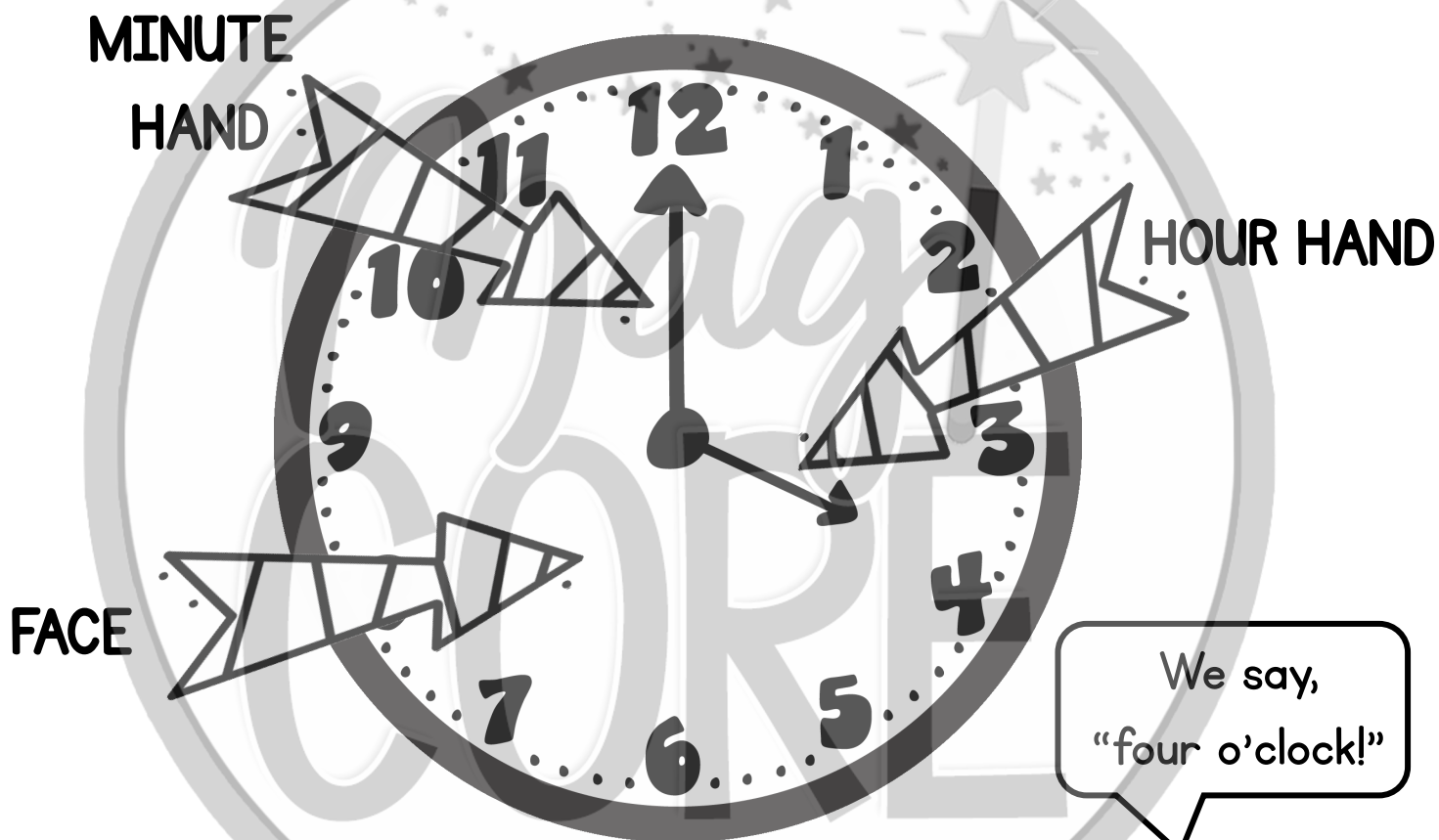
10. Plant a garden



# Telling Time

Time is something we can measure. We can measure it using clocks! When the minute hand is on the 12, we say "o'clock!"

## Analog Clock



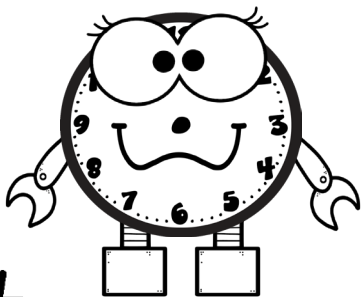
## Digital Clock



# Paper Clock Activity

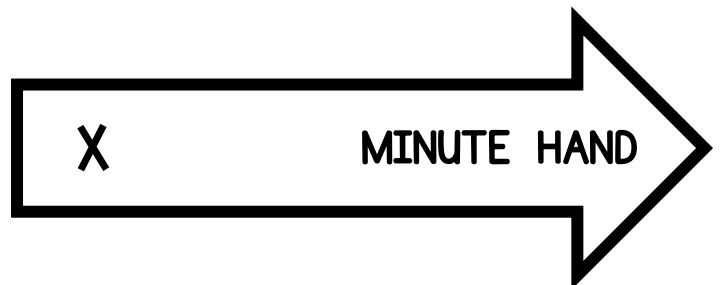
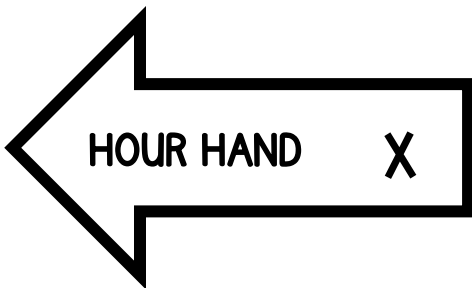
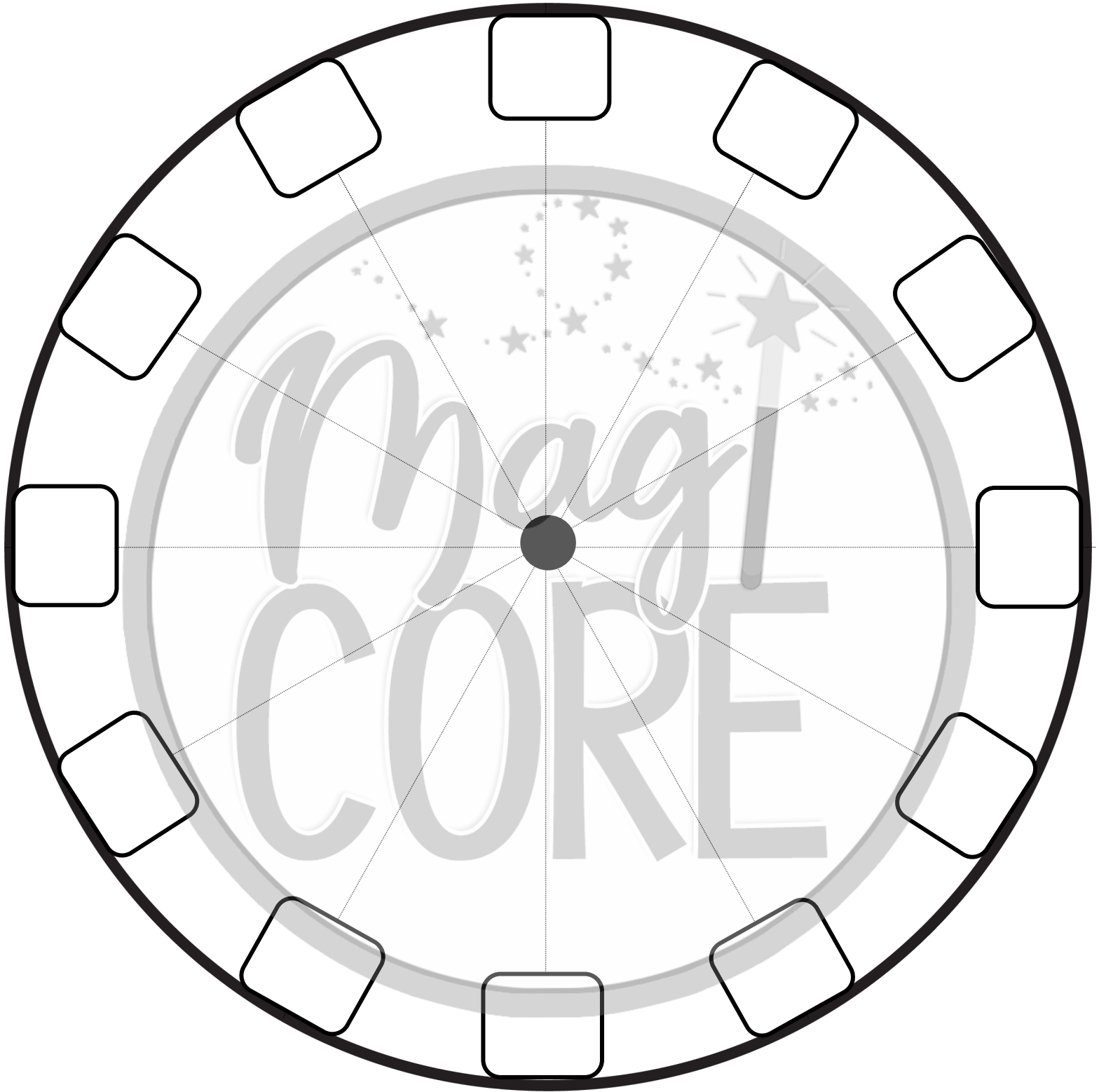
## Directions:

- Print enough paper clock worksheets for each student.
- Have the students cut out the face and hands of the clock.
- Have the students color their hour hand blue and the minute hand red.
- Next, have students write in the correct numbers for the hours on the clock. Put a model clock up on the board to help them.
- Then, have students color every other “slice” on the clock. For example, color in the space between 12-1, leave the space between 1-2 blank, color in the space between 2-3, leave the space between 4-5 blank, etc. This will help students when determining hour and half hour.
- Once students’ clocks are cut out and colored, pass out a metal paper fastener. Students will punch this fastener through the Xs on their arrows and through the center hole of the clock.
- Now students have clocks they can use for the rest of the unit!



# Paper Clock

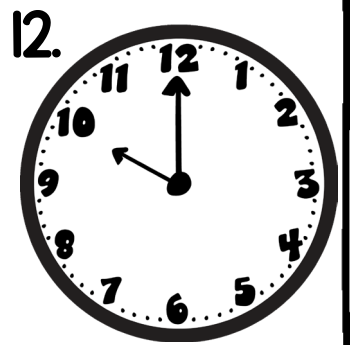
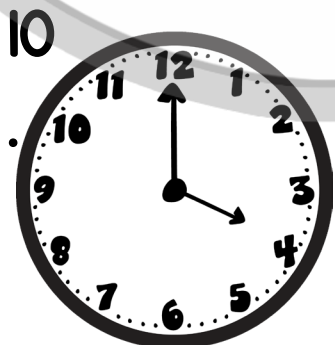
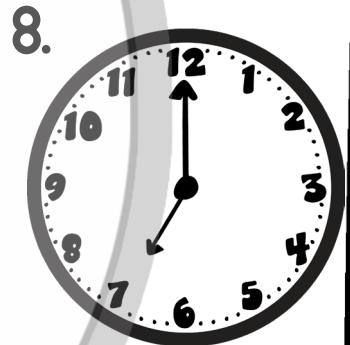
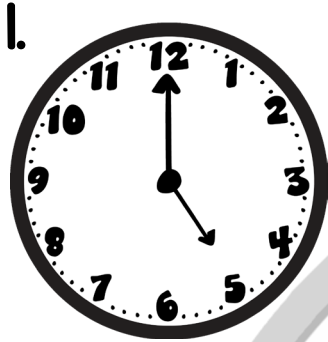
Directions: Cut out the clock's face and arrows.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write the Time

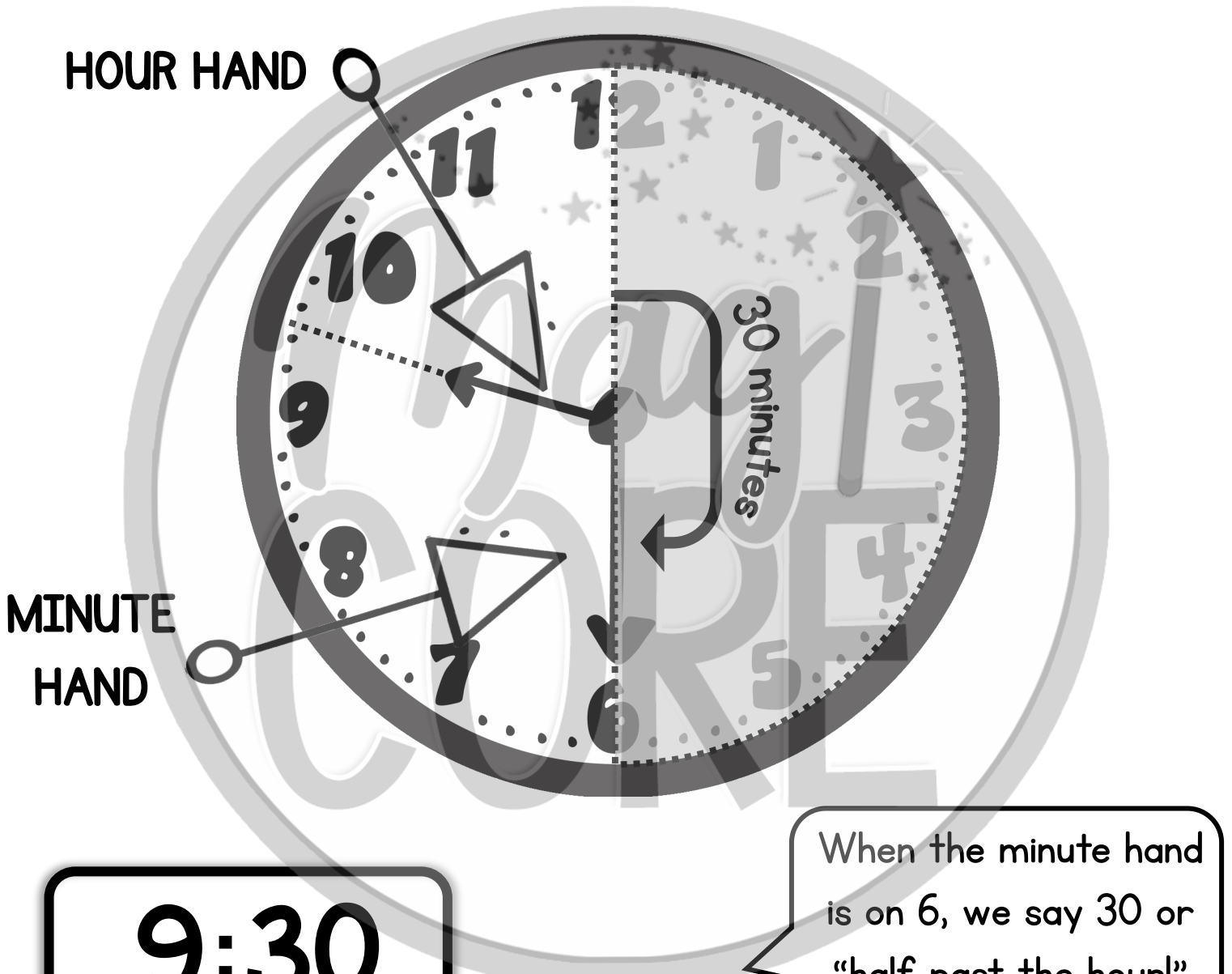
Directions: Look at the analog clock. Determine the time and write the time in digital format below.



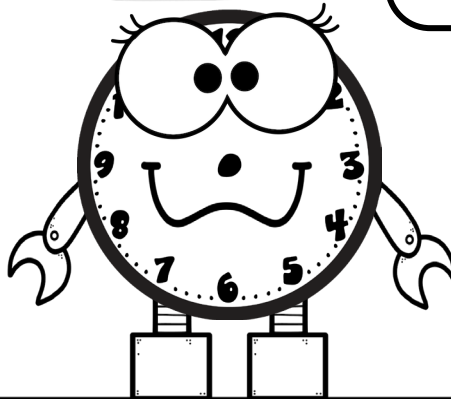
# Half Hour

Clocks don't just show us the hour, they show us the half hour!

A half hour is 30 minutes.



9:30

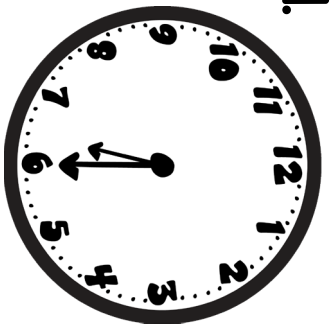
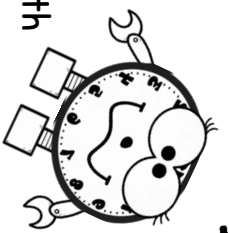




Name: \_\_\_\_\_ Date: \_\_\_\_\_

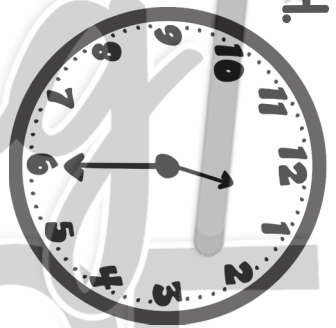
# Color the Half Hour

Directions: Look at the analog clock. Determine the correct time and color in the box with the correct time.



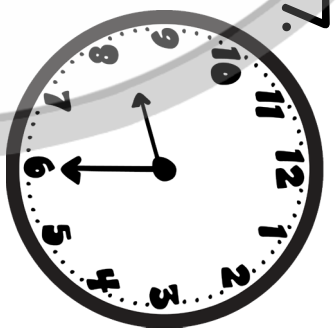
1. 6:30

3:30



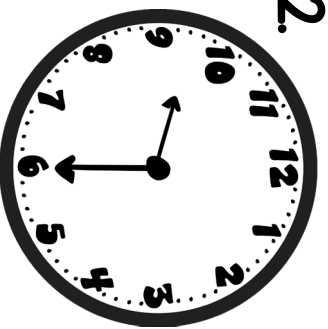
4. 12:30

10:30



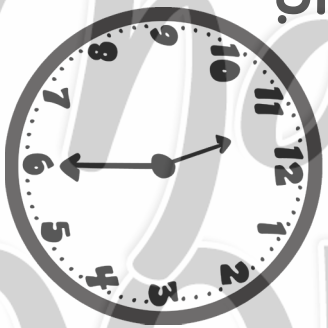
7. 7:30

8:30



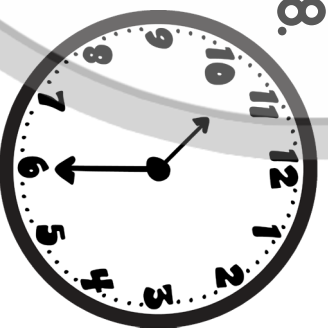
2. 8:30

9:30



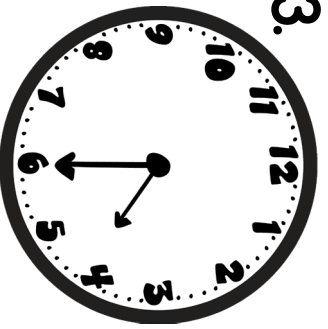
5. 1:30

11:30



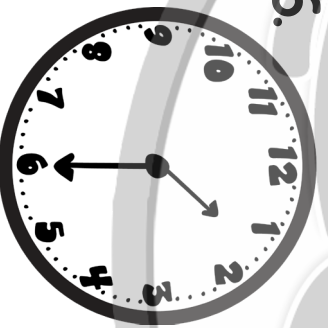
8. 12:30

10:30



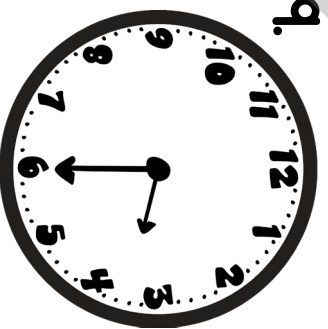
3. 5:30

4:30



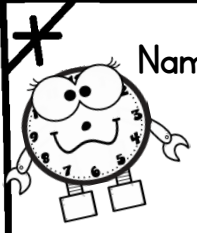
6. 1:30

11:30



9. 3:30

2:30



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Match the Half Hour

Directions: Look at the digital clock. Cut out and glue the analog clock that matches the time.



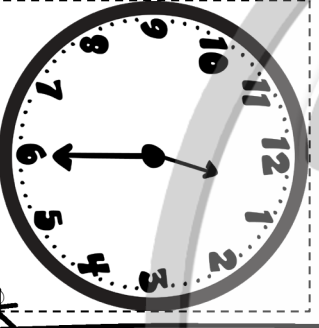
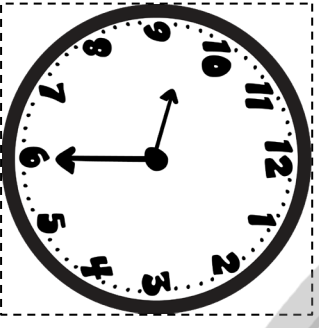
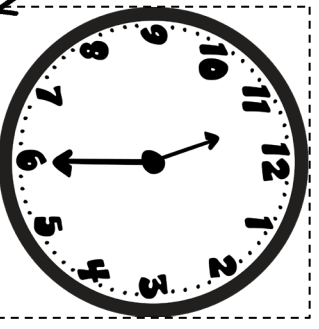
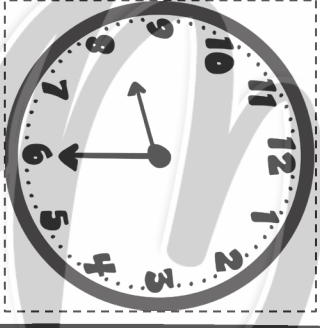
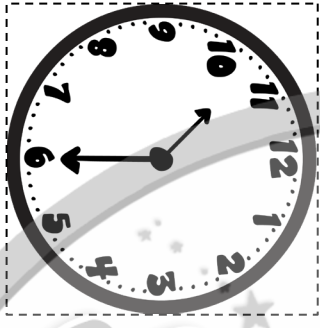
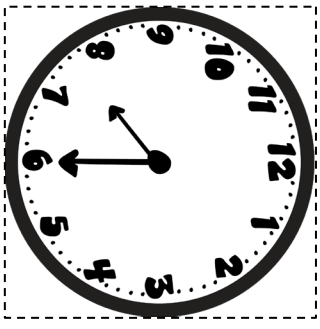
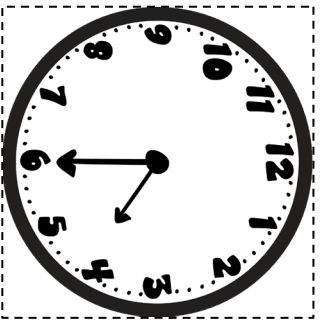
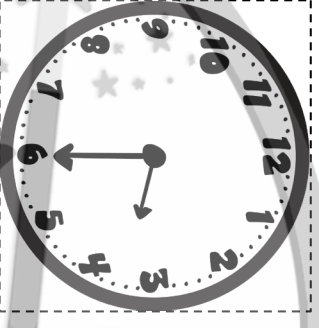
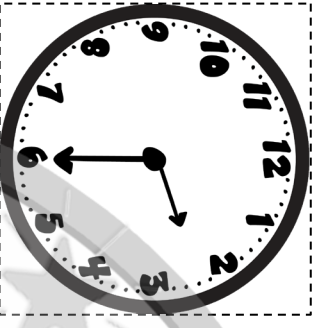
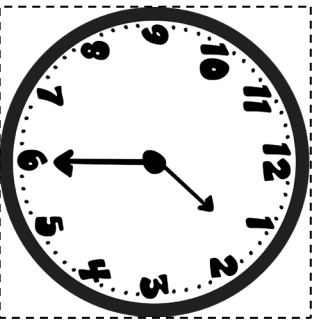
- 1. **4:30**
- 2. **12:30**
- 3. **7:30**
- 4. **8:30**

- 5. **9:30**
- 6. **1:30**
- 7. **10:30**
- 8. **6:30**

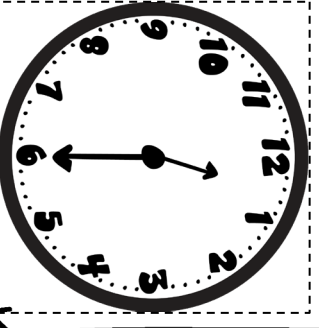
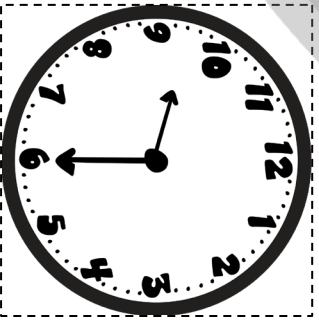
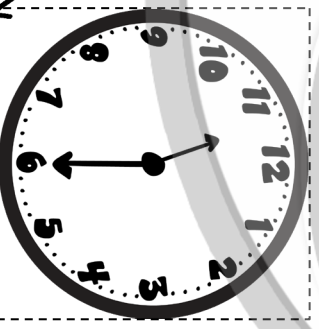
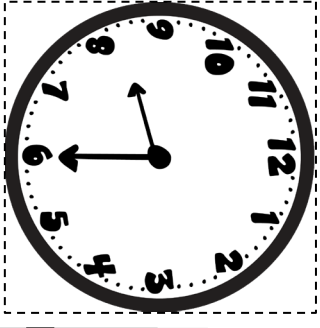
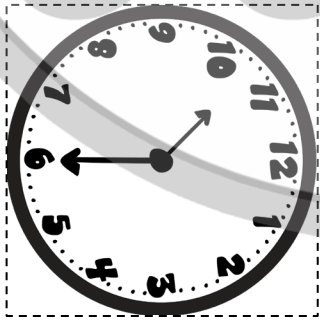
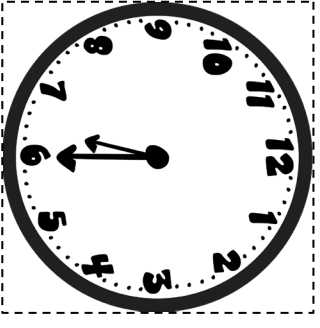
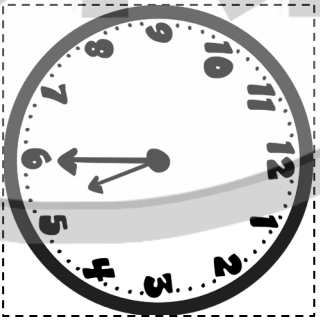
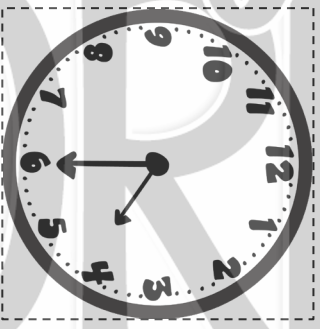
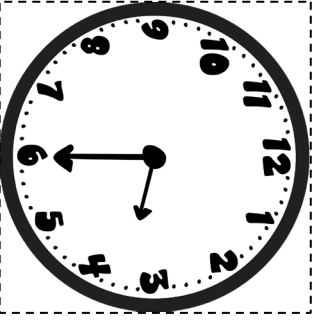
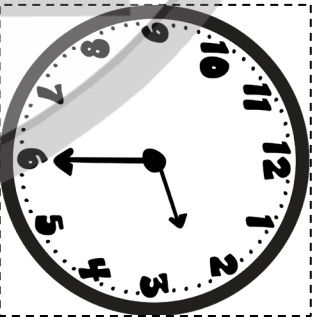
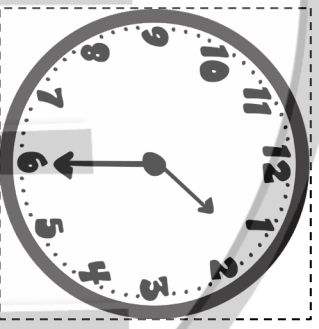
- 9. **5:30**
- 10. **11:30**
- 11. **2:30**
- 12. **3:30**



**Directions:** Cut out the clocks and glue them under their correct digital time.



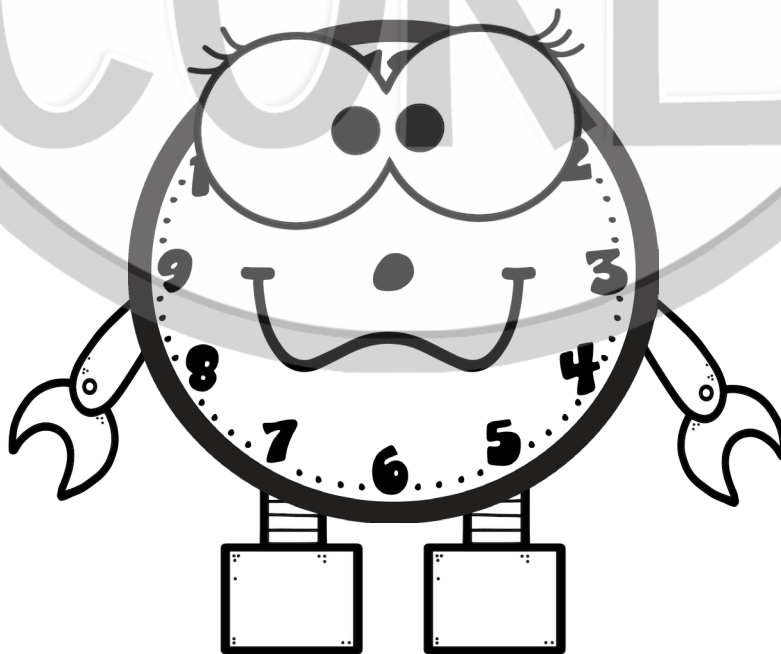
**Directions:** Cut out the clocks and glue them under their correct digital time.

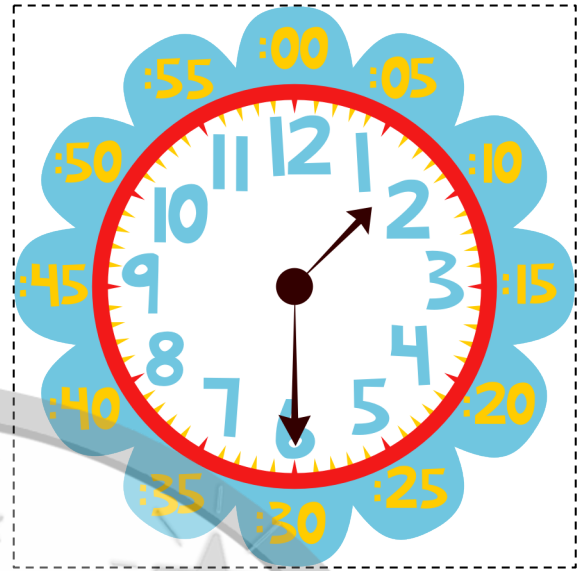
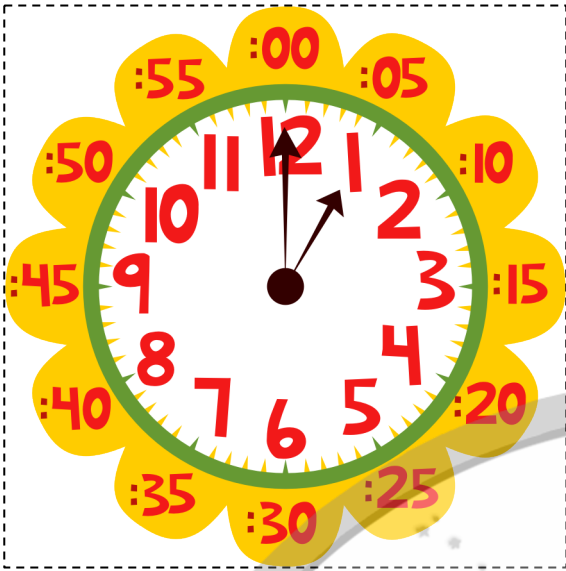


# Time Travelers Activity

## Directions:

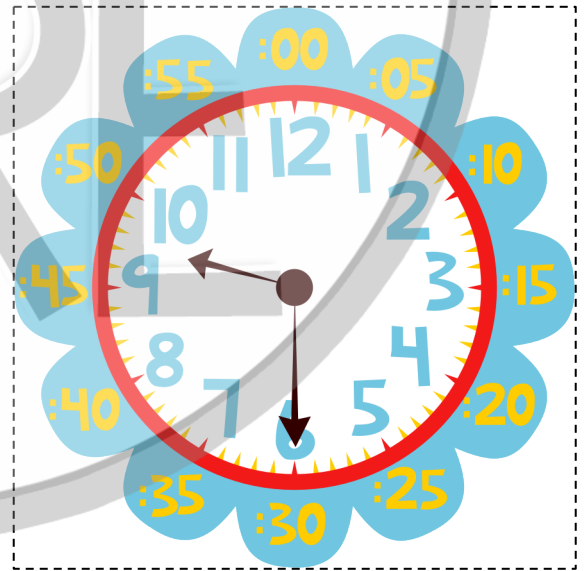
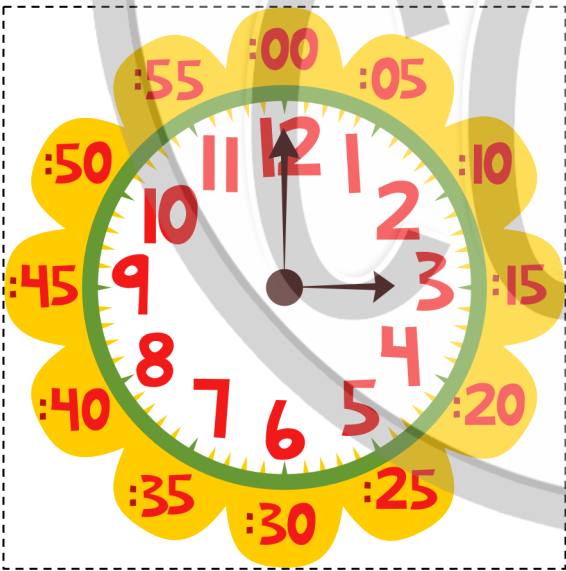
- Print enough analog/digital clock combinations so each student can have one card. Each student will have either an analog clock or a digital clock.
- Cut out.
- Pass out one card to each student.
- When you say go, students must take their clock card and search for their match. If the student has a digital time, they are looking for their analog match, and if they have an analog time, they are looking for their digital match.





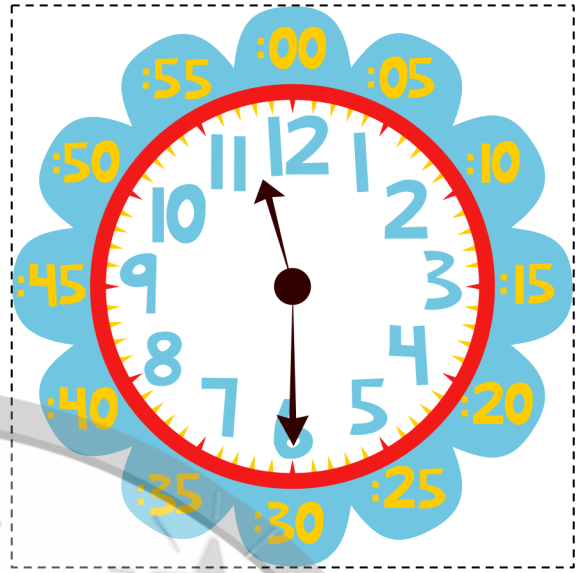
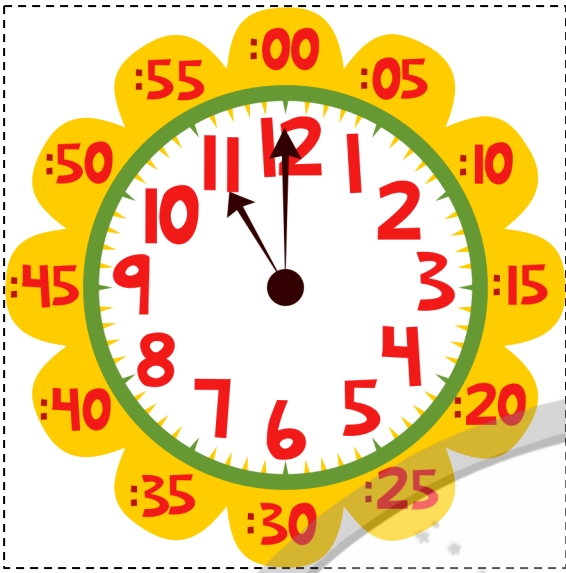
1:00

1:30



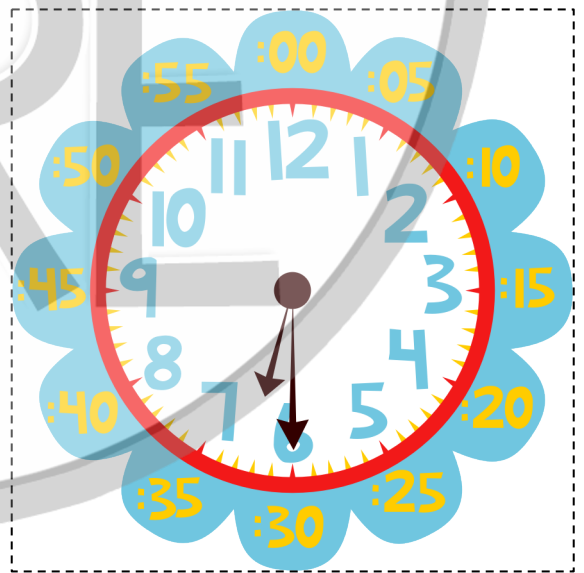
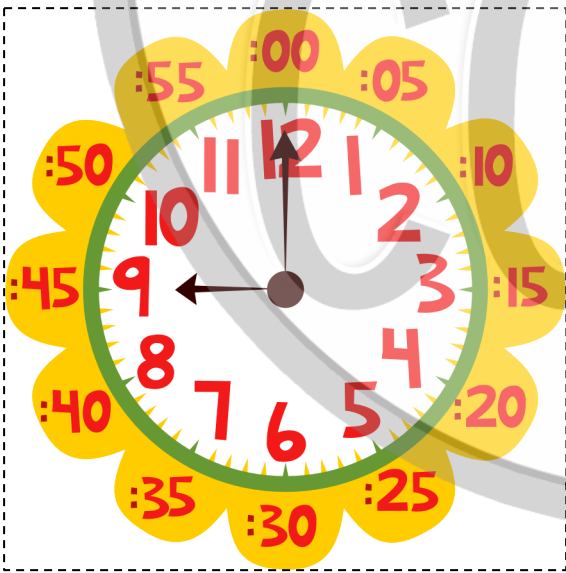
3:00

9:30



11:00

11:30



9:00

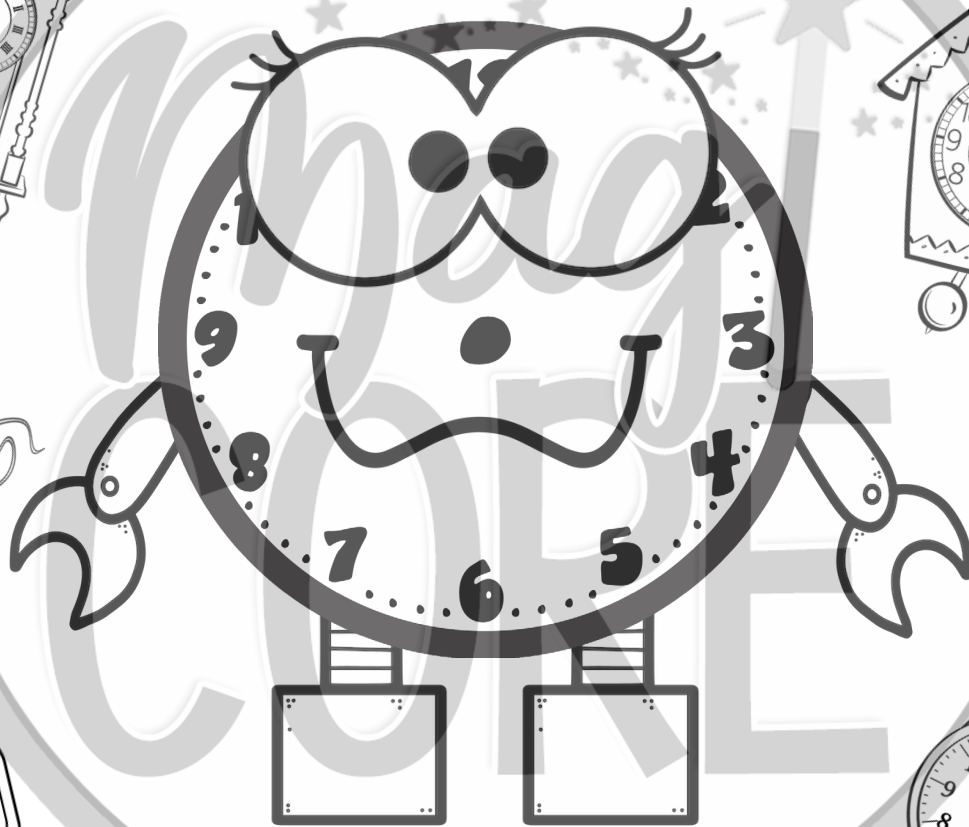
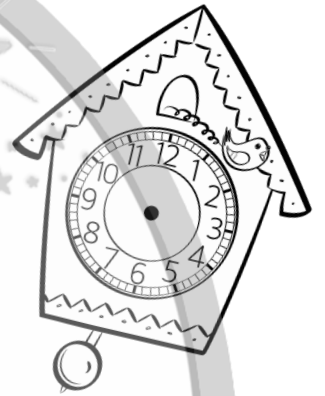
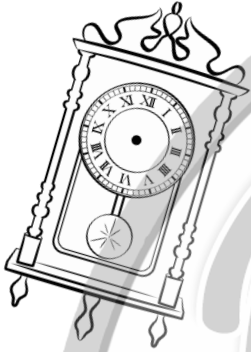
6:30



# Tick Tock



What time is it?



By: \_\_\_\_\_

Date: \_\_\_\_\_

It is important to know how to tell time. We measure time in several ways.

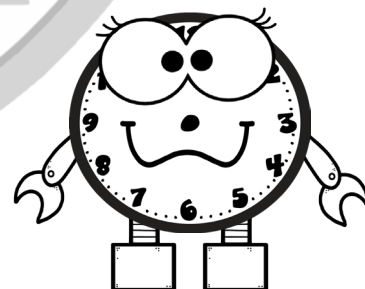
MINUTE  
HAND

HOUR  
HAND



We say,  
"four  
o'clock!"

4:00



On a clock, we measure time in hours and minutes.

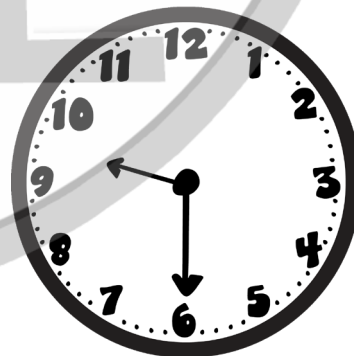
When the minute hand is on the 12, we say "o'clock." When the minute hand is on the 6, we say "thirty" or "half past."

We say, "four o'clock!"

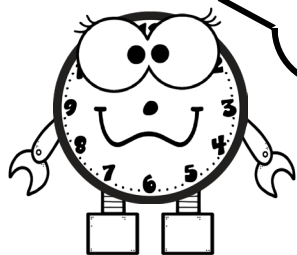
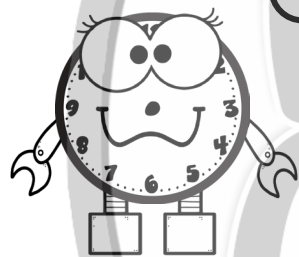


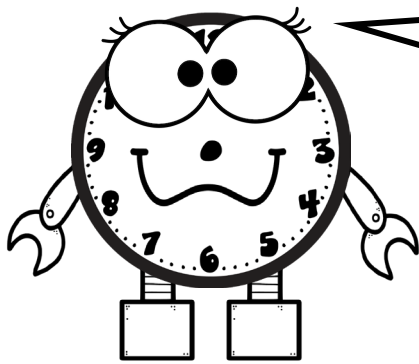
4:00

We say, "nine thirty" or "half past nine!"

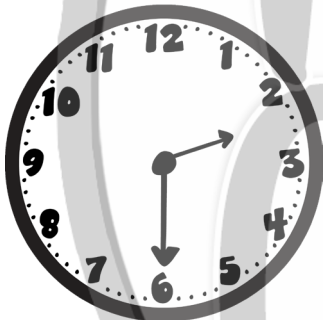
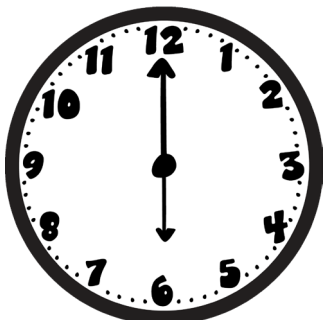
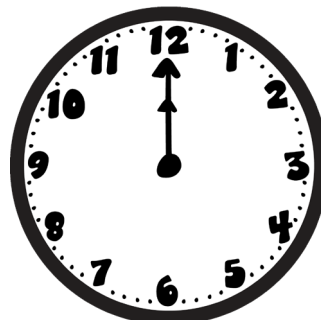


9:30





Look at the analog clock.  
Write the correct time in the  
digital clock.

 :  :  :  :  :  :  :  :

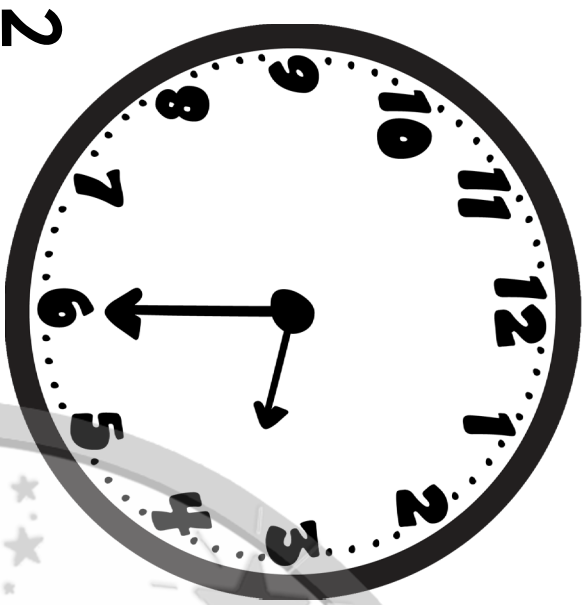


# What Time Is It? Game

## Directions:

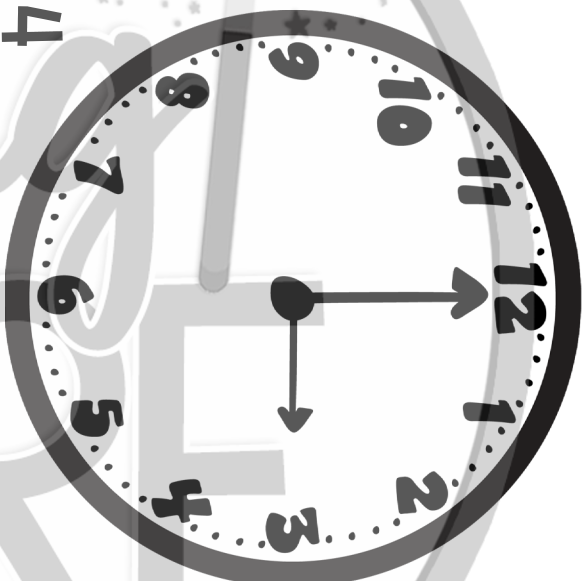
- Print off enough analog times for the entire class, so that each student has one clock.
- Cut out and laminate.
- Punch two holes in the card to thread a string through so it can hang like a necklace.
- Pass out a necklace and a What Time Is It? Activity Sheet to each student.
- Students will go around the room and look at other students' clocks. They will look at the clock and record the time on their activity sheet.

What time is it?



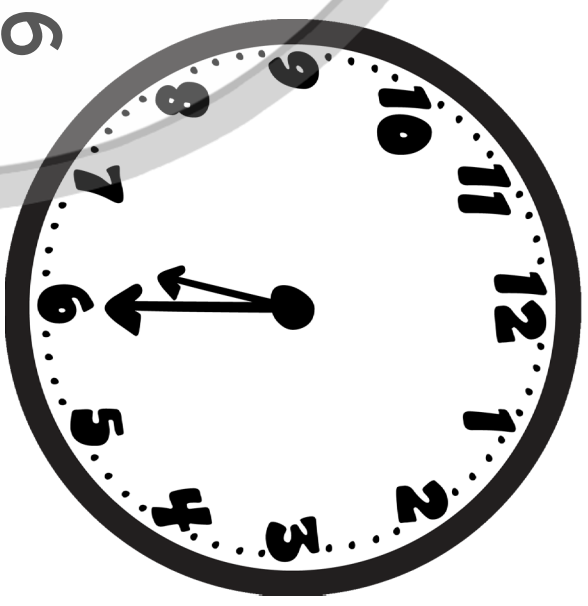
2

What time is it?



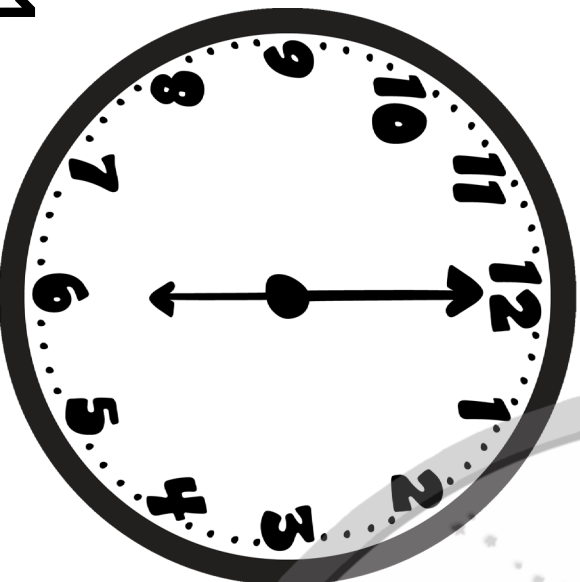
4

What time is it?



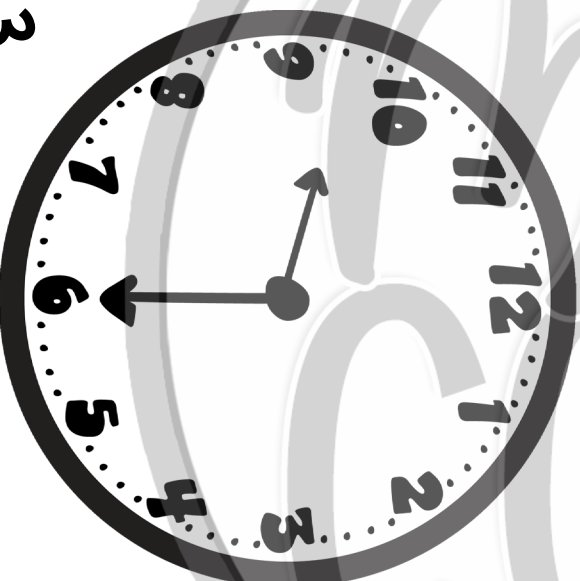
6

What time is it?



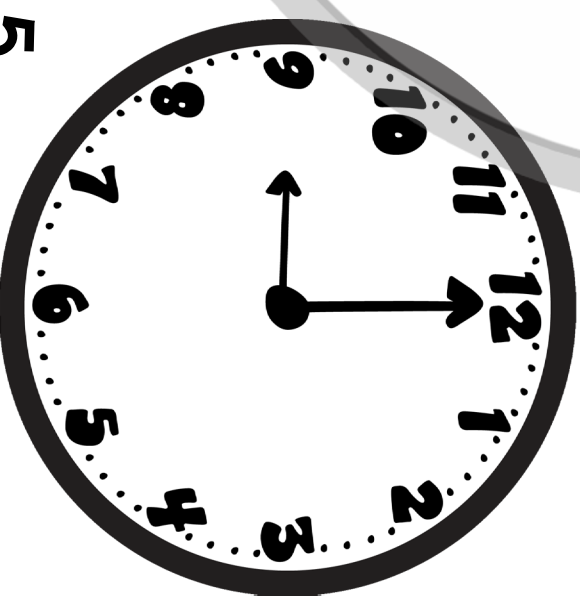
1

What time is it?



3

What time is it?



5

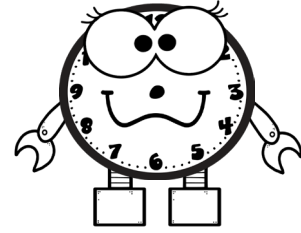
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# What Time Is It? Activity Sheet

Directions: Go around the room and look at your classmate's clocks. Record the time on each clock. Find all the times!

1. \_\_\_\_\_

13. \_\_\_\_\_



2. \_\_\_\_\_

14. \_\_\_\_\_

3. \_\_\_\_\_

15. \_\_\_\_\_



4. \_\_\_\_\_

16. \_\_\_\_\_

5. \_\_\_\_\_

17. \_\_\_\_\_



6. \_\_\_\_\_

18. \_\_\_\_\_

7. \_\_\_\_\_

19. \_\_\_\_\_



8. \_\_\_\_\_

20. \_\_\_\_\_

9. \_\_\_\_\_

21. \_\_\_\_\_



10. \_\_\_\_\_

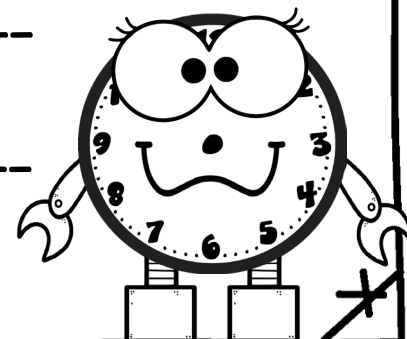
22. \_\_\_\_\_

11. \_\_\_\_\_

23. \_\_\_\_\_

12. \_\_\_\_\_

24. \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

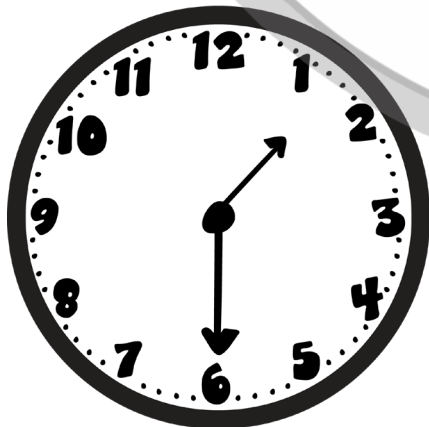
# Problem Solver

Solve the word problems.

1. Marie can't remember what time she has to meet her friend for lunch. The clock below shows the time Marie needs to meet her friend. What time does Marie need to meet her friend?



2. Trent is going to swim practice at 1:30 this afternoon. Look at the clock below. Is it time for Trent to go to swim practice?



\_\_\_\_\_

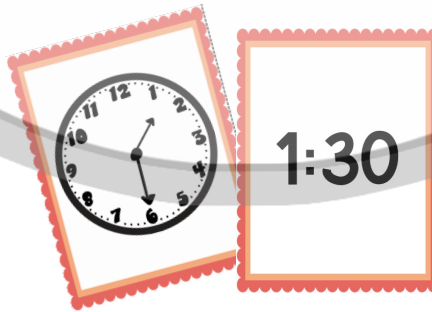
# Tick Tock Game

## Directions:

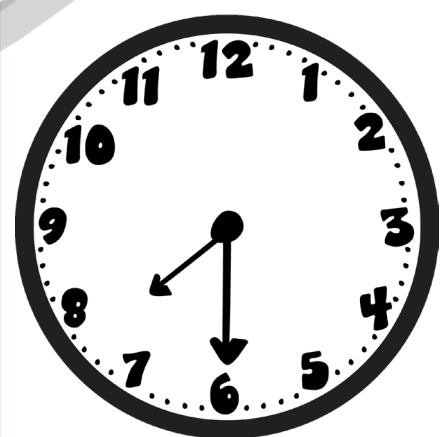
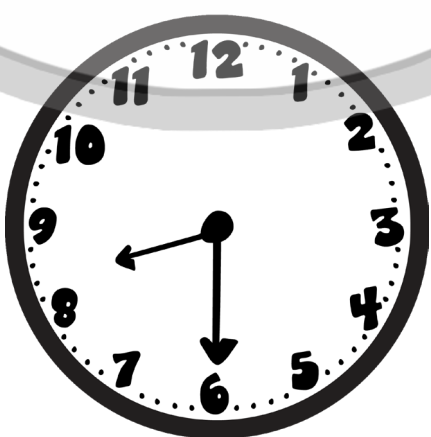
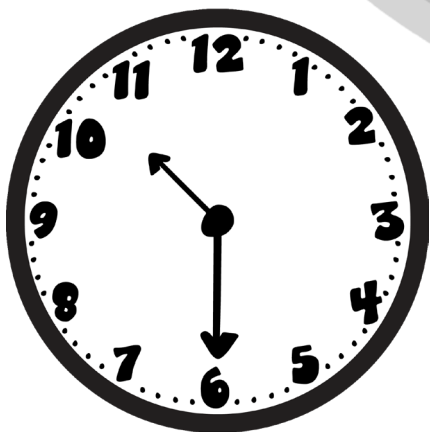
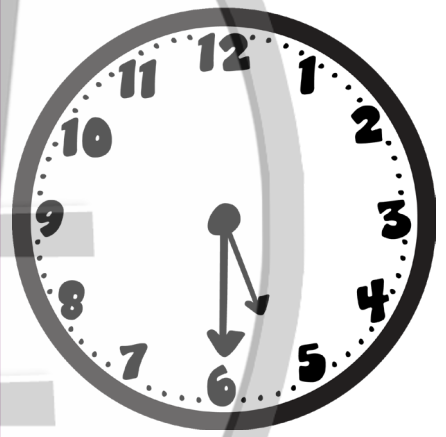
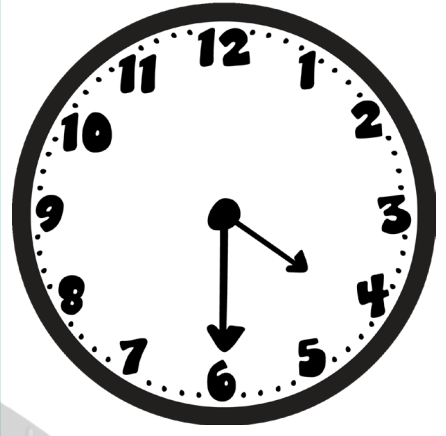
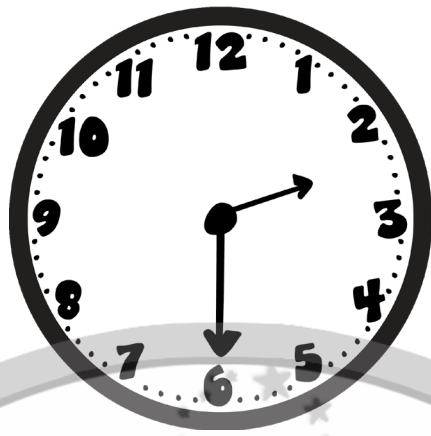
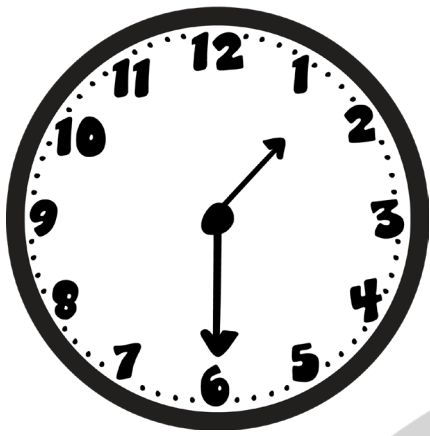
1. Print off game cards.
2. Cut out and laminate.
3. Place all game cards in a Ziploc bag.
4. Place students into groups of 3-4 players.
5. This game is played like Go Fish. The students are looking for a digital and analog match. Each student begins with 5 cards. Students will take turns asking, "Do you have (say a time)?" If the student they ask has it, that student gives their time card over to the student that asked. If the student they asked doesn't have that time, they say, "Tick Tock" and the student that asked has to draw a card from the pile. You have a match when you have a digital time and an analog time that are the same. Once all the cards have been matched, the game is over and whoever has the most matches wins.

Label

## Tick Tock Game



Directions: Like Go Fish, search for an analog and digital clock pair. When you find a pair, it's a match! The person with the most matches at the end wins!



**6:00**

**6:30**

**7:00**

**7:30**

**8:00**

**8:30**

**9:00**

**9:30**

**10:00**

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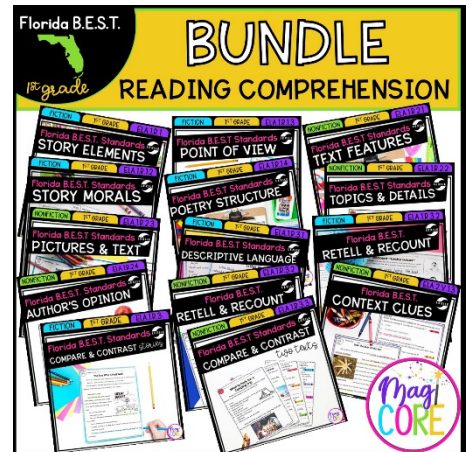


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