Reading a clock in an important academic and life skill all individuals, including those with autism spectrum disorder (ASD) need to learn. As one of the first steps in telling time or reading a clock, an individual must be able to discriminate between the hour and minute hand.

In this discrimination task, an individual is given a variety of different clock faces. The individual is prompted to circle the correct hand on the clocks.

To learn more about prompting and reward schedules, visit: [handsinautism.iupui.edu/tools.html](http://handsinautism.iupui.edu/tools.html)

**Materials Needed:**

- Marker or pencil  
- Activity (p.2-5)  
- Reward schedule if needed. For additional information, see Reward Schedules How-To Template.

**Optional:**

- Scissors  
- Binder or Rings  
- Laminator  
- Laminant  
- Hole Punch

**Directions:**

1. Print out pages 2-5.
2. Use Reward schedule if needed. For additional information, see Reward Schedules How-To Template.

**Optional:** Create a book for repeated practice to support the visual organization of task materials. To do so:

1. Laminate pages.
2. Use a hole-punch to make holes and insert into a binder.
Hour versus Minute Hand: Which is Which?
Hour versus Minute Hand: Which is Which?

On the clock below, highlight the **HOUR** hand.

Remember, the **HOUR** hand is SHORTER.

![Example of HOUR hand](image)

On the clock below, highlight the **MINUTE** hand.

Remember, the **MINUTE** hand is LONGER.

![Example of MINUTE hand](image)
Hour versus Minute Hand: Which is Which?

On each clock below, highlight the HOUR hand.

Remember, the HOUR hand is SHORTER.
Hour versus Minute Hand: Which is Which?

On each clock below, highlight the MINUTE hand.

Remember, the MINUTE hand is LONGER.