



# IT'S TIME

You can use Poster 2 with this storybook.

## LITERACY ELEMENTS

dialogue in play format  
writing time  
"ay" rhymes: play/today  
contractions: it's, can't, I'm

## MATH CONNECTIONS

MEASUREMENT  
time

## WORDS TO DISCOVER

little  
mouse  
play  
time  
could  
can't  
animal names: mouse,  
turtle, owl, etc.

## ESL CONSIDERATIONS

When assigning roles in this play, pair ESL students with strong readers.

## Story Synopsis

This story about time, presented as a play, begins with Little Mouse starting his day at 8:00. He heads into the forest to find his friends, but he plays along the way and it takes him 2 hours to get to Turtle's house, 2 hours to get to Rabbit's house, and so on. Each of his friends is too busy to play with him, but Little Mouse still has a full day. Finally, at 8:00 p.m., Owl wants to play, but it's too late for Little Mouse and he makes it home in 5 minutes.

## Overall Learning Opportunities

123

Students will:

- demonstrate an understanding of and ability to apply measurement terms: time

ABC

Students will:

- read aloud in a way that communicates meaning
- read a variety of simple written materials for different purposes
- understand the vocabulary and language structures appropriate for Grade 1
- use some conventions of written materials to help them understand what they read

## ACTIVITY MENU

*Investigation: Ordering Events*, page 32

*Guided Reading*, pages 33–34

*As a Group*, pages 35–36

- 123 • *Graphs About Time*: completing graphs that identify when activities happen
- *The Clock*: showing time on a clock face
- ABC • *Make a Timeline*: creating a timeline of the school day
- *Readers' Theatre*: doing a choral reading and retelling in complete sentences

*Home Connections*, page 37

- 🏠 • *BLM 13*: exploring clocks and time and creating a journal

*Independent Work*, pages 38–42

- 123 • *BLM 14*: writing a time and identifying possible activities for that time
- *BLM 15*: practising telling and writing to the hour
- *BLM 16*: exploring a variety of times
- ABC • *BLM 17*: identifying characters and drawing pictures of them
- *BLM 18*: practicing putting sentences together to retell the story



# Ordering Events

## LEARNING OPPORTUNITIES

Students will:

- compare the duration of time
- read analogue clocks and tell and write time to the hour
- order a sequence of events

## YOU WILL NEED

- alarm clock
- demonstration clock
- chart paper
- drawing and writing materials

## OBSERVING FOR ASSESSMENT

Watch to see that students are accurately recording the hands on the clock faces. Listen as they read the time and as they explain what they are doing. Booklets can be used as portfolio entries.

## TEACHING tip

Beforehand, cut out multiple copies of BLM 14 to create 6 to 8 separate sheets for each child. Store in individual envelopes. Allow interested children to add another page by continuing the activity at home. Children can record something that they do on a day when not in school.

## Reading the Story

Read the story aloud, assuming a different voice for each new character. As you read, pause on each spread. Ask:

- What time is it? What is Little Mouse doing?
- What did Little Mouse do after he got out of bed?
- What did Little Mouse do before he got to Turtle's house? (Rabbit's? Chipmunk's? Beaver's? Duck's? Owl's?)

Part way into the story, ask children to predict what Little Mouse might do next and what time they think will be shown.

At the end of the story, ask:

- Did it take Little Mouse a long time or a short time to get to Owl's house? Why?
- Did it take Little Mouse a long time or a short time to get home from Owl's house? Why?

## Starting the Investigation

Have children consider how Little Mouse spent his day. Revisit the story. As a group, make a timeline of Little Mouse's activities on a long strip of paper or on index cards. When appropriate, use a clock face to label the events. Discuss the completed timeline. Ask:

- What did Little Mouse spend most of his time doing?
- Which of these events took Little Mouse a long time? A short time?
- Which activities did Little Mouse do every day?
- Which activities did he do in the morning? Afternoon? Evening?

## Working On the Problem

Have children consider how they spend a typical day at school. Display an alarm clock and post a demonstration clock and a piece of chart paper. Provide children with writing and drawing materials and 6 to 8 copies of **Blackline Master 14**. Start at nine o'clock. Ask:

- What time is it?
- What are you doing?

Use the demonstration clock to show the time. Then record a clock face and the digital notation on the chart paper.

On one of their pages, have children record the time, complete the clock face, and write and/or draw what they are doing. Set the alarm for 10:00 and repeat the activity. Continue to stop the children every hour on the hour throughout their day to record the time and the activity they are doing.

The next day, have children sequence their pages and compile them into their own "It's Time" booklet.

## Sharing Solutions

As children share the times and activities in their booklets, you can extend the discussion by asking questions such as:

- Which activities took a long time? A short time?
- Which events did you do in the morning? In the afternoon?
- Which activities do you think would be different if we did this tomorrow?

## Extension

Interested children can create another booklet or a timeline for another day. The activity could focus on each half hour.



Page 38



## LEARNING OPPORTUNITIES

Students will:

- predict what may happen next in a story, and revise or confirm predictions
- understand the use of some conventions of spelling
- distinguish between real life and life depicted in animated works

## YOU WILL NEED

- drawing materials
- scissors and glue

## TEACHING tip

During *Revisit the Story*, to help children develop the habit of checking their thinking with the text rather than trying to rely on memory, have them look in the book to find the order Little Mouse met the animals.

## Setting the Scene

Engage children in a discussion about spending time with friends and what they enjoy doing together.

Tell the children the title of the book. Show the book cover, focus children's attention on the cover art, and ask:

- What do you think the story will be about? Why do you think so?

Encourage many predictions.

## Reading the Text

- Have children turn to pages 2–3. Ask:
  - What time is it?
  - What is Little Mouse doing?

Read the sentence and point to each word as you read it. Point to page 3. Say:

- This is a picture of Little Mouse and his mother. What do you think they're talking about?
- Point to where we should start reading.

Check that children are pointing to the correct place.

Turn to pages 4–5. Ask:

- What is Little Mouse doing?
- It's 2 hours since Little Mouse got out of bed. Do you know what time it is now?

Point to page 5. Ask:

- Who is Little Mouse speaking to?
- What do you think he's asking Turtle to do?

Turn to pages 6–7. Ask:

- At 10 o'clock, Little Mouse was at Turtle's house. It's now 2 hours later. What time would it be?
- What is Little Mouse hopping over?

Point to page 7. Ask:

- What do you think he's asking Rabbit to do?

- Let's read this page together to find out why Rabbit can't play.

Turn to pages 8–9. Ask:

- What is Mouse climbing over to get to Chipmunk's house?
- What time do you think it is now?
- Do you think Chipmunk can come out to play? Why not?

Turn to pages 10–11. Ask:

- How long do you think it took Little Mouse to jump over rocks to get to Beaver's home?
- What do you think Beaver might have to do at 4 o'clock?
- Let's read to find out.

Turn to pages 12–13. Ask:

- What did Little Mouse step on to get to Duck's house?
- What time is it now?

Point to page 13. Ask:

- If it's 6 o'clock, what do you think Duck is going to be doing?

Turn to pages 14–15. Ask:

- Little Mouse is running by a tree in the woods. Look at the sky. What do you notice?
- What time would it be?
- What do you think could be in the tree?

Point to page 15. Ask:

- This time, Owl speaks to Little Mouse. What do you think Owl asks him?

Read to find out.

- Because it's now 8:00, what do you think Little Mouse says?



## OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- subvocalize when reading silently?
- appear to make use of the illustrations to assist with the reading?

Turn to page 16. Say:

➤ To get home, Little Mouse has to go back and do all the things he did before. Look at the picture to remind yourself of all those things. Now it's your turn to read the story on your own.

- Have the children go back and read the whole book independently.

## After Reading

Discuss with children the nature of made-up stories. Ask:

- Could this story really happen? Why or why not?
- It took Little Mouse 12 hours to get from home to Owl in the tree and only 5 minutes to get back home. Can you explain why?

## Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- How did you enjoy this story?
- If you spent a whole day looking for someone to play with as Little Mouse did, and in the end you found no one, how would you feel? Why would you feel that way?

Engage children in recalling specific information from the selection. Ask:

- Who remembers all the animals that Little Mouse visited after he left home?

Record responses on chart paper. Then ask:

- Who can help me to put the animals in the order we met them in the story?

Number the 6 animals and then list them in order.

Focus children on the way the story is told through language. Present the rhyming words “today” and “play” to the children. With them, develop a list of “ay” words that rhyme with today and play, such as tray, stay, may, May, stray, way, and so on.

## Reinforce the Story

- Encourage children to review the story by:

- rereading the book with a partner.
- printing a list of all the animals in the story.
- drawing a picture of their favourite part.

- Give children copies of **Blackline Master 17**. Have them confirm their reading of the names in the story by cutting out each name and drawing a picture of that character.



Page 41



## LEARNING OPPORTUNITIES

Students will:

- read analogue clocks, and tell and write time to the hour
- collect first-hand data by conducting surveys
- record data on charts or grids given by the teacher

## YOU WILL NEED

- large self-stick notes

**Activity: Graphs About Time**

Refer to the first 2 pages of *It's Time*. Ask:

- What time did Little Mouse get out of bed?
- Do you get out of bed earlier or later than Little Mouse?

Have children print their names, in large print, on self-stick notes.

Explain that, together, you are going to create a graph about the time they wake up. On chart paper or the chalkboard, write: Do you get up before or after 8:00? Then draw a 2-column chart with the headings Before and After. Have children post their self-stick notes in the appropriate column.

Engage children in interpreting the data by asking:

- What did we ask?
- What did we find out?
- How many of you get out of bed before Little Mouse? After Little Mouse?
- Do you think this graph would look different if the time was changed to 7:00?

**Extension**

**Blackline Master 15** provides children with more practice reading analogue clocks and writing time to the hour.



Page 39

## LEARNING OPPORTUNITIES

Students will:

- read analogue clocks, and tell and write time to the hour

## YOU WILL NEED

- large self-stick notes

**Activity: The Clock**

On the chalkboard draw a clock face. Reread the story *It's Time*. As each time is mentioned, have volunteers draw the hands on the clock in the correct position. (Erase the hands before each new time.) Ask:

- How long did it take Little Mouse to get from one home to another?

Continue to focus on the clock. Cover the numbers with self-stick notes. Ask:

- Where is the number 6?

Ask a child to remove the self-stick note. If correct, have the note stay to one side.

Continue questioning until the clock is revealed with all numbers showing. Then cover the numbers again and this time have children replace the notes each time they identify a number.

Place the self-stick notes on all numbers except the 12. Draw the long hand pointing toward the 12. Name a time and invite a volunteer to draw the short hand of the clock to show that time. Remove the self-stick note to check.

**Extension**

**Blackline Master 16** provides blank clock faces for further practice. You can draw the hands on the clocks, make copies, and have the children record the time. Or you can record the time, make copies, and have children place the hands on the clocks. You might also have children choose a time for the first blank clock, then record a sequence in which each time is one hour later than the previous one.



Page 40



## LEARNING OPPORTUNITIES

Students will:

- identify ways in which different kinds of written materials are organized

## OBSERVING FOR ASSESSMENT

Does the student:

- participate in the experience?
- identify significant happenings to be recorded?
- have a sense of time and sequence?

## Activity: Make a Timeline

Beginning with the children's entry into school, use the chalkboard or chart paper to develop a draft timeline of the important happenings across one full school day. Make note of events such as recess, lunch, school assembly, special classes, library, class visitors, and so on. Beside each notation, use a clock face to indicate the time the event occurred.

On the following day, read the timeline with the children as a way to recall the important and significant events of the previous day. Ask questions such as:

- What was the first event we wrote down?
- What was the last event we recorded?
- What happened at 12:00? Who can show me where that is on our timeline?

- What happened immediately before \_\_\_?

The next day, provide a final copy of the timeline for the children to read and talk about.

Use 2 or more formats, such as a vertical format and a horizontal format, to show children that print can be organized in different ways and that the format determines how we read the text.

## Extension

Invite the children and their family members to make a weekend timeline together. The children could bring it to school to share with the class.

## LEARNING OPPORTUNITIES

Students will:

- allow others to speak, and wait their turn
- use punctuation to help them understand what they read

## YOU WILL NEED

- paper, scissors, and glue

## Activity: Readers' Theatre

Divide children into groups of equal size and assign a character or the part of narrator to each group. Have the children sit together in their groups to practise their parts. Little Mouse and the narrator groups will need more practice time and may require your help as a reader.

To ensure that each group has a solid base for rehearsing and presenting, assign one strong reader to each group. Show the groups how to read in unison.

Draw the children's attention to the punctuation as a help to interpreting and communicating meaning, for example, a dropping of the voice and a definite pause for a period, and a raising of the voice and a definite pause for a question mark.

Organize the groups into the order in which they appear in the story: narrator, Little Mouse, Mother Mouse, Turtle, and so on. This arrangement will help you orchestrate the reading and will assist children in being ready for their turn to read.

Begin with the narrator group, "At 8:00 Little Mouse got out of bed," and have the groups read the story aloud.

## Extension

When the children are very familiar with the text, encourage them to complete **Blackline Master 18** by joining the sentence parts to make complete sentences.







# It's Time

## Dear Family,

We've enjoyed reading the book *It's Time*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- How many clocks do you think you can find in and around your house and neighbourhood? Go on a clock hunt. As you find each new clock or timepiece (such as a watch), talk about what time it is and how the time is represented. Also draw your child's attention to who uses this clock and how often they use it.
- Children learn to tell time by frequent and practical references to the clock. Since we've been working on telling time to the hour and to the half-hour, you might want to include general references to time in your daily conversation and directions with your child. For example, you might say "It's 6:00. Time for dinner" or "It's 7:30. Time for a bath."
- In *It's Time*, Little Mouse had a very busy day. Keep track of how busy your child's day is. With your child, record the activities she or he does in a day. First, staple a few pieces of paper together as a booklet that will be a day's journal. Begin with the time at which your child gets up. You can record the time and your child can draw a picture of the activity. Or, your child might want to do it by herself or himself. At the end of the day, talk about the activities, the order in which they happened, and how long they took.

**Remember to send the storybook back to school with your child.**



My name is \_\_\_\_\_



It is \_\_\_\_:\_\_\_\_.

At this time, I

\_\_\_\_\_.

**Show what you do.**



It is \_\_\_\_:\_\_\_\_.

At this time, I

\_\_\_\_\_.

**Show what you do.**



My name is \_\_\_\_\_

What time is it? Draw hands to show one hour later.



It is \_\_\_\_ : \_\_\_\_ .



It is \_\_\_\_ : \_\_\_\_ .



It is \_\_\_\_ : \_\_\_\_ .



It is \_\_\_\_ : \_\_\_\_ .



It is \_\_\_\_ : \_\_\_\_ .



It is \_\_\_\_ : \_\_\_\_ .



My name is \_\_\_\_\_.

Draw hands to show a time.



It is \_\_\_\_ : \_\_\_\_.



It is \_\_\_\_ : \_\_\_\_.



It is \_\_\_\_ : \_\_\_\_.



It is \_\_\_\_ : \_\_\_\_.



It is \_\_\_\_ : \_\_\_\_.

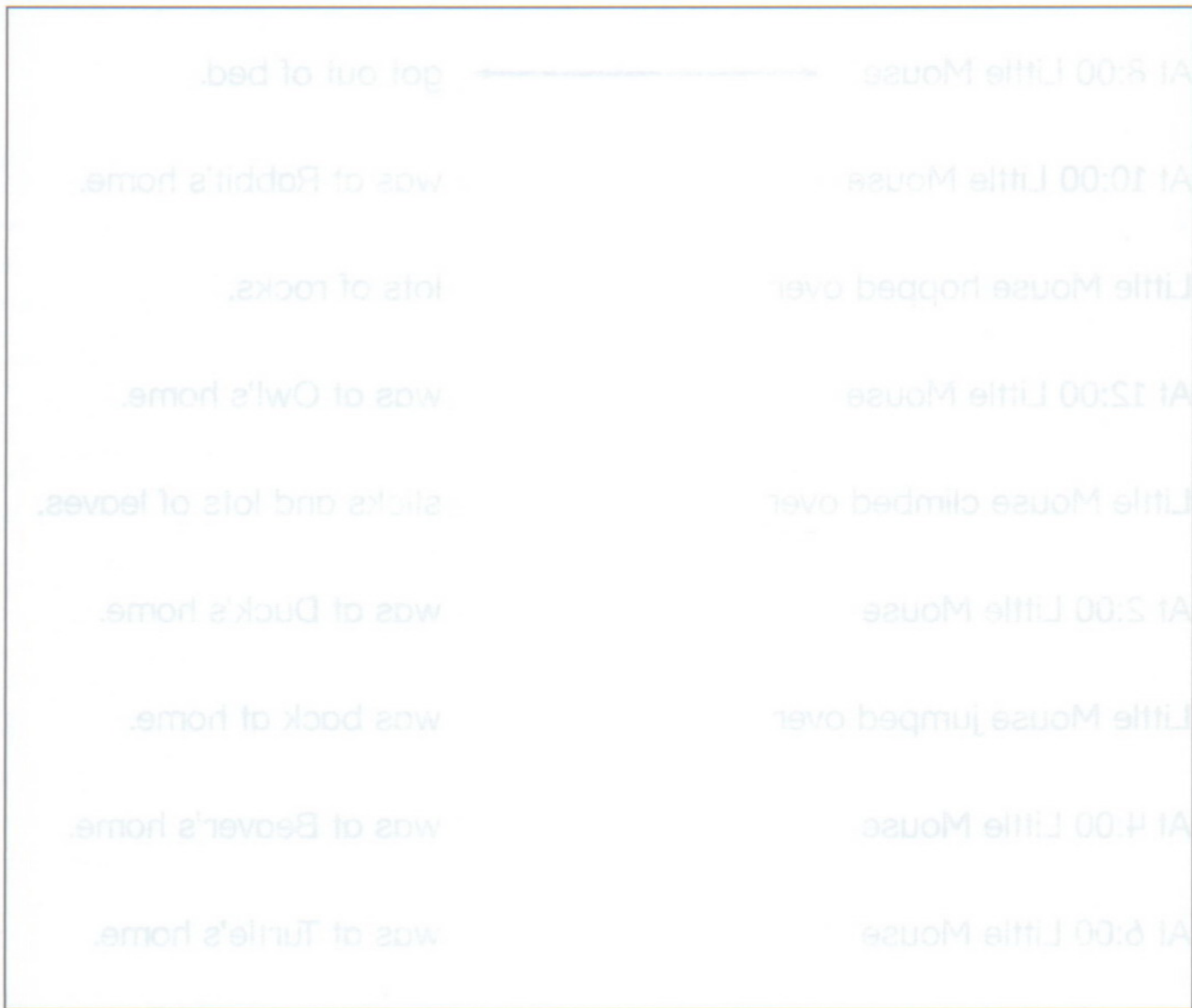


It is \_\_\_\_ : \_\_\_\_.



My name is \_\_\_\_\_

**Choose a character and draw a picture.**




Little Mouse	Mother Mouse	Duck	Owl
Chipmunk	Rabbit	Beaver	Turtle



My name is \_\_\_\_\_

## Join words to make sentences.

At 8:00 Little Mouse		got out of bed.
At 10:00 Little Mouse		was at Rabbit's home.
Little Mouse hopped over		lots of rocks.
At 12:00 Little Mouse		was at Owl's home.
Little Mouse climbed over		sticks and lots of leaves.
At 2:00 Little Mouse		was at Duck's home.
Little Mouse jumped over		was back at home.
At 4:00 Little Mouse		was at Beaver's home.
At 6:00 Little Mouse		was at Turtle's home.
Little Mouse ran past		was at Chipmunk's home.

At 8:00 Little Mouse	a tree in the woods.
----------------------	----------------------

At 8:05 Little Mouse	very big logs.
----------------------	----------------