In this mini-book, students will gain practice telling time by drawing the hands on a clock to represent different hours of the day.

Getting Started

Begin a discussion with children about their daily schedules. What time do they wake up in the morning? What time do they arrive at school? What time do they have lunch? As children provide information, draw clocks on the chalkboard to illustrate the different times they mention. Review how to position the big hand and little hand on the clocks to represent each time they specify.

Making the Mini-Book

2. Read the story together as a class, then return to the beginning of the story and page through the book again. What do students notice about the clock at the top of each page? (It has no hands.) Ask children to find the part of the text on each page that tells what time it is, and have them underline this part of the text. How would they show this time on the clock?
3. Provide support as children draw in the big and little hands on each of the clocks in the book.

Taking It Further

❖ Invite children to use the mini-book as a model for creating books that illustrate a typical day in their own lives. Students should include clocks on each page to show the time of day that they typically do each activity they write about.
❖ Help children assemble sturdy clocks with moving hands using paper plates, construction paper, and brass fasteners. Each morning, students can use the clocks to create a “time line” that will both remind them of your daily classroom schedule and give them an opportunity to practice telling time. On separate index cards, write the name of each subject or activity that will be part of the school day and the time the subject/activity will begin. First thing each morning, invite children to attach the index cards in sequence to a clothesline, leaving about a foot of space between the cards. Children can then attach a clock next to each card, moving the clocks’ hands to show the time each subject/activity will begin.
Rabbit Magic
(Pages 62–65)
Sequencing

This mini-book will help children strengthen their understanding of story sequence and narrative structure (beginning, middle, and end). Students will need scissors to complete this activity.

Getting Started

Find a picture book version of a familiar fairy tale, such as “Goldilocks and the Three Bears.” Photocopy artwork from six pages of the book that represent key events in the story that occur in the beginning, middle, and end. Trim off any text and tape the pictures, out of sequence, to a wall. Ask children to study the pictures, and solicit their help in putting them in the proper sequence to tell the story. Then invite volunteers to retell the story in their own words. Encourage children to use words that suggest a sequence of events such as “first,” “next,” “then,” “the next day,” “at last,” “finally,” and so on.

Making the Mini-Book

To assemble this book, provide each student with photocopies of pages 62–65 and have children cut each page in half along the dotted line.

Have students spread out the pages. They will notice that the pages have no text, just pictures. Explain that they are going to study the pictures to decide what order they should go in to tell a story with a beginning, middle, and end.

First, ask: “Which page is the book’s cover? How do you know?” (It has the title on it.) Ask students to look closely at the cover illustration. What details do they notice?

Based on the title and the picture, what do they think the book is going to be about?

Tell students that the “Comments” page will be the back cover of the book, so they can set this page aside. As a class, examine the illustrations and talk about what’s happening in each one. Then ask students to put the pictures in order.

Once they have figured out the story sequence, students can fill in the page numbers and staple the pages together to complete the book.

Divide the class into pairs, and have students take turns telling their partners the story in their own words. Encourage students to use words that suggest the beginning, middle, and end of the story, such as “once upon a time” or “one day”; “first,” “next,” “then”; and “finally” or “at last.”

Taking It Further

As a class, children may enjoy creating text to go with the pictures. Make enlarged photocopies of the illustrations in the mini-book, leaving blank space at the bottom of each page to accommodate text. Then write the text for each page as children dictate it to you. Invite volunteers to color the pages. Then bind the pages together and place your new book in the reading corner.
At 7 o’clock, it’s rise and shine.

At 8 o’clock, it’s breakfast time.
At 11 o’clock, she fetches sticks.

At 1 o’clock, she does some tricks.
At 2 o’clock, she chases squirrels up trees.

At 3 o’clock, she scratches fleas.
At 6 o’clock, I fill her bowl.

At 4 o’clock, she digs a hole.
At 9 o’clock, she gets a hug and falls asleep upon the rug.