



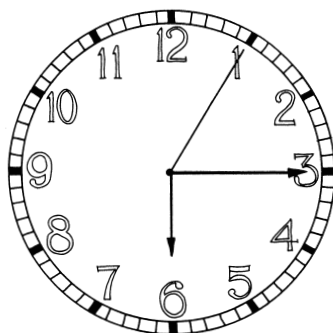
TELLING TIME TEACHER'S MANUAL

The *Telling Time* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *Telling Time* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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TELLING TIME TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p>Foundational Skills</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
<p>Writing</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p>Speaking and Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Language</p>	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

TELLING TIME

Summary

The book uses pictures and text to introduce the concept of telling time to children.

Learning Activities	<p>Introduce the Book</p> <ul style="list-style-type: none"> • Show the cover of the book to children and have them say the title, <i>Telling Time</i>, with you. Ask children to tell about the pictures on the cover. (RI.K.5, SL.K.6) • Read the <i>Learning to Tell Time</i> note in the beginning of the book. Tell children to think about the things they do on school days. Have groups share what they do to get ready for school in the morning and what they do after school in the evening. (RF.K.4, SL.K.1, SL.K.4, SL.K.6)
	<p>Present a Reading Routine</p> <ul style="list-style-type: none"> • After reading each page in the beginning of the book (pages 5–18) aloud, pause to ask children what is happening in the picture. Then ask them what they usually do at that time of day. For example, on page 9, ask: <i>What are these children doing? What do you usually do at 11:15 in the morning?</i> (RI.K.1, RI.K.2, RI.K.7, SL.K.2, SL.K.3, SL.K.4) • As you read pages 19–32 to children, pause after each page to help them complete the activities by writing or dictating the answers. Make sure they grasp the concept that is being taught on each page before moving on. (RI.K.1, RI.K.7, SL.K.1, SL.K.2, SL.K.3, SL.K.5, L.K.6)
	<p>Provide Activities for Reading</p> <ul style="list-style-type: none"> • Read page 19 aloud to the class. Have children follow along from left to right and say the words <i>hand</i> and <i>clockwise</i> with you when they see them. Point to each hand on the clock in the picture and have children identify it as the big/minute hand or the little/hour hand. Also help them understand the word <i>clockwise</i> by tracing your finger around the arrows on the page. (RI.K.4, RI.K.7, RF.K.1.a, SL.K.3, L.K.4, L.K.6) • Read page 31 and review the concept of a.m. and p.m. Have children describe what the people are doing and what the sky looks like in both of the pictures. To help them identify if the pictures are showing a.m. or p.m., have them think about when they usually do those activities, and what the sky looks like when they do them. Help children make connections from the pictures to their life in order to complete the activity. (RI.K.2, RI.K.3, RI.K.7, SL.K.4, L.K.6)
	<p>Focus on Language Arts</p> <ul style="list-style-type: none"> • Speaking/Listening: Check each child's understanding of telling time by pointing to a clock in the book and having him or her say the time. As an alternative, read the time and have the child tell something he or she might do at that time. (SL.K.2, SL.K.4, SL.K.6) • Language Skills: Help children understand that there are many different words used to describe the different times of day. Make a list of these words (daybreak, dawn, morning, noon, afternoon, evening, night, midnight) on the board and explain their meanings. Tell children to choose one of these words and draw a picture to represent it. Help them write the word below their drawing. (SL.K.5, L.K.4, L.K.5, L.K.5.c, L.K.5.d)

TELLING TIME

Vocabulary	
Summary Have children use the following strategy to understand new vocabulary words related to the concept of telling time.	
Vocabulary Activities	Understanding New Words To help children understand the meanings of some of the new words in the book (hour/minute/second hand, clockwise, o'clock, and a.m./p.m.), have them draw a picture of a clock. Help children correctly fill in the numbers and minute markings, and draw the three hands. Also have them include arrows that show which way the hands move. Then help them write the time that the clock shows using <i>o'clock</i> and/or <i>a.m.</i> and <i>p.m.</i> (L.K.4, L.K.6)
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	Narrative Writing Tell children that every story has a beginning, middle, and an end. Explain that you can tell stories about what you do during the day. For example, say: <i>At half-past noon, I eat lunch. At 2:00 p.m. I read a book to the class. At three o'clock I help children get ready to go home.</i> Then write the following sentences on the board and have children write the time that these things happen. <i>I play games with my friends. I read books with my family. I eat breakfast. I go to bed.</i> After they assign a time to each sentence, help them put the sentences in the order that they occur. Have children draw pictures to illustrate the story events. (W.K.3, SL.K.5)
	Informative/Explanatory Writing Have children look at page 16 of the book. Ask them what time it is and what the child in the picture is doing. Take a class poll of what time each child usually eats dinner and create a tally chart on the board. Help children read the tally chart and write a report about the information by having them complete these sentence frames: <i>Most people in our class eat dinner at _____ p.m. A few people in our class eat dinner at _____ p.m.</i> (W.K.2, SL.K.2)
	Opinion Writing Let children review the pictures in the book. Tell them to think about what the people in the book are doing at different times of the day. Have children think of their favorite time of day. Ask: <i>What is your favorite time of day? What do you do during that time of day?</i> Then have them draw a picture of themselves doing their favorite activity and write the time underneath their picture. Children can use these sentence frames to write or dictate their opinion: <i>My favorite time of day is _____ because that is when I _____.</i> (W.K.1, SL.K.4)

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