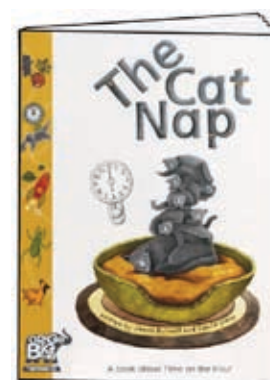


# The Cat Nap

A book about time on the hour







## Aim

*The Cat Nap* introduces on-the-hour times by showing an analogue clock face to follow a sequence of events.

These whole-class activities present students with the opportunity to:

- explore the relationship between the arms on an analogue clock face
- listen to a story about the sequencing of on-the-hour events
- show on-the-hour times as depicted in a story
- use an analogue clock to record on-the-hour events
- match clock faces with on-the-hour events and word cards
- order on-the-hour clock faces

## Activities

1. Listening to the story
2. Showing on-the-hour times
3. Observing and drawing clock faces
4. Using the teaching tool to show on-the-hour times 
5. Recording on-the-hour times and events
6. Matching on-the-hour events and clock faces 
7. Using the teaching tool to match clock faces and o'clock times 
8. Using the teaching tool to order on-the-hour times 
9. Investigating minutes

# I. Listening to the story

## Resources

- *The Cat Nap*

## Activity

Show the cover of *The Cat Nap* to the students and read the title aloud. Encourage students to describe the picture and discuss their understanding of time as shown on a clock face. Ask, **What do you think the book is about?** Read the story all the way through, but do not discuss any of the scenes. Then ask, **What happened in the story? What did you see in each picture?** Encourage students to discuss the times depicted in the story. Next, read the story again and ask the students to identify the numbers that the hour hand (short hand) and minute hand (long hand) are pointing to in each double-page spread. Discuss on-the-hour times by asking students to identify the clock faces where the minute hand is pointing directly at 12.

# 2. Showing on-the-hour times

## Resources

- *The Cat Nap*
- Analogue clock with moveable hands

## Activity

Demonstrate that the hour hand (short hand) points to the number that tells the hour. On the analogue clock, move the minute hand so that it points to 12, then move the hour hand to point to 4. Have the students say the time together. Then ask individuals to say the time shown. Repeat for other on-the-hour times. Read *The Cat Nap*. At the conclusion of each double-page spread, select a volunteer to move the clock hands to show the time that is pictured. After the story is finished, ask, **What hour does school begin? Can you show that on the clock? What hour is your bed time? When do you have lunch?** As each time is given, ask that student to move the hands to show the time on the clock.



### 3. Observing and drawing clock faces

#### Resources

- Support 1 – see attached
- Analogue clock with moveable hands
- Scissors

#### Preparation

Print a copy of Support 1 for each student. Each student will also need scissors.

#### Activity

Review the features of the clock face. Ask, **What does the short clock hand show? What does the long clock hand show? What do the numbers on the clock face mean?** Next, move the hands to show 10 o'clock and have students describe the positions of the hour hand and the minute hand. Ask, **What number is the hour hand pointing to? What number is the minute hand pointing to?** Have students copy this time onto one of their clock face cards. Remind students that the hour hand should be noticeably shorter than the minute hand. Repeat so that the students complete clocks that show each o'clock time. The students can then cut out their clock face cards, shuffle them and then sort them into a sequence starting at any time they choose.

### 4. Using the teaching tool to show on-the-hour times

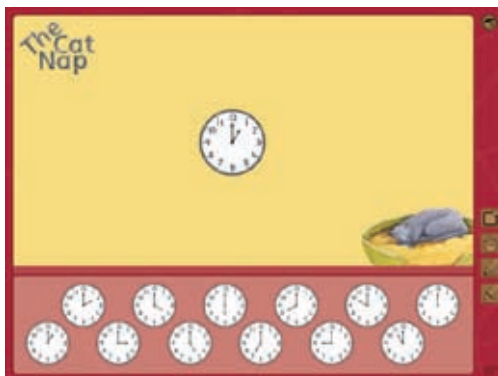


#### Resources

- *Teaching Tool*
- *The Cat Nap*

#### Activity

Ensure that all the students can see the *Teaching Tool*. Read pages 4–5 of *The Cat Nap* and select a volunteer to identify the on-the-hour time presented in the illustration. Next, invite another volunteer to drag the matching clock face onto the work area. The student should then read the time aloud before returning to their seat. Repeat for the remaining on-the-hour times presented in the story.



## 5. Recording on-the-hour times and events

### Resources

- Classroom clock

### Activity

For one day, have the students keep a log of on-the-hour events. Explain that for each activity, they need to write the o'clock time, for example 9 o'clock, and the activity name, for example, mathematics. Ask, **How do we know when to write events in the log?** Throughout the day, just before each on-the-hour time occurs, remind them to be ready to record the time and the activity. Ask them to continue the log when they go home until they come to school the next morning. Review the students' logs the next day. Ask, **What did you do at 2 o'clock? What time did you go home? What were you doing at 5 o'clock yesterday evening? What hour did you have breakfast this morning?**

## 6. Matching on-the-hour events and clock faces



### Resources

- *Teaching Tool*
- Students' logs from Activity 5

### Activity

Ensure that all the students can see the *Teaching Tool*. Select an on-the-hour clock face showing a time between nine o'clock and three o'clock and drag it onto the work area. Ask students to refer to their logs from Activity 5 to identify what they were doing at that time, for example at 10 o'clock – finger painting. To extend the activity, display on-the-hour times that fall outside of school hours, for example 8 o'clock – bed time. This may present an opportunity to introduce and discuss the terms a.m. and p.m.



## 7. Using the teaching tool to match clock faces and o'clock times

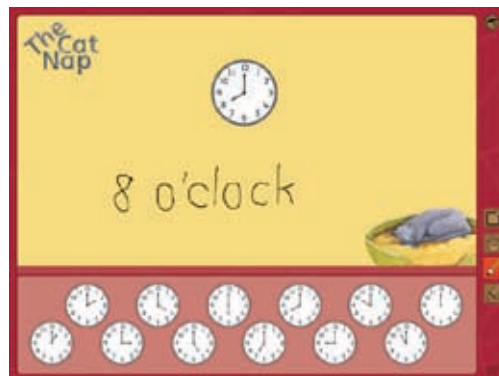


### Resources

- *Teaching Tool*

### Activity

Ensure that all the students can see the *Teaching Tool*. Use the writing tool to write an o'clock time in the work area. Then select a volunteer to drag the matching clock face onto the work area. Repeat until each student has had a turn. To extend the activity, have the students write the o'clock time to match an on-the-hour clock face in the work area.



## 8. Using the teaching tool to order on-the-hour times

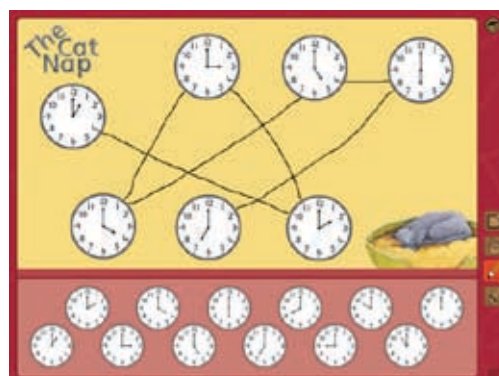


### Resources

- *Teaching Tool*

### Activity

Ensure that all the students can see the *Teaching Tool*. Randomly select three on-the-hour clock faces and drag them onto the work area positioning them out of hour sequence, for example 6 o'clock, 8 o'clock, and 7 o'clock. Invite a volunteer to move the clock faces into the correct order. Ensure that the student reads each on-the-hour time aloud to the class. Repeat the activity for different groups of three clock faces. To extend the activity, increase the number of clock faces for students to order. Once the students are confident, change the activity by dragging a sequence of six to seven clock faces onto the work area and positioning them out of sequence and in random places (see the example below). Then ask, **If we start at 1 o'clock, what time will occur next?** Invite a volunteer to use the writing tool to draw a line from 1 o'clock to 2 o'clock. Continue until all the clocks have been sequenced. Repeat for other sequences that start at 9 o'clock, 3 o'clock, and 12 o'clock.



## 9. Investigating minutes

### Resources

- Analogue clock with moveable hands

### Activity

Point to the features of the clock and ask, **What does the short clock hand show? What does the long clock hand show? In which direction do the clock hands move? What do the numbers on the clock face mean?** Next, move the hands to show 7 o'clock and have students describe the positions of the hour hand and the minute hand. Then move the minute hand to show 10 minutes past 7 and have students describe the positions of both clock hands. Continue to move the hands to show each 10-minute interval. Always read the time as minutes past the hour. Demonstrate that the minute hand and the hour hand both move. Repeat the activity starting at 8 o'clock, 3 o'clock, and then 4 o'clock.



# Clock Faces

