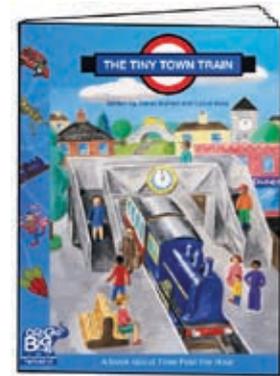


The Tiny Town Train

A book about time past-the-hour



Aim

The Tiny Town Train introduces and demonstrates past-the-hour times in 10-minute intervals.

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

- listen to a story about time past-the-hour
- use the *Teaching Tool* to act out time past-the-hour situations
- read past-the-hour times on analogue clock faces
- match past-the-hour times on analogue clock faces with time word cards
- match time word cards with digital time cards
- use the *Teaching Tool* to sequence past-the-hour clock faces

Activities

1. Revisiting time
2. Listening to the story
3. Showing past-the-hour intervals on an analogue clock
4. Using the teaching tool to show times past-the-hour 
5. Developing language for time past-the-hour
6. Matching clock faces with word cards
7. Matching time word cards with digital time cards
8. Using the teaching tool to different representations of time 
9. Using the teaching tool to order past-the-hour times 
10. Ordering time word cards and digital cards

1. Revisiting time

Resources

- Analogue clock with moveable hands

Activity

Point to the features of the clock and ask, **What does the short clock hand tell us? What does the long clock hand tell us? In which direction do the clock hands move? Do they move at the same time? What do the numbers around the clock face represent?** Invite a volunteer to make an on-the-hour time. Ask, **Why is this is an on-the-hour time?** Invite students to make other on-the-hour times. Ask, **How far does the minute hand turn in one hour? How far does the hour hand turn in one hour? How many minutes are there in one hour?**

2. Listening to the story

Resources

- *The Tiny Town Train*

Activity

Show the cover of *The Tiny Town Train* to students and read the title aloud. Encourage volunteers to predict what they think the story might be about. Slowly read the story and discuss each of the pictures. At the end of each picture spread encourage students to predict the time that will be shown in the next scene. Ask, **What happened in the story? What did you see in each picture?** Encourage students to explain that the train was stopping every ten minutes. Read the story again and for each spread have the students identify the position of the clock hands. Ask, **How far does the minute hand turn in ten minutes? How many turns of ten minutes are in one hour?**



3. Showing past-the-hour intervals on an analogue clock

Resources

- *The Tiny Town Train*
- Analogue clock with moveable hands

Activity

Read pages 4–5 of *The Tiny Town Train*. Select a volunteer to use the clock to make the on-the-hour time depicted in the illustration. Read pages 6–7 and ask a confident student to identify the five-minute intervals on the clock face. Ask, **If the minute hand turns this far in five minutes, how far will it turn in ten minutes?** If the students are having difficulty, ask, **What is double 5?** Move the minute hand in intervals of five and then ten minutes. Encourage students to explain that ten minutes has the same amount of turn as two five-minute intervals. Have the students use the clock to show the past-the-hour time depicted in the illustration, before having them predict the position of the clock hands in the next picture spread. Repeat for all pages to show all ten-minute intervals in the hour.

4. Using the teaching tool to show times past-the-hour

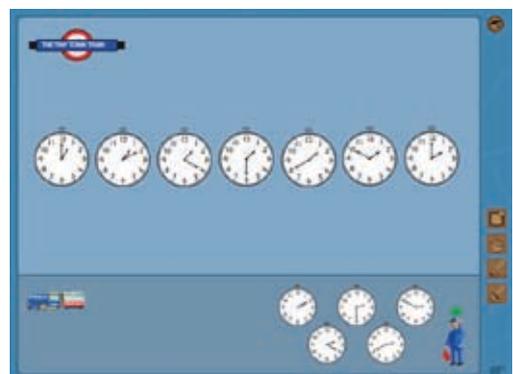


Resources

- *Teaching Tool*
- *The Tiny Town Train*

Activity

Ensure that all the students can see the *Teaching Tool*. Read pages 4–5 of *The Tiny Town Train*. Select a volunteer to locate the clock face that matches the illustration and then drag it into the work area, positioning it to the left of the screen. Repeat for the remaining pages of the story, aligning the clock faces in a sequence. Then discuss the movement of the minute and hour hands through the sequence of clock faces. Ask, **How far has the minute hand turned? How far has the hour hand turned? How many ten-minute intervals will fit in one hour? What will happen if this sequence of clock faces continues?** Have students locate and show the next three clock faces in the sequence.



5. Developing language for time past-the-hour

Resources

- *The Tiny Town Train*

Activity

Read pages 4–5 of *The Tiny Town Train*. Invite a volunteer to say the on-the-hour time. Ask, **How do we know that this time is one o'clock?** Encourage students to explain that o'clock times occur when the minute hand is pointing directly at the 12 and the hour hand points directly at any number. Ask, **Do you know what happens when the minute hand moves past the 12? When the minute hand moves past 12 the time is read as a number of minutes past the hour.** Next, read pages 6–7 of the story and have the students identify the number of minutes past the hour. Encourage students to read the past-the-hour time as '1 o'clock and 10 minutes more' as well as '10 minutes past 1'. Repeat for the remaining pages of the story. Ask, **What is the greatest number of minutes that you can have past an hour? What is the least number of minutes that you can have past an hour?**

6. Matching clock faces with time word cards

Resources

- *The Tiny Town Train*
- Support 1 and 2 – see attached
- Analogue clock with moveable hands

Preparation

Print Support 1 and 2 and cut out the time word cards.

Activity

Read pages 6–7 of *The Tiny Town Train* and have the students show the past-the-hour time on the clock. Ask, **How many minutes past the hour is the minute hand? What hour has just passed?** Show the students the time word cards and invite a volunteer to find and display the matching time word cards. Repeat for the remaining pages of *The Tiny Town Train*. To extend the activity, show a time word card and challenge students to demonstrate the matching time on the clock.

Retain the time word cards for Activity 7.



7. Matching time word cards with digital time cards

Resources

- Time word cards from Activity 6
- Support 3 – see attached
- Blu-Tack

Preparation

If the time word cards from Activity 6 are not available, print Support 1 and 2 and cut out the cards. Print Support 3 and cut out the digital time cards.

Activity

Attach two matching time word cards side by side on the board. Write *is the same as* below them. Show the students the digital time cards and review their understanding of digital time. Ask, **Does anyone here wear a digital watch? Can anyone read a digital watch?** Invite a student to find the matching digital time card and attach it below the time word cards. Compare and contrast the cards. Encourage students to explain that the digital time has the hour before the minutes. Continue the activity by replacing the word cards and having students find the matching digital card.

Retain the time word cards and digital time cards for Activity 8.

8. Using the teaching tool to match different representations of time



Resources

- *Teaching Tool*
- Time word cards from Activity 7

Preparation

If the time word cards and digital time cards from Activity 7 are not available, print Support 1, 2, and 3 and cut out the cards.

Activity

Ensure that all the students can see the *Teaching Tool*. Randomly select any time word card and display it to the class. Then select a volunteer to locate the matching clock face on the *Teaching Tool* and drag it into the work area. Have them read the time and then reset the *Teaching Tool*. Repeat until each member of the class has had a turn. To extend the activity, have students match a given clock face on the *Teaching Tool* with a digital time card.

Retain the time word cards and digital time cards for Activity 10.



9. Using the teaching tool to order past-the-hour times

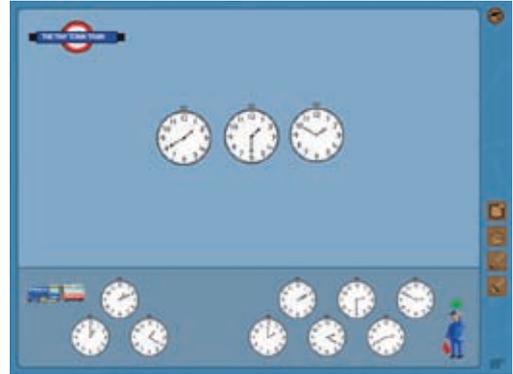


Resources

- *Teaching Tool*

Activity

Ensure that all the students can see the *Teaching Tool*. Click and drag a sequence of three past-the-hour clock faces into the work area and position them out of order. Invite a volunteer to move the clock faces into the correct order. Ensure that the student reads the past-the-hour times aloud to the class. Repeat until each member of the class has had a turn. To extend the activity, increase the number of clock faces for students to order or use a sequence that bridges across an hour.



10. Ordering time word cards and digital cards

Resources

- Support 1, 2 and 3 – see attached
- Scissors

Preparation

Print a copy of Support 1, 2, and 3 for each pair of students and have them cut out the cards.

Activity

In turn, one student in each pair places one set of cards in an incorrect sequence. Then have the other student move the cards into the correct order. Students then alternate roles. To extend the activity, have the students mix the different representations in a sequence.





1 o'clock and 10 minutes

1 o'clock and 20 minutes

1 o'clock and 30 minutes

1 o'clock and 40 minutes

1 o'clock and 50 minutes

1 o'clock



10 minutes past 1 o'clock

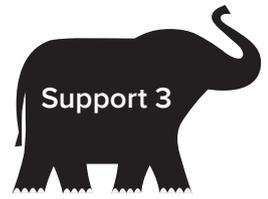
20 minutes past 1 o'clock

30 minutes past 1 o'clock

40 minutes past 1 o'clock

50 minutes past 1 o'clock

1 o'clock



1:00

1:10

1:20

1:30

1:40

1:50