



Stories 1, 2 and 3

Suggested Lesson Plans - DAY 1

Lesson Plan 1:

Aramazu Time

Learning Objective:

Learn vocabulary related to time.
Read the time to the hour

Resources: *Online Book 1 The Land That ran Out Of Time*

Main Teaching:

Play the first story '*The land that ran out Of Time*' and show children the interactive clock at the end of story book 1.

Questions:

1. How do we measure time? With a straight ruler? Why not?
2. What happens if we cannot tell the time? What happened to the characters who could not tell the time in the story?
3. How does the Aramazu clock look different from a normal clock?
4. Would you like to see if you can tell the time?

'Look at the finger pointer as fingers are good for pointing' .

Tell them that you can find the top of the mountain and this means o'clock by pointing to the middle of it.

You can tell the o'clock time just by looking at the pointer pointing to the middle of the mountain. Practise finding the o'clock.

Show how Beryl Changegear climbs up to the top on the illustration and reaches the o'clock in the story.

Show that the TOP is the TOP of the HOUR.

Relate it to a normal clock and get them to guess which hand is the finger..

Activity:

Make a human clock and photograph it. Get the children to hold up numbers showing their hour mountain.

Get the children to pretend to be the pointer and point at the top of the mountain .

Plenary:

Use the Aramazu Clock to find the o'clock .



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Suggested Lesson Plans - DAY 2

Lesson Plan 2:

Aramazu Time

Learning Objective:

Y1: Use vocabulary related to time.

Order days of the week and months; read the time to the hour and half hour

Resources: *Online Book 2 Aramazu Finds The Hours*

Teaching:

Introduce the second story online and show the children the interactive clock with straight line time.

'The HOUR mountains are a bit hard to understand let's take them off the clock and put them in a line. Now you can see them more clearly. Each HOUR mountain is worth an hour. Half an hour to the TOP and half an hour PAST the TOP. When the finger points between the mountains we say that it has PAST the HOUR. It is Half Past.

Use the straightline interactive picture clock to find half past. Then review o'clock.

Using an interactive white board get children to move the pictures to fit by the mountains and discuss when each event happens. When do we have tea? When do you get up? You will need to stack some pictures above each other and may have to discuss night time.

Hard Activity :

Using straightline time print out on A4 sheet get them to find out from each other what they do at each o'clock and half past and make a small drawing to go on it.

Easy Activity:

Make a human straightline time and get each child to take turns in pointing to the TOP of the mountain to tell the time.

Plenary:

Look at IWB clock and tell time o'clock and half past.



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Suggested Lesson Plans - DAY 3

Lesson Plan 3:

Aramazu Time

Learning Objective:

Learning Objective:

Use vocabulary related to time.

Order days of the week and months; read the time to the hour and half hour

Resources: *Online Story Book 3 Aramazu finds the Minutes . Worksheet using the ladder, Straightline Time worksheet*

Teaching:

Introduce the third story online and show the children the interactive clock.

Review the o'clock and half past.

Tell them that they are going to learn about the minutes through the story and find out where exactly time is on the mountain. Explain about the ladders and how they have had to be bent to be put around the clock.

Spend some time getting the children to work out *TO* and *PAST* as this is essential later on. Children can all stand up and face one direction to mime climbing *TO* the top and then turn and face the other direction to show climbing *PAST* the *TOP*.

Make a human clock. Get one child to lie in the middle and use an arm as the finger pointer and leg as the foot. Get them to work out whether the foot pointer is on *TO* or *PAST*.

Activity:

Some children could use the whiteboard to move the foot pointer around and with a partner guess which side it is on.

Other children could relate it to a normal clock and guess whether it is *TO* or *PAST* .

Make sure they are secure on this before moving on.

Plenary:

Use the Aramazu Clock to find the o'clock and the half past. Try this using a normal clock.



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Suggested Lesson Plans - DAY 4

Lesson Plan 4:

Aramazu Time

Learning Objective:

Learning Objective: Review reading the time to the hour and half hour. Review minutes to and past using online clocks.

Tell the time using minutes.

Resources: *Online Book 3, Aramazu Finds The Minutes*

Teaching:

Introduce the third story and show the children the interactive clock complete with finger and foot. Review the o'clock and half past. Review the ladders. Spend some time on the ladders again. This needs to be secure.

Tell them that they are going to learn about the minutes through the story and find out where exactly time is on the mountain. Explain about the ladders and how they have had to be bent to be put around the clock. Practise guessing which side is To and which is Past a few times.

Show the children how this works on the large IWB clock and count around in fives. Tell them that we always count from the Top either to or past and that will tell us which step time is on on the ladder. Tell the children the secret code: FOOT FOOT FINGER and the three little questions they must ask to find out the time. Which minute? Which ladder? Which hour?

Model how to tell the time using the Aramazu clock and take turns to tell the time using the FOOT FOOT FINGER icon.

Activity:

1. Children could have fun snapping fingers to catch a second.
2. They could clench fists as in one potato two potatoes etc to build seconds into a minute.
3. They could then stamp their feet to make an hour.

Use www.aramazu.com to access the build a second and minute games with partner

Use the worksheets to reinforce telling the time.

Plenary:

Practise telling the time with all. Reinforce the importance of being able to tell the difference between the ladders and get them to find out ways make them memorable.