



## Story Summary

Papa Jo loves to slow down and savour his day, but the excitable young Charlie may need some convincing...

Charlie's grandfather, Papa Jo, uses an hourglass to remind himself that every moment is precious. When Charlie asks Papa Jo what his hourglass is for, she doesn't really understand his answer. To teach Charlie the importance of taking her time and savouring her day, the pair spend their day at a leisurely pace, transforming every ordinary day into a wonderful time.

This gentle story reminds us to enjoy the precious moments we spend together. As young Charlie learns to slow down and appreciate the beauty of nature and everyday life, so too will your young reader. This affectionately illustrated book will work as a perfect bedtime story that will encourage children to reflect on their day and treasure the little things that make their life special.

**Roxane Turcotte** is an award-winning author who has published over forty children's books in Quebec. Roxane studied education and art history at the University of Montreal and now works as a teacher. When she is not reading, Roxane enjoys bike rides, singing in the car, planting roses, and visiting castles while in France. Her life takes place in both France and Quebec.

Even before walking, **Lucie Crovatto** drew. She studied graphic design before pursuing a career as an illustrator. She started out in advertising, then created her greeting card company, and now illustrates children's books. Lucie lives in Quebec with her family.

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**Reading Level** Fountas & Pinnell: L | Lexile measure : AD570L

**BISAC Codes** JUV013030 JUVENILE FICTION / Family / Multigenerational  
JUV039220 JUVENILE FICTION / Social Themes / Values & Virtues  
JUV009070 JUVENILE FICTION / Concepts / Date & Time  
JUV039050 JUVENILE FICTION / Social Themes / Emotions & Feelings  
JUV050000 JUVENILE FICTION / Cooking & Food

## Learning Expectations:

Students will have the opportunity to:

- Learn about the importance of patience
- Connect to the story through natural exploration
- Learn about the lifecycle of plants and partake in plant care
- Make connections to the story through their own lived experiences
- Learn about time and the different instruments used to tell it
- Explore the use of color, emotion, and expression throughout the book
- Reflect on the importance of familial relationships
- Learn about the value of time

## Key Vocabulary:

- **Hourglass:** an instrument for measuring time; a quantity of sand passes through two bulbs of glass
- **Precious:** something that is of great value and not to be treated carelessly
- **Declare:** to announce; state clearly
- **Broth:** soup containing meat, fish, or vegetables
- **Bouquet:** an attractive arrangement of a bunch of flowers
- **Ingredient:** things that are combined to make a particular dish
- **Flock:** a number of birds feeding, resting, or travelling together
- **Fluttering:** flapping wing quickly and lightly
- **Feast:** a large meal
- **Algae:** a small nonflowering plant typically grown in water
- **Aroma:** a pleasant smell

## Preparing To Read

- Review the concept of time with your students (seconds, minutes, hours, days, weeks, etc), and get them involved by asking them to do simple calculations (ex. How many seconds are in a minute, and how many minutes in an hour).

- Explain the function of an hourglass to your students, utilizing either a video or physical representation to demonstrate the displacement of sand.
- Ask students to recall one of their busiest and one of their quietest days, then get them to share which one they enjoyed more.

## Before Reading

Draw students' attention to the cover and ask them:

- What interests you about the illustration?
- What do you think the book might be about? Consider both the illustration and title of the book.
- What season do you think the story takes place in? Consider both the illustration and the characters' clothing.
- What relationship do you think these characters share and why?

Open to the first page of this book and ask the students:

- What is different about this image from the cover? Consider color and setting.
- What object is present in this image that wasn't on the cover? Why do you think this object included here?

## During Reading

- What does the hourglass remind Papa Jo of?
- What does Charlie ask Papa Jo to do when he tells her it's lunch time? What do they do instead?
- How does Charlie feel after making the soup with Papa Jo?
- Why don't Charlie and Papa Jo take the car? Why do they walk?
- What did Charlie notice while her and Papa Jo were walking?
- Does walking take more or less time than driving a car?
- Is there a road by Marie's ice cream shop? Could they have driven there?
- Is this Papa Jo's first time to the island, or has he been there before? How do you know?
- What do falling leaves remind *you* of?
- What are the ducks eating?
- How does the last spread make you feel? What do you think about the image? About the colors?

## After Reading

- What were some things that Charlie noticed on her journey that she wouldn't have if she had been in a rush?
- Do you think Charlie's day would have been as interesting if her and Papa Jo had taken the car?
- What was your favorite part of Charlie and Papa Jo's day? What do you think Charlie's favorite part was?
- What's something you do in your life that takes a long time? Why does it take so long?
- What does patience mean to you? Do you think Papa Jo was trying to teach Charlie to be patient?
- Why is it important to be patient?
- What are some instances where patience is necessary? When isn't patience helpful?

## Activity #1: Telling Time with Different Methods and Instruments

Students will have the opportunity to:

- Learn the mechanics of time using three different methods
- Learn how to tell time using a sundial
- Learn how to tell time using an analogue clock
- Learn how to keep time using an hour glass

Explain the difference between the three instruments, and how one only keeps time while the other two can be used to tell it.

Split the students into three different groups. Each group will work together to craft one of the instruments, before rotating to the next station. These activities are best done outside in order to utilize the sun dial; however, they can be done indoors if needed.

## **Crafting an Hourglass**

### **Materials:**

- 2 empty 8oz pop or water bottles
- Strong Glue
- Nail
- Salt

## Directions:

- Poke a hole through the center of both bottle caps
- Have the students glue the two caps together, back-to-back, so that the holes line up and place them off to the side.
- Fill one of the bottles  $\frac{1}{2}$  with salt and screw the caps back onto both bottles with the empty bottle on top.
- Flip the bottles and watch as the salt slowly starts filling the empty bottle.
- Make sure to hold the empty bottle until it's acquired enough weight that they won't fall.

## Crafting a Sundial

### Materials:

- Paper Plate
- A Sharpened Pencil
- A pencil, pen, or marker

### Direction:

- Use your sharpened pencil to carefully poke a hole through the centre of a paper plate.
- Bring your sundial outside in an open space on a sunny day. See where the shadow from the pencil falls and write down the current time (this should be done on the hour).
- Secure your sundial in place
- Return to your sundial one hour later to check the position of the shadow. Has it changed? Write down the current time.
- This activity is best done early so that children can continue to check on it throughout the day and add the time at each hour as the shadow moves

## Crafting an Analogue Clock

### Materials:

- Paper Plate
- Cardboard/construction paper
- Scissors
- Glue
- Brass Paper Fasteners

- Reproducible Master Provided

## Directions:

- Attach the reproducible master to the bottom of the paper plate using glue.
- Using cardboard or construction paper, cut out two clock hands and punch a hole through the square end (ensure the clock hands are different sizes).
- Fasten the clock hands to the paper plate using brass paper fasteners.

With the three instruments crafted, have the children rotate between the stations to play with the different tools and ask them:

- Which instrument do you think is the most useful? Why?
- Why do you think we stopped using sundials?
- Why do you think hourglasses aren't used more often?

## Activity #2: Nature Walk

Students will have the opportunity to:

- Explore the outdoors in a safe and supervised manner
- Learn about the plants and animals in their local community

Bring your students to a controlled and easily supervised area outdoors. They should have a time limit of 20-30 minutes to explore, and should be encouraged to notice things they don't normally. Once back in the classroom, ask the students to share some of the things they noticed.

## Activity #3: Growing with Patience

Students will have the opportunity to:

- Learn about the lifecycle of a plant
- Participate in hands-on plant care
- Learn about the role patience plays in everyday life

Procure two different clay pots for planting. The students can be given the opportunity to decorate them, if desired, or they can be left plain. Then, acquire two different sets of seeds. We recommend basil and carrot seeds due to the difference in not only growth patterns, but also germination time; however, any two seeds with differing growth time can be used.

## Materials:

- 2 clay pots
- Basil seeds (or different quick-growing herb)
- Carrot seeds (or different root vegetable)

## Directions:

- Have the pots, soil, and seeds ready
- Fill the pots  $\frac{3}{4}$  with soil and place seeds on top
- Place a thin layer of soil over the seeds and water until soil is damp
- Encourage students to participate in plant care, including monitoring the growth process and watering

After the plants begin to sprout, ask the students to record their findings.

- What do they see?
- What do the leaves look like? How are they different from each other?
- How long has it taken to get to this point? How long do you think it will take until the plants are ready to harvest?

The basil will be ready before the carrot is, so even after the basil is harvested, have the students continue to monitor the carrot seeds. Once the project is complete (approx. 80-100 days) ask the students:

- Which plant took longer to grow? Why do you think it took longer?
- Was it hard to wait so long to see the results? Were the results worth it?
- What did you enjoy about watching the plants grow?
- What are the benefits to growing your own food?

*This Teacher's Guide was written by **Larry Swartz**, Larry has been an instructor in literacy as well as dramatic arts at the Ontario Institute for Studies in Education, University of Toronto for nearly two decades. He is well-known for his use of children's literature to help young people grow as readers, writers, and citizens of the world.*

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