

When It's Six O'Clock in San Francisco

A Trip Through Time Zones

Written by Cynthia Jaynes Omololu

Illustrated by Randy DuBurke

Teacher's Guide Created by Cassandra Reigel Whetstone

Story Summary: When it's six o'clock in the morning in San Francisco a boy named Jared comes downstairs for breakfast. Meanwhile, the readers see what other children are doing at the same moment in time zones across the globe.

Cynthia Jaynes Omololu writes from her home in Northern California, where she lives with her husband, two sons, and a host of foster kittens. Learn more about her at: <http://www.cjomololu.com>

Illustrator **Randy DuBurke** lives with his wife and two sons in Switzerland, which is nine time zones away from Ms. Omololu. Learn more about him at: <http://www.randyduburke.com>

Pre-Reading: Pass out a half sheet of paper. Ask students to write down the name of any city that they can think of that is not in their state. Look at the current time. State, "It is ___ here in ___. What time do you think it is in the city you wrote down?" Have students share out answers. After students have read the story, revisit their guesses and use time zone chart on page 30-31 to help students find the correct answers.

Preview Activity for Sheltered Instruction: Before reading, find these cities on a world map or globe: *San Francisco* (California), *Montréal* (Canada), *Santiago* (Chile), *London* (England), *Cape Town* (South Africa), *Lahore* (Pakistan), *Beijing* (China), *Sydney* (Australia), *Honolulu* (Hawaii), *New York* (New York).

Preview Words: *zone, shivers, sprawl, retrieve, tangle, echoes, tarp, icicles, squints, convince, bologna*

Discussion Questions

1. **Page 2** At what time of day does this scene take place? (*literal*)
2. **Page 2** What does the author mean by "fingers of fog"? (*analytical*)
3. **Page 4** What do the clocks tell the reader? What the time difference between Montréal and San Francisco? (*literal*)
4. **Page 4** Why does Geneviève want to hurry? (*literal*)
5. **Page 9** How do you think Elena might be feeling? What might she say in response to her teacher's question? (*inferential, evaluative*)
6. **Page 12** *Review the clocks at the bottom of the page.* While these boys are playing soccer, what is happening in San Francisco, Montréal, and Santiago? (*literal*)

7. **Page 15** What do you think “rand” means? (*inferential*)
8. **Page 16** What sort of fire is the author referring to by the phrase, “to ease the fire”? (*inferential*)
9. **Pages 20-21** What is the time difference between Beijing and San Francisco? (*literal*)
10. **Pages 22-23** Have you ever waited up for someone to come home? Do you think she waits up for her Dad often? Why or why not? (*evaluative, personal experience*)
11. **Page 27** How might Keilana convince her Mom to let her stay up for good? (*evaluative*)
12. **Page 29** When it’s 9:00 in San Francisco, what time will it be in New York? (*inferential*)

Response to Story: Time Zone Improvisation (Math, Drama)

Grades K-6

Materials: One set of items for writing and displaying times, such as

- Nine small white boards, dry erase markers, and material for erasing (or)
- Nine small chalk board, chalk, and material for erasing (or)
- Index cards and markers (or)
- Nine student learning analog clocks

Prep: Write the cities and times shown on pages 28-29 on chart. Remove chart from student view until after the reading of the story.

Directions

1. Show students chart with cities and times. Review with students.
2. Divide students into nine groups and have them stand together. Assign each group one of the nine cities (not including San Francisco) from the book and give each group a set of materials for recording and displaying time, (such as white board and pen, or analog clock, etc.)
3. Have groups write down the time for their city that is listed on the chart. **Grade K-1** students may need to write the time in digital clock form. **Grades 2-6** students should write the time as an analog clock.
4. Tell students that they are going to improvise what might be happening at that city during the time shown on their clocks. They may pretend to be characters in the story or other people in the city. **Grade K-2** student should each pantomime what they are doing in the scene. Give students a minute or two to practice their pantomime. **Grade 3-6** students should be given a two-three minutes to put together a scene and should be encouraged to create dialogue.
5. Have each group take turns stating, “When it’s six o’clock in San Francisco, it’s ___ in ___” and performing their scene.
6. When everyone has had their turn, state a new time by saying “It’s ___ in San Francisco.” Have groups write down the new time in their city and repeat steps 4 and 5.

Extension: Have students pick new cities from different time zones and repeat activity.

When it's Six O'Clock in San Francisco Stories (Writing, Geography)

Grades 1-6

Materials: Pictures of people from countries around the world (from magazines, internet, newspapers,); writing paper and pencils; glue sticks; world map or globe; access to research tools such as internet, library, atlas, *(grades 2-6 only)*

Prep: Cut out at least one picture for each student. Write the name of the country that the picture is from on the back of the picture. Display pictures on table or counter.

Grades 1-2

Directions

1. Tell students that they are going to create a story about a person in one of the pictures. Invite students a few at a time to come up and select the picture of the character that they would like to write about.
2. Have students use the map or globe to find the country where their person lives. Talk about what things that person may be doing.
3. Pass out paper and have students glue picture to the top of their paper.
4. Help them write a few sentences about their character. Sample sentences might include *My name is ____ . I live in ____ . In this picture I am ____ .*
5. Have students end their story with the line, *When it's six o'clock in San Francisco, it's ____ in ____ .* Have students insert their character's country or city, and the time it would be if when it's six o'clock in San Francisco.

Closure: Bind stories together into a class book and leave place in class library for students to read.

For Grades 3-6

Directions

1. Tell students that they are going to create a story about a person in one of the pictures. Invite students a few at a time to come up and select the picture of the character that they would like to write about.
2. Have students use map or globe to find the country where their person lives. Give students time to research their country. Research can also be done as homework or during time in the computer lab.
3. Have students begin their story with the line, *When it's six o'clock at (name of school), it's ____ in (name of character's country).*
4. Have students write a rough draft about what their character's life may be like at that time of day. Students who are writing about night time may need to be encouraged to write about what the character might be thinking about in bed, or dreaming about, or what might be happening around their characters while they sleep.
5. Have students glue the picture to the top of a fresh sheet of paper and write a final draft, or final drafts may be printed on the computer.

Closure: Bind stories together into a class book titled *When It's Six O'Clock at (name of school)*.

Make a Sundial (Science)

Grades K-6

Note: A sunny day is required for Session Two of this activity.

Materials: Large paper cups; tagboard or card stock; straws; dried beans or rice; pencils; hole punch; white glue; tape; compass

Prep: Put one of the cups upside-down on the tagboard. Trace around the cup to make a circle. Cut out circle and use as a pattern to create enough circles for each student in the class. Punch a hole in the center of each circle.

Directions:

Session One

1. Reread the section on page 30, "Telling Time with the Sun."
2. Explain to students that they will each be making a sundial that will measure time by tracking the position of the sun.
3. Pass out one cup, one tagboard circle, 1/3 cup dried beans to each student. Distribute white glue to students or table groups.
4. Tell students write their names on their cups.
5. Have students
 - a. Put beans into their cup, (explain that this is to weigh the cup down.)
 - b. Coat the open rim of their cup with glue.
 - c. Carefully place the tagboard circle onto the rim and let dry.

Session Two

1. Help students poke a hole in the middle of one side of their cup with a pencil.
2. Pass out one straw to each student. Have students insert the straw through the tagboard and through the hole in the side of the cup.
3. Push the straw so it extends about ½ inch from the side. Help students tape the straw to the side of the cup.
4. Have students bring their sundials to a sunny spot outside.
5. Use a compass to orient the cups so that the straws point North.
6. Have students mark with their pencil where the shadow falls on their sundial. Write the time next to the mark.
7. Visit the sundials on the next hour and mark the new time where the shadow falls on their sundial. Repeat until the end of the school day.

Session Three (optional)

Grades 1-2: Have students write about how sundials work to tell time.

Grades 3-6: Ask student to write responses to the following questions 1) How does a sundial work? 2) What are the advantages of using a sundial to tell time? 3) What are the disadvantages of using a sundial?

Time Zone 6-sided Dice (Elapsed Time)

Grades K-2

Materials: Two 6-sided blank dice; fine-tipped permanent marker in two colors; paper and pencil per student.

Prep: Use the marker to write 1:, 2:, 3:, 4:, 5:, and 6: on one of the die (include semi-colon.) This die will represent the hours. Use another color to write 30 on three sides and 00 on three sides of the other die. This die will represent the minutes.

Directions

1. Reread pages 28-29. Discuss the time difference between San Francisco and New York.
2. Tell students that they are going to practice calculating the time zones using Time Zone Dice. Pass out paper and pencils.
3. Show students time zone dice and explain the difference between the hour die and the minute die. Roll them and call out the both numbers. *The hour die shows a 1: and the minute die shows 00, so I know it shows 1:00.*
4. Frame a question using the number. *When it's 1:00 in San Francisco, what time is it in New York?* Help students write or solve the answers on their paper.
5. Repeat using San Francisco and New York. Challenge students in first and second grade to answer the question using different time zones. Invites volunteers to take turns rolling the dice.

Extension: Provide additional sets of Time Zone dice for students to use in a math center, pairs, or independently.

Time Zone 12-sided Dice (Elapsed Time)

Grades 3-6

Materials: two 12-sided blank dice, fine-tipped permanent marker in two colors, paper and pencil per student.

Prep: Use the marker to write 1:, 2:, 3:, 4:, 5:, 6:, 7:, 8:, 9:, 10:, 11:, and 12: on one of the die (include semi-colon.) This die will represent the hours. Use another color to write 00, 05, 10, 15, 20, 25, 30, 35, 40, 45, 50, and 55 on the other die. This die will represent the minutes.

Directions

1. Review the time zones on the bottom of pages 28-29. Record time differences on board or overhead.
2. Tell students that they are going to practice calculating the time zones using Time Zone Dice. Pass out paper and pencils.
3. Show students the time zone dice and explain the difference between the hour die and the minute die. Roll the dice and call out the number. *The hour die shows 4: and the minute die shows 15 so I know it's showing 4:15.*
4. State a question using the cities from the book and the time shown on the dice. *When it's 4:15 in San Francisco, what time is it in Cape Town?* Help students solve the question and write answers on their paper.
5. Repeat rolling the dice and asking questions about the time in different cities. Invite volunteers to take turns rolling the dice.

Extension: Provide additional sets of Time Zone dice for students to use in a math center, pairs, or independently.

When It's Six O'Clock in San Francisco Math Traveling through Time Zones

- 1) Geneviève leaves a voice mail for her cousin in Santiago at 9:15. Her cousin gets the message and calls her back 90 minutes later. What time is it in Santiago when her cousin calls her back?

- 2) Alkira is pen pals with a girl in Beijing. Their teachers have a computer camera so that they can see each other. Alkira goes to the computer lab at 12:30. What time is it in Beijing?

- 3) Jared and his mom are flying to Honolulu. Their flight leaves San Francisco at 8:35 and will take 4 hours and 55 minutes. What time will they arrive in Honolulu?

- 4) At the end of their visit they leave the Honolulu airport at 11:20 and arrive in San Francisco 5 hours later. What time is it in San Francisco when they arrive?

- 5) What would the answer to question number four be if the trip occurred during Daylight Savings time, which California observes but Hawaii does not?