

It's About Time

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the story.

Vocabulary

Focus High-frequency Words: about, before, green, know, my, not, once, red

Focus Content Words: dance, lunch, time, measure, music, sea, sleeve, spend, tea, treasure

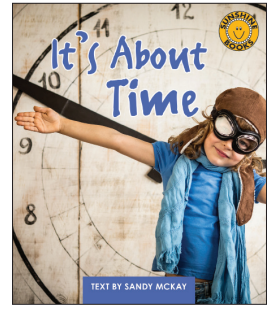
Phonics

Letters and Sounds: Recognise and produce words that have the same sound: /zh/

Words to Blend and Segment: beige, leisure, measure, pleasure, treasure

Fluency

Model reading of text with expression, noting the punctuation and rhyme. Students repeat.



This rhyming book plays on all the words we use about time. There are lots of them!

Before Reading

- Help students use the title of the book and the cover illustration to make predictions about the text. Read the title together. Ask: What could the title mean?
- Discuss what they see in the pictures on the cover and title page. Ask: What is the girl doing? The clock on the title page may be an alarm clock used to wake someone up for school or work.
- Look at the back cover. Ask: What kind of clock is this? What is the time on the clock. Explain the role of the big hand and little hand and what *o'clock* means. (This is a contraction of an ancient phrase “of the clock” that has passed down to modern language.)
- Have students look at the clock on the title page and on the back cover. Ask: They both show the time. Why do they look different? Is this book fiction or non-fiction? How do you know?
- Help students use the title and cover illustration to tell what the book might be about.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice all the fun things the girl is doing. Students discuss what they see on each page. Bring words like *dance, lunch, time, measure, music, sea, sleeve, spend, tea, treasure* into the conversation.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What is happening in the pictures? What kind of watch do you see? (stop watch) What is time? How do we use it? Look for tricky words, e.g. *treasure, measure, save, waste*. Break the words into chunks or syllables, e.g. *tr-eas-ure*. Then read the text together pointing to the words. Notice that there are a lot of rhyming words, e.g. *fun, done*.
- On pages 4–5, discuss the pictures. Ask: Which do you like best? What do you do in your spare time? What actually is time? Find the words *spare, share, free, thought* and *something* in the text. Talk about the meaning of these words and the chunks that make them up, e.g. *sp-are, sh-are*. Read the words together and give answers to the questions.
- Follow this pattern for each page, discussing the pictures and what the different words used about time mean before reading each page.

After Reading

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Have students re-tell the text using the pictures on each page as a guide.
- Discuss how special time is. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Reread the text, emphasising the rhyming words and the rhythm.
- Look again at the back cover. Draw clocks to show different times.

Phonics

- Write the words *beige, leisure, measure, pleasure, treasure* on the board to practise blending and segmenting together as a group, e.g. *b-eige, beige*. Brainstorm more words with /zh/ to add to the list, e.g. *rouge, luge*.

Word Study

- Talk about the words *about, before, green, know, my, not, once, red*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context, e.g. *before* is the opposite of *after* on page 14. They play a spelling game with them.
- Take some of the sayings and explain what they mean, e.g. *spend time*. (page 3) How do we spend time? Is it like spending money? What's your favourite way of spending time? Together survey the class to see how they like to spend time. Turn the results into a graph.

Fluency

- Model reading of text with expression, noting the punctuation and rhyme. Students repeat.

Writing

- Students tell what *time on our hands or time up our sleeves* means. (page 15) They think of other examples of sayings about time and draw or write about them. They make a booklet showing examples to share.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text and share this with a partner.
- Have students draw or trace a map of the world and show how time goes backwards when flying to France. Use arrows to show a plane flying from your country to France or another country. Find the times for each country and where the date line is on the map of the world.
- Students refer to the timeline on page 11. They draw their own timeline using the elements in the illustration and write a sentence about each.