



# Level 10 Book a

Time to Play

Clown About

Freaky Frank

Summer  
and Winter

Lenny and  
the Comet

A Real Dinosaur

Places Where  
Animals Live

A Scarecrow  
for the Field

## Time to Play



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Level	10
Word Count	207
Text Type	Information report
High Frequency Word/s Introduced	



We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children what they know about telling the time. Talk about why we need to tell the time.



What is the title of the book? Can the children tell the times on the title page?



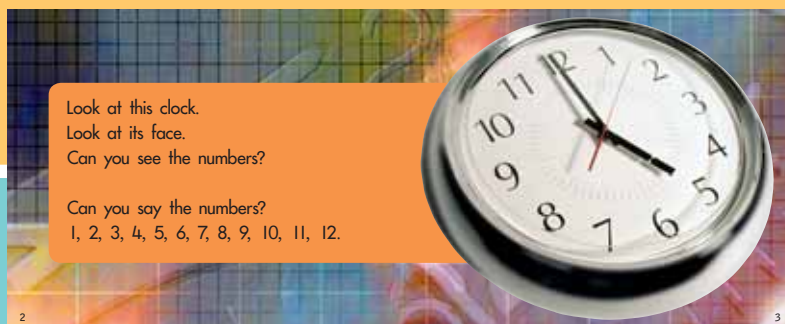
Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

BEFORE READING

2/3

Read out the numbers around the edge of the clock. Tell the children there are 12 hours on the clock and 24 hours in a day. There are 60 minutes in an hour.



AFTER READING

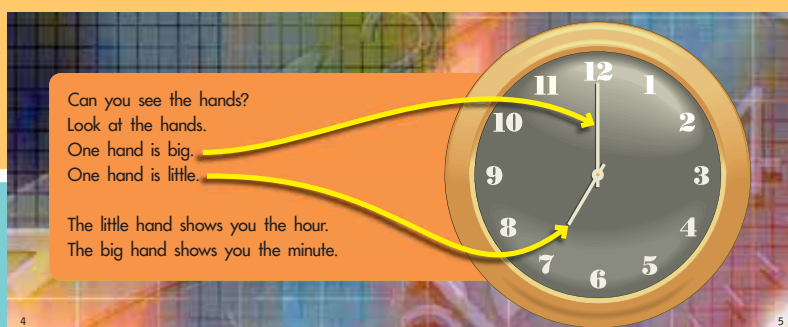
Ask the children what numbers the hands on the clock are pointing to.

Ask the children to find the word *this*. Have them put the word in sentences. Identify the question in the text and talk about how questions can begin with the word *can*. Ask the children to make some questions that begin with *can*.

BEFORE READING

4/5

Talk about how many seconds are in a minute. Can the children work out how many seconds there are in 2 minutes?



AFTER READING

Ask the children why there are two large arrows pointing at the clock face. Have them explain how this helps us to understand what the book teaches. What hand shows the hour? What hand shows the minute?

Identify the words *One* and *hour*. Clarify the pronunciation of *one*. Discuss the silent letter in the word *hour*. Identify the *ou* sound in the word *hour*. What other words have the same *ou* sound?



Ask the children to tell you what time the clock tells. What might the boy be doing at this time? Do the children think it is morning or evening? Have them justify their ideas using the photo.



Tom is going to school.  
Look at his clock.  
What can you see?  
The big hand is on 12.  
The little hand is on 8.  
It is eight o'clock.



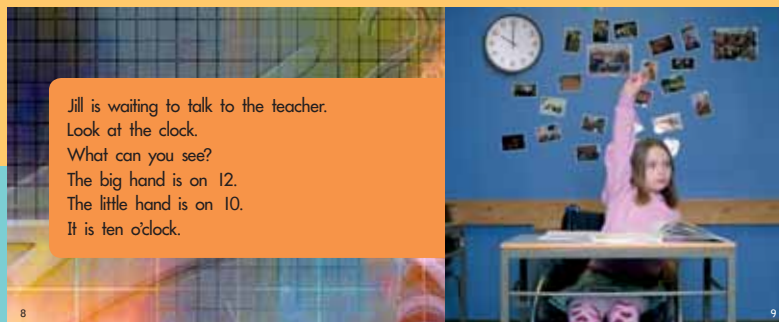
Where is Tom going? Praise the children for referring to the text and pointing to the words.



Ask the children to point to the word *What*. Have the children place it in sentences to clarify meaning and use. Tell the children that *what* is often used at the start of a question. Can the children make other questions that start with the word *what*?



Ask the children to explain what is happening in the picture. Where is the girl? Have the children give reasons for their answers, using the photo to justify their ideas.



Jill is waiting to talk to the teacher.  
Look at the clock.  
What can you see?  
The big hand is on 12.  
The little hand is on 10.  
It is ten o'clock.



Ask the children what Jill is waiting for. Ask the children why it is important to put their hand up before speaking in a classroom.



Have the children point to the word *teacher*. Identify the *ea* sound. What other words have the same *ea* sound? Write the list on the board. Do they have the same spelling? Read the list, while the children listen for the *ea* sound.

BEFORE READING 10/11

What is the girl doing? What time does the clock show? Do any of the children have a musical instrument? Do they have lessons? What time do they have lessons?



Look at the clock.  
What can you see?  
The big hand is on 12.  
The little hand is on 11.  
It is eleven o'clock.  
It's time to play.

AFTER READING

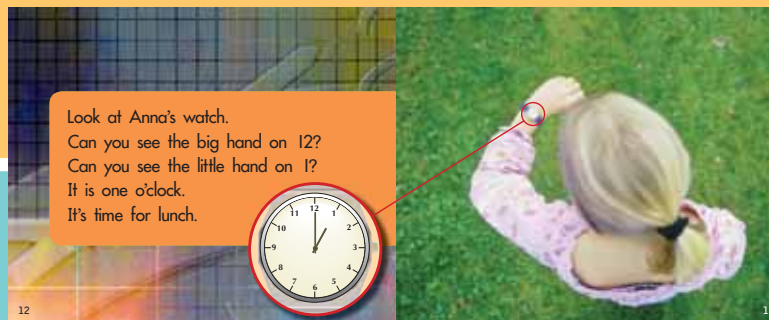
What does the text say it is time for? Praise the children for pointing to the words in the text.

Ask the children to find the word *It's*. Have them place it in sentences. Tell the children the apostrophe stands in place of a letter. What is the missing letter? Can the children think of other words like this one?

BEFORE READING 12/13

Invite the children to tell you what kind of clock is in the photo. What is the time? How do we know this?

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.



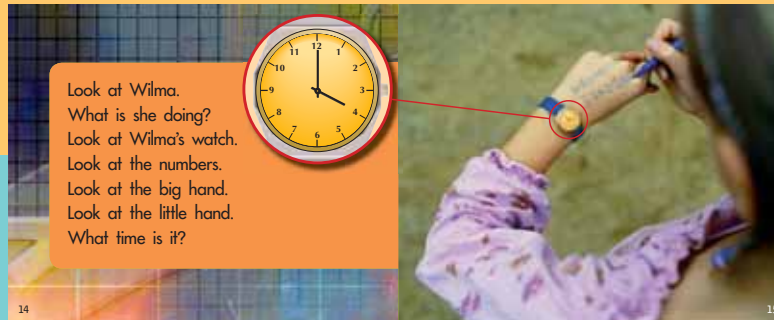
Look at Anna's watch.  
Can you see the big hand on 12?  
Can you see the little hand on 1?  
It is one o'clock.  
It's time for lunch.

AFTER READING

Ask the children what happens at one o'clock. Ask them what time they have lunch. Where would the hands point to on the clock?

Identify the word with the *ch* sound. List other words with the same *ch* ending. Have the children identify the full stops, capital letters, and question marks. Review their various functions. Write *Anna's* on the board. What does the apostrophe show she owns?

Ask the children to say what the girl in the photo is doing. What time is on the girl's watch? What is she writing on her hand? What might she need to remember?



Ask the children to find the word *watch*. Then identify the *tch* three letter blend. Can the children think of another word with the same *tch* sound?

Have the children look at the final page. What times do the watches tell? Talk about how many minutes are in an hour. Review basic concepts. How does the clock show times in the afternoon and at night? What does the short hand show? What does the long hand show? How many minutes are in an hour?



Ask the children what they do at the times on the page.

What did the children like most about the book? How might the book help other children learn to tell the time?

# 10 a Time to Play

Name \_\_\_\_\_

Circle the words that end with **ing**.

having                      big                      time  
clock                      eating                      face  
numbers                      doing                      hand  
little                      looking                      getting

Complete the table using the correct endings.

word	word + ed	word + ing
look		looking
	played	
		cleaning
walk		
	planted	

# 10 a Time to Play

Name \_\_\_\_\_

Answer the questions.

What time does Anna have lunch? \_\_\_\_\_

What time is the flute lesson? \_\_\_\_\_

What time does Tom go to school? \_\_\_\_\_

What time do you have dinner? \_\_\_\_\_

What time do you get up  
in the morning? \_\_\_\_\_

When do you have lunch?

When do you go to bed?

Draw the clocks showing the times.

