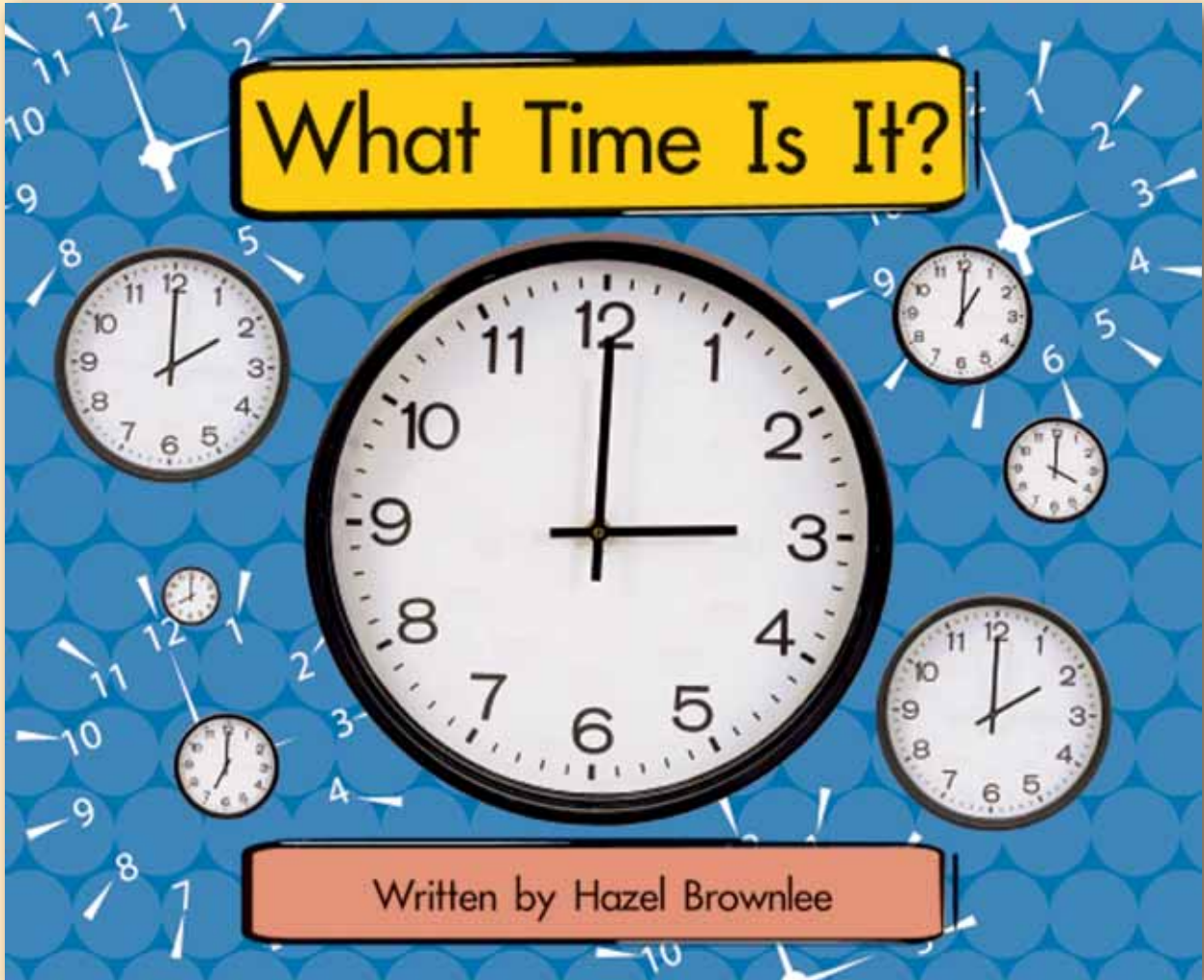




Level 10

Book a



What Time Is It?

Written by Hazel Brownlee

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



MACMILLAN

What Time Is It?

Mrs Poppopop's Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sonny Gets Lost

The Noisy Spider

Places Where People Live

The Moon Landing

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. This is not an arbitrary division. 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)



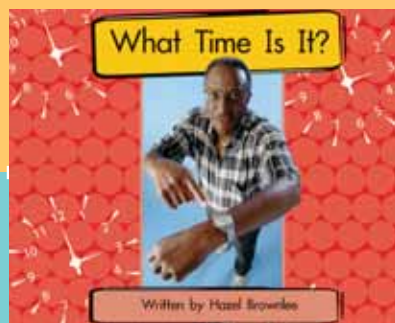
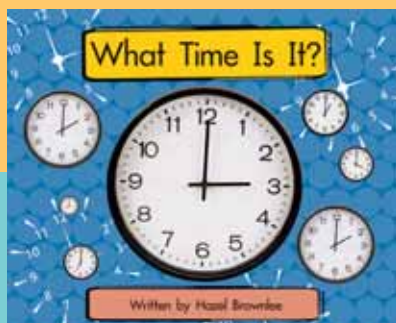
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children what they know about telling the time. Discuss with them why we might need to tell the time.



Ask the children what the title of this book is. Can they tell the time on the cover?



Ask the children if the book helped them understand how to tell the time.

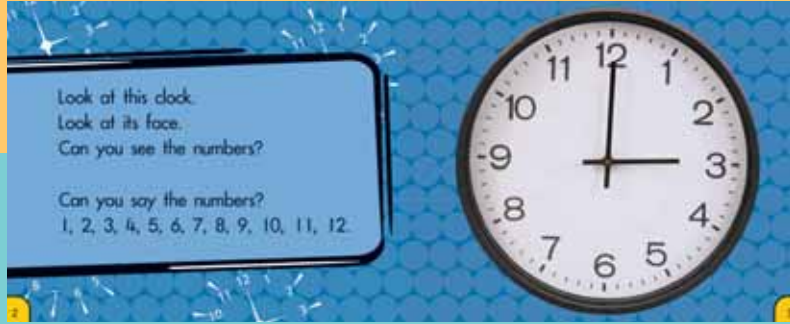
AFTER READING

BEFORE READING

2/3



Ask the children what they can tell about clocks by looking at the clock on this page.



AFTER READING



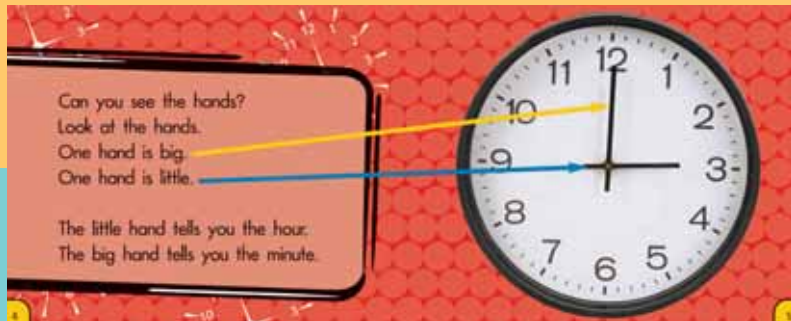
Ask the children what part of the clock the face is. What numbers are on the face of the clock? Have them say the numbers again.

BEFORE READING

4/5



Ask the children what the arrows on this page are pointing to. Ask the children what these are used for.



AFTER READING



Ask the children what the book tells them to look at. What is the difference between the two hands? What does the big hand tell you? What does the little hand tell you?



Discuss with the children if the arrow from the text to the photo helps the reader understand telling the time. How?

Ask the children what time they get up in the morning. Have them look at the photo. What clues are there in the photo about the time of day?

Have the children scan the text for the word *what*. Sentences that start with *what* are almost always questions. Discuss this with the children.



Ask the children what this man is doing. Where is the big hand on the clock? Where is the little hand? What is the time?

Ask the children what the writer wants them to learn from these two pages. What have they learned?

Ask the children what this woman is doing. Do they think it is earlier or later than the previous photo? What clues tell them what time of day it is?

Have the children scan the text for the word *what*. Does it begin a question? Have them find the word *eating*. Which word on the prior page also ended in *ing*?



Ask the children what this woman is doing. What does the text tell them to do? What does it ask them? What time is it?

Ask the children if the book makes it clear to them how to tell the time is eight o'clock.

BEFORE READING 10/11

Ask the children what people wear on their wrists to tell the time. How is it like a clock? What about it is the same as a clock?

Have the children scan the text on this page. What word can they find that ends in *ing*?



AFTER READING

Ask the children what this man has. What questions does the book ask them? What time is it? What is the man doing?

Ask the children how they will know it is lunch time by using a clock or watch.

BEFORE READING 12/13

Ask the children what the woman in this photo is looking at. Can they tell the time on it?

Have the children scan the text for a word that ends in *ing*. Ask them if the word *what* on this page begins a question. Which other word on this page begins a question?



AFTER READING

Ask the children what this woman is looking at. What questions does the text on this page ask them?

Ask the children why people look at clocks and watches. How do they tell the time?

What Time Is It?

Mrs Popinops Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sony Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing

Ask the children what schoolwork they have to do after school. What time do they usually sit down to do it? What is the boy in this photo doing? Can they tell the time on his clock?

Have the children find a word on this page that ends in *ing*. What word is it? What word do both the questions on this page start with?



Ask the children what the book tells them to do. What time is the clock on this page showing?

Have the children explain how to tell the time. What do they have to look at? Have them tell you the time in the classroom. What have they learnt from this book?

Ask the children how they could use this page to help them. What could they learn from this page? How can they use the information on this page to tell the time? Have the children read the book independently. Ask them to focus on how the book helps them to tell the time.



Discuss with the children how the progression of time through the day indicates daily activities. Ask the children what activities they do at these times.

10 a What Time Is It?

Name _____

1. Circle the words that end in *ing*.

having

big

time

clock

eating

face

numbers

doing

hand

little

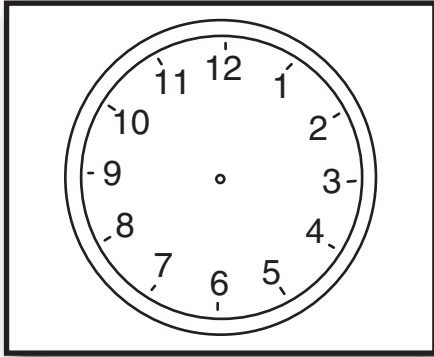
looking

getting

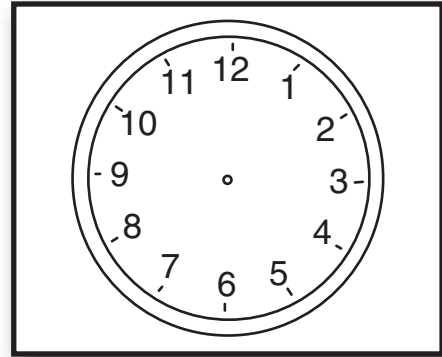
10 a What Time Is It?

Name _____

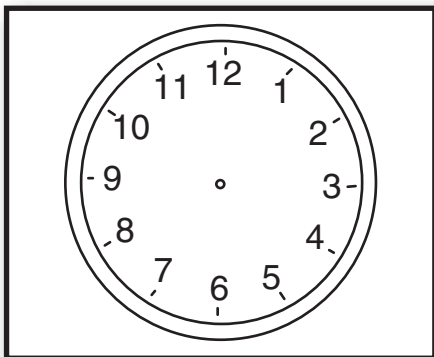
1. Draw the time on the clocks.



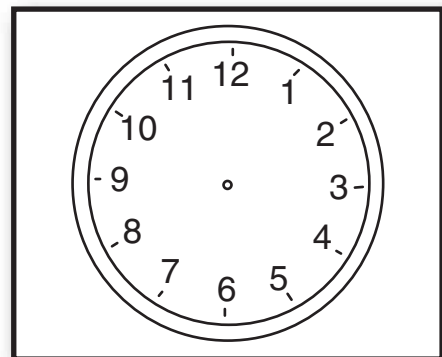
one o'clock



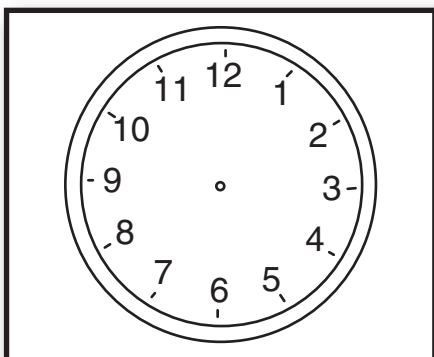
two o'clock



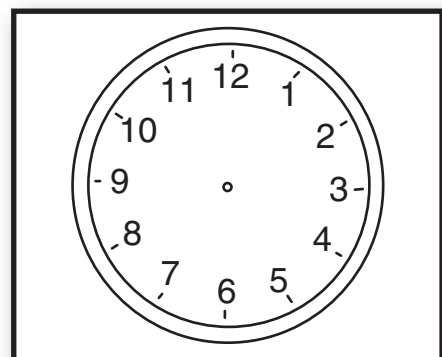
three o'clock



four o'clock



seven o'clock



eight o'clock