**It’s About Time**

|  |  |
| --- | --- |
| Fluency, Language, and Text Features | Idioms, Pacing, Sequences and Procedures, Glossary |
| Level | **J** (Fountas & Pinnell) or equivalent |
| Subject Area | Mathematics |
| Text Type | Informational text |

|  |  |
| --- | --- |
| **Teaching points** | **Notes** |
| **Idioms**Some of the chapter titles are idioms, or well-known sayings about time. Read the chapter titles “Time’s Up!”, “Keeping Time”, and “Out of Time”. Can your students explain the different ways these idioms can be read and understood? |  |
| **Pacing**Explain that reading as fast as possible isn’t always best and that reading too slowly can also make it hard to follow a sentence. Model reading a sentence very quickly and slowly. Discuss what a good reading speed is, why it’s good, and how reading at a constant speed helps to understand the text better. |  |
| **Sequences and Procedures**The instructions on page 6 tell you how to do something. The list of materials say what you will need, they are similar to an ingredients list. The numbers show what order to do things in. Instructions don’t always have numbers, but sometimes use words like “next”, “then”, and “finally” to give you the right order. |  |
| **Glossary**Words are bolded throughout the book so you know that you can check the glossary for their meaning. Model how to flip to the back of the book to look up the words alphabetically. |  |