**It’s About Time**

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| Level | **J** (Fountas & Pinnell) or equivalent |
| Subject Area | Mathematics |
| Concepts | Measurement, time, invention |
| Reading Focus | Students will learn to use the comprehension strategies of Asking Questions and Determining Important Ideas as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | ancient time, calendar, circle, clock, day, hour, minute, number, sand, second, shape, sky, water, week, year |

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| **Topic Talk** | * This book explores the concepts of time and accuracy of measurement. * Show students the cover of the book and read the title aloud. Ask: “What do you think the phrase ‘It’s about time’ means?” * Have students think, pair, share the meaning of the title, and ask them to think about more than one meaning for the words. * Have students make a prediction about what the book might be about. * Now read the blurb on the back cover together. Have students talk about anything they have learned from the blurb (e.g. that the title can have two meanings). |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Explain that contents pages are helpful for finding out what the author’s purpose in writing the book is. * Have students think, pair, share what new things they have learned about the book from the contents. * Point out that some of the chapter titles are well-known sayings about time. Re-read the chapter titles “Time’s Up!” “Keeping Time,” and “Out of Time,” and discuss what these sayings mean and when they are used. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Use the Visible Thinking Routine “+1”   Purpose: The routine provides learners with a structure for identifying key ideas and committing them to memory.  **Recall:** In 2-3 minutes and working individually, each learner generates a list of key ideas that he or she recalls from the book that he/she feels is important to hang onto. Learners do this from memory  **Add (+) 1:** Learners pass their papers to the right. Taking 1-2 minutes, each student reads through the list in front of him/her and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas). Repeat a couple of times.  **Act**: Return the papers back to the original owner. Learners read through and review all the additions that have been made on their sheets. At the same time, they may add any ideas they have picked up from reading other’s sheets that they thought were worthwhile.  Source: <https://pz.harvard.edu/sites/default/files/%2B1%20Routine.pdf>  *© Harvard Graduate School of Education*   * Read the chapter title and page 2 aloud. Explain that the chapter is a question. Have students think about the chapter title and the questions *who, what, where, when, why* and *how*. Explain that you will come back to these questions at the end of the book. * Read page 3 aloud. Make sure to read the breakout at the foot of the page as part of reading page 3. Have students write what they think the important ideas are in the text they have read together. Discuss with them whether you all think that the “!” text box about Venus is an important idea or a detail. * Ask students to skim and scan pages 4 and 5. Have them write the important ideas on these two pages and ask them to talk about where they saw these important ideas (i.e., in the word or the pictures). * Now read the chapter 2 title and pages 4 and 5 aloud. Have them discuss what they learnt, and if they still have questions discuss them with the group. * Discuss the ant questions as a group. * Now, read page 6. Point out that these are instructions. Ask students to share with a partner a time they followed instructions to make something. Have some students share with the whole group. * Have students think, pair, share what would happen if you didn’t follow the questions in order (also known as a sequence). Explain that instructions don’t always have numbers, but sometimes use words like “next,” “then,” and “finally” to give you the right order. * Read pages 7 and 8 together. * Have students think, pair, share about whether or not these pages added to their knowledge about time. * Ask students to share whether they have seen or heard about a sundial before. If they have, where was it? * Set a purpose for reading from chapter 3 to the end of the book:   + Try to ask questions about what you are reading as you go.   + Try to find the main idea in parts of the text as you read and look for parts that are supporting details of the main idea.   + Pause at the ant questions to answer them and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Have students think, pair, share about important ideas they wrote down and questions they haven’t been able to answer. 2. Have students retell the journey of invention from the sundial to the digital clock using “first,” “next,” and “finally”. 3. Ask: “Were there any parts where you were stuck with your understanding, and how did you become unstuck?” 4. Discuss how important it is to measure time and to know what the time is. | |
| **Writing Prompts** | *Fiction* | Write a story making up a problem you had when you were late for an important event. |
| *Informational* | Write instructions to explain to someone how to set a digital clock to the correct time. Swap your instructions with a friend, and check the instructions make sense. |
| *Letter Writing* | Write a letter to your school principal convincing him or her to build a sundial, a water clock, or a giant hourglass for the school. Explain why the school should have one. |
| *Opinion* | Do you think it’s important to always be on time, or not? Write an article explaining your opinion. |
| *Research* | Research the invention of the digital clock, using the questions *who, what, where, when, why* and *how.* |