

## About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 154

### Book Summary

*Time of Day* takes readers on a journey through a typical day for a child. Students are supported by simple sentences and interesting illustrations that include many types of clocks and watches. A clever use of questions will keep readers engaged in this fun book. Use this familiar set of routines to teach students about sequencing events and using contractions.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Connect to prior knowledge to understand text
- Sequence events
- Segment syllables
- Identify VCe pattern
- Recognize and use contractions
- Define and use compound words

### Materials

Green text indicates resources are available on the website.

- Book—*Time of Day* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sequence events, VCe pattern, contractions worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *what, you, your*
- Content words:  
Story critical: *afternoon (n.), evening (n.), morning (n.), o'clock (adj.), time (n.), tomorrow (adv.)*

## Before Reading

### Build Background

- Ask students to think about some things they do in the morning, afternoon, and evening. Have them discuss these activities with a partner.
- Make a chart on the board with the headings: *Morning, Afternoon, and Evening*. Have students name activities they do during each time of day. List the activities under the correct headings
- Discuss the activities listed on the chart and whether there are any similarities.

## Book Walk

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, authors' names, and illustrator's name).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand and remember what they read.
- Model connecting to prior knowledge as you preview the book.  
*Think-aloud: When I look at the picture on the cover, I see a child in bed. It looks as if the alarm clock is ringing at six o'clock. I know people wake up when their alarm clock rings in the morning. On the back cover, I see some girls playing on the playground. I also notice the sun is high up in the sky. I know some children have recess in the afternoon and the sun is high in the sky then. The title of the book is Time of Day. On the basis of the pictures, what I already know, and the title, I think this book will be about activities that happen at different times of the day.*
- Have students preview the rest of the book, looking at the pictures, cover, and inserts. Ask them to share with the class any connections they make.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Sequence events**

- Ask students to share with a partner the steps they take to get ready for school in the morning. Invite volunteers to share their morning routine with the class, and record the sequence of events on the board, using key words and pictures.
- Explain to students that a sequence of events is the order in which events occur.
- Rewrite a morning sequence so that the events are out of order. Retell the morning routine using this incorrect sequence and have students share with a partner what is wrong with the retelling. Remind students that when we describe events in the wrong order, the description does not make sense.
- Write the following key words on index cards and place them on the board: *take shower, put on pajamas, brush teeth, read a story, go to sleep*. Draw simple pictures to illustrate each card.
- Model how to sequence events.  
*Think-aloud: To get ready to go to bed at night, I follow a certain sequence of events before I go to sleep. First, I take a shower. Second, I put on my pajamas and brush my teeth. Third, I read a story with my mom or dad. Last, I turn out the light and go to sleep. I won't be able to go to sleep until I complete these steps in that order. Following the right sequence of events is very important.*
- As you speak, rearrange the cards so they are presenting the correct sequence of events.
- Explain that most books, just like the scenarios discussed, also have a sequence of events. When talking about the book, readers must be sure they describe events in the right order for their retelling to make sense.
- Write the words *first, second, third, and last* on the board. Explain to students that they can use connecting words like *first, second, third, and so on* to help them correctly organize a sequence of events.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *What time is it? It looks as though it is six o'clock in the morning. What does o'clock mean? That's right; it is a word used to tell the exact hour.*


- Have students divide a separate piece of paper into four rectangles. Ask them to write the word *evening* in the first rectangle. Have students share with a partner what they think the word *evening* means. Then, have partners look up the word in a dictionary and compare it to their own definition, revising their meaning as necessary. Have students write the definition for *evening*, using their own words, in the second rectangle.
- In the third rectangle, have students draw a picture representing the word *evening*. Have students use the word in a sentence and record that sentence in the fourth rectangle on the paper. Invite volunteers to share with the class their finished vocabulary word breakdown.
- Repeat the process with the remaining vocabulary words.

## Set the Purpose

- Have students read to find out more about time of day. Remind them to think about the correct sequence of events in the book as they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.  
*Think-aloud:* As I read, I learned about the things the children do in the morning and the times they do them. They wake up at six o'clock in the morning, ride the bus at seven-thirty in the morning, and start class at eight o'clock in the morning. These are all similar to the things I do in the morning. I get up at five-thirty in the morning, drive to school at seven o'clock and begin class at eight o'clock in the morning. I know that most people have a routine and do the same things at the same time of day each day. I will keep reading to learn more about what the children do later in the day.
- Invite students to share how they connected what they already knew with information discovered while reading the book.
- Using pages cut out from an extra copy of the book, place pictures from pages 3 through 5 on the board. Arrange the pictures so they are out of sequence.
- Ask students to point to the picture that happened first in the book. Write the word *first* on the board, and place the picture under that word. Write the words *next* and *then* on the board, and ask students to point to the next event that occurred in the book. Place that picture under the word *next* and the final picture under the word *then*.
- Retell the events from the book in the correct sequence, using the pictures and the connecting words written on the board.
- **Check for understanding:** Have students read to the end of page 9. Encourage them to share how they connected to prior knowledge as they read the book. (Accept all answers that show students understand how to connect to prior knowledge.)
- Place pictures from pages 6 through 9 on the board, out of order. Ask students to discuss with a partner which event came first in the book. Invite a volunteer to come to the board and add the correct event (from page 6) to the sequence already started with pages 3 through 5.
-  Have students look at these pages in their book and circle the words *morning*, *afternoon*, and *evening*. Explain to students that since this book follows the events in the day, the time of day will give them a clue about the sequence of events. Since morning comes before afternoon, the events in the morning have to come before those in the evening.
- Have students read the remainder of the book. Remind them to think about what they know about or have experienced with time of day as they read and to pay attention to the order of events in the book, using the time of day as a guide.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *On page 12, I read about the children going to bed at nine o'clock. I also learned that tomorrow is Saturday. I thought about how routines change on the weekends. I know I usually get to sleep later on Saturday morning than any other day of the week because I don't have to go to work. Most of the time, I cook a big breakfast and enjoy it with my whole family on the weekend. On Monday my routine returns to normal.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

## Reflect on the Comprehension Skill

- **Discussion:** Place pages 3 through 12 on the board, out of order, with the page numbers blocked out. Have students work in groups to discuss the correct sequence of events for these pages, without using their book. Write the ordinal words *first* through *tenth* on the board. Point to the word *first* on the board, and call on a student to describe what event happened first in the book. Invite a volunteer to come to the board and place the correct picture beneath the word *first*. Continue until all the pages have been sequenced in the correct order.
- Ask students to describe to a partner how sequencing events helped them remember and understand the book.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about some of the activities children do in the morning, afternoon, and evening. Now that you know this information, what are some other activities you do? What time of day do you do them?

## Build Skills

### Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *morning*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words one at a time and have students clap the syllables and tell how many syllables are in each word: *afternoon, recess, children, homework, evening, dinner, favorite, wake, tomorrow, Saturday*.

### Phonics: VCe pattern

- Write the word *time* on the board and say it aloud with students.
- Have students say the long vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /i/ sound in the word *time*.

- Cover the letter *e* with your hand. Have students read the word *tim* aloud. Remind students that the letter *i* can have two sounds: the short /i/ sound and the long /i/ sound. Uncover the letter *e* and have students read the word *time* aloud with you. Explain to students that one way to make the letter *i* have a long vowel /i/ sound is by adding a silent -e to the end of the word.
- Explain to students that a silent -e at the end of the word makes a vowel say its name. Write the words *nine*, *five*, and *ride* on the board. Point to each word and have students read it aloud. Remind them that the vowels should say their name. Invite volunteers to come to the board and circle the silent -e and underline the medial vowel.
- **Check for understanding:** Write the following words on the board: *can*, *sit*, *mut*, *tot*, *kit*, *slid*, *tub*, and *sam*. Say each word, one at a time, and have students repeat. Invite volunteers to come to the board and add the silent -e to the end of each word. Have students read the new words to a partner. Call on random students to read the words aloud.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

## Grammar and Mechanics: Contractions

- Write the following sentence on the board: *What's your favorite lunch?* Circle the contraction. Explain that sometimes in written and spoken language, we combine two words to make a *contraction*. When two words are joined, some of the letters are taken out and replaced by an apostrophe. In this example, *what's* comes from *what is*, and the *i* is taken out of *is*. An apostrophe takes the place of the *i* and helps the reader to see that this word is a contraction.
- Point out the word *o'clock* on page 3, and explain that it comes from the words *of the clock*. The apostrophe in this word takes the place of several letters.
- Ask students if they can name other common contractions and write a list on the board.
- Have students turn to page 8. Ask them to locate the contraction on this page (*it's*). Ask what two words make up the contraction *it's* (*it is*). Discuss which letters have been removed and the location of the apostrophe.
- **Check for understanding:** Use the contractions from the students' list on the board in sentences. Say some sentences with contractions and some without. As you say each sentence aloud, pause and have students give the thumbs-up signal for every sentence with a contraction and the thumbs-down signal for every sentence with no contraction.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

## Word Work: Compound words

- Write the word *afternoon* on the board. Ask students what two words they see in *afternoon* (*after* and *noon*). Explain that this word is a *compound word*. Review or explain that a compound word contains two smaller words that combine to make a new meaning. Remind students that the definition of the separate words can help students figure out the meaning of the new word.
- Have students discuss with a partner the meaning of the word *afternoon* (the time between morning and evening; after twelve noon). Invite volunteers to share. Guide students to the correct definition.
- Work with students to generate a list of compound words on the board. Have students break the compound words into two words. Then have them work with a partner to decide on a definition for each word.
- **Check for understanding:** Write the following compound words on the board: *backpack*, *toothache*, *homework*, *houseboat*, and *weekend*. Then, have students define each compound word and work with a partner to use every compound word in a sentence.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the sequence of events in the book with someone at home.

## Extend the Reading

### Informational Writing Connection

Have students write a paragraph describing things they do in the morning, afternoon, and evening. Ask students to include at least two things they do during each time period and to tell the time they do each activity. Invite them to add any other important information about these activities. Encourage students to draw pictures to support their paragraph.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

### Math Connection

Work with students to determine what events might occur between eight o'clock in the morning, when class starts, and eleven-thirty in the morning, when children eat lunch. Make a schedule with times listed. Determine the elapsed time from eight o'clock to eleven-thirty. Have students work with a partner to do the same thing with the time period from seven-thirty in the evening, when children watch TV, and nine o'clock in the evening, when children go to bed. Have them share their schedule and elapsed time with the group.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- consistently use the strategy of connecting to prior knowledge to understand text during discussion and on a worksheet
- accurately sequence events during discussion and on a worksheet
- accurately segment syllables during discussion
- accurately identify and use the VCe pattern during discussion and on a worksheet
- correctly understand and identify contractions during discussion and on a worksheet
- accurately define and use compound words during discussion

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**