

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 401

Book Summary

People have been asking, “What time is it?” for thousands of years. Knowing the time helps us be where we are supposed to be, whether it’s at school, at a piano lesson, or at soccer practice. This informational book looks at clocks that were used to tell time long ago, as well as clocks used today. Students will read about shadow clocks, sundials, and candle clocks. Students will even learn about water clocks and find out how to make one! Photographs and illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand new text information
- Identify main idea and details in informational text
- Identify open vowel y
- Subject-verb agreement
- Identify and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*It's About Time* (copy for each student)
- Chalkboard or dry erase board
- [Connect to prior knowledge, main idea and details, open vowel y, syllable worksheet](#)
- [Discussion cards](#)



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

Vocabulary

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

- Content words:

Story critical: **candle clock** (n.), **cuckoo** (n.), **grandfather clocks** (n.), **shadow clock** (n.), **sundial** (n.), **water clock** (n.)

Enrichment: **analog** (adj.), **digital** (adj.), **electricity** (n.)

Before Reading

Build Background

- Involve students in a discussion about types of clocks. Have them think about the number of times they have wondered what the time was so far today. Have them tell what types of timepieces they have used today.
- Ask them to tell how they think people were able to tell time before clocks were invented that are used today.

Preview the Book

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

- Give students the [connect-to-prior-knowledge worksheet](#). Have students work in pairs to read the sentences, discuss the answers, and write "Yes" or "No" in the column on the left. Explain to students that completing this worksheet helps them think about what they already know about the topic of telling time.
- Give students their copy of the book. Have them read the title and look at the cover illustrations. Ask them what they think the book is about. Model how to make connections and use prior knowledge.
Think aloud: When I read a new book, I try to think about what I already know about the topic in the book. The picture on the front cover of this book reminds me of the watch my grandfather carried in his pocket. By looking at the title and the covers, I can predict that I may find out about other kinds of clocks.
- Have students preview the title page, table of contents, and index. Tell them that the table of contents tells them what they are going to read about in the book. Read the section titles with students and ask them to tell you what kinds of things they think they will read about in the book. Ask students to identify the section in which they will read about how the sun was used to tell time. Explain the purpose of an index. For example, say: *If I want to find out about a famous clock called Big Ben, I can look on page 12. When I turn to page 12, I read that Big Ben is in London, England, and that it is an analog clock.*
- Continue to preview the book, having students look at photos, captions, and diagrams.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book with students, use any vocabulary you think they will have difficulty with in the discussion. If necessary, have them find the words on the page and tell how they know the word.
- Model the strategies students can use to work out words they don't know. Have students find the word *grandfather* on page 11. Ask students how they could read this word if they didn't know it. Suggest that they might look at how it starts and read the /gr/ sound, and look at how it ends and recognize the sound the letters *er* stand for. They might recognize that it is a word made from two smaller words, *grand* and *father*. Then, they can read the other words in the sentence to see if the word *grandfather* makes sense.


Set the Purpose

- Have students think about what they know about types of clocks as they read the book.

During Reading

Student Reading

- **Guide the Reading:** Give students their books and have them put a finger on the bottom of page 7. Tell them to read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished, ask students if they have ever used the Sun to tell time. Point out the photographs on page 5 and ask students to tell what is different in each one.
- Model making connections to prior knowledge.
Think-aloud: I've seen a big sundial like the one on page 7. It's in the park in the city where I lived growing up. It helps me understand what I am reading when I think about what I already know about the things I'm reading about.
- Tell students to read the remainder of the book and think about what they know about telling time.

-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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 how making personal connections and using what they know about the topic of the book helped students become more involved with the text and helped them better understand what they read. Have students return to the [connect-to-prior-knowledge worksheet](#) started prior to reading and place the correct answer in the column on the right.

Teach the Comprehension Skill: **Main idea and details**

- **Introduce and model:** Review or explain that many books are about one thing. Ask students what the book they just read is about. Ask students if they think the title and covers of this book were good hints. Ask students to tell the best way to find out if the title and covers are good hints (*read the book*).
- Have students look at the table of contents. Explain that each section in this book tells about a way to tell time. Tell students that this is the main idea, or the “big idea” of the section. Explain that the other sentences in the section that tell more about the main idea are called details.
- Have students look at the second section title. Tell students that the main idea of this section is that the sun can be used to tell time. Have students turn to page 5. Tell them the detail on this page is that people got up when the sun came up and went to bed when the sun went down.
- **Check for understanding:** Have students turn to page 6 in the book. Ask them to find a detail that tells about how the sun can be used to tell time. Explain that figuring out the main idea and details in a book helps them understand what the book is about.
- **Independent practice:** Explain the [main-idea-and-details worksheet](#). Have students complete the worksheet. Discuss their responses.

Build Skills

Phonics: **Open vowel y**

- Write the words *sky* and *tiny* on the board. Say the words aloud and have students repeat them with you.
- Underline the letter y in each word. Read the words again with students, emphasizing the sound the letter y makes. Ask students to explain the difference between the sounds.
- Explain that the letter y at the end of a word can stand for more than one sound. Discuss that the letter y can make the long /i/ vowel sound as in *sky* or the long /e/ vowel sound as in *tiny*.
- **Check for understanding:** Write the following words on the board and say them one at a time with students: *happy, sunny, fly, buy, funny, sky, and buggy*. Have students give the thumbs-up signal when they hear the long /e/ vowel sound and the thumbs-down signal if they hear the long /i/ vowel sound when you read the words ending in the letter y.
- **Independent practice:** Introduce, explain, and have students complete the [open vowel y worksheet](#).

Grammar and Mechanics: **Subject-verb agreement**

- Explain that the words *was* and *were* are used to tell about things that happened in the past. Tell students that the word *was* is used to tell about one person, place, or thing. Explain that the word *were* is used to tell about more than one person, place, or thing.

- Write the following sentences on the board, and ask students to tell if one or more than one person, place, or thing is the subject of the sentence:

The books were lost.


He was late.

I was happy.

Ann and Ed were hungry.

The children were laughing.

Al was singing.

-  Write the words *was* and *were* and the following sentences on the board. Ask students to number 1 – 5 on the inside front cover of their book and write the word that fits in each sentence.

1. We ____ playing.

2. Sue, Bob, and Jill ____ reading.

3. I ____ reading, too.

4. The book ____ funny.

5. His car ____ was red.

Word Work: **Content vocabulary**

- Tell students that many of the words in the book are used to talk about ways to tell time. Provide opportunities for students to talk about difficult words such as *analog* and *digital*. Provide opportunities for students to say the new vocabulary words, and use the words in sentences.
- Have students cut pictures from magazines or draw pictures of each type of clock they read about in the book. Tell them to label each clock. Display the pictures on a bulletin board titled *Tick Tock*.

Build Fluency

Independent Reading

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

Home Connection

- Give students their books to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

As a group, brainstorm ideas about what a magic clock might do. For example, a magic clock might let students sleep an hour longer, get out of school an hour earlier, or stay up an hour later at night. Have students use paper and markers to draw their own special clock. Have them write a description of all the things their clock will do. Display the clocks on a bulletin board titled *It's Magic Time*.

Social Studies Connection

Refer to page 15 in the book. Have pairs of students create water clocks. Have them check the water clock against an analog clock with a second hand and tell if they keep the same time.

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.

Lesson Plan *(continued)*

It's About Time

- 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:**

- connect to prior knowledge as a strategy for understanding and remembering text
- identify the main idea in each section and find details that support it
- recognize and understand open vowel *y* in text and on a worksheet
- understand when to use the words *was* and *were*
- understand content vocabulary and use the words as labels

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)