Title: What Is the Time?  Level: AA ISBN: 978-1-60719-150-6 Publisher: Newmark

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.) letters **i, t, h, s, p**

1. it build with magnetic letters, then write

2. is in journals- it, hit, sit, pit

3. is, his

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Show one book to the group. Read the title and author’s name. Why is telling time important? Think about things you do at different times in the day… When do you eat breakfast? When do you go to bed? When does you class work on math? Our book will show us different in the day, and what can happen at those times.

Let kids read inside cover- What Is the Time? (you read the author’s name)

p. 2-3 We’ll read about these times today. Point to a digital clock and compare/contrast it to an analog clock. Point to the words telling the time. Notice the three ways to show what time it is!

Read the sight words to me. Point to the word that ends with the sound /t/.

Point to the word that ends with the letter s.

Which word has 2 letters? (both of them)

Difficult Words/Vocabulary – reviewed on p. 2-3

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Use the pictures or photos and beginning sounds to help you read and think about the story!

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

p. 2-3 and 4-5 Model reading the page, having kids point to each word you read.

Start at the beginning- with the kids, echo or chorally read the book.

After Reading: (5-7 min.)

* Discuss the story

p. 2-3 These are the important words that we saw throughout the book.

p. 4-5 What time of day is it? What are the children doing? Let’s talk about the three different ways the author shows us the time.

p. 6-7 What time is shown? Let’s read the page together. If it’s 10:00, we can figure out that these kids must be at school, maybe in music class!

p. 8-9 Point to the words that tell us what time it is. (two o’clock)

Where do you think these children are at 2:00?

p. 10-11 The words **it** and **is** are almost alike. We need to pay attention to the letters we see to read these words. Does it say “**Is it 4:00?”** No, it’s not a question! There is no question mark. Let’s read it together. It is 4:00. What are these kids doing at 4:00? Do you think they are still at school?

p. 12 I see that this sentence ends with a period. It is telling us what time it is. It is NOT asking us about the time. Let’s read it together.

What are the girls doing at 9:00?

Look at the graphic organizer on the back, inside cover. Have the kids use the graphic organizer to restate the important information in this book. Encourage using complete sentences. Model this if necessary!

Writing Connection: (5 min.)

Draw a digital clock and put the time on the clock.

Use a sentence to tell the time. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 \_\_\_ o’clock

Make a picture to what you do at this time.