

# Time and Clocks

PM Level 28

Ruby

**Text Type** Procedure (Informative), Description (Informative)

**Running Words** 2001



## Preparing for Guided Reading

### Prior knowledge

- Have students discuss the timepieces they use in their own lives, and offer thoughts as to how most people keep track of the time in the present day.

### Orientation to the text

- In this book, the reader learns about different ways people have measured time over thousands of years, and demonstrate for themselves how this has been done by making their own simple timepieces. They also learn about famous clocks around the world, including historical and technical details about them.

## Building the Balanced Reader

### Grammatical conventions

- Discuss how adverbs add detail and clarity to the text, e.g. *Tape the jars together firmly*; *Insert a pin horizontally*; *As human societies changed, in many places it became necessary to consistently measure periods of time...*
- Discuss the formal language used in the conclusion of the first experiment, e.g. *An experiment was conducted to determine whether...; The hypothesis is supported by the results of this experiment.* Discuss the fact that these sentences do not contain any personal impressions, but focus purely on the experiment.

### Vocabulary

#### Key vocabulary

*bells, clocks, consistently, cultivated, elaborate, hammer, horticultural, hourglasses, invert, maintenance, pendulum, penny, profusely, random, spire, timepieces, towers*

### Spelling

- Revise the doubling of the final letter to make a past-tense verb, e.g. *levelled, topped*.
- Discuss how the final letter is also doubled to create certain adverbs, e.g. *finally*.

### Visual literacy

- Have students look at the photo on p. 21 and discuss what they think these cleaners need to do to clean and repair the clock dials of Big Ben.

### Focusing on the book – guided reading

- Have students share thoughts about why it may have been more important for early humans to measure longer amounts of time, such as seasons, than to measure minutes or seconds.
- As students read through both experiments, have them observe the verbs used, and offer thoughts about why they were chosen to convey this information so clearly.
- After reading both experiments at the start of the book, have students share observations about what these experiments show. Do they agree with everything written in the conclusions?
- Have students read through the *Famous Clocks* chapter, stopping to discuss any information that particularly surprises them.
- Ask students if they think the flowers in floral clocks have any effect on their accuracy in showing the time.
- After reading p. 30, ask students what they think they would see on the other side of this clock. Do they think this is a difficult job for the man to do?

### Comprehension

- How did people tell the time thousands of years ago? (*Literal*)
- Why is the word *approximately* used in the candle clock experiment? (*Inferential*)
- Why is stainless steel a suitable material for the hands on the Floral Clock? (*Applied Knowledge*)

### Follow-up activities

- Have students perform both of the experiments in the book, and note any differences in results between what was seen in the book and what they have observed themselves.
- Have students draw a design for a clock of their own that could feature on a well-known building in the city or town that they live in. Ask, *How big would your clock be? What style would it be? Would you include a second hand?*

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## Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up