

TEACHERS' NOTES



ALL ABOUT
TIME

CHARLES HOPE



ALL ABOUT TIME



Synopsis

What is time? How do we use it in our everyday lives? Is time the same all around the world?

What are the different units of time, and what devices do we use to measure them?

Let Bud and his friends show you this and more in *All About Time*.

Writing style

Maths Mutts: All About Time is written for emerging readers and includes questions and activities for enhanced engagement. Care is taken to reduce complex concepts to bare essence, while keeping the information and knowledge accessible and interesting.

This book offers young readers multiple entry points to engaging with the information.

Photographic style

Maths Mutts: All About Time switches between double-page and isolated inset photographs, with an emphasis on images of gorgeous dogs. This combination will engage even the most reluctant reader, and offer them the opportunity to explore each image in detail.

Specifications

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Binding Hardback

ISBN 9781742035994

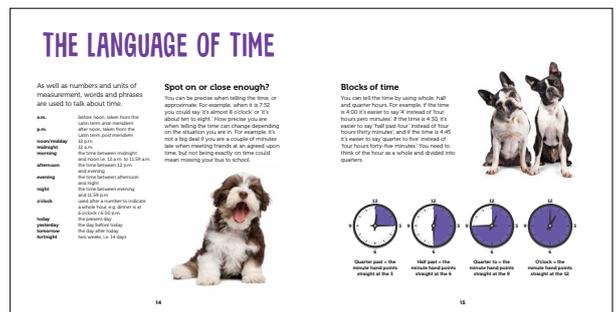
Reading level 5+

Format 260mm x 250mm

Interest level 5+

Extent 32pp + cover

Category Non-Fiction



ALL ABOUT TIME



Curriculum link: Literacy

Before reading:

- Brainstorm what students know and understand about time. This can be a written or verbal exercise.
- Read the blurb and ask students if they can think of any examples of how time is used today. Do they ever use time in their day-to-day lives?
- Create a Wonderings wall, where students write on sticky notes any questions they have about time.

While reading:

- Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.
- Ask children to note any words or ideas they would like to explore.

After reading:

- Ask students to share any words or expressions they want to explore.
- Revisit the Wonderings wall. Have all the questions been answered?
- Allow students to conduct their own investigations into any words or descriptions they would like clarified and into any Wonderings questions not answered. Students share their discoveries with the group. This can be an individual or group activity.
- Students create their own list of words that describe time, and share these with a partner. The pairs then share with the class to create a Time Word Wall.
- Ask them to draw up a list of words that can be used to describe time.



ALL ABOUT TIME



English, Writing, Creative and Oral Activities

ACTIVITY:

- Organise the class into small groups. Assign each group a different type of time-telling device (such as clocks, watches and calendars, or from this list of old-fashioned devices courtesy of [MentalFloss](#)).
- Ask the groups to research their device and answer the following questions: what type of device is it? When was the device invented/first used? How does it work? What is/was it used for? Where are they found? What are they made from? Do people use them every day? Are they still used today?
- Ask each group to consider their device. What are its strengths and weaknesses? Can it be used to tell the time quickly and accurately? Does it tell certain aspects of time i.e. seconds, minutes, hours, day, date, month, year etc. Each group then shares their findings with the rest of the class.
- Ask the groups to look for and print images relating to their type of device and to help illustrate their answers to the questions above.
- Ask each group to create a poster collage. Ask them to attach the images they found and to write a short sentence detailing what that image means in relation to their time-telling device. All members of the group then take turns presenting their findings to the rest of the class.

ACTIVITY:

- Ask the students to look for as many examples of clocks and other time-telling devices in their home, school, public spaces etc. Students are to keep a log of their findings, and to take pictures where possible. Each student can then present their findings to the rest of the class.



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English, Writing, Creative and Oral Activities (continued)

CREATIVE WRITING:

- * Imagine there was suddenly no way of telling time; clocks and watches have disappeared, and people have forgotten about sundials and other primitive technologies once used to tell time. How has the world changed? Is your day-to-day experience better or worse?
- * Write a story that involves a 'ticking clock' situation. This could be a literal ticking bomb, or running late for an important event – anything at all that involves a countdown. Bonus points for making it as dramatic and tense as possible.

Find out more

- <https://www.brainpop.com/>
- <https://www.mathgames.com/time>
- https://ed.ted.com/lessons?student_level=1&category=mathematics
- https://www.abcya.com/games/telling_time
- <https://www.education.com/games/time/>
- <https://www.youtube.com/user/mathantics>
- <https://www.youtube.com/user/Vihart>
- <https://www.youtube.com/user/Vsauce>
- <https://www.youtube.com/user/minutephysics/videos>
- <https://www.youtube.com/user/videomathtutor>

NB: the age range for these links varies, and some are about maths in general

Marketing and promotion

All About Time is the latest title in *Maths Mutts* series, which explores key curriculum topics in a way that is accessible to even the most reluctant mathematicians.

