

# Visualising

- Form pictures in your mind as you read and after you read.
- Use your senses to imagine the text.
- Create a movie in your head about the text you are reading.

## THINKING STEMS

I can imagine...

I picture...

My mental picture includes...

I can see...

I can hear...

I can see...

I can feel...



## **EXTRACT ONE**

*from 'Mr Twit/Dirty Beards' pp.2-4*

### **Mr Twit**

Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.

Mr Twit felt that this hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever.

The hair on Mr Twit's face didn't grow smooth and matted as it does on most hairy-faced men. It grew in spikes that stuck out straight like the bristles of a nailbrush.

And how often did Mr Twit wash this bristly nailbrushy face of his?

The answer is NEVER, not even on Sundays.

He hadn't washed it for years.

### **Dirty Beards**

Mr Twit didn't even bother to open his mouth wide when he ate. As a result (and because he never washed) there were always hundreds of bits of old breakfasts and lunches and suppers sticking to the hairs around his face.

# Visualise

To visualise means to create an image in your mind while reading that reflects the characters, events, topics or information in the text.

Language that appeals to our five senses (sight, sound, smell, touch and taste) can help us to picture in our minds what is happening in a text.

## Sense of Sight

The ugly troll was fat and green.  
His nose was large,  
his eyes were mean.

## Sense of Sound

He roared, he  
grumbled, he  
stomped around.  
His deafening  
footsteps shook  
the ground.

## Sense of Smell

His smell was worse  
than mouldy cheese.  
He reeked of dirt and  
lice and fleas.

## Sense of Touch

His skin was coarse,  
his nose had bumps.  
His scalp was covered  
in rock-like lumps.



Write the word that personifies the object in each sentence.

**squeezed**      **winked**      **turned**      **whispered**  
**sleeps**      **smiled**      **complained**

The car \_\_\_\_\_ as the key was roughly turned in its ignition.

The approaching car's headlights \_\_\_\_\_ at me.

The moon \_\_\_\_\_ at the stars in the sky.

The moon \_\_\_\_\_ over to face the day.

This city never \_\_\_\_\_.

Winter's icy grip \_\_\_\_\_ his rib cage.

The wind \_\_\_\_\_ the rumors of the forest.

# Time



60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

365 days = 1 year

52 weeks = 1 year

10 years = 1 decade

100 years = 1 century

1000 years = 1 millennium



# Telling the Time

## O'Clock

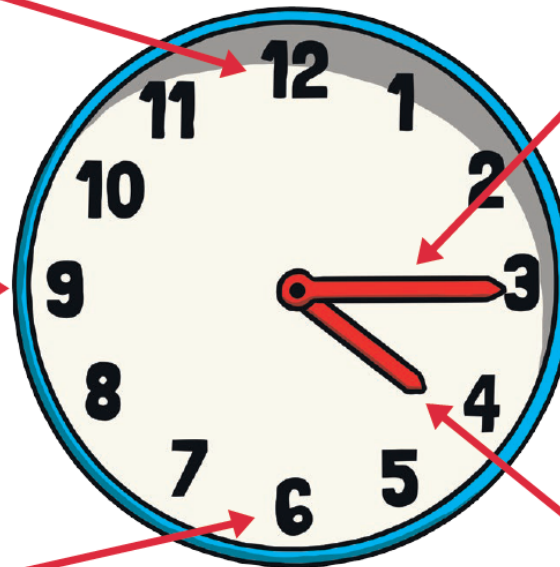
A new hour begins when the minute hand points to 12.

## Quarter To

45 minutes into the hour and 15 minutes before a new hour begins.

## Half Past

30 minutes into the hour.  
30 is half of 60.



## Minute Hand

The long hand points to the minutes past or to the hour.

## Quarter Past

15 minutes into the hour.  
15 is one quarter of 60.

## Hour Hand

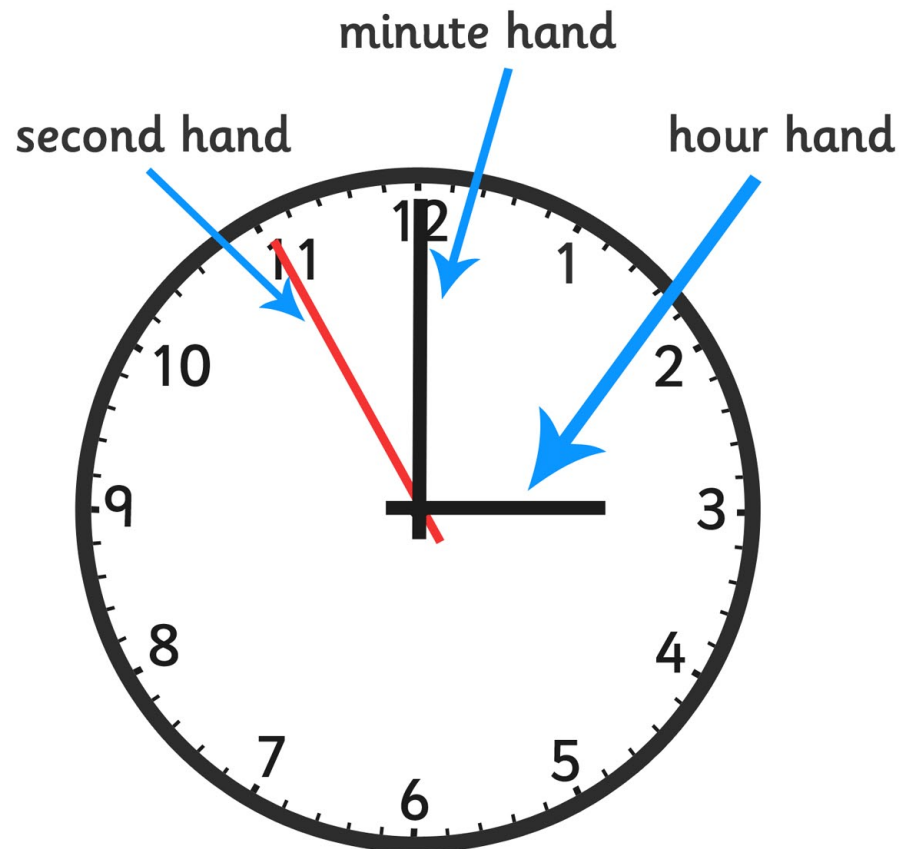
The short hand points to the hour. If this hand is pointing in between hours, it is the earlier hour of the two.



# Time



digital clock



analogue clock



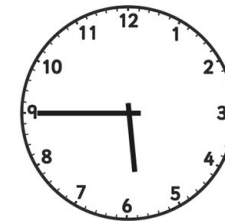
o'clock



quarter past

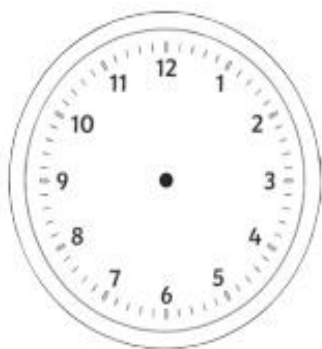


half past

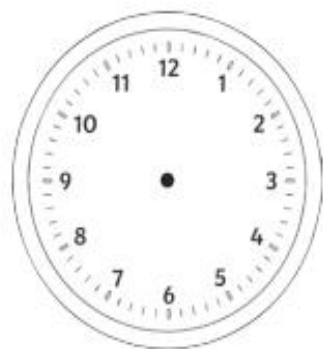


quarter to

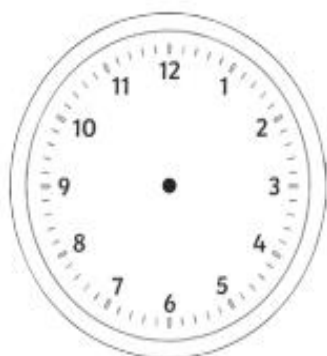
a)



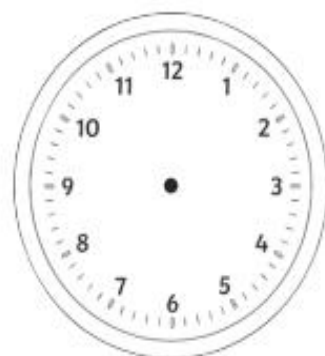
b)



a)



b)





12:30

07:45



06:10

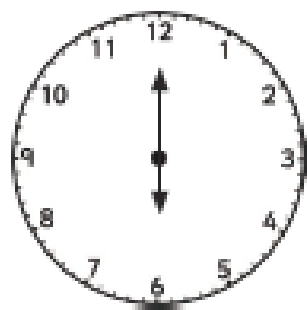
03:05



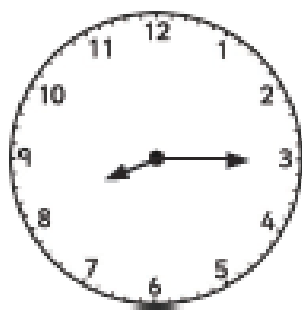
# Tell the Time to the Minute: Writing the Time

I can correctly tell the time to the minute. (ACMMG062)

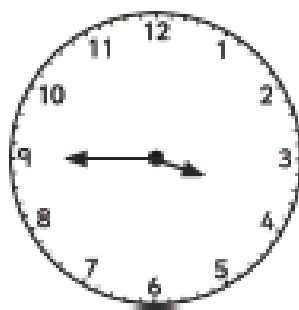
Write the time shown on each clock.



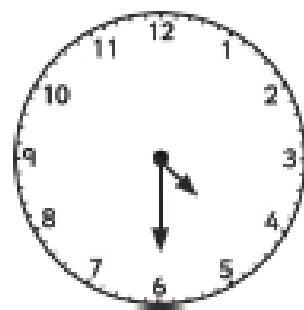
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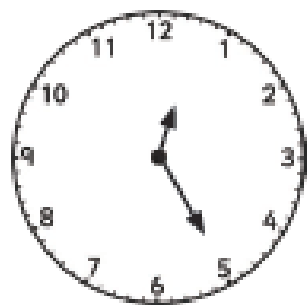
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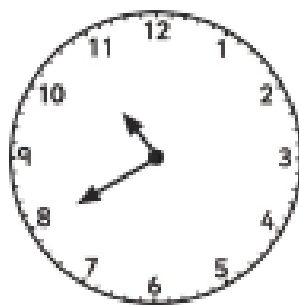
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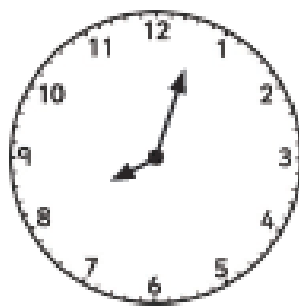
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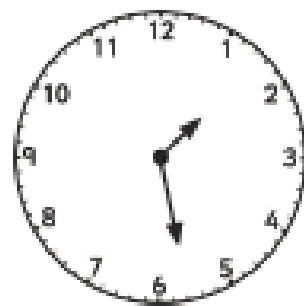
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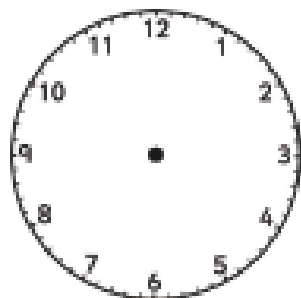
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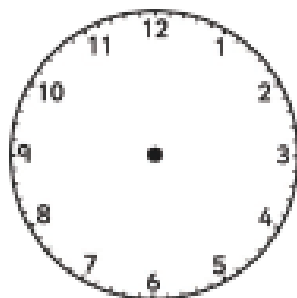
# Tell the Time to the Minute: Drawing the Time

I can correctly tell the time to the minute. (ACMMG062)

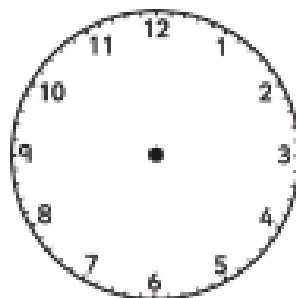
Draw the time on each clock.



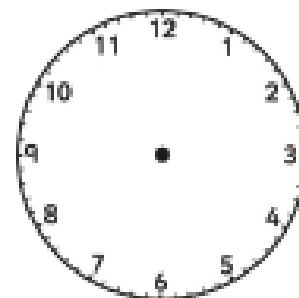
7 o'clock



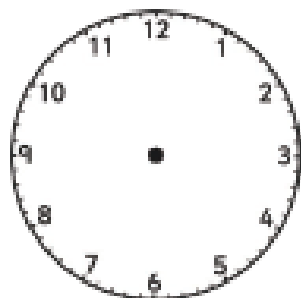
half past 8



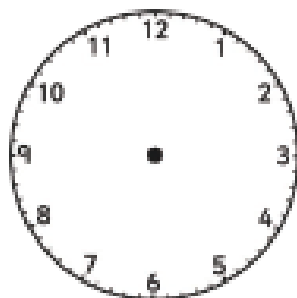
quarter to 12



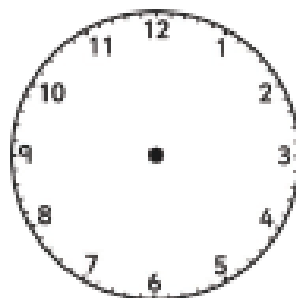
quarter past 2



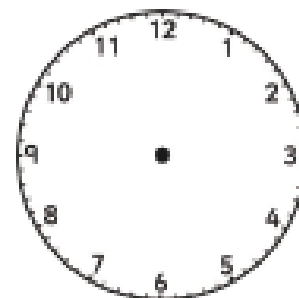
4:20



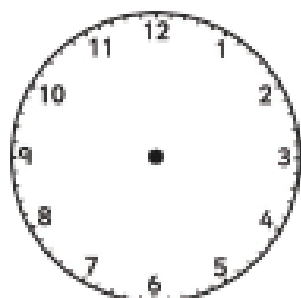
6:40



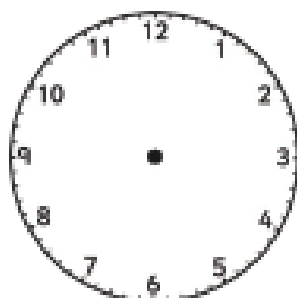
11:55



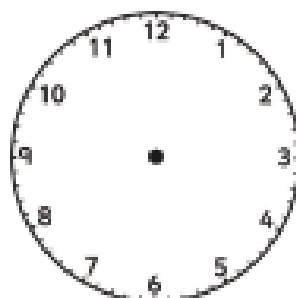
3:05



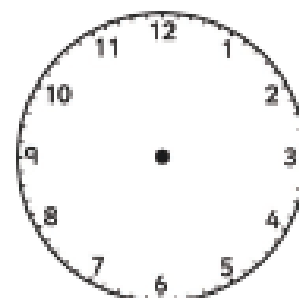
5:12



10:41



2:27



7:11

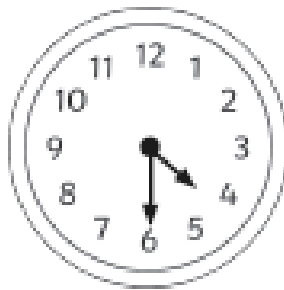
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# Telling the Time

Write down the time each clock is showing on the line underneath.



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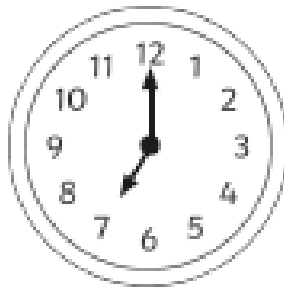
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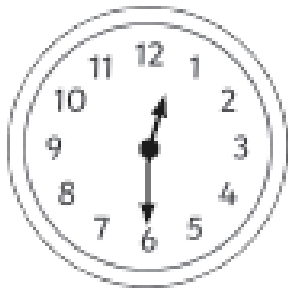
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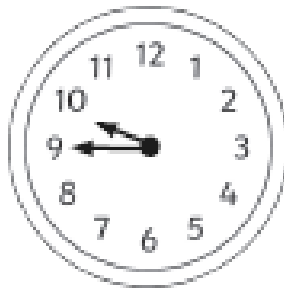
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# A.M. or P.M.

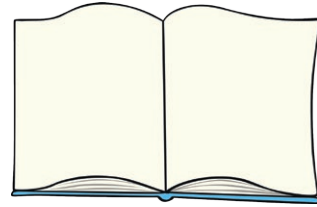
Read each statement below. Circle a.m. or p.m. to show the time of the day for each event.

Jordan eats breakfast at 7:00 in the morning.



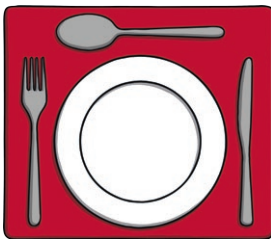
a.m.    p.m.

Sarah does her homework every afternoon at 4:00.



a.m.    p.m.

Brian sets the table for dinner every evening at 5:00.



a.m.    p.m.

Beth arrives home from school at 3:00 each afternoon.



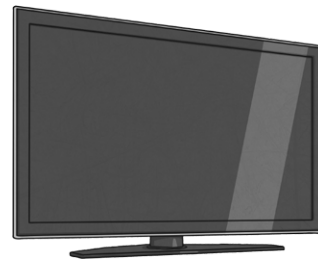
a.m.    p.m.

Tommy plays in the park at 2:00 in the afternoon.



a.m.    p.m.

Rosie watches the Saturday morning cartoons at 9:00.



a.m.    p.m.

Hunter plays soccer on Sunday morning at 11:00.



a.m.    p.m.

Melissa caught the bus to school at 8:00 each morning.



a.m.    p.m.

### **KWL – night and day**

What do you know?	What would you like to know?	What have you learnt.

### **Experiment 1.**

What do you think will happen?

What did you notice?

### **Experiment 2.**

What do you think will happen?

What did you notice?

### **Experiment 3.**



What do you think will happen?

What did you notice?