



# Plan Well



# Understanding Time

**Learning Objective:** Participants will identify the basics of telling time and how telling time is important for time management.



Pre-Teaching Vocabulary ..... 11

Lesson 1 ..... 12

Lesson 2 ..... 13

Lesson 3 ..... 14

Lesson 4 ..... 15

Lesson 5 ..... 16

Quiz ..... 17

## Time-Delay Procedure

### ROUND 1: 0-Second Delay

Point to the vocabulary card while saying the definition. **Show me the one that says \_\_\_\_\_.**

Repeat for each student in the group.

### ROUND 2: 5-Second Delay

Ask a student to find the vocabulary card as you say the definition. For example, **Find the (object/picture/word) that says \_\_\_\_\_.**

Reinforce correct responses or block and redirect for error correction. Shuffle the cards and move on to the next definition. Repeat for each student.



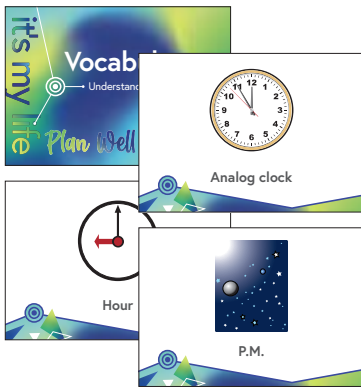


## Pre-Teaching Vocabulary

Introduce the topic to the participants. Say, **Today, we are going to talk about telling time. How many of you know how to tell time? Do you use a digital or a face clock to help you keep track of the time?** Elicit responses from participants. Accept reasonable answers. Discuss individual experiences with the participants.

**Let's review the Big Ideas we are going to learn about in this chapter.** Read the text for each Big Idea. Ask the participants, **What do you think this chapter will be about? What things do you already know about these ideas?**

**To understand time, we need to learn some new vocabulary words.** Read each vocabulary word and its definition. Use the Time-Delay procedure to teach any listed vocabulary that participants do not already know. Some participants may already know and understand the required vocabulary for this task; these participants may omit the vocabulary activity.



### Digital Clock

a clock or watch that shows the time using numbers, not a hand



### Analog Clock

a clock that represents time by the position of hands on a dial



### A.M.

the time period before noon



### P.M.

the time period from midday to midnight



### Hour

a measure of time that is 60 minutes



### Minute

a measure of time that is 60 seconds



### Schedule

a plan of things that need to be done and the times they will be done



### Balanced life

all aspects of your life: relationships, work, fitness, and health, and emotional well-being



### Responsibilities

the things you are expected to do



### Time management

organizing and planning how to use your time



# 1 lesson

## Telling time is important for time management.



### read

Read the passage to the participants and have them follow along in their books or have them read the passage to you. Point out the highlighted vocabulary words as you read.



### discuss

How do you keep track of time?

Do you use a watch, phone, or clock to check the time?

Why do you think it is important to keep track of time?

Do you have anyone that helps you manage your time? Who?

What do you do to plan out your time?



### activities

- ▽ Reading Digital Time
- ▽ Reading Analog Time
- ▽ How I Keep Track of Time

## extension activities

- Have participants practice reading time on the daily class schedule.
- If participants are able, practice reading time to the hour and half hour on analog clocks.
- Have participants match digital times on a phone or a watch to a time on a schedule.



# We can use the terms A.M. and P.M. to help us know if we are talking about daytime or nighttime.



## read

Read the passage to the participants and have them follow along in their books or have them read the passage to you. Point out the highlighted vocabulary words as you read.



## discuss

List some activities you do in the morning.

What are some activities you do in the evening?

Can you think of why it is important to label the time with A.M. and P.M.?

What might happen if you agree to an activity, but do not know if the time is A.M. or P.M.?



## activities

▽▲ Understanding A.M./P.M.

▽▲ Morning or Evening?

▽▲ My Morning and Evening Activities

## extension activities

- Quiz students on different activities. Have them label A.M. or P.M..
- Have participants create a daily schedule. Label each activity with the time and A.M. or P.M..
- Make a T-chart; list morning activities on one side and evening activities on the other side.
- Have participant practice setting an alarm clock using the correct time for A.M. or P.M..



# 3 lesson

## Time is measured in seconds, minutes, hours, days, weeks, months, and years.



### read

Read the passage to the participants and have them follow along in their books or have them read the passage to you. Point out the highlighted vocabulary words as you read.



### discuss

What are some activities that take seconds?

What are some activities that take minutes?

What are some activities that take hours?

Why do you think it is important to know how long activities take?

What might happen if you underestimate the time it takes to complete an activity?



### activities

- ▾ How Long Does it Take?
- ▾ Estimating Time
- ▾ Seconds, Minutes, Hours

## extension activities

- Create a list of activities that take minutes.
- Create a list of activities that take hours.
- Have participants list their favorite activities and estimate the amount of time each activity might take.
- Use the list of activities created and have participants complete the activities using a stopwatch to time themselves (e.g., brushing teeth, eating lunch, putting on shoes, watching a TV show, listening to a song).



# Part of being independent is managing and planning a schedule.



## read

Read the passage to the participants and have them follow along in their books or have them read the passage to you. Point out the highlighted vocabulary words as you read.



## discuss

- What activity takes the most time in the morning?
- What activity takes the most time in the evening?
- What activity takes the least time in the morning?
- What activity takes the least time in the evening?
- What does a balanced schedule mean to you?



## activities

- ▽▲ Planning Enough Time
- ▽▲ Keeping Track of Time
- ▽▲ How Long Will it Take?

## extension activities

- Have participants write down or speak aloud their morning routine and estimate the time it takes for each activity.
- Examine participants' schedules and determine if there are areas where they can schedule breaks.
- Have participants compete to see who can complete routine activities (e.g., shoe tying, brushing teeth, packing backpack) the fastest. Use a stopwatch to time them.
- Show sample schedules and have participants determine if the schedules seem too busy or to not have enough tasks.



## It is important to manage your free time.



### read

Read the passage to the participants and have them follow along in their books or have them read the passage to you. Point out the highlighted vocabulary words as you read.



### discuss

- What is free time?
- What do you like to do most with your free time?
- What are some things that you might need to do in your free time?
- Do you prefer to stay busy, or have more free time?
- Do you have any good habits to support managing your time? If so, what are they?



### activities

- ▾ Free Time Activities
- ▾ Time My Free Time
- ▾ Choose a Free Time Activity

## extension activities

- Have participants engage in an activity they love and time how long it takes to complete the activity (e.g., draw a picture, read a story, play a game of soccer).
- Have participants practice ending free time activities after a specified amount of time (e.g., 30 minutes, 20 minutes).
- Have participants make a list of new free time activities they might like to try.
- Bring in new activities for participants to try (e.g., video games, cooking, painting, drawing, yoga, lifting weights).







# Understanding Time

quiz

## Understanding Time

Chapter 1 Quiz

Choose the correct answer.


1 / A(n) \_\_\_\_\_ clock shows the time using numbers, not a hand.



a. analog



b. digital



c. computer

2 / A(n) \_\_\_\_\_ clock shows the time by the position of hands on a dial.



a. analog




b. digital



c. computer


3 / Most people eat breakfast at 8 \_\_\_\_\_.



a. A.M.



b. P.M.



c. noon

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5

Choose the procedure that works for you:

Have participants take the quiz in the book independently.

.....

Read the questions and choices to the participants and have them circle or point to their answers.

.....

Use the quiz as a chapter review and not a comprehension assessment.

quiz

4 / Most people are asleep by 11 \_\_\_\_\_.



a. A.M.



b. P.M.



c. noon

5 / There are \_\_\_\_\_ hours in a day.

24

a.

60

b.

12

c.

6 / There are \_\_\_\_\_ minutes in an hour.

24

a.

60

b.

12

c.

7 / There are \_\_\_\_\_ seconds in a minute.

24

a.

60

b.

12

c.

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6

quiz

8 / A plan of things that need to be done and when they will be done is called a \_\_\_\_\_.



a. work



b. break



c. schedule

9 / You can \_\_\_\_\_ in your free time.



a. choose an activity you love



b. do nothing



c. work

10 / Responsibilities are \_\_\_\_\_.



a. things you are expected to do



b. fun activities



c. when you are doing nothing

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7

