

MATHEMATICS:

TIME



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
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1. Student will follow a sequence of daily events.	Construct a daily schedule using pictures, vertically displayed. Instruct, using the following method:
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1. Direct the students' attention to the chart and cue: "What happens next? What do you do now?", while turning over a completed card.
2. Review the cards already turned over and cue: "You did this, this, and this."
3. Point to the next card and cue: "Now it is time to _____."
4. To increase the difficulty of the task, add words to the pictures and cue: "What does it say you do next?"
5. Replace the pictures and words, write words alone, as appropriate.

ADAPTATIONS:

Objects or actual photographs may need to be used for students who are not ready to use picture cards.

Velcro is a good material to use for attaching objects/pictures to a schedule.

RESOURCES/MATERIALS



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
<p>2. Student will follow a sequence of activities within a daily event.</p>	<ol style="list-style-type: none"> 1. Construct picture cues and place on a shower ring. Mark the first card in a sequence with green to indicate the start of an activity which occurs daily (First card is circle time; next is “Good Morning Song”; then calendar; then weather; then lunch menu). Demonstrate completing the first task and turning the card, etc. 2. Provide the students with personal sets of cue rings. The number of tasks on each ring can be increased as appropriate. An example follows: <ol style="list-style-type: none"> a. The class schedule indicates it is time to go to the restroom. b. Next to the class schedule, provide a set of ring cues for each student, based upon sequence of restroom skills. c. Have the students pick up their rings and proceed to the restroom. d. In the restroom, instruct each student to follow his/her set of cues to complete activities. This will encourage independence. 3. Provide cue rings for the students to sequence grooming activities. 4. As skills increase, add words to pictures. Remove pictures, when appropriate. 5. As the students follow sequences independently, fade the use of cues.

Note: Flip books may be easier for some students to manipulate.

RESOURCES/MATERIALS

Shower rings
Picture/Word Cue Cards



T.E.K.S. 111.12 (K.2)

The student describes order of events or objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
3. Student will sequence major events of the day.	1. Have the students provide photographs of themselves or pictures of others engaging in major activities during the day. Ask the students to sequence photographs/pictures. 2. Have the students place their daily schedule cards in appropriate order (1 st period - Language Arts; 2 nd - Math; 3 rd - P. E., etc.).

RESOURCES/MATERIALS

Photographs/pictures



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify morning, afternoon, and night.	<ol style="list-style-type: none"><li data-bbox="813 470 1382 709">1. Construct a chart that is divided into sections representing specific times of the day. On each section, place pictures or drawings representing activities that occur at that specific time of the day. For example, getting out of bed, eating breakfast, and going to school can be included in the section representing morning.<li data-bbox="813 716 1382 863">2. Provide the students with magazines. Sit next to them and ask them to look through the magazines, pointing out pictures of activities that might be done in the morning, afternoon, and night.<li data-bbox="813 869 1382 1136">3. Construct a picture scrapbook that has been divided into three sections: morning, afternoon, and night. Give the students pictures, magazines, and catalogs to look through. Tell them to cut out and to paste the pictures in their appropriate sections. If the students appear to be having difficulty, paste one or two of each type of picture in its appropriate section as a model for them to follow.<li data-bbox="813 1142 1382 1318">4. Discuss the daily school and home routine with the students. Point out that they go to school in the morning, go to P.E. in the afternoon, etc. Throughout the day, emphasize the specific times of day during which specific events occur.<li data-bbox="813 1325 1382 1535">5. For the students who take medication, draw a chart that shows the amount of medication to be taken and the times of the day when it is to be taken (one pill in the morning and one at night, etc.). This chart should not be publicly displayed, so as to protect the privacy of that student.

RESOURCES/MATERIALS

- Pictures/drawing depicting daily activities
- Magazines
- Scrapbook
- Medication chart



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify a clock as a measurement of time.	<ol style="list-style-type: none">1. Use pictures of various types of clocks and watches and discuss their function with the students.2. Have the students make clock faces from paper plates.3. Have the students lie down on the floor and use their arms and legs as hands of a clock.4. Provide different types of clocks and watches, and place them on a table. Show the students each type of clock or watch, and call each by its name (alarm clock, wrist, pocket, digital, etc.). At different times during the day, ask the students to identify and to name the clocks/watches on the table.5. Provide the students with magazines that include pictures of clocks and watches. Ask them to look through the magazines and to cut out all of the different types of clocks and watches they see. Review each type and make a watch or clock collage and/or bulletin board or booklets divided into appropriate sections..6. During Community Based Instruction, cue: "What time is it? The bus is coming at ___." Have the students locate clocks at various training sites.7. When visiting malls and/or department stores, ask the students to locate clocks and/or watch departments.

RESOURCES/MATERIALS

Various types of clocks/watches
Magazines
Paper plates



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
6. Student will recognize the position of hands on the clock for specific daily activities.	<ol style="list-style-type: none">1. Introduce the concept with statements (“Do you know what time it is? It’s time for us to...”, etc.).2. Introduce the clock faces on the daily sequence chart. Place one beside each listed activity indicating the appropriate beginning time.3. Have the students match the clock with the clock faces to determine when to end and begin an activity.

Note: Add clock faces to the classroom schedule or each student’s personal schedule.

RESOURCES/MATERIALS

- Clock faces
- Clock



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
7. Student will differentiate between the “big” and “little” hands on the clock.	<ol style="list-style-type: none">1. Discuss and demonstrate the concepts of big and little. Compare the size of the teacher’s hands with the students’ hands to show that “Big hands (teacher’s hands) can touch things (the top shelf, the top of the door, etc.) that little hands can not reach.2. Demonstrate using the classroom clock. Cue: “Big hands can touch the dots.”3. Provide the students with clock worksheets. Give verbal cue: “Point to the big hand. It is the one that touches the dot-dots.” Have the students circle all big hands.4. Have students move clocks, using stiff paper for the big and little hands. Attach with a brad so hands will move. (Teacher may need to pre-mark the numbers on the clock to insure accuracy of their placement.)

RESOURCES/MATERIALS

Classroom clock
Clock worksheets



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify numerals on a clock face.	<ol style="list-style-type: none"> 1. Hold up numeral cards and ask, "What number is this?" 2. Challenge the students to find numbers in the classroom (on the calendar, on the number line, room number above the door, or rulers, etc.). 3. Lead the students to discover the clock face. 4. Remove the classroom clock from the wall. Hold up numeral cards, one at a time, and have the students point to the matching numeral on the clock. 5. Use an enlarged floor clock. Play "musical chairs" with the students by walking around the clock until the music stops. Students must then identify the number on which they are standing. 6. Play the above games as a "cake walk" with winners receiving rewards. 7. Laminate clock faces and cut them up like a puzzle. Have students put the puzzle back together. 8. Make a clock face with blank spaces at numeral positions. Make numeral cards 1-12 that correspond to blank spaces. Have students sequence numerals in correct positions on the clock face.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeral cards
 Clock face on classroom clock
 Enlarged floor clock
 Rewards
 Clock puzzles
 Clock faces with blanks
 Numeral cards 1-12



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
9. Student will identify the direction in which hands turn on a clock.	<ol style="list-style-type: none">1. Draw a chalk clock face on a playground surface. Have the students march around the clock in the direction that the hands move.2. Allow the students turn the dial on the classroom clock in order to move the hands.3. Play Sesame Street's song, "Rock Around the Clock", while the students move the hands of paper plate clocks in the proper direction.

RESOURCES/MATERIALS

"Rock Around the Clock", Sesame Street album
Classroom clock
Paper plate clocks



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
10. Student will tell time to the hour.	<ol style="list-style-type: none">1. Introduce the concept with the cue: "When the <u>Big Hand</u> is on the 12, it says <u>O'Clock</u>."2. Demonstrate and practice writing :00. Use the verbal cue: "Dot, dot o'clock." Provide visual cues using signs to make zeros out of both hands (tap fingers to thumb twice; or, use a cue card to provide the answer).3. Use a teaching clock and ask the students to set the big hand on the 12 to make it say "o'clock".4. Introduce the cue: "<u>Little hand</u> tells <u>which</u> o'clock." Set the big hand on o'clock and tell students to make it say "7:00".5. Using a teaching clock or a homemade clock, change the clock to different times on the hour (4:00). Have the students identify the time. Instruct the students to set a clock to a particular time.6. Tell the students that they may do a preferred activity at a certain time (at two o'clock). Check to see if they do the activity at that time. If they start the activity at a different time, stop them. Ask them to wait for the time as instructed and then allow them to perform the activity.

RESOURCES/MATERIALS

Teaching clock or home made clock



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
11. Student will differentiate between “:00” and other times.	<ol style="list-style-type: none">1. Provide students with a worksheet with several examples of clocks set on the hour and others not set on the hour. Tell the students to indicate which ones are “o’clock”.2. Reward the students who respond, “I don’t know” when asked to tell any time, other than “o’clock”.3. Play “Time Bingo”. Make cards that have “:00” and other times in each column. Call out times (ex: B – 4:00; I – 6:15; N- 8:00; G – 9:30; etc.), or purchase commercially available Time Bingo. Play just as you would regular Bingo.

RESOURCES/MATERIALS

Worksheet of several clocks depicting
Different times
Time Bingo



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
12. Student will read a digital clock.	<ol style="list-style-type: none"><li data-bbox="803 472 1378 535">1. Introduce the use of a digital clock in the classroom.<li data-bbox="803 535 1378 743">2. Ask the students, "What time is it?" Point, using a circular motion, to the first one or two numerals, designating the hour on the clock and cue: "Read everything before the dot-dots." Point, using a circular motion, to the two numerals, designating the minutes, and cue: "Read the minutes."

RESOURCES/MATERIALS

Refer to Teaching Aids:

- Digital numbers
- Digital clock



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
<p>13. Student will count and write “:00, :05, :10” in sequence to “:55, :00”.</p>	<p>Instruct the students, using the following procedures:</p> <ol style="list-style-type: none"> 1. Lead the students in the chant of “o’clock” through “fifty-five”. <ol style="list-style-type: none"> a. Instruct them to raise both arms above their head and say: “o’clock”. b. For “o-five” through “twenty-five”, move the left arm in the clockwise direction similar to the way the hands of the clock move. (The left arm drops to the side of the body at “thirty”.) c. At “thirty”, both arms should be at the sides of the body. d. For “thirty-five” through “fifty-five”, move the right arm in the manner described above. e. When “o’clock” is reached again, both arms return to above the head and the procedure repeats. 2. Have the students practice writing “:00, :05” by memory. Provide the verbal cues, as needed: “dot-dot o’clock”, dot-dot o-five”. Add “:10” as soon as “:00, :05” are mastered. Continue to provide verbal cues as necessary. 3. Continue adding to the sequence as the students are able to master it. They should be able to write “:00” through “:55” in the proper places on clock worksheets.

ADAPTATIONS:

- a. Allow the students to sequence the clock cue cards in order.
- b. Allow the students to use hand signs, rather than writing.

RESOURCES/MATERIALS**Refer to Teaching Aids:**

Clock Cue Cards
Clock worksheets



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
14. Student will count and write minutes in order.	<ol style="list-style-type: none"><li data-bbox="812 472 1364 556">1. Use Numeration Worksheet A. Refer to Elementary Numeration for the students to write "Every little dot" names.<li data-bbox="812 562 1364 682">2. When the above is completed, tell the students to "Show me dot-dot thirteen, dot-dot seven, etc.", by pointing to appropriate boxes on the Numeration Worksheet A.

RESOURCES/MATERIALS

Refer to Teaching Aids:
Numeration Worksheet A



T.E.K.S. 111.12 (K.13)

The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
15. Student will state specific times for daily activities.	<ol style="list-style-type: none"><li data-bbox="803 499 1385 619">1. Write a letter to parents requesting information regarding their home schedule or refer to the Community Based Instruction survey completed and returned by parents.<li data-bbox="803 619 1385 863">2. Give the students a clock face with moveable hands, and ask them questions such as “What time do you eat dinner?”, etc. Have the students respond by setting their clock to the time when the requested activity takes place. It may be necessary for the students to initially model/copy a teacher-set clock.

RESOURCES/MATERIALS

Clock face with moveable hands



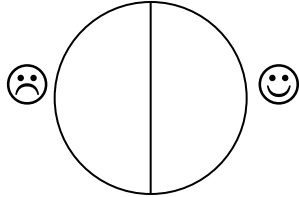
MATHEMATICS:

TIME



units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
1. Student will tell time to five-minute intervals.	<p>Instruct the students, using the following method:</p> <ol style="list-style-type: none">1. Provide the students with clock worksheets. Cue: "Circle the Big Hand."2. Tell the students to put their finger/pencil on the number 12 and cue: "Count till you stop."3. Tell the students to write the ":" (Cue "dot-dot") and then write the number that the big hand touches.4. Divide the clock.5. Label good clock (right side) and bad clock (left side). <div data-bbox="922 846 1218 1041" data-label="Image"></div> <ol style="list-style-type: none">6. Tell students that on a "good" clock, the little hand tells the truth. On a "bad" clock, the little hand lies. Cue: "It's not ___; it's only ___." ("It's not 9; it's only 8.") "Say it's: ___." ("It's 8:53.")7. Between :25 and :40, the little hand is between two numbers. Train the students to recognize that if the little hand is in between the number ___ and the number ___, it's ____, not ____ yet. (If the little hand is between two and three, it's two not three yet. It's 2:__)."8. Adaptations may include using a calculator.<ol style="list-style-type: none">a. Program: Memory +5; push = button the number of times designated by the position of the bid hand (:05 = 1 push; :20 = 4 pushes, etc.). The advantage of this method is that students get visual feedback of counting by fives.

RESOURCES/MATERIALS

Clock worksheets
Calculator



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Push 5 times (Xs) the number designated by the position of the big hand.

NOTE:

It is important to design instruction so that the students are very familiar with “good” clocks, before progressing to “bad” clocks.

M-1



T.E.K.S. 111.14 (2.10)

The student uses standard tools to measure time and temperature.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify times that correspond to the terms “noon” and “midnight”.	<ol style="list-style-type: none"><li data-bbox="808 441 1356 556">1. Discuss the concepts of “noon” and “midnight” with the students. Show them that noon and midnight look the same on the face of a clock.<li data-bbox="808 562 1356 619">2. Develop the concept that “noon” indicates “p.m.” and “midnight” indicates “a.m.”.<li data-bbox="808 625 1356 680">3. Talk with the students about what they are usually doing at noon and at midnight.

RESOURCES/MATERIALS

Clock



T.E.K.S. 111.14 (2.10)

The student uses standard tools to measure time and temperature.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify the equivalents of “1 hour = 60 minutes” and “1 day = 24 hours”.	<ol style="list-style-type: none">1. Demonstrate on a classroom clock that it takes 60 dots to go all the way around to make one hour.2. Relate learning to the TV show “60 Minutes”, which is on for one hour.3. Have the students count every little dot around a worksheet clock.4. Discuss the twelve hours of daytime and the twelve hours of night that occur every day. Demonstrate adding them together to equal the 24 hours of a day.5. During Community Based Instruction, point out various businesses which display “OPEN 24 HOURS” signs and review the concept.

RESOURCES/MATERIALS

- Clock
- Clock worksheet



T.E.K.S. 111.14 (2.10)

The student uses standard tools to measure time and temperature.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify the meaning of the terms “A.M.” and “P.M.”, “on the hour”; and “on the half-hour”.	<ol style="list-style-type: none">1. Use the TV schedule from a newspaper to demonstrate shows which begin at 7:00 in the morning and 7:00 at night.2. Demonstrate A.M./P.M. indicators on various digital clocks and watches.3. Play “It happens in the AM/PM”, using questions about breakfast, baseball games, sun rise, etc. (“When do we eat breakfast? AM or PM?”).4. Use the TV guide to demonstrate that programs begin “on the hour” and “on the half-hour”.5. Have the students locate a favorite show which begins “on the hour” or “on the half-hour”.6. Elaborate that “on the hour” is “:00” and “on the half-hour” is “:30”.7. Discuss other activities (shows at local amusement parks, train schedules, etc.), which are advertised in this manner.

RESOURCES/MATERIALS

TV schedule
Digital clocks and watches
Activity advertisements



T.E.K.S. 111.14 (2.12)

The student applies mathematics to solve problems connected to everyday experiences and activities in and outside of school.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
5. Student will use an alarm clock.	<ol style="list-style-type: none"><li data-bbox="808 470 1339 527">1. Discuss the importance of waking up on time.<li data-bbox="808 531 1360 621">2. Provide the students with several different types of alarm clocks. Have the students experiment with all types.<li data-bbox="808 625 1360 682">3. Have the students bring alarm clocks from home and practice setting them.<li data-bbox="808 686 1377 806">4. Use parent information to teach the students to correctly set their own alarm clocks. Encourage parents to let the students take the responsibility for getting up.<li data-bbox="808 810 1377 896">5. Set alarms in the classroom to correspond with important times during the day (lunch time, break time, etc.).

RESOURCES/MATERIALS

Different types of alarm clocks



T.E.K.S. 111.14 (2.10)

The student uses standard tools to measure time and temperature.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
6. Student will be able to correctly state what time important events occur in their day.	<ol style="list-style-type: none">1. Send home a letter to parents requesting information on daily schedules at home.2. Provide each student with a copy of daily schedules and review daily.3. Identify what a clock looks like at each of these times (digital and analog).

RESOURCES/MATERIALS



Dear Parent(s):

We are working with your child on telling time and time awareness at school. You can help us with this by filling out the enclosed form and returning it to us, as soon as possible. You can also review the times of these events with your child on a daily basis as they occur.

We appreciate the help and support that you give us in educating your child.

Sincerely,

M-6



DAILY SCHEDULE

1. What time does your child get up? _____
2. What times does he/she go to bed? _____
3. What times does he/she eat dinner? _____
4. What times does Mom or Dad get home from work
(if applicable)? _____
5. Are there any other standard daily events that occur on a predictable schedule,
such as playtime, T.V. shows, chores, medicine? If so, please list below:



T.E.K.S. 111.14 (2.12)

The student applies mathematics to solve problems connected to everyday experiences and activities in and outside of school.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
7. Student will be aware of what happens when we change to or from Daylight Savings Time.	<ol style="list-style-type: none"><li data-bbox="813 470 1385 527">1. Mark Daylight Savings Time on monthly calendar.<li data-bbox="813 531 1385 619">2. About a week before the change occurs, discuss what will occur during daily calendar time.<li data-bbox="813 623 1385 743">3. Give students individual clocks and have them set clocks forward or back one hour, as appropriate, while saying, "Spring forward" or "Fall back".

RESOURCES/MATERIALS



MATHEMATICS:

TIME



T.E.K.S. 111.4 (2.10)

The student uses standard tools to measure time and temperature.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
1. Student will tell time to the minute.	<p>When telling time in five-minute intervals has been mastered, introduce the concept: "Every little dot has a name" in the following way:</p> <ol style="list-style-type: none">1. Practice counting by rote ("dot-dot o'clock, dot-dot o'one, dot-dot o'two" through "dot-dot fifty-nine").2. Trains the students to start over after "dot-dot fifty-nine".3. Use a "dot-dot counter" (Numeration Worksheet A) to train the students in the concept "after dot-dot fifteen comes _____".4. Use the previously established procedure for the "little hand" which designates the hour.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A



T.E.K.S. 114.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify the concept that “1/2 hour equals 30 minutes” and/or “half past” the hour.	<ol style="list-style-type: none">1. Display the clock face and use a piece of paper cut to cover half of a clock. Position it over “00 through “30 and say: “This is one-half hour.” “One half” (write the fraction on the board) “is 30 minutes”. Point to the writing and lead the students in the chant “1/2 equals 30 minutes”.2. Position the fractional portion over “30 through :00, and repeat the above procedure.3. Provide the students with television schedules which clearly demonstrate the concept of beginning at :00 and ending at :30 (half-hour shows). Have the students practice locating half-hour programs.4. Instruct the students by saying: “Find <u>Sixty Minutes</u>”. Look on Sunday evening at 6:00.” Emphasize that <u>Sixty Minutes</u> is not a half-hour.5. Introduce the concept “half-past” by again using examples in the TV schedule (“What show is on channel 4 at half-past 7:00 on Tuesday?”).6. If appropriate, use a fractional portion to introduce the concept of :10 plus a half-hour equals :40, :15 plus a half-hour equals :45.7. Provide the students with examples (“If I tell you that I’ll pick you up at half past three, what time am I coming?”). Have the students respond.

RESOURCES/MATERIALS

- Clock face
- TV schedules
- Clock and Calendar Skills
- Teaching Time to Special Students
- Jean Bunnell
- J.Weston Walch Publisher



T.E.K.S. 111.4 (2.10)

The student uses standard tools to measure time and temperature.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify that "1/4 hour equals 15 minutes".	1. Display the clock face and a piece of paper Cut to cover _ of the clock face. Position it over :00 through :15 and say: "This is one quarter" and write "= 15 minutes". Point to the writing and lead the chant: "One quarter equals 15 minutes." 2. Next, position the fractional portion over :45 - :00, and repeat the above explanation.

RESOURCES/MATERIALS

Clock



T.E.K.S. 111.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify the meaning of “quarter till” and “quarter past”.	<ol style="list-style-type: none">1. Position the one-fourth fractional portion over “:00 through :15” and introduce the concept of “quarter past”. Write “Quarter past is :15” and lead the chant.2. Provide examples (“We’re leaving at a quarter past two. That’s 2:___?”).3. Position the $\frac{1}{4}$ fractional portion over “:45 through :00” and introduce the concept of “quarter till”. Write: “Quarter till is :45” and lead the chant. Train: “Quarter till (<u>hour</u>). It’s not (<u>hour</u>) yet; go back, it’s only __:45.” (“Quarter till <u>2:00</u>. It’s not <u>2:00</u> yet; go back, it’s only <u>1:45</u>). Provide verbal examples and have the students practice. Tell the students to write the answers.

ADAPTATIONS:

Use number cards to emphasize matching the targeted concept with a digital watch.

RESOURCES/MATERIALS

1/4 Fractional part.



T.E.K.S. 111.4 (2.10)

The student uses standard tools to measure time and temperature.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify the time zone in which he/she lives.	<ol style="list-style-type: none"><li data-bbox="808 443 1360 531">1. Discuss the television commercials that advertise shows that begin at 3:00 Eastern and 2:00 Central time.<li data-bbox="808 533 1360 590">2. Provide the students with a map indicating different time zones.<li data-bbox="808 592 1360 651">3. Discuss flying through time zones when traveling from coast to coast.<li data-bbox="808 653 1360 716">4. Provide the students with examples for practice.

RESOURCES/MATERIALS



T.E.K.S. 111.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
6. Student will tell future time to the hour.	<ol style="list-style-type: none"><li data-bbox="808 472 1323 529">1. Introduce the concept in word problem format. Refer to “Word Problems”.<li data-bbox="808 531 1347 588">2. Instruct with this cue: “When we need to know hours, we count on our fingers.”<li data-bbox="808 590 1385 833">3. Demonstrate the concept with relevant examples, (“We start to school at 8:00 and we leave seven hours later. Seven hours, put up seven fingers. When did we start? 8:00. Count forward (with fingers going down) 9:00, 10:00, 11:00, 12:00, 1:00, 2:00, 3:00.” This activity should be done with a clock in view.

RESOURCES/MATERIALS

Clock



T.E.K.S. 111.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
7. Student will tell future time to the minute.	<ol style="list-style-type: none">1. Introduce the concept in a word problem format. Explain: "Counting minutes is counting every little dot."2. Demonstrate using a digital clock. Set the clock to say: "3:17" and ask "What time will it be in six minutes?"3. Instruct the students to push the "slow button" six times and get the answer 3:23.4. Use an enlarged clock face to indicate :17. Tell the students to count forward six dots and ask: "What dot-dot is it?"5. Explain that this can be done using a calculator, using the following steps: Future Time: Minutes on Calculator<ol style="list-style-type: none">a. Establish the time.b. Enter ":_:" (dot-dot number) into the calculator (no decimal).c. Push "Count forward" (+ sign).d. Enter # of minutes (ex. Bake <u>25</u> minutes, take <u>15</u> minute break, etc.).e. Ask for the answer (push =).f. "Is it a :_ number? Yes, write it down."g. "No? Fix it." Subtract 60 (push minus 60). Ask for an answer (push equals). Write it down (or carry the calculator on break, etc.).h. If you subtract 60, you went past :00; change the hour. Example: 3:50 $\begin{array}{r} + \underline{:15} \text{ break} \\ :65 \\ - \underline{:60} \\ 4:05 \text{ come back from break} \end{array}$

RESOURCES/MATERIALS

- Digital clock
- Enlarged clock face
- Calculator



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Have the students practice this skill during Community Based Instruction at the laundromat. Pre-determine how much time is necessary to complete the wash cycle. As the students start the machine, instruct them to check their watches and enter the “dot, dot” (minute) number into the calculator. Cue: “The washing machine takes 23 minutes, push +23 and equals.” Assist students to refer to the calculator. When the clock and the calculator match, tell the students to use the same procedure with the dryer.

ADAPTATION:

Provide the students with a digital stop watch and a cue card. When the numbers match, instruct the students to change the activity.



T.E.K.S. 111.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
8. Student will tell future time to the half-hour and quarter-hour.	<ol style="list-style-type: none">1. Review the rules: “One half equals 30 minutes” and “one quarter equals 15 minutes.”2. Provide the students with examples:<ol style="list-style-type: none">a. “The boss says go to lunch and be back in half an hour.” Cue: “Look at the clock and put the dot-dot number into the calculator. Push + and half-hour. How long is one half-hour? One half-hour equals thirty minutes. Push 30. Get an answer, push =. Is that a dot-dot number? Yes, leave it alone.” “No, fix it.” (Refer to previous objective.)b. “The recipe says bake at 350° for a quarter-hour.” Cue the students and have them practice.3. Encourage the students to practice this skill during break time training.

RESOURCES/MATERIALS

Calculator



T.E.K.S. 111.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
9. Student will figure time duration involving minutes.	<ol style="list-style-type: none"><li data-bbox="810 472 1382 558">1. Present the concept in a word problem format and ask: "Need minutes? Use a calculator."<li data-bbox="810 564 1382 619">2. Discuss things people wait for (buses, lunch time, a favorite TV show).<li data-bbox="810 625 1382 772">3. Use a digital clock that is set at 6:43. Say: "My favorite TV show starts at 7:00. How long until it begins? Count the dot-dots." Instruct them to push the "slow button" while they count to seventeen.<li data-bbox="810 779 1382 833">4. Use an enlarged clock face to demonstrate "counting every dot."<li data-bbox="810 840 1382 1167">5. Explain it can be done on a calculator. Example: The bus is coming at 3:25. Now it's 3:06. HOW MANY MORE minutes? Enter $25 - 06 = 19$. The bus is coming at 3:25. Now it's 2:45. Enter $25 - 58 = -33$. Fix it $\quad +60$ Answer $\quad 27$ minutes<li data-bbox="810 1173 1382 1230">6. Teach the students that a negative sign is the cue to add 60.

RESOURCES/MATERIALS

- Digital clock
- Enlarged clock face
- Calculator



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
10. Student will figure time duration involving hours.	<ol style="list-style-type: none"> 1. Introduce the concept in a word problem format. 2. Cue: "Need hours? Use your fingers." 3. Present a problem: "I went to work at 8:00 and stopped for lunch at 12:00. How many hours did I work?" Use the cue: "Every time the big hand makes a circle, it's one hour." Demonstrate holding the left fist in the air, and say "8:00 – one hour goes by and that's 9:00", while circling the fist in a clockwise direction and then raising one finger. Continue circling, raising one finger at ":00" position until reaching 12:00. Look at the hand and say: "I worked four hours." Provide many examples for the students to practice. 4. Present problems involving "__:30" to "__:30". Demonstrate circling the fist from the bottom of the circle, clockwise, raising fingers each time the bottom is reached. Provide examples and have the students practice. 5. Present problems involving only ":# to :#", given that the minutes are the same. 6. If appropriate, present this type of problem: "You begin to work at 8:00 and stop at 11:30." Follow the procedure above and cue: "12:00, that's too far." Demonstrate a half-fist circle to ":30" and say "three whole hours, and half more, 3 1/2."

RESOURCES/MATERIALS

Clock



T.E.K.S. 111.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
11. Student will arrive on time for scheduled activities.	<ol style="list-style-type: none">1. Prepare a daily time schedule of activities for the students. Write them on a large piece of paper and review them. Emphasize the importance of being on time for these activities. Check on the students during the day to see if they are arriving at or performing the activities at the designated time on their schedules.2. Plan an activity that is to begin at a specified time. Tell the students the time it is to begin. Show them a kitchen timer, and set it to ring at the time the activity is to begin. Tell the students to begin the activity when they hear the timer ring.3. Make appointments for the students right after lunch or school, (tell them to take something to another classroom or learning area as soon as the bell rings.) Praise them if they do this. If they attempt to do it at a later time, tell them that it is too late for them to keep their appointment and that they will be given other chances to perform the task.4. Assist the students in making dentist's or doctor's appointments. Give the students appointment cards, and indicate the time they should arrive. Tell them to check the appointment cards during the day of the appointment. When the appointment time arrives, encourage them to go to the office. Throughout the activity, emphasize the importance of leaving early for an appointment so that they will be there on time.5. Provide the students with responsibilities that require them to do certain activities at specific times during the day (watering the plants after lunch, putting equipment away after motor activities, etc.).

RESOURCES/MATERIALS

- Schedule of daily activities
- Kitchen timer
- Appointment cards
- Cue Card: "Minutes – Hours"



Area: Time

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Provide the students who are unable to identify time using clocks or watches with alternate techniques for finding out the time (calling the time service using the telephone, listening to the radio, watching television, etc.).



T.E.K.S. 111.4 (2.9)

The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

Area: Time

OBJECTIVE	TEACHING ACTIVITIES
12. Student will convert minutes to hours.	<ol style="list-style-type: none">1. Demonstrate that some VCR tapes are recorded in minutes. Some recipe cooking times are given in minutes, etc.2. Provide the students with a calculator and cue card: “Minutes – Hours”<ol style="list-style-type: none">a. Enter # of minutes.b. Push memory and – 60.c. Push = and count # of times:d. Stop when you see dot-dot number.e. Write down # of times you push the = button, “# hours: # minutes.” <p>Example: (VCR tape of 150 minutes in length)</p> <ol style="list-style-type: none">a. Enter 150.b. Push the memory key and minus 60.c. Push the (=) equals key to obtain 90, push again to obtain 30.d. 2 hours, 30 minutes.

RESOURCES/MATERIALS

Calculator

