Basic Planning

Lesson Plan | Primary and Elementary School

Lesson Time: 15-20 minutes

A Question of Time

Objectives & Outcomes

Lesson Objectives: Given a set of tasks, students will estimate the proper length of time to complete the tasks.

Lesson Outcomes: Students will be able to ...

- properly use different time measures; hour, minute, second
- estimate the time it takes to complete a school task

Subject Area Connection: Math and Language Arts

Getting Ready

Teacher Preparation: To engage the students in this lesson, you will need a timer. You may choose to use an online countdown timer, a standard classroom timer, or even your watch or phone. Have a source of music such as a radio or phone. Also, have in mind a few time idioms to explain the passage of time.

Materials Required:

- whiteboard and markers
- timer
- paper and/or index cards
- music for dancing
- clock manipulatives, optional

Key Vocabulary

estimate: make a guess based on facts.

time unit: an hour, minute, second.

idiom: an expression to describe something.

Background

When students begin to learn time management, they first need to understand how long things take. Mastering the basic time units of second, minute, hour, day, week, month, and year is essential in mastering the ability to estimate time for tasks and manage time.

Students also need to understand that time progresses at the same rate, whether they are doing something difficult or doing something they enjoy. Although it seems as if time goes faster when they're having fun, it's passing at the same pace.

There are many idioms describing the passage of time, such as "I'll be back in a second," or "Time flies when you're having fun," or " Time stood still." Students will begin to understand how these idioms describe the phenomenon of how we perceive time depending on what we are doing.

"Mastering the basic **time units** is essential to mastering the ability to **manage time**."

Introduction and Modeling

Ask students if they have ever heard the saying, "Time flies when you're having fun." Allow two or three minutes to discuss what it means.

Model one second by having the students raise their hands for one second.

Now, estimate one minute. Tell the students to raise their hands above their heads and to put them down when they think one minute has passed. Did it seem like a long time? This is what the idiom, "Time stood still" means.

Tell the students they will be doing some activities and estimating how long they take. Some activities will be fun and others will not be as fun. They will discover how fun activities sometimes seem to go by faster than hard activities. Tell them even hough it may seem different, time always passes at the same rate of seconds, minutes, and hours.

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Procedure

1. How long is one minute? Turn on some upbeat music and let the students dance. When one minute is up, stop the music. Did the time seem shorter than when they raised their hands?

2. Explain to students the relationship between one second, one minute, and one hour. When someone says, "Just a second," do they mean a literal second? The minute they danced was sixty seconds long. An hour is sixty times longer than a minute.

3. Ask the students what they will be doing in one hour; perhaps lunch or recess.

4. Make four columns on the board and label them 30 seconds, three minutes, 30 minutes, and one hour. Have the students name three things that take 30 seconds to do. Write them on the board in the appropriate column. Repeat this activity with the other time columns.

5. Ask the students to estimate how long it will take them to put a paper in their backpacks. Have them put a sticky note on the whiteboard in the column that matches their estimate.

6. Hand them a paper and tell them to hold it until you say go. When you say go, have them take the paper, put it in their backpack, and return to their seats. Make a note of how long it takes most students. Have students raise their hands if they estimated correctly.

7. Now, give them a short assignment, such as drawing themselves getting ready for school in the morning. Allow five minutes. Show five minutes on a clock face. Set a timer.

8. When the time is up, see how many finished. Follow this activity with the discussion questions about time.

Discussion Questions

- Do you enjoy reading? Why or why not?
- What types of things do you like to read?
- What is the hardest thing about the reading you need to do for school? Is it boring? Confusing?Incomprehensible?
- What strategies can you use to help you understand what you read?
- What can you do before, during, and after you read something to help increase your comprehension of the text?

Evaluation

Put students in small groups. Give each group a newspaper, magazine, book, or access to the Internet. Have them look at the cover/home page of their text and make predictions about what the text will be about. Encourage them to read a few pages of the text and try using some of the other comprehension strategies you discussed as well.

Tips for Tailoring This Lesson

For Higher Grade Levels

- Have students pull up a digital timer on their school laptops or devices to model the time it takes them to do basic tasks.
- Using a clock model and given a start time and stop time, calculate the elapsed time.

For Lower Grade Levels

- Use an interactive teaching clock to count the minutes in an hour.
- Use an online countdown timer on a projector screen to estimate the minutes for activities.

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Alignment to Standards and Frameworks

Common Core State Standards:
College & Career Readiness

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Anchor Standards for Writing

CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standards for Language

CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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