Basic Planning

Lesson Plan | Primary and Elementary School

Lesson Time: 15-25 minutes

Time Flies

Objectives & Outcomes

Lesson Objectives: Students will create a graphical representation of a typical 24-hour weekday. They will see how much time is spent in various activities in relation to each other.

Lesson Outcomes: Students will be able to ...

- develop a timeline of their own weekday activities
- decide which activities they need to adjust to fit in their timelines

Subject Area Connection: Social Studies and Math

Getting Ready

Teacher Preparation: In preparing for this lesson, you may want to create a simple timeline before the class. Construction paper may be used, but if it is not available, adapt the measurement for each unit to fit the size of paper available. On smaller paper, an hour could be 1/2 inch or 1.25 cm.

Materials Required:

- paper
- sticky notes
- pencil
- crayons
- clear tape

Key Vocabulary

chronological: in time order.

graphical: using pictures, icons, or symbols.

represent: use a graphic to show something.

Background

Designing a timeline is a creative way for young students to develop an understanding of chronological order and differing lengths of time. It helps them learn how much time they need for non-negotiable activities such as sleep and school. It also helps them see how much time they spend on other activities such as video games and sports. A visual timeline can help students decide which activities are most important and why they must limit some activities.

"A visual timeline can help students **decide which ctivities are most important** and why they must limit some activities."

Introduction and Modeling

Begin by having students help you make a list on the board of activities they engage in after school. Prompt the students to include items such as homework, playing video games, watching television, playing outside, and chores or pet care.

After there are five activities listed, have students estimate how much time they spend daily on each one. Give them three choices: less than one hour, one to two hours, more than two hours.

Give each student six sticky notes. Tell them each sticky note represents one hour. Have them place their sticky notes next to the activities, depending on how much time they estimated they spend doing it. They may find they do not have enough sticky notes for all the things they think they do.

Tell students they will now create a timeline of their normal weekday

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Procedure

1. Pass out paper and sticky notes to students. Have them tape two sheets of paper together, lengthwise, creating a long strip of paper.

2. Draw a line down the length of the paper. Separate the line into four sections: morning, afternoon, evening, and night.

3. Under each segment, draw a symbol to represent an activity. For example, a computer screen for technology time, a schoolbook for school time, a plate of food for meal times.

4. Begin by adding the non-negotiable activities: sleep, school, homework, meals, and personal hygiene.

5. Color code the types of activities. Sleeping may be blue, eating may be green, and school may be yellow.

6. For the segments that are not colored, create a list of other activities that might fill the free time.

7. Have the students individually decide what activities to include in their free time and how much time to spend on each one.

8. As the students discuss the results in their groups, the teacher should maintain proximity and facilitate the discussions.

Discussion Questions

- Discuss with your partners how much time you spend in non-negotiable activities.
- Describe how you decided which activities to include in your free time.
- Compare and contrast your free-time activities a partners or in a group.
- Explain to your group why you may need to limit some of your free time activities.

Evaluation

Check student timelines to see that the non-negotiable activities are included in reasonable amounts of time.

Students should write a short paragraph describing the amount of time they spend on each activity. They should also answer the question, "Why might you need to limit certain activities?"

Tips for Tailoring This Lesson

For Higher Grade Levels

- Have students create a pie chart that represents how they spend their time in a day.
- Create a class graph showing which free time activities students spend the most time on.
- Have students create a timeline in Canva, PowerPoint, or Google Slides.

For Lower Grade Levels

- Create a class timeline and hang it on the wall.
- Create a daily school activity timeline with movable strips. Review it with the students each day.

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Alignment to Standards and Frameworks

Common Core State Standards:
College & Career Readiness

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Anchor Standards for Speaking and Listening

CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standards for Writing

CCRA.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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