

Unit 01: Time Comprehension and Management

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.5.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.5.A.5	Identify how improvement in the understanding of materials science impacts technologies.
TECH.8.2.5.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.5.C.5	Explain the functions of a system and subsystems.
TECH.8.2.5.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

	Key Ideas and Details
LA.K-12.NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	Craft and Structure
LA.K-12.NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RI.1	Reading Informational Text

LA.RI.9-10	Reading Informational Text
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Craft and Structure
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.K-12.NJSLSA.SL	Speaking and Listening
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In order to be successful in the classroom, vocational and home environments, students must have an understanding of the concept of time. Multiple time concepts are necessary for everyday situations such as understanding a calendar, utilizing a planner and schedule, as well as being able to tell time on varying types of clocks. By having an understanding of time, students will be able to follow and make schedules appropriately, arrive to appointments, classes and other time sensitive activities promptly, as well as improve their awareness and general comprehension of being “on time.” Due to the varying strengths, abilities, weaknesses and experiences of the students in this program, certain skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly.

*Note to instructors: This unit was developed using the Assessment of Functional Living Skills (AFLS)- School Skills Assessment Protocol. Some areas of focus were developed verbatim, while others were elaborated upon. * Denotes information obtained directly from the AFLS. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.*

Reference: Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, School Skills Assessment Protocol. Marietta, GA.: Stimulus Publications

Meaning

Essential Questions

Essential Questions

- Do I understand how to use a calendar and the information presented (i.e., days of week, months of year, seasons, holidays, etc.?)
- Do I understand basic time concepts (i.e., p.m, a.m., morning/night, earlier/later)?
- Can I tell time using both an analog and digital clock?
- Do I understand time equivalence (ie., 1 day = 24 hours, 7 days= 1 week)?
- Am I able to make and follow a schedule or task list?
- Do I understand the importance of schedules (i.e., public, school based) and how to adapt to changes made due to varying situations?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- The development of basic time management skills is crucial for students to live and learn in any type of facility (i.e., school, home, work, etc.) with the least amount of support.
- Understanding the concept of time is a key step to independence.
- Mastery of skills used on a daily basis such as using a calendar/planner and tasks list, following and understanding a schedule, comprehending the various times of day (i.e., morning, noon, night), times of year, telling time, etc. are necessary for being as successful and independent as possible within various environments.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The student will know how to identify the times of day that certain events occur such as arrival and departure to and from school.
- The student will understand the current day, what tomorrow will be and what yesterday was.
- The student will be able to state the days of the week and the months of the year in order.
- The student will know the abbreviations for the days of the week and months of the year.
- The student will be able to convert the names of the month into the appropriate numerical form (i.e., March = 03, January= 01).
- The student will be able to discriminate between weekdays and the weekend.
- The student will understand the varying times of the year and the corresponding holidays for each.
- The student will be able to understand and use a calendar to plan events, identify holidays, etc.
- The student will understand the concepts of earlier vs. later (ie., 5:55 pm is earlier than 6:00 pm).
- The student will know the difference between am vs. pm.
- The student will be able to tell time using both an analog and digital clock in multiple environments.
- The student will understand their school schedule (rotating cycle days) and work schedule when appropriate.
- The student will know how to adapt to schedule changes based on holidays, ½ days etc.
- The student will be able to read a schedule or task list (eg., google calendar, to do list) and demonstrate understanding of temporal order, what time and how long it will take to complete each activity
- The student will develop a task list using google calendar or another form of organization.
- The student will understand how to read and follow a public transportation schedule (PATCO).

Skills

Skills

Student will be skilled at ...

TIME MANAGEMENT:

- Common Knowledge:
 - *Calendar use: the student will be able to identify the current, previous, and upcoming day or month on a calendar, identify upcoming and previous holidays (if present), understand the concept of next week vs. last week, be able to find necessary information on the calendar.
 - *Basic Time concepts: the student will identify the time of day for which certain events occur, describe items observed during the day and night, states the days of the week and months of the year in order, understands before vs. after, earlier vs. later.
 - *Telling time: the student will be able to tell time using an analog and digital clock, understand the equivalence of time (i.e., 1 day = 24 hours, 7 days = 1 week), understand the difference between a.m. vs. p.m.
 - Scheduling: the student will be able to read a schedule or task list (e.g., Google Calendar, to-do list) and demonstrate understanding of temporal order, what time and how long he/she will complete each activity, understand how to read and follow public transportation schedules, develop and follow a schedule pertaining to school, vocational and home life (i.e, activities taking place outside of school), schedule and arrive on time to classes, appointments, etc.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://www.teachingspecialthinkers.com/2013/01/telling-time-is-easy-peasy.html>

Teaching Time Telling Resources

Interactive Online Activities

- Clock Talk
- Ambleside Primary Clock
- Time for Time Games
- Mr. Myers Interactive Clock
- Teaching Time
- Clockwise
- Virtual Manipulative Digital and Analog Clocks
- Kid's Numbers Clock Games

- Journey in Time
- BBC Clock Game

Worksheets, Worksheet Generators and Printables

- Dositely Time
- Time for Time Worksheet Generators
- Instructor Web Telling Time Lessons
- Superteacher Worksheets
- Black Dog Time Collection
- Soft School Time Worksheets
- A-Z Teacher Stuff Time
- Teachnology Time Skills
- Math Fact Cafe Work Sheet Generator
- Math Worksheet Generator
- Super Kids Worksheet Creator
- About.com Time Worksheets

Clipart and Photos

- Clipart ETC

Downloads (Games, Talking Clocks, Stop Watches Timers and More!)

- Click Clock Game (scroll down, on left)
- Speaking Clock Website
- Stopwatch
- Versa Timer
- Online Stopwatch
- Class Timer

Books and Music About Time for Kids

- *A Second is a Hiccup* by Hazel Hutchins
- *The Grouchy Lady Bug* by Eric Carle
- *I Can Tell Time* at the. . . series by Weekly Reader Press
- *Explorers on Safari* by Sally Hewitt and Serena Feneziani
- *Tell Time with the Very Busy Spider* by Eric Carle
- *Croc Around the Clock* by Dereen Taylor
- *Telling Time with Big Mama Cat* by Dan Harper
- *Telling Time* by Jules Older
- *Telling Time with Diego* by Laura Bergen
- *Bunny Day* by Rick Walton
- *Clocks and More Clocks* by Pat Hutchins
- *My Grandmother's Clock* by Geraldine McCaughrean, illustrated by Stephen Lambert

- Tick Tock by Eileen Brown
- *Just in Time* by Cathryn Cave
- Telling Time by Jennifer Fixman in the We Love Math With Miss Jenny Collection

Commercial Time Teaching Products

- Zoobee Time Teaching Watches
- Learning Resources Primary Clock
- Judy Clock
- Edmark Time Telling Program
- Trudy's Time and Place House (switch accessible)
- Teaching Hands Clock

Formative Assessment Strategies

Formative Assessment Strategies

- Task Analysis
- Teacher generated quizzes and checklists
- Parent questionnaire or interview regarding applied skills in the home
- AFLS-Independent Living & Community Participation Protocols
- Student Self-Assessments

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Calendar use:

- Start each day with recording schedule and plan for the day in calendar.
- Morning meetings specifying the current, previous, and upcoming day of the week, month of the year, current season as well as any upcoming, previous or current holiday.
- Use of individual binders and/or academic planner, to identify and add any new or upcoming events.
- Show students how to identify next week vs. last week and ask questions pertaining to events that occurred

during each (i.e., When do we start Winter break?)

- Following multiple sessions and improved understanding, chose 1 student to be the leader of the morning meeting to discuss events pertaining to that week or day.
- Ask questions pertaining to the calendar (i.e., “When is Thanksgiving?” “When do we have an assembly?” etc.).

Common Knowledge and Time Concepts:

- Introduce activities pertaining to the time of day that events occur (i.e., schedule paired with morning, afternoon, and night pictures).
- Frequently ask students the time of day (i.e., “when will you go home?”)
 - If students have mastered this skill across multiple environments, proceed to actual time telling using digital and analog clocks.
- Have the students make a list of events occurring in the morning, afternoon, and night.
- Ask the students about events that are happening in the future to promote abstract thinking skills.
- Activities distinguishing between p.m.. vs. a.m.

Telling Time:

- Activities distinguishing the difference between analog and digital clocks.
- Present students with worksheets and various times shown on clocks; have students determine what time it is.
- Tell time (analog and digital) using online lessons and real devices (personal and in environment to track time)
- Half hour/ hour increment time telling using real and mock presentations (i.e., worksheets).
- Activities targeting time equivalence (i.e., 1 day = 24 hours; 7 days = 1 week).
- Using a timer, have students identify current time, set timer to 5, 10, 15, 20 min., etc., and have them tell the new time.

Scheduling:

- Start each day with recording schedule and plan for the day in calendar
- Daily use of schedules, calendars, tasks lists, task analysis, reminder apps, and timers, etc.
- Review rotating schedule (i.e., cycle day, long. Vs. short period).
- Assign “scheduler” job to students each week to have them inform classmates of upcoming classes, cycle day, etc.
- Utilize public transportation schedules to identify specific stops
 - * Implement field trips having to use PATCO

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read

instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.