**Lesson Title:** Introduction to Time  
**Teacher:** Snyder

<table>
<thead>
<tr>
<th>Subject(s):</th>
<th>Math, Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**Objective(s):**  
*Students will understand the idea of time, what is represents, and how it is used in society to determine seasons*

**Technology:**  
*Drawing software  
*Kidspiration (optional)*

**Standard:**  
**Content Standards: Ohio- Math, Grade 1**  
**Standard:** Measurement Standard  
**Benchmark B- Measurement Units:** Select appropriate units for length, weight, volume (capacity), and time using:  
**Indicators:**  
3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.

**Technology Standards: Ohio- Technology, Grade 1**  
**Standard 3:** Technology for Productivity Applications  
**Benchmark C- Research Tools:** Use productivity tools to produce creative works  
**Indicators:**  
2. Use technology resources with teacher assistance (e.g., pre-selected Web sites, launching applications, educational software).

**Materials:**  
**Teacher:** *Time* by Sara Pistoia, *How Do You Know What Time It Is?* by Robert E. Wells, old magazines  
**Student:** paper, crayons, glue, scissors

**Procedure:**  
1. Intro by asking: “How many times during the day do you use the word time?”
   *What time is it?* - It's time to pack up. - You're wasting time. - It's time for music. - Be sure to hand in your work on time. - We're out of time for today. - It's lunchtime. - If I have to tell you one more time

2. Read *Time* by Sara Pistoia
   OR *Read How Do You Know What Time It Is?* by Robert E. Wells
   OR Read *Seasons* by Tomie dePaola

3. Discuss how seasons change through the year as time passes, look outside/go outside
   (OPTIONAL 4. Do a “Season Sort” using items from around the room or things from home. Illustrate it using Kidspiration. See Appendix B)

4. Have students make a “Seasons Time Line” showing the 4 seasons and how a tree would look and how people would dress. They can use crayons to draw, old magazines to cut and glue, they may use picture software such as KidPix
   (They can also go to [www.teachnology.com](http://www.teachnology.com) (teacher tools>classroom materials makers>timeline maker) to make an online vertical or horizontal timeline

5. Students may present to the class, look outside to see the seasons, or use dates on the calendar to write on the time line.

**Assessments:**  
Use attached rubric to assess the timelines (Appendix A)

**Intelligence:**  
1. Intrapersonal  
2. Verbal Linguistic, Visual  
3. Verbal Linguistic, Naturalistic  
4. Visual, Bodily-Kinesthetic  
5. Interpersonal, Logical-Mathematical
References:

Reflection:
How did the technologies used accommodate the intelligences you identified?
If the technologies used were not effective, what can you recommend as an alternate application to use with this lesson the next time it is taught?
How did the intelligences identified improve student mastery of the objective(s)?
What other intelligences could be included in this lesson?

Appendix A

**Timeline: Seasons Timeline**

Teacher Name: **Amy Snyder**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>The timeline contained at least 4 events related to seasons</td>
<td>The timeline contained at least 3 events related to seasons</td>
<td>The timeline contained at least 2 events related to seasons</td>
<td>The timeline contained only 1 event related to seasons.</td>
</tr>
<tr>
<td>Time Use</td>
<td>Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.</td>
<td>Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.</td>
<td>Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.</td>
<td>Student did not use classroom time to work on the project and/or was highly disruptive.</td>
</tr>
<tr>
<td>Learning of Content</td>
<td>The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.</td>
<td>The student cannot use the timeline effectively to describe events or to compare events.</td>
</tr>
<tr>
<td>Graphics</td>
<td>All graphics are effective and balanced with text use.</td>
<td>All graphics are effective, but there appear to be too few or too many.</td>
<td>Some graphics are effective and their use is balanced with text use.</td>
<td>Several graphics are not effective.</td>
</tr>
</tbody>
</table>
### Readability

| | The overall appearance of the timeline is pleasing and easy to read. | The overall appearance of the timeline is somewhat pleasing and easy to read. | The timeline is relatively readable. | The timeline is difficult to read. |

### Content/Facts

| | Facts were accurate for all events reported on the timeline. | Facts were accurate for almost all events reported on the timeline. | Facts were accurate for most (~75%) of the events reported on the timeline. | Facts were often inaccurate for events reported on the timeline. |

### Spelling and Capitalization

| | Spelling and capitalization were checked by another student and are correct throughout. | Spelling and capitalization were checked by another student and were mostly correct. | Spelling and capitalization were mostly correct, but were not checked by another student. | There were many spelling and capitalization errors. |

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**Appendix B**  
Season Sort using Kidspiration

[Season Sort Diagram]

Lynn Weber  
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http://www.northcanton.sparcc.org/~elem/kidspiration/weber/weber2.html