Time- For- Time

Concepts: Math; Telling Time

Concept Statement: Through this unit the student will be able to understand how to tell time to the hour, half-hour, and quarter-hour. They will demonstrate telling time and applying appropriate vocabulary to their activities. They will apply the skill of telling time in the classroom, at school, at home, and through the use of technology. The use of Multiple Intelligences and technology will aid in the learning process.

Rationale:

Teachers are constantly searching for ways to reach their students on an individual level. Embracing Multiple Intelligence is a key factor to accomplishing that goal, and integrating technology into daily lessons and projects aides in that process. “Multimedia content has expanded our ability to teach toward students’ multiple intelligences” (p28) states David J Staley Ph.D. in the article From Multimedia to Multisensory Education. He continues by saying that “In a multisensory learning environment, images, sound, touch, and movement are as important as written or spoken language.” (p28) In today’s fast paced world, society reaches children through virtual reality, video access, music portability, books on CD, and computers. It is only natural that teachers contend and rival with society for their students’ attention.

Integrating technology and the Multiple Intelligences, however, is easier than one may think. It requires determining your students’ intelligence, which may be as simple as observing their actions or having them complete a short questionnaire. There are many tools online that teachers or students can use to help determine Multiple Intelligence strengths. They allow you or the student to answer a few questions to determine the, if not many, strengths they possess.
Remember, the word “multiple” intelligence means “many”, and many of your students are bound to have more than one strong area.

After determining the student’s area(s) of strength in the Multiple Intelligences, it becomes easy to determine what technology to integrate into the classroom. This set of curriculum materials tries to address the issue of incorporating Multiple Intelligences in classroom and lesson planning, as well as within the daily activities of children.

This set of materials was compiled through my own experience teaching students to tell time. It also includes internet resources as well as support from scholarly articles of research. I developed this unit because year after year I see my students struggle with learning how to tell time. I believe that integrating technology and Multiple Intelligences into the unit will help my students to better understand the total concept of time from months to minutes.

Objectives:

1. Students will understand the idea of time, what is represents, and how it is used in society.

2. Students will understand the concept of a year and will gain knowledge about months of a year.

3. Students will determine the number of weeks and days in a month and use that information to better understand the social use of time.

4. Students will analyze the elements of a clock and use their understanding for telling time.

5. Students will gain proficiency in using a clock to tell time to the hour and determine how many minutes are in an hour.
6. Students will develop an understanding of the use of minutes and seconds when telling time.

7. Students will apply the concept of half-hour and quarter-hour to reading a clock.

8. Students will be introduced to the idea that time is different around the world.

9. Students will produce a question or inquire about another country’s time and will be able to relate gathered information to personal experiences through internet based inquiry and research.

10. Students will utilize online resources such as the internet or eBlog to find answers.

11. Students will document and illustrate their findings using a word processing program or KidPix.

Content Standards: (these are placed appropriately throughout the unit)

**Content Standards: Ohio–Math, Grade 1**

**Standard:** Measurement Standard

**Benchmark B–Measurement Units:** Select appropriate units for length, weight, volume (capacity), and time using:

- Objects; i.e., non-standard units
- U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week, month and year
- Metric units: centimeters, meter, gram and liter

**Indicators:**

2. Tell time to the hour and half hour on digital and analog (dial) timepieces.
3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.

**Content Standards: Ohio–Social Studies, Grade 1**

**Standard:** History Standard

**Benchmark A–Chronology:** Use a calendar to determine the day, week, month, and year

**Indicators:**

1. Recite the months of the year
2. Place events from one's own life in chronological order.
3. Distinguish among past, present and future.

**Standard:** Geography Standard

**Benchmark A–Location:** Identify the location of the state of Ohio, United States, the continents and oceans on maps, globes, and other geographic locations.

**Indicators:**

4. Locate the local community, state and the United States on maps or globes.

**Standard:** Citizenship Rights and Responsibilities
Benchmark A – Participation: Describe the results of cooperation in group settings and demonstrate the necessary skills.

Indicators:

Standard: Social Studies Skills and Methods
Benchmark A – Obtaining Information: Obtain information from oral, visual, print, and electronic resources.

Indicators:
1. Obtain information about a topic using a variety of oral and visual sources.

Benchmark D – Communicating Information/ Problem Solving: Identify a problem and work in groups to solve it.

Indicators:
5. Communicate information orally or visually.

Technology Standards: Ohio- Technology, Grade 1

Standard 2: Technology and Society Interaction

Benchmark A- Technology and Citizenship: Identify responsible citizenship relative to technology and its use

Indicators:
1. Identify tools and machines that can be helpful and/or harmful.
2. Describe the reasons for making products.

Standard 3: Technology for Productivity Applications

Benchmark A- Basic Concepts: Understand basic computer and multimedia technology concepts and terminology.

Indicators:
1. Identify and use computer multimedia technology and know the terms used to describe it (e.g., computer, printer, VCR, DVD)
2. Identify various parts of a computer by name (e.g. monitor, mouse, keyboard, power button)

Benchmark B- Basic Operations: Demonstrate operation of basic computer and multimedia technology tools.

Indicators:
5. Use input (keyboard, mouse) and output (printer) devices to operate computer and multimedia technology tools with teacher assistance.

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).

Standard 5: Technology and Information Literacy

Benchmark B- Use: Use a simple research process model which includes deciding what
to use, finding resources, using information and checking work to generate a product.

Indicators:
   2. Find information in a technology-based resource (e.g., Web site, database, DVD, software program, video).

Vocabulary: year, month, week, day, a.m., p.m., hour, hour hand, quarter-hour, half-hour, minute, minute hand, second, second hand, analog (digital clock), computer, keyboard, printer, internet, eBlog

Unit Lessons:
Pre-Assessment of Multiple Intelligences
Lesson #1 - Introduction to Time (a.m./p.m)
Lesson #2 - Years and Months as a measure of time
Lesson #3 - Weeks and Days as a measure of time
Lesson #4 - The Clock
Lesson #5 - Introduction to Hours & Minutes
Lesson #6 - Minutes (5 minute intervals)
Lesson #7 - Half Hours
Lesson #8 - Unit Application Project (culmination)

Bibliography/ List of References:


