



# Wait a What?

Kathryn Staton, WVPT

## Overview

**Topic:** Telling time. Students have a hard time understanding the concept of time. In this lesson, through the use of video, interactive whiteboard, Palm and websites, students will explore what a minute is and which hand on the clock is the minute hand, as well as basic information about minutes and hours that aid in learning to tell time. They will also explore and create time management calendars.

## Time Allotment

Three 30-minute sessions

## Media Components

**Tick Tock: All About the Clock.** Rainbow Educational Media. 1992. United Streaming. 17 September 2005. [www.wvpt.unitedstreaming.com/index.cfm](http://www.wvpt.unitedstreaming.com/index.cfm)  
Segment Used:

Segment 6: What Is a Minute? (01:30)

Computer with Internet access

Data presenter

Palms or PDA

Computer lab with Internet access

Websites:

[www.palmettologic.com/Animateer.html](http://www.palmettologic.com/Animateer.html)

— Animateer Software, free 30-day download

<http://pbskids.org/itsmylife/school/time/index.html>

— Time Management site (You can also get there

<http://pbskids.org/itsmylife> click on school and then time.)

## Learning Objectives

The student will be able to:

- identify the minute hand
- identify how many minutes are in an hour

- be able to tell time to the five minute interval and the nearest minute interval
- create a time management chart (daily, weekly, monthly)

(This lesson addresses Va. SOL Math 2.16, 3.15 and Computer/Technology K-2.1, K-2.2)

## Materials

- Print and copy Daily Schedule Planner from <http://pbskids.org/itsmylife/school/time/index.html> click on Make a Daily Schedule, scroll down choose Blank Daily Schedule
- Analog clock that has movable hands and that can be passed around
- *The Grouchy Ladybug* by Eric Carle
- Timers and stop watches to show students different ways to measure time
- Microwave with timer children can watch while popcorn is cooking

## Teacher Preparations

- Download from United Streaming the following segments from *Tick Tock: All about Clocks* “What Is a Minute?” preview it to make sure it will play on your computer.



## Wait a What?

- Preview and bookmark site for Time Management  
<http://pbskids.org/itsmylife/school/time/index.html>
- Print out Daily Schedule from  
<http://pbskids.org/itsmylife/school/time/index.html> click on Daily Schedule, scroll down, click on Blank Daily Schedule. Copy enough for the class.
- Reserve computer lab if necessary.
- Load animation program onto Palms (Animateer)  
There is also a PDF file on how to use the program that is helpful. Create different clocks on each Palm that show different amounts of time transpiring. (This will allow for a variety during your assessment.)
- On each Palm draw a different clock with the time, on the next frame change the time on the clock. On the last frame ask what the new time is.  
*Note: The reason for the different clocks is for irregularity and to gain assessment for different times.*

### Introductory Activity

**1. Focus:** Has anyone ever heard the phrase “wait a minute” or “in a minute”? Well, what is a minute? Today we are going to learn what a minute is.

**Activity:** What I would like everyone to do is close their eyes and wait for one minute. Make sure to keep your eyes closed the entire minute. Raise your hand when you think it has been a minute. Does everyone understand what to do? Ok, let’s get started. (record times when people raise their hand) Let them know when a minute is over. Talk about the different times people raised their hand. Now, let’s do it again and I will tell you when the minute is over. Have everyone close their eyes again. Wait one minute and then have everyone open their eyes. Discuss how that felt in comparison to when they raised their hand. Now, everyone stand up. I want you all to balance on one foot for one minute. Do not hold on to anything. Wait for one minute. See how they did.

**Follow-up:** What do you think a minute is? Is it a long period of time or a short period of time? Why are minutes important? What can you do in a minute? Allow for a short discussion.

#### Time Cues

To synchronize your VCR with the time cues that are included with this lesson, zero/reset your time counter at the very beginning of the program, before the introduction and titles. Time cues are expressed as “minutes:seconds;” for example, 3:15 means three minutes and fifteen seconds.

#### Pause vs. Stop

When using a video interactively with students, teachers need to decide when to use **PAUSE** and when to use **STOP**. **PAUSE** the video when the anticipated discussion or activity will take less than two minutes. **STOP** for longer periods. Pausing for too long at one time can cause video heads on the VCR to become clogged which may require cleaning to correct.

### Learning Activities

**1. Focus:** Now we are going to discuss three questions. The first question is: Which hand is the minute hand? Any guesses? (listen to responses) Let’s watch this video clip and see if you are right.  
**Play:** Start clip at 00:08 with the picture of a cartoon clock. Show clip.

**Stop.** Time cue: at 00:15. Audio cue: She says “the longer one.” Video cue: brown/gold clock.

**Follow-up:** Review question and correct answer. Now ask, Why do you think we need a different length hand for the minutes? What would happen if they were the same length? (It would be hard to tell time.) Why do you think the hour hand is shorter than the minute hand? Allow for short discussion.

**2. Focus:** Great. Our second question is: How many marks does the minute hand move for each minute? Any guesses? (Listen and respond to answers.) Let’s watch the next clip and see if your prediction was right.

**Play:** Fast forward to next clip at 00:27. Audio cue: she says “Minutes are much shorter than hours.” Video cue: picture of a cartoon clock.

**Pause.** Time cue: at 00:38. Audio cue: She said “move only one mark for each minute.” Video cue: picture of a brown/gold clock.

**Follow-up:** Review question and the correct answer.

**3. Focus:** Our last question is how many minutes are in an hour? Any guesses? (Listen and respond to answers.) Let's watch this next clip and listen to what we find out.

**Play.** Start at 00:38 (right where it was stopped for last segment). Video cue: Picture of brown and gold clock. Show third clip.

**Stop.** Time cue: at 00:42. Video cue: clock will change to a stop watch.

**Follow-up:** Review question and correct answer. Ask what do you think would happen if there were 100 minutes in an hour? (Listen and discuss answers.) Ask what you think would happen if there were 30 minutes in an hour. (Listen and discuss.) What differences or similarities would there be to our day as we know it know?

**4. Focus:** The last activity we are going to do with this video is learn a way we can remember how many minutes are in an hour. Let's count by 5's around the clock.

**Play.** Start at 00:46. Audio cue: She says "5 minutes five marks." Video cue: cartoon clock is pictured. Have class count out loud with you.

**Stop** at 01:13. Audio cue: finished counting.

**Follow-up:** Great job. If you can't remember how many minutes are in an hour you can count by what? (5's) Let's practice that one more time with our classroom clock.

**5. Focus:** Now I am going to read you a story and each time I mention a time I want you to show me that time on this clock. If it is not your turn try to visualize what the clock would look like before you see it.

**Activity:** Read the book *The Grouchy Ladybug* and have students position the hands of the clock to reflect the time you have just read. Glance up to and ask if the time is correct. Don't stop the story unless time is inaccurate.

**Follow-up:** How did we do? Were you able to visualize the clock correctly? What are some other books that talk about time?

## Culminating Activities

**Focus:** In the computer lab, before logging on, have a discussion about managing time. Ask students what it is or what it means. If they are not sure it is okay. Say: On this website we are going to learn about time management, how to prioritize (or put the important things first) and how to create a schedule. This way we will know how much time we can spend on each activity.

**Activity:** You may click on the bookmarked link and we will begin. This first page will show us what other children are saying they don't have enough time for. Let's take a minute and see what they have to say. (Read it to them, summarize or have the students read a few comments.) Do you have the same problem? What don't you have enough time to do? (wait for reply) Well, the first thing we need to do is figure out what we have to do and what we want to do. Let's go over some examples. (Have class give examples of both.) Now, scroll down to the bottom and click on Have to and Want to page link. Lets see what they said were "have to's" and "want to's." Did we have some of the same activities? (Summarize what site says.) (For this age group you may not want to go into long term and short term goals, unless you break it down to their level.) Okay, now we need to figure out how to make a budget. Scroll down and click on Make a Budget link. (Summarize first two paragraphs in a language that is appropriate for your students.) Let's look at the example they have for us. Have them locate activities on the chart and how much time there is for each one. (They will probably say they don't do the same activities, which is fine. Tell them the charts will be different for each person.) Have them come up with an activity or two and estimate how much time it will take. Have then scroll down and click on the link for Choose Priorities. (This page may be challenging depending on your students. You will need to adjust the language and possibly summarize instead of reading the page in its entirety.) After discussing the contents have students come up with different examples of what might be urgent and what some of their consequences might be. Scroll down and click on the link for Making a Daily Schedule. Pass out blank daily schedule and explain it should be created using half hour increments.

## Wait a What?

---

Meet with students individually and have them tell you what time they get up. (If they don't know I just start them at 6:30) I would do the first couple of squares and let the students do the rest for homework. The last two links are for weekly and monthly schedules. You may want to pursue this if your students are able to follow. If not it is a skill that can be worked on throughout the year.

**Follow-up:** The next day have students show the class their daily schedule. If they had trouble with it, have the class help them out. If it went well have the students then compare their schedule with a peer.

**2. Focus:** Since we have been talking about time and timers I have a fun activity for us to do. I have a bag of microwave popcorn. We are going to pop it and enjoy it. But first we need to answer a question. How long do you think it will take to cook it? Listen to suggestions. (3 minutes)

**Activity:** Place bag in microwave. Set timer for 3 minutes. Have students watch timer count down (they may count allowed). When the timer goes off show them the popcorn. Share popcorn as you discuss the following questions.

**Follow-Up:** Was 3 minutes a good guess? What would happen if we put it in for 10 minutes? What would happen if we put it in for 1 minute?

## Assessment

**1. Note:** Be sure you have already put the *Animateer* program on the device and be sure you have already created an animation showing a clock changing times. Pass out the Palms (or other PDA) to each student or to as many as you have. Have each student turn on the device and click on *Animateer*. Next, run the animation program you created and then have the students tell you the new time and how much time has gone by. (A way to keep track of which answer goes with which device is to number them prior to handing them out. As you create the animation match the answer to the device number.) Make sure everyone has a turn with all of the Palms so they have a chance to be assessed on different times. You can also have a picture of a clock and they need to tell you what time it is.

## Community Connections

**1.** Have a paramedic come in and help the students listen to their hearts with a stethoscope. How many times does each student's heart beat in a minute?

**2.** A clock maker could visit the class and show them the components of a clock.

## Cross-Curricular Extensions

### Science:

- You can use the time telling skills if you are doing an experiment that requires a certain amount of time go by.
- Use the ITV series *Here's How* #9, "Clocks and Watches" to find out how clocks are made.

**English:** The students can write in their journals non-stop for a minute to experience what a minute feels like.

**Social Studies:** The ancient civilizations such of Maya are known for the skills of telling time with out clocks. View the ITV series *Second Voyage of the Mimi* #6, "As the Earth Turns" and use the teacher's guide that corresponds with series for utilization ideas.

## Adaptations (optional)

**1.** Pair a higher reader with a lower reader for the PBS Link if you intend them to read it themselves.

**2.** For additional assessment the students can create their own clocks on the animation program and can quiz each other.

## About the Author

### **Kathryn Staton**

Mrs. Kathryn Staton, a teacher of nine years, is currently a Special Education Teacher at Clymore Elementary School. She has spent five years in Augusta County and four years in Harrisonburg City as the Hearing Specialist for K-12. She earned her B.S. in Elementary Education from Franklin Pierce College and her Masters in Education of the Deaf from Smith College and is also endorsed in Learning Disabilities. She attended NTTI in the spring and fall of 2004. Kathryn recently became NETS\*T certified. She is currently involved in a pilot Palm program (PETC) through the DOE. She has taken many technology classes including JMU Content Teaching Academy for Technology. Besides spending time with her husband, Ted and two children, Becky and Tim, and dog Bo, Kathryn enjoys digital photography, reading and searching the web to add more links to her Portaportal.

March 2006