Instructional Targets

Daily Living

- ***Time Management:*** Apply and manage use of time in the context of real-world situations.

Lifelong Learning

- ***Math:*** Use numbers in real-life situations, including basic computations, money and time.

Personal Life

- ***Problem Solving:*** Apply problem-solving skills to issues related to daily living situations.

Differentiated Tasks

Level 3 Team members will...

- Identify activity times and calculate time lapses based on a situation or scenario.
- Perform calculations of mathematical problems in the context of a real-world scenario.
- Solve problems involving real-life daily situations based on personal values, beliefs and experiences.

Level 2 Team members will...

- Match times to activities.
- Recognize numbers and perform basic addition and subtraction in a real-world scenario.
- With support, identify and select appropriate solutions to real-life daily problems.

Level 1 Team members will...

- Select a time related to an activity.
- Select numbers in the context of a real-world scenario.
- Select an option within a daily living situation or scenario.

Topic Connection

Throughout this unit, team members are learning skills that can help them obtain and maintain employment. This lesson addresses time concepts using scenarios about finding a job and the responsibilities associated with working in the community.

Topic Words

co-worker	job*	skills	work*
interests	needs*	supervisor	

Time Management Words

afternoon	earliest	morning	time
clock	latest	night	

* Power Words

Benchmark Assessments

- Math Problem Solving
- Calculating Time
- Basic Math
- Telling Time

Monthly Checkpoint Assessments

- Level 2 and 3 Lifelong Learning Questions 5 and 6

Lesson at a Glance

Activity 1

Instructional Activities

Telling Time

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources

Time Scenarios

Instructional Tools: Math Pack/Time (Time and clock cards.)

SymbolStix PRIME

Additional Materials

Lesson 10 - Lifetime Skills
Activity 1 - Telling Time

10
Activity 1

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Instructional Routine

or

Introduce	• Introduce the activity by asking a focus question such as, "I want to arrive at my job interview 10 minutes early. What should I use to make sure I am on time—a flag or a watch?" Discuss team members' responses. • Explain that it is important to be able to tell time for work, appointments and social events. For example say, "It is very important to be at job training on time. As I read these Time Scenarios it is your job to tell the time." • Review the learning goal with team members: **I will identify time on a clock and the time of day.**
Model	***Choose Time Scenarios to model based on team members' needs and abilities.*** • Discuss whether it is morning, afternoon or night. Then display and discuss two kinds of clocks: digital (clocks with numbers) and analog (clocks with hands/pointers). • Show 1 hour and ½ hour intervals on a clock in the environment. Identify the current time in the classroom or work environment. • Display and read one of the Time Scenarios. Discuss if the scenario occurs in the morning, afternoon or at night. Then think aloud as you determine the answer to the Time Scenario. Discuss the answer with team members. • Model additional time scenarios if needed.
Provide Practice	***Provide Time Scenarios at a level based on current individual team member's needs and abilities.*** **Level 3:** Read, or have the team member read the scenario. He or she should then identify the time(s) in the scenario and make calculations needed to complete the scenario. **Level 2:** Read the scenario. Then have the team member match times to complete the scenario. **Level 1:** Read the scenario and have the team member select a time to participate in completing the scenario (can be single or errorless choice).
Review	• Review the completed Time Scenarios with team members. • Encourage team members to use time management skills daily. Have team members identify the current time, associate a time of day with an event, identify if it is day or night, calculate what time an activity or event should occur, etc.

Check Understanding

- **Level 3:** Can the team member identify and calculate time?
- **Level 2:** Can the team member match time on a clock to an activity in a scenario or in daily life?
- **Level 1:** Can the team member select the time in order to participate in an activity (can be errorless choice)?

Time Matters

Skill: Relative Time: Earliest and Latest

Kelly is picking up donuts for her co-workers before work. What is the earliest time Kelly can pick up the donuts?

Which clock shows the earliest time in the morning?

Shane is meeting co-workers for dinner. What is the latest time he can meet his co-workers?

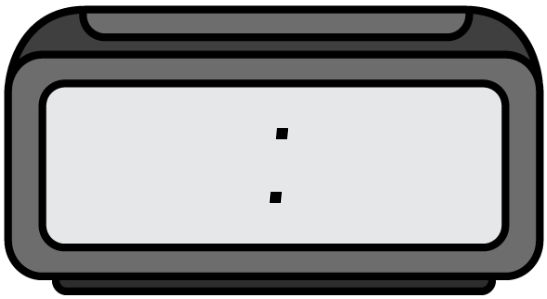
Which clock shows the latest time?

Time Matters

Skill: Hour Intervals

Shane starts work at nine o'clock a.m.

Show the time on the clock.



a.m. 

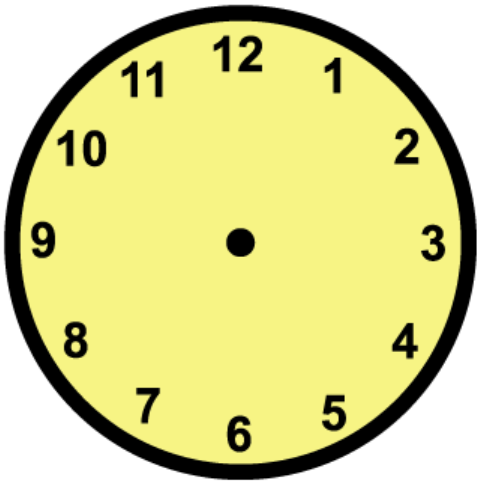
p.m. 

morning 

afternoon 

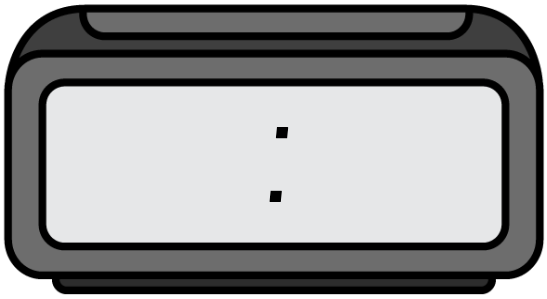
night 

Show the time on the clock.



Shane started his lunch break at one o'clock p.m.

Show the time on the clock.



a.m. 

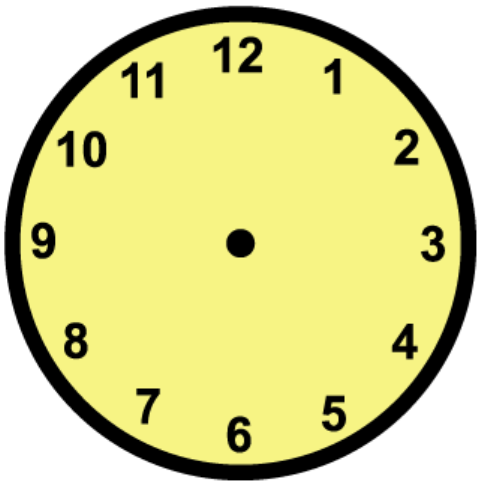
p.m. 

morning 

afternoon 

night 

Show the time on the clock.

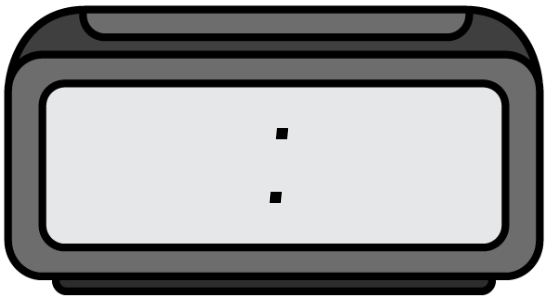


Time Matters

Skill: 30-Minute Intervals

Shane's ride picked him up at eight thirty a.m.

Show the time on the clock.



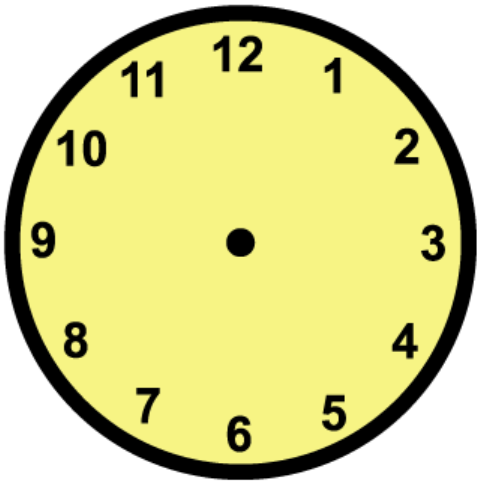
a.m. **p.m.**


morning

afternoon

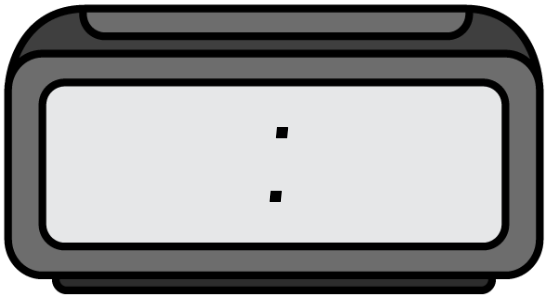
night

Show the time on the clock.



Shane got home from work at four thirty p.m.

Show the time on the clock.



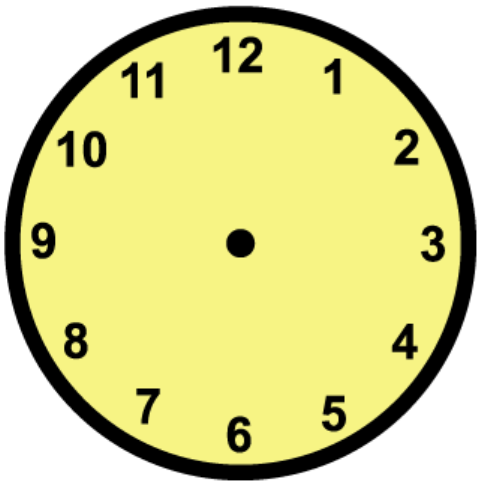
a.m. **p.m.**


morning

afternoon

night

Show the time on the clock.

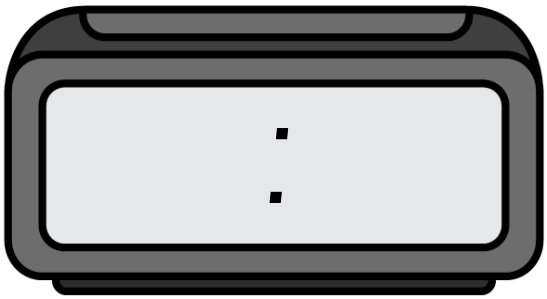


Time Matters

Skill: 15-Minute Intervals

Kelly went to the bus stop at seven fifteen a.m.

Show the time on the clock.



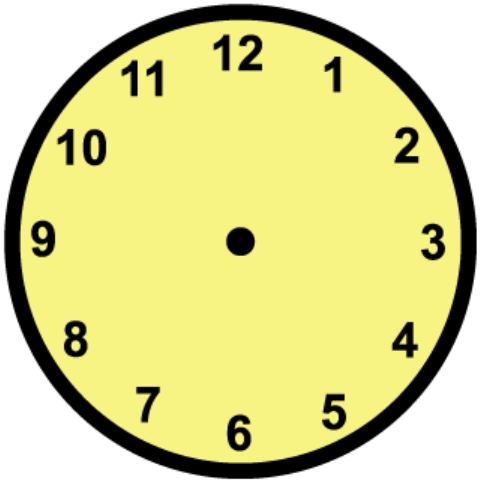
a.m. **p.m.**

morning

afternoon

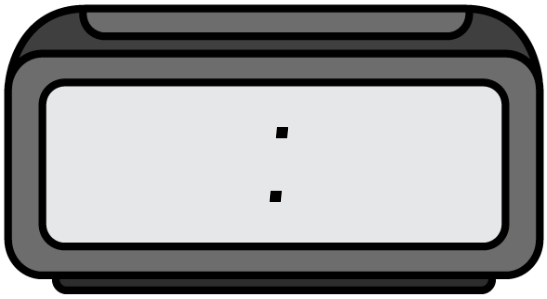
night

Show the time on the clock.



Kelly cashed her paycheck at six forty-five p.m.

Show the time on the clock.



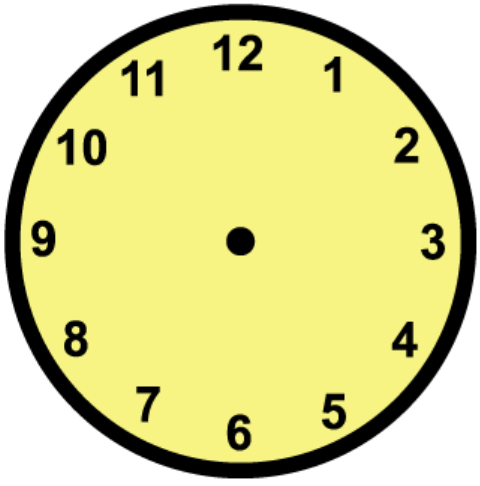
a.m. **p.m.**

morning

afternoon

night

Show the time on the clock.

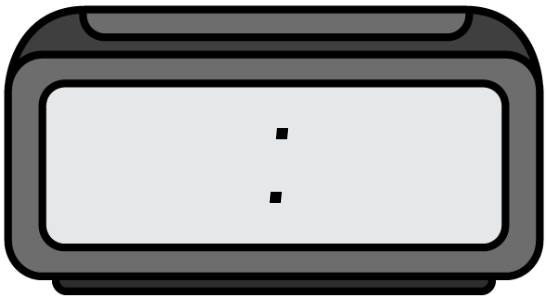


Time Matters

Skill: 5-Minute Intervals

Kelly clocked in at her job at seven twenty a.m.

Show the time on the clock.



a.m. 

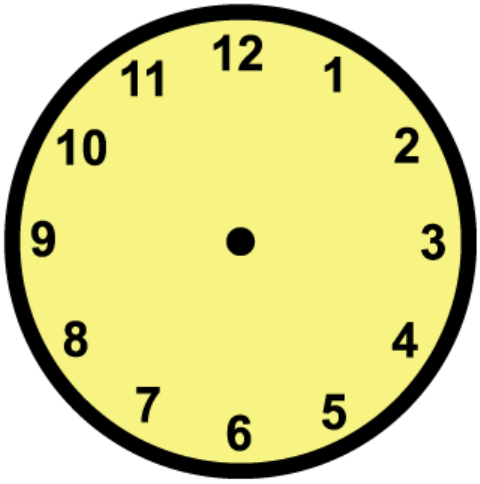
p.m. 

morning 

afternoon 

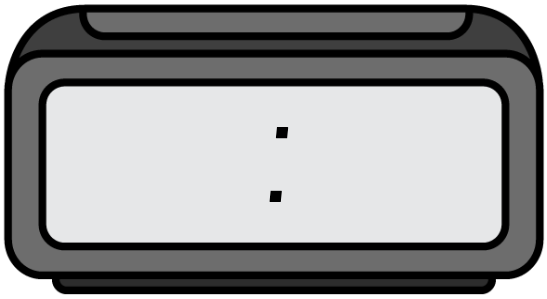
night 

Show the time on the clock.



Kelly asks her supervisor for help at one fifty-five p.m.

Show the time on the clock.



a.m. 

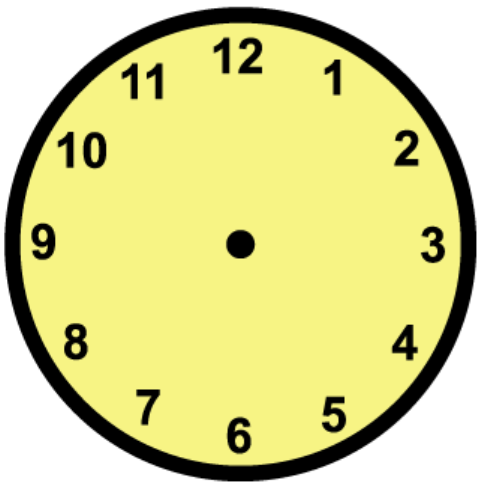
p.m. 

morning 

afternoon 

night 

Show the time on the clock.



Time Matters

Skill: Forward Time / a.m. or p.m.

Shane meets with his job coach at 11:00 a.m. He talks to his job coach about his interests for 55 minutes. What time will Shane be finished meeting with his job coach?

___ ___ : ___ ___ a.m. Shane meets with his job coach.

\+ ___ ___ minutes talking about job interests.

___ ___ : ___ ___ a.m. Shane finishes meeting with his job coach.

Shane finishes his cooking skills class at 2:30 p.m.
He waits 15 minutes for his ride.
What time will his ride arrive?

___ : ___ ___ p.m. Shane finishes his cooking skills class.

\+ ___ ___ minutes to wait for his ride.

___ : ___ ___ p.m. Shane's ride arrives.

Time Matters

Skill: Backward Time / a.m. or p.m.

Kelly's break at work is over at 2:00 p.m.
Her break is 15 minutes long.
What time does Kelly's break start?

___ : ___ ___ p.m. Kelly's break is over.

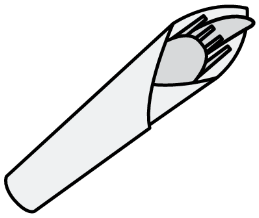
\- ___ ___ minutes long for Kelly's break.

___ : ___ ___ p.m. Kelly's break starts.

Kelly finished sorting and rolling silverware at 2:55 p.m.
She sorted and rolled silverware for 40 minutes.
What time did Kelly start sorting and rolling silverware?

___ : ___ ___ p.m. Kelly finished sorting and rolling silverware.

\- ___ ___ minutes to sort and roll silverware.



___ : ___ ___ p.m. Kelly started to sort and roll silverware.

Time Matters

Skill: Forward Time: Series of Events

Shane has to prepare for a job interview today. First, he plans to get out of bed at 7:30 a.m. Next, he will make and eat breakfast. Then, he will watch the morning news. Next, he will iron his clothes, take a shower and get dressed. What time will Shane be ready for his interview?

Plan a schedule for Shane using forward time.

7:30 _____ **Shane gets out of bed.**

Add 20 minutes to make and eat breakfast.

_____ **Time Shane is finished with breakfast.**

Add 30 minutes to watch the morning news.

_____ **Time Shane is finished watching the morning news.**

Add 10 minutes for Shane to iron his clothes.

_____ **Time Shane is finished ironing his clothes.**

Add 15 minutes for Shane to take a shower.

_____ **Time Shane finishes his shower.**

Add 25 minutes for Shane to get dressed.

_____ **Time Shane is ready to leave for his job interview.**

Time Matters

Skill: Backward Time: Series of Events

Kelly is going to a birthday party for a co-worker at 7:00 p.m. Kelly needs to run an errand and then stop at home. First, she needs to stop at the store to pick up a gift. Next, Kelly has to stop at home to walk and feed her dog. Then, she needs to change out of her work clothes. What time will Kelly need to start shopping for a gift?

Plan a schedule for Kelly using backward time.

7:00 _____ **Kelly arrives at the birthday party.**

Subtract 15 minutes to get to the party.

_____ **Time to leave for the party.**

Subtract 10 minutes to change out of work clothes.

_____ **Time to change out of work clothes.**

Subtract 15 minutes to walk and feed the dog.

_____ **Time to walk and feed the dog.**

Subtract 30 minutes to walk home.

_____ **Time Kelly arrives at home.**

Subtract 25 minutes to shop for a gift.

_____ **Time to start shopping for a gift.**