

Name: Betty Kincannon

Grade Level/Subject: 1st Grade Math

Topic: Time Foldable

Objectives:

Students will have a better understanding of the terms minute, hour, day, week, month, and year and their relationships to each other.

Students will be able to give specific time equivalencies. (60 seconds = 1 minute; 60 minutes = 1 hour; 24 hours = 1 day; 7 days = 1 week; 30 or 31 days = 1 month; 12 months = 1 year)

Objectives (P.A.S.S.):

Standard 4: Geometry and Measurement

2. Measurement

- a. Tell time on digital and analog clocks to the hour and half-hour.
- c. Use the calendar to develop the concepts of days, weeks, and months.

Materials: The Time Song by Rozanne Lanczak Williams

One piece of construction for each student

Scissors

Crayons

Introduction:

Read the book The Time Song to the class and discuss it with the class. Put the song on chart paper and read it or sing it several times. Ask “what can you do in one second?” Time one second and see what the students can do in one second. (Example: clap, jump, stomp, etc.) Do the same thing for one minute. Set a timer for one hour and tell the students when 1 hour has passed. Talk about things that will help make day, week, month, and year relevant for your students.

Instruction process:

1. Distribute one sheet of construction paper to each student.
2. Demonstrate a hot dog fold and have students fold their paper.
3. Show how to fold your paper into thirds and have students fold their paper.
4. Unfold the thirds and start at the bottom of your paper. Fold the bottom of your paper to the first line made by your thirds folds. Fold that portion again and one more time to the second thirds fold. Fold that portion again and one more time to the top of the paper. Demonstrate and have students fold their papers.
5. Unfold your paper and cut on each fold to the middle fold made when you did the hot dog fold. Demonstrate and have students cut their papers.
6. Have students place their papers on their desk so that they open like a book opens. (I always check to make sure everyone has their paper correctly placed on their desk.)
7. Start at the top flap. On the outside of the flap write *minute*. Open the flap. On the uncut portion of your paper (to the right) under the flap write *60 seconds*.
8. On the second flap going down on the outside of the flap write *hour* and on the inside write *60 minutes*.
9. On the third flap going down on the outside of the flap write *day* and on the inside write *24 hours*.
10. On the fourth flap going down on the outside of the flap write *week* and on the inside write *7 days*.
11. On the fifth flap going down on the outside of the flap write *month* and on the inside write *30 or 31 days except for February*.
12. On the last or bottom flap on the outside of the flap write *year* and on the inside write *12 months*.

Closure:

Demonstrate how to use the flap book to study the time equivalencies.

Assessment:

Observe students as they use their flap books to study and at a later date give a written assessment to determine if they know the time equivalencies.

Modifications:

Special needs students may require one-on-one help to fold and label their books. For some special needs students it might help to have the books labeled for them and let them trace over your printing. Some special needs students may not have a need to do this activity so another activity could be done with them. All students doing the project can be encouraged to be extremely neat and creative with their color selection and printing.

Reflection:

My students enjoyed the book The Time Song and the activities that we did to get a better understanding of time. We did the folding project together slowly and one step at a time. Those students that were not sure how to make the next fold generally asked questions and waited for individual help. I did the last fold differently than in my instructions on this paper. I had them fold the top of the paper down to the first thirds fold. This totally threw some of my students and I think they would have been more successful if I had instructed them to fold the folded portion and fold again to the top. I feel this way because we had very few problems until this last fold. Cutting just to the fold had to be repeated several times and shown on an individual basis to several students but no one cut incorrectly. Labeling the foldable was harder for my first graders than anything else in this project. Some had a hard time spelling their words correctly even though all words were printed on the chalkboard in large print and we did it slowly one label at a time. Others had a hard time adjusting their print size to fit the area allowed for it. We have been using the books daily since we made them to study the equivalencies. Sometimes we do this as a group and sometimes with partners. The students enjoy getting their books out and using them to study. I have not done an assessment to determine if they are actually

learning the desired information that these flap book were designed to help them learn.