

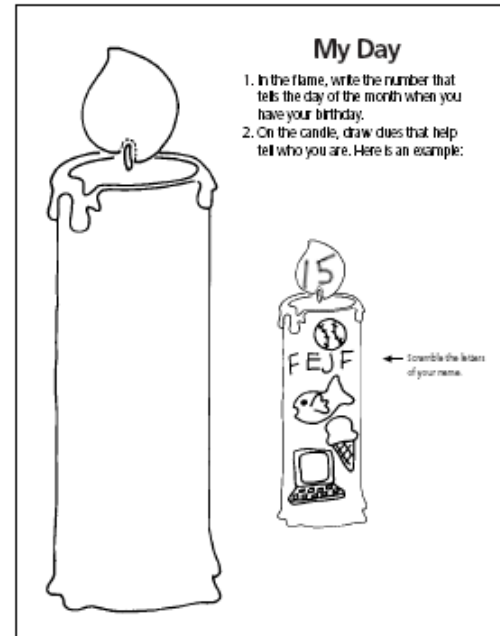
Calendar Clock



My Day

Print the name of each month on separate sheets of 11 by 14 inch paper. Lay these, in random order, on tables around the room. Make copies of page 75 for your students. Have each student write the day (3, 16, etc.) of the month on which the student's birthday occurs inside the flame. Then, within the candles, have students draw some clues about themselves (symbols of favorite activities, favorite foods, mixed up letters of their first names, etc.).

Social Studies



When students have finished, have them cut out the candles, place them on the correct "month sheet," and then arrange the dates in order for their birthday months. Glue the candles in place.



Use these sheets for the following activity, "Time Stations." Later, post the sheets in the correct sequence around the room. At the beginning of each month, let students use the candle clues to guess which students have birthdays during that month.

Time Stations

Mathematics


Set up activity stations around the room as explained below. If you have calendar or clock manipulatives, you can use them for additional or substitute stations. Over several days, allow time for individual students to visit every station.

Month After Month

Supplies: The calendars from the "My Day" activity (page 71) and one copy of the instructions (page 76).

Month After Month

1. Lay the months out in order starting with this month.
2. Mix up the months.
3. Lay the months out in order starting with your birthday month.
4. Mix up the months.
5. Lay the months out in order starting with January.
6. Mix up the months and leave them neatly stacked for the next student.




The Sands of Time

(supervision needed)

Supplies: Baby food jars and lids (before starting the activity, glue pairs of lids together and punch a small hole in the middle), a pitcher of fine sand or salt, a watch or clock with a second hand, and one copy of the instructions (page 76).

The Sands of Time

1. Pour some sand or salt into a jar. Screw on the double lid.
2. Carefully screw on an empty jar upside down.
3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.
4. Try it again with a different amount of sand or salt.




(You can make one of these at home. Have an adult help you punch the hole.)

Time It!

Supplies: Several hourglass-style sand or salt timers from games familiar to students (mark each timer with the name of the game), a clock or watch with a second hand, and a copy of the instructions (page 77) for each student. Print the names of the games before you copy the page or let students do so when they work at the station.


Time It!



Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

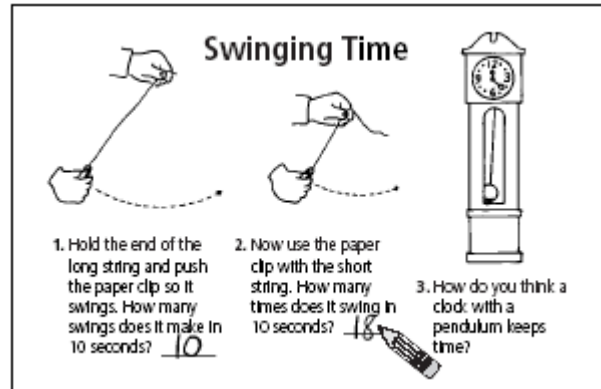
You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!

Name of the Game	Make-A-Word		Money Game		Race Track	
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time
	12	14	32	32	28	



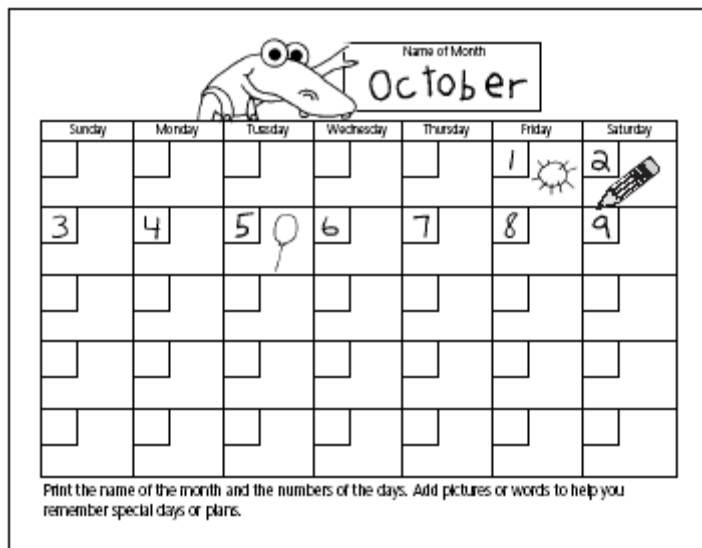
▪ **Swinging Time**

Supplies: A large paper clip tied at the end of a 40-inch string, a large paper clip tied at the end of a 10-inch string, and one copy of the instructions (page 77) for each student.



▪ **My Calendar**

Supplies: A copy of page 78 for each student, markers or crayons, and a sample calendar with the month, days, and dates printed clearly. If you have *KidDesk*, a separate program available from Edmark, students can use it to make their calendars.



Loops of Days

Tell the class something that you are looking forward to (a few days from now). On chart paper or the chalkboard, calculate how many days, hours, minutes, and seconds you will have to wait. Then do the same for a volunteer student. Ask all of the students to think of something they are looking forward to that is hours or days away.

Provide strips of paper from which students can make paper chains. Allow time for them to construct chains representing either the number of hours or the number of days until the activity will take place. Have students tape their chains to the sides of their desks. As the hours or days pass, students can tear off loops. If students wish, they can share with the class what they were looking forward to when they tear off their last loops.









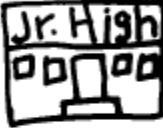
Mathematics

Pick a Measure

Problem Solving

Divide students into groups to brainstorm. Ask them to think of everything they can that we measure by time (time to complete a race, time until a birthday, time until recess, time to finish a task, time until summer vacation, time until entering fifth grade, etc.). A recorder for each group can make the list with simple words or symbols.

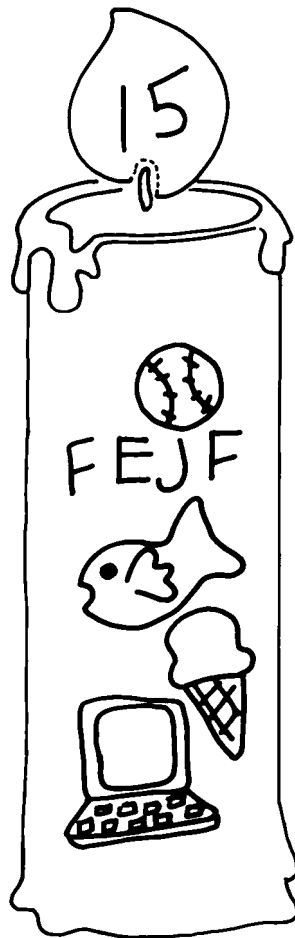
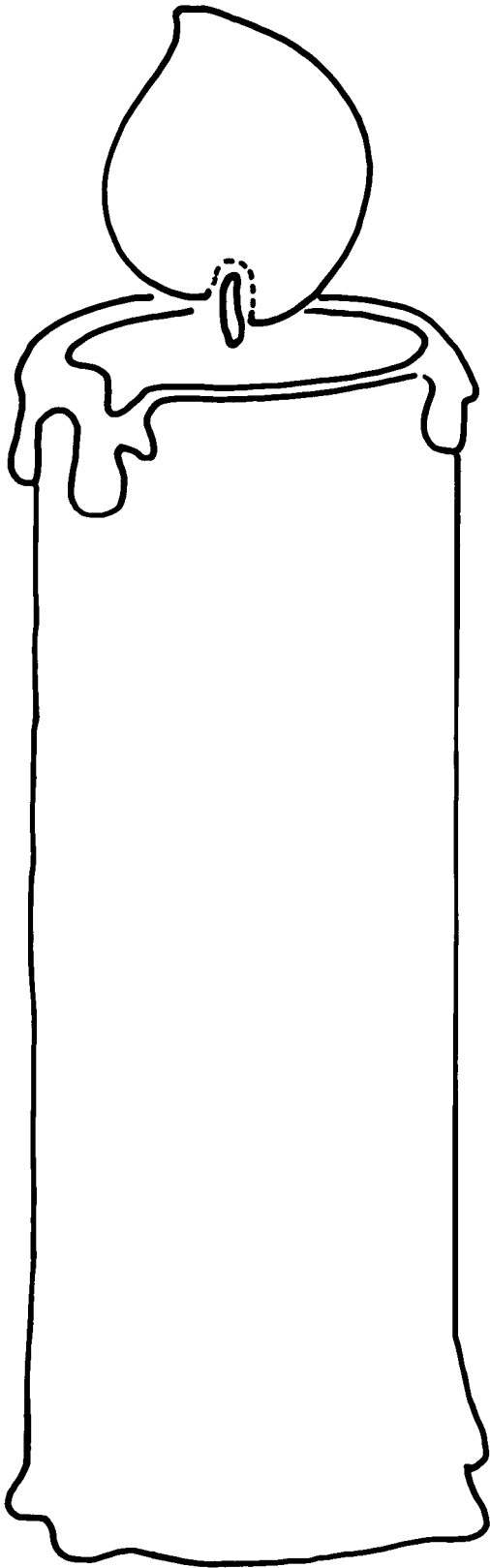
Then, with the entire class, discuss the different units we use to measure time. List these across the top of the chalkboard or chart paper: seconds, minutes, hours, days, months, years. Ask a group to volunteer an idea from their list. Discuss which unit of time would be used to measure it (a race—seconds, time until a birthday—days). If students have different answers, explain that different units of time may be correct. (For example, it could be days to wait until one student's birthday and months to wait for another student's birthday.) Help the groups transfer their listed activities onto the board under the units of time they think would be best.

Seconds	Minutes	Hours	Days	Months	Years
	 	 		 	

Older students may enjoy discussing the most efficient units of measuring time. For example, you could say that you spend 2,700 seconds at physical education each day, but it is more understandable and efficient to say that you spend 45 minutes at physical education.

My Day

1. In the flame, write the number that tells the day of the month when you have your birthday.
2. On the candle, draw clues that help tell who you are. Here is an example:



← Scramble the letters of your name.

Use with "My Day" (page 71).

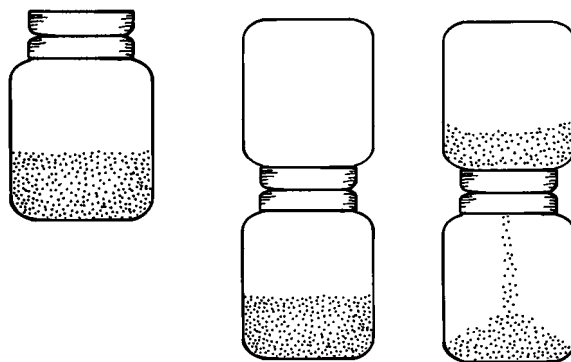
Month After Month

1. Lay the months out in order starting with this month.
2. Mix up the months.
3. Lay the months out in order starting with your birthday month.
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6. Mix up the months and leave them neatly stacked for the next student.



The Sands of Time

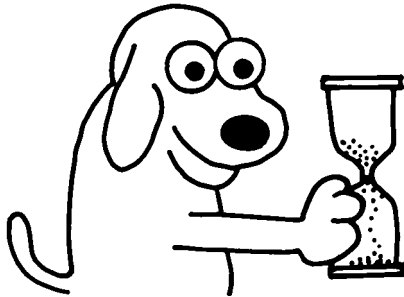
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2. Carefully screw on an empty jar upside down.
3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.
4. Try it again with a different amount of sand or salt.



(You can make one of these at home. Have an adult help you punch the hole.)

Use with "Time Stations" (pages 72–73).

Time It!

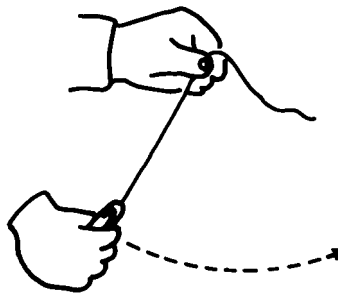
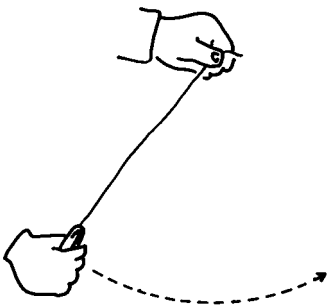


Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!

Name of the Game						
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time

Swinging Time

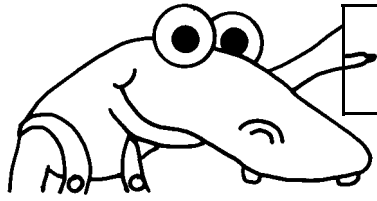


1. Hold the end of the long string and push the paper clip so it swings. How many swings does it make in 10 seconds?

2. Now use the paper clip with the short string. How many times does it swing in 10 seconds?

3. How do you think a clock with a pendulum keeps time?

Use with "Time Stations" (pages 72–73).



Name of Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Print the name of the month and the numbers of the days. Add pictures or words to help you remember special days or plans.