

Vision Empower & XRCVC
Teacher Instruction KIT
Chapter 17 - Time

Syllabus: Karnataka State Board

Subject: Mathematics

Grade: First Textbook Name: Text cum Workbook(Revised)-First Standard

Chapter Number & Name: 17. Time

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objectives:

To distinguish between events occurring in time using terms earlier and later.

To help students narrate the sequence of events in a day.

To get familiar with the days of the week.

To get familiar with the months of the year.

Prerequisite Concept

NA

Content Index

*Kindly Note: Activities marked with * are mandatory*

OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

LEARN

2.1 KEY POINTS

ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Discussion-Introduction to activities in a day

3.2 CONCEPT INTRODUCTION ACTIVITIES

Activity 2: Narrate the sequence of events in a day*

Concept of Day and Night

Activity 3: Day and Night*

Days of the Week & Months in a year

Activity 4: Sing "The 7 Days of the week Song"*

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3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

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Activity 7: Let's place the days of the week in order

Activity 8: Month's clapping game

4.2 IMPORTANT GUIDELINES*

2. LEARN

2.1 KEY POINTS

Time concepts begin to form around events like their birthday celebration or play etc. Following and being involved with a familiar sequence of routines and schedules enhances the child's awareness to time (present, past and future).

2.2 LEARN MORE

None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Discussion-Introduction to activities in a day

Materials Required: None

Prerequisites: None

Activity Flow

Discuss with the students about their daily activities and the sequence in which they are performed (wake up in the morning, eat breakfast in the mornings, go to school, come back in the evening, sleep again at night, etc.) Ask the students what their bedtimes/ class times etc. are.

Ask them whether they know the days of the week, months of the year, etc.

3.2 CONCEPT INTRODUCTION ACTIVITIES

Activity 2: Narrate the sequence of events in a day*

Materials Required: None

Prerequisites: None

Activity Flow

All of us have a set sequence of events in our daily-life. Earlier and later time concepts are well understood by children.

Let's see what Raju does in a day. Raju wakes up in bed in the morning, later he brushes his teeth and takes a bath. It's breakfast-time. Raju has his breakfast and then leaves for school. At school he has his classes and then it's time to get back home. Raju changes his clothes and goes off to play football along with his friends. Raju brushes his teeth and ends his day by sleeping.

Now that we have looked at the activities Raju does, teachers can give a scenario and ask students to tell what comes before and after that particular scenario.

For example:

1. What does Raju do before going to school? Does he have his breakfast or does he go to bed?
2. What does Raju do before going to sleep? Does he play football or does he brush his teeth?
3. What does Raju do after coming home? Does he play football or does he study?
4. What does Raju do after waking up? Does he take a bath or does he go to school?

Concept of Day and Night

Activity 3: Day and Night*

Materials Required: torchlight

Prerequisites: NA

Activity Flow

A whole day consists of both day and night. During the day there is light and at night it is dark. Describe the standard visuals that occur with the concept of morning (sunrise, waking up, breakfast, etc.), afternoon (lunch, nap, school getting over, etc.), evening (playing time, sunset, etc.) and night (darkness, moon and stars in the sky, dinner, bedtime, etc.). Follow this up by bringing to the student's attention how the temperature changes during the course of the day and ambient sounds too differ from morning to afternoon to evening to night.

The sun is a big star. It gives off light and heat all the time. A torch light can be projected on the student's hand and tell them that in the same way we can feel the warmth of the sun during the day. It is lighter and warmer during the day. Daytime is from the time the sun rises until the sunsets.

Nighttime is from the time the sun sets until the sun rises. At night it is darker and colder. Nights are mostly pleasant and it is a good time to sleep and rest. The moon shines at night.

Days of the Week & Months in a year

Activity 4: Sing “The 7 Days of the week Song”*

Materials Required: None

Prerequisites: None

Activity Flow

“The 7 Days of the week Song”

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday – Seven days are in a week.

I like to sing them quiet.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday – Seven days are in a week.

I like to sing them aloud.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday – Seven days are in a week.

I like to clap them out.

(Clap with each one) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday – Seven days are in a week.

I like to stomp them out.

(Stomp sound for each one) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday – Seven days are in a week.

I sing them proud.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday – Seven days are in a week.

I like to sing again. Seven days are in a week.

I like it one more time. Seven days are in a week.

Children will learn the seven days of the week with this sing along activity that makes learning fun. Tell the children that the week begins with Sunday and ends with Saturday.

Questions:

1. The day that comes after Sunday?
2. The last day of the week is?
3. The day that comes after Wednesday is?
4. The day that comes before Monday is?
5. The day that comes in between Tuesday and Thursday is?

Activity 5: Sing “These are the Months of the Year”*

Materials Required: Accessible calendar

Prerequisites: None

Activity Flow

Let’s all sing.

These are the Months of the Year

These are the months of the year

There are 12 months in a year.

These are the months

We’ll sing it more than once and

We’ll sing it loud enough for all to hear!

Say, January, February, March, April,

May, June, July, August, September,

October, November, December.

These are the months of the year

There are 12 months in a year.

These are the months

We’ll sing it more than once and

We’ll sing it loud enough for all to hear!

Singing the rhyme several times will reinforce the sequence of months.

Tell students

January is the first month of the year.

December is the last month of the year.

Questions to be asked:

1. Which month comes after March?
2. Which month comes before July?
3. Which month comes in between September and November?
4. Which is the first month of the year?
5. Which is the last month of the year?

Have a Discussion: What is your favourite month of the year and Why?

While discussing weeks, months make sure that the student has an accessible calendar that she/he can refer to while listening to the explanation.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

Describe the standard visuals that occur with the concept of morning (sunrise, waking up, breakfast, etc.), afternoon (lunch, nap, school getting over, etc.), evening (playing time, sunset, etc.) and night (darkness, moon and stars in the sky, dinner, bedtime, etc.). Similarly, describe standard visuals (along with tactile diagrams wherever possible) for seasons. Follow this up by bringing to the student's attention how the temperature changes during the course of the day and ambient sounds too differ from morning to afternoon to evening to night. Discuss the extended passage of time by talking about relatable examples like outgrowing old clothes, growing up and moving to higher standards in schools, growing taller, ageing etc.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Let's play the day and night activity

Materials Required: Braille word cards for nighttime activities- sleeping, wearing pajamas, using a torch, animals in dark (owl, kites) and for daytime activities- playing outside, going to school, animals in daylight (cat, dog), large paper, rope, cut out of sun, moon and stars.

Prerequisites: None

Activity Flow

Have the braille word cards for nighttime and daytime activities put up in a basket or shoe box. Have the children sit in a circle on the floor and have a talk about the activities we do in the entire day. Divide a large sheet of paper into two sections and have a rope run through the center to help students identify the center. On one side of the rope place the cut out of the sun and on the other side the cut off of moon and stars. Encourage students to pick the braille word cards, read it aloud and place the card of daytime activities on the "sunny side" and the night time activities on the "dark side" or the side with moon and stars.

Activity 7: Let's place the days of the week in order

Materials Required: braille cards for days of the week

Prerequisites: Sequence of the days of the week

Activity Flow

Have the children sit in a circle on the floor. The braille weekday cards can be randomly distributed to children. Students can first read the braille cards they received.

What is the first day of the week that starts with a 'S'? Yes that's right. It's Sunday. The student who received the Sunday braille card can come and place it in the center. What comes after Sunday? Let the child having the day of the week card come forward and place the card on the floor in a sequence. Questions involving before, after, in between can be framed.

Activity 8: Month's clapping game

Materials Required: None

Prerequisites: None

Activity Flow

Have students sit in a circle. Each student puts their left hand palm up and their right hand palm down resting on the hand of the student next to them. Start by saying "January" and clapping the hand of the student next to them. Continue around the circle saying all of the months of the year in order. Repeat several times. The student who forgets the name of the month is out and the circle keeps getting smaller. Keep playing until there is only one student left.

Teaching Tips:

If there are any additional teaching tips then utilize this section to mention them.

References:

None

4.2 IMPORTANT GUIDELINES*

Exercise Reading

It is very important that the children practice their learnings as well as their Reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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