

Literacy Volunteers of Maine
ESoL/ EL Civics/ABE Curriculum Development Project

Lesson Title: Understanding Time Terms

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Literacy Program: Literacy Volunteers-Androscoggin

Program Address: 15 Sacred Heart Place, Auburn, ME 04210

Job Type: Entry level housekeeping, retail, light industry/manufacturing

Overview: This lesson plan is for a segment of a session spent with a workplace literacy student. See full curriculum at:

This is a sample lesson plan of activities to help ESOL students prepare for entry-level jobs in our community. Pick and choose activities suitable to your student's goals and skills. These activities are designed to be adaptable to varying levels and easily modifiable to fit your unique student's skills. Start off each meeting by talking with your student, informally determining how much of the previous meeting they recall and what they want out of that day's meeting. This is also a chance to practice and assess your student's greetings and small talk skills, critical components of getting along with coworkers. This informal "chit-chat" could take anywhere from 5-10 minutes of a one hour meeting.

Each meeting might include two to four topics and should incorporate a variety of activities to develop the student's reading, speaking, and listening skills in English. Be aware that some activities may be tiring because of the amount of language included. It is okay to cover a topic repeatedly for shorter periods of time, ensuring long-term comprehension. Unfortunately, some activities are straight memorization and cannot be made as engaging as other topics. Be aware of your student's engagement level and fatigue. If you are having success with an activity, do not feel you need to stop after a given amount of time. An engaged and happy student will be a better learner!

Basic Materials that may be useful in addition to materials for activities: whiteboard with markers, notebook to take notes during your lesson and to store lesson plans for

planning future sessions, index cards (covered in contact paper to preserve them for regular use), baggies, sharpies.

Learning Goal(s): Understanding time terms. This lesson is to introduce/review American English time terms commonly. Flexibility between analog and digital is necessary in today's workplace as both are present.

Curriculum Area(s): Language, English, Math, Workplace Literacy

Time required: 20 minutes, or as fits the student's needs

Materials needed: Paper, colored paper, markers, whiteboard, teaching clock or real clock on which the hands can be moved manually.

How will I present the information? Manipulatives, discussion, whiteboard demonstration and practice

As a result of this lesson/unit students will...

Understand time terms and time segments on analog and digital clocks.

Know: the meaning of the various time terms and how they applies to the workplace.

Do (Skills): Be able to determine the proper time when given directions using different forms of time terms.

Pre-Assessment: Using the clock face, have the student tell the time. Have the student set the clock to a given time. Observe his/her ability. If your student has difficulty with these, go back the basics of telling time with an analog clock.

Steps in the Lesson: Students are encouraged to work together in English.

Activity – Telling Time

Practice telling/expressing times using clocks and watches. Be sure the student knows both analog and digital. Cardboard clocks can be found online, at any place that sells school supplies, or you can draw clock faces on a whiteboard. An old clock could also work for this exercise. Example: If a lunch break starts at

11:45 and is thirty minutes long, what time do you need to punch in to work again? Arranging the clock at different times, practice saying each time. Counting by fives is an important ability for telling time with an analog clock because the numbers are separated by five minutes. If your student is unable to do this, your student will need to learn this. Because of the terms such as quarter of/to and half-past, your student will also need to have a basic knowledge of fractions.

Activity – Understanding Time Terms

Cut a circle from paper and create a clock face. Cut another same size circle from colored paper. Fold this paper circle in half and cut it along the fold. Fold one half in half again and cut on this fold. You will now have a half and two quarters. Use these to demonstrate half-an-hour and a quarter-of-an-hour.

Put the half circle onto the clock face (on following page) between the 12 and the 6 to show half past. Use the quarter piece to show quarter after and quarter to. These pieces can be rearranged around the clock to show what a half-hour and quarter-hour break would look like. Have the student place the piece to show the time to return after a 15 minute break and then after a $\frac{1}{2}$ hour break. Other fractions of time can be made to fit the clock face. Place either fraction on the clock face and have your student speak the time when the break would end.

Example: place the $\frac{1}{2}$ circle on the lower half of the clock, saying, “A lunch break begins as 1:15. When does it end?” The correct response being 1:45. Say these also as “quarter past one,” “quarter after past one,” and “quarter of two” and quarter to two.”

Wrap up: Express the positives that the student(s) have achieved.

Post-Assessment: Review what the student has learned and what will be the next step where to continue time terms.

Additional Resources: *Workplace Literacy Curriculum*; and *Enchanted Learning* –

This website offers many free learning tools:

<http://www.enchantedlearning.com/time/>

