

The Colors and Shapes of Language 2

Unit 13

Time Unit

Activity 1 – Naming

The teacher says, **“Let’s name types of clocks.”** [Students name.]

- b. The teacher says, **“Let’s name ways we use the sky to tell time.”** [Students name.]
- c. The teacher says, **“Let’s name some internal clocks.”** [Students name.]

[The teacher needs a picture of a watch, calendar and hourglass.]

Activity 2 – Describing

- a. The teacher shows a watch and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that a watch would fit.” [Students respond.]
“Tell me the function of a watch.” [Students respond.] **“Tell me the color of this watch.”** [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a calendar and says, **“Compare this watch to this calendar. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]
- b. The teacher shows an hourglass and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that an hourglass would belong.” [Students respond.]
“Tell me the function of an hourglass.”[Students respond] **“Tell me the color of the hourglass.”** [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a watch and says, **“Compare this watch to the hourglass these two objects.”** [Students respond.]

Activity 3 – Listening to a narrative passage

The teacher reads the passage.



Birthday Dilemma

Drew stared at the clock above the refrigerator trying to figure out the time. Long hand on the 6 and short hand on the 4. (Teacher draws a clock.) It's four thirty, I think, he said to himself. Digital clocks were so much easier to read. Only forty-five more minutes until his dad came home and they could decide on his birthday party. He wanted to go to the go-cart track or the bungee jump. He needed to think of a way to convince his dad that all of those activities, though expensive, would be the perfect birthday party. (Teacher draws a cake with candles.)

He heard the garage door open and he slumped down on the couch, trying to look casual as his dad came in the back door. "Hey Dad, how was work?"

Picking up the remote, Drew began to flip channels. "Did you remember that my birthday's coming up?"

His dad didn't answer.

"I was thinking about a party since I'm going to be ten." His dad still didn't answer. Drew flipped some more channels. He looked at his dad and he was smiling.

"Can I have a party?" Drew asked.

"You can if you pay for half." (Teacher draws ½.)

Drew groaned. "How can I pay for half? I don't have a job."

"I bet we can work something out," his dad replied.

It wasn't long before Drew was washing windows, hauling junk out of the garage and pushing the lawnmower around the yard. (Teacher draws boy working.)

On his birthday as he jumped off of the platform with the bungee cord around his ankles, he yelled, "Thanks Dad." (Teacher draws a bungee jump.)

- b. The teacher asks the following questions after reading the story:
- Why was it hard for Drew to read the clock?
 - What two things did he want to do for his birthday?
 - Why do you think his father wanted him to pay half?
 - Have you ever done jobs for money?
 - Would you like to either bungee jump or drive a go-cart?



Activity 4 – Thinking about the Story

- a. The teacher gives each student five index cards. Students write *who* on one card, *what* on a second card, *when* on a third card, *where* on a fourth card, and *why* on a fifth card.

Students work in pairs. Each student in the pair lays out the cards in a column, down the left-hand side of their desks. They lay the cards out in this order: *who*, *what*, *when*, *where*, *why*.

Students think about these questions of the story.

Who (Who is the story about?)

What (What happened and what is the most important event?)

When (Time of day, year...)

Where (Setting)

Why (Why did the most important event happen?)

Students share their answers. When they think they know the answer to a question, they each move that card to the other side of their desks.

When all of the cards have been moved, they rearrange their cards: *who*, *when*, *where*, *what*, *why*.

Students summarize the story in three sentences:

The story was about (who).

It took place (when and where).

(What happened) because (why).

Activity 5 – Writing a Story

- a. Students write a narrative paragraph using this prompt: The perfect birthday party ...
- b. Students use the following outline to write the paragraph.
- Sentence 1 – State event.
- Sentence 2 – State what happened first.
- Sentence 3 – State what happened next.
- Sentence 4 – State what happened then.
- Sentence 5 – State what happened finally.
- Sentence 6 – Restate event.

Activity 6 – Editing

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

