

# Table of Contents

<b>Introduction</b> . . . . .	<b>3</b>
<b>How to Use This Book</b> . . . . .	<b>4</b>
<b>Exploring Time Language</b> . . . . .	<b>5</b>
Day Detectives . . . . .	6
What's in a Day? . . . . .	10
Food Times . . . . .	16
What's My Story? . . . . .	19
<b>Exploring Days of the Week</b> . . . . .	<b>24</b>
Turn-a-Week . . . . .	25
What's in a Week? . . . . .	28
Ways to Work with Weeks . . . . .	32
<b>Exploring Months of the Year</b> . . . . .	<b>39</b>
What's in a Year? . . . . .	40
What's in a Season? . . . . .	44
Toss-a-Month . . . . .	47
What's in a Date? . . . . .	51
<b>Exploring Informal Time</b> . . . . .	<b>55</b>
Which Takes Longer? . . . . .	56
Just a Second . . . . .	60
Just a Minute . . . . .	65
<b>Telling Time in Hours</b> . . . . .	<b>70</b>
How Long Is an Hour? . . . . .	71
Make an Analog Clock . . . . .	75
Make a Digital Clock . . . . .	81
What Time Is It? . . . . .	86
Match My Time . . . . .	89
<b>Clock</b> . . . . .	<b>92</b>
<b>Skills Record Sheet</b> . . . . .	<b>93</b>
<b>Sample Weekly Lesson Plans</b> . . . . .	<b>94</b>
<b>Blank Weekly Lesson Plan</b> . . . . .	<b>96</b>

# Toss-a-Month

## Skills

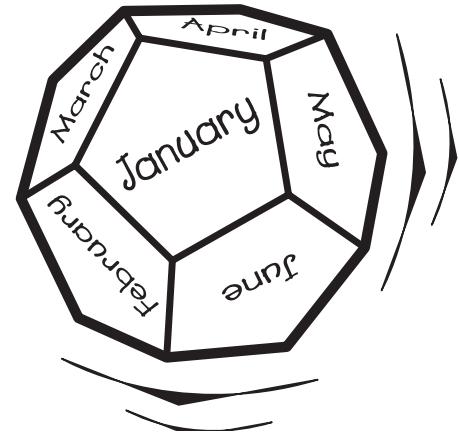
- Name and order the months of the year
- Name and order the seasons

## Grouping

- whole class
- pairs

## Materials

- months of the year poster
- Toss-a-Month dodecahedron die (page 48)
- one sample large dodecahedral die
- Toss-a-Month Discussion Cards (page 49)
- Toss-a-Month Birthdays (page 50)
- glue
- scissors



## Directions

- Have students tell you all they know about the months of the year. (e.g., January is the first month. September is the first month of autumn.)
- Have students toss the months die. Ask them questions about the month the die shows. (e.g., “What is special about this month? In which season is this month? Which month comes just before it? Just after it? Who has a birthday in this month?”) Have students use the months poster as a reference, if necessary.
- Have students make their own die by coloring and then cutting out the die, including the tabs. Have them fold along all the dashed lines and glue the tabs under to create a ball-like shape.
- Have students use the die in partner games, making up their own time questions. Or, have them use the discussion cards. Have students shuffle the cards, then place them face down. Have students toss the die, turn over the top card, and say the matching month to their partners.

## Variation

- Fill in the chart on page 50 to remember student birthdays.

