

Unit #1 Title: Tick-Tock Goes The Clock

Lesson Title: Time Is On My Side! AGAIN!

Lesson: 2 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Domain:

AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):

AD.4.A.04.a.i: Apply study skills and test taking strategies to improve academic achievement.

AD.4.B.04.a.i: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Weekly Time Management Schedule Template (saved from Lesson 1)

Case Study: *Frantic Fred's Week* (provided)

Blank *Weekly Time Management Schedule* Template (provided)

Colored markers in red, yellow and green

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

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| X | Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms. |
| X | Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others. |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem. |
| X | Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. |

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

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|---|--------------------|---|
| X | Communication Arts | 6. Participating in formal and informal presentations |
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| | | and discussions of issues and ideas. |
| | Mathematics | |
| X | Social Studies | 7. The use of tools of social science inquiry. |
| | Science | |
| X | Health/Physical Education | 2. Principles and practices of physical and mental health. |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity | X | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's. Assessment can be question answer, performance activity, etc.

The students will work in small groups to develop a weekly time management schedule based on case study *Frantic Fred's Week*, applying two time management techniques and two organizational techniques.

Lesson Preparation**Essential Questions:**

How can I manage my time?

Engagement (Hook):

Counselor posts the class-generated schedule for Betty and encourages student reflections about process they used to develop a daily/weekly schedule for Betty.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| 1. Following the hook the counselor asks students to describe the schedule created for Betty. | 1. Students listen. |
| 2. Counselor reviews the elements of planning and time management: a. Scheduled tasks/activities that we have to do | 2. Students listen. |

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| <p>b. Unscheduled tasks/activities that we have to do</p> <p>c. Tasks/activities that we want to do</p> <p>“Trying to fit all of those tasks/activities into a week can be a challenge, as we have seen. Today, you are going to work in small groups to come up with a workable plan for Frantic Fred.”</p> <p>3. Divide students into groups of 4. Each group is given the case study Frantic Fred. Counselor asks students to first color-code the activities:</p> <p>a. Tasks/activities that are scheduled that Fred must do (blue)</p> <p>b. Tasks/activities that are unscheduled that Fred must do (red)</p> <p>c. Tasks/activities that Fred wants to do (green)</p> <p>4. Counselor instructs groups to create a schedule for Fred by using the color coded activities.</p> <p>5. After 15 minutes, bring the groups together to discuss results. Counselor compiles a master schedule for Fred based on the groups’ results.</p> <p>6. As a closing, have student volunteers tell one thing that they learned from this lesson.</p> | <p>3. Students follow directions given, and work with their group.</p> <p>4. Students complete task in groups.</p> <p>5. Groups explain their schedules for Fred.</p> <p>6. Students offer suggestions, with others giving <i>thumbs up</i> if they also learned the lessons cited.</p> |
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Teacher Follow-Up Activities

Teacher guides students in the use of their planners/agenda.

For extra credit, students may write list of those new skills that they learned in the lessons, and how they plan to put them to use.

Counselor reflection notes (completed after the lesson)

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CASE STUDY

FRANTIC FRED'S WEEK

Fred is frantic because he has so much to do! He is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Fred's "To Do" list:

Soccer practice (Monday and Wednesday 4-5 p.m.)

Soccer games (Saturday 9:00-10:00 a.m., and 1:00-2:00 p.m.)

4-H meeting (Monday 7-8:30 p.m.)

Math Test (Thursday)

Church School (Wednesday 6:30-7:30 p.m.)

Social Studies Project (due on Monday)

Daily chores that take 30 minutes

Wants to get to a new level on his video game before he sees his cousin on Sunday

Additional information about Fred:

School is from 8:00 a.m. until 3:00 p.m.

He must be at the bus stop at 7:00 a.m.

Bedtime is 9:00 p.m.

His mom insists that the family always eat dinner together.

Name: _____

Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

| TIME/DAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|-------------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| 5:00 a.m. | | | | | | | |
| 6:00 a.m. | | | | | | | |
| 7:00 a.m. | | | | | | | |
| 8:00 a.m. | | | | | | | |
| 9:00 a.m. | | | | | | | |
| 10:00 a.m. | | | | | | | |
| 11:00 a.m. | | | | | | | |
| 12:00 noon | | | | | | | |
| 1:00 p.m. | | | | | | | |
| 2:00 p.m. | | | | | | | |
| 3:00 p.m. | | | | | | | |
| 4:00 p.m. | | | | | | | |
| 5:00 p.m. | | | | | | | |
| 6:00 p.m. | | | | | | | |
| 7:00 p.m. | | | | | | | |
| 8:00 p.m. | | | | | | | |
| 9:00 p.m. | | | | | | | |
| 10:00 p.m. | | | | | | | |
| 11:00 p.m. | | | | | | | |