

Make a Schedule

Purpose

Students will decide how to set up a schedule and use problem solving techniques to accurately plan a two-hour period.

Materials

For the teacher: chalk, chalkboard

For each student: copies of Black Line Masters (BLMs) *Making a Schedule* and *Time Blocks*, plastic bag, cardboard clock with moveable hands, calculator

Activity

A. Pre-Activity Preparation

1. Make copies of the BLM *Time Blocks*.
2. Cut out the blocks and place each set into a plastic bag.
3. Place sets of Time Blocks and cardboard clocks in an accessible area for all students. Keep one set of Time Blocks and a cardboard clock to use for demonstration purposes.
4. Write the following activities (with associated time durations) on the chalkboard:

Eat a snack—10 minutes

Read a book—20 minutes

Call a friend—10 minutes

Do homework—30 minutes

Play video game—20 minutes

Talk to mom—10 minutes

Check e-mail—15 minutes

Ride bike—15 minutes

Watch TV—30 minutes

Play outside—15 minutes

Clean room—20 minutes

Feed pet—10 minutes

Play with sibling—15 minutes

Talk to dad—10 minutes

Play in room—10 minutes

B. Introducing the Problem

1. Explain to students that they will be making a schedule for a two-hour period. Tell students that they should imagine that they have two hours after school until supper time and they can choose from the activities on the chalkboard to fill that two-hour period.
2. Hand out the BLM *Making a Schedule*. Explain the directions to the students.

(continued)

EXTENDING
THE



ACTIVITY

Have students complete a schedule for an entire day, week, or month, using larger segments of times. Students can use real-life activities or imagine that they have a particular career and use the activities associated with it.

MEETING
INDIVIDUAL



NEEDS

For students having difficulty with their schedules, show them how to use the Time Blocks or cardboard clocks to “fill” the time period. Show them how to check their schedule by adding the minutes on the calculator.

Standards Links
2.2.2, 2.5.9, 2.5.10

Activity (continued)

3. Show the students the Time Blocks, the cardboard clocks, and the calculators, and tell students that they can also use them to help solve the problem.

C. Solving the Problem

1. Allow students to work on their schedules individually using the manipulatives provided.
2. Monitor the students' activity by walking around the room. Look for students who are having difficulty.


D. Homework


1. Have students write down their actual activities for the first two hours they are home. Instruct them to include the time that it begins and ends and the amount of time each activity takes.
2. Have students bring the actual "schedule" to class the next day for discussion.


Questions for Review


Basic Concepts and Processes

While students are solving the problem, ask the following questions:

 How many minutes are in two hours?

 How might this help you check your schedule to see if it will fill two hours?

 How did you decide what activities to choose?

 How do you know that you filled a two-hour time period?

Name: _____

Making a Schedule

Fill out the schedule below.

Choose activities the teacher has written on the board.

Show the time you start and finish each activity and the time each activity takes.

Write down the activities in the order that you would do them.

| Time Started | Time Finished | Time Activity Takes | Activity |
|--------------|---------------|---------------------|----------|
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Making a Schedule

Teacher Directions

Have students fill out the schedule by filling in each column. Have students write down the activities in the order that they would do them.

Answer Key

Answers will vary, but can easily be checked by adding the number of minutes each activity takes and confirming the sum is 120.

Time Blocks

2 Hours

10 minutes

15 minutes

10 minutes

15 minutes

10 minutes

15 minutes

10 minutes

15 minutes

10 minutes

15 minutes

10 minutes

30 minutes

20 minutes

30 minutes

20 minutes

20 minutes

Time Blocks

Teacher Directions

Copy the BLM *Time Blocks* onto card stock and cut each block out. Make enough copies so that each student has one set of the Time Blocks available to him/her. You may wish to enlarge the copies in order to make manipulation of each piece easier.

Answer Key

Not applicable.