

Lesson Plan

Managing My Day - One Task At a Time!

Sub-indicator 2.3 Independent Living Skill Development

Common Core Standard

Students will be able to “present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.”

[CCSS.ELA-LITERACY.CCRA.SL.4](#)

Learning Objective(s)

Students will be able to **outline and organize** a daily schedule in order to understand time-management skills

Materials

- SmartBoard/ projector
- iPad/Computer access for students
- Number cards/paper (for opening activity)
- Writing Materials
- Access to word document

Opening Activity – Whole Class, 10 Minutes

Description of Activity:

1. Introduce the lesson by stating that students will be learning about time management skills.
2. Gauge students background knowledge by asking:
 - a. Does anyone know how many minutes that is? (*Answer: 1440 minutes in a day*) Use number cards or write number on the board
 - b. State “Fun fact! There are 86,400 seconds in a day!



Opening Activity – Continued

3. Talk about how there are 24 hours in a day but we actually don't use all of them for activities and tasks. Ask students how many hours they typically sleep? (*Answers may vary but base the next part off of an 8 hour sleeping period*)

4. Now, if you sleep eight hours, how many hours do you have left for tasks and activities?

- a. To integrate some simple subtraction, show the equation and work out as a whole group
- b. $24 \text{ hours} - 8 \text{ hours} = 16 \text{ hours}$
- c. "Sleep takes up a good portion of our day, plus we have to eat breakfast, lunch, and dinner and go to school, and spend time with family! It is important to know what takes up most of our day in order to manage our individual time efficiently"

How will students demonstrate their learning?

Open discussion and informal questions

Activity 2 – Small Group/Individual, 20 Minutes

Description of Activity: This activity is intended to help students understand what they do in a day and roughly how much time each task/activity takes.

1. Give students a piece of paper and a writing utensil
 - ***Option:** students can use a digital format with pre-formatted prompts
2. Display on the smartboard the following list of prompts and instruct students to think about their days as they go through the questions

State "I will give you a list of prompts and want you to think about how much time you typically spend on each activity"

***Option:** This activity can be used in hours if students have difficulty thinking down to the minute

Activity 2 – Continued

I spend:

_____ hours on sleeping.
_____ hours with my family.
_____ hours eating
_____ hours on TV or video games.
_____ hours talking to my friends
_____ hours at school
_____ hours on activities outside of school
_____ hours on (insert other activities) _____

3. After students have completed their list, have students highlight, underline, circle, etc the top 3 things that they spend their most time on

Optional: To integrate more math into the lesson, have students add up the amount of hours they spend doing all the above activities. Do these fit into a 24 hour span? Do they have time left over? Use the findings and open a discussion about why time management is important

How will students demonstrate their learning?

Students will engage in whole group discussion as well as participate in the individual activity

Activity 3 – Individual, 30 Minutes

Description of Activity: Using the activities and hour usage from the previous activity, students will create a daily schedule to help manage their time.

Before beginning this activity, help students understand that a daily schedule may change and that activities/tasks can be replaced with other things. For the purpose of this activity, have them focus on an upcoming day such as tomorrow or use yesterday.

Activity 3 – Continued

1. Based on student's preference in the previous activity, have students use paper/pencil or a digital format to draft their daily schedule
2. Students should begin their schedule from the time they wake up until the time they typically go to sleep. Instruct students that there will be a gap in the schedule for sleep.
3. Have students organize their day by hour based on the activities and tasks listed in activity 1
4. Based on student needs, this activity can easily be adapted:
 1. Pre-fill in hour time slots
 2. Pre-fill in meal times and or school time
 3. Use an actual clock visual to help students visualize their time on a clock rather than on a grid
5. Example of daily schedule
 1. Also in Appendix A, example attached

How will students demonstrate their learning?

Students will organize daily schedule and will edit schedule based on times and availability

Closing Activity – Whole Group, 5 minutes

Description of Activity:

State “We learned today how many hours there are in a day but also how quickly our days can fill up, especially if we have a busy schedule. It is important that we manage our days using a calendar, daily schedule, or planner to help us remember our tasks and when we have time to complete them.”

Ask:

What is one thing that you will take away from today's lesson?

How will students demonstrate their learning?

Students will demonstrate learning by answering key takeaway question

My Daily Schedule



Time	Activity
7:00 AM	Wake Up, Eat Breakfast
8:00 AM	Get ready for school and get on bus
9:00 AM	Arrive at school; Art club
10:00 AM	Math
11:00 AM	Math; Science
12:00 PM	Lunch
1:00 PM	Reading Block
2:00 PM	Health & PE
3:00 PM	Get on Bus and go home
4:00 PM	Eat snack; watch the NEWS
5:00 PM	Dinner with Family
6:00 PM	Homework
7:00 PM	Family Movie
8:00 PM	Family Movie
9:00 PM	Get ready for bed, prepare items for next morning
10:00 PM	SLEEP