

To the Teacher

PROGRAM RATIONALE

The Temporal Concepts Series focuses on teaching the critically needed skills of specific time concepts to a wide range of special learners. Command of the concepts of time is a necessary requisite for successful participation in many everyday conversations and other types of social interchange. Temporal concepts are also used extensively in printed media, such as public transportation schedules, employment regulations and newspapers. *Day By Day* represents the first workbook in this series. It presents a variety of independent student activities which concentrate on those particular concepts related to the day. There are 14 concepts presented in seven units. Each unit is designed to build upon the concepts introduced in previous units.

Certain students manifest a great deal of confusion and frustration when dealing with the varied and ubiquitous nature of time. To help them make sense of daily time concepts, *Day By Day* offers a carefully designed sequence of activities. The activity levels are written in ascending gradations of difficulty, and incorporate review pages to facilitate the learning process. *Day By Day* will provide students with the skills necessary to deal successfully with important temporal concepts.

GOAL OF THE TEMPORAL CONCEPTS SERIES

This series was developed to teach temporal concepts through a variety of student activities.

OBJECTIVES OF DAY BY DAY

By successfully completing prescribed correlated worksheets, the student will demonstrate understanding of the following temporal concepts:

- sunrise, sunset
- day, night
- daytime, nighttime
- noon, midnight
- day (24 hours)
- morning, afternoon, evening
- a.m., p.m.

SUGGESTED USE

The Temporal Concepts Series is intended for use by students in upper elementary (intermediate) grades and above who have not learned the many temporal concepts related to days, weeks, months, years, seasons and holidays. A variety of activities are included in the series. The activities are presented in a workbook format.

The following procedures should be used by the teacher in order to facilitate student success with the temporal concepts presented in this workbook:

1. Before introducing a unit to the students, the teacher should become familiar with the specific concepts being taught in that unit.
2. Most teachers will feel comfortable in teaching one *unit* each week. Of course, the pacing will depend upon students' needs and abilities.
3. It is important that the teacher present an introductory lesson for each concept before proceeding to the workbook. This lesson can be patterned after the activities found in the unit.
4. A teaching box is located at the top of the page each time a new concept is presented in a unit. The teacher should work through the teaching box with the students.
5. The teacher may then direct the students to complete the independent student activity pages which relate to the concept.
6. Answer keys are located at the end of the workbook. Teachers may wish to allow students to check their own work for instant feedback, or the teacher may remove the answer keys and work together with students to correct their work.
7. Review page(s) are included at the end of each unit.
8. The temporal concepts of *sunrise* and *sunset* (unit one) have multiple meanings. Each concept refers to (1) a period of time, and (2) a physical phenomenon. For example, *sunset* means both the time when the sun goes down, and something which can be seen. Teachers need to be aware of this distinction, and should take extra care in introducing and clarifying these concepts.