



**Grade 3  
Language Arts/Social Studies/Mathematics  
Lesson 1 of 5**

**Note:** This unit can be modified for Grade 7  
Global Connections/ Communities

Developing  
Self-Esteem

Living  
Respectfully

Respecting  
Diversity

Preventing  
Prejudice

## Unit 4: A Day in the Life of a Child

**Contributor** Pamela Clark, Calgary Board of Education, Calgary, Alberta

### Unit Plan Objective

To explore the impact of geography, history and culture upon the life of a child through research and personal connection, and to understand similarities and differences they share with children around the world.

#### **Time**

This unit is composed of five lessons of approximately two to three hours, duration each.

### Lesson 1: Personal Time Clocks

#### Lesson 1 Objective

To define geography, history and culture and to relate them to activities students do in their daily lives.

To understand how geography, history and our culture affect us in our activities, our opportunities, and the choices we make in our daily lives.

 **Time** This lesson will take approximately two periods

 **Materials** Texts and websites are listed under Supplementary Resources.

- Video: *Time Management*, [www.pbskids.org/itsmylife/video/index.html](http://www.pbskids.org/itsmylife/video/index.html)
- two pieces of blank white paper for each student
- Rulers
- Large poster paper
- Pencil crayons/felt pens

### Getting Started

#### Knowledge Now

- Begin by asking students how they spend their days.
- Chart on the board the activities students all do: eat, sleep, go to school, etc.
- Ask students to describe the kinds of activities they engage in for recreation, leisure, etc, and

chart these in a separate column.

- Ask students to think about these activities and how they are influenced by where we live, our family life and our society. Discuss ideas.
- How do students think their daily life might be different from children in other parts of the city? Why?

### **Engaging Interest**

- Have students watch the *Time Management* video from [www.pbskids.org/itsmylife/video/index.html](http://www.pbskids.org/itsmylife/video/index.html).
- Ask students if they have enough time in one day to do what they want to. Why or Why not?
- What influences our activities and how we choose to spend our time?
- Share responses.

### **Learning Activities**

- Go back to the two charts on the board and ask students to examine their activities and decide which of the activities are necessary for survival. Put an “S” beside these.
- Which of the activities are not needed for survival, but impact our quality of life? *Quality of life* refers to the sense of safety, comfort, security, health and happiness that a person has in his/her life. Discuss. Put a “Q” beside these.
- Decide on some categories for the class activities and have students rewrite them in their notebooks, eg, survival activities (eating, sleeping), education (school, tutoring, piano, etc.) health and wellness (exercising, sports, phys-ed, etc.)
- Explain to students that we will spend the next two classes exploring how our daily lives and the activities we do are affected by where we live, our society and our cultural beliefs.
- Divide the class into three expert groups:
  - Geography
  - History
  - Culture
- Ask group members to use the large chart paper to design a mind map to define their expert term (geography, history and culture) using as many descriptive words as possible.
- Using the jigsaw method ([www.sacsc.ca/Resources\\_Strategies.htm](http://www.sacsc.ca/Resources_Strategies.htm)), have experts from each group convene and share their definitions of the three terms.
- Reconvene as a large class and discuss the definitions as they relate to the activities and categories that have been recorded on the board.
- Ask students how geography influences our sleep patterns and where we sleep. Students will respond with knowledge about daylight patterns as well as climate.
- Ask students how culture would affect our food choices. Discuss and share responses.
- Discuss how our history as a society affects our desire for education.
- Using these three examples, ensure students’ understanding of the three terms.
- Explain to students that they will be charting a 24-hour time clock to determine their daily activities and then we will examine these activities to understand how they are affected by geography, history and culture.
- Using the board to draw a model, have students make a large AM clock on one sheet of paper and a large PM clock on another sheet of paper. Together, these clocks will form their personal 24-hour time clock.

- Have students label the AM clock with 1200, 0300, 0600 and 0900 marks and use their rulers to divide each circle clock into 4 quadrants; the PM clock should be labeled 1500, 1800, 2100 and 2400.
- Students can then make mark around the clock to indicate specific hours, as required.
- Explain to students that they will fill in their personal time clock with all of their daily activities.

## **Assessment/Analysis**

- Ask students to complete what they can on their time clock starting from 12:00 am (Midnight). Have them use point form to describe what they normally do during that time. Provide time for each student to complete his or her clock up to 12:00 pm.
- Explain that students should select an average day to describe their activities.
- This can be completed for homework.

## **Application**

- Ask students to examine their time clocks.
- Which of their activities would be the same for a child in another community?
- Start with 12 midnight and work your way around the room. What time do most students in the class eat breakfast?
- Why would some children in Calgary (or another location) not be eating breakfast? Why would some children stop attending school?

## **Activities for Extension and/or Integration**

See other lessons in this unit.

- Students prepare a questionnaire for one of their favourite people about how they spend their day and fill out a time chart for them—to see how an older sibling/parent’s daily schedule is the same or different from their own.
- For older grades, partner up with a younger grade at your school and compare graphs; or combine with a neighbour school in another community and see the similarities and differences in a new light.

## **Subject and Level Learner Outcomes for Subject and Level**

[www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/)

### **Grade 3 Social Studies**

General Outcome 3.1: Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities.

3.1.2: examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life?
- How does daily life reflect quality of life in the communities (eg, employment, transportation, roles of family members)?
- How does access to public services affect the communities (eg, schools, hospitals, libraries, transportation)?

- How is identity reflected in traditions, celebrations, stories and customs in the communities?
- How do the individuals and groups in the communities maintain peace?
- How do the individuals and groups in the communities cooperate and share with other group members?
- How is cultural diversity expressed within each community?

### **Grade 3 Mathematics**

General Outcome 3.1: Estimate, measure and compare, using whole numbers and primarily standard units of measure.

11. Estimate and measure the passage of time, using standard units such as minutes, hours and days.

General Outcome 3.2: Use measurement concepts, appropriate tools and results of measurement to solve problems in everyday contexts.

12. Read and write time on a 24-hour clock

### **Safe and Caring Topics and Concepts**

#### **Living Respectfully**

- Examining rights and responsibilities
- Working cooperatively in groups
- Developing positive interdependence and relying on each other to complete tasks
- Helping others learn or attain a goal
- Giving and receiving help
- Listening carefully

#### **Developing Self-Esteem**

- Taking responsibility for language and actions
- Respecting and celebrating our unique identities

#### **Respecting Diversity**

- Recognize and appreciate that individuals, families and cultures are unique
- Respecting how ‘standing in someone else’s shoes’ helps avoid and/or resolve conflict
- Build respect for diversity

## Teaching Strategies

<p><b>Go to</b>  <a href="http://www.sacsc.ca">www.sacsc.ca</a>  <b>Click on</b>  Resources, Strategies for  strategy descriptions</p>	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Jigsaw activity</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving— time</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Demonstration</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
			<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Bulletin board (posters)</li> <li>• Mind map</li> </ul>

## Supplementary Resources

- Time management [www.studygs.net/schedule](http://www.studygs.net/schedule)
- *Time Management Video* [www.pbskids.org/itsmylife/video/index.html](http://www.pbskids.org/itsmylife/video/index.html)