



## What Time Is It Mr. Wolf?

It's Lunchtime!

**Beginner:** Talk about routines and what happens at different points of the day (ex: lunchtime happens in the middle of the day, bedtime happens at the end of the day).

**[Tip]:** Besides a clock, emphasize what else marks these points in our day (ex: “our tummies growl when it is time to eat and the moon shines when it is time to sleep”).

**Intermediate:** Throughout the day, take note of the time that different parts of your routine happen, like mealtimes, extracurricular activities, and school schedules.

**[Tip]:** Practice looking at the times on both digital and analog clocks.

**Experienced:** Use the clock to approximate how much time (hours/minutes/seconds) passes between points in your daily routine.

**[Tip]:** Make a habit of referencing time in daily vocabulary and make associations to the clock when applicable (ex: we leave for soccer in 30 minutes, let's trace how that time will pass on a clock).

**Why is this important?** Associating daily activities to the clock helps build routine and develop number sense.

**References:** VandeWalle, J. A. (2011). Elementary and Middle School Mathematics: Teaching Developmentally. Pearson Canada. (pp. 385, 401, 402)

Malatras, J. W., Israel, A. C., Sokolowski, K. L., & Ryan, J. (2016). First things first: Family activities and routines, time Management and attention. *Journal of Applied Developmental Psychology*, 47, 23–29.  
<https://doi.org/10.1016/j.appdev.2016.09.006>