



3–5 Years

Social Studies: Concepts of Time

WHEN INTRODUCED AND EMPHASIZED: Weeks 31–34

BEHAVIORS TO OBSERVE

- Understanding Yesterday, Today, Tomorrow, Morning, Afternoon
- Understanding How Families Lived Long Ago

OBSERVATION OPPORTUNITIES

Understanding Yesterday, Today, Tomorrow, Morning, Afternoon

In what ways does the child show an understanding of yesterday, today, tomorrow, morning, and afternoon as he/she:

- describes an activity and indicates when it occurred (yesterday, today, tomorrow) (any time after Week 31, Day 4)?
- includes the word “morning” or “afternoon” when telling a parent/guardian at pickup time what he/she did today (any period after Week 31, Day 5)?
- describes to staff what he/she hopes to do in the afternoon (any morning after Week 31, Day 5)?

Understanding How Families Lived Long Ago

In what ways does the child show an understanding of how families lived long ago as he/she:

- responds to questions aimed at comparing how Laura’s family moved to how current-day families move (Week 33, Day 5 group activity)?
- converses during a meal (any mealtime after Week 33, Day 4)? Example: A staff member asks “Do you think it was cooked over a fire like Ma did in the book we read?” The child responds “No. That is silly!” The staff member asks “How do you think our food was cooked?” The child responds “On the stove!”
- plays a game, such as *pick-up sticks*, that children played long ago (any free play period after Week 34, Day 4)?



FOLLOW-UP LEARNING SUPPORTS

Reinforce

The following activities are designed to support the ongoing development of understanding concepts of time.

Understanding Yesterday, Today, Tomorrow, Morning, Afternoon

- Engage children in conversation about activities they have done in the past or will do in the future. Encourage children to use the words tomorrow and yesterday.
- Ask questions that use the words yesterday, today, tomorrow, morning, and afternoon.
- Invite children to draw a picture of their morning or afternoon routines or dictate a story about their morning for you to write.
- Invite children to describe an activity they did yesterday. Encourage children to include in their descriptions what time of the day they did the activity (morning or afternoon).
- Encourage children to predict which of three different activities will take the least amount of time and which will take the most amount of time. Invite children to use a stopwatch to time their activities and record how long each activity took.
- Print pictures of animals from science. Encourage children to discuss which animal moves through its life stages the quickest and which animals take more time to move through the life stages.

Understanding How Families Lived Long Ago

- Encourage children to look at a picture of an item in its older state and newer state. Invite children to describe things that are the same and different between the two items.
- Invite a parent, older person, or museum curator from your community to visit your room to describe life long ago. Encourage the guest to bring items (or pictures of items) from the past.
- Encourage children to think about and discuss games people in the future will say their children played.
- Read with children other books about pioneer children. Examples: *My First Little House Books: Winter on the Farm* by Laura Ingalls Wilder or *My First Little House Books: Going to Town* by Laura Ingalls Wilder.



Reintroduce

The following activities are designed to support the development of understanding concepts of time among children who find it challenging to understand concepts of time. The activities are also appropriate for all children.

Understanding Yesterday, Today, Tomorrow, Morning, Afternoon

- Review the chart used in Week 31, Day 4. Use your knowledge of children in your room to add items to the chart. Examples: add a picture of a soccer ball to “yesterday” as you describe how a child’s brother participated in a soccer game; add a picture of a suitcase to “tomorrow” as you describe how a child’s family will go on a trip tomorrow.
- Use “morning” and “afternoon” in your daily conversations. Remind children of what morning and afternoon mean. Example: “This afternoon we will go on a walk. Remember, afternoon is the second part of the day. It begins after lunch.”

Understanding How Families Lived Long Ago

- Invite a group of children to engage in the Week 33, Day 4 center activity. Support children in a conversation on how Laura’s log home was different from homes we live in today. Invite children to compare things from their homes to pictures they see in *My First Little House Books: A Little Prairie House* by Laura Ingalls Wilder.
- Repeat the Week 34, Day 5 group activity with a different question, such as “How did people prepare their food long ago?”