



Learning Focus—Exploring Duration of Time

This module gives your child experiences with identifying and describing daytime and nighttime events, identifying and describing events that take a short amount of time or a long amount of time, and ordering everyday events into a logical sequence.

Identify and describe day and night

Time is very abstract for many children because they cannot experience it directly with their five senses. Children start learning by identifying the difference between day and night. They learn that each day and night cycle leads to another day and night cycle.



When the sun goes down, talk to your child about the different activities your family does at nighttime.

When the sun is in the sky, talk to your child about the different activities your family does during the day.

Identify and describe short and long duration events

Discussing events as taking a long time and a short time helps children think about time as a duration. Be mindful that teaching how to tell time on a clock is not appropriate for young children. Instead, experiences that help children understand the duration of time enable them to associate time with reading clocks in later years.



Ask your child to talk about the amount of time (long or short) it takes to drive from home to the store, school, or library, and the amount of time it takes to play a game of football, finish a swimming lesson, eat a banana, brush their hair, or walk the dog.

Use ordinal language to describe a sequence of events

Sequencing events is another way children think about time. When ordering events, they use words such as *first*, *second*, *third*, *next*, *last*, *before*, and *after*, along with the time words *yesterday*, *today*, and *tomorrow*. As they hear and use this language, they are able to place things in an order that makes sense to them, eventually building a strong understanding of time.



When getting ready for bed, ask your child to describe the activities that will occur during that time. Use key words such as first, second, third, next, and last when describing the events in order. For example: “First, I am taking a bath. Second, I am brushing my teeth,” and so on.

Each day, have a conversation with your child about what you both did that day, and what will or may happen tomorrow.

Please help by sending the following:

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| <input type="checkbox"/> Send a family picture of an activity you do during the day | <input type="checkbox"/> 4 pictures of your child: baby, 1 year old, toddler, present day |
| <input type="checkbox"/> Send a family picture of an activity you do at night | |