

Date

Subtheme

Start Time: Choose a start time.

End Time: Choose an end time.

Curriculum Area:

*Conceptual Knowledge-
Numeracy*

**Conceptual Knowledge-
Numeracy**

Materials:

Visual directions
Picture supports

Objective(s):

Students will practice clocking in and out before and after completing a classroom or community-based job task.

Students will identify the start and end time for a community-based job training opportunity.

Students will practice identifying personal information.

Introduction:

- *Connect clocking in/out activity to current theme (e.g. what jobs are associated w/ the theme)
- Teacher will ask students the question "Why do people work? Why do people have jobs?"
- When someone says to make money, ask "How do employers keep track of how much money to pay an employee?"
- hours worked → time card → paycheck

Body:

- "Knowing how to clock in and out of a job is very important so today we are going to practice doing it. We are going to pretend we are going to work. We have to go clock in, return to the classroom to complete our "job" and then, clock out."
- Review the steps to clocking in and out (see adapted directions) before leaving the classroom.
 1. find class
 2. find name
 3. touch out
 4. put card in
 5. put card back
- Transition with class to punch machine in house 4.
- One at a time, have students practice clocking in.
 - add picture on time card for students who do not identify name
- Transition back to the classroom and set timer for 5-10 minutes. Have students complete a mock job. When they finish or when timer goes off, review steps to clocking out and transition to punch machine.
- One at a time, have students practice clocking out.
- Transition back to class

Closing:

- Who can tell me why it is so important to know how to clock in and out?
 - So you get the right amount of money you're owed!
- Where are some other places we can practice clocking in and out?
 - At school, at work, etc.

Accommodations:

Picture supports
Visual directions
Adapted text
Leveled prompting
Differentiated material
Communication system
Differentiated material

Multiple Intelligences:

<input checked="" type="checkbox"/> Linguistic	<input type="checkbox"/> Bodily Kinesthetic	<input checked="" type="checkbox"/> Logical-Mathematical
<input checked="" type="checkbox"/> Visual-Spatial	<input type="checkbox"/> Musical	<input checked="" type="checkbox"/> Interpersonal
<input checked="" type="checkbox"/> Intrapersonal	<input type="checkbox"/> Naturalist	

Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :
CCSS.MATH.CONTENT.HSN.Q.A.3

LCCE Competencies (Link to LCCE Competencies):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.



Clockin



1. find class

2. find name

3. touch IN

g In



Cloc

1. find

2. find

3. tou

Checking Out



Find class



Find name



Check OUT



4. put card in

5. put card b



ack

4. put

5. put

Put card in



Put card back



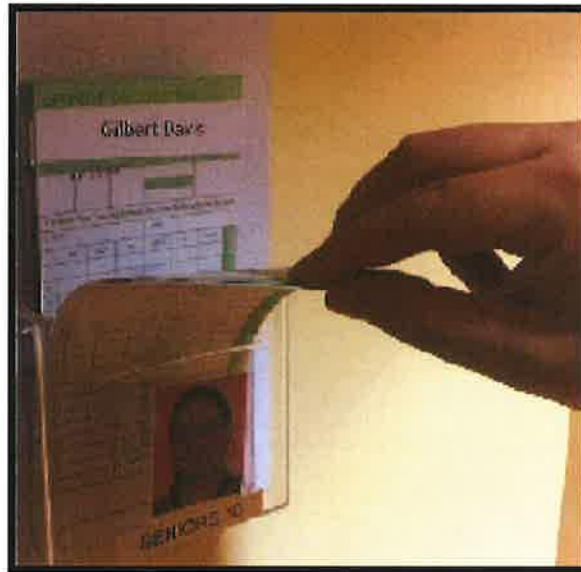
Clocking In



1



2



3



4



5

