



TEACHING TEMPORAL WORDS TO ELEMENTARY LEVEL STUDENTS

Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: July 06, 2024, Accepted Date: July 11, 2024,

Published Date: July 16, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue07-04>

Samadova Svetlana Jontoshevna

Independent researcher, Chirchik Pedagogical University, Uzbekistan

ABSTRACT

Several scientists and educational researchers have worked on the concept “time”, they were interested in how to express time in speech. In this article, we studied their works and wrote about teaching temporal words to elementary level students at the same time a few methods were given that help to teach temporal words.

KEYWORDS

First, next, then, after that, finally, skills, knowledge, learning, activities, methods, approaches.

INTRODUCTION

Time is fundamental to human experience. We structure our lives around it, always trying to arrive on time or get things done ahead of the deadline. But, time itself is a very abstract concept. We cannot feel it, touch it or hear it; yet, it plays a central role in our everyday lives. How are we able to make sense of such an abstract concept? To address this question, Lakoff and Johnson [3] proposed that our concrete experience of being embodied within and moving through space structures our understanding of

abstract concepts including time. Time is an extremely multi-faceted concept and can refer to our perception of the passage of time, as well as our conceptualization of time.

Temporal words, also known as time-order words, play a crucial role in helping students understand the sequence of events. These words are essential for both reading comprehension and writing, as they clarify the order in which events occur. Teaching temporal words

to elementary students can be both engaging and educational with the right strategies. This guide provides practical tips and activities to effectively teach temporal words to young learners. Temporal words are used to describe the timing of events. Common examples include:

Before: before, earlier, previously

Beginning: first, initially, at the start

Middle: next, then, after that

End: finally, last, in conclusion

Strategies for Teaching Temporal Words

The most important task for teachers is to teach temporal words to students. In this article we outlined several techniques how to explain such words to elementary students.

In order to start by explicitly teaching the meaning and function of temporal words we use simple definitions and examples that are easy for students to understand. For instance, “first” indicates the beginning of a sequence, while “finally” signals the end.

Another way to teach temporal words are Visual Aids. In this case we use charts, timelines, and graphic organizers to visually represent the sequence of events. Visual aids can help students grasp the concept of order and see how temporal words fit into the structure of a story or event.

In reading aloud technique first all we choose books and stories that clearly use temporal words. As we read, pause to highlight and discuss these words. We ask students to predict what might happen next using temporal clues.

We create a video tutorial explaining how to complete a task or activity then choose a task we are familiar with (e.g., baking a cake, assembling a model, performing a dance routine). Plan the steps involved in the task from start to finish.

Write a script that includes clear, sequential instructions using temporal words like “first”, “next”, “then” “after that” and “finally”. Record the video, demonstrating each step as you explain it. Edit the video to ensure clarity and coherence.

Personal Narrative Essay

Students write a personal narrative about a memorable event in their life. Think of a significant event that you experienced (e.g., a family vacation, a school competition, a special celebration). Outline the sequence of events from beginning to end.

Write the narrative, focusing on the order of events and using temporal words to guide the reader through the story (e.g., “when I was seven”, “during the summer”, “after we arrived”, “later that evening”). Include vivid descriptions and reflections on the event, revise and edit your essay for clarity and flow.

Scientific Experiment Report

Conduct a simple scientific experiment and write a report explaining the process and results. Choose a basic experiment (e.g., growing a plant from a seed, creating a volcano with baking soda and vinegar). Follow the scientific method: hypothesis, materials, procedure, results, and conclusion. Document each step of the procedure using temporal words to show the sequence (e.g., “initially”, “next”, “after two days” “finally”). Take photos or draw diagrams to illustrate the process. Write a report detailing each part of the

experiment, ensuring the use of temporal words to describe the steps clearly.

Storybook Creation

Write and illustrate a short storybook for younger children. Brainstorm a simple story idea suitable for young children. Outline the plot, focusing on the sequence of events. Write the story, using temporal words to guide the young readers through the narrative (e.g., “one morning”, “later that day”, “suddenly” “in the end”). Create illustrations that complement the story. Assemble the story and illustrations into a book format, either by hand or using a digital tool. These projects will help students practice using temporal words effectively while engaging in creative and analytical thinking. Choose books and stories that clearly use temporal words. As you read, pause to highlight and discuss these words. Ask students to predict what might happen next using temporal clues. Here are a few book and story suggestions that effectively use temporal words. These can be used to highlight and discuss temporal language with students, and to engage them in predicting future events using temporal clues.

1. “Frog and Toad Together” by Arnold Lobel. [1] In this story, Toad decides to plant a garden after being inspired by Frog’s garden. As you read, pause to highlight temporal words such as “first”, “next”, “then”, “finally”, and “after a few days”. Ask students why these words are important and how they help understand the sequence of events. Have students predict what will happen next using clues from the temporal words. For example, “What do you think Toad will do next after planting the seeds?”

2. “If You Give a Mouse a Cookie” by Laura Numeroff

This circular tale follows the consequences of giving a mouse a cookie, leading to a series of events driven by the mouse’s needs. Identify words like “first”, “then”, “when”, “after”, and “finally”. Discuss how each action leads to the next and why the temporal words are crucial in understanding the sequence. Encourage students to predict what the mouse will ask for next after each event. Use temporal clues to guide their predictions.

3. “The Very Hungry Caterpillar” by Eric Carle. This classic book follows the transformation of a caterpillar into a butterfly, detailing what the caterpillar eats each day. Focus on words like “on Monday”, “on Tuesday”, “next day”, “after” and “finally”. Discuss the importance of these words in showing the progression of time and the caterpillar’s growth. Have students predict what the caterpillar will eat next or what will happen to it as the days pass.

4. “Alexander and the Terrible, Horrible, No Good, Very Bad Day” by Judith Viorst [2] Alexander experiences a series of unfortunate events throughout his day. Identify phrases like “when I woke up”, “after breakfast”, “later”, and “finally”. Discuss how these words structure Alexander’s day and help the reader follow the sequence of events. Ask students to predict what bad thing might happen next to Alexander using the temporal clues.

5. “Harry Potter and the Sorcerer’s Stone” by J.K. Rowling. [4] The first book in the Harry Potter series introduces Harry and his journey into the world of magic. Look for temporal phrases such as “at the beginning of the term”, “after lunch”, “then”, “next”, “later that night”, and “finally”. Discuss how these words help keep track of the timeline of events at

Hogwarts. Encourage students to use temporal clues to predict what might happen next in the story.

Implementation Steps:

- In Pre-Reading introduce the concept of temporal words and why they are important in understanding sequences in stories.

- In While Reading read the chosen book or story aloud, pausing at key points to highlight and discuss temporal words. Ask students to explain how these temporal words help them understand what is happening and what might happen next. Have students make predictions about future events in the story based on the temporal words and context clues.

In the third step that is in Post-Reading Reflect on the predictions and discuss how the temporal words guided their understanding and anticipation of the story's events.

Using these books and activities, students can develop a deeper understanding of temporal words and their importance in structuring narratives and processes. Provide students with sentence strips or picture cards depicting events. Have them arrange the events in the correct order and use temporal words to describe the sequence. For example, give students cards illustrating the steps to plant a seed and guide them to narrate the process: "First, we dig a hole. Next, we plant the seed. Then, we water it. Finally, it grows into a plant."

How to Make a Sandwich

Making a sandwich is easy and fun. Follow these steps to create a delicious sandwich.

Materials Needed: Two slices of bread, Your favorite spread (like mayonnaise or mustard), Some slices of

cheese, Some slices of ham or turkey, Lettuce and tomato (optional), A knife

First, gather all the ingredients and materials you need. Make sure you have everything ready before you start. Next, take the two slices of bread and lay them flat on a plate or cutting board. Then, use a knife to spread your chosen spread (mayonnaise or mustard) on one side of each slice of bread. After that, place the slices of cheese on top of the spread on one slice of bread. You can use as much cheese as you like. Next, add the slices of ham or turkey on top of the cheese. Again, use as many slices as you prefer. Then, if you like, add some lettuce and tomato slices on top of the ham or turkey. This will add a nice crunch and some freshness to your sandwich. Finally, take the second slice of bread and place it on top of the lettuce and tomato (or ham/turkey if you skipped the vegetables), spread side down.

Last, cut your sandwich in half with the knife if you want, and enjoy your delicious sandwich!

Encourage students to use temporal words to clearly explain each step in their own "How-To" guides. This helps them organize their thoughts and improves their writing skills.

Games and Activities: Incorporate games like "Sequence Bingo" or "Temporal Word Relay." In Sequence Bingo, students mark off temporal words as they hear them in a story. In Temporal Word Relay, students work in teams to arrange events in the correct order and describe them using temporal words.

Assessing Understanding

To assess students' grasp of temporal words, use a variety of formative and summative assessments: Watch for the use of temporal words in students' oral and written communication. Provide exercises where students must fill in the blanks with appropriate temporal words or sequence events correctly.

Exercise 1: Fill in the Blanks

Fill in the blanks with the appropriate temporal words: “first”, “next”, “then”, “after that”, and “finally”.

_____, wash your hands with soap and water.

_____, take out two slices of bread and place them on a plate.

_____, spread butter on one side of each slice of bread.

_____, place a slice of cheese and some ham on one of the buttered slices.

_____, put the second slice of bread on top, buttered side down, to complete your sandwich.

Answers: First, Next, Then, After that, Finally

Exercise 2: Below are steps to brush your teeth, but they are out of order. Write the steps in the correct sequence.

a. Spit out the toothpaste and rinse your mouth with water.

b. Put toothpaste on your toothbrush.

c. Rinse your toothbrush and put it away.

d. Brush your teeth for two minutes.

e. Wet your toothbrush with water.

Answers: e, b, d, a, c

Exercise 4: Below are steps for planting a flower, but they are out of order. Write the steps in the correct sequence.

a. Water the flower lightly.

b. Dig a small hole in the soil.

c. Place the flower into the hole.

d. Cover the roots with soil and pat it down gently.

e. Choose a suitable spot in the garden.

These exercises will help students practice using temporal words and understanding the correct sequence of events.

Project 1: Personal Narrative Essay

Write a personal narrative about a memorable event in your life. Think of a significant event that you experienced (e.g., a family vacation, a school competition, a special celebration). Outline the sequence of events from beginning to end. Write the narrative, focusing on the order of events and using temporal words to guide the reader through the story (e.g., “when I was seven”, “during the summer”, “after we arrived”, “later that evening”). Include vivid descriptions and reflections on the event. Revise and edit your essay for clarity and flow.

Project 2: Scientific Experiment Report. Conduct a simple scientific experiment and write a report explaining the process and results. Choose a basic experiment (e.g., growing a plant from a seed, creating a volcano with baking soda and vinegar). Follow the scientific method: hypothesis, materials, procedure,

results, and conclusion. Document each step of the procedure using temporal words to show the sequence (e.g., “initially”, “next”, “after two days”, “finally”). Take photos or draw diagrams to illustrate the process. Write a report detailing each part of the experiment, ensuring the use of temporal words to describe the steps clearly.

Project 3: Storybook Creation. Write and illustrate a short storybook for younger children. Brainstorm a simple story idea suitable for young children. Outline the plot, focusing on the sequence of events. Write the story, using temporal words to guide the young readers through the narrative (e.g., “one morning”, “later that day”, “suddenly”, “in the end”). Create illustrations that complement the story. Assemble the story and illustrations into a book format, either by hand or using a digital tool. These projects will help students practice using temporal words effectively while engaging in creative and analytical thinking.

CONCLUSION

Teaching temporal words to elementary students is an essential component of literacy education. By using a mix of explicit instruction, interactive activities, and consistent practice, educators can help students master the use of temporal words, enhancing their reading comprehension and writing skills.

REFERENCES

1. Arnold Lobel “Frog and Toad” published by Harper and Row, 1970.
2. Judith Viorst, Alexander and the Terrible, Horrible, No Good, Very Bad Day" published by Atheneum Books, imprint of Simon & Schuster, 1972
3. Lakoff and Johnson, “Metaphors We Live By”, published by University of Chicago Press, 1980.
4. Murodova E. (2023). The importance and advantages of learning a second language. Экономика и социум, (12 (115)-1), 501-504.
5. Rowling J.K Harry Potter and the Sorcerer's Stone" published in the United Kingdom under the title "Harry Potter and the Philosopher's Stone" by Bloomsbury June 26, 1997.
6. Xaldarchayeva G. S. Methods of teaching creative thinking to students based on the design of creative tasks in English, <https://euroasianjournals.org/index.php/pc/index> 270 | P a g e Licensed under CC Attribution-NonCommercial 4.0

OSCAR
PUBLISHING SERVICES