

Name Bailee Farmer

Lesson Plan Template

Lesson Segment Focus: Telling Time

Lesson 1 of 1

Course & topic addressed Math: Telling Time

Date 10/27/18 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none">develop a thorough understanding of time-telling skillsunderstand the connection between time on digital and analog (clock-face) clocks.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should have a prior knowledge of how many seconds are in a minute, how many minutes are in an hour, and how many hours are in a day.
Knowledge of students background (personal, cultural, or community assets)	By second grade students have developed a basic understanding of time that they will build off of. This lesson will be a continuation of previous instruction at lower grades with the expectation of mastery by the third grade.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR.Math.Content.2.MD.C.7 <ul style="list-style-type: none">Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <p>Note: This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of third grade.</p>
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Anchor charts with examples of analog and digital time clocks will be posted around the classroom for students to refer to. Students will also receive a handout with basic information about clocks and telling time in their native tongue. They will be allowed to utilize this resource during independent work activities.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Clock, time, telling time, digital, analog, minutes, seconds, hours, measurement, short hand, long hand, A.M., P.M.
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> • Clocks with hands (often called analog clocks) • Digital clock (optional) • Activity sheets • Reference handout • Smartboard
Materials needed by students for this lesson.	<ul style="list-style-type: none"> • Each student will need an analog clock with hands • Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 minutes	<u>Introduction:</u> Assess Prior Knowledge	<p>I will start off this lesson by assessing the prior knowledge of the students and their basic understanding of time. I will ask the class, “Can anyone tell me how many seconds are in a minute?”, I will let a student answer or remind them if no one knows. I will then ask, “Who can tell me how many minutes are in one hour?”, I will let a student answer or remind them if know one knows. I will ask one more question, “How many hours are in one entire day”, I will let one more student answer. I will write these answers on the white board so students can refer to it later.</p> <p>I will then ask the class what they are normally doing at particular times during the day, for example; “What are you normally doing at 3:00 A.M.?” I will be looking for the answer “Sleeping”.</p>
30 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> • Pass out reference handout • Mini-lesson • Smartboard activity • PowerPoint game • Quiz 	<ul style="list-style-type: none"> • I will let the daily helper pass out the reference handout • I will conduct a minilesson about telling time with a large analog clock. I will explain to the class what the short hand and long hand does, I will explain all of the tick marks on an analog clock, I will explain A.M. and P.M., I will also go over direct hours, half hours, quarter hours, and down to the minutes. After I feel that the students are grasping onto the concept, I will move on to the smartboard activity, • I will display the blank clock on the smartboard. I will write a time (12:30) on the board and allow a student to draw the hands on the clock. I will ask the class if the student displayed the correct time on the board. If the student did, I will move on to the next time. If the student did not, I will see if a student can explain to me what we need to do to correct the

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		<p>hands and why. I will do these multiple times, making the times harder and harder as we go on. For digital clock practice, I can also project a blank digital clock on the smartboard and orally say a time for the students to write in the digital clock. After I feel that the students are starting to master the concept I will move on.</p> <ul style="list-style-type: none"> • I will then tell the class we are going to play a Jeopardy Game on the smart board and the winning team will get bonus points on their time telling quiz. I will have the class divide into two groups. I will keep score on the whiteboard for the students to see. • I will pass out a worksheet for students to complete as a quiz that will be worth ten points (they will get one point for writing their name). This worksheet will assess their time telling skills and provide them with individual practice.
2	Closure: Exit Ticket	I will have each student write what time their bedtime is on a sheet of paper

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	<p>Student who are not grasping the concept in a whole group setting will be pulled into small groups of 3-5 students in order to pin point areas of weakness.</p> <p>If needed, students with IEP or 504 plans will be given an opportunity to complete the assignment with simplified instructions, additional resources, or multiple-choice questioning</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<p>-Show a video about telling time to provide a visual for students who are visual and auditory learners</p> <p>-allow students to work in small groups and conversate with classmates, while creating a list of questions to bring back and present whole group</p>	
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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Research/Theory

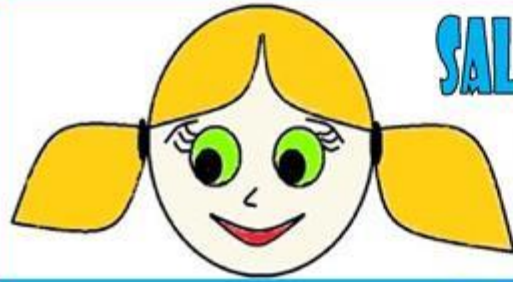
Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>



SALLY DOESN'T KNOW THE TIME!

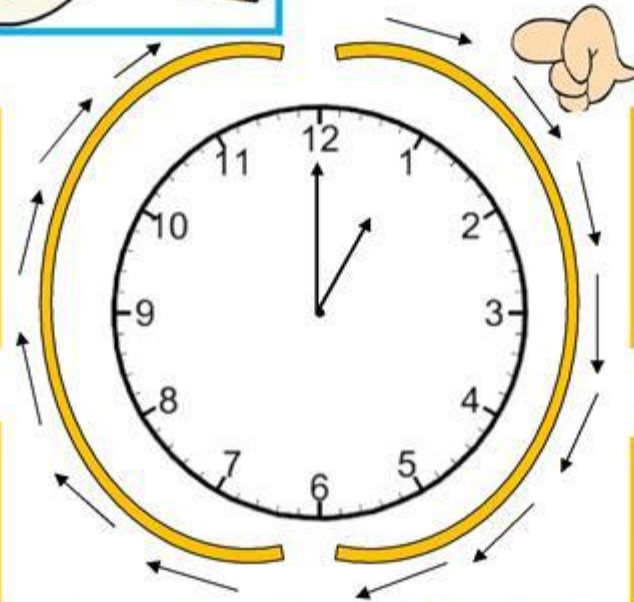
Let's help her!

If the long hand is pointing to twelve we use the expression

O'CLOCK

If the long hand goes this side (left) we use the expression

TO



This is a clock.

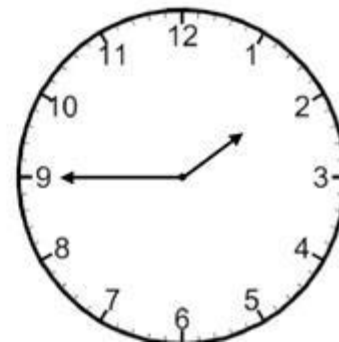
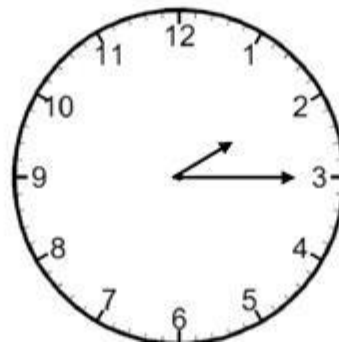
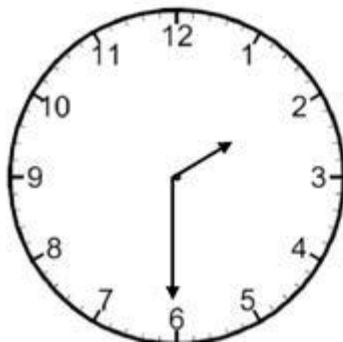
A clock has got two hands - the shorter indicates the hour, the longer one indicates the minutes. First we say the minutes, then the hours.

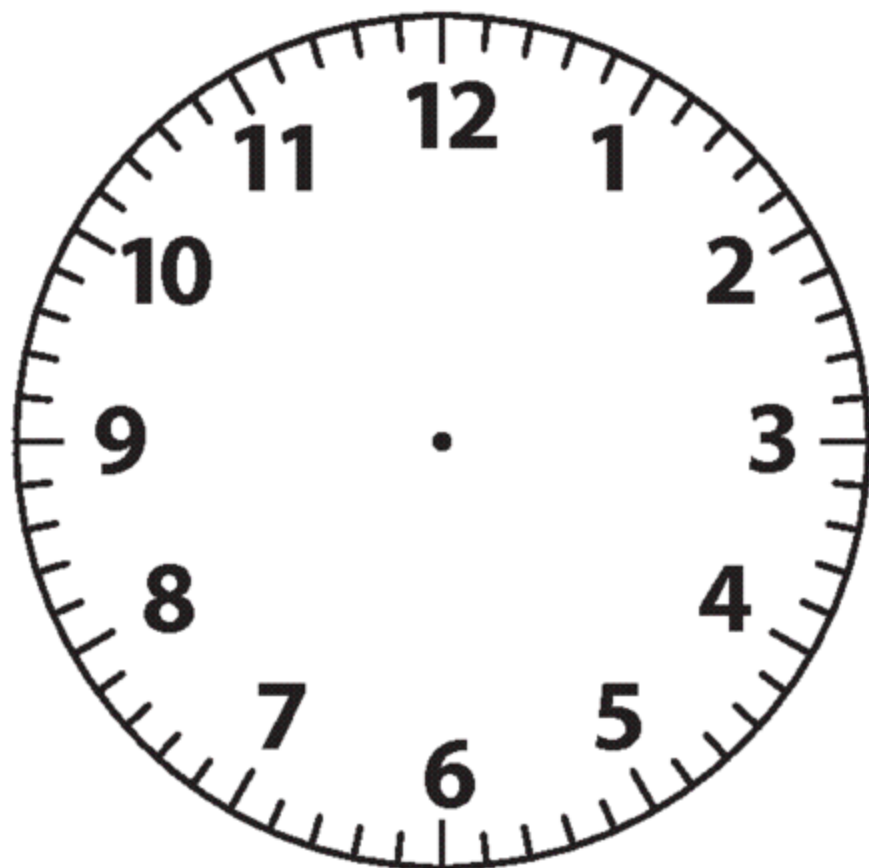
If the long hand goes this side (right) we use the expression

PAST

What time is it?

It's one o'clock.

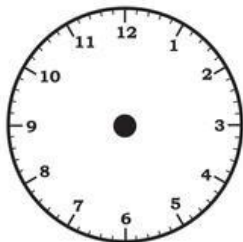




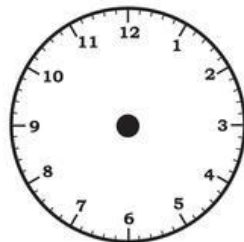


TELLING TIME

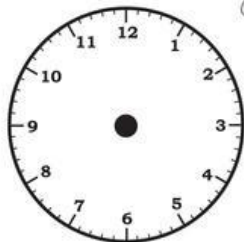
Draw the hands on the clock to show the time.



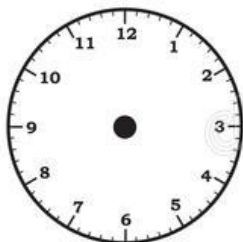
1:30



5:00



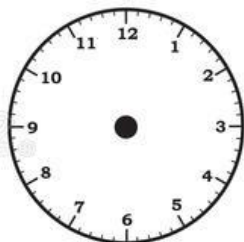
3:15



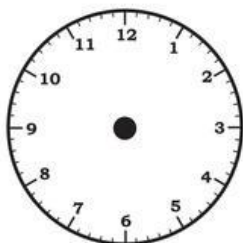
12:30



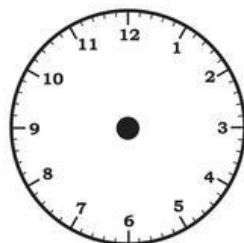
6:45



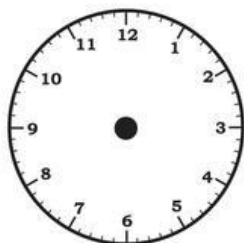
7:30



11:00



8:15



2:30

Name :