

## Lesson Plan Template

### Learning Segment Focus: Time to the Nearest 5 Minutes

Lesson 1 of 1 Topic: Math Date: 05/04/2021 Grade: 2<sup>nd</sup>

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Given a Sphero Mini with paint and an assigned assessment on Splash Learn, students will practice telling time to the nearest 5 minutes.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have learned the basics of telling time to the nearest 5 minutes and will use these activities to practice these skills.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Regardless of background, students should learn to tell time on analog and digital clocks. Though most clocks now are digital, learning about the analog clock will help in understanding various concepts such as A.M., P.M., an hour has 60 minutes, and a minute has 60 seconds.

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.2.MD.C.7 – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Analog clock, digital clock, A.M., P.M.
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#### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	Students will practice telling time to the nearest 5 minutes. They will read time from both analog and digital clocks, and then use digital clocks to help them put the correct time on analog clocks. The assigned activity on Splash Learn on the iPad will be an assessment for me to see how well my students are understanding the concept, so I will not be able to help them with that. One by one, they will use acrylic paints to draw on a big analog clock with the correct time. I will review how to drive the Sphero Mini robots and pull the students one at a time to draw their time on the clock while the others work on their iPads.
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#### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Sphero Mini robot, acrylic paints, plastic cling wrap, large cardstock paper, cardboard “walls,” list of times to be painted
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	iPads with access to Splash Learn

**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Brief overview of activity</li> </ul>	<p>I will first explain the entire activity while students are sitting at their desks. They will be instructed to get their iPads and begin working on their assigned Splash Learn time test while I call them over to the paint area one at a time to paint on the paper clock.</p>
30-45 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Work independently on Splash Learn time assessment</li> <li>• Take turns painting time on the floor clock</li> <li>• Work on any other Splash Learn assignments</li> </ul>	<p>Students will begin working on their time assessment at their seats on the iPads. When they are finished with their assessment, they will be allowed to work on their other Splash Learn assignments while they wait for their turn to paint or for everyone to finish. I will call them over to the paint area one at a time while they are working. They will use the Sphero Mini robot wrapped in cling wrap and then dipped in paint to draw lines on an analog clock of what their given time is. I will give them one time to draw to the nearest 5 minutes, such as 1:20 or 6:45. I will use many different colors so that students will hopefully still be able to identify where their time was when everyone has painted.</p>
10 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Look at painted clock</li> <li>• Clean up</li> </ul>	<p>Once everyone has had a chance to paint a time on the clock, I will call everyone’s attention to the painting. Hopefully, almost the entire clock will be filled with paint from all the different times. We can talk about the importance of being able to tell time and having a “sense” of passed time.</p>

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>The Sphero Mini painting activity will provide an engaging break from students testing or working on other assignments on their iPads. They will get a chance to drive the robot while practicing their time telling skills. The activities on the iPad will provide a quick and paperless assessment for me to use to see how well my students understand the content. I will be able to decide what we may need to spend more time on.</p>
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### Accommodations/Modifications

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>Accommodations and modifications will depend on the students in my classroom. Most of the students will take the same time assessment on the iPads. Some may need one that has easier content or contains fewer questions. Others may need one that is more difficult or has more questions. Some students may need text to speech features as well. Many other strategies could be implemented depending on the students present.</p>
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### Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Differentiation will come somewhat naturally in this lesson. Most students will be taking the same time assessment. While they are doing that, I will be assisting students one-on-one in painting time on the cardstock clock. While I am helping them, we can review time telling content such as what the numbers on a clock mean and how they are spaced apart. I can get a better idea of how each student is doing with the content.</p>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative</p>	<p>As students come paint their time on the clock, I will be helping them one-on-one and can see how well they know the content without my help.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> <b>Summative</b></p>	<p>The Splash Learn time tests will provide a more formal assessment that I can use to see data on the different concepts that involve telling time and how my students are doing.</p>

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>This lesson correlates well with Skinner's transfer of learning theory which explains that students can absorb information in one setting and apply it to something else. Students will have already been taught how to tell and write time on an analog and digital clock to the nearest 5 minutes. They can take what they have learned and apply it to this activity and assessment.</p> <p>This activity also allows for multisensory instruction. They will have a chance to take a break and drive a robot to paint a time on a clock while they are working on their iPads. They are engaging with the material instead of just passively listening to a teacher lecture to them.</p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;  
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<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;

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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
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