

Name Megan Adams

Lesson Plan Template

Lesson Segment Focus Telling time on clocks Lesson 2 of 5

Course & topic addressed Math & Time Date 3/11/19 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify and write hours and half hours on both digital and analog clocks.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have already been introduced to clocks. Students will also have already learned to count past 60 and will understand the term "half."
Knowledge of students background (personal, cultural, or community assets)	Students will have seen their parents wear analog watches and they may have digital clocks in their room.

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.	1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.
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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?	I will have found a Youtube song that helps students remember things about a clock such as the minute hand versus the hour hand.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Hour, minute, analog, digital
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Materials

Materials needed by teacher for this lesson.	Computer with internet access, Youtube, analog clock, iPads, BrainPOP app, projector, powerpoint, worksheets
Materials needed by students for this lesson.	Analog clock, Ipad, BrainPOP app, worksheet and 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.
	<u>Introduction:</u>	I will tell students we are continuing a recent lesson. I will pull up a Youtube song about clocks to begin the lesson. Students will be encouraged to get up and sing along with the video.
	<u>Instruction:</u>	Then I will begin by a quick review of the last lesson on a powerpoint. The powerpoint will cover pictures analog and digital clocks and have students verbally share their answers. Then we will go over key ideas they need to understand the concept of time such as the clock has a minute and hour hand, goes clockwise, etc. Then I will have students get on their BrainPOP app and watch the lesson about <i>time to the hour</i> and <i>time to the quarter and half hour</i> . After watching the video, I will hand out analog clocks and students will practice. I will project a time and they will create it on their clock. I will walk around to make sure students are understanding this and are moving their clocks in the correct direction.
	<u>Closure:</u>	To close, I will handout a worksheet with clocks and students will complete it. I will use this to determine how well students have understood today's lesson. If students finish early, I will ask them to jot down why understanding time is important and to elaborate on what they learned today.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will have students who are visually impaired move up to the front of the room, so they can see better when we are practicing as a class. I will also find videos in a student's native language to help them understand this concept better. I will still have them watch the English version of videos too, so they start to understand the English words.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I can provide one-on-one assistance to those who need it. I have provided many different teaching methods within this lesson by appealing to those who learn best through movement, audio, and visually.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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>;
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