

Name Rachel Holt

Lesson Plan

Learning Segment Focus Telling Time – Clock Talk Lesson 1 of 1

Course & topic addressed Learning to tell time and read clocks Date 11/30/2020
 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to read a clock to tell the time and will gain knowledge regarding time management.
Justify how learning tasks are appropriate using examples of students’ prior academic learning .	This activity will recap what the students have learned about clocks and how to read time. Students will have learned about writing time and the difference between AM and PM.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets .	Knowing how to read a clock and tell time is a vital skill that the students will carry with them through the rest of their lives. No matter what type of clock, it is very valuable to be able to read the time and have an understanding of the time frame. Students will use this skill in all areas of life, including personally, culturally, and socially.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Clock Hour Minute	Schedule AM PM
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Academic Language Support

What are the Academic Language Function(s) (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 Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse) ?	Students will learn about schedules and how to manage their time by keeping track of what they do/what time they do it. Students will fill out the spreadsheet schedule template and will talk aloud amongst the class to decide what to include in their schedules. Students will discuss and compare their schedules and activities to that of their classmates.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Teacher will need access to the schedule spreadsheet and a printer to print off a copy for each student. Spreadsheet: C:\Users\rache\OneDrive\Fall 2020\Schedule Activity.xlsx This spreadsheet is also available on the Clock Talk Padlet board. The board provides several other clock activities and resources. Students are more than welcome to use the board as well.
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	Padlet: https://padlet.com/racheltholt/umj0sfuznkorjh4p
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Students will need a copy of the spreadsheet and a writing utensil. The spreadsheet can be filled out on a computer if desired, but I am going to use paper copies for my students since they are in grade one.

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)
3 Minutes	<p>Introduction: Teacher will explain what a schedule is and how the students will fill in their papers (categorized by activity and time).</p>	Students can use this schedule activity as a review after learning about clocks. They can complete all of the activities and watch the resources on the Padlet board before moving on to this activity.
30 Minutes	<p>Instruction:</p> <ul style="list-style-type: none"> Teacher and students will discuss and complete their charts. Students should be capable enough at this point to finish filling out their schedule on their own. Teacher will stay alert and open for questions or guidance. Teacher and students will discuss as a class and compare the different tasks that the students execute daily. 	<p>The students and teacher will go through a timeline of their day and will begin to fill in the spreadsheet; categorizing the activity in the activity column and the time it corresponds with in the time column. Each students' schedule should pretty much be the same until after school time.</p> <p>Once students have completed their schedules up to 3:00 (the time school gets out), they will begin to work independently and fill out the rest of their schedules based on what they do after school.</p> <p>When students have completed their full daily schedule, the students will take turns sharing what they do after school and will discuss as a class. Students will be able to see the differences between each other's schedules and compare their activities.</p>
	<p>Closure: Students will have a better understanding of schedules and how to keep track of time.</p>	Students will have created a daily schedule that shows each activity and the time that corresponds with it.

Accommodations/Modifications

How might I modify instruction for:	For students that are behind on understanding time or are struggling to tell time,
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<p><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>the teacher can give them more time to complete the activity and can provide them with extra assistance to help them learn the task.</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Teacher can provide students’ aides with extra resources to service in teaching the concept of time and how to tell time. For students that struggle with writing or reading, teacher can make their schedule spreadsheet have larger print or larger cell boxes.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>This schedule activity allows students to practice and learn about time. Their learning is being monitored and provides the students with feedback.</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>This schedule activity helps the teacher to identify each students’ strengths and weaknesses and gives insight regarding how to modify future lessons.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>“Learning to tell the time is an important rite of passage for young children, which helps the development of social and behavioral skills such as responsibility, time management and self-dependence.” - How learn to tell the time clocks benefit your children by EasyRead Time Medium</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data 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>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;
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