

Lesson Plan Template

Lesson Segment Focus: Measurement and Data Lesson 1 of 2

Course & topic addressed: Mathematics/ Working with time and money

Date: 09/10/19 Grade: 1

Student Outcomes

Specific learning objectives for this lesson.	Develop time telling skills to the nearest five minutes, using a.m. and p.m and to understand the difference between digital and analog.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of the third grade.
Knowledge of students background (personal, cultural, or community assets)	Learning to tell time can help students build foundational skills and enhance time management.

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 Tell and write time from analog and digital clocks to nearest five minutes, using a.m. and p.m.
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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?	Judy Clocks, activity sheets, colored pencils and crayons, overhead projector, transparency paper, internet, computer, Inspiration program and various webpages.
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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 and measurement
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Materials

Materials needed by teacher for this lesson.	Big Judy Clock, computer, overhead projector, transparency paper, Inspiration program, internet and interactive websites regarding telling time.
Materials needed by students for this lesson.	Small Judy Clocks for hand on, activity sheets, crayons or colored pencils.

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 mins	<u>Introduction:</u>	Introduce the topic of time and explain the importance of being able to tell time by playing a song or video. Then ask the students to explain various ways being able to tell time could be important. Also, go over counting by fives from five to sixty.
40 mins	<u>Instruction:</u>	<p>Start with whole-class instruction using the transparency paper with the printed digital and analog clocks on the overhead projector. Discuss and define the key vocabulary words needed in order to tell time and the importance of the fifteen, thirty and forty-five marks on the analog clock. Have a student volunteer to come forward and on the transparency paper the “hands” that show time. Wipe that off and have another student do the same until all students have had a turn.</p> <p>Next pass out Judy Clocks, write a digital time on the digital transparency clock and have the students use their Judy Clocks match the same time as the digital clock. Walk around the room monitoring the students and help those who need it, all while reinforcing key vocabulary words. Do this several times until all students are comprehending the skills needed to tell time.</p> <p>Finally, pass out an activity sheet to each student. Have the students quietly complete their worksheet. When all students are finished with the worksheet, verbally go over all the answers allowing the children to give examples of what they would be doing at this time. For example, at 2:00 a.m. the student would be sleeping.</p>
10 mins	<u>Closure:</u>	Go over counting by fives from five to twenty and vocabulary words, replay the song or video about time for the students to sing and dance along with, and gather all the Judy Clocks and place them in their appropriate storage place.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Modifications for instruction could include only having the students who volunteer instead of all student come to the front of the class to write the time on the transparency paper or they could also include grouping children together while using the Judy Clocks instead of using them individually. Some of these modifications may include providing different tasks such as altering the number of clocks to complete on the activity worksheet from all clocks to completing the first five or every other clock.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Additional instruction individually or in small groups will allow me to know if the students are comprehending the lesson. If they are struggling in this area, I can provide additional work sheets and websites for the students to use at home or in their “extra time” at school to better help them comprehend what they are learning.
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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>; <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>