**Lesson Plan**

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|  | **Teacher Name:** | April Simon |
|  | **Lesson Title:** | What time is it? |
|  | **Lesson Dates:** | November 10th 2020 |
|  | **School:** | Click here to enter text. |
|  | **Cooperating Teacher:** | Ryder Close |
|  | **Grade /Time/Period/Block:** | Grade 1 |

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| **Insert Content Standards (no more than four)** | | | | | | | |
| ***If content standards have sub standards, write them below in the lighter section. If not, align to your objectives*** | | | | | | | |
| **Tell and write time** | |  | |  | |  | |
|  | **CCSS.MATH.CONTENT.1.MD.B.3**  **Tell and write time in hours and half-hours using analog and digital clocks.** |  |  |  |  |  |  |

**Lesson Overview**

**LESSON DESCRIPTION**

This lesson will give first graders a sense of time by introducing them to telling time by the hour. Students who have mastered the numbers 1 to 12 will be eager to keep the class on a time schedule.

What prior learning experiences prepared them for this lesson?

Students will need to know their numbers between 1 and 12

**VOCABULARY/ACADEMIC LANGUAGE**

You must teach these terms; check for understanding & look for evidence that your students can apply and explain their use of the academic language.

* analog clock-A clock that represents time by the position of hands on a dial
* hour hand- The small hand on a clock that shows the hours. It goes once around the clock every 12 hours
* hour-A unit of time equal to sixty minutes
* minute hand- The longer hand on a watch or a clock, which moves around the entire face once an hour and indicates minutes
* minute- A unit of time equal to 60 seconds
* seconds-60th part of a minute of time or of a degree (60 seconds in a minute)
* clockwise- Moving in the direction of the hands on a clock

**ENVIRONMENT & MATERIALS**

* Battery-operated analog clock
* Paper plates
* Brass fasteners
* Black permanent marker
* Crayons
* Construction paper
* Scissors
* Class set of the Be On Time worksheet
* Class set of the Time Review: Tell Time with
* Carlos Cat worksheet

**MEASURABLE OBJECTIVES**

* Students will be able to:
  + Students will be able to tell time on the hour using an analog clock.
* Students will know:
  + Student will know what an hour hand is
  + Students will know how to read hours on a clock

**ESSENTIAL QUESTIONS**

* How can I tell time on an analog?

**EVALUATION**

**Formative**

* Assess the independent work of the students
* Taking down notes about each student (strengths/weaknesses)

**Summative (If applicable)**

* N/A

**SOURCES**

Landler, M., &amp; Cave, D. (2020, November 04). A Transfixed World Awaits What's Next in America. Retrieved November 05, 2020, from https://www.nytimes.com/2020/11/04/world/americas/global-reaction-us- election.html

**Instructional Activity**

**1.INTRODUCTION/HOOK:** *This is only the first 5-8 minutes of your lesson to grab the students’ attention.*

Students will be called to sit all together as a group on the morning meeting rug. While at the rug Teacher One will ask students “What do they use to tell time?” Students will have time to respond by raising their hands. After the students have had time to share what they use to tell time the teacher will bring out an analog clock. Teacher One says “clocks come in all shapes and sizes, today we will be learning how to tell the hours on a Analog clock. This is a clock that has rotating hands”. For the next few minutes, the teacher will let the students hold said analog clock to further observe it.

**DIFFERENTIATION FOR INTRODUCTION:**

*What special accommodations might you need to make for individual studen****ts?***

If a student had a physical disability, there will be special seating arranged for them so they too can participate in circle time.

**2. FRAMING THE LEARNING/DEMONSTRATION PROCEDURE (Group of activities that establish clarity for the lesson. Students are introduced to what, why, and how of the lesson).**

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| 1.) Students will be given Teacher modeling/instruction (going over vocabulary, showing clock models)  2.) Guided Practice. Students will make their own analog clock out of paper plates  3.) Independent will work on a worksheet independently, using the analog clocks they had just made if need be. |

**3. THE LEARNING EXPERIENCE/STUDENT WORK PROCEDURE (Involves active learning connected to the objectives and learning outcomes):**

*Step by step description of activities/active learning*

1. Student will be asked to go back to their desk here together Teacher Two will hold up and show off the analog clock once again. Teacher two will then ask the student what they notice about this clock. (hoping for answers like “the clock has numbers one through twelve” “The clock has two pointers” “The clock is round”). Teacher Two will then set aside the analog clock, to then draw a circle on the smart board, together the teacher and students will count to twelve. After Teacher Two will draw the hour hand in red. While doing this Teacher Two will explain that the hour hand moves slowly around the clock, and that it takes 12 hours to make a full rotation. An hour is 60 minutes long. Teacher Two will then switch the color of their writing to blue. Teacher Two will draw a minute hand on the clock. Students will then be told that the minute hand moves quickly around the clock, and it takes one hour to make a full rotation. Remind students that an hour is 60 minutes long, and 60 seconds is equivalent to one minute. To make it easier the teacher will make a small chart on the side of the board that says “1hour=60minute 1minute=60seconds”. To make it easier for students to remember the hour hand is smaller than the minute hand. Teacher Two goes on to say we will only focus on the hour hand today. “When the minute hand is pointing at the 12 it is actually pointing at 0. Meaning 0 minutes. So, when this happens, we say whatever number the hour hand is pointed at with o’clock. Teacher Two Will start off with showing 12 o’clock on the analog clock and tell student to repeat after them “12 o’clock”. Turn the hour hand to 1 to show 1 o’clock Students will once again repeat back 1 o’clock. This process will continue until you hit 12 o’clock again. Always emphasize the movement of clockwise during this process.
2. 2.) Selected students will pass out materials that class will need this includes a paper plate construction paper with drawn clock hands, and a brass fastener. Teacher One will introduce the guided practice. “Today we will be making our own analog clock. You should have all the materials in front of you. A paper plate, clock hands that have not been cut out yet, and a brass fastener. If you do not have one of these please let me know.” Students will be instructed to decorate their paper plate. The only think that must be on the paper plate is numbers 1-12 clockwise like an analog clock. Once done decorating students are to cut out their clock hands. The minute and hour hand should be two different colors. While waiting both teachers will go around the room hole punching the clock hands. After students will be able to use the brass fastener to attach their clock hands to their clock face. Let students who are done use their manipulative they made. Walk around the room and ask them questions “Can you Show me this time?” remember when students are moving their hands on their clock that they are moving them clockwise. The teacher should be making notes on each student on what they need to work on, or it they are caught up to speed.
3. There will be some prompts on the board with different times. Together as a class students will show the answers on there clocks.
4. The last 10 minutes of class students will get a time worksheet to work on. During this time students are expected to finish said worksheet. While students are working the teacher should be letting said students work on their own unless a student ask for help.

**DIFFERENTIATION FOR PROCEDURES:**

***(What accommodations might you employ to meet individual student needs?)***

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| Students who might need some help cutting will have precut clock hands. Student also has two teachers in the room so if they need help they can get it faster and without a worry. |

**CLOSURE PROCEDURE (Students summarize what they know, understand, and can do):**

*Describe how you will conclude the lesson. (What new terms can your students use? What transferrable knowledge did you reinforce? What will students remember a month from now? Is there an exit ticket?*

Students and teachers will meet back on the circle rug for one more small activity. Every student will get a card that says times from 1 o’clock to 12 o’clock. None of the students are to say out loud what their number is. Students then must make themselves into a human clock. If there are more students you can make two groups or extra parts like the clocks hands.

**DIFFERENTIATION FOR CLOSURE:**

*What accommodations might you employ to meet individual student needs?*

Just make sure the room is assessable to those with a disability

**NEXT STEPS:**

Is this a multiple day lesson? What needs to be reviewed next class period? What are the plans for those who do not finish on time or finish early in the second session?

This lesson will at least be three class period. I only say this because I want there to only be one focus for each class. Fist lesson the hour hand. Second lesson the Minute hand. Last lesson brings back the two together. For though who finish early they will have access to math games, and activities.