

UVU Lesson Planning Guide

Name(s): For privacy reasons, student names will not be included in this lesson plan.	Lesson length: 15-20 min
Grade Level: 7 - 9, Life Skills.	Subject: Life Skills - Time Lesson 3

I. Standards (IC1, IC2 ,IC3)	
Utah State Core Curriculum Strand(s) and Standard(s):	7th Grade: M.EE.7.RP.1–3. Use a ratio to model or describe a relationship.
Utah Core Literacy or Math Standard (secondary only):	x
Summative (Unit) Assessment:	Evaluate students ability to tell time to the minute mark on an analog clock when given several problems on a quiz.
Learning Goal:	Students will be able to tell time to a quarter hour on an analog clock when given various times.

II. Intended Learning Outcomes (IC1, IC2, IC3)	
Learning Objective/Target/Indicator: (Know and Do)	<p>Know:</p> <ul style="list-style-type: none"> - Students will know and be able to use the terms "o'clock," "quarter past," "half past," and "quarter to." - Students will understand the relationship between the minute hand and quarter hours. <p>Do:</p> <ul style="list-style-type: none"> - Students will be able to look at the positions of the hour and minute hands and identify the time to the nearest quarter hour. - Students will be able to, when given a verbal time (e.g., "show me quarter past nine"), correctly move the minute hand to the appropriate position.

III. Communication Skill (IP2)		
	Receptive:	x
	Expressive:	Students will be able to use correct quarter-hour time vocabulary, saying things such as "quarter past", "quarter to", or "o'clock".
Communication Support:	Students who struggle with academic vocabulary and verbalization will be able to have a vocabulary list of these words written on the board for them to reference, and can utilize their peer tutors for help in expressing time verbally in this way.	

IV. Assessment of Student Progress (IC6)
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Lesson Pre-assessment:	As a class, students will help find time to the hour and quarter hour to review what we learned last class and ensure everyone is able to tell time efficiently when given an hour or half hour on an analog clock.
Formative assessments:	Students will answer questions throughout the lesson that help them practice telling time to the quarter hour, peer tutors will track how many they get correct on their own and how many they need additional help with.
Final formative assessment:	Evaluate students ability to identify the time to the quarter hour on several given analog clocks on a given worksheet.
Re-engaging the learner/learners (Additional supports or challenges)	To re-engage learners who are losing focus, I will: <ul style="list-style-type: none"> - Have learners interact with their peer tutors and complete tasks with the aid of their peers. Verbally brainstorming, drawing together, answering a question together, etc. - Have tutors use physical analog clocks to show different times and have students answer what time it is with the physical manipulative. Additionally, have tutors give students a time and have students try to find them on the analog clock and set it to the correct time.

V. Preparation (IP8) (LL2, LL4, IC4, IP1)	
Students' prior knowledge, skills and assets:	<ul style="list-style-type: none"> - Students should have time recognition skills and should be able to identify the numbers on a clock face. They should also be familiar with time vocabulary, such as o'clock or to the hour. - Students should have practice telling time to the hour and half hour marks. They should also have a basic understanding of how minutes work on a clock, specifically that the clock shows increases by 5 minute increments.
Student preparation (if applicable):	N/A
Teacher preparation:	<ul style="list-style-type: none"> - Teacher should have worksheets ready to pass out once the lesson has been completed, so students can practice telling time to the quarter hour. - Some students are not ready to tell time to the quarter hour and will get worksheets for telling time to the hour and half hour instead.
Technology integration (as applicable): IP8	<ul style="list-style-type: none"> - PPT Slides - YouTube

VI. Addressing Learners' Needs (LL2, LL4, IP1)	
Differentiation/Individualization:	Differentiation through product: Students will be able to either verbalize, select from given times, or write their answers to questions about what time it is when given a picture of an analog clock

	Differentiation through process: Students will have the ability to draw, verbalize, sign, or use a com board to communicate their answers to questions about time.
Support for ELLs:	No ELL's in the class.
Accommodations/Modifications for IEPs/504s:	<ul style="list-style-type: none"> - Each student will have a peer tutor with them to help them navigate their nearpod or brainstorm the answers to questions. - Two students have a "talker" otherwise known as a communication/com device. - One student will have peer tutors get items for them due to mobility issues. - Other modifications and accommodations are private.

VII. Instructional Procedures (including models of instruction, strategies, assessments, differentiation, transitions, etc.) (LL6, IC7, IP2, IP7)	
Model of Instruction	Direct Instruction: Students will answer questions throughout the lesson, but the instructor is directly teaching them, reading to them, and answering those same questions to model for the students
Step 1 - Review	Review the Last Lesson: <ul style="list-style-type: none"> - Verbally prompt students to set analog clocks to specific hour (e.g., 3 o'clock, 8 o'clock) and half-hour times (e.g., half past 10, half past 1). Observe and provide feedback. - Show pictures of analog clocks set to the hour and half hour. Ask students to verbally state the time shown.
Step 2 - Introduce time to 5 min	Introduce Time to 5 min: <ul style="list-style-type: none"> - Play a video explaining telling time to 5-minute intervals. Briefly discuss key points afterward. Explore Clocks: <ul style="list-style-type: none"> - Have students explore the clocks. - Guide students in identifying the hour hand, minute hand, the numerals 1-12, and the individual minute marks on their analog clocks.
Step 3 - Quarter Hour	Introduce Quarter Hour: <ul style="list-style-type: none"> - Explain the division of an hour into four equal quarters, each representing 15 minutes. Introduce and define the terms "o'clock," "quarter past," "half past," and "quarter to." Practice Quarter Hour: <ul style="list-style-type: none"> - Instruct students to position the minute hand on their clocks at the number 3. Present examples of "quarter past" times and ask students to state the corresponding time. - Instruct students to position the minute hand on their clocks at the number 9. Provide examples of "quarter to" times and ask students to state the time, emphasizing the subsequent hour.
Step 4 - Review	Review The Lesson:

	<ul style="list-style-type: none">- Explain and demonstrate how the hour hand's position changes in relation to the minute hand when indicating quarter-hour times.- Have tutors draw or display analog clocks showing "quarter past" and "quarter to" times. Have students replicate these times on their own clocks and then verbally identify the time shown.
Step 5 - Assess	Assess Learning: <ul style="list-style-type: none">- Distribute worksheets featuring illustrations of analog clocks set to quarter-hour times for students to independently record the displayed time. Have peer tutors track which problems they complete independently versus with assistance.