

Tennessee Tech University
Lesson Plan Template

Name: Haleigh Baker
Date: 10/10/14
Lesson Title: Telling Time
Grade Level: 1st grade
Length of Lesson (Minutes): 90 minutes

Common Core State Standards or State Standards

CCSS.Math.Content.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

Central Focus of Unit/Learning Segment

How do you tell, write, and represent time in hours and half-hours using analog and digital clocks?

Lesson Objectives

Students will:

1. Recognize and define the academic vocabulary of the lesson.
2. Tell and write time in hours and half-hours using analog and digital clocks.
3. Represent time in hours and half-hours using analog and digital clocks.

Language Demands

Language Function & Key Learning Task

Represent- The language function of the lesson is to represent time in hours and half-hours using analog and digital clocks. The key learning task is the paper plate clock activity. (see paper plate clock activity)

Content/Academic Vocabulary

1. Analog Clock- A clock that has a face and uses minute and hour hands
2. Digital Clock- A clock that only has numbers; no hands
3. Hour Hand- The shorter hand on the analog clock
4. Minute Hand- The longer hand on the analog clock
5. Hour- Sixty minutes, represented by the shorter hand on an analog clock, and the numbers on the left of a digital clock.
6. Minute- 60 seconds, represented by the longer hand on an analog clock, and the numbers on the right of a digital clock
7. Half Hour- When the minute hand is on the "6", and it means that half of the hour is gone (30 minutes have past).

Discourse & Syntax

- Discourse-

Students will use discourse in the following manner:

1. Question and Answer during each activity (see Instruction section)
2. Discussing and interacting with their group during the centers (see Centers)
3. Calling out times during the Telling Time anchor chart (see Telling Time anchor chart activity)

- Syntax-

Students will use syntax in the following manner:

1. Writing time (see *What Time is it, Mr. Crocodile?* Activity, Telling Time anchor chart activity, and Paper plate clocks center)
2. Writing definitions of the academic language (see Telling Time interactive

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notebook center)

Supports

Language Function-

- Dry erase clock worksheet (attachment A)
- Telling Time anchor chart (attachment T)
- Paper plate clocks
- Large floor clock

Academic Vocabulary-

- Telling Time anchor chart (attachment T)
- Telling time word wall cards (attachments O-Q)
- Word wall
- Telling Time interactive notebook page (attachment B)

Discourse-

- Question (see Question section)
- Heterogeneous Grouping

Syntax-

- Vocabulary definition sentences
- Analog and digital clocks

Materials/Resources

- Voki: <http://www.voki.com/pickup.php?scid=10425308&height=267&width=200>
- *What Time Is It Mr. Crocodile?* By Judy Sierra
- Dry erase marker
- Dry erase eraser
- Telling time computer games:
http://www.internet4classrooms.com/skill_builders/telling_time_math_first_1st_grade.htm (choices O,G,H,K,L)
- Computers
- Number pages (attachments C-N)
- Large minute and hour hands
- Paper plates
- Brads
- Paper
- Markers
- Glue
- Scissors
- Number cards (attachment R)
- Pre-drawn minute and hour hands (attachment S)
- Timer
- Center group spinner
- White boards

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Assessment/Evaluation Criteria

Formative Assessment

Throughout the lesson, the teacher will monitor the students' understanding in a variety of ways. During the set, the teacher will use the dry erase clock activity to find out what students already know about telling time and writing the time on an analog and digital clock. This pre-assessment requires students to think about and show what they already know, which brings their knowledge about telling and writing time to the surface. The teacher will also call on a few students to share their reasoning for determining how they showed the time on their analog and digital clocks. During the Telling Time anchor chart activity, the teacher will ask probing questions and have the students show times on an analog clock, say the time they are showing, and write the times that the teacher calls out to assess their current understanding of the academic vocabulary and how to tell, represent, and write time. Then, during the paper plate clock center, the teacher will ask the students probing questions, and he or she will observe the students while they are quizzing each other. Finally, the teacher will take the last few minutes of each center segment to walk around to each center and monitor the students understanding.

Summative Assessment

The teacher will check for mastery by collecting the Telling Time interactive notebook page. The teacher will look at the Telling Time interactive notebook page to check for mastery of the vocabulary terms, and of telling, representing, and writing time. It is considered mastery, if the student gets an 85% or higher on the Telling Time interactive notebook page. (See attachment B)

Academic Feedback

Formative Feedback:

- Telling Time Anchor Chart- The teacher will give feedback on the students' responses of the vocabulary definitions in their own words and telling, writing, and representing time. If a student's response is correct, the teacher will tell the student why their response is correct. If a student's response is incorrect or needs more detail, the teacher will provide clarification as needed and ask probing questions to guide the student in the right direction to improve their responses.
- Centers- The teacher will give feedback based on the work that the students are doing at each center and the students' responses to the probing questions that the teacher asks to monitor their understanding. The teacher will give clarification as needed and ask probing questions to guide the students in the right direction to improve their understanding and center work.

Summative Feedback:

- Telling Time interactive notebook page- The teacher will give the students written feedback based on if their drawings depict the vocabulary terms, if they wrote a correct time, and if they underlined the correct part of the time depending on which flap their time is under (minute or hour).

Instruction

Higher-

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	Order Thinking Questions
<p>Set/Hook/Motivator</p> <p><u>"I can" statement (Approx. 2 min.)</u></p> <p>The teacher will begin the lesson by having the children come to the carpet to listen to the voki introduction. The teacher will play the voki, which will include a joke, an introduction, and an "I can" statement all relating to telling time. After the voki introduces the "I can" statement, the teacher will have the students repeat it.</p> <p><u>What Time is it, Mr. Crocodile? (Approx. 10 min.)</u></p> <p>After the students repeat the "I can" statement, the teacher will pass out a dry erase clock worksheet (attachment A), a dry erase marker, and an eraser to each student. The teacher will tell the students to put their materials to the side, and that he/she is going to read a book about telling time. Next, the teacher will begin reading <i>What Time Is It Mr. Crocodile?</i> Each time the teacher reads a time from the book, the students will use the dry erase clock worksheet to write the time on the analog clock and the digital clock. Before the teacher moves on and the students erase their worksheet, they must hold up their worksheet and show their written times to the teacher. The teacher will use this activity as a pre-assessment to see what the students already know about telling and writing time. (see objectives 2 and 3)</p>	<p>How do you represent time on an analog clock?</p> <p>How do you represent time on a digital clock?</p> <p>What time is shown on the clock? How do you know?</p>
<p>Instructional Procedures</p> <p><u>Telling Time Anchor Chart (Approx. 15 min.)</u></p> <p>After the teacher has read the book, he/she will present the Telling Time anchor chart. (see attachment T) The teacher will explain that we measure time using clocks and that there are two types of clocks: analog and digital. The teacher will explain that the analog clock has a face, minute hand, and hour hand, while pointing to each of these parts on the anchor chart. The teacher will also explain that the minute hand is the longer hand, points to the twelve when it is "something o'clock" or "on the hour", and points to the 6 when it is "something thirty" (half-hour). The teacher will mention that when the minute hand is pointing to the six, we say that it is at the half-hour because half of the hour has passed. Then, the teacher will explain that the hour hand is the shorter hand, and whatever number it points to tells us what number to say or write in front of the "o'clock" or "thirty." Next, the teacher will move the arms on the analog clock, on the anchor chart, to give an example. For example, if the minute hand is on the "12" and the hour hand is on the "3", then we would say it is "3 o'clock", and if the minute hand is on the "6" and the hour hand is between the "4" and "5", we would say it is "four-thirty." Then, the teacher will call on a few students to come up to the anchor chart, move the hands on the analog clock, and tell the time that the clock says. After some of the students have had a chance to work with the analog clock, the teacher will move on in the anchor chart to explain the other type of clock: a digital clock. The teacher will explain that the digital clock has a face, colon, hours, and minutes. Next, the teacher will explain that the hours go on the left side of the face, the minutes go on the right side, and the colon goes in the middle to separate the hour from the minutes. For example, to show "2 o'clock" there will be a "2" on the left side of the face, a colon, and two zeros on the right side, and to show "four-thirty" there will be</p>	<p>How are analog and digital clocks alike?</p> <p>How are analog and digital clock different?</p> <p>Why does the minute hand point to the "6" to show a half-hour?</p> <p>Why is the hour hand in the middle of two</p>

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<p>a “4” on the left side of the face, a colon, and a “30” on the right side. Finally, the teacher will explain that when we write the time we write it exactly how it looks on a digital clock. We write the hour on the left, a colon, and then the minutes on the right. The teacher will then call out a few times and have the students write the times on the back of their dry erase clock worksheet. To end this portion of the lesson, the teacher will hang the anchor chart up for the students to refer back to, pass out the word wall cards, and have the students put the cards up on the word wall. (see objectives 1, 2, and 3)</p> <p><u>Centers (Approx. 60 minutes)</u></p> <p>Next, the students will turn in their dry erase clock worksheet, dry erase marker, and eraser, and the students will have a seat back at their tables. Then, the teacher will explain each of the four centers:</p> <p>Floor Clock Game-</p> <p>The teacher will say that the first center is a large floor clock game, where one student will call out a time and another student in the group will have to show that time on the large analog clock by moving the minute and hour hands. If the student gets the time correct, he/she becomes the new caller, but if he/she gets the time wrong, there isn't a new caller and another group member gets the chance to show the correct time. (see objective 3)</p> <p>Telling Time Interactive Notebook Page-</p> <p>Next, the teacher will explain the seatwork center, which is an interactive notebook page. The teacher will explain that the students will get their interactive notebooks and turn to the telling time foldable page. (attachment B) The teacher will also explain that the students will have to draw a picture and write a sentence that describes each of the vocabulary terms, and at the bottom of the page the students will have to write two times under the hour flap and underline the hour in the time and write two times under the minute flap and underline the minutes in the time. The teacher will hold up a student's notebook to use while he/she is explaining to the students what to do. (see objective 1)</p> <p>Computer-</p> <p>The teacher will move on to explain the computer center. The teacher will tell the students that they are going to go to a website where they will play games to practice telling, writing, and representing times. The teacher will also tell the students that they are only allowed to click on the games G, H, K, L, and O, and that they have to do O first. The teacher will write these instructions on the whiteboard. (see objectives 2 and 3)</p> <p>Paper plate Clocks-</p> <p>Finally, the teacher will explain the paper plate clocks by telling the students that they will be working with him/her to make their own analog clocks.</p> <p>After the teacher finishes explaining each center, he/she will place each center group at their first center by spinning the center groups spinner and starting the timer for 15 minutes (the teacher will need to spin the spinner and set the timer each time the timer goes off). Then, the teacher will begin her paper plate clock center. The teacher will give a paper plate and brad to each student. For the high-level learners in each group the teacher will give them a marker, a piece of paper, and scissors to add the numbers to their plate and cut out the minute and hour hands. For the on-level learners in each group the teacher will give them number cards, (attachment R) scissors, glue and paper, and he/she will have the students glue the number cards on their clock in their correct order and cut out minute and</p>	<p>numbers when the minute hand is on the “6”?</p> <p>How can you put the vocabulary definitions in your own words?</p> <p>What picture can you draw to show what each vocabulary term means?</p> <p>What type of clock are you making? How do you know?</p>
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<p>hour hands. For the struggling learners the teacher will give them a plate that has the numbers on the clock written with dashes, a maker, pre-drawn minute and hour hands (attachment S), and scissors, and the students will have to trace the numbers and cut out their minute and hour hands. After each student has finished, the teacher will show the students how to poke a hole through the minute hand, hour hand, and paper plate, and show the students how to attach their hands to their plates by making sure they place the hour hand on top of the minute hand. Next, the teacher will quiz each student by having them represent different times on their clocks, and the teacher will show a time on the students' clocks and have the students write the times on white boards. Finally, the teacher will have the students quiz each other, and when there is 3 minutes left on the timer the teacher will walk around to the other centers to monitor students' understanding. (see objectives 2 and 3)</p> <p>*Notes:</p> <ul style="list-style-type: none">• The teacher will have to set up the large floor clock game ahead of time by placing the number cards (attachments C-N) in order in the shape of a circle and placing the large minute and hour hands in the middle of the circle.• The teacher will need to assemble the interactive notebook page (attachment B) for the students ahead of time. The teacher will have to cut the foldables on the dotted lines and glue the page into each students' interactive notebook.• The teacher will need to make sure that each computer is already at: http://www.internet4classrooms.com/skill_builders/telling_time_math_first_1st_grade.htm• The teacher will need to write the numbers with dashes on each struggling learners plate, make pre-drawn minute and hour hands (attachment S) for each struggling learner, and cut out number cards (attachment R) for each on-level learner a head of time.	
<p>Closure (Approx. 3 min.) To close the lesson, the teacher will have the students clean up their last center and turn in their Telling Time interactive notebook page.</p>	

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Adaptations to Meet Individual Needs

High-Level Learners:

The teacher adapts the instruction to meet the high-level learners by differentiating the paper plate clock activity. (see paper plate clocks activity) The teacher also adapts the instruction by doing heterogeneous grouping to challenge them to explain the material to the other level learners.

On-Level Learners:

See activities described on the lesson plan, but specifically the paper plate clock activity. (see paper plate clocks activity) The teacher also adapts the instruction by doing heterogeneous grouping to challenge them to explain the material to the other struggling learners, or to receive support from the high-level learners.

Struggling Learners:

The teacher adapts the instruction to meet the struggling learners by differentiating the paper plate clock activity. (see paper plate clocks activity) The teacher also adapts the instruction by doing heterogeneous grouping to provide support from the high and on level learners.

English Language Learner:

There are no English Language Learners in my classroom, but if there were, I would assign them a buddy in their heterogeneous center group to help them with the activities.

Other individual needs of the students/class you are teaching?

Multiple Intelligences:

Verbal/Linguistic-The teacher will read *What Time Is It Mr. Crocodile?*, use the Telling Time anchor chart, and the students will write a sentence to describe each vocabulary word.

Intrapersonal- The students will be working individually when they are completing their Telling Time interactive notebook page.

Interpersonal- The students will be working with a group during each center except the Telling Time interactive notebook page.

Kinesthetic- The students will be participating in hands-on learning when they are representing time on a clock during the large floor clock and the paper plate clock activity.

Visual/Spatial- The students will draw a picture for each vocabulary term on the Telling Time interactive notebook page.

Logical/Mathematical- The students will be doing math and working with numbers throughout the whole lesson as they are telling, writing, and representing time.

Behavioral Needs:

See Management/Safety Issues Section

Management/Safety Issues

To insure that the teacher and the students will be able to hear each other and the correct student will have the opportunity to answer a question during discussions, the teacher will remind the students to raise their hands and to stay quiet unless they are called on by the teacher. Before the students begin their center rotations, the teacher will remind the students that they will be working in small groups, and that they only need to talk loud enough so their group members, who are working right next to them, can hear them. The teacher will also remind the students that before they leave a center, they need to clean up and make it look like the way they found it.

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To avoid safety issues, the teacher will remind students that they need to walk when they are rotating between centers, and that they need to be careful and use care when they are working on the computers. The teacher will also remind the students that they need to be careful when they are using scissors because they are sharp and can hurt them.

Rationale/Theoretical Reasoning

Rationale

Many students know what clocks are and that we use them to tell time, but they do not know how to tell and write time by looking at them and how to represent time with them. Telling and writing time is a life-long skill that students need to know in order to function in the real world. If students do not know how to tell and write time, they will never be on time, which will make it hard to nearly impossible for them to keep a job and survive in the real world.

Theory

Multiple Intelligences-

This lesson was created to reach a number of multiple intelligences present in Howard Gardner's Theory of Multiple Intelligences. The lesson specifically addresses verbal/linguistic, intrapersonal, interpersonal, kinesthetic, visual/spatial, and logical/mathematical learning styles in order to help students with varied learning styles grasp how to tell, write, and represent time. (see Adaptations section)

Vygotsky-

Vygotsky's theories explain the importance of social interaction in learning. This lesson incorporates Lev Vygotsky's Sociocultural Theory by having the students work in groups during the centers. Also, Vygotsky talks about the zone of proximal development (ZDP) which is the zone between what a student can do without help and what he/she can do with help. This lesson incorporates Lev Vygotsky's ZDP by having students work in heterogeneous groups, which will allow students to get support from their peers when they need it. (see center activities)

Bloom's Taxonomy-

The teacher is using Benjamin Bloom's Taxonomy by asking higher-order thinking questions, rather than yes or no questions. These types of questions allow students to use their critical thinking skills, which helps them to understand how to tell, write, and represent time. (see Questions section)

Marzano's Nine Essential Instructional Strategies-

Identifying Similarities and Differences: Having students compare and contrast things helps them to understand more complex ideas. In this lesson, to help students understand the differences between an analog and digital clock, the teacher will use the Telling time anchor chart and ask the student to tell how the two types of clocks are different and the same, (see Telling Time anchor chart and Questions section)

Reinforcing Effort and Providing Recognition: If a student is struggling, the teacher should pause to discuss the problem, then prompt with suggestions. If the student's performance improves, offer praise. In this lesson, the teacher will observe each group during the centers, provide any clarification that is needed and offer praise when performance improves.

Nonlinguistic Representations: To stimulate and increase brain activity a teacher can incorporate nonlinguistic representations in a lesson. In this lesson, the teacher will use a nonlinguistic representations: Telling Time anchor chart, large floor clock, and paper plate clocks to stimulate and increase brain activity (see Telling Time anchor chart activity, large floor clock center, and paper plate clock center).

Cooperative Learning: Allowing students to work in groups can have a positive impact on learning, if a teacher is conscious in the way he/she groups the students. For example, the

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teacher needs to take into account the students' interests, academic level, and personalities. In this lesson, the students will participate in cooperative learning during the centers.

Setting Objectives and Providing Feedback: Setting objectives and providing feedback provides students with a sense of direction. The teacher sets objectives for the students when creating this lesson, and provides feedback during the lesson's assessments and other activities. (see Academic Feedback section)

Technology in the Classroom-

Crystal A. Gasell has found in her research that technology integration in the classroom has many benefits. There is an overwhelming amount of evidence that supports that the use of technology in the classroom raises student achievement. In this lesson, the teacher will be using technology during the "I can" statement activity, and the students will be using it during the computer center. (see "I can" statement activity and the computer center)

Engagement Theory- Kearsley and Shneiderman are the theorists associated with the Engagement theory that says learning needs to be creative, meaningful, and authentic. One way to accomplish student engagement is having an emphasis on collaborative efforts in the lesson. In this lesson, students will be working collaboratively during center (See center activities).

Common Misconceptions or Difficulties

- Students mixing up the hour and minute hand
- Writing and saying "6" instead of "30" when the minute hand is on the "6"
- Writing and saying "12" instead of writing "00" and saying "o'clock" when the minute hand is on the 12

References

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Reflections/Future Modifications