

*Two Day Lesson-Day one and two

Teacher: Amy Wambergue

Subject: MATH

Time of Day: M, W, F: 1:10-2:45 T, TH: 12:20-1:55

Day/Date: Monday 2.2.15 thru Friday 2.6.15

*Topic or Focus	Telling Time
Marzano's Instructional Strategy	Identifying similarities and differences, Providing recognition, Homework and practice, cooperative learning, providing feedback
*Essential/Guiding Questions	<ul style="list-style-type: none"> *What is time? *How do you use a clock to measure time? *What is the relationship between minutes and hours?
*Learning Targets	What students should know . . . *Tell time to the hour and half hour
	What students should be able to do . . . *Tell time to the hour and half hour
*Common Core State Standards I can... Crosswalk Standards (Grades 3-5)	*1.MD.3 Tell and write time to the hour and ½ hour using analog and digital clock
Resources Needed for Lesson	Math books, clock poster with moveable hands
*Pre-requisite vocabulary	*afternoon, analog, clock, digital, half hour, hour, hour hand, minute hand, minute, morning, night, time
Assessment (Remember-pretest is the summative and should be given on the first day of the new lesson) *A large % of	Pre-test on telling time

<p>summative assessments should come from Crafter*</p>	
<p>Activating prior knowledge or connections to previous instruction</p>	<p>Show a digital and analog clock and ask them if they know what time they say and ask them where they have seen clocks like these before. ON MONDAY COMPLETE PRE-TEST BEFORE STARTING LESSON</p>
<p>Sequence of Instruction</p> <p>(Following Sequence of Instruction for each content area)</p> <p><i>making clock-</i></p> <p><i>using hand-helds</i></p> <p><i>role playing w/ time</i></p> <p><i>Tell it in w/ your day</i></p> <p><i>what time do we</i></p> <p><i>?</i></p>	<p>15-20 mins. (I do...) Go over I CAN statements</p> <p>M: Read It's About Time from a-z reading</p> <p>T: Read Time of Day from a-z reading</p> <p>W: Read Time For Bed from reading a-z</p> <p>Th: Read How Long Does It Take? From reading a-z</p> <p>F: Read Late Again! From a-z reading</p> <p>10-20 mins. (We do...)</p> <p>**Each day review the vocab**</p> <p>M: Write math story problem on board. Have them write it out and solve in their notebooks</p> <p>T: Write math story problem on board. Have them write it out and solve in their notebooks</p> <p>W: Write math story problem on board. Have them write it out and solve in their notebooks</p> <p>TH: Write math story problem on board. Have them write it out and solve in their notebooks</p> <p>F: Write math story problem on board. Have them write it out and solve in their notebooks</p> <p>25-30 mins. (We do/They do...)</p> <p>M: Telling time to the hour using an analog clock. Workbook page 589-590.</p> <p>T: Telling time to the hour using a digital clock and an analog clock. Workbook page 595-596</p> <p>W: complete worksheet of telling time to the hour using a digital and analog clock</p> <p><i>Not just reading - teaching how to use clock</i></p>

<p><i>New concept use the links in crater discovery Ed Telling time</i></p>	<p>TH: complete worksheet of telling time to the hour using a digital and analog clock</p> <p>F: complete worksheet of telling time to the hour using a digital and analog clock</p> <hr/> <p>20-30 mins. (They do...)</p> <p>M: complete math book pages 591-592 on telling time to the hour on an analog clock</p> <p>T: complete math book pages 597-598 on telling time to the hour on a digital clock compared to an analog clock</p> <p>W: complete worksheet on their own with telling time to the hour on a digital and analog clock</p> <p>TH: complete worksheet on their own with telling time to the hour on a digital and analog clock</p> <p>F: complete worksheet on their own with telling time to the hour on a digital and analog clock</p>
<p><i>Wrap-up or student reflection</i></p> <p><i>main links in hour/half</i></p>	<p>Review the "I can" statements and discuss essential questions to determine student understanding of the lesson. Have four students come up every day to put a time on the clock for the class to tell the time. Focus on hours this week only</p>
<p>Summative Assessments (Please attach)</p>	<p>Check to see if they completed the math problem of the day and clock pages correctly that they are doing on their own</p>
<p>Technology Needed</p>	<p>overhead</p>
<p>Special Education Accommodations/ Modifications *See Mrs. Lipscomb/Ms. Girson*</p>	<p>T.A. & Z.M = Repeated directions and small group</p>

Please note: This lesson plan template should cover a lesson or topic over a two day period. The components in *red will not change, but the other components should be changed to meet the needs of student learning. For each content area there should be a lesson plan for the week.

Measurement)

Academic Standard: TLW read, record, and relate time to the hour and half-hour using a digital clock and an analog clock in real-life situations, use a calendar to name months of the year and days of the week, and solve one-step word problems involving time.

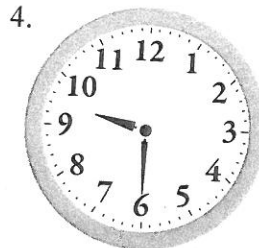
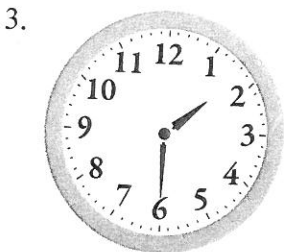
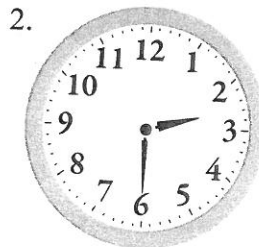
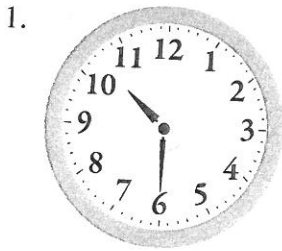
A. TLW write or tell the number of minutes in an hour and a half hour.

- 1. How many minutes are in an hour? _____
- 2. How many minutes are in one half-hour? _____

Criteria: Accurate responses
Proficiency: 100%

B. TLW verbally tell time to the half-hour on a digital and an analog clock.

Analog Clock



Digital Clock

5. **8:30**

6. **1:30**

7. **11:30**

8. **9:30**

Criteria: Time is read without hesitation.
Proficiency: 7 out of 8

(See next page)