

Math Lesson Plan
Date: Thursday, January 28, 2021

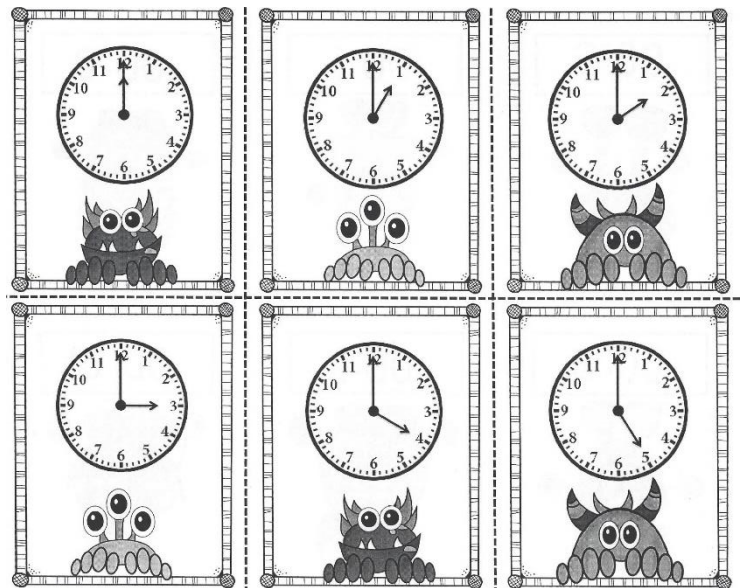
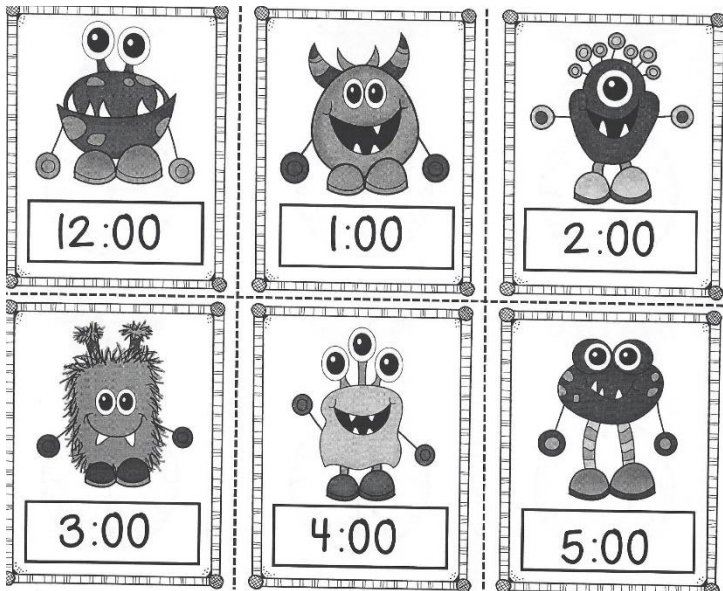
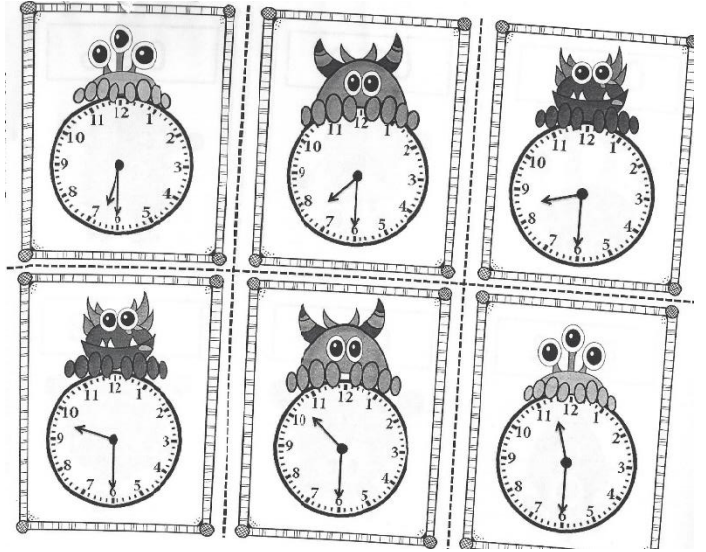
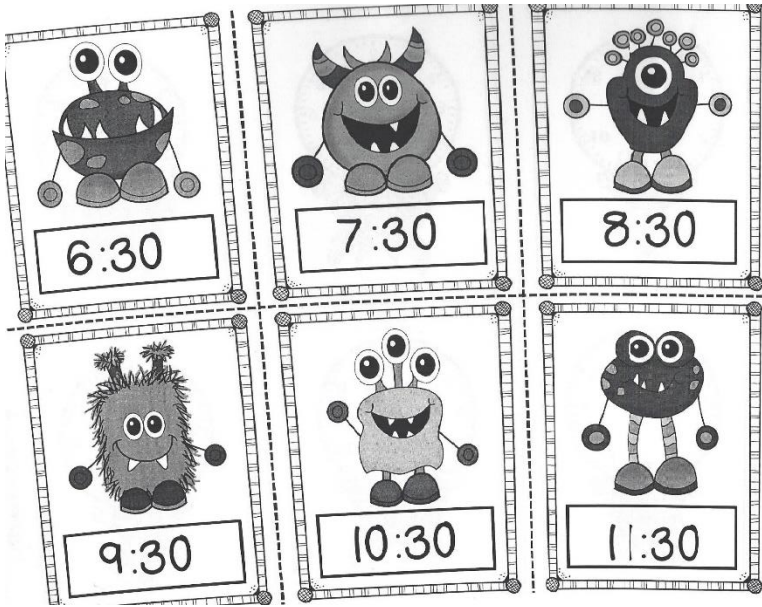
Grade: First		Subject: Mathematics	
Materials: link to YouTube video of Jack Hartmann Let's Learn about the Clock, digital and analog clock matching game – print and cut, mini test – writing the digital time for the time on the analog clock shown		Technology Needed: NA	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 1.MD.3 Tell and write time to the hour and half-hour (including o'clock and half past) using analog and digital clocks.		Differentiation Below Proficiency: Students who are below proficiency will be grouped with the above proficiency students to help assist them with the lesson. I will also give guidance when need. Above Proficiency: Students who are above proficiency, will be assisting the below proficiency ones. Approaching/Emerging Proficiency: Students who understand the lesson, can help others to understand it. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will watch a short video. • Auditory: Students will listen to a short video. Students will work in groups and will have to respect each other. • Kinesthetic: Students will play a matching game digital and analog clocks. • Tactile: Students can move during the video. Students will use their hands for the matching game. 	
Objective(s) By the end of the lesson, students will be able to tell and write time to the hour and half-hour by looking at analog and digital clocks and recalling the time shown. Bloom's Taxonomy Cognitive Level: Knowledge and Comprehension			
Classroom Management- (grouping(s), movement/transitions, etc.) Large group – when other are talking, voice off and listening to the speaker. Group work – Students are to have voice level of 1 or 2, and should take turns respectively. Students should be focused on the game and not be talking about other things. Transitions – I will use an attention getter to get their attention to move on to the next activity.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When other are talking. Students are expected not to be talking. Students are expected to raise their hand if they have a comment or a question. Students are expected to give full attention and listening earing to whoever is speaking. Students will be working in groups and should be respectful of everyone and when speaking in groups they should only hear their group members and no other group.	
Minutes	Procedures		
15	Set-up/Prep: *Print and cut matching digital and analog game. *Set up video to be ready *Print test page of the analog clock and the writing in of the digital clock. – summative assessment		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) *Start by watching a short video: Let's Learn About the Clock Fun Clock Song for Kids Jack Hartmann https://www.youtube.com/watch?v=tEmg914-9xY&t=28s *Ask students what they learned from the video.		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • The students practice learning the clock by playing the matching game of matching the analog clock time to the same time on the digital clock. Students will play the game in pairs. 		

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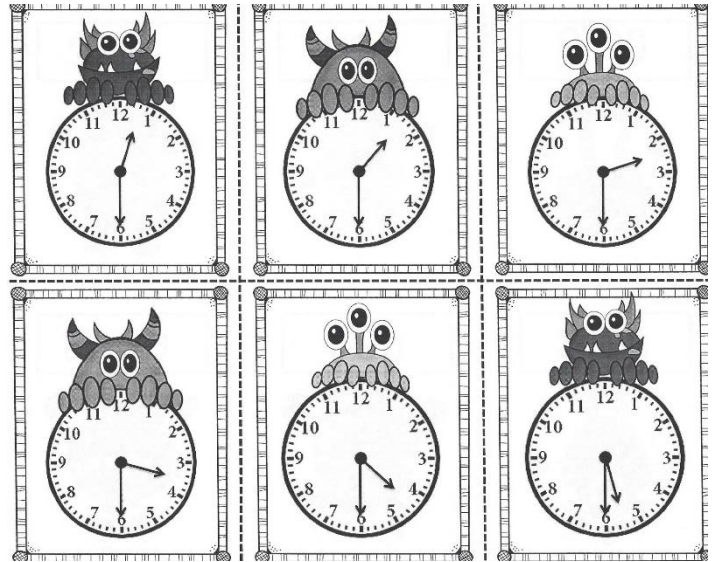
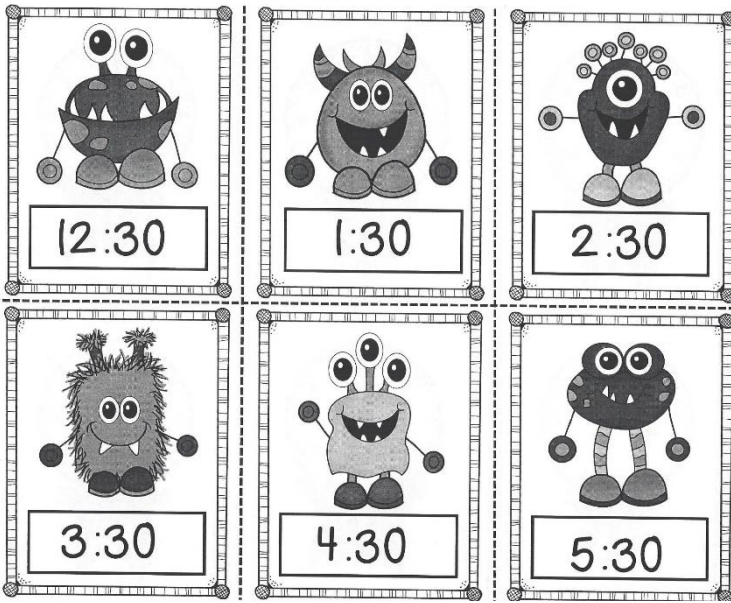
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The students will play the matching analog clock to the digital clock. • After playing the game, the students will return to their seats to a mini worksheet test of clock. The test is analog clocks showing the time, all they need to do is look at it and then write the digital time in the box provided underneath the analog clock. 	
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> *Review what they learned from this activity. * Transition to next activity. 	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>I will walk around while they are playing their game. I might even join in. I will watch and ask some questions for understanding.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The mini worksheet of writing out the digital time to match the analog clock.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I think I did well on this lesson. I did forget to tell them about how to set up a matching game but I had them pause/freeze so I could explain, they were fine with that. I need to work on getting all of their attention before I tell them a direction. So working on my classroom management skills. They seemed to really enjoy this matching game of the clocks. They understood what to do after I had explained the game. I did have to remind them in the middle of showing the video that it was okay to stand up and move just in their spots and also to say the words along with the video was good practice too.</p>		

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Summative assessment:

